

# Institutional Self Evaluation Report Team Training

September 22, 2017



## PURPOSES OF ACCREDITATION

- To assure the public that education provided by institutions meets acceptable levels of quality.
- To promote continuous institutional improvement beyond meeting Standards.
- To maintain the high quality of higher education in the region and in the United States (moving the bar of excellence)

# Accreditation Process

**Phase 1:** Self evaluation by the institution

**Phase 2:** Evaluation by an external team of peer reviewers

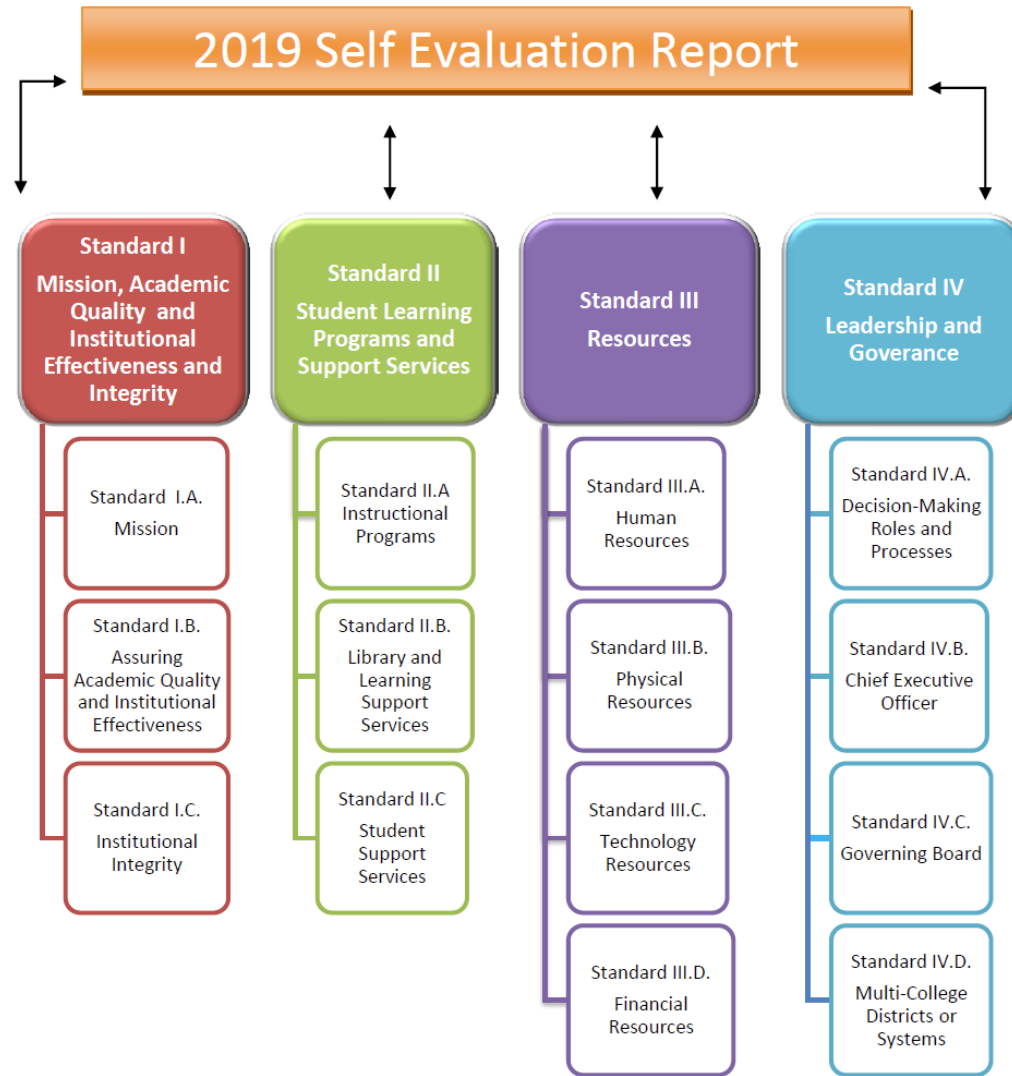
**Phase 3:** Commission review and action

**Phase 4:** Follow-up to meet Standards and/or improve



# 7 Year Accreditation Cycle







## PURPOSES OF THE SELF EVALUATION PROCESS

- To provide an honest analysis of the institution's strengths and weaknesses based on the institution's current status, continuous self evaluation, and quality improvement activities
- To be reflective, analytical, and forward-looking rather than simply descriptive of current status

*Continued*



## PURPOSES OF THE SELF EVALUATION PROCESS *CONTINUED*

- To identify areas at the institution that need attention for improvement and include them in the Self Evaluation Report (actionable improvement plans & QFE)
- To provide the external evaluation team and the Commission with information and evidence of meeting Accreditation Standards
- To demonstrate that the institution has the ability to assure and improve its own quality and effectiveness



## TOP 4 INDICATORS THE SELF EVALUATION HAS VEERED OFF TRACK

4. The writers have decided to leave it to the visiting team to ask questions if there are any gaps in the narrative or the evidence provided.
3. There are disputes over the facts that remain unresolved.
2. The evidence is a deluge of material; not selected for its value in demonstrating how the college itself assesses/conducts its practice in a particular area.
1. The self evaluation process is not integrated with institutional practices as a part of ongoing evaluation.



## Eligibility Requirements

1-5 Separately Addressed

6-21 Addressed in ISER Standards Responses

1. Authority
2. Faculty
3. General Education
4. Academic Freedom
5. Operational Status
6. Student Support Services
7. Degrees
8. Chief Executive Officer
9. Financial Accountability
10. Mission
11. Governing Board
12. Administrative Capacity
13. Educational Programs
14. Academic Credit
15. Student Learning and Student Achievement
16. Admissions
17. Information and Learning Support Services
18. Financial Resources
19. Institutional Planning and Evaluation
20. Integrity in Communication with the Public
21. Integrity in Relations with the Accreditation Commission

# Evidence

For **data** to be useful and reliable source of information and for decision making, it needs to have the following characteristics:

- Accurate, up-to-date, reliable and tested for validity and significance
- May be qualitative and/or quantitative presented in data tables, charts and graphs or in documentary form. Analysis is essential
- Longitudinal and disaggregated by subpopulations of students as appropriate



## Guided Example of Writing College Mission

Look at P. 11 of the Guide Standard I.A.1

Compare the Standard's description to the Evaluation Criteria.

Of the 5 bullet points, bullet 3 is not mentioned in the standard or in the preamble statement.

Look at p. 21 under I.A. for evidence

Of the non shaded 6 boxes, none are needed for evidence for I.A.1. Question – *Do you need evidence for every standard? What evidence?*

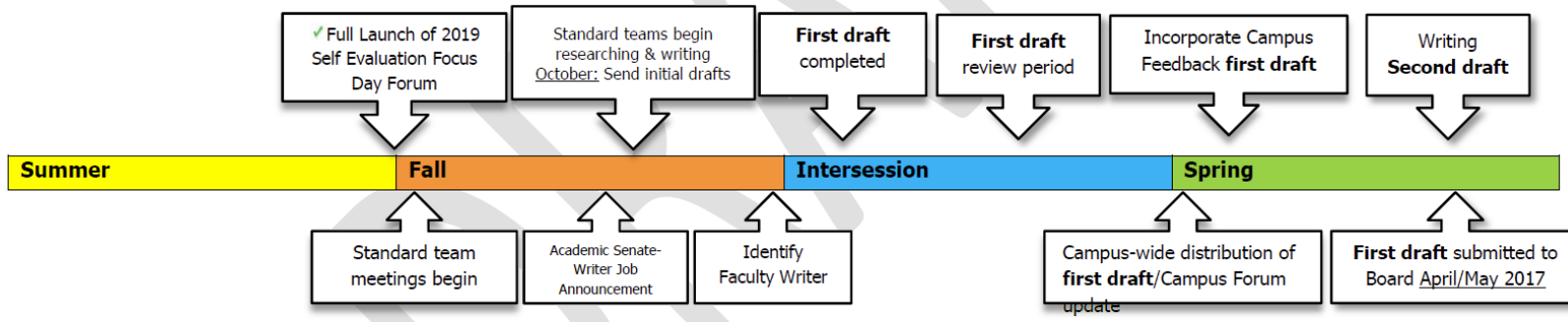
# ISER Training-ACCJC 9/19/17

## Tips and Reflections from Attendees

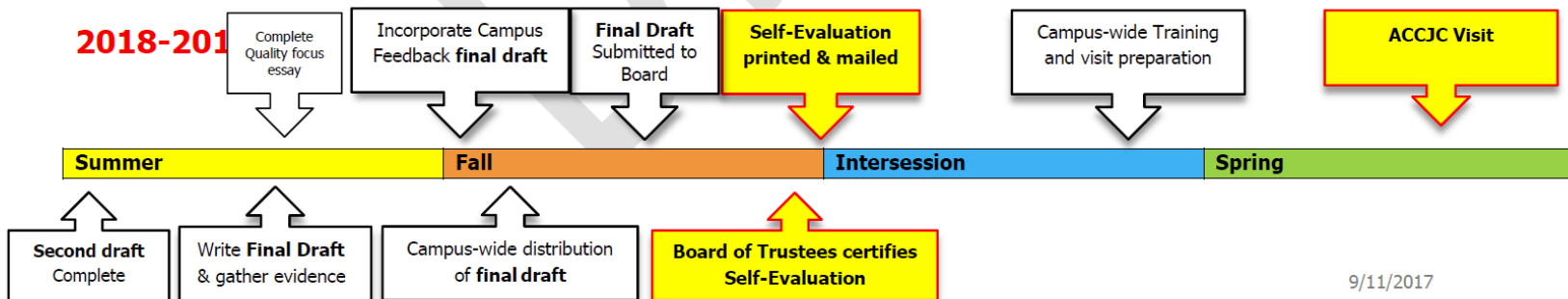
- Brief and succinct technical writing style
- Start with the question – what evidence can I find to demonstrate the standard is being met. Find the evidence and write to describe.
- III A.6 – do not need to address
- I B.6. – disaggregation of SLO data will be clarified by ACCJC
- I B.3. – institution set standards (reference to IPED, College Mission, and an expectation that each program has a set standard.

# 2019 Self-Evaluation Timeline

## 2017-2018



## 2018-2019



## [Excerpt from ACCJC Manual for Institutional Self Evaluation:](#)

### G. Structure of the Institutional Analysis

The main body of the Institutional Self-Evaluation Report must identify and address each of the Accreditation Standards including the subsections. When preparing this part, it is useful for institutions to keep the **principles underlying the Accreditation Standards** in mind, i.e., the Commission expects institutions to:

- design and implement an **ongoing and systematic** cycle of evaluation, integrated planning, resource allocation, re-evaluation, and improvement,
- **analyze its programs** and services while paying particular attention to program review data, student achievement data, and student learning outcomes data, and
- take action to **improve based on the analysis** supported by adequate sources of data and other evidence and make improvement plans when warranted.

The following elements should guide the structure of the analysis of each of the Standards.

#### Evidence of Meeting the Standard

The institution should describe and document the factual conditions at the college, including college practices and policies, which demonstrate how each Standard is being met.

#### Analysis and Evaluation

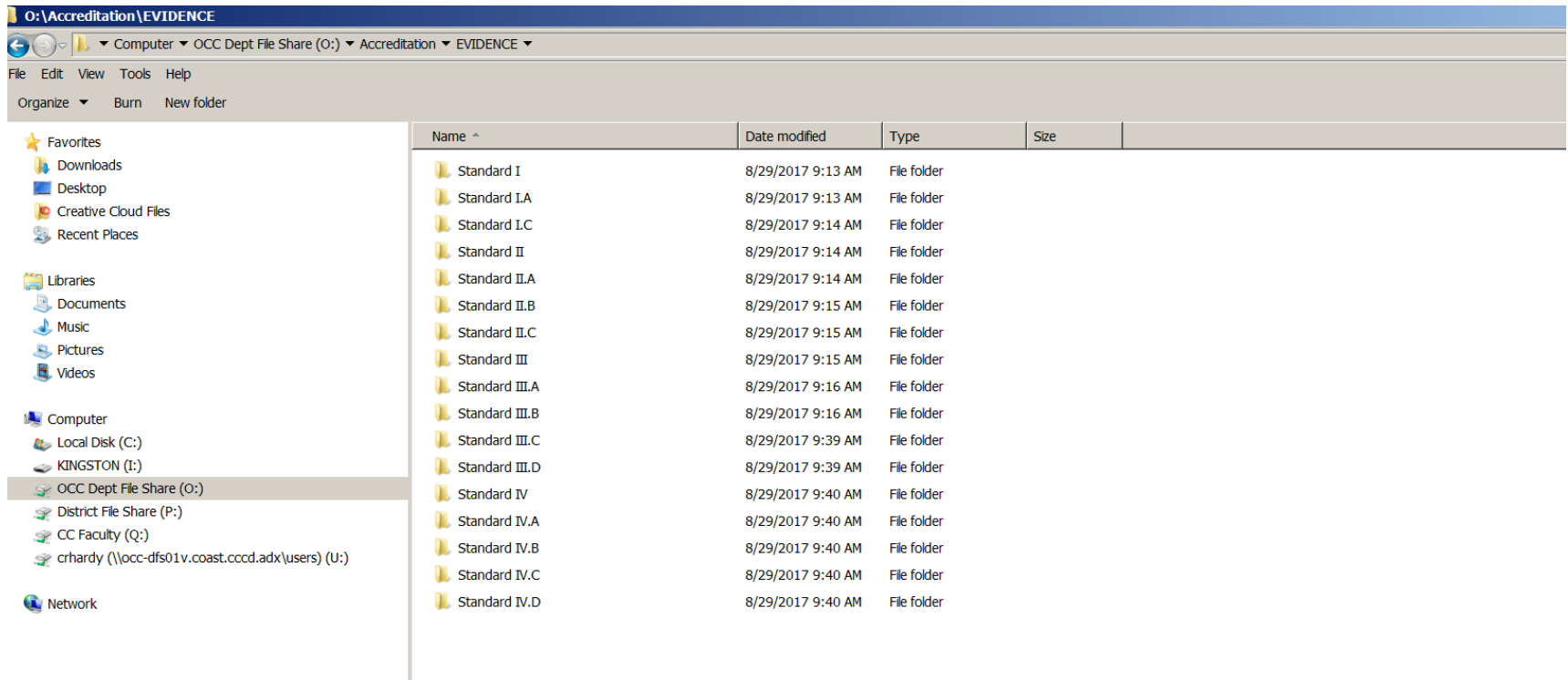
Based on the evidence provided, the institution should analyze and systematically evaluate its performance against each Accreditation Standard and its institutional mission. This analysis should result in actionable conclusions about institutional effectiveness, educational quality, and decisions for improvement. The basic questions to explore are whether or not, and to what degree, institutional evidence demonstrates that the institution meets each Accreditation Standard and how the institution has reached this conclusion. The Commission expects current and sustained compliance with Standards, focusing on accomplishments and outcomes that have been achieved and not just structures or processes used.

# Fall 2017 Timeline

- September – teams meet, plan work, evaluate evidences to gather, and draft/outline responses.
- October – by 1<sup>st</sup> or 2<sup>nd</sup> week; send us your initial drafts and outlines and begin to gather and save evidences.
- November – by middle of month take outlines and drafts and refine responses in clear paragraphs. These drafts will be reviewed and returned to the teams for any potential areas of improvement.
- December – prior to the end of the term all standard teams will submit their work to date. During the break and intersession the writer will begin assembling a “single voice” document for the first time. When everyone returns in spring they will begin filling in gaps, answering specific areas that could be missing.
- Our first major target is a working draft to submit to the campus in early spring and to the Board by April.

# O:\Accreditation\Evidence

1. Evidence name needs to include Standard  
Example: Standard.IV.A\_Decision\_Making.pdf
2. For larger documents, identify the portion of the document which is relevant to the stated facts





# Resources

- [ACCJC Publications](#)
  - Guide to Evaluating and Improving Institutions
  - Accreditation Reference Handbook (*no longer in use but all elements on this link*)
    - Eligibility Requirements
    - Accreditation Standards
    - Commission Policies
    - Operational Policies
  - Manual for Institutional Self-Evaluation
  - Team Training Manual
- [ACC Committee Portal Site](#)
- [2019 Self Evaluation Portal Site](#)

## Site Visit

- Pre-visit by team chair
- Documents for the team
- Team room and other facilities
- Open meetings
- Availability of key personnel
- Classroom and off-site visits
- Access to distance education
- Exit Report

## *Site Visit cont.* – What the Team is Asked to do with the ISER:

- **Evaluate the Preparation and Documentation**
  - How was the ISER developed, written, and edited?
  - What evidence exists? What is the nature and quality of the evidence?
  - Was there broad involvement by the campus?
- **Evaluate the Quality of the ISER**
  - Verify the Evidence meets or exceeds the Ers, Standards, & Policies
  - Verify the Institution is meeting its mission, goals, and objectives
  - Look for evidence that the institution has systematic and effective planning & evaluation
  - Decision-making is based on effective planning
- Use the “Guide to Evaluating and Improving Institutions” to assist in evaluating – *intended to have both teams and institutions use the same tool.*

# Breakout: Writing Teams

- Review the identified standard and determine how the college meets the Standard (the structures, policy, practice) by asking:
  - What evidence is available
  - What is needed and who can assist
  - Plan for meeting, writing, and feedback