



# Institutional Self Evaluation Launch and Training

## WELCOME!

February 11, 2022

Quick tips for engaging during the session:

- ✓ Ask questions by unmuting and asking question or type question in chat.
- ✓ Keep yourself muted when not asking question.
- ✓ The ppt will be shared with your college Accreditation Liaison Officer. The session is not recorded.

# Topics for Today

## Part One: Accreditation Context

- Accreditation Purposes & Processes
- ACCJC Expectations & Current Practice

## Part Two: Nuts/Bolts Developing ISER

- Interpreting the Standards for Self-Evaluation
- Developing the ISER: Tips & Resources
- After the ISER: What to Expect



# Co-Facilitators



**Dr. Gohar Momjian**  
Vice President, ACCJC  
Your ACCJC Staff Liaison



**Dr. Sara Butler**  
Interim Vice President, Instruction  
Accreditation Liaison Officer



# Learning Outcomes

- **Understand the ISER in context** of the accreditation process
- **Engage in the self-evaluation process as an opportunity** to document and establish goals for continuous improvement
- **Interpret Standards and apply them** to your College/District policies and practices
- **Write a concise, clear, and evidence-based ISER**



# Broader Context for Accreditation

# What is Accreditation?

In 1 to 3 words describe accreditation:

Accreditation is.....:

?

?

?



<https://www.menti.com/khz2emopqa>

# Your Thoughts:



# 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**
- **Provides** assurance to students, general public, & others of quality of educational offerings

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.





# Why Does Your College Seek Accreditation?

**Top Three Reasons:**

?

?

?

**Type Your Response in Chat**



# Why Bother?

- Access to Title IV (Federal Student Aid)
- Credibility to degrees and credentials (transfer & employment)
- Assure quality to the public and students
- Stimulates institutional innovation and improvement
- Provides quality assurance to students, the public, and other institutions that you are achieving your mission



# Who ACCJC Accredits

- Public and private colleges with primary mission of granting associate degrees (may also award certificates and other credentials, including bachelor's degrees) 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



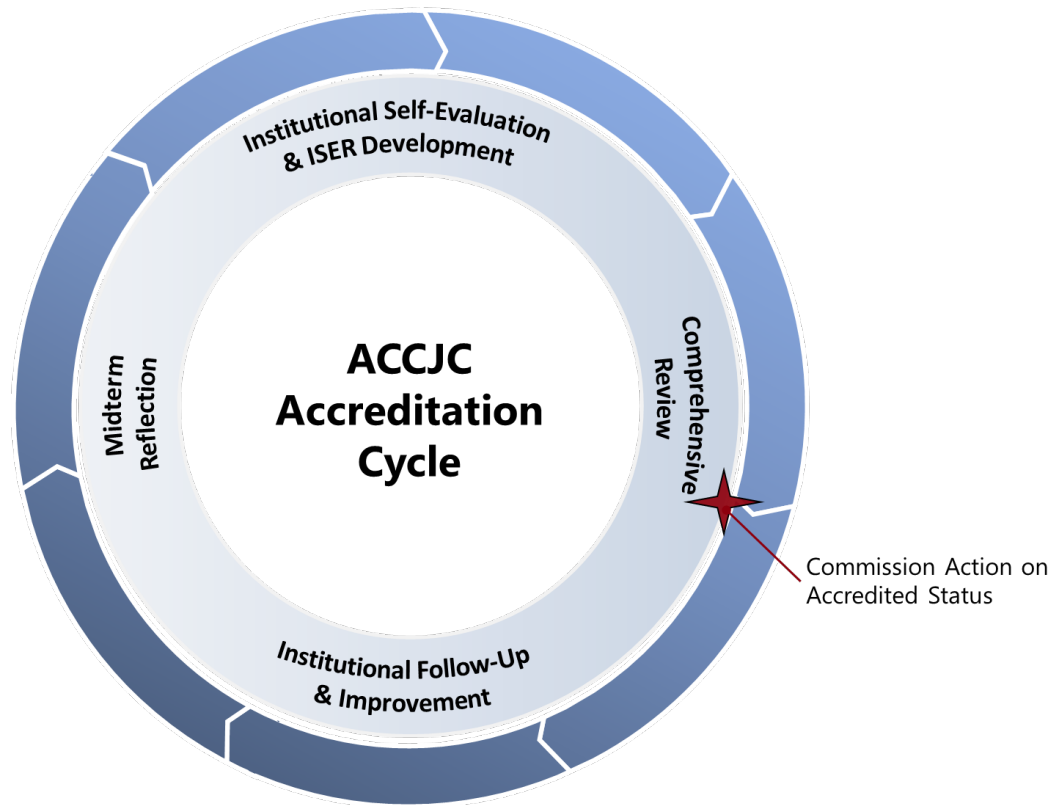
# ACCJC Mission in Action

*Outcomes* ✦ *Innovation* ✦ *Improvement*

The ACCJC 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.



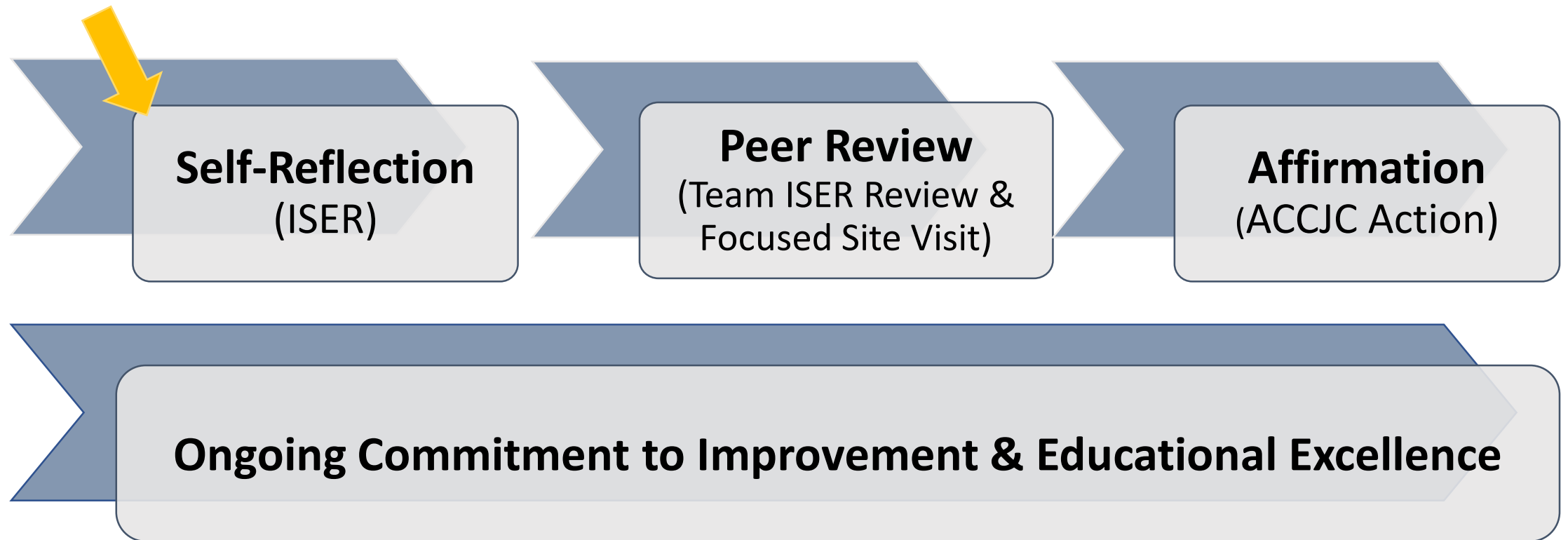
# Accreditation Cycle and Reports



## At a Glance

- Self Evaluation & Comprehensive Review (*every 7 years*)
- Follow Up Reports (*if required*)
- Midterm Reporting (*4<sup>th</sup> year after comp review*)
- Ongoing Reporting
  - Annual Report
  - Annual Fiscal Report
  - Substantive Change

# Overview: The Accreditation Evaluation Process



# Four Interconnected Standards of Institutional Practice

## Standard I

**Mission**

**Assuring Academic  
Quality & Institutional  
Effectiveness**

**Institutional  
Integrity**

## Standard II

**Instructional  
Programs**

**Library & Learning  
Support Services**

**Student Support  
Services**

## Standard III

**Human Resources**

**Physical Resources**

**Technology  
Resources**

**Financial Resources**

## Standard IV

**Decision-Making  
Roles & Processes**

**Chief Executive  
Officer**

**Governing Board**

**Multi-College  
Districts**



# Key Concepts Woven in the Standards

- Institutional mission
- Integrity and honesty - institutional policies and actions
- Student outcomes
- Metrics and evidence to assess quality
- Ongoing internal quality assurance practices
- Continuous improvement for high performance





# Intended Outcomes

To develop an ISER that the college and ACCJC can use as a meaningful and effective framework for fostering institutional excellence and student success.

To demonstrate how you exemplify academic quality and continue to improve.



*The goal is quality not quantity!*

# Good Practices for the Self-Evaluation

- Suggested process outlined in *Guide to Institutional Self-Evaluation*
- Plan backward, and build in “slip time”
- Keep the mission in mind
- Discuss the Standard, gather the evidence, **then** write
- Use the ISER template on accjc website
- Address gaps and areas for improvement as you find them
- Include as many people as possible in some aspect of the reflection
- Communicate, communicate, communicate...and communicate again

# Developing the ISER

**What criteria do you think will make a good ISER?**

**What values/skills do you believe are important for your college's process?**

**Type Your Response in Chat**



# Mindset for ISER Development

- Celebrate and appreciate what works well
- Look for alignment with standards
- Focus on outcomes
- Evidence based analysis
- Open-minded to improve
- Valuing internal accountability
- Holistic thinking across institutional systems
- Mindful of mission accomplishment and values



# Developing the ISER

**Collaborative Partnership –  
multiple groups and perspectives  
working together!**



# Comprehensive Peer Review

ISER IS DUE December 15, 2023

Spring 2024  
Formative  
Component

TEAM ISER REVIEW

CORE INQUIRIES

FOCUSED SITE VISIT

DRAFT TEAM REPORT

ERRORS OF FACT

COMPLETED TEAM REPORT

COMMISSION ACTION

Fall 2024  
Summative  
Component

## Benefit for Colleges:

- Reduce fear / eliminate surprise
- Time to consider team's feedback for planning and improvement
- Cost benefit

## Benefit for Membership:

- Promote collegiality
- Increase transparency and trust
- Emphasize institutional improvement

# Expectations of Peer Reviewers

- Seek to ***understand***
- Seeking to understand ***starts with the ISER***
- Practice ***appreciative inquiry*** on site
- ***Alignment*** with Standards rather than hunting for deficiencies
- Validation and ***affirmation***
- ***Goal***: educational quality and institutional improvement
- Outcome: the ***team report***. . . reflection of your team and ACCJC

# Helpful Resources and Publications

Available on ACCJC's website ([accjc.org](https://accjc.org));

- [Eligibility Requirements](#)
- [Standards of Accreditation](#)
- [Commission Policies](#)
- [Guides and Manuals](#)
- [Educational Series](#)
- [Webinars, conferences](#) and [symposiums](#)
- [Ongoing trainings](#)
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  - ACCJC Connect [subscribe](#) to or visit: <https://accjc.org/accjc-connect/>
  - [Recent Commission Actions](#)



Guides and  
Manuals



Educational Series




Standards &  
Policies



# Discussion

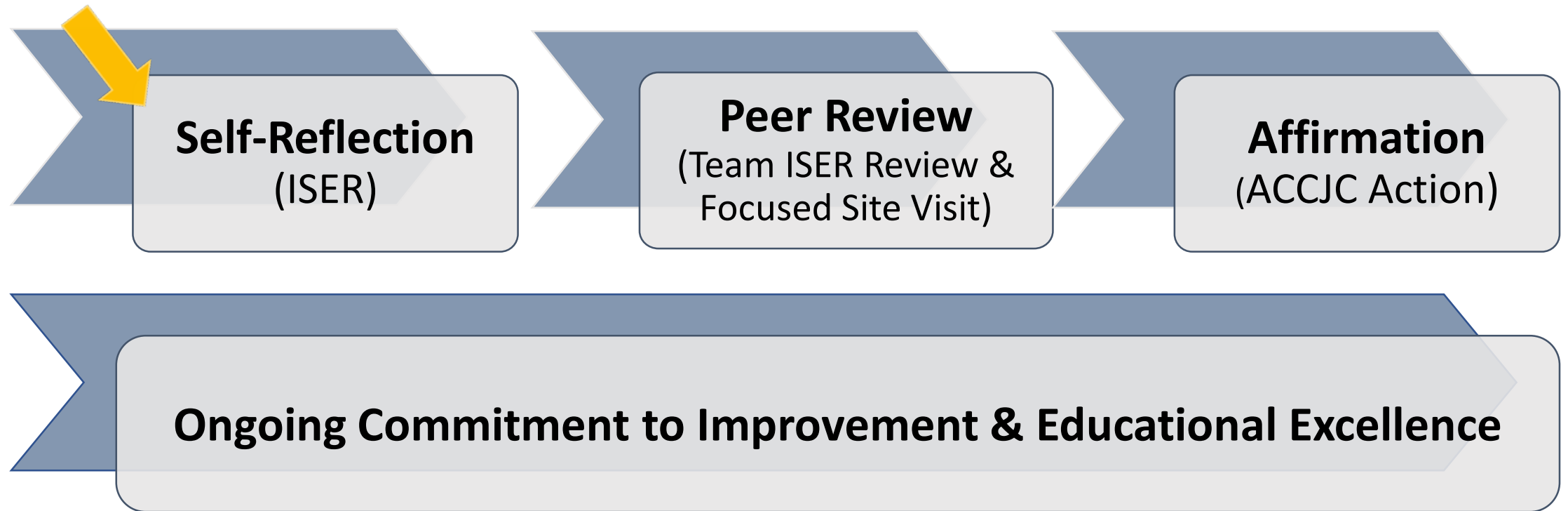
What concerns or questions do you have about the accreditation, ISER Development, the review process?





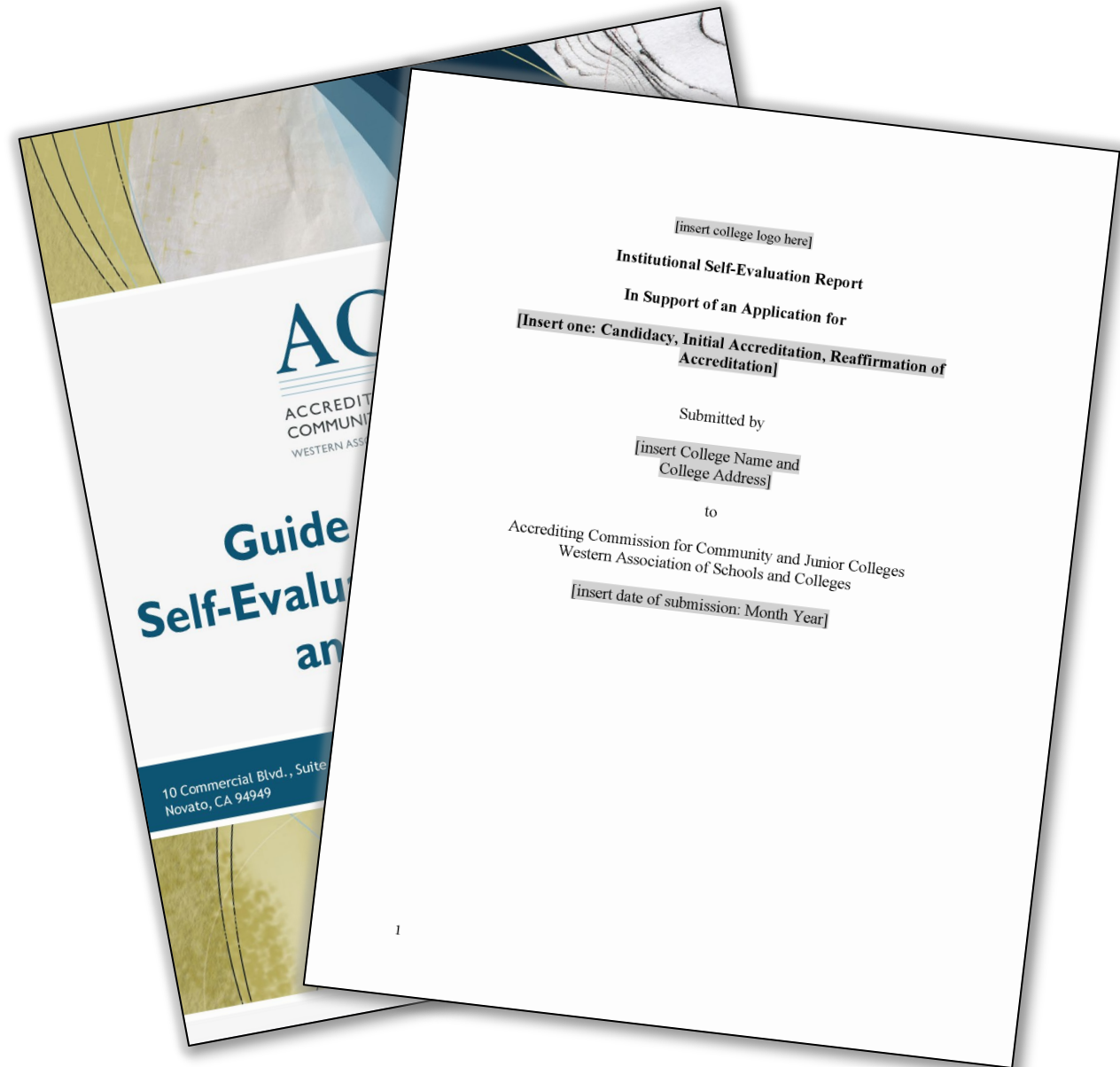
# Nuts and Bolts: Interpreting Standards & Developing ISER

# Overview: The Accreditation Evaluation Process




# Key Resources:

- *Guide to Institutional Self-Evaluation, Improvement, and Peer Review*
  - Required contents, formatting/structure suggestions, submission instructions, additional protocols, etc.
- ISER Template
  - Word document with embedded formatting, structure, links to the *Guide*, etc.
- Available on ACCJC website – [Resources > Guides & Manuals](#)

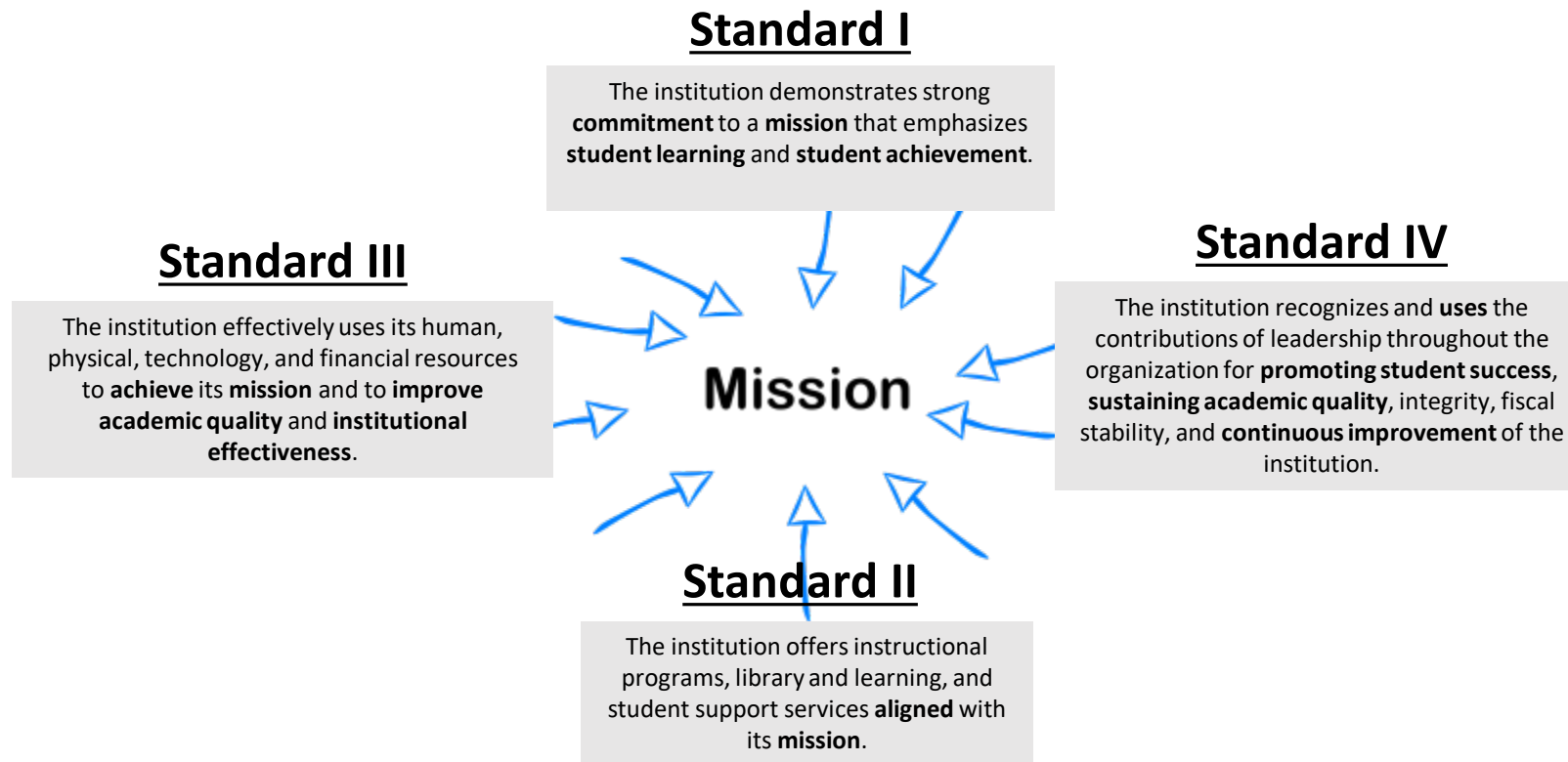


# Major Steps: Institutional Self Evaluation Process

## 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.

# Mission: Framework for Reflection and Review



# Four Interconnected Standards of Institutional Practice

## Standard I

**Mission**

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Quality & Institutional  
Effectiveness**

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Integrity**

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# Interpreting Individual Standards

**Step 1: Use highest-level Standard area as your lens**

**For Example: Standard II.A.1**

- Standard II = Student Learning Programs and Services
- Standard II.A = Instructional Programs





# Interpreting Individual Standards

**Step 2: Isolate the basic components of each sentence (i.e., subject, verb, direct object)**

## **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.



## UPCOMING ACTIVITY 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 your college which would demonstrate alignment
4. To provide opportunity to norm college's interpretation and expectation to demonstrate alignment

# Group Activity - Interpreting the Standards



1. Break into groups.
2. Read assigned example standard in the handout.
3. Discuss the Standards interpretation and accompanying questions.
4. Determine sources of evidence.
5. Be prepared to discuss with the full group.

# Share Out and 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.



# Share Out and 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

# Share Out and 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.



# Share Out and 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.




# Pause and Reflect

1. What are your key takeaways from the activity?
2. What did you find particularly helpful?
3. How can this approach inform your ISER process?
4. What challenges do you anticipate as you get started?



# 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**

- Indicates **WHAT** specific evidence demonstrates alignment with the Standard
- Briefly describes the evidence in context of the standard to explain **WHY** it is relevant
- This document demonstrates that the College.....

- **Analysis and Evaluation**

- Indicates **HOW** the evidence demonstrates alignment with the Standard
- Evaluates the effectiveness of the policy, procedure, or practice in meeting the Standard

- **Conclusion at end of main sections**

- Provide a brief summary at a high, holistic level on 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

# Good Practices for Approaching the Report

- Discuss the Standard, gather the evidence, **then** write
- Use the ISER template (available on ACCJC website)
- Keep the narrative clear, direct, and focused – use active voice
- Use introductory sections to set the context and tone
- Assign ERs 1-5 & Commission Policies with related Standards
- “Freeze” evidence from websites in a PDF or screenshot



# Good Practices for Evidence

- Gather your evidence *before* you begin writing
- More evidence is not necessarily better
- Provide representative samples showing results of institutional processes
- Use evidence to demonstrate how processes/cycles are institutionalized
- Call out relevant sections of large documents (highlights, excerpts, etc.)
- Compare your evidence with *Guide to Institutional Self-Evaluation*



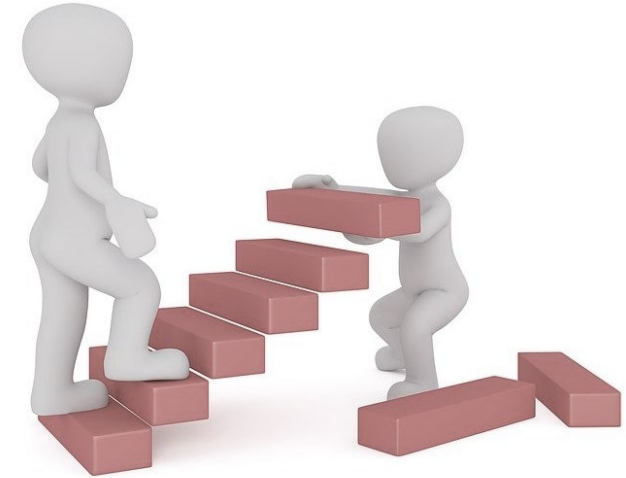
# Heads Up – Distance Education

- In September 2020, the U.S. Department of Education (ED) issued a final rule related to Distance Education and Innovation under the Higher Education Act (HEA).
- Modified definitions for distance ed and correspondence ed
- Defined regular and substantive interaction
- ACCJC Policy revisions adopted June 2021

# What Happens Next?

- Spring 2022:** ISER Training/Development
- Dec. 15, 2023:** **ISER Due to ACCJC**
- Spring 2024:** Team ISER Review (*peer review*)
- Fall 2024:** Focused Site Visit (*peer review*)
- January 2025:** Commission decision

**Throughout the process:** ACCJC training & support





# Remaining Questions and Comments

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# THANK YOU!