Leveraging Accreditation Efforts to Advance a Culture of Inquiry and Continuous Improvement

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Bri Hays
Introductions and Session Learning Outcomes

By the end of today’s session, we hope that you will walk away with new:

- Project management strategies, tools, and templates for launching self-evaluation activities in support of accreditation reaffirmation
- Strategies for leveraging accreditation efforts to change the culture at various levels of the institution
A Tale of Two Colleges

1,900–2,100 students per semester

Single college district

Next Comprehensive Site Visit: **Spring 2019**

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9,000–10,000 students per semester
1 of 2 colleges in the Grossmont-Cuyamaca CCD
California Guided Pathways Project/ATD College
Next Comprehensive Site Visit: **Fall 2019**
**Culture** focused on acceleration
What feelings does the term “accreditation” elicit on your campus?
What Accreditation Is (and Isn’t)

- Accreditation is...
- Voluntary, peer-based
- Focused on quality assurance
  - Colleges have appropriate and reasonable objectives and are making strides to accomplish them
- Developed to ensure institutions engage in continuous improvement
- Necessary to receive federal aid.

What it isn’t...
- A government-led process
- An exercise merely focused on compliance
ACCJC Accreditation

Standard I: Institutional Effectiveness
- Mission
- Strategic and integrated planning
- Systems for evaluating progress and performance

Standard II: Student Learning Programs & Support Services
- Curriculum and instruction
- SLO assessment
- Student services
- Library and learning assistance services

Standard III: Resources
- Technology resources
- Budget
- Human Resources
- Facilities and safety

Standard IV: Leadership & Governance
- College/district CEO(s)
- Governing Board
- Governance and decision-making processes
Glossary of Accreditation Terms

**ACCJC**
- Accrediting Commission for Community and Junior Colleges, our regional accredditor

**ALO**
- Accreditation Liaison Officer - the college's point person for accreditation documentation and communication with ACCJC

**ISER**
- Institutional Self-Evaluation Report in support of accreditation reaffirmation

**ISS**
- Institution-Set Standards - minimum levels of performance on core indicators of college effectiveness

**QFE**
- Quality Focus Essay - the new addition to the ISER/comprehensive evaluation that describes 2-3 overarching strategies for increasing student success
How are IRPE offices typically engaged with accreditation work?

- As evidence gatherers
- To develop the Institutional-Self Evaluation Report (ISER) “front matter”
- To respond to some specific standards
- To conduct research and evaluation in support of continuous quality improvement
- To write part of the ISER

...Or even to serve as the ALO
Think | Pair | Share
Your Role in Accreditation Efforts

How have you been involved in accreditation at your campus?

What did you learn about the process and how it impacts your work at your college?

What would have made the experience more valuable for you and for your college?
Governance Structures and Accreditation
Accreditation Steering Committee

Features

- Codified in Board Policy/Admin Policy 3200
- ALO + Faculty Co-Chair
- Tri-Chair Model (Administrator, Faculty, Classified) for each of the 4 standards
- Functions as a Task Force
- Makes recommendations to appropriate bodies on campus to address any gaps in meeting accreditation standards
- Tri-chairs work with writing teams to ensure ISER progress is made on a monthly basis throughout the academic year
Governance Redesign with Accreditation in Mind

Current Structure

Proposed Structure

Standard I
- Institutional Effectiveness Council
  - Accreditation Steering Committee
  - Program Reviewing Steering Committee

Standard II
- Student Success & Equity Council
  - Workforce Development Committee
  - Student Validation & Engagement Committee
  - Acceleration Team (SISTT)

Standard III
- Resource & Operations Council
  - College Technology Committee
  - Staffing Prioritization
  - Facilities Planning & Environmental Sustainability

Standard IV
- President’s Cabinet
- Cuyamaca College Council

Administrative Team
- Academic Senate
- Classified Senate
- Associated Student Government
CMC Structure Slides

- **ALO and Faculty Co-Chair**
- **Tri-Chair Model (Classified, Faculty, and Administrator) over 4 standards.**
- **Standard writing committees with assignments.**
  - Distribution of work of **ALL** standards.
  - Monthly meetings over Fall and Spring.
  - Work with staff and faculty where standards impact work.

**ALO and Faculty Co-Chair**

- Review ISER, Procedures, and Timelines.

**Tri-Chairs**

- Gap analysis and review final draft.

**Writing Committees**

- Write to each standard with assignments.
Roles, Responsibilities, and Procedures

- Development and Clarity of Committees
  - Institutional Effectiveness Committee
    - The mission of the Institutional Effectiveness Committee is to monitor, review, and recommend action for **continuous quality improvement** of the college’s plans, processes, and functions that drive student success.
    - A College Council Operational Committee.
  - Assign standards to committees, meetings, and job titles.
What is your college’s governance structure in relation to accreditation?

Who leads the charge for preparing accreditation reports, and specifically, the ISER?

Are accreditation standards woven into the work of college councils or committees? How so?

Who is responsible for ensuring the college’s systems and processes align with accreditation standards?
Getting Started: Things to Consider

- **Culture** of your college and/or campuses
- **Outcomes** of the last accreditation site visit and comprehensive evaluation
- The college’s **governance** structure related to accreditation work
- **Training/professional development** for faculty, staff, administrators
- Engaging **students** in the conversation
- **Marketing** for your college’s accreditation work
Organizing the Work
Developing the Institutional-Self Evaluation Report (ISER) Overview

- **Resources**
  - Eligibility, Candidacy, and Initial Accreditation Manual
  - Guide to Accreditation for Governing Boards
  - Guide to Evaluating and Improving Institutions
  - Manual for Institutional Self-Evaluation
  - Substantive Change Manual
  - Team Evaluator Manual
  - Accreditation Basics Online Course
  - Twelve Common Questions and Answers about Regional Accreditation
Toolbox for Accreditation Work
Project Management Toolbox

- Timelines
- Work Plan with Status Updates
- Gap Analysis Templates
- Narrative Response Templates
Let’s Talk Campus Culture

What is your campus culture related to accreditation?

How might you improve your campus culture in relation to accreditation?

How is accreditation structured at your institution?
Branding Your Accreditation Work
Timelines
<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Activities</th>
<th>Deliverables</th>
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</thead>
<tbody>
<tr>
<td>Summer 2017</td>
<td>Develop ISER/QFE project plan</td>
<td>Updated Steering Committee documentation</td>
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<td>Fall 2017</td>
<td>Organize teams and steering committee</td>
<td>Initial Draft of ISER</td>
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<tr>
<td></td>
<td>Outline initial responses to standards/criteria</td>
<td>Revised IE Survey</td>
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<tr>
<td></td>
<td>Revise IE Survey</td>
<td></td>
</tr>
<tr>
<td>Spring 2018</td>
<td>Refine responses to standards/criteria</td>
<td>Second Draft of ISER</td>
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<td></td>
<td>Administer IE Survey</td>
<td>Outline of QFE</td>
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<td></td>
<td>Identify QFE areas</td>
<td></td>
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<tr>
<td>Summer 2018</td>
<td>Compile IE Survey Results</td>
<td>IE Survey Report</td>
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<tr>
<td></td>
<td>Refine ISER draft</td>
<td>Third Draft of ISER</td>
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<td>Fall 2018</td>
<td>Host college-wide forums</td>
<td>Fourth Draft of ISER</td>
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<td></td>
<td>College review of draft ISER</td>
<td></td>
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<tr>
<td>Spring 2019</td>
<td>Finalize* ISER</td>
<td>(Almost) Final ISER...and then...</td>
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<tr>
<td></td>
<td>Present ISER and QFE to Board</td>
<td></td>
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<tr>
<td>Summer 2019</td>
<td>Submit ISER and QFE to ACCJC</td>
<td>Final ISER</td>
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<td>Fall 2019</td>
<td>Host site visit from team of peer evaluators</td>
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Overall Timeline

01 Spring 2017
- Individuals assigned to standards.
- Analysis of meeting each standard completed.

02 Fall 2017
- Monthly standard meetings.
- Responses due to each standard.

03 Spring 2018
- Draft to Board.
- Evidence and writing to format of evidence of meeting standard, analysis/evaluation, and conclusion.

04 Summer - Fall 2018
- Campus-wide review.
- Board approval.
- Submission to ACCJC

05 Spring 2019
- Visiting team March 4th-7th, 2019.
### Detailed -Spring 2018 - Standard Writing Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Feb. 12th</td>
<td>Setting Expectations&lt;br&gt;Met with writing teams to discuss expectations and deadlines for Spring 2018.</td>
</tr>
<tr>
<td>March 12th</td>
<td>Evidence Due&lt;br&gt;Reviewed expectations on writing to each standard.</td>
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<td>April 9th</td>
<td>Evidence of Meeting Standard with Analysis &amp; Evaluation Due&lt;br&gt;Evidence of meeting standard -due Fall 2017</td>
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<td>May 14th</td>
<td>Review Draft with Evidence&lt;br&gt;We will review progress report and draft of each standard.</td>
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Project Management Templates
ISER Narrative Writing Team Roster

Gap Analysis Template

Narrative Writing Templates (Example)
Using Evaluation Criteria for Each Standard

A. Mission - 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. (ER 6)

Each one of the below are the evaluation criteria for Standard I.A.1:

- The mission defines the student population the institution serves.
- The institution’s educational purpose is appropriate to an institution of higher learning.
- The mission statement addresses the types of degrees, credentials, and certificates the institution offers.
- The mission statement demonstrates the institution’s commitment to student learning and student achievement.

Individuals assigned to each standard respond to criteria to organize writing.
Regular Updates on Progress - Visuals

<table>
<thead>
<tr>
<th>Standard Legend</th>
<th>Responses</th>
<th>Evaluation &amp; Analysis</th>
<th>Evidence</th>
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<tbody>
<tr>
<td>1</td>
<td>Response needed</td>
<td>Evaluation &amp; Analysis needed</td>
<td>Evidence needed</td>
</tr>
<tr>
<td>2</td>
<td>Minimal Response submitted</td>
<td>Minimal Evaluation &amp; Analysis submitted</td>
<td>Minimal evidence submitted</td>
</tr>
<tr>
<td>3</td>
<td>Draft Response submitted</td>
<td>Draft Evaluation &amp; Analysis submitted</td>
<td>Some evidence submitted</td>
</tr>
<tr>
<td>4</td>
<td>Complete response submitted</td>
<td>Complete Evaluation &amp; Analysis submitted</td>
<td>All evidence has been submitted</td>
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<table>
<thead>
<tr>
<th>Standard IA</th>
<th>Mission</th>
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<td>2</td>
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- Visuals with colors alerts individuals, where energy and time needs to be spent.
- Builds evaluation into ISER process.
- Sit down with individuals over standard to improve to green.
Compliance Improvement
Shifting the Focus from Compliance to Improvement

- **Focus on students** - the student experience, student achievement and learning (why we are all here!)

- **Celebrate successes** - what is your college doing well?

- **Learn from failures** - focus on what can be improved in the future

- **Offer learning opportunities** - engage the campus community in professional development related to accreditation

- **Build relationships with accreditation allies**

- **Adapt as necessary**
Sustaining Improvement Efforts

- **Institutionalizing accreditation** - build into committees, meetings, etc.

- Maintain campus awareness of accreditation as a vehicle for inquiry and improvement

- Build in an annual review of ISER

- Try to make the process...dare we say...**FUN!**
We Want to Hear from You!

How will you take what you learned in today’s sessions and apply it to your campus?

What questions do you have about…

- preparing your college’s ISER?
- making the accreditation self-evaluation process more meaningful for your campus?
- embedding accreditation work into the regular work of the college?