Strengthening Student Success
Lead-off Batter: Applying New ACCJC Standards

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Accreditation: A Faculty Perspective

- Description of existing planning process
- Introduction to Institution-set standards
- Revisions to planning process based on new standards
- Workshop: Institution set standards
- Lessons learned
Existing Planning at LACC

LACC Planning Processes Pre-New Standards

- Existing Integrated Planning and Governance Handbook
- Existing program review
  - Standards: Degrees & certificates, course completion [quartiles/median]
- Existing college level planning: Draft version of a revised Educational and Strategic Master Plan (ESMP)
  - Standards: Degrees & certificates, course completion
ER #11: Student Learning and Student Achievement

The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, I.B.3, and II.A.1)
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Institution-Set Standards

Standard I.B.3

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)
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“Performance metrics and measures set by institutions for student achievement, both in individual programs and for institution-wide student achievement. (A useful example of Institution-Set Standards could be the three-year averages of student performance metrics and performance targets set above the averages.)”
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“Both the definition and the level of expected performance are appropriate for assessing achievement of institutional mission, for determining actions of improvement, and for analyzing institutional results in the context of higher education. Institutions assess student performance against locally set standards in order to determine institutional effectiveness and academic quality and to inform planning and action for continuous improvement.”
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Standard I.B.5

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.
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It will set expectations for course and program completion, student persistence from term to term, degree and certificate completion, State licensing examination scores, job placement, and transfer rates.

Also see Appendix G (pp.51-53), H (p.54), and K (p.65)
Institution-Set Standards

ACCJC Manual, p. 27:

- “It will set expectations for **course** and **program** completion, student **persistence** from term to term, **degree** and **certificate** completion, State **licensing** examination scores, **job placement**, and **transfer** rates.”

Also see Appendix G (pp.51-53), H (p.54), and K (p.65)
The team...verifies that the college has set expectations (institution-set standards) for satisfactory student achievement (course completion retention and persistence; program, certificate and degree completion; graduation and transfer rates; licensure pass rates; and job placement) and determines whether the institution is meeting its standards.
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Implications for Planning at LACC

Changes made at LACC:

- Existing Integrated Planning and Governance Handbook—no change

- Existing Educational and Strategic Master Plan (ESMP)
  - Expansion of institution set standards in 9 ACCJC required measures of student achievement (+enrollment, as “related to mission”)

- Existing planning and program review processes
  - Institution set standards expanded as part of program review
Changes: ESMP

- Decision to include 10 institution-set standards and stretch goals (see handout)
Changes: Program Review

Academic programs to set standards for:

- Annual Degree completion [ongoing]
- Annual Certificate completion [ongoing]
- Annual Course Completion Rate
- Annual Licensure/certification exam results (accredited programs)
- Job placement/post training rate within two years (CTE programs)
Lessons Learned

- It’s okay to have “heroes” (Nathan Tharp: cultural practices); “We have to do this because the ACCJC requires it” → “We are doing this because we believe in it”

- Commit resources

- Get training

- Serve on a peer evaluation team

- Culture of evidence: Documentation, documentation, documentation! (SharePoint)
Lessons Learned

- Codify the 10+1 agreement between your local Academic Senate, college administration, and District
- Integrate all campus plans
- Set aside time for governance
  - Integrated Planning Handbook: 18 months
  - ESMP: 14 months
  - Institution-set Standards: ?? months
Lessons Learned

- QFE: Focus on the 2-3 areas that really are the most pressing issues on your campus
- Assessment of DE has to be a priority
- Use ALL the ACCJC guides, manuals, and handbooks...on their website
Questions
Workshop

- ACCJC expectations for institution set standards
  - Eligibility Requirement #11
  - Standards I.A.2 and I.B.3
  - Guide to Evaluating & Improving Institutions, p. 13 (I.A.2) and p.15 (I.B.3)
  - Manual for Institutional Self Evaluation, p. 27; Appendix G; Appendix H; Appendix K
  - Team Evaluator Manual, p.2