OXNARD COLLEGE

Institutional Self-Evaluation Report (ISER) Training

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Welcome!

- Introductions & Zoom Norms

- Topics for Today:
  - Recent Changes at ACCJC
  - Accreditation Purposes & Processes
  - Interpreting the Standards for Self-Evaluation
  - Developing the ISER: Tips & Resources
  - After the ISER: What to Expect

Learning Outcomes for Today's Training

- **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**

Context for Accreditation

ACCJC's Mission & Values

Mission Statement

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.

Core Values

Integrity | Quality Assurance | Institutional Improvement
Peer Review | Student Learning & Achievement | Collegiality

ACCJC Mission & Values in Action

- VP Portfolio Model
- Improved Trainings and Resources
- Streamlined Reporting Processes
  - Substantive Change
  - Annual Report and Annual Fiscal Repor
  - Midterm Report
- Formative/Summative Approach
- Standards Review (Upcoming)

Why is accreditation important?

The Accreditation Evaluation Process

#ACCREDITATION365

Self-Reflection
(ISER)

Peer Review
(Visit)

Affirmation
(ACCJC Action)

Ongoing Commitment to Improvement & Educational Excellence

Good Practices for the Self-Evaluation Process

- Suggested process outlined in *Guide to Institutional Self-Evaluation*
- Plan backward, and build in “slip time”
- Include as many people as possible in some aspect of the reflection
- Keep the mission in mind
- Discuss the Standard, gather the evidence, **then** write
- Communicate, communicate, communicate
- Engage the District staff early and begin with the Functional Map
- Collaborate with sister colleges as (and if) appropriate

Interpreting Accreditation Standards

Key Concepts Woven Throughout

- Focus on achieving institutional mission
- Integrity and honesty in institutional policies and actions
- Focus on student outcomes
  - Student achievement: Completion of meaningful educational goals
  - Student learning: Attainment of demonstrable knowledge and skills
- Metrics and evidence used to assess institutional quality
- Ongoing internal quality assurance practices
- Continuous improvement for high performance

Four Main Standards

Standard I	Standard II	Standard III	Standard IV
Mission, Academic Quality & Institutional Effectiveness, & Integrity	Student Learning Programs & Services	Resources	Leadership & Governance

Divided into Fourteen Sections

Standard I	Standard II	Standard III	Standard IV
Mission	Instructional Programs	Human Resources	Decision-Making Roles & Responsibilities
Assuring Academic Quality & Institutional Effectiveness	Library & Learning Support Services	Physical Resources	Chief Executive Officer
Institutional Integrity	Student Support Services	Technology Resources	Governing Board
		Financial Resources	Multi-College Systems or Districts

Interpreting Individual Standards

Step 1: Use highest-level Standard as your lens

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.

Breakout Activity - Interpreting Standards

Goals:

- Discuss varying perspectives on specific standards
- Identify differences between similar or related standards
- Identify evidence that demonstrates alignment
- Begin to norm interpretations and expectations

Breakout Activity - Interpreting Standards

1. Join your breakout room
2. Read through the example standard for your group
3. Discuss your interpretation and accompanying questions
4. Determine 1-2 sources of good evidence
5. Be prepared to share out and discuss with the full group

Report-Out: Group 1

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*)**:**
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)***:**
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.

Report-Out: Group 2

I.B.2 (*Assuring Academic Quality and Institutional Effectiveness*)**:**
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.

Report-Out: Group 3

I.A.3 *(Mission):*
The institution's programs and services are aligned with its mission. **The mission guides institutional decision-making, planning, and resource allocation** and informs institutional goals for student learning and achievement.

I.B.9 *(Assuring Academic Quality and Institutional Effectiveness):*
The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates **program review, planning, and resource allocation** into a comprehensive process that **leads to accomplishment of its mission** and improvement of institutional effectiveness and academic quality. Institutional **planning addresses short- and long-range needs for** educational programs and services for human, physical, technology, and financial **resources**.

III.D.2 *(Fiscal Resources):*
The institution's **mission and goals are the foundation for financial planning**, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Report-Out: Group 4

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.A.7 *(Decision-Making Roles & Processes):*
Leadership roles and the institution's governance and decision-making **policies, procedures, and processes are regularly evaluated** to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

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.

Report Out: Group 5

IV.D.2 *(Multi-college Districts/Systems)*:
The district/system CEO **clearly delineates**, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and **consistently adheres to this delineation** in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

IV.D.7 *(Multi-college Districts/Systems)*:
The district/system CEO **regularly evaluates** district/system and college role **delineations, governance and decision-making processes** to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Reflection

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?

Developing the Report & Preparing for Peer Review

Good Practices for Approaching the Report

- Discuss the Standard, gather the evidence, **then** write
- All required elements are embedded in the ISER template
- Keep the narrative clear, direct, and focused – use active voice
- Use introductory sections to set the context and tone
- Consider assigning ERs 1-5 & Commission Policies to related teams
- Format as an electronic document from the start
- “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 suggestions in *Guide to Self-Evaluation*

Structuring the Report

Evidence of Meeting the Standard

- Indicates **WHAT** specific evidence demonstrates alignment with the Standard

Analysis and Evaluation

- Analyzes **HOW** the evidence demonstrates alignment with the Standard
- Evaluates the effectiveness of the policy, procedure, or practice, if needed

Conclusions on Standard X (at the end of each section)

- Summarizes the effectiveness of the College's efforts towards Standard
- Includes improvements the College determines would strengthen alignment

Improvement Plans and the QFE

Self-Identified Improvement Plans (i.e., planning agendas)

- Plans to strengthen alignment to specific standards
- Connected to specific Standards or across multiple Standards
- Report on progress in the Midterm Report

Quality Focus Essay (QFE)

- Long-term plans to ***improve student learning and achievement***
- Include measurable and achievable outcomes, timeline, responsible parties
- Report on results in the Midterm Report

Helpful Resources on the ACCJC Website

- ACCJC Standards and Eligibility Requirements
- *Guide to Institutional Self Evaluation, Improvement, and Peer Review*
- ISER Template
- ACCJC Policies
- "Policy Checklist" (used by peer review teams; see *Guide,* Appendix C)
- Distance Education Protocol

Heads Up: Federal-Level Changes to DE

From the US Dept of Education (ED), Sept 2020

- Final rule re: Distance Education & Innovation under the Higher Education Act

Changes:

- Modifies definitions for distance education and correspondence education
- Defines substantive interaction
- Other issues, e.g., direct assessment, academic attendance, clock hour

ACCJC policy revisions in progress

- Public Comment and 2nd Read, June 2021

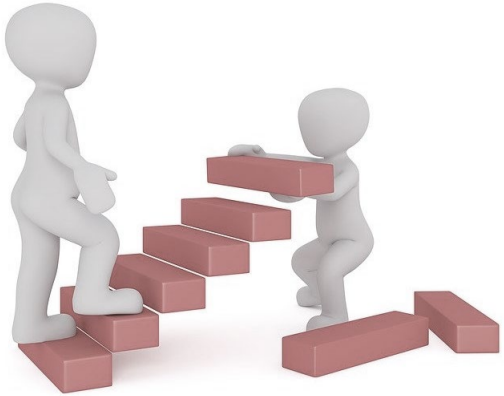
Next Steps

Now: ISER development

Spring 2023: Team ISER Review
Core Inquiries Identified

Fall 2023: Focused Site Visit
Core Inquiries Validated

Jan 2024: Commission decision



Throughout the process: ACCJC training & support

Reviewing the College and ACCJC Core Values

- Peer: collegial, co-equal, collaborative, cordial
- Appreciative inquiry:
  - ✓ trust their expertise
  - ✓ lead with assumptions of success
  - ✓ apply your expertise in search of best practices
  - ✓ identify alignment with Standards
  - ✓ identify areas for improvement or compliance
- Triangulate consistency of information
- **Trust. Respect. Appreciate.**

Checking in: Final Thoughts

What questions remain? Comments to share?

Thank you!!