ACCREDITATION

Preparing for the
Self-Evaluation Report

Purposes of Accreditation

- To provide assurance to the public that education provided by institutions meets acceptable levels of quality

- To promote continuous institutional improvement

- To maintain the high quality of higher education institutions in the region/nation

Purposes of the Self Evaluation Report

- To provide a written analysis of strengths and weaknesses in meeting Eligibility Requirements, Accreditation Standards, and Commission policies based on the institution's continuous evaluation and quality improvement activities

- To be analytical and forward-looking rather than simply descriptive and without improvement plans

- To identify areas at the institution that need attention and include them in the Self Evaluation Report

Purposes of the Self Evaluation Report

- To provide the external evaluation team with a starting point for review of the institution's ability to assure and improve its own quality and effectiveness

- To make reference to evidence of achieved results, evaluation of the results, and examples of the improvements which are integrated into the institution's planning processes instead of simply describing processes and/or intentions that are not supported by evidence of achievement toward intended outcomes

The Standards:

An indication of "What" needs to be done but not "How" it should be done

Standard 1: Institutional Mission and Effectiveness Jeanie *Nishime*

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

- Mission *(Irene Graff and Chris Gold)* *Michael Odanaka and Elizabeth Martinez*
- Improving Institutional Effectiveness *(Irene Graff and Chris Gold)* *Michael Odanaka and Elizabeth Martinez*

Standard II: Student Learning Programs and Services *Francisco Arce*

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

- Instructional Programs (*Virginia Rapp, Connie Fitzsimmons and Chuck Herzig) Rodney Murray and Chelvi Subramaniam*
- Student Support Services *(Dipte Patel and Rene Lozano) Ricky Shabazz and Essie French-Preston*
- Library and Learning Support Services *(Tom Lew/Alice Grigsby and Claudia Striepe) Estina Pratt and Charles Hobbs*

Standard III: Resources
Jo Ann Higdon

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

- Human Resources *(Lynn Lindberg and Cynthia Mosqueda)* *Rachelle Sasser*
- Physical Resources *(Stephanie Rodriguez and Ora Bryant)* *Benjamin Torres and Roger Stuart*
- Technology Resources *(John Wagstaff and Pete Marcoux)* *Rudy Ramos and Michelle Priest*
- Financial Resources *(Rory Natividad and Gary Turner)* *Filipe Lopez and Trish Bonacic*

Standard IV: Leadership and Governance *Linda Beam/Keith Curry*

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

- Decision-Making Roles and Processes *(Gloria Miranda, Evelyn Uyemura and Julieta Ortiz)* *Jose Villalobos and Art Smith*
- Board and Administrative Organization *(Mike Trevis and Angela Simon)* *Jerome Evans and David Simmons*

Eligibility Requirements, ACCJC Policies, Previous Recommendations

Jeanie Nishime
Jean Shankweiler
Matt Cheung
Holly Schumacher

Beginning the Self Evaluation Process

- Get to know the standards and sub-standards to which you are assigned.
- Review what was written in the 2008 Self Study and the planning agenda items developed as a result of the Self Study. (The new terminology is Self Evaluation Report and Improvement Plans)
- Begin with a descriptive summary of your standard that addresses all of the required sub-standards.
- Collect selective pieces of evidence to support what is stated in the descriptive summary
- Each sub-standard must be backed up with data and evidence!

Data and Evidence

- Evidence is every source of information an institution uses to provide verification of a particular action or existing condition
- Data is analyzed and often used as evidence
- Evidence can include policies, procedural documents, meeting minutes, and data
- Evidence should be presented in electronic format

Structures and Processes for the Self Evaluation Should Ensure:

- The college evaluates itself against each Eligibility Requirement, Accreditation Standard and relevant Commission policy

- The college's evaluation is holistic, integrated, and honest

- The Self Evaluation Report uses and is integrated with ongoing research, evaluation, and planning

Structures and Processes for the Self Evaluation

- The Report summarizes and references evidence to support its analyses, and makes the evidence available electronically to the Commission and the evaluation team

- The Report has coherence and a single voice

- The Report is meaningful document for the college, the team, and the Commission

- The Report leads to institution-wide reflection about quality and student learning

Further Training

- Complete the "Accreditation Basics" online course (approx. 2 hours).

http://www.trainingway.com/accjc/

- Read your standard in the 2008 Accreditation Self-Study and review the subsequent follow-up reports to ACCJC

http://www.elcamino.edu/administration/vpaa/accreditation/accreditation.asp

Next Steps for Fall 2012

- Populate each standard with team members (due Nov. 21)
- Set up a Fall meeting schedule with your team to complete the following tasks (due Dec. 14):
  - Assign sub-standards to team members
  - Outline the topics to be covered in the Descriptive Summary
  - Outline the evidence you will need to collect to support the narrative

Next Steps for Spring 2013

- Plan to meet weekly
- Complete the descriptive narrative for all parts of each standard by March 21
- Complete the Findings and Evidence section by May 31

2013-14 Timeline

- Summer 2013 – edit the Self Evaluation
- Fall 2013 – identify sources of evidence to link within document; identify Improvement Plans to include in report; finalize report
- Spring 2014 – begin consultation process with final Board approval June 2014
- July 2014 – copy and bind report
- August 2014 – mail report to ACCJC
- September 2014 – prepare for site visitation