MSJC Accreditation

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Board of Trustees Workshop – October 27, 2016

Rebecca Teague – Dean, Institutional Effectiveness/ALO

Ted Blake – LRC Coordinator/Faculty ALO

Brandon Moore, Executive Dean, Institutional Effectiveness

Plan for Today

- Major Changes for Accreditation Self-Evaluation

- Overview of Accreditation

- Review of Accreditation Standards

- MSJC Accreditation Self-Evaluation Process/Timeline

- Board Roles/Responsibilities

Major Changes for the Upcoming Self-Evaluation

- New Standards / Eligibility Requirements Process Changes
- 12-18 Month Reaffirmation Period
- 7-year Overall Accreditation Cycle
- Quality Focus Essay (QFE) – Midterm Report Focus
- Larger and More Diverse Evaluation Teams
- ACCJC CEO Retirement/National Search
- CEO Accreditation Workgroup

Overview of Accreditation

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ACCJC – Who are they and what do they do?

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- U.S. Accreditation (6 separate geographical regions/ 7 Accreditation bodies)
  - U.S. Department of Education

- Regional Accreditation - Western Region
  - Western Association of Schools and Colleges
    - 3 accrediting agencies (Senior Schools and Colleges, ACCJC, k-12)
- ACCJC
  - Accredits CA, Hawaii, Territories of Guam and American Samoa, Mariana Islands, Republic of Palau, Micronesia, Marshall Islands
  - Commission – 19 members of the public and member institutions

The Accreditation Process

Comprehensive Review → External Evaluation Team → Commission Review and Action
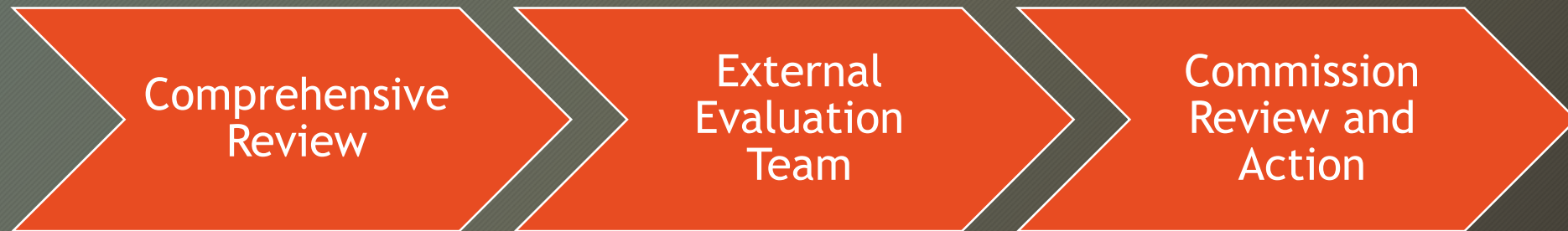
Self Evaluation Report

- Address the ERs, Standards, Commission Policies and other requirements
- Provide content and evidence
- Include institutional set standards for student achievement and learning outcomes
- Provide and analyze existing evaluation, planning, and improvement data
- Assessment (based on data) of the quality of programs/services and institutional effectiveness
- Plans and actions for improvements
- Involve all institutional stakeholders

The Joy Continues…

- External Team Role
  - Appointed and Trained by the ACCJC
  - 10-12 team members representing academics and administrators
  - Site Visit
  - Reviews self evaluation report
  - Makes Recommendations and Commendations
  - Submits Evaluation Team Report to CEO and ACCJC

- Commission Role
  - Makes additional recommendation and direction for improvements
  - Action Letter

Reports, Reports, and More Reports

- Self Evaluation Report
- Midterm (NEW – based on Quality Focus Essay)
- Annual Report
- Follow Up Report
- Substantive Change Report (must occur at least six months before visit)

Self Evaluation Report – Housekeeping (Content)

- Cover page, certification page, table of contents
- Structure
  - Introduction (brief history of college, highlight major developments, data, site specific information, service area information)
  - Student Achievement Data and Institution Set Standards
  - Organization of self evaluation (how we wrote the report and evaluated our efforts)
  - Organizational information (org charts)
  - Certification of compliance with ERs
  - Certification of compliance with commission policies

Quality Focus Essay

- NEW!
- 5,000 word essay
- Focus on 2-3 areas identified for further study, improvement, to enhance quality, institutional effectiveness, and excellence
- Improvement Action plans (formerly Planning Agendas)
- Focus of Midterm Report in Year 4
- Long-term improvement
- QFE's range from general to specific
- "Future" focus

Accreditation Standards

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Standard I: Mission, Academic Quality and Institutional Effectiveness and Integrity

- Mission and purposes of institution and institutional effectiveness achieving the mission

- Data-driven assessment and continuous quality improvement and student achievement and learning

- Clarity, accuracy and integrity of institutional information and processes

Standard II: Student Learning Programs and Services

- Quality and rigor of instruction, student support, learning services

Standard III: Resources

- Capacity of human, physical, technological, and financial resources to support the achievement of mission and maintain institutional integrity

Standard IV: Leadership and Governance

- Decision-making roles and responsibilities and the capacity of leadership to support and achieve mission and student success
- Effectiveness of the governance structure, the CEO and the governing board

Standard Analysis and Structure

- Identify and address each of the accreditation standards
  - 1. Evidence of Meeting the Standard
    - Describe and document factual conditions at the college, including college practices and policies which demonstrate how each standard is being met

  - 2. Analysis and Evaluation
    - Based on the info above, analyze and evaluate the college's performance against each standard and our mission
    - Actionable conclusions about institutional effectiveness, educational quality, and decisions for improvements (do we meet the standard or not…and to what degree do we meet standard)

    - No partial credit!

Eligibility Requirements

- New process for outlining Eligibility Requirements
- 21 ERs
  - 1-5 (Authority, Operational Status, Degrees, CEO, Financial Accountability) must be supported outside of standards

  - 6-21 must be outlined in the specific evaluation of standard
    - Mission, Governing Board, Administrative Capacity, Educational Programs, Academic Credit, Student Learning and Achievement, General Education, Academic Freedom, Faculty, Student Support Services, Admissions, Information and Learning Support Services, Financial Resources, Institutional Planning and Evaluation, Integrity in Communication with the Public, Integrity in Relations with the Accrediting Commission)

Required Evidence/Data

- Disaggregated Student Achievement and Learning (Outcome) Data
- Data on Incoming Students
- Data on Enrolled Students
- Data on Graduates
- Evidence of student learning outcomes and assessment
- Evidence of quality of program review
- Evidence of quality student support services
- Evidence of Financial Performance and Integrity
- Evidence of quality of international activities
- Evidence of compliance with other areas related to federal requirements

MSJC Accreditation Process/Timeline

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TEAM MSJC

- CEO/ALO/Faculty ALO
- Steering Committee
- Standard Workgroups
- Executive Cabinet
- Editors
- Evidence Collection
- Participatory Governance Involvement *including students
- Communication Structure

Accreditation Steering Committee

Chair(s): Roger Schultz, Rebecca Teague (ALO), Ted Blake

STANDARD I

MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

Brandon Moore
Paul Hert
Fernando Gutierrez
Jill Lanphere/Debbie Grace

STANDARD II

STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

Jeremy Brown
Martha Crawford
Tamara Smith
Rose Russell

STANDARD III

RESOURCES

Julie Venable
Jeannine Stokes
Michael Beckham
Jennifer Marrs/Angela Aceves

STANDARD IV

LEADERSHIP AND GOVERNANCE

Kara McGee
Rhonda Nishimoto
Elizabeth Mascaro

STANDARD IIA

INSTRUCTIONAL PROGRAMS

Jeremy Brown, Tamara Smith, Rose Russell

STANDARD IIB

LIBRARY AND LEARNING SUPPORT SERVICES

Marc Donnhauser, Carlos Tovares, Sherri Moore/ Adrienne Walker, Tracey Pitt

STANDARD IIC

STUDENT SUPPORT SERVICES

Martha Crawford, Lyndsey Tone/Miranda Angeles, Selena Paez

STANDARD IIIA

HUMAN RESOURCES

Jeannine Stokes, Rosaleen Gibbons, Debbie Perez-Flores

STANDARD IIIB

PHYSICAL RESOURCES

Brian Twitty, Tina Elm, Janice Levasseur, Diane Morales

STANDARD IIIC

TECHNOLOGY RESOURCES

Brian Orlauski, Bil Bergin, Staci Ferris

STANDARD IIID

FINANCIAL RESOURCES

Julie Venable, Michael Beckham, Jennifer Marrs

Spring 2018 Visit

Major events in the accreditation process	Spring visit
Institutional self evaluation report submitted to ACCJC	January 2018
Evaluation Team Visit	March 2018
Draft Evaluation Team Report sent to college CEO for correction of errors of fact	April 2018
Commission meeting and decision on accreditation	June 2018
Commission Action letter received by College and posted to the college website	July 2018

All Vacations and Holidays Cancelled for the Next 2 Years

Summer 2016 (June-August)

- Develop Evidence Collection practices for Self-Evaluation

- ALO/Faculty ALO draft outlines for the Self-Evaluation Report (Including introductory sections) and design templates

- Design Self-Evaluation website and repository

- Standard Workgroups meet and discuss outlines

- Identify and Outline Data/Research for Self-Evaluation Report

Fall 2016 (August – December)

- Monthly Steering Committee and Standard Workgroup meetings
- Train Steering Committee members regarding Evidence Collection Practices for Self-Evaluation
- Develop and Disseminate Accreditation Climate Survey
- Standard Workgroups complete outlines
- Provide accreditation training and presentations to various constituent groups (Board, Faculty, Classified, Administration, Community)
- Complete First Drafts of Standard I and IV

Spring, Summer, Fall 2017

Spring 2017 (January-May)

- Monthly Steering Committee and Standard Workgroup meetings
- Finalize Evidence Collection
- Complete Standard II and III Drafts
- Full draft - disseminate for campus review/feedback
- Draft of Quality Essay and disseminate for campus review/feedback

Summer 2017 (June- August)

- Monthly Steering Committee and Standard Workgroup meetings
- Final Draft Self-Evaluation Completed

Fall 2017 (Sept-December)

- Monthly Steering Committee and Standard Workgroup meetings
- Final Vetting/Approvals of Self-Evaluation Report to Academic Senate, Classified Senate, SGA, and Institutional Leadership
- Self-Evaluation Report – Information Item at BOT (November 2017)
- Self-Evaluation Report – Action Item at BOT (December 2017)

- Mock Site Visit
- Monthly Steering Committee and Standard Workgroup meetings
- Site Visit Preparation/Training/Updates
- Submission of Self-Evaluation Report to Commission
- Site Visit
- Site Visit De-brief

MSJC Accreditation Fanny Pack (Tool Kit)

- **MSJC Reports**

  - Self Evaluation 2011

  - MSJC Annual and Financial Reports

  - Midterm Reports

  - Follow Up Reports

  - Substantive Change Reports

  - Templates

- **ACCJC Publications**

- **Peer College Reports**

- **Crosswalk between New/Old Standards**

- **Standard Chairs**

- **ALO and Faculty ALO**

- **Office of Institutional Effectiveness**

- **MSJC Accreditation Website**

Board of Trustees Roles/Responsibilities

- Standard IV. C

- Governing Board informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation Roles and Responsibilities of Governing Boards in Accreditation processes, and the college's accredited status."

- Training about the accreditation processes and Eligibility Requirements, Accreditation Standards and Commission policies.

- Participates in the evaluation of governing board roles and functions in the accreditation process.

- Receive regular reports on the progress of the review process and development of the Report and the Board should give direct input on those areas of the Standards affecting the Board directly, e.g., Standard IV.C.

Next Steps

- Drafts for Board Review and Feedback
- Updates on Timelines/Deliverables
- Focused Presentations on Each Standard

Questions?