

# Accreditation & The “QFE”

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ALL FACULTY MEETING

OCTOBER 14, 2016

# ACCJC – WHO THE HECK ARE THEY AND WHAT DO THEY ACTUALLY DO?

- 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

# ACCREDITATION STANDARDS

- **Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**
- **Standard II: Student Learning Programs and Support Services**
  - **Instructional Programs**
  - **Library and Learning Support Services**
  - **Student Support Services**
- **Standard III: Resources**
  - **Human Resources**
  - **Physical Resources**
  - **Technology Resources**
  - **Financial Resources**
- **Standard IV: Leadership and Governance**

# The Quality Focus Essay (QFE)

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“Under the new and previous standards, colleges are expected to record changes and plans that arise out of the self-evaluation process. In addition, colleges are now to identify two or three ‘action projects’ that are ‘vital to the long-term improvement of student learning and achievement over a multi-year period.’<sup>[2]</sup> Within the 5,000-word limit of the QFE, plans for these projects are laid out with specific details and benchmarks. The projects ‘should be realistic and culminate in a set of observable and measurable outcomes.’ Progress on these projects will be a focus of the Midterm Report and visit.”

<http://www.asccc.org/content/qfe-what-does-it-mean-faculty-and-colleges-preparing-accreditation-self-evaluation>

# Across the state . . .

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Colleges are having conversations about “long term improvement”

QFE's range from general to specific

Accreditation is beginning to be tied to the future instead of only past and present

# Time Capsule . . .

It is the year 2036. What would you like this 2011 era at MSJC to be remembered for? Use the space below to jot down your thoughts and ideas. Be ready to share.

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- Student Success Summit
- Raising the bar of how we address student success
- Integrity
- Joint collaborations (department and programs)
- When our money is taken away, we still have each other
- Transparency
- Acknowledging, nurturing, commitment to student success (image: circling of our wagons)
- Growth and learning
- Life-long learning
- Coming together for student success
- Our age of divergent thinking
- Sharing resources
- Shared it, learned it, and lived it!

# CCSSE Benchmarks – *areas of focus* – approx. 22 questions each area

## 1. Active and Collaborative Learning

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings.

## 2. Student Effort

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

## 3. Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality.

## 4. Student-Faculty Interaction

In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist.

## 5. Support for Learners

Students perform better and are more satisfied at colleges that provide important support services.

## 6. Promising Practices

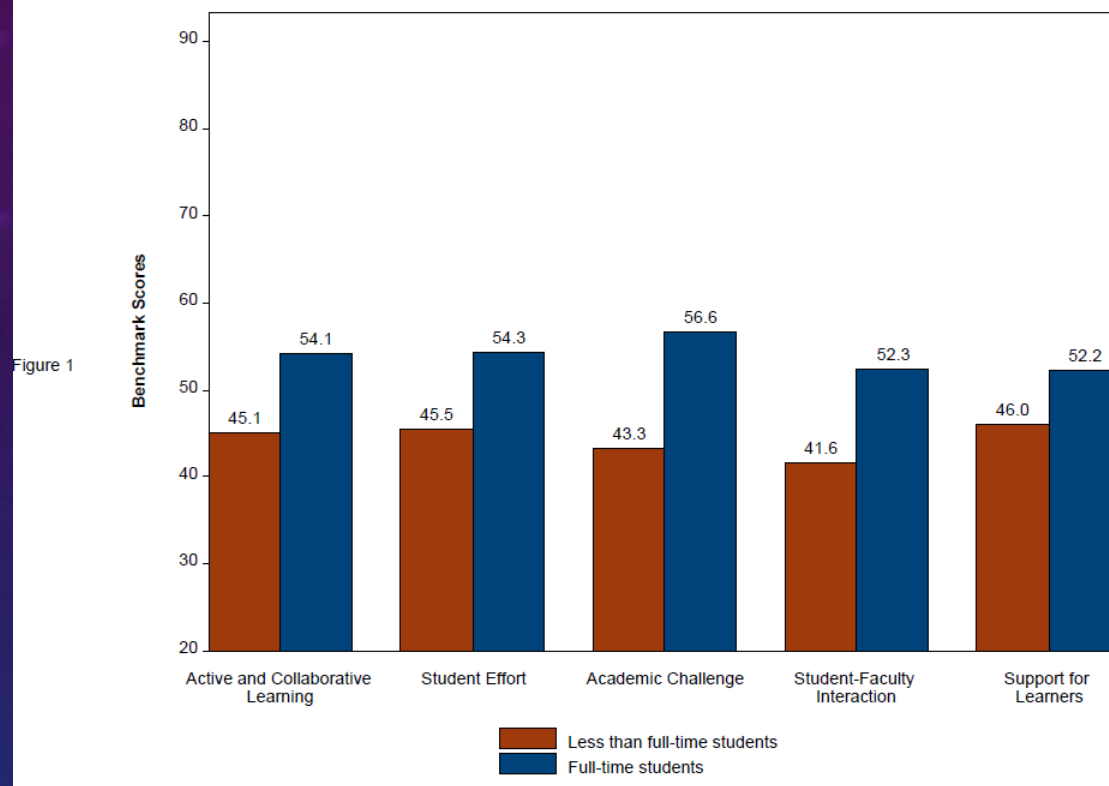
Policies and practices demonstrated to have a positive impact on student success.

## 7. Faculty Perceptions

Do faculty and students have different perceptions of the MSJC experience?

# Key Findings: Benchmark Overview by Enrollment Status

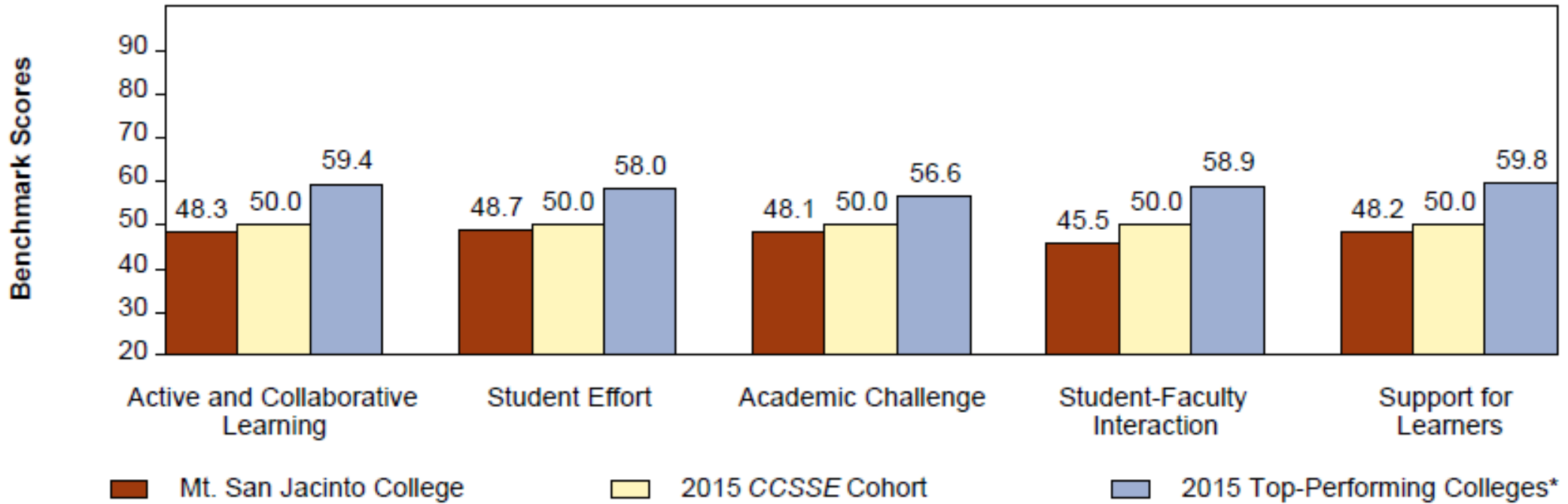
Figure 1 below represents your institution's *CCSSE* benchmark scores by students' enrollment status.



Students who take classes full time have higher mean engagement scores across all of the key focus areas.



# BENCHMARKS OF EFFECTIVE EDUCATIONAL PRACTICE



\*Top-Performing colleges are those that scored in the top 10 percent of the cohort by benchmark.

MSJC students have a mean perception score that is slightly under the average across all focus areas.

# Aspects of Highest Student Engagement

MSJC students responded most favorably on five specific questions

- Students' own effort outside of class, Financial Aid, Career counseling, Peer tutoring.

Figure 3

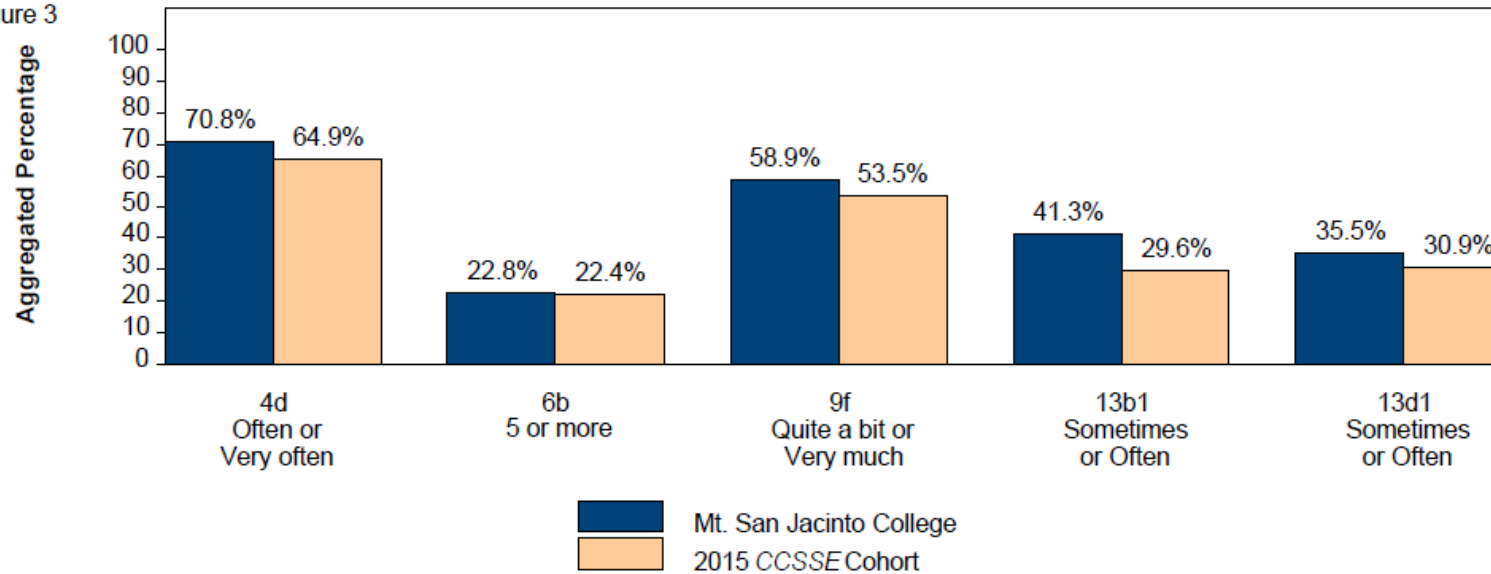


Table 1

Benchmark	Item Number	Item
Student Effort	4d	Worked on a paper or project that required integrating ideas or information from various sources
Student Effort	6b	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
Support For Learners	9f	Providing the financial support you need to afford your education
Support For Learners	13b1	Frequency: Career counseling
Student Effort	13d1	Frequency: Peer or other tutoring

# Aspects of Lowest Student Engagement

MSJC students responded least favorably on five specific questions.

- Student-Faculty interaction, coping with non-academic problems, computer and math skills labs.

Figure 4

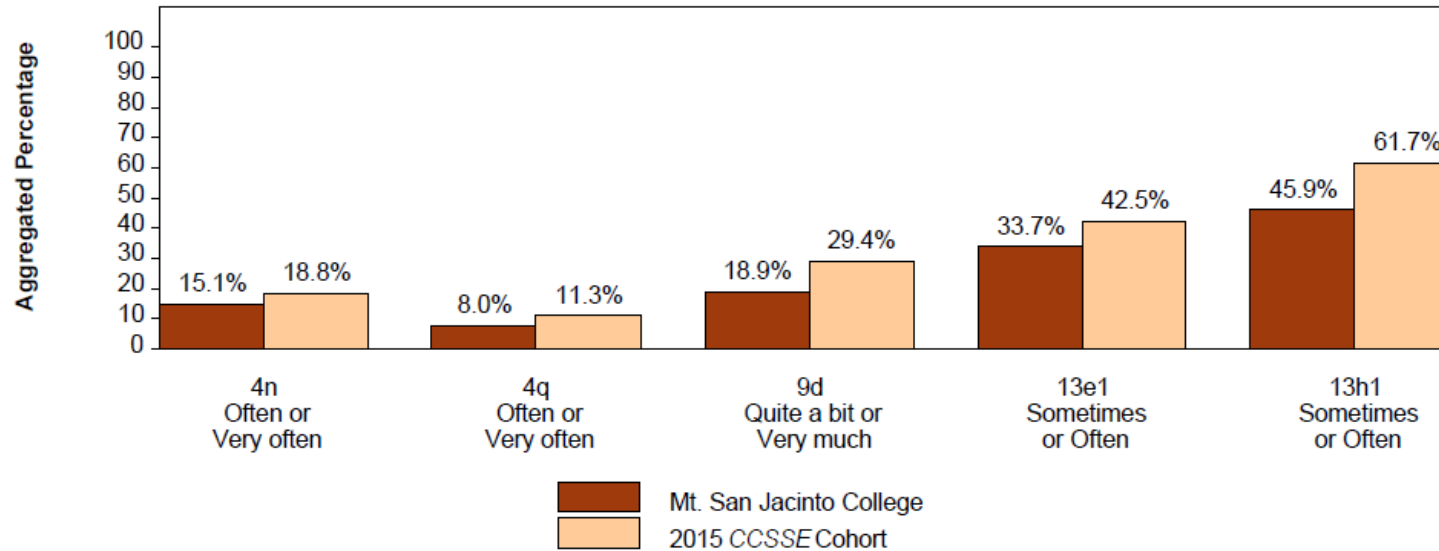


Table 2

Benchmark	Item Number	Item
Student-Faculty Interaction	4n	Discussed ideas from your readings or classes with instructors outside of class
Student-Faculty Interaction	4q	Worked with instructors on activities other than coursework
Support For Learners	9d	Helping you cope with your non-academic responsibilities (work, family, etc.)
Student Effort	13e1	Frequency: Skill labs (writing, math, etc.)
Student Effort	13h1	Frequency: Computer lab

# CCFSSE – Community College Faculty Survey of Student Engagement

Faculty have a perception that students do not work as hard as the students perceive they do. At the same time faculty perceive that they themselves provide more for students than what students feel they get from faculty.

Figure 10

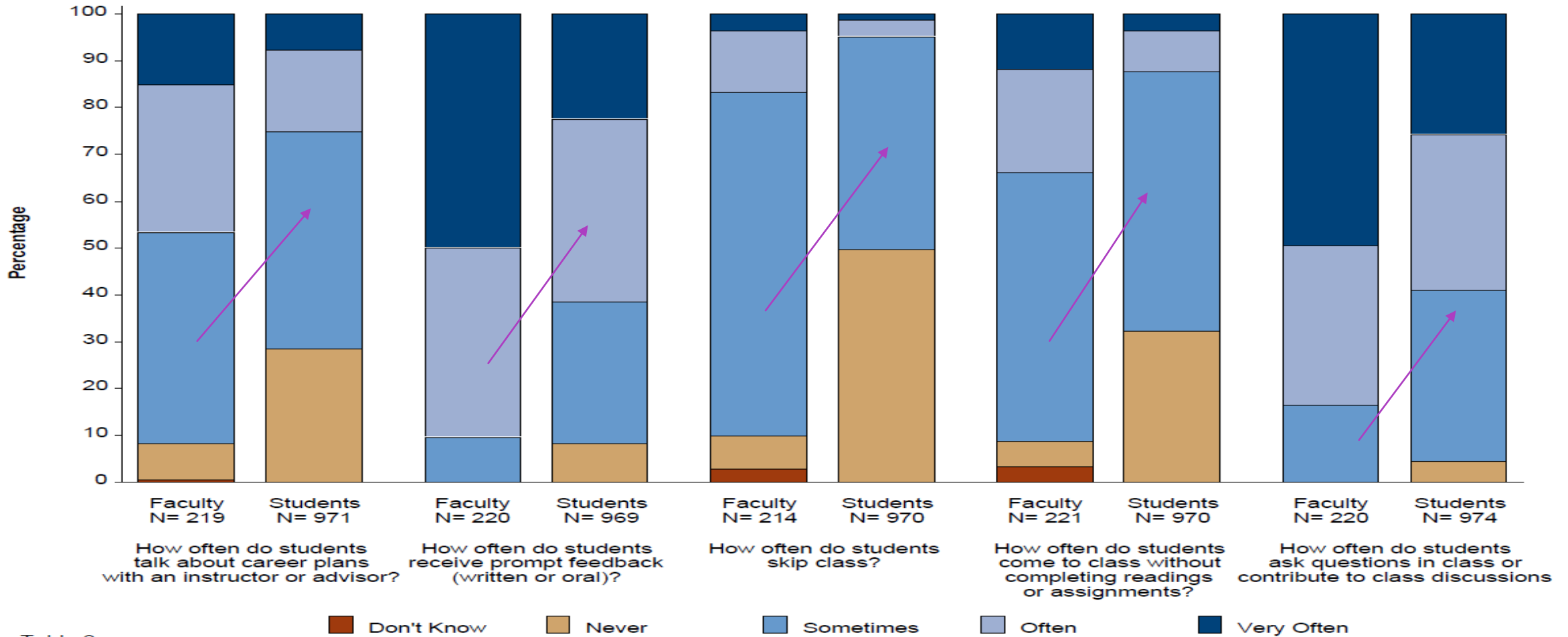


Table 3

# Looking Ahead at MSJC

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## DISCUSSION QUESTIONS

What is it about our institution that is creating barriers for our students? (The stuff that we make up.)

Are we doing everything we can to help our students succeed?

What resources/training do we need to help us do better in the classroom?

What is our “thing”? What do we want to be known for?

## SIX SUCCESS FACTORS THAT SUPPORT STUDENT ACHIEVEMENT

