AND HERE WE GO: ACCREDITATION 2022 TEAM TRAINING

MARCH 26, 2021

WELCOME AND OVERVIEW

- Accreditation Basics Quiz and Chance to Win Gift Cards!
- COC's Accreditation History
- Mission Statement
- Institutional and Individual Responsibilities during Accreditation
- Timeline for the ISER (Institutional Self-Evaluation Report)
- The Standards
- ISER Logistics
  - Document Length
  - Style Guide and Writing
- Evidence Collection and Documentation

ACCREDITATION BASICS

- In preparation for today's Team Training, Team Members were asked to review the ISER Guide and spend 31 minutes viewing the following six videos:

    - (1) Who and What is ACCJC (6 min 48 sec)

    - (2) What is Accreditation (4 min 43 sec)

    - (3) ERs, Standards, and Policies (5 min 34 sec)

    - (4) Accreditation Cycle (4 min 50 sec)

    - (5) My Role in Accreditation (4 min 46 sec)

    - (6) Peer Review (3 min 52 sec)

- Now we will take a short quiz, over the next 6 slides, and the first person to type the correct answer into the chat box after each question is shown will win an electronic gift card that will be sent to their Canyons email.

SHOW ME THE MONEY!

- The purpose of accreditation is to encourage institutions to do what?

- ANSWER: (1) improve academic quality, (2) promote institutional effectiveness, (3) advance overall student success (learning/achievement)

- Why is accreditation from the U.S. Department of Education necessary for our college?

- ANSWER: It is necessary to provide students with federal financial aid

- Which TYPE of accreditation are we seeking through ACCJC? Specialized, Programmatic, or Institutional?

- ANSWER: We are seeking Institutional accreditation through ACCJC

SHOW ME MORE MONEY!

- In terms of accrediting institutions, why is ACCJC unique compared to other accreditors across the United States?

- ANSWER: ACCJC is the only accreditor focused specifically on community, junior, career, technical, and other two-year colleges, whereas others also accredit 4-year institutions as well as K-12

- How many Eligibility Requirements, Standards, and Commission Policies are we responsible for responding to, respectively?

- ANSWER: 21 ERs (of which we respond to 5 specifically separate from the Standards), 4 Standards, and 8 CPs

COC'S ACCREDITATION HISTORY

- During its recent 2014 accreditation site visit, COC was reaffirmed once again **without any sanctions** (which can be in the form of **Warning**, **Probation**, and **Show Cause**), consistent with prior 4 visits.

- Recommendations are expressed by ACCJC in two forms:
  (1) to increase institutional effectiveness and
  (2) to resolve deficiencies.

- COC has only received recommendations to increase institutional effectiveness.

College of the Canyons 30+ Year Accreditation History

Years	# Commendations	# Recommendations (institutional effectiveness)	# Recommendations (deficiencies)	Warnings	Follow-Up Site Visit Required	Status
1990	3	4	0	None	No	Reaffirmed
1996	5	3	0	None	No	Reaffirmed
2002	11	6	0	None	No	Reaffirmed
2008	9	3	0	None	No	Reaffirmed
2014	5	3	0	None	No	Reaffirmed

MISSION STATEMENT (TO BE FINALIZED BY THE BOARD)

College of the Canyons delivers an accessible, holistic education for students to earn associate degrees, certificates, and credentials, to prepare for transfer, and to attain workforce skills. The College champions diversity, equity, inclusion, and global responsibility, while providing clear pathways in an engaging, supportive environment where all students can successfully achieve their educational goals.

INSTITUTIONAL RESPONSIBILITIES DURING ACCREDITATION

- The institution's responsibility to comply with Accreditation Standards at all times begins when an institution is initially granted accreditation by the ACCJC.

- An institution is responsible for staying informed about Accreditation Standards and Commission policies.

- An institution is responsible for preparing an accurate, honest, and evidence-supported Institutional Self-Evaluation Report (ISER).

- The institution is responsible for retaining its own accreditation files and making certain information is available to the public.

- The institution is responsible for implementing a process for continuous assessment and improvement.

WHAT IS MY ROLE IN ACCREDITATION?

- Update department documentation, meeting minutes, websites, and other outward-facing communications to ensure they are accurate and up-to-date

- Versed in the Accreditation Standards, Eligibility Requirements, and Commission Policies

- Know the functions of your area, the students that you serve, and both quantitative and qualitative data of your administrative service area.

- Know the College's Mission Statement, Vision Statement, Philosophy, and Strategic Goals as well as Foundational Institutional Commitments

- Be familiar with our College's efforts in support of Teaching and Learning, Student Services, Program Review and Planning, Decision-Making and Governance, Assessment and Evaluation, Professional Development, Efforts in Support of Equity and Guided Pathways, and our Educational Master Plan/Strategic Plan Goals
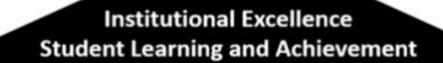
Timeline

March 2021
- Finalize Teams with ASG, Academic and Classified Senates, and Administration
- Board of Trustees ACCJC training on March 24, 2021 from 5 – 6 pm
- Standard Teams meet for Team Training with ALO

April 2021
- Evidence Collection
- Writing Teams begin writing Standards I, II, III, and IV

May 2021
- Evidence Collection is finalized and loaded onto OnBase
- Writing Teams submit drafts of Standards I, II, III, and IV to the ALO and editor

Summer 2021
- ALO/editor begin converting writing prompts to "one voice"
- Draft report is compiled by PIO and Evidence is formally compiled
- Team Leads view proposed final draft of ISER

Fall 2021
- Draft approvals by ASG, Academic Senate, Classified Senate, and Board
- Final ISER is sent to ACCJC during December 2021

Spring 2022
Team Visit during March 7 – 10, 2022

Institutional Excellence
Student Learning and Achievement

Eligibility Requirements

Standards

Policies

PEER-REVIEW

ISER COMPONENTS

Eligibility Requirements

1. Authority
2. Operational Status
3. Degrees
4. Chief Executive Officer
5. Financial Accountability
6. Mission
7. Governing Board
8. Administrative Capacity
9. Educational Programs
10. Academic Credit
11. Student Learning and Student Achievement
12. General Education
13. Academic Freedom
14. Faculty
15. Student Support Services
16. Admissions
17. Information and Learning Support Services
18. Financial Resources
19. Institutional Planning and Evaluation
20. Integrity in Communication with the Public
21. Integrity in Relations with the Accrediting Commission

ISER COMPONENTS

Eligibility Requirements

1. Authority
2. Operational Status
3. Degrees
4. Chief Executive Officer
5. Financial Accountability
6. Mission
7. Governing Board
8. Administrative Capacity
9. Educational Programs
10. Academic Credit
11. Student Learning and Student Achievement

12. General Education
13. Academic Freedom
14. Faculty
15. Student Support Services
16. Admissions
17. Information and Learning Support Services
18. Financial Resources
19. Institutional Planning and Evaluation
20. Integrity in Communication with the Public
21. Integrity in Relations with the Accrediting Commission

ISER COMPONENTS: STANDARDS AND DOCUMENT LENGTH

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	
A. Mission (4 Standards)	6
B. Assuring Academic Quality and Institutional Effectiveness (9 Standards)	17
C. Institutional Integrity (14 Standards)	10
Standard II: Student Learning Programs and Support Services	
A. Instructional Programs (16 Standards)	17
B. Library and Learning Support Services (4 Standards)	6
C. Student Support Services (8 Standards)	10
Standard III: Resources	
A. Human Resources (15 Standards)	10
B. Physical Resources (4 Standards)	6
C. Technology Resources (5 Standards)	7
D. Financial Resources (16 Standards)	16
Standard IV: Leadership and Governance	
A. Decision-Making Roles and Processes (7 Standards)	10
B. Chief Executive Officer (6 Standards)	5
C. Governing Board (13 Standards)	10
D. Multi-College Districts or Systems (7 Standards)	10
Total pages for Analysis of Standards *	140

Much shorter than 2014!

(*excludes pictures, graphs, footnotes, evidence listings, etc.)

ISER COMPONENTS

The Policies

- Public Notification of an Evaluation Team Visit and Third Party Comment
- Standards and Performance with Respect to Student Achievement
- Credits, Program Length, and Tuition
- Transfer Policies
- Distance Education and Correspondence Education
- Student Complaints
- Institutional Disclosure and Advertising and Recruitment Materials
- Title IV Compliance

Quality Focus Essay *NEW*

- Related to the Accreditation Standards
- Be realistic, coming out of data and reflected in the self evaluation process and the ISER
- 5,000 word limit
- Multi-year, long-term direction(s) for the college
- Commitment to excellence

ISER 2022 REPORT LOGISTICS

- Introduction, College History, Data, Sites, and Specialized Accreditation

- Student Achievement Data and Institution-Set Standards

- Organization of the Self-Evaluation Process and Organizational Information

- Eligibility Requirements

- Commission Policies

- Accreditation Standards

QUALITY FOCUS ESSAY *NEW!*
EVIDENCE

ISER LOGISTICS – STYLE GUIDE

ACCJC

ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

Guide to Institutional Self-Evaluation, Improvement, and Peer Review

10 Commercial Blvd., Suite 204
Novato, CA 94949

Tel: 415-506-0234
Fax: 415-506-0238

accjc@accjc.org
accjc.org

January 2020 Edition

In Document	Formatting and Style
Titles	Times New Roman, 14 pt., bold
Subheadings	Times New Roman, 12 pt., bold
Body text	Times New Roman, 12 pt., Left Justified
Page numbers	Place in footer, either in bottom right or center
Margins	1" left; 1" right; 1" top; 1" bottom
• Bullets	Circle bullet, Times New Roman, 12 pt.
Underline	Use single line only. Do not use excessively.
Italics	Use italic font to emphasize, not bold font.
Acronyms	Spell out the names of groups on the first reference, followed by the acronym, e.g., the Accrediting Commission for Community and Junior Colleges (ACCJC). The acronym for U.S. Department of Education is USDE (not U.S.D.E.) The acronym may be used alone on second reference.
Numbers	Spell out numbers one through and including ten; use numbers for larger numbers. A number that begins a sentence should be spelled out. Credit hours should be expressed as numerals.
Abbreviations	Spell out state names in text; abbreviate them only in addresses, lists, etc. Spell out "and" instead of the symbol "&" unless it is part of an official company name.
Commas	When a conjunction joins the last two elements in a series, use a comma before the conjunction (e.g., board, administrators, faculty, staff, and students). Commas always go inside quotation marks. Do not use excessively.
Colons	Colons go outside quotation marks unless they are part of the quotation itself.
Percentages	Spell out "percent." Use the symbol (%) only in scientific, technical, or statistical copy.
Latin terms	Do not underline or italicize.
a.m./p.m.	Express as "a.m." and "p.m." with periods and lowercase.

ISER LOGISTICS – WRITING

WRITING STYLE

- Be accurate, concise, and to-the-point.
- Be specific, definite, clear, and concrete.
- Do not write in the first person (We or us); use third person (the College).
- Use the active voice. The active voice is more direct and vigorous than the passive voice.
  - Passive example: Commencement was attended by hundreds of people.
  - Active example: Hundreds of people attended commencement.
- Passive voice is acceptable when the agent of the action is unknown or unimportant.
  - Passive example: Construction was completed three months early.

In Document	Formatting and Style
Hyphens	No spacing before or after hyphens.
	Hyphenate two-word adjectives used with a compound modifier (e.g., high-unit program).
	Do not hyphenate words beginning with "non," except those containing a proper noun (e.g., nonresident; non-German; non-degree-seeking) or when the second element consists of more than one word (e.g., a full-time student; attending school full time)
	Do not hyphenate words with the suffix "wide" (e.g., District wide; College wide).
Capitalization	Capitalize the following words or phrases when referencing the Commission and/or the ACCJC Accreditation Standards: • "Commission" • "Accreditation Standards" • "Standards" (e.g., "In order to meet Accreditation Standards...") Capitalize "College" and "District" when referencing a specific college or district (i.e., capitalize when you can replace "College" with a college name and when you can replace "District" with a district name). Capitalize the first word following a colon when the word begins a complete sentence. Capitalize titles preceding names (e.g., Bay College President Chris Smith). *Do not* capitalize the following: • "federal" or "state " unless it is capitalized in an official name. • "fall" or "spring" (e.g., fall semester enrollment). • Titles following names or standing alone (e.g., Chris Smith, president of Bay College; Marcia S. Jones became president in 2001).

EVIDENCE COLLECTION AND DOCUMENTATION

Standard I:[1] Mission, Academic Quality[2] and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties

A. Mission

1. **The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning[3] and student achievement.[1] (ER 6)**

POSSIBLE SOURCES OF EVIDENCE:* ⟵

- Board policy that states the mission;
- Web page, catalog page, CEO's message, or white paper that explicates the mission;
- And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA: ⟵

* The institution's mission addresses the institution's educational purpose.
* The mission defines the student population the institution serves.

ACCJC
ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

Guide to Institutional Self-Evaluation, Improvement, and Peer Review

10 Commercial Blvd., Suite 204   Tel: 415-506-0234   accjc@accjc.org
Novato, CA 94949   Fax: 415-506-0238   accjc.org

January 2020
Edition

EXAMPLE OF EVIDENCE COLLECTION AND DOCUMENTATION

Standard IIA.3 Example:

3. SLO REVIEW	COR > Signature Assignments	Approved course outlines of record, which contain student learning outcomes and perhaps suggested
Team:	Assessment module in eLumen	assessment methods in broad terms; Documentation of a regular cycle of learning outcomes assessment for
	Syllabi	courses and programs—with workflow, timelines, and persons responsible; Program review reports that
Connie Palazzo, Evis Wilson	CASL guidance for faculty via SLO Handbook	contain assessment results/data and analysis; Sample assessment instruments and results from courses or
	Syllabus review - curricular coordinators	programs; Written instructions or a template that guides faculty to include student learning outcomes among
Cindy Stephens, Jeff Baker	Senate syllabus policy	the course information on a syllabus; Syllabi from courses in a broad range of programs and disciplines, all
	eLumen SLO assessment module	containing SLOs that match the SLOs in the approved course outlines of record; Documentation of a regular
Andy McCutcheon, Paul Wickline	Academic Senate Minutes on Program Review Cycle/Assessment	process for review of syllabi—with timelines and persons responsible—to ensure syllabi contain accurate
	New Faculty Orientation- SYNERGY minutes	course information, including course SLOs; And/or other documents that demonstrate the institution is aligned with this Standard.

Citation Example:

https://www.canyons.edu/_resources/documents/administration/committees/casl/COC_SLO_Handbook_Spring2021.pdf

Citation within Draft Example: **II.A.3.1** – Standard II.A. section 3, first piece of evidence

If you are specifying a specific page number within the document, please also add a page number: **II.A.3.1.9**

An **evidence collector** should be assigned to each Standard Team, and once this person is selected, s/he should work with the Standard Team Leads to ensure evidence is forwarded to **Susan Wills,** who will load all evidence documentation onto OneDrive (and eventually OnBase). **All evidence should only be forwarded once confirmed with the Team Leads and the Draft has been completed.**

WRITING THE STANDARD

A template (to be sent out) is provided for each section of the ISER Standards section that includes:

- Evidence of Meeting the Standard (for each Standard)

- Analysis and Evaluation (for each Standard)

- Conclusion (at the end of each section)

- Improvement Plan(s) Arising out of the Self-Evaluation Process

- Evidence List