



Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

College of the Canyons

Accreditation Committee

2014 Self Evaluation Report Preparation

September 17, 2013



Agenda

1. Review the “[Manual for Institutional Self-Evaluation](#)”
 - Eligibility requirements
 - Accreditation Standards
 - Commission Policies
 - Rubrics for evaluation
2. Review the ACCJC / WASC “[Guide to Evaluating Institutions](#)”
 - Accreditation themes (pages 6-8)
 - Characteristics of evidence (pages 9-11)
 - Questions used in institutional evaluation
 - Additional information regarding COC evidence collection
3. Discuss writing the self evaluation report
 - Evidence collection
 - The ACCJC report template
 - Using the COC “style guide”
4. Next steps
 - Calendar and deadlines for the self evaluation report
 - Meeting schedule for standards writing teams
 - Monthly updates on progress



- 2014 Self Evaluation
 - Evidence-based document
 - [21 eligibility requirements](#)
 - [Four primary accreditation standards](#)
 - Commission policies
 - Focus areas / Themes
 - Rubric for evaluating institutional effectiveness
 - Rubric for evaluating distance education programs
 - Evaluation of student learning
 - Institutional targets and outcomes
- [Committee composition](#)
- [Steering committee](#) – member roles
- [Timeline to completion](#)



2014 Self Evaluation

Commission policies referenced in the accreditation standards:

- Policy on Distance Education and on Correspondence Education
- Policy on Transfer of Credit: Policy on Award of Credit
- Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status
- Policy on Contractual Relationships with Non-Regionally Accredited Organizations
- Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems



2014 Self Evaluation - Report Structure

1. Cover Sheet
2. Certification Page
3. Table of Contents
4. Structure of the Institutional Self Evaluation Report
5. Organization of the Self Evaluation Process
6. Organizational Information / Structure
7. Certification of Continued Institutional Compliance with Eligibility Requirements
8. Certification of Continued Institutional Compliance with Commission Policies
9. Responses to Recommendations
10. Institutional Analysis of the Accreditation Standards and Subsections
 - *Descriptive Summary*
 - *Self Evaluation*
 - *Actionable Improvement Plans*

Characteristics of Evidence

- Evidence is the **data upon which a judgment or conclusion may be based**.
 - As such, it is presented in answer to questions that have been deliberately posed because an institution regards them as important.
 - Evidence tells all stakeholders that an institution has investigated its questions and knows something about itself—it knows what it achieves.
- For evidence to be useful, it must have undergone **analysis and reflection** by the college community.
 - The dialogue required for analysis and reflection is an integral part of the capacity an institution has for using the evidence it has accrued to make improvements.

Characteristics of Evidence

- Good evidence, then, is obviously related to the questions the college has investigated and it can be replicated, making it reliable.
 - Good evidence is **representative of what is**, not just an isolated case, and it is information upon which an institution can take action to improve.
 - It is, in short, **relevant, verifiable, representative, and actionable**.

Evidence on Student Achievement and Student Learning

The evidence the institution presents should be about **student achievements** (student movement through the institution) and should include data on the following:

- Student preparedness for college, including performance on placement tests and/or placement,
- Student training, needs, including local employment training needs, transfer education needs, basic skills needs, etc.,
- Course completion data,
- Retention of students from term to term,
- Student progression to the next course/next level of course,
- Student program (major) completion,
- Student graduation rates,
- Student transfer rates to four-year institutions,
- Student job placement rates,
- Student scores on licensure exams.

Evidence on Student Achievement and Student Learning

The evidence the institution presents should also be about student learning outcomes (mastery of the knowledge, skills, abilities, competencies attitudes, beliefs, opinions, and values at the course, program, and degree levels in the context of each college's mission and population) and should include data on the following:

- Development and dissemination of student learning outcomes
- Samples of student work/performance (recitals, projects, capstone courses, etc.)
- Summary data on measured student learning outcomes
- Measurement and analysis of student attainment of student learning outcomes used as part of the institution's self evaluation and planning processes
- **Improvement of the teaching/learning process** as a result of the above analysis

Evidence on Student Achievement and Student Learning

Self evaluation should be only one phase of on-going institutional evaluation, and **an external evaluation team should be able to see how the institution develops and uses evidence of effectiveness as part of its ongoing evaluative processes**. Institutions should gather and use both qualitative and quantitative evidence, and often must use indirect as well as direct measures to assess institutional effectiveness. Good evidence used in evaluations has the following characteristics:

- It is intentional, and a dialogue about its meaning and relevance has taken place.
- It is purposeful, designed to answer questions the institution has raised.
- It has been interpreted and reflected upon, not just offered up in its raw or unanalyzed form.
- It is integrated and presented in a context of other information about the institution that creates a holistic view of the institution or program.
- It is cumulative and is corroborated by multiple sources of data.
- It is coherent and sound enough to provide guidance for improvement.

Evidence on Student Achievement and Student Learning

It is important to note that evidence per se does not lead to confirmations of value and quality. Rather, the members of the college community, or of the higher education community, must arrive at the decisions about value and quality through active judgments. **The purpose of good evidence is to encourage informed institutional dialogue that engages the college community and leads to improvement of its processes, procedures, policies, relationships, ultimately with the effect of improving student learning.** Good evidence should provide the means for institutions or evaluators to make sound judgments about quality and future direction, but at the same time, it will probably stimulate further inquiry about institutional quality.

Evidence on Student Achievement and Student Learning

Institutions report or store good evidence in many formats, and institutions engaged in self evaluation or external evaluation teams may find good evidence in a number of sources, including:

- **Institutional data bases**
- **Documents such as faculty handbooks, catalogues, student handbooks**
- **Policy statements**
- **Program review documents**
- **Planning documents**
- **Minutes of important meetings**
- **Syllabi**
- **Course outlines**
- **Institutional fact books**
- **Survey results**
- **Assessments of student work on examinations, class assignments and capstone projects**
- **Faculty grading rubrics**
- **Analyses of student learning outcomes**
- **Special institutional research reports**

Sample Visiting Team Questions

Improving Institutional Effectiveness

Improving Institutional Effectiveness

Visiting Team Questions

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

- How has the college structured its dialogue?
- How well does the college embrace and understand the purpose of the dialogue?
- When, how, and about what subjects has the college engaged in dialogue?
- What impact has the dialogue had on student learning?
- Does the dialogue lead to a collective understanding of the meaning of data and research used in evaluation of student learning?

Improving Institutional Effectiveness

Visiting Team Questions

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

- What criteria does the college use to determine its priorities (set goals)?
- Is there broad-based understanding of the goals and the processes to implement them?
- Is there institutional commitment to achieve identified goals?
- How well does the college implement its goals?
- Are goals articulated so that the institution can later determine the degree to which they have been met?
- To what extent does the college achieve its goals?

Improving Institutional Effectiveness

Visiting Team Questions

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

- To what extent does the institution understand and embrace the notion of ongoing planning?
- Does the college have a planning process in place?
- Is it cyclical, i.e., does it incorporate systematic evaluation of programs and services, improvement planning, implementation, and re-evaluation?
- How does college budgeting of resources follow planning?
- How is planning integrated?
- To what extent are institutional data available and used for planning?
- Are data analyzed and interpreted for easy understanding by the college community?

Improving Institutional Effectiveness

Visiting Team Questions

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

- What mechanisms exist for participation in college planning?
- How is broad involvement guaranteed?
- To what extent does the college allocate resources to fulfill its plans?
- When resources to fulfill plans are not available, does the college identify and follow strategies to increase its capacity, i.e., seek alternate means for securing resources?
- What changes have occurred as a result of implemented plans?

Improving Institutional Effectiveness

Visiting Team Questions

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

- What assessment data does the college collect?
- By what means does the college make public its data and analyses internally and externally?
- How does the college assess whether it is effectively communicating information about institutional quality to the public?

Improving Institutional Effectiveness

Visiting Team Questions

The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

- What processes does the institution use to assess the effectiveness of its cycle of evaluation, integrated planning, resource allocation implementation, and re-evaluation?
- How effective is the college planning process for fostering improvement?

Improving Institutional Effectiveness

Visiting Team Questions

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

- What mechanisms does the institution use to gather evidence about the effectiveness of programs and services?
- How effectively do evaluation processes and results contribute to improvement in programs and services?

Writing Team Assignments

- Review the “Guide for Evaluating Institutions”
- Identify appropriate themes, self-reflective questions and **evidence** for your Standard / Recommendation
- Identify gaps between current processes and accreditation guidelines
- Develop a meeting calendar for your writing team
- Work with appropriate participatory governance committees to address gaps
- Share weekly progress reports with your Accreditation Standard co-chairs