



# PREPARING FOR SELF EVALUATION OF EDUCATIONAL QUALITY AND INSTITUTIONAL EFFECTIVENESS

FALL 2015

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES,  
WESTERN ASSOCIATION FOR SCHOOLS AND COLLEGES (ACCJC)

[www.ACCJC.org](http://www.ACCJC.org)

415-506-0234



# GROUND RULES

- This is a learning environment: all questions welcome.
- ACCJC staff are not generally “evaluators.” That is the role of teams and of the Commission.



# TODAY'S SESSION

- Accreditation and the ACCJC
- The Self Evaluation of Educational Quality and Institutional Effectiveness Report (Self Evaluation Report) and Resources
- The Requirements for evidence in Institutional Self Evaluation
- The Eligibility Requirements and Accreditation Standards
- Evaluating compliance with USDE regulations and Commission policies
- Organizing the college for self evaluation and ACCJC resources
- Format of the Self Evaluation Report
- The Quality Focus Essay (New)
- The site visit



# SOME DEMOGRAPHIC INFORMATION

- How many academics (using ACCJC protocol)?
  - How many faculty (using ACCJC protocol)?
- How many administrators (using ACCJC protocol)?
- How many students, trustees, classified, others?
- Who else will need to participate in the Self Evaluation process?



# ACCREDITATION AND THE ACCJC



# PURPOSES OF ACCREDITATION

- To assure the public that education provided by institutions meets acceptable levels of quality through:
  - Maintaining accreditation standards which represent excellent practices in higher education
  - Ongoing cycles of evaluation of member institutions
  - Comprehensive institutional self evaluation (internal) , followed by review by a peer evaluation team (external)
  - Encouraging institutional improvement of educational quality and institutional effectiveness
  - Identification of deficiencies with timelines for resolution
  - Public Disclosure

*Continued*



# PURPOSES OF ACCREDITATION

- Continuous promotion of institutional improvement beyond meeting Standards
  - The Standards require institutions to seek ways to improve outcomes (I.B.1, I.B.3, I.B.6, I.B.9,)
  - Actionable Improvement Plans (formerly Planning Agendas) that derive from the self evaluation process
  - Quality Focus Essay that identifies 2-3 action projects that have potential for institutional improvement
- Maintaining the high quality of higher education in the region and in the United States (moving the bar of excellence)



## FACT OR MYTH?

**“Accreditation Standards are written with little input from ACCJC member institutions.”**





# ACCJC CARRIES OUT THESE PURPOSES

- Establishing standards of quality based on excellent practices in higher education
- Evaluating institutions with these standards using a three-part, peer review process that entails:
  - institutional self evaluation (internal)
  - team review (external)
  - Commission review

*Continued*



## ACCJC CARRIES OUT THESE PURPOSES

- By Commission review and action as a decision and policy-making body
- By requiring the institutions to make all reports and action letters available to the public
- By communicating accrediting decisions to the institution
- By notifying governmental agencies and the public (*ACCJC News*, Website Directory)



# COMMISSION ACTION ON INSTITUTIONS

- Current Policy on Commission Actions on Institutions  
(Part I: Institutions that are Applicants for Candidacy)

Grant Candidacy - Institution demonstrates the ability to meet all Standards and policies or to fully meet within the 2-year candidacy period

Deny Candidacy - Institution has not demonstrated it meets all ERs or a significant portion of the Standards and policies and cannot be expected to meet them within a 2-year period

*Continued*



# COMMISSION ACTIONS ON INSTITUTIONS

Extend Candidacy - In response to a college request when Commission determines ER continue to be met and institution has made significant progress toward meeting Standards and Commission policies and anticipates the institution will meet all requirements if granted additional time (one time extension for 2-year period)

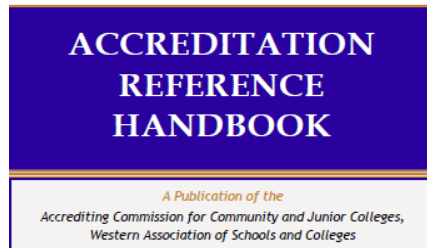


# **SOME RESOURCES FOR SELF EVALUATION COMMITTEES AND WRITING TEAMS**

(Available on ACCJC.org website)



# ACCJC PUBLICATIONS TO SUPPORT THE SELF EVALUATION PROCESS



JULY 2014  
Edition

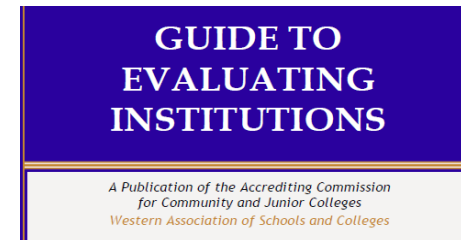
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February 2015  
Edition

For institutions being evaluated beginning Spring 2016

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JULY 2013  
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Website: [www.accjc.org](http://www.accjc.org)



# ADDITIONAL RESOURCES TO SUPPORT THE SELF EVALUATION PROCESS

- Guidelines for Review of Financial Resources  
*(handout)*
- C-RAC Student Learning: Principles for Good Practices
- C-RAC Regional Accreditation and Student Learning: A Guide for Institutions and Evaluators



## ADDITIONAL RESOURCES CONTINUED

# CHECKLIST FOR EVALUATING COMPLIANCE WITH FEDERAL REGULATIONS AND COMMISSION POLICIES

- Covers the content of evaluation to the extent these are not fully covered in the ERs and Standards (*Appendix K in Manual for Institutional Self Evaluation*) [Discussed later in training.]





## OTHER ACCJC DOCUMENTS TO SUPPORT THE SELF EVALUATION PROCESS

- Selected Evaluation Team Responsibilities for Compliance with U.S. Department of Education Regulations (*Appendix H in Manual for Institutional Self Evaluation*)
- Checklist for Evaluating Compliance with Federal Regulations and Commission policies (*Appendix K*)



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

[ALO/CIO Discussion Board](#)

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[Eligibility Requirements & Standards](#)

[Publications & Policies](#)

[Complaint Process](#)



[ACCJC Directory of Accredited Institutions](#)

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[Other Resources](#)

### Publications & Policies

This page provides access to each of the Commission published manuals. The Accreditation Reference Handbook provides readers with the Eligibility Requirements, the Accreditation Standards, and all policies of the ACCJC. Quick access to individual policies is provided by using the Table of Contents in the Accreditation Reference Handbook. For current and past issues of the Accreditation newsletter, *ACCJC NEWS*, please see the Newsletter menu button.

#### Accreditation Reference Handbook

This *Handbook* contains the Eligibility Requirements for initial accreditation and reaffirmation of accreditation, the ACCJC Accreditation Standards, and all Commission policies.

[Accreditation Reference Handbook](#)



[ACCJC Directory of Accredited Institutions](#)

[Bylaws of the ACCJC and of WASC](#)

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[Recent Commission Actions](#)

[The Commission](#)

[Third Party Comments](#)

### ACCJC Conference Presentations and Other Materials

#### ACCJC Occasional Papers

[Degree Mills and Fraudulent Higher Education Credentials-Certifications](#)

#### WEB REPORTS

The ACCJC Staff prepares reports to the Commission and to the membership which are presented in Public Session at Commission meetings. When there has been wider interest in the subject, the reports are posted here:

- ▶ [2013 Status on SLO Implementation at Member Institutions](#)

#### REGIONAL WORKSHOPS ON STUDENT LEARNING OUTCOMES (SLOs)


Regional workshops cover a topic relevant to ACCJC accredited institutions, and are hosted by a member institution. Participants include other colleges in close geographic proximity of the host college. These workshops offer opportunities for the sharing of practices through presentations and group discussions and the participating institutions are invited to send small groups of participants. PowerPoint Presentations from Regional Workshops on SLOs are available for download below.

**College of the Desert** (October 4, 2013): [ACCJC Regional Workshop Presentation on Institutional Internal Quality Assurance and Student Learning Outcomes Assessment, Definitions of Learning Outcomes, Measures of Learning, Summarizing Learning Outcomes Data, Using Assessment Data, Dr. David W. Marshall, CSU-San Bernardino, Chaffey College The Journey Toward Proficiency at Chaffey College](#)

**Solano Community College** (September 20, 2013): [ACCJC Regional Workshop Presentation on Institutional Internal Quality Assurance and Student Learning Outcomes Assessment; College of Marin SLO Course to Program to Institutional Development/Assessment and Use; Definitions of Learning Outcomes, Measures of Learning, Summarizing Learning Outcomes Data, Using Assessment Data, Dr. David W. Marshall, CSU-San Bernardino](#)



Home   Substantive Change   Eligibility Requirements & Standards   Publications & Policies   Complaint Process



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**Other Resources**

**President's Desk**

**Recent Commission Actions**

**The Commission**


**Third Party Comments**

**Complaint Process**

Here you will find information that will assist individuals who wish to file a formal complaint to the ACCJC.

**Complaints Against Member Institutions**


Students and members of the public who desire to file a formal complaint to the Commission about one of its member institutions should become familiar with the requirements for doing so prior to contacting the Commission. Following is a link to the Commission's Policy on Student and Public Complaints Against Institutions which will assist the user in understanding the issues this Commission can and cannot address through its complaint process. The policy explains the procedures for filing a complaint. Below and on the previous page is a link to the Complaint Form.

 [Policy on Student and Public Complaints Against Institutions](#)

- [Complaint Form](#)

**Complaints Against the Commission**


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 [Complaints Against the ACCJC](#)

- [Complaint Form](#)

**Third Party Comments**

Individuals who wish to make comments on the institutions that are undergoing review in the current semester and that are being considered by the Commission at its next meeting, should use the Third Party Comments Form and be sure to include their name, address, phone number, and email address. The comments must be received five weeks before the scheduled Commission meeting.

 [Third Party Comment Form](#)



# The Self Evaluation Report of Educational Quality and Institutional Effectiveness (Self Evaluation Report)



# PURPOSES OF THE SELF EVALUATION REPORT

- To provide an honest written analysis of the institution's strengths and weaknesses in meeting Eligibility Requirements, Accreditation Standards, Commission policies, and federal regulations based on the institution's current status, continuous self evaluation, and quality improvement activities
- To be reflective, analytical, and forward-looking rather than simply descriptive of current status

*Continued*



# PURPOSES OF THE SELF EVALUATION REPORT *CONTINUED*

- To identify areas at the institution that need attention for improvement and include them in the Self Evaluation Report (actionable improvement plans & QFE)
- To provide the external evaluation team with the necessary information and evidence along with the institution's analysis of current conditions of meeting Standards
- To demonstrate that the institution has the ability to assure and improve its own quality and effectiveness



# PURPOSES OF THE SELF EVALUATION REPORT *CONTINUED*

- To demonstrate and provide evidence of expected levels of institutional performance related to its mission, plans, goals and objectives
- To present evidence of student achievement and learning [results, analysis of the results, use of results at the course and program levels and at institutional level]





# TOP 4 INDICATORS THE SELF EVALUATION HAS VEERED OFF TRACK

4. The writers have decided to leave it to the visiting team to ask questions if there are any gaps in narrative/evidence.
3. There are disputes over the facts that remain unresolved.
2. The evidence is a deluge of material; not selected for its value in demonstrating how the college itself assesses/conducts its practice in a particular area.
1. The self evaluation process is not integrated with institutional practices as a part of ongoing evaluation.



## QUESTION FOR WRITING TEAMS:

How do you handle a gap in institutional practice or in available evidence you identify as you proceed in the self evaluation?

1. What should be done if there is no evidence of the college practice in meeting a particular Standard?
2. What should be done if the self evaluation reveals an area where the college isn't meeting a particular Standard?



# THE REQUIREMENTS FOR EVIDENCE IN THE SELF EVALUATION REPORT



## DATA AND EVIDENCE

- Data: categorical information that represents qualitative and/or quantitative attributes of variables or a set of variables
- Data and data analysis are both referenced in the report narrative and included as source material in evidence
- Evidence can be selected from every source of information an institution uses to provide verification of a particular action or existing condition
- Evidence can include policies, operational documents, minutes, reports, research and analysis, screen captures from websites, and other sources of information



# DATA IN THE SELF EVALUATION REPORT

- Must be accurate, up-to-date, reliable, and tested for validity and significance
- May be qualitative and/or quantitative presented in data tables, charts and graphs or in documentary form. Analysis is also essential
- Should be longitudinal, where appropriate
- Should be disaggregated by relevant sub-populations defined by the institution
- Should be made available to the ACCJC and evaluation team in electronic form (USB / Memory Stick)



# DATA ABOUT ENROLLED STUDENTS MUST INCLUDE STUDENT ACHIEVEMENT

- Course completion rates
- Degree/Certificates awarded (numbers or rates)
- Transfer rates to four-year institutions
- For CTE program completers, licensure/certification exam pass rates
- For CTE and other terminating credential completers, job placement data



## **DATA ON STUDENT ACHIEVEMENT SHOULD ALSO INCLUDE**

- Other measures of student achievement relevant to the institutional mission
- Measures of student achievement relevant to a particular program
- Trend Data over multiple years



# INSTITUTION-SET STANDARDS

## THE INSTITUTION MUST DEMONSTRATE THAT IT:

- Establishes standards for its own performance in student achievement (Institution-set standards)
- Analyzes how well it is meeting its own standards
- Makes results available to all constituent groups
- Plans to improve in areas where its own performance is less than adequate

**Standard I.B.3**

**3.3 in *Manual for Institutional Self Evaluation* (pg.12)**







## EXTERNAL EVALUATION TEAMS WILL:

- Identify the institution-set standards for student achievement
- Evaluate the appropriateness of these standards
- Consider these standards in relation to college mission
- Review and describe the data and analyze the college's performance
- Describe the institution's overall performance
- Determine whether the college is meeting its standards



## DATA ON PROGRAM REVIEW

- Policies on curriculum review and implementation
- Evaluation of student learning outcomes
- Review elements, cycles/timelines, connection and correlation of program review with institutional planning
- Usage of program review data at all levels and across multiple cycles
- Actions taken (improvements) on the basis of program review



## DATA ON STUDENT SUPPORT SERVICES

- Student support services program reviews
- Student satisfaction/follow-up surveys
- Records of student use of support services
- Student loan default rates
- Student support services planning documents

*Continued*



# STUDENT SUPPORT SERVICES

- Catalog, handbook, web-page descriptions of student services
- Policies on academic progress, honesty, codes of conduct, grievance and complaint procedures
- Availability of student support services to off-campus and to Distance Education/Correspondence Education students



## THE TEAM EVALUATES IF THE COLLEGE:

- Gathers data routinely and systematically
- Analyzes and reflects upon it
- Publishes it and shares it widely with constituent groups (for example: research reports, fact books)
- Uses it to plan and implement program improvements
- Uses it to plan and implement institutional improvements
- Evaluates the effectiveness of its improvements



## QUESTION FOR DISCUSSION

What evidence would an institution provide for  
Student Learning Outcomes?



## EVIDENCE ON *STUDENT LEARNING OUTCOMES*:

- Course outlines/syllabi with SLOs, catalog descriptions of program level outcomes, examples of assessment methods used (rubrics, portfolios, others), mapping, documented cycle. Institutional, general education, and specialization area outcomes in program outcomes/assessment
- Summary assessment data on SLO attainment
- Information about the level of participation in SLO assessment in all programs of the institution
- Information about how SLOs and results data are made known to students and the public, and how they are used by students
- Evidence of how SLO assessment results are communicated across the college and used for planning, resource allocation, and improvement at the course/program levels as well as at the institutional level

**What else would you include?**



# TEMPLATE FOR STUDENT ACHIEVEMENT DATA

*MANUAL FOR INSTITUTIONAL SELF EVALUATION* APPENDIX G





## COMMENTS FROM TEAMS AND COMMISSIONERS ABOUT EVIDENCE

- Password protected information should not be given to the team at the last minute
- The deluge of irrelevant, poor quality evidence is a waste of the team's time
- Evidence should be “frozen” at the point of the team's visit and provided on a memory stick
- Relevant, specific portions within large documents should be highlighted

*Continued*



## COMMENTS FROM TEAMS AND COMMISSIONERS ABOUT EVIDENCE

- Evidence that arrives to the Commission after the team's visit cannot be verified by on-sight observation
- Commissioners look at evidence as well as the teams; therefore, evidence should be available until after the institution receives the Commission action letter



# THE ELIGIBILITY REQUIREMENTS



## FACT OR MYTH?

**“We should be safe if we copy those short paragraphs we used before about our compliance with the Eligibility Requirements.”**



## FACT OR MYTH?

**“Have you heard? We don’t even need to write a section on each of the Eligibility Requirements!”**



# ELIGIBILITY REQUIREMENTS (ERs)

## EVALUATION UNDER 2014 STANDARDS

- The first 5 criteria must be separately addressed in the Self Evaluation Report. The others are woven into the institution's narrative and evidence on the Standards.
  - ✓ ER 1: Authority
  - ✓ ER 2: Operational Status
  - ✓ ER 3: Degrees
  - ✓ ER 4: Chief Executive Officer
  - ✓ ER 5: Financial Accountability

*See Accreditation Reference Handbook*



# ELIGIBILITY REQUIREMENTS (ERs) EVALUATION UNDER 2014 STANDARDS

*CONTINUED*

For Example:

- Standard I.A.1 and I.A.6 cross reference ER 6
- Standard I.B.2 and I.B.3 cross reference ER 11
- Standard I.B.9 cross references ER 19



# ELIGIBILITY REQUIREMENTS (ERs) EVALUATION UNDER NEW STANDARDS

*CONTINUED*

- Compliance with ERs must be continuous and is verified periodically, usually during the external evaluation process.





## REMEMBER:

- The ERs are multi-part; each part should be addressed.
- Narrative responses should be supported by the associated evidence. (See Appendix F *Self Evaluation Manual*)



# THE ACCREDITATION STANDARDS



## ACCREDITATION STANDARDS:

- State necessary conditions for academic quality, institutional effectiveness, and integrity
- Reflect practices of excellence in higher education
- Apply equally to diverse institutions with varied missions
- Articulate thresholds of performance which must be met or exceeded on a continuous basis



# ACCREDITATION STANDARDS DO NOT:

- Include *every* excellent practice in higher education
- Represent state or system regulations or requirements, and aren't used to enforce state or system regulations or requirements
- Cover all requirements in federal law and regulations that may pertain to a member institution (financial aid, grants, etc.)
- Represent the “standards” of other groups that promulgate best practices or expectations (such as standards set by professional organizations or by programmatic accreditors.



# 2014 ACCREDITATION STANDARDS

Resources available for institutions at  
[www.accjc.org](http://www.accjc.org):

- Accreditation Standards Cross-walked to 2002 standards, with Glossary Terms
- Accreditation Standards annotated with references to Commission policies and to federal regulations



# STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

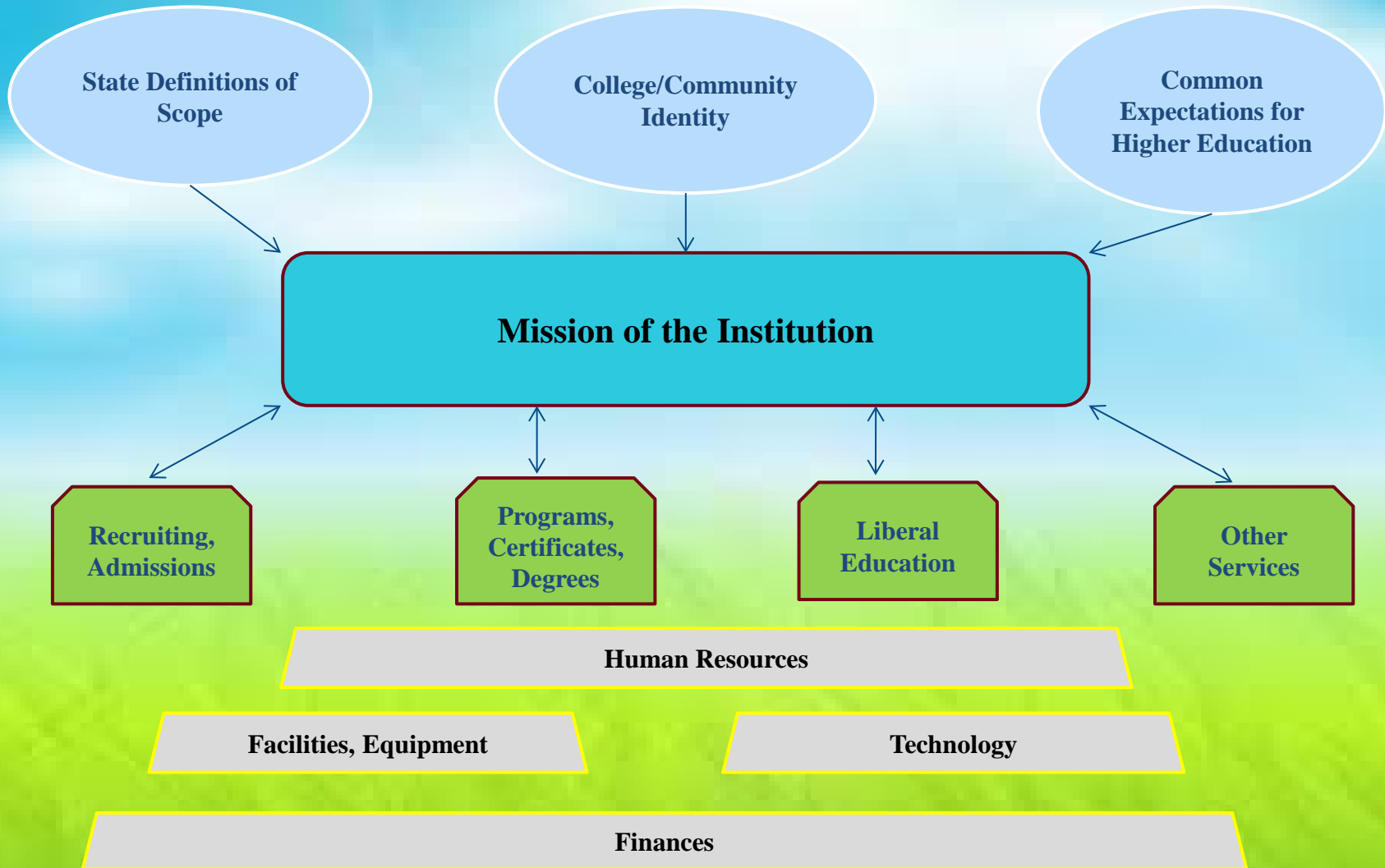
- A. Mission
- B. Assuring Academic Quality and Institutional Effectiveness
- C. Institutional Integrity



# STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

The institution uses data to determine how effectively it is accomplishing its mission and whether the mission directs institutional priorities in meeting the educational needs of students.

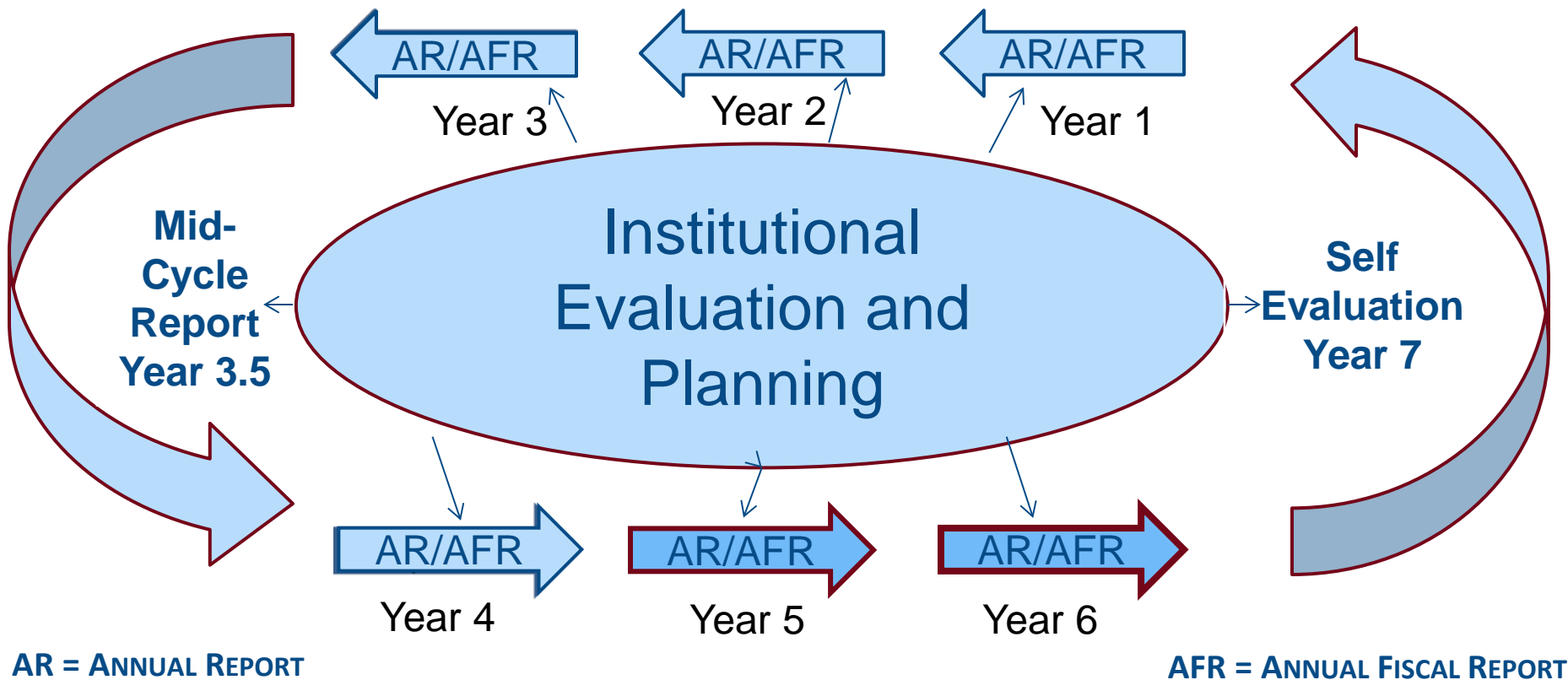
*Standard I.A.2*







# ONGOING INSTITUTIONAL QUALITY REVIEW AND ITS RELATIONSHIP TO SELF EVALUATION





# STEPS IN EVALUATION AND PLANNING

- Data Collection
- Analysis
- Goal Setting (**driven by college mission**)
- Planning
- Resource Allocation and Implementation
- Re-Evaluation



# STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

- The mission provides a framework for all institutional goals and activities.
- The institution provides the means for students to learn and achieve their goals, assesses how well learning is occurring, and strives to improve learning and achievement through ongoing, systematic, and integrated evaluation and planning.
- The institution demonstrates integrity in its operations and in communications to students and the public.



## FACT OR MYTH?

**The fact that we continue to exist as a college shows we operate in alignment with our mission.**



# STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

- A. Instructional Programs
- B. Library and Learning Support Services
- C. Student Support Services



## STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

- The institution offers instructional programs, library and learning support services, and student support services aligned with its mission.
- The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness.
- The provisions of this Standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.



## FACT OR MYTH?

**The ACCJC's "Rubric for Evaluating Institutional Effectiveness" is no longer used.**

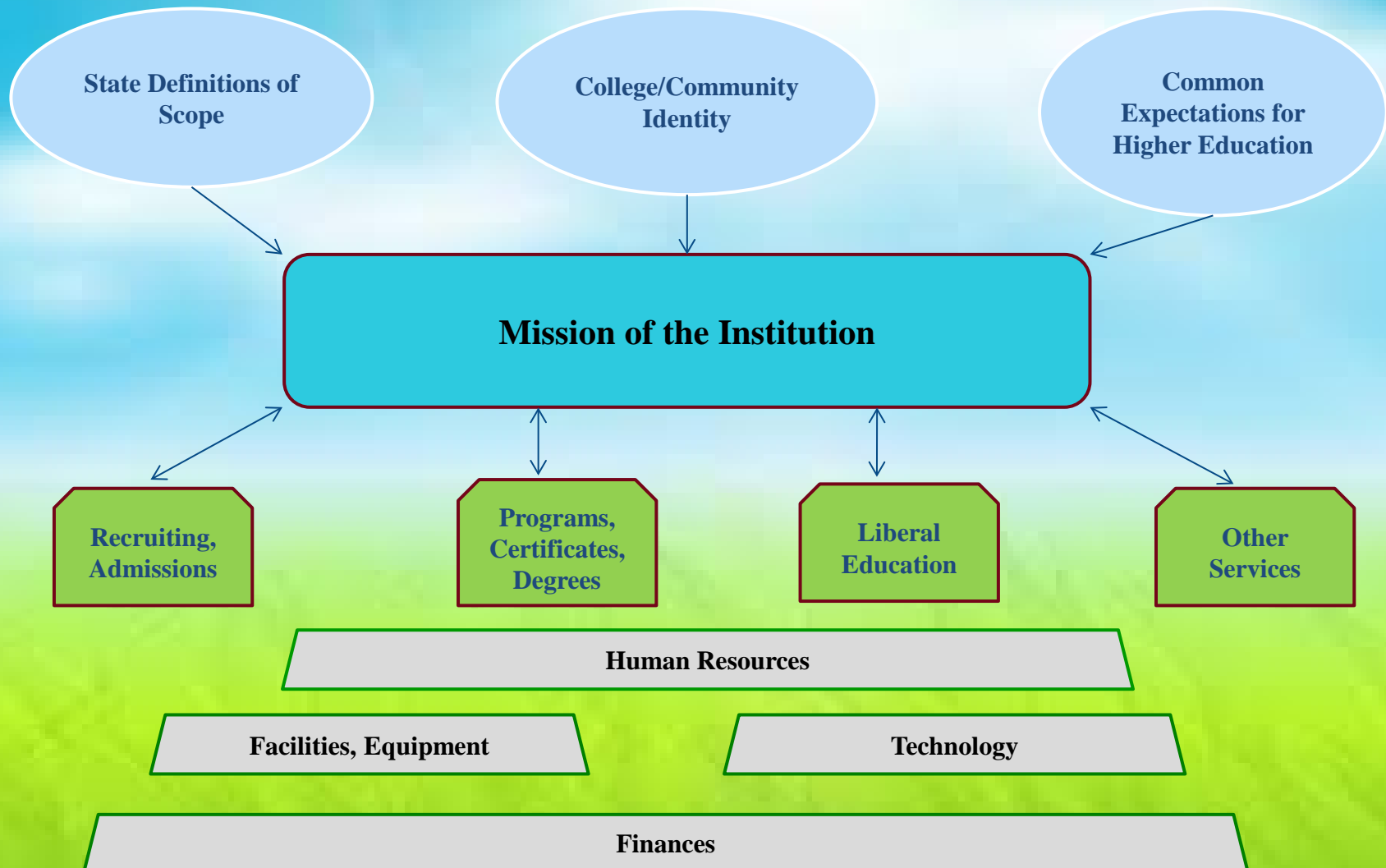


## STANDARD III: RESOURCES

- A. Human Resources
- B. Physical Resources
- C. Technology Resources
- D. Financial Resources

- *Planning*
- *Fiscal Responsibility and Stability*
- *Liabilities*
- *Contractual Agreements*







## STANDARD III: RESOURCES

- The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.
- Accredited colleges organized in multi-college systems ensure that the district/system meets the Standards, and the evaluation of the district's/system's performance is reflected in the accredited status of the institution(s).



## FACT OR MYTH?

**This portion of the standards is more about operations than it is about student learning and achievement.**

**[Don't we only need the HR, Tech, Facilities, and Finance "gurus" on these sections?]**



# STANDARD IV: LEADERSHIP AND GOVERNANCE

- A. Decision-Making Roles and Processes
- B. Chief Executive Officer
- C. Governing Board
- D. Multi-College Districts or Systems



## STANDARD IV: LEADERSHIP AND GOVERNANCE

- The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution.
- Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated and allocation of resources is adequate to support and sustain the colleges.



## FACT OR MYTH?

**In California, if we follow AB 1725, we have no problem with the governance part of the standards.**



**EVALUATION TEAM RESPONSIBILITIES AS  
TO SPECIFIED **COMMISSION POLICIES** AND  
U.S. DEPARTMENT OF EDUCATION  
**(USDE)** REGULATIONS  
[THE CHECKLIST]**



# USDE REGULATIONS

## Evaluation Team Responsibilities for Checking Institutional Compliance with USDE Regulations

*See Checklist for Evaluating Compliance with Federal Regulations and Commission Policies*

- Notification of evaluation visit and third party comment
- Institution-set standards and performance with respect to student achievement
- Credits, program length, and tuition (clock to credit hour conversion – see Appendix I)

*Continued*





# USDE REGULATIONS

## Evaluation Team Responsibilities for Checking Institutional Compliance with USDE Regulations

- Transfer policies
- Distance education and correspondence education
- Student complaints
- Institutional disclosure and advertising, and recruitment materials
- Title IV compliance



## FACT OR MYTH?

**All these federal regulations add another layer to self evaluation but there was no previous notification to the field.**



# COMMISSION POLICIES

## Evaluation Team Responsibilities for Checking Institutional Compliance with Commission policies

[Note, the policies which must be specifically addressed are also required in the evaluation of compliance with federal regulations.]

*See Checklist*

*Continued*



# COMMISSION POLICIES

- Rights and Responsibilities (related to third-party comment)
- Institutional Degrees and Credits
- Distance Education and Correspondence Education
- Representation of Accredited Status
- Student and Public Complaints Against Institutions
- Institutional Advertising, Student Recruitment, and Representation of Accredited Status
- Institutional Compliance with Title IV
- Contractual Relationships with Non-Regionally Accredited Organizations

*See Checklist*



## FACT OR MYTH?

**The list of Commission policies we just reviewed covers all the policies a college needs to know about and follow.**



# ORGANIZING THE COLLEGE FOR INSTITUTIONAL SELF EVALUATION



# BREAKOUT: WRITING TEAMS

Facilitating the self evaluation process and  
gathering together the Self Evaluation Report  
Writing Teams



# EXERCISE 1: GATHERING EVIDENCE

LOOKING AT THE STANDARDS TO DEVELOP AN EVIDENCE LIST





## **WITHIN YOUR WRITING TEAM, REVIEW THE IDENTIFIED STANDARD AND DETERMINE**

How the college meets the Standard (the structures, policy, practice) by asking:

- What evidence is available
- What is needed and who can assist

### **Suggested Standards for this activity:**

I.A.3; I.B.1; I.C.8;

III.A.14; III.B.3; III.C; III.D.3

II.A.11; II.B.3; II.C.3;

IV.A.6; IV.B.4; IV.C.7; IV.D.4

# INITIAL WRITING TEAM PREP





# THE COLLEGE SHOULD ESTABLISH STRUCTURES PROCESSES FOR SELF EVALUATION THAT ENSURE

- The institution is meeting its mission and how it knows this
- Evaluation against ERs, Accreditation Standards, and relevant Commission policies, and federal regulations
- The evaluation is holistic, integrated, and honest
- The self evaluation uses and is integrated with ongoing research, evaluation, and planning
- **Self Evaluation leads to institution-wide reflection about quality and student learning/achievement based on data and analyses**



# THE SELF EVALUATION REPORT

- Summarizes and references evidence to support its analyses, and makes the evidence available electronically to the team and the Commission
- Has coherence and a single voice
- Is a meaningful document for the college, the team, and the Commission
- Leads to institution-wide reflection about quality and student learning



# FORMAT OF THE SELF EVALUATION REPORT AND SITE VISIT



## FORMAT FOR THE REPORT

- Cover Sheet [*Appendix D*]\*
- Certification of the Report [*Appendix B*]\*
- Table of Contents
- Introduction (*history*, demographic information, location of off-site campuses, major developments since the last comprehensive review)
- Presentation of student achievement data and institution-set standards
- Organization of the self evaluation process

*\*See Manual for Institutional Self Evaluation*

*Continued*



# FORMAT FOR THE REPORT

- Institutional Organization (organizational chart, functional map, list of off-campus sites, DE/CE)
- Eligibility Requirements (1-5)
- Commission policies and Federal regulations (Checklist)
- Accreditation Standards:
  - Evidence of Meeting the Standard
  - Analysis and Evaluation (Whether or not, and to what degree does evidence demonstrate that the institution meets each Standard? How has the institution reached this conclusion?)
  - Actionable Improvement Plans (see note next slide)

*Continued*



# FORMAT FOR THE REPORT

## INSTITUTIONAL SELF EVALUATION USING THE ACCREDITATION STANDARDS

- Actionable Improvement Plans: Changes made during self evaluation process and plans for future action (formerly Planning Agendas) can be made to meet Standards or to improve beyond the Standard





# SUBMISSION OF THE SELF EVALUATION REPORT

- To the ACCJC: One electronic copy (with evidence) in Microsoft Word plus one printed copy; electronic copies and 1 printed copy of the catalog and schedule of classes (if available in print format)
- To each Evaluation Team Member: One electronic copy (with evidence in on memory stick), including catalog and class schedule. Special accommodation for disabilities may call for additional print copies.



## THE SITE VISIT

- Pre-visit by team chair
- Documents for the team
- Team room and other facilities
- Open meetings
- Availability of key personnel
- Classroom and off-site visits
- Access to distance education
- Exit report
- The college should not make gifts to team members



Read the ERs,  
Accreditation Standards,  
and Commission policies

Be familiar with the  
ACCJC website  
([www.accjc.org](http://www.accjc.org))

Read the previous  
evaluation team  
and college reports

Organize the  
college community for  
self evaluation and  
reflection

Use the ACCJC's  
Manuals, Guides, and  
other publications

Collect and  
analyze evidence

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## OPEN DISCUSSION

What questions do you have about the ERs or Standards, the self evaluation process, the Self Evaluation Report, Commission Policies, The Checklist, federal regulations, external evaluation visit, or what happens after the visit ?



# ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

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