

Accreditation Activation

Hosted by Aeron, Danny, and Josh

Accreditation Standards

- ▶ Structures
- ▶ Procedures
- ▶ Practices

Challenges of Accreditation

- ▶ Why is it important
- ▶ Findings a starting point
- ▶ Writers block
- ▶ Getting people involved
- ▶ Building awareness
- ▶ Maintaining momentum

Building Awareness of Accreditation

- ▶ Structure practices around the standards
- ▶ Involve others
- ▶ Make it interactive
- ▶ Make it easy

Cool things you can do

- ▶ Create a process map
- ▶ Outlining documents to evidence
- ▶ Cross-walking the standards
- ▶ Google Docs
- ▶ Writing retreats
- ▶ Evidence liaisons
- ▶ Host games (Accreditation Jeopardy, Family Feud, scavenger hunts)
- ▶ Mock visits
- ▶ Accreditation Cliff Notes

QUICK: Redesign your approach

- ▶ **Questioning** the status quo
- ▶ **Uncovering** new insight
- ▶ **Innovating** ways to connect and teach
- ▶ **Changing** methods to drive performance
- ▶ **Knowing** a difference is being made through assessment

ACTIVITY

- ▶ Get into groups of 3-5
- ▶ Assign a note taker
- ▶ Assign a speaker

START

Individually write down up to 3 actions you or your institution need to start in order to strengthen a culture of continuous improvement and strategies for developing your ISER

- ▶ Structures
- ▶ Procedures
- ▶ Exercising

STOP

Individually write down up to 3 actions you or your institution need to stop in order to alleviate barriers that hinder a culture of continuous improvement and strategies for developing your ISER

- ▶ Structures
- ▶ Procedures
- ▶ Exercising

MAINTAIN

Individually write down up to 3 actions you or your institution need to continue in order to support a culture of continuous improvement and strategies for developing your ISER

- ▶ Structures
- ▶ Procedures
- ▶ Exercising

Strategies To Effectively Plan the Self Study (STEPSS): S1

Standard	Description	Structure: Describe the environment (i.e., things that exist) at the College.	Process and Procedures: Describe the policies in place (e.g., Program Review process) that ensure that the College is meeting the Standard.	Practices and Procedures
A.1	Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.			
A.2	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.			
A.3	The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.			
A.4	The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)			
B.1	The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.			
B.2	The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)			

	improvement, and publishes this information. (ER 11)			
B.4	The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.			
B.5	The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.			
B.6	The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.			
B.7	The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.			
B.8	The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.			
B.9	The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)			

	related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)		
C.2	The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)		
C.3	The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)		
C.4	The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.		
C.5	The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.		
C.6	The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.		
C.7	In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)		

	constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.			
C.9	Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.			
C.10	Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.			
C.11	Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.			
C.12	The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)			
C.13	The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)			
C.14	The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.			



Please complete the following forms following the QUICK model framework (Questioning the status quo; Uncovering new insight; Innovating ways to connect and teach; Changing methods to drive performance; Knowing a difference is being made through assessment).

<p>START</p> <p>Individually write down up to 3 actions you or your institution need to start in order to strengthen a culture of continuous improvement and strategies for developing your ISER.</p>	<ol style="list-style-type: none"> 1. 2. 3.
<p>STOP</p> <p>Individually write down up to 3 actions you or your institution need to stop in order to alleviate barriers hindering a culture of continuous improvement and strategies for developing your ISER.</p>	<ol style="list-style-type: none"> 1. 2. 3.
<p>MAINTAIN</p> <p>Individually write down up to 3 actions you or your institution need to continue in order to support a culture of continuous improvement and strategies for developing your ISER.</p>	<ol style="list-style-type: none"> 1. 2. 3.



Accreditation Activation

Setting

During the 2017 ACCJC Conference a presentation was given on effective practices for preparing the institutional self-evaluation report (ISER). During the presentation, the audience members were asked to participate in a small group activity. The activity consisted of segmented discussions that focused on: 1) strategies that colleges need to implement; 2) behaviors they should cease to make room for new or revised routines, and 3) effective practices that their college should maintain and scale.

Participants were provided a worksheet to specify specific action in the areas of *starting*, *stopping*, and *maintaining*. At the end of the workshop, the presenters collected the worksheets to conduct an analysis to identify common themes and share the findings the group to create value in support of a community of practice.

Findings

Of the approximately 50 participants, the groups completed 27 total worksheets. Findings were categorized based into common themes that emerged from the responses. Below are the findings with percentages representing the proportion of total responses.

START (85 responses)

- Organizing and planning the self-evaluation through a structured and inclusive process and that engages participation throughout the college (25%).
- Utilizing the self-evaluation process as a mechanism focused on self-improvement through valid and ongoing assessment (22%).
- Communicating the purpose and process of accreditation throughout the institution and building an ongoing awareness of accreditation as a guideline to support ongoing improvement (19%).
- Aligning college-level practices and processes with the accreditation standards to foster a culture around continuous improvement (16%).
- Establishing an office and designating a responsible individual to oversee and coordinate the process (12%).
- Recognizing, rewarding, and celebrating milestones through the development of the self-study (6%).

STOP (75 responses)

- Developing the self-evaluation in silos or in small groups of over-worked individuals that have little communication with the college (47%).
- Negatively using accreditation as a means to support decision-making (23%).
- Procrastinating on the planning, organization, and development of the self-evaluation (12%).
- Burying individuals in too much information (analysis paralysis) without effective training or management of the information (7%).
- Using the term *sub-standards* to describe the standard elements (7%).

MAINTAIN (68 responses)

- Continually engaging the college through open communication, professional learning opportunities, and collaborative activities that promote a consistent message of accreditation and celebrate excellence in college performance outcomes (53%).
- Employing a student-centered focus that effectively utilizes data in a meaningful way to tell the college's story (28%).
- Establishing an oversight committee that fosters a clear pathway for the development, engagement, and completion of the self-evaluation (19%).