



# Accreditation Training

February 28, 2014



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# Accreditation

## **Morning Session:**

- How Accreditation Works
  - The 2014 Standards
  - Gap Analysis
  - Timeline
  - Presentation by Dr. Irene Malmgren, VP of Instruction at Mount San Antonio College
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# Accreditation

## **Afternoon Session:**

- ▣ Institutional Participation
  - ▣ Resources for Completing the Study
  - ▣ Gathering the Evidence
  - ▣ Format of the Self-Study
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## How Accreditation Works

- GCC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), a commission of the Western Association of Schools and Colleges (WASC)
  - WASC is one of 6 “regional accrediting bodies” that accredits higher education institutions in the U.S.
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## The Internal Benefits of Accreditation

- Support student achievement and learning
  - Reinforce institutional integrity and effectiveness
  - Maintain and improve the quality of programs
  - Allow for self-reflection, honest self-assessment and evaluation
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# How Accreditation Works

- Why accreditation is important:
    - Quality assurance to the public
    - Eligibility to receive Federal financial aid
    - Many colleges & universities only accept transfer units from regionally accredited institutions
    - Many employers only accept degrees & certificates from regionally accredited institutions
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## How Accreditation Works

- ACCJC has 9 staff members, including ACCJC President Barbara Beno
  - ACCJC has 19 commissioners who serve 3-year terms
  - ACCJC commissioners make decisions about the accredited status of institutions
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## How Accreditation Works

- GCC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), an independent nonprofit corporation affiliated with the Western Association of Schools and Colleges (WASC). Colleges go through a comprehensive accreditation cycle every six years
  - The **Self-Evaluation** is a written document with narrative and evidence showing the college meets the standards
    - GCC completed self-studies (now called self-evaluations) in 2010, 2004, 1998, 1992, etc.
    - Self-Evaluations take 1½ to 2 years to write
    - GCC's 2010 self study was 413 pages long
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## How Accreditation Works

- A **team visit** occurs after the Self-Evaluation is due and submitted to ACCJC
    - The team visiting GCC in 2010 was made up of 10 community college professionals representing ACCJC
    - 9 of the team members were from California community colleges and 1 was from Hawaii
    - The team reads the self study, examines evidence, and interviews college employees, students, Board members, etc.
    - The team writes a report that includes **recommendations** the college must address
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## How Accreditation Works

- After the team visit, the team makes a recommendation to the ACCJC commissioners
  - The commissioners meet in January and June to decide on each college's accreditation status
    - Reaffirmation of accreditation
    - Warning status
    - Probation status
    - Show cause
    - Termination of accreditation
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# How Accreditation Works

- Between 6-year self studies and team visits:
    - All institutions produce a midterm report 3 years into the cycle
    - Depending on ACCJC actions, institutions may be required to produce follow-up reports with specific deadlines (with or without follow-up visits)
    - Institutions always submit an annual report and a fiscal report to the ACCJC
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## GCC Status in 2010

- GCC's 2010 visit resulted in **9 recommendations**
- Because of 4 of the 9 recommendations, GCC was put on **Warning Status**
- GCC has submitted a Follow-Up Report every March since 2011

# ACCJC Recommendations for GCC

## ■ Four recommendations for 2011:

1. Improve integration of planning, program review, resource allocation
2. Strengthen employee evaluation processes and provide appropriate professional development
3. Use traditional EEO categories in reporting and planning for diversity
4. Implement long-range planning in IT linked to budget

## ■ Five recommendations for 2012:

1. Accelerate development of SLOs
2. Publish major student policies in catalog, etc.
3. Address staffing levels for maintenance, security
4. Ensure safety of servers
5. Implement plan for funding employee liability (GASB)

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## ACJCC Recommendations for GCC

- Three recommendations for 2014:
  - Recommendation 1. Strengthen linkages among the program review, planning and resource allocation processes
  - Recommendation 2. Accelerate efforts to develop and implement Student Learning Outcomes assessment measures
  - Recommendation 4. Evaluation processes identify effectiveness of producing outcomes as a component of evaluation

The follow up report will be submitted to ACCJC by March 15, 2014.

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# Site Visit

- Pre-visit by team chair
  - Electronic and hard copy documents for the Visiting Team
  - Visit – Spring 2016
    - Team room and other facilities
    - Availability of key personnel
    - Classroom/Garfield/PDC visits
    - Review of Distance Education
    - Exit Report
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# Standards Revision Process

- 2002 - Last Major Revision of Standards
  - 2008 - Formative Review Completed
  - 2011 - Initiation of Comprehensive Study of the Standards
  - 2012 - Public Hearings held in California and Hawaii and input received from ALO's, CEO's, CIO's, the Academic Senate, etc...
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# Standards Revision Process

- January 2014 - First Reading of Draft 2014 Eligibility Requirements and Accreditation Standards Approved by ACCJC
  - January 24 – April 30, 2014 – Public Comment Period on First Draft
  - June 2014 – Second Reading and Possible Adoption of 2014 Eligibility Requirements and Accreditation Standards
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## The New (2014) Standards:

- Standard I: Mission, **Academic Quality and** Institutional Effectiveness. and **Institutional Integrity**
  - Standard II: Student Learning Programs and Services
  - Standard III: Resources (Human, Physical, Technology, and Financial Resources)
  - Standard IV: **Decision-Making Roles and Processes, Chief Executive Officer, Governing Board, and Multi-College Districts or Systems.**
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## Standard I - Mission, Academic Quality and Institutional Effectiveness, and Institutional Integrity

- Expanded into three sections:
    - Mission – this part now reflects the foundational role mission plays in defining a college
    - New: Academic Quality
      - contains expectations for defining and assessing student performance and completion outcomes.
    - Institutional Integrity contains new expectations for integrity and honesty in actions, communications, and policies.
      - Total cost of education
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## Standard II: Student Learning Programs and Services

- Two major subsections: Instructional Programs and Student Support and Library and Learning Resources
  - Instructional Programs:
    - Responsibilities and expectations for assuring academic quality
    - Sets expectations for degree requirements, including general education

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## Standard II: Student Learning Programs and Services

- ▣ Student Support and Library and Learning Resources (**now combined into one section with two subsections**):
  - ▣ Co-curricular programs and **Athletics**
  - ▣ Expectations for academic advising and student pathways to completion (timely completion of programs)

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## Standard III: Resources (Human, Physical, Technology, and Financial Resources)

- Human Resources: expectations re: qualifications of ALL personnel who have responsibility for academic quality.

***“The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of the effectiveness of producing that learning. Those employees use the results of the assessment of learning outcomes to improve teaching and learning.”***

- All other sections largely unchanged
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## Standard IV: Decision-Making Roles and Processes, Chief Executive Officer, Governing Board, and Multi-College Districts or Systems.

- Two sections reorganized into four, each of which defines specific expectations for delineation and distinction of roles and responsibilities in governance:
  - A. Decision Making Roles and Processes

The old part B (Board and Administrative Organization) has been expanded to the following three sections:

- B. Chief Executive Officer
  - C. Governing Board
  - D. Multi-College Districts or Systems (N/A to GCC)
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## Standard IV.B

- *“The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.”*
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## Standard IV.C

- *“The governing board regularly reviews key indicators of student learning and achievement and sets expectations through policy to improve academic quality.”*

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# The New Standards

- ACCJC determines whether institutions meet the four standards through **institutional self studies** and **team visits**

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# Gap Analysis

- On February 4, 2014 a group consisting of the Superintendent/President, the three VP's, the ALO, the Dean of Research and Planning, the HR Director, and the Faculty Coordinator for Program Review, Planning and Accreditation held a retreat to discuss possible gaps at the college as they pertain to the new standards.
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# Gap Analysis – Standard IA

## ■ A. Mission

- Verify that the Mission is current on all college sites (online and physical locations); possibly mention Glendale and the greater Los Angeles region → **Core 3**
- Is our current Mission Statement clear on the intent of the student body it serves? → **Team A**
- How do we measure whether we are accomplishing the Mission? → **Research and Planning** to link success/retention data and expenditure to various tenets of Mission → **Team A** to utilize these data for a couple of years

# Gap Analysis – Standard IB

- B. Academic Quality and Institutional Effectiveness
  - Implement a Data Center (SharePoint)
    - **M. Drescher, M. Ritterbrown + Core 3**
  - Governance Committees to conduct an annual review of their effectiveness and answer the following:
    - Has the committee accomplished its assessment of student outcome(s) as it pertains to its charge?
    - What actions are being undertaken to address any gaps? → **Governance Review Committee + Core 3**
    - Develop a new process through which governance committees assess themselves in terms of conducting dialog about the components listed in the standard (student outcomes, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement) → **Governance Review Committee +Core 3**

# Gap Analysis – Standard IB

- B. Academic Quality and Institutional Effectiveness
  - Publish a report to display standard for course completion, retention, degree completion, number of transfers and certificate completions by state-defined standards and measures → **Research and Planning**
  - USDE Regulations on institutionally defined learning achievements are not well publicized → **Core 3**
  - Include on the Team A website the Standards of Achievement adopted by the Academic Senate → **Core 3**

# Gap Analysis – Standard IB

- B. Academic Quality and Institutional Effectiveness
  - Ask the Academic Senate to hold discussions on these standards and the measures of improvement that will be undertaken if falling below these levels → **Academic Senate**
  - There is greater emphasis on disaggregation of data; discussion in the Senate (and elsewhere) should be directed toward the study and action plans of success in terms of institutional standards for specific groups.
  - Outcomes for subpopulations – what strategies will we use to mitigate those gaps? (Maybe Title V, but we have no methodology in place) → **Academic Senate**

# Gap Analysis – Standard IB

- B. Academic Quality and Institutional Effectiveness
  - How effectively do we use the Campus Profile?
    - Governance committees to review the Campus Profile as it relates to their individual charge and reflect the discussion in their minutes → **Core 3 + GRC to develop a survey for governance committees**
  - Gap in the efficacy of planning process
    - → IPCC to evaluate/revise planning process
    - → Core 3 to come up with a timeline for all plans
    - → VP's and HR Associate VP to follow up with managers in their individual areas.



# Gap Analysis – Standard IB

- B. Academic Quality and Institutional Effectiveness
  - Revise our hierarchy of plans to be organized around the plans identified in the standard (educational programs, services, human resources, physical resources, technology resources, financial resources).
- Currency of plans is an issue because there are no set timelines → **Core 3 to establish timeline for plan revisions**
- → **IPCC should evaluate whether the planning processes are working**, and communicate the results of the evaluation college-wide.

# Gap Analysis – Standard IC

- C. Institutional Integrity
  - Website needs to be cleaned up → **Dr. Perez to follow up with the Catalogue Taskforce Team**
  - Prioritize what students need to see, make high priority information easier to find → **Dr. Perez to follow up**
  - Better documentation of student learning and assessment → **Mr. Nakasone to discuss the creation of a new tab on the website labeled “Student Success” with links to Student Accountability Reports, Campus Profile, etc...with Mr. Drescher.**
  - Regular revision of Administrative Regulations and Board Policies: Develop a policy (Administrative Regulation) for the publication of all college-related material, including programs and courses → **Dr. Perez to contact the Marketing Committee and will spearhead the development of the policy.**

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# Gap Analysis – Standard IC

- C. Institutional Integrity
    - Develop a policy (Administrative Regulation) for the publication of all college-related material, including programs and courses → **Dr. Perez will contact the Marketing Committee and will spearhead the development of the policy.**
    - Total cost of education : need to add a box of summary cost on all advertisement brochures → **Dr. Perez to obtain info from Financial Aid and ensure that information is included in marketing brochures.**
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# Gap Analysis – Standard IC

- C. Institutional Integrity
  - We need a faculty-developed statement of ethics → **Ask the Academic Senate, with the cooperation of the Guild, to develop a statement of good practice (eventually, to become a Board Policy).**

# Gap Analysis – Standard IIA

- A. Instructional Programs
  - Standards Developed by Academic Senate → **Core 3 to ensure that the information is featured on the website (maybe under the new tab of student success?)**
  - All SLO's have to be updated by the time of visit → **Dr. Mirch to follow up.**
  - Integrity of all means of delivery → **Standard Team to utilize the language from the DE Substantive Change Report.**
  - SLOs and syllabi → **Core 3 to contact division chairs regarding the regular submission of syllabi of faculty to division offices.**

# Gap Analysis – Standard IIA

- A. Instructional Program
  - Quality of SLOs: tie in with Curriculum → **to be discussed at C&I, Academic Affairs, and SLO Committee**
  - Distinguishing between sub-collegiate and collegiate level offerings → **Core 3 to track practices in developmental courses.**
  - Course scheduling to ensure degree and certificate completion (question 10) → **Dr. Mirch to oversee the development of pathways PLUS** Catalogue to include information about the intermittence of certain courses which are not offered every semester → **Dr. Perez to communicate on this issue with Catalogue Taskforce**

# Gap Analysis – Standard IIA

- A. Instructional Program
  - Validating department-wide examinations and ensuring no test bias: currently, we have no test validation processes in place → **more information is needed. Contact affected divisions**
  - The “philosophy” of GE – currently, we have a statement on the objective of GE’s in the catalogue → **Send request to the Senate to either change “objective” to “philosophy” or to develop a new philosophy of GE.**
  - Demonstrating competencies: need to tie in to ILO’s → **SLO Committee**

# Gap Analysis – Standard IIB

- Student Services:
  - Access to support services: gap at the Garfield campus → **Mr. Ramirez and Student Services to oversee the project**
  - Clear pathways to degree, certificate completion and transfer goals: need to address (SEP's, transfer degrees, student orientation → **Dr. Perez and Dr. Mirch**
  - Publicize pathways for CTE → **Dr. Mirch**
  - Student records → **Dr. Perez to look into how backups are made and how far back they go.**
  - Library and learning resources: Garfield Campus may be an issue → **Mr. Ramirez and Dr. Perez**
  - Food services for day and evening students at both campuses → **Mr. Nakasone**



# Gap Analysis – Standard IIIA

- A. Human Resources
  - Job descriptions need to be updated → **HR to begin process with unions.** A process for handling job descriptions needs to be underway by the 2016 visit
  - No process in place for tracking, requesting, and obtaining renewals of licenses that require updating (driver's license, nursing license, etc...) → **HR to develop a tracking mechanism; qualifications needed at the time of hire need to be renewed at determined intervals.**
  - Evaluation cycles of personnel → **HR to develop a trigger mechanism for evaluations**

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# Gap Analysis – Standard IIIA

- A. Human Resources
    - Evaluation of all personnel responsible for student learning outcomes: rewrite administrative evaluations (with SLO's) – the administrative checklist is incomplete, and so is the division chairs' checklist → **Dr. Mirch to oversee the update of the checklist to include SLO's and other relevant items.**
    - Code of Ethics - the following were cited in the 2010 self-evaluation reports: BP3050 and BP2715; they may not be sufficient. Needs further study → **Dr. Viar to develop one for the managers.**
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# Gap Analysis – Standard IIIA

## ■ A. Human Resources

- Sufficient number of faculty – needs further study; review released time positions in relation to plans and mission

→ **Core 3 to present proposal to RTEP**

- Staffing (question 9) – NEEDS FURTHER STUDY

- Implementation of policies– gap → **HR and Mr. Nakasone to each look at their respective areas**

- Fair treatment of staff: create a centralized inventory of complaints and develop a tracking system for:

→ **HR to develop a listing of staff complaints**

→ **Dr. Mirch to develop a database of student complaints**

→ **Core 3 to track union grievances with CSEA and the Guild**

# Gap Analysis – Standard IIIA

- A. Human Resources
  - Equity: no regular assessment except in a state report: should be part of the EEO assessment plan
    - **HR to develop a process by which it evaluates employment equity**
    - **Trends should be studied in the campus profile (Core 3)**
  - Confidentiality of personnel records: some personnel files are missing documents → **HR to investigate**
  - Professional development: gap as it relates to groups other than faculty → **Work with the Staff Development Office**

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# Gap Analysis – Standard IIIB

- B. Physical Resources

- Safe and sufficient resources: no campus police at Garfield  
→ **Campus Police to develop plan of action** → **Core 3 to follow up**
- ADA accessibility; is this an area of concern? → **Dr. Perez and Mr. Nakasone to investigate**

# Gap Analysis – Standard IIC

- Technology Resources:
  - Software Index needed (list of programs used on campus; licensing fees and expiration) → **Mr. Nakasone to follow up with Mr. Drescher**
  - Intermittent wireless connection → **Mr. Nakasone to follow up with Mr. Drescher**
  - Technology gaps at the Garfield campus (questions 2 and 4) → **Mr. Nakasone to follow up with Mr. Drescher**
  - Professional development and technology: better connection between Staff Development and what is happening with technology on campus → **HR to pursue with Staff Development Officer**

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# Gap Analysis - Standard IID

- D. Financial Resources
  - Appropriation of funds for liabilities: not meeting our annual required contribution for GASB → **Mr. Nakasone to pursue a remedy for the issue.**

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# Gap Analysis – Standard IVC

- C. Governing Board
    - Review of key indicators: will use one or two retreats for this purpose → **Dr. Viar will follow up.**
  - Ongoing training program → **Dr. Viar will work on a system for new board member orientation**
  - Board policy for board evaluation → **Dr. Viar will work on further developing the current processes**
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# What else is in the works?

- Revision of various plans:

Responsible manager/ group:					
Dr. Mirch	Instruction	DE	Garfield	Student Equity	Learning Center
Mr. Nakasone	Technology	Facilities			
Dr. Perez	Student Services	SSSP (Old Matriculation)	Library		
HR	HR Strategic Plan	Staff Development	Diversity/EEO		
Core 3	EMP (Integrated Planning Model)				

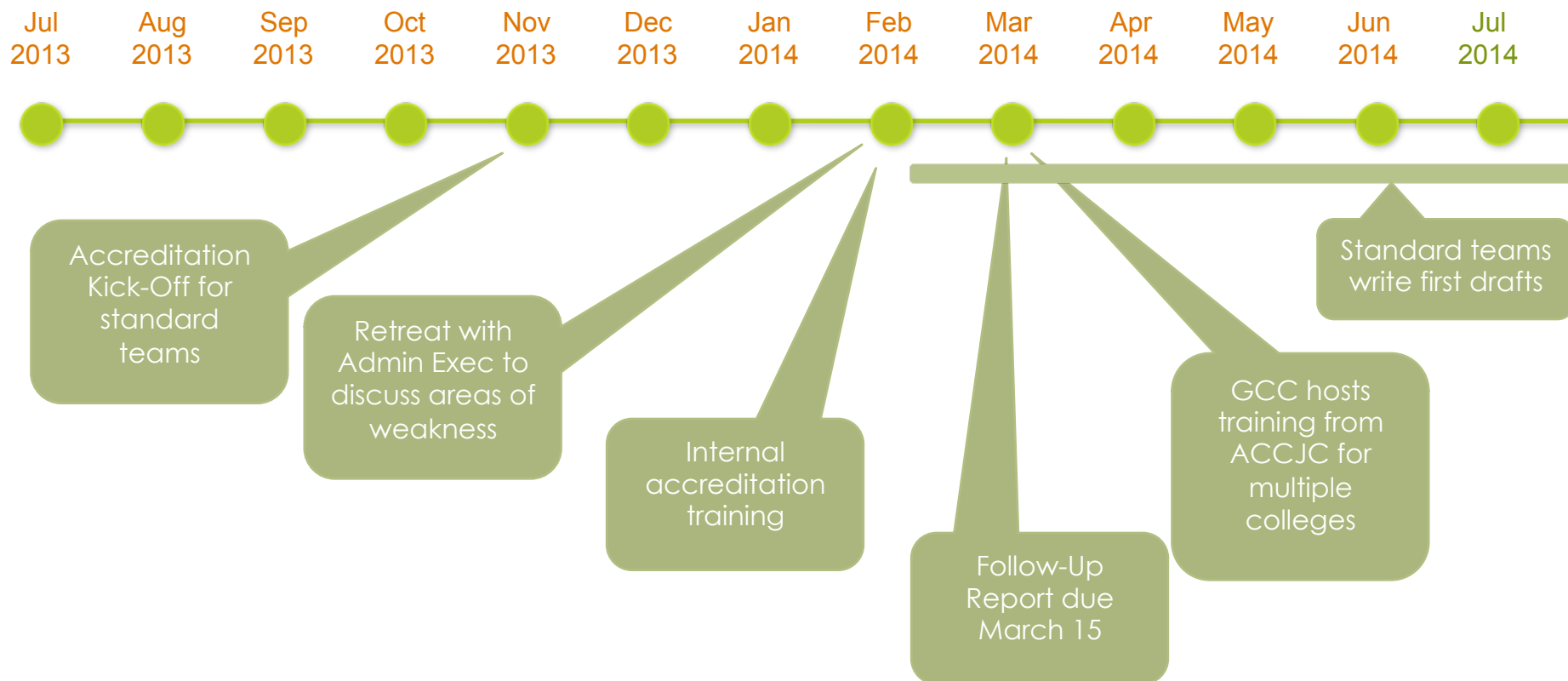
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## What else is in the works?

- Development of “Themes” for Program Review
  - Process for Program Development Approval
  - Replacements/ Succession Planning
  - Development of Document Center
  - Each Standards Team to conduct its own gap analysis – study should be narrowed to Accreditation Standards only and whether the standard is met (no wish lists!!)
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# Timeline

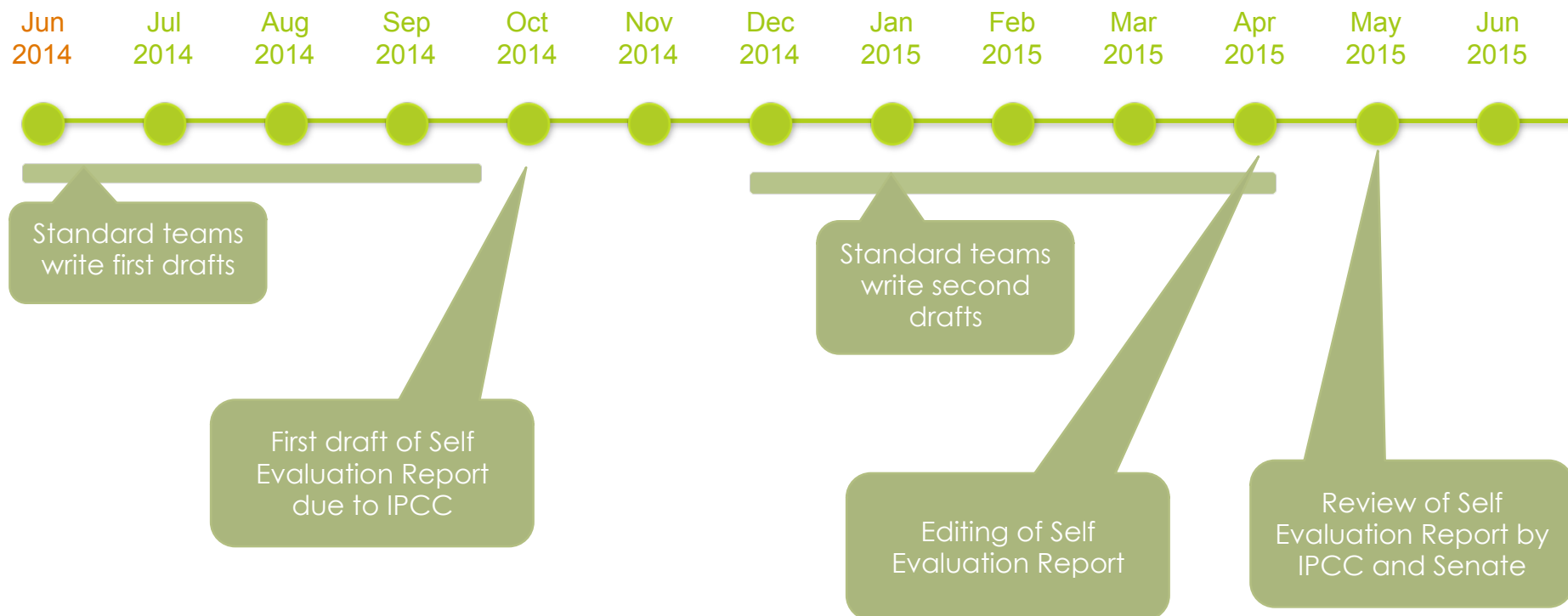
## 2013-2014



*timeline continued on next page*

# Timeline

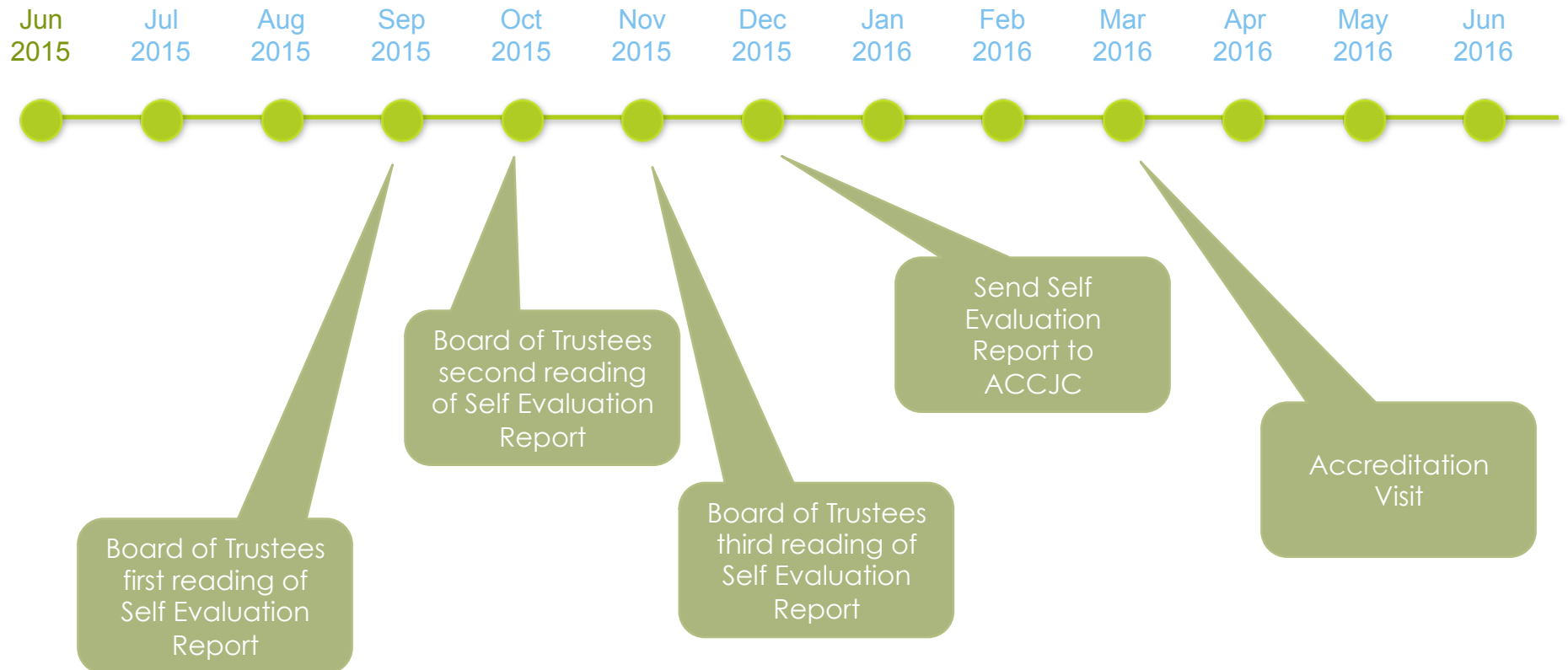
## 2014-2015



*timeline continued on next page*

# Timeline

## 2015-2016



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# Institutional Participation

- Institution-Set Standards
  - Who are the players?
    - ACCJC
    - USDE

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# USDE Regulations

From ALO Conference – February 2014

- Distance Education:
    - Appropriate use of DE/CE terminology and outlined parameters is required
    - Colleges must show that there is regular and substantive interaction between students and the instructor, initiated by the instructor
    - Online activities are included in the grade.
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# USDE Regulations

From ALO Conference – February 2014

- Reporting:
    - Monitoring of the college's fiscal condition and stability is increasing
    - New questions have been added to this year's Annual Report and Annual Fiscal Report concerning the college's fiscal condition/stability, student loan default rates, and the integrity of student visas.
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# USDE Regulations

From ALO Conference – February 2014

## ■ The Two-Year Rule:

- This rule has changed and no longer applies only to sanctions:
    - Previously, colleges were given two years to correct a sanction such as Warning or Probation.
  - It is now extended to any “deficiencies” as specified in college action letters.
    - Deficiency languages includes: *“In order to meet the standards, the college must demonstrate that they have xxx.”*
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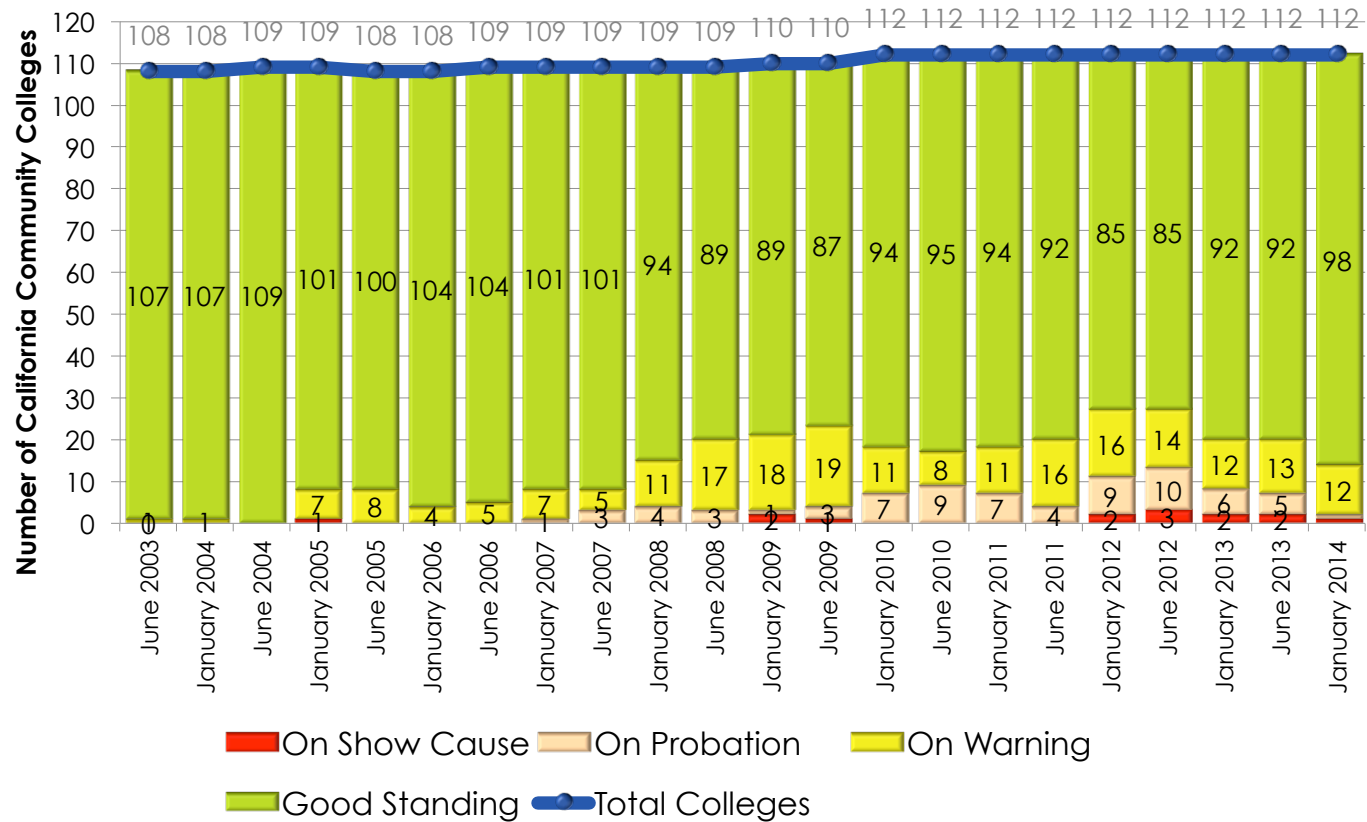
# USDE Regulations

From ALO Conference – February 2014

- State Authorization:
    - Institutions offering Distance Education to out of state students must obtain approval from the state where the student is physically located.
    - Each state has its own agency that must be contacted to give approval for the student living in the state and receiving online instruction from GCC. Some states such as Alabama and Minnesota have other criteria.
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# College Accreditation Trends

Accreditation Status of California Community Colleges, 2003 to 2013



## Trends in Deficiencies Leading to Sanction (ACCJC Newsletter, June 2013)

Colleges on Sanction	Program Review	Planning	Internal Governance	Board	Financial Stability or Mgmt
2009 Sanctions (n=24)	71% (17)	92% (22)	46% (11)	46% (11)	54% (13)
2010 Sanctions (n=19)	68% (13)	89% (17)	42% (8)	58% (11)	58% (11)
2011 Sanctions (n=21)	19% (4)	71% (15)	24% (5)	67% (14)	62% (13)
2012 Sanctions (n=28)	21% (6)	71% (20)	18% (5)	71% (20)	50% (14)
2013 Sanctions (n=23)	28% (7)	64% (16)	20% (5)	68% (17)	52% (13)

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# Conducting the Self-Evaluation

Review of past reports and recommendations and college responses:

- 2010 Self-Study and response from ACCJC
  - Follow-up Reports (2011, 2012, 2014)
  - Midterm Report (2013)
    - SLO Proficiency Report (and analysis from ACCJC)
  - Commission letter and report
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# Conducting the Self-Evaluation

Assessment or Survey of Current Status

- Eligibility Requirements
  - Standards
  - Policies
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# Conducting the Self-Evaluation

- Gap Analysis
  - Identification of critical areas of concern
  - Short-term punch lists
  - “Actionable improvement plans”

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# Conducting the Self-Evaluation

- Evidence
  - Collect and organize evidence
  - Connect the pieces
    - Make sure evidence supports claims
    - Guide the analysis



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# Writing the Self-Evaluation Report

- Timelines (slides 51 – 53)
    - **Please adhere to the timelines**
  - Review, vetting, editing
    - **Do not waste excessive time and energy on language; there will be a team of editors who will take care of that part.**
    - **Standard chairs to establish “touching” vs. “writing” responsibilities**
  - Approvals (IPCC, BOT)
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## ACCJC Resource Documents

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

- Eligibility Requirements and Standards
  - Accreditation Reference Handbook
  - Guide to Evaluating Institutions
  - Accreditation Standards Annotated for CQI and SLOs
  - Guide to Accreditation for Governing Boards
  - Guide to Evaluating Distance and Correspondence Education
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## Other ACCJC Resource Documents

- The following resources are taken from ACCJC presentations and workshops and cover institutional Financial Review and Resources:

- Cover Memo: Institutional Fiscal Data and Requirements for Evidentiary Documents

[http://www.accjc.org/wp-content/uploads/2012/08/Cover-Memo\\_Institutional-Fiscal-Data-and-Reqs-for-Evidentiary-Docs\\_2011.pdf](http://www.accjc.org/wp-content/uploads/2012/08/Cover-Memo_Institutional-Fiscal-Data-and-Reqs-for-Evidentiary-Docs_2011.pdf)

- Required Evidentiary Documents for Financial Review

[http://www.accjc.org/wp-content/uploads/2013/03/Required\\_Evidentiary\\_Docs\\_for\\_Financial\\_Review\\_ALL-MEMBER-INSTITUTIONS\\_3-5-13.pdf](http://www.accjc.org/wp-content/uploads/2013/03/Required_Evidentiary_Docs_for_Financial_Review_ALL-MEMBER-INSTITUTIONS_3-5-13.pdf)

## Other ACCJC Resource Documents (Continued)

- Explanatory Matrix of Auditor's Opinions

[http://www.accjc.org/wp-content/uploads/2010/11/Auditors-Opinion-Matrix\\_2011.pdf](http://www.accjc.org/wp-content/uploads/2010/11/Auditors-Opinion-Matrix_2011.pdf)

- Sample Schedule of Financial Trends Analysis

<http://www.accjc.org/wp-content/uploads/2010/11/Schedule-of-Financial-Trends-Analysis-Sample.pdf>

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# Evidence

From: ASCCC Accreditation Institute – February 2014

- The National Higher Education Associations and Regional Accrediting Commissions:
    - 1. **Evidence of the student learning experience**
    - 2. **Evaluation of student academic performance**
    - 3. **Post-graduation outcomes.** Institutions should be able to articulate how they prepare students consistently with their mission for successful careers, meaningful lives, and where appropriate, further education.
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# Evidence

- ACCJC:

**“The Standards require colleges to base decisions at all levels of the college on quantitative and qualitative data and analysis of the data, leading to successful student achievement and learning to advance the college’s individual mission.”**

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# Characteristics of Evidence

- ACCJC notes that good evidence:
  - Is intentional and purposeful
  - Informs dialogue and has been reflected upon
  - Has been interpreted and is presented in a context
  - Is corroborated by multiple sources of information
  - Is coherent and complete and provides guidance for improvement

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# What Constitutes Evidence?

- Qualitative Evidence:

- Institutional databases, research reports, and fact books (e.g. Campus Profile)
  - Faculty and student handbooks
  - Catalogues
  - Policy statements (Board Policies and Administrative Regulations)
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# What Constitutes Evidence?

- Qualitative Evidence (continued):

- Program Review documents
  - Planning documents
  - Minutes: Governance Committees; SLO Committee, Academic Senate; Division, Department, and Curriculum meetings;
  - Syllabi, course outlines, rubrics, SLO's, other class documents
  - Other
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# What Constitutes Evidence?

From ACCJC Accreditation Liaison Officer Briefing and Training (Sep 2011)

## ■ Quantitative:

Data should demonstrate an institution's knowledge about:

- Its service area
- The needs of incoming students
- The needs of enrolled students
- How students learn
- How students achieve their educational goal(s)
- How students are being supported

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# Institutional Data Sources

- GCC Research and Planning Department
  - National Student Clearinghouse
  - US Census Bureau
  - CCCCO Data Mart
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# Other Resources

- Institutional Reports:
  - Previous Accreditation Reports
    - Self-Study, Midterm, Annual, Fiscal, Progress/Follow-up, Substantive Change
  - Integrated Institutional Plans
    - EMP
    - Instructional Plan
      - Distance Education Plan
      - Student Equity
    - Garfield Plan
    - Student Services Plan
    - Library and Learning Center Plans
    - Facilities Index
    - Technology Plan
    - Human Resources Strategic Plan
      - Diversity/EEO Plan

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## Other Resources:

- Substantive Change Reporting:
    - Any “substantive changes” must be reported to ACCJC.
    - Some changes considered as “Substantive” include:
      - Changes in Mission, Objectives, Scope, or Name of Institution
      - Change in the nature of the constituency served
      - The closure of an institution
      - Establishing an additional location geographically (where 50% or more of an education program is offered).
    - GCC will submit to Substantive Change Reports to ACCJC this Spring (Transfer Degrees and Distance Education)
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# What Constitutes Evidence?

- Other Quantitative Data:
  - Environmental Scans/Labor Market Data
  - Demographic Studies
  - Surveys

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# Explaining Data

- Developing a culture of evidence: understand the type of data available and their uses:
    - Casual observations = Anecdotes= not data
    - Systematic Observations
    - Indicators
    - Pattern Analysis
    - Controlled Research Studies
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# Systematic Observations

- ▣ Counting things, noting events – used to look for possible patterns.
  - ▣ The key word is “systematic”
    - ▣ Direct observation of skills or behaviors (e.g. SLO assessment)
    - ▣ Indirect measures of student attitudes, behaviors, and perceptions (e.g. surveys)
    - ▣ Reports of the achievement of planning goals (IPCC and Team A minutes)
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# Indicators

- Single numbers than can be affected by many factors
    - Indicators for college goals
    - College-set standards for course success, persistence, transfer, etc....
    - Indicators of program effectiveness in Student Services
    - Indicators reports as quarterly or annual achievements
    - Minimum standards of student achievement (Academic Senate)
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# Pattern Analysis

- Designed to find patterns in a set of data :
    - Important for planning
    - May be based on careful systematic observations
    - May find predictors of outcomes (not causation)
  
  - Prerequisite analyses
  - Trend analyses of use of services
  - Analyses of achievement gaps in student success
  - Scorecard metrics
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# Pattern Analysis

- Show trends over time or comparison between groups →  
**Disaggregated Data**
  - Typically, data on student achievement is reported for whole populations, or as aggregate data
  - It is not until data are disaggregated that patterns, trends and other important information are uncovered
  - Disaggregated data simply means looking at student achievement by specific subgroups of students.
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# Self-Evaluation Format

- Cover Sheet
  - Certification of the Self-Study Report
  - Table of Contents
  - Introduction (History, Demographics, Data)
  - Organizational Map
  - Eligibility Requirements
  - Response to Prior visit's Recommendations
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# Self-Evaluation Format

- Descriptive Summary
- Self-Evaluation
- Planning Agenda
- Evidence

Evidence-based description of the college's actions to meet the standards.

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# Self-Evaluation Format

- Does the College meet the standard?
  - To what degree are standards met? (Refer to evidence)
  - Actionable conclusions about institutional effectiveness
    - Identify areas in need of change or improvement
  - Plan of action for improvement
    - Forecast of Progress (timeline, specific action items)
    - Institutional improvement
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In Closing....

THANK YOU FOR YOUR  
PARTICIPATION - LET THE  
WORK BEGIN!

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