

# ACCREDITATION KICK-OFF

*October 29, 2012*

# Overview

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- What is “Accreditation”?
- What is the purpose of Accreditation?
- What is the process?
- Getting familiar with the terminology and expectations
- What can each of us do?

# What is Accreditation?

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- Accreditation is the process of evaluation, approval from US Dept. of Education, and recognition of the high quality of an educational institution.
- Comprehensive accreditation takes place every 6 years.
  - LMC is preparing now for the next Comprehensive Accreditation report and visit in October 2014.

# What is the purpose of Accreditation:

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1. To provide assurance to the public that education provided by the college meets acceptable standards of quality
2. To promote continuous institutional improvement
3. To maintain the high quality of higher education institutions in the region/nation

# What does the Accreditation Commission (ACCJC) look for?

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“The primary purpose of an ACCJC-accredited institution is to foster learning in its students.

An effective institution ensures that its resources and processes support student learning, continuously assesses that learning, and pursues institutional excellence and improvement.

An effective institution maintains an ongoing, self-reflective dialogue about its quality and improvement.”

# Evaluation of the Standards

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- Standards are evaluated using a three-part peer-review process:
  1. Self-Evaluation Report of Educational Quality and Institutional Effectiveness
    - (previously called 'Self Study')
  2. External Review
    - (Accreditation Team Visit in October 2014)
  3. Commission Review (January 2015)

# The Self Evaluation Report addresses:

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- Eligibility Requirements (21)
- Recommendations from previous Accreditation review
- Standards (4)
  - Rubrics (3) – provide common language to describe how the college is meeting the standards
    1. Program Review – SCQI Level  
(Sustainable Continuous Quality Improvement)
    2. Planning –SCQI Level
    3. Student Learning Outcomes – Proficiency Level by 2012
- Themes (in the Standards)
- Commission Policies

# Accreditation Standards

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The “Standards” are presented in four parts, but they should work together to facilitate institution-wide dialogue on the effectiveness of an institution and how the institution may improve.

The Standards of quality are based on excellent practices that our peer institutions are implementing.



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The “Standards” Committees have  
been formed at LMC!

# The 4 Standards

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- Standard I – Institutional Mission and Effectiveness
  - IA – Mission
  - IB – Improving Institutional Effectiveness
- Standard II – Student Learning Programs and Services
  - IIA – Instructional Programs
  - IIB – Student Support Services
  - IIC – Library and Learning Support Services

# The 4 Standards

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- Standard III – Resources
  - ▣ IIIA – Human Resources
  - ▣ IIIB –Physical Resources
  - ▣ IIIC – Technology Resources
  - ▣ IIID – Financial Resources
- Standard IV - Leadership and Governance
  - ▣ IVA – Decision-Making Roles and Processes
  - ▣ IVB – Board and Administrative Organization

# “Themes” in the Standards

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These “themes” thread throughout the Standards. They should guide us in the self-reflective dialogue and evaluation of our institution’s effectiveness.

1. Dialogue
2. Student Learning Outcomes
3. Institutional Commitments
4. Evaluation, Planning and Improvement
5. Organization
6. Institutional Integrity

# Commission Policies:

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Some important examples:

- Policy on Distance Education and on Correspondence Education
- Policy on Substantive Change – Distance Education, Off-site locations, new programs, mission change etc

# Special Concerns:

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- Distance Education - changed to “Substantive” from “Effective” interaction; quality; student authentication; student achievement; SLOs etc
- Centers - access to student services
- Documenting effective Program Review for Student Learning Assessment, Integrated Planning and Resource Allocation – cycle and closing the loop
- Accurate representation in catalog, website and other materials

# Items to keep in mind:

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- Every Syllabus (first day handout) **MUST** include the SLOs for the course. (Every COOR has SLOs)
- Students are expected to “demonstrate awareness” of the SLOs for the course.
- Data and evidence gathering should be an on-going activity.

# Data and Evidence

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- Maintain a portfolio of longitudinal data and evidence for your program or unit on:
  - Assessment (planning, the instrument, results and improvements)
  - Resource allocation requests and improvements made
  - Professional development to improve Student Learning Outcomes and Institutional Effectiveness
  - Data such as Labor Market, Demographic, Socio-Economic, Student Goals and Achievement
    - Data is required to be disaggregated
  - Evidence such as portfolios, samples of student work, grading rubrics and student summary results, summary data on SLO attainment, student satisfaction surveys ...



# As we begin to conclude...

## According to ACCJC

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- “The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally.
- The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

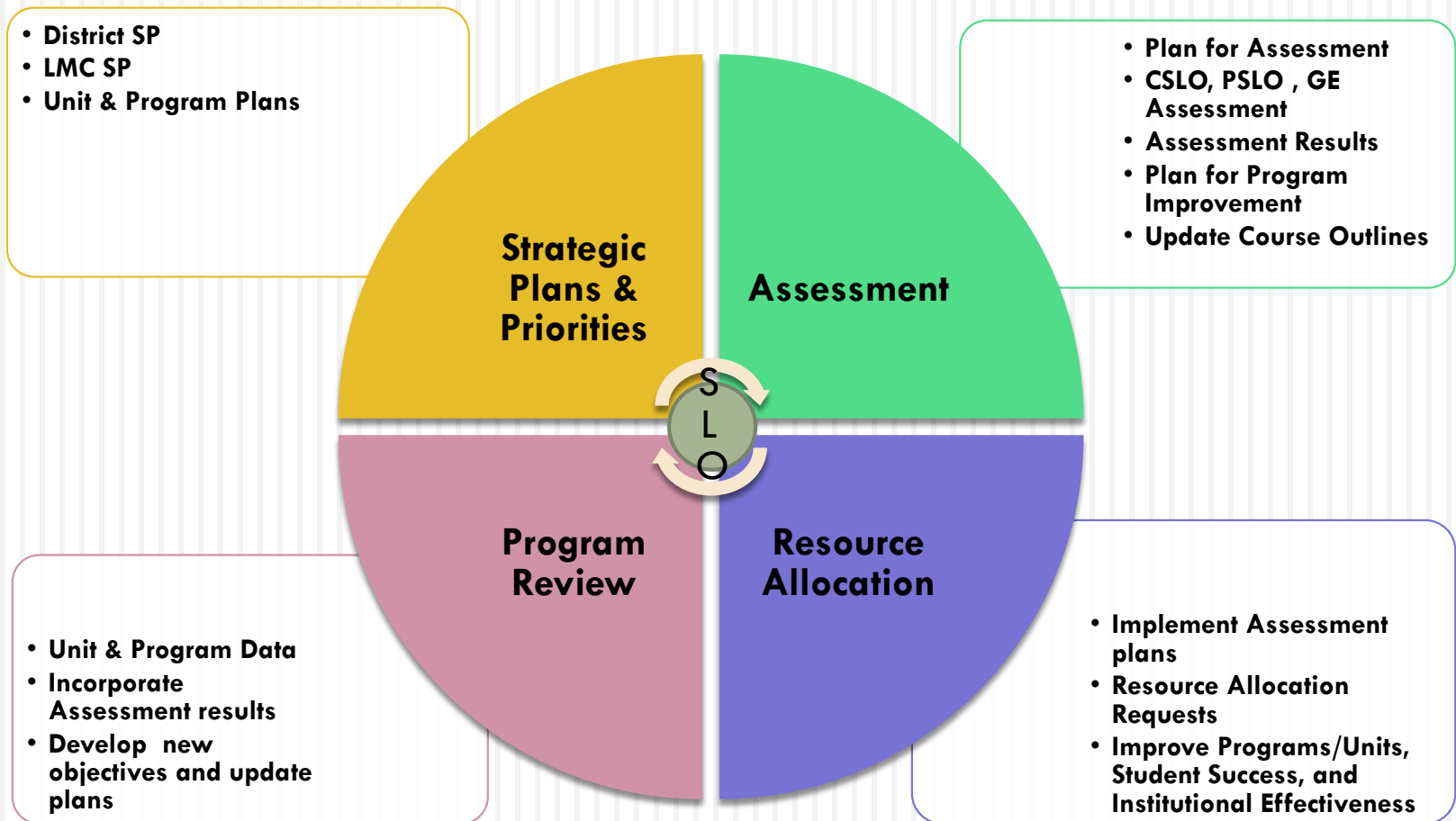
# Continued... According to ACCJC

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- “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.”

# CYCLE OF PLANNING, ASSESSMENT, RESOURCE ALLOCATION & PROGRAM REVIEW

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# Kicking-off the next accreditation visit!

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- So far, we have:
  - ▣ Established a timeline for accreditation report milestones
  - ▣ Formed the Steering Committee and Standards Committees
  - ▣ Completed accreditation team training
- Going forward, you can get involved by:
  - ▣ Taking the online Accreditation Basics course at [www.accjc.org](http://www.accjc.org)
  - ▣ Serving as a resource person to the Committees
  - ▣ Developing program/department/unit accreditation portfolio (data and evidence)
  - ▣ Leading, participating and documenting dialog about assessment
  - ▣ Monitoring information and progress; and participating in accreditation on the InSite portal [www.4cd.edu/insite](http://www.4cd.edu/insite)

# What else can each of us do?

How can each of us contribute towards and document improvement of student learning and institutional effectiveness for accreditation, based on what we do every day at the college?

# Recap

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- What is “Accreditation”?
- What is the purpose of Accreditation?
- What is the process?
- Are you more familiar with the terminology and expectations?
- What can each of us do?

**QUESTIONS?  
COMMENTS?**

