

Agenda Item Details

Meeting

Jun 05, 2019 - SLOCCCD Board of Trustees

Category Business Agenda

Subject Update on the 2020 Institutional Self-Evaluation Report

Access Public

Type Discussion, Information

Public Content

Originator: Academic Affairs

Presented by: Dr. Deborah Wulff, Assistant Superintendent/Vice-President, Academic Affairs

Background Information:

A current update on the college's progress for the 2020 Institutional Self Evaluation Report (ISER).

ACCJC Guide to Institutional Self-Evaluation, Improvement, and Peer Review. September 2018 Edition.

COMPREHENSIVE REVIEW

Accrediting Commission for Community and Junior Colleges (ACCJC) member institutions agree to undergo a comprehensive review for reaffirmation of accreditation every seven years to determine whether they are continuing to meet the established Eligibility Requirements, Accreditation Standards, including the federal requirements, and Commission policies. Member institutions are expected to engage in sustainable efforts to improve educational quality and institutional effectiveness. The review process includes four steps: internal self-evaluation, external evaluation by a team of peer reviewers, Commission review and accreditation action, and institutional response to recommendations for improvement.

INTERNAL SELF-EVALUATION

The comprehensive review starts with an institutional self-evaluation wherein the institution conducts an evaluation of itself against the requirements stated above and in terms of its stated institutional mission and goals. The process encourages the institution to consider the quality of its programs and services, the institution's

effectiveness in supporting student learning and student achievement, and the degree to which the institution is meeting its own expectations (institution-set standards). During the institutional self-evaluation process, the institution should reflect on the extent to which it has:

- designed and implemented an ongoing and systematic cycle of evaluation, integrated planning, and resource allocation;
- positioned its processes to support continuous improvement of its instructional programs and support services, paying particular attention to student achievement and student learning;
- prepared and implemented institutional plans for improvement supported by adequate sources of data and other evidence; and
- established its own institution-set standards of performance regarding student achievement and student learning and assessed its effectiveness against those standards.

A well-organized and thorough self-evaluation process will enable the institution to assess the quality of its programs and services and institutional effectiveness, to report its findings in its Institutional Self-Evaluation Report (ISER), and to share its evidence and analysis with peers on the peer review team and on the Commission.

EXTERNAL EVALUATION

The ACCJC appoints and trains a team of external, peer reviewers. All members of the peer review team are selected on the basis of their professional expertise in higher education, areas of specialization, and the unique characteristics of the institution being reviewed. Teams include eight to ten members representing academics and administrators. Academics include faculty, division/department chairs, deans, directors, provosts, vice presidents, and others whose primary professional responsibilities are in instruction or instructional support. Administrative representatives include chief executive officers, business officers, administrative vice presidents, directors, and others in a college or multi-college district/system whose primary responsibility is to provide general oversight across a college or district/system.

The team examines the ISER, visits the institution as assigned, writes a Team Report that determines the institution's compliance with the Commission's Standards and other requirements, makes recommendations for compliance and improvement, and commends excellent practice when appropriate. The external peer review team chair submits the Team Report to the ACCJC after providing an opportunity for the institution's CEO to correct errors of fact.

COMMISSION REVIEW AND ACTION

It is the responsibility of the elected members of the Commission, as a decision-making body, to determine the accredited status of an institution. The Commission meets in

January and June of each year to make a decision on the accredited status of each institution on its agenda. The Commission communicates its decision to the institution via an electronic Action Letter and to the public through Commission announcements. The Action Letter notes if the Commission finds the institution to be out of compliance with Standards. The deficient Standards are listed in the Action Letter and accompanied by “compliance requirements” that broadly describe actions the institution must take in order to come into compliance. The Commission may also provide the institution with additional “improvement recommendations” intended to encourage the institution to increase institutional effectiveness, as well as additional commendations when it deems the institution has exceeded Standards. When the institution has received the Commission’s Action Letter, it is required to release and share its ISER, the Team Report, and the Action Letter with the college community and the public.