2014 ACCREDITATION STANDARDS ORIENTATION FOR ALOs

Dr. Barbara Beno

Dr. Richard Winn

Dr. Norv Wellsfry

Purpose

- Address changes in the 2014 Standards and components of the ISER that cause difficulty
- Focus on key roles of the Accreditation Liaison Officer (ALO) and discuss practice changes for Accreditation

Discussion of the 2014 Standards

- Focus on Outcomes – not just process
  - I.B.3 – INSTITUTION SET STANDARDS
  - I.B.6 – DISAGGREGATION OF STUDENT LEARNING DATA
    - ACHIEVEMENT
    - STUDENT LEARNING

    (See handouts)
- MAJOR CHANGES TO STANDARDS

2014 STANDARDS

- NEW AND MAJOR CHANGES
  - I.A.2 – Use of Data to measure accomplishment of Mission and direct institutional priorities
  - I.B.6 – Disaggregation of Data for Achievement and Learning
  - New Major Section – Standard I.C – Institutional Integrity (Mostly re-organized from other Standards)
  - I.C.5 – Total Cost of Education
  - I.C.14 – Commitment to student achievement and learning is paramount to other objectives

2014 Standards
New and Major Changes

- II.A.6 – Courses scheduled within period consistent with established higher ed expectations
- II.C.4 – Co-curricular programs consistent with Mission and contribute to educational experience
- II.C.6 – Admission policies consistent with mission and advises students on clear pathways to completion

2014 Standards
New and Major Changes

- III.A.6 - The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.
- III.A.6 – Part time and adjuncts integrated into life of organization

2014 Standards
New and Major Changes

- Standard III.D – Financial Resources - revised Structure
  - Planning
  - Fiscal Responsibility and Stability
  - Liabilities
  - Contractual Agreements
- GOVERNANCE
  - A. – Decision-making roles and processes
  - B. – Chief Executive Officer
  - C. – Governing Board
  - D. – Multi college Districts/systems
- IV.A.6 – Processes for decision making and decisions documented and communicated
- IV.B.4 – CEO has primary leadership role for accreditation
- IV.C.6 – Board publishes bylaws and policies
- IV.C.8 – Board regularly reviews key indicators of student learning and achievement
- IV.C.9 – Board has ongoing training program
- Catalog Requirements moved from Standard II.B to an End Note (does not require a change to the Standards to revise)

Quality Focus Essay

- In the Quality Focus Essay (QFE), the college will discuss, in essay format, two or three areas it has identified for further study to **improve student learning and achievement**
- The QFE topics and resulting projects are selected during the college's self evaluation process. QFE projects are "inspired" by the Actionable Improvement Plans.
- Visiting team will give feedback on the QFE, and the Commission may also comment.

See *Self Evaluation Manual* and
Guide to Evaluating and Improving Institutions

Continued

Quality Focus Essay (QFE)

- Is related to the Accreditation Standards
- Is realistic, coming out of data and reflected in the self evaluation process and ISER
- Has a 5,000 word limit
- Sets multi-year, long-term direction(s) for the college
- Demonstrates institutional commitment to **increasing student learning and achievement**

Continued

Components of the QFE

- Identification of quality focus projects
- Desired Goals/Measurable Outcomes
- Action Steps for implementation
- Timeline
- Responsible parties
- Resources needed
- Assessment plan to evaluate outcomes

Follow-Up on the Quality Focus Essay

The Midterm Report will be an update on the quality focus projects, an analysis of data trends from the AR & AFR related to institutional performance, and actions taken on comprehensive team recommendations for improvement.

See *ACCJC News* article:

"Accreditation Asks for a Focus beyond Compliance to Quality Improvement"

Spring-Summer 2015

Use of Data

- U.S. Department of Education College Scorecard

Scorecard Data Elements	An ACCJC College
Total Enrollment -Degree Seekers	14,102
Percentage of Enrollment-Part Time	52.3%
Percentage of Enrollment First time Full Time	31.5%
Number of Title IV Recipients	666
150% Completion Rate	19.3%
Completers with 2 Years	3,117
Retention Rate-Full Time	77.0%
Retention Rate-Part Time	56.8%
Percentage of Students-Federal Student Loans	3.7%
Number of Students with Federal Student Loans	196
Percentage of Student with PELL	41.0%
3 Year Federal Student loan Default Rate	6.6%
Median Student Debt	$6,235
Median Graduate Debt	$0
Median Debt of Non-Completers	$0

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ALO Responsibilities

- Principles and Values of Accreditation
- Specific Leadership Responsibilities
- Expert knowledge of Standards and Policies
  - Organize the ISER
  - Understand Substantive Change Requirement
  - Ongoing CQI

ALO Responsibilities

- Ability to find relevant ACCJC policies
- Ability to help the college when decisions impact Standards and Federal regulations
- “Librarian” of Accreditation information
- Helping CEO ensure quality practices

ALO Responsibilities

- Practical things
  - Store and retrieve accreditation files
  - Understand types of Standards (processes, practices, and conditions)
  - Organization of ISER
  - Communicate ACCJC information
  - Know what a “good” ISER is
  - Work with governance structure and process to ensure Standards are met

ALO Requirements

- Stay current on national issues
  - USED actions impacting accreditation (Regulations, Gainful Employment, etc)
  - Congressional actions impacting accreditation (HEA reauthorization)
  - C-RAC etc
- Changes to ACCJC Policies and practices

Midterm Report

1. Cover Sheet
2. Certification
3. Table of Contents
4. Report Preparation

Midterm Report Changes

5. Plans Arising out of the Self Evaluation Process
   - Based on Self identified Improvement Plans for Institutional Self Evaluation
   - Description of
     - integration into college planning
     - Implementation
     - Outcomes

Midterm Report Changes

6. Institutional Reporting on Improvements in Quality

   Visits Prior to Spring 2016

   6A. Response to Improvement Recommendations

   - Explanation of how improvement recommendations were considered and institutional actions (if any) that resulted from recommendations

   6B. Data Trend Analysis (Template)

Midterm Report Changes

6. Institutional Reporting on Improvements in Quality

   Visits After Spring 2016

   6A. Response to Improvement Recommendations
   - Explanation of how improvement recommendations were considered and institutional actions (if any) that resulted from recommendations

   6B. Data Trend Analysis (Template)

   6C. Report on outcomes of Quality Focus Projects

7. Evidence

Midterm Report – Data Template

ANNUAL REPORT DATA

INSTITUTION-SET STANDARDS

Category	Reporting year		
	2014	2015	2016
STUDENT COURSE COMPLETION **(Definition: The course completion rate is calculated based on the number of students completions with a grade of C or better divided by the number of student enrollments.)**			
Standard			
Performance			
Difference between Standard and Performance			
Analysis of the data:			

DEGREE COMPLETION **(Students who received one or more degrees may be counted once.)**			
Standard			
Performance			
Difference			
Analysis of the data:			

Data Template (cont)

CERTIFICATE COMPLETION **(Students who received one or more certificates may be counted once.)**			
Standard			
Performance			
Difference			
Analysis of the data:			

TRANSFER			
Standard			
Performance			
Difference			
Analysis of the data:			

Data Template (cont)

LICENSENSURE PASS RATE
(Definition: The rate is determined by dividing the number of students that passed the licensure examination divided by the number of students that took the examination)

Program Name	CIP Code	Institution Set Standard	Performance			Difference		
			2014	2015	2016	2014	2015	2016

Analysis of Data:

JOB PLACEMENT RATE
(Definition: The placement rate is defined as the number of students employed in the year following graduation divided by the number of students who completed the program.)

Program Name	CIP Code	Institution Set Standard	Performance			Difference		
			2014	2015	2016	2014	2015	2016

Analysis of Data:

Data Template (cont)

STUDENT LEARNING OUTCOMES ASSESSMENT

	2014	2015	2016
Number of Courses			
Number of courses assessed			
Number of Programs			
Number of Programs assessed			
Number of Institutional Outcomes			
Number of outcomes assessed			
Analysis of the data:			

Data Template (cont)

ANNUAL FISCAL REPORT DATA

Category	Reporting year		
	2014	2015	2016
General Fund Performance			
Revenues			
Expenditures			
Expenditures for Salaries and Benefits			
Surplus/Deficit			
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)			
Reserve (Primary Reserve Ratio)			
Analysis of the data:			
Other Post Employment Benefits			
Actuarial Accrued Liability (AAL) for OPEB			
Funded Ratio (Actuarial Value of plan Assets/AAL)			
Annual Required Contribution (ARC)			
Amount of Contribution to ARC			
Analysis of the data:			
Enrollment			
Actual Full Time Equivalent Enrollment (FTES)			
Analysis of the data:			
Financial Aid			
USDE official cohort Student Loan Default Rate (FSLD - 3 year rate)			
Analysis of the data:			

Substantive Change

Substantive Change Review Process

Step 1: Determination Whether a Change is Considered Substantive

Step 2: Develop the Application

Step 3: Submit the Application and Fee

Step 4: Receive Notification of Action from the ACCJC

Step 5: Requirements on Institutions After Approval of Substantive Changes

Substantive Change

Directions: This application should be submitted *at least* 45 days prior to the anticipated state date of the program. Applications must be complete and the required fees received in order to be scheduled for review. Completed application and fees must be submitted to ACCJC, 10 Commercial Blvd, Suite 204, Novato, CA 94949 or accjc@accjc.org.

Date of application:		Intended starting date:			
Name of institution:					
Address:					
City:		State:		Zip:	
Title of application and description of proposal:					
ALO	Name				
Telephone		Email			
Other Contact	Name				
Telephone		Email			

Required fee:		(see attached fee schedule)
Fees must be paid before any review of a substantive change proposal.		

Type of change	
Change in courses or programs or their current mode of delivery that represents a significant departure from current practice.	
☐	New program
☐	Distance education: 50% or more of a program that can be completed through distance education (potential de program)
☐	Distance education: program that is intended to be completed through distance education (intentional de program)

Substantive Change

- Part I: GENERAL QUESTIONS

1. Requested Change: Briefly describe the change for which the institution is seeking approval including the planned timeline for implementation.

2. Approvals: Has the institution received all necessary internal and external approvals? Provide appropriate evidence that approval has been granted.

Internal (Curriculum, Board):	YES ☐	NO ☐	
System/State Approvals:	YES ☐	NO ☐	Not Applicable ☐
Other Approvals (as Required):	YES ☐	NO ☐	Not Applicable ☐

Evidence of approvals (list as appropriate):

Substantive Change

Part II: TOPIC SPECIFIC QUESTIONS

NEW OFF-CAMPUS LOCATION WHERE 50% OR MORE OF A PROGRAM'S CREDITS ARE OFFERED

Section A: Description of the Change Requested

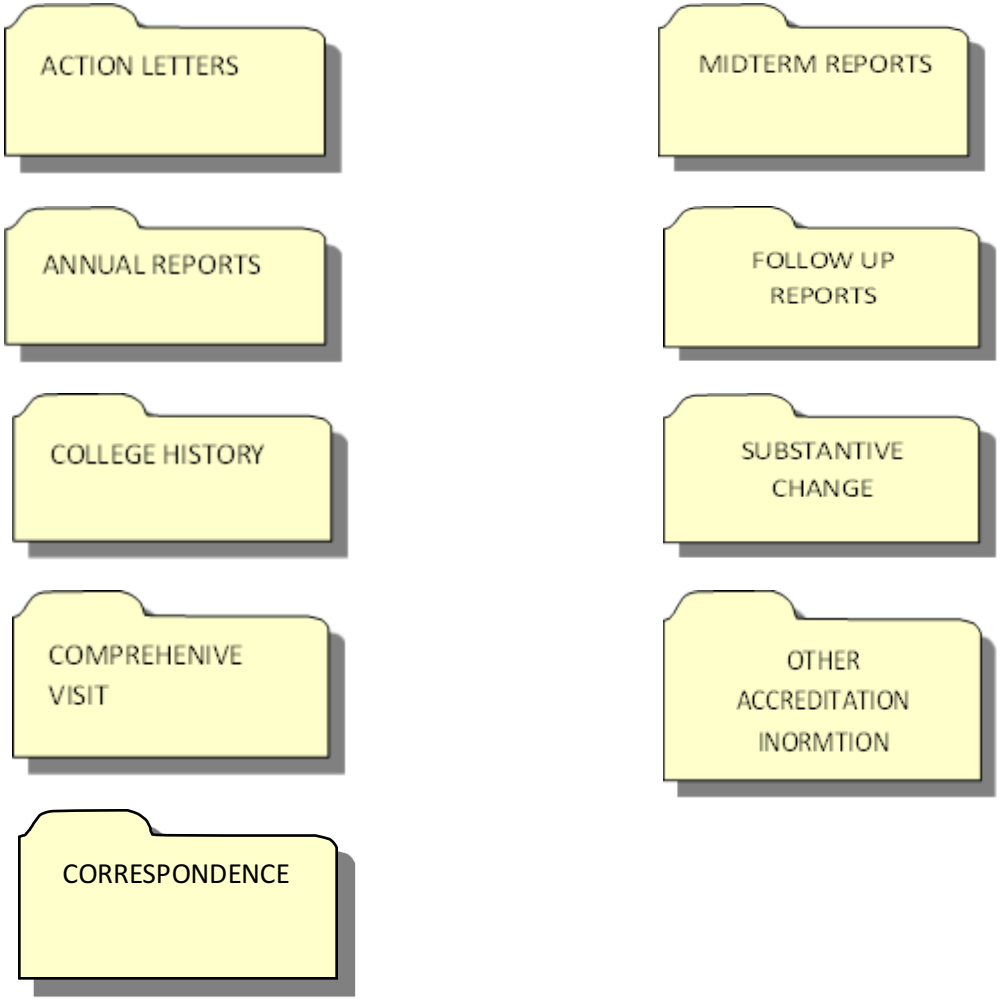
Program site: Is the site a branch campus or an instructional site? Include the address of the new site.
Describe the programs to be offered at the site.
Describe how programs at the new site will be monitored and evaluated. How is this evaluation process integrated into institutional assessment processes?
How is administrative oversight conducted at the new site?

Substantive Change

- Section B: Student Support
- Section C: Library and Learning Resources
- Section D: Evaluation
- Section E: Appendices

OTHER FORMS WILL EXIST FOR OTHER TYPES OF SUBSTANTIVE CHANGES

ALO Records and Archives Directory Structure



Planning the Site Visit

- Budget Estimates
- Charges and Reimbursements
- Team Logistics
- Chair and Assistant Pre-visit