



Self-Evaluation Workshop

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Supported by Melynie Schiel
Incoming ACCJC Vice President

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ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES

ACCJC.ORG

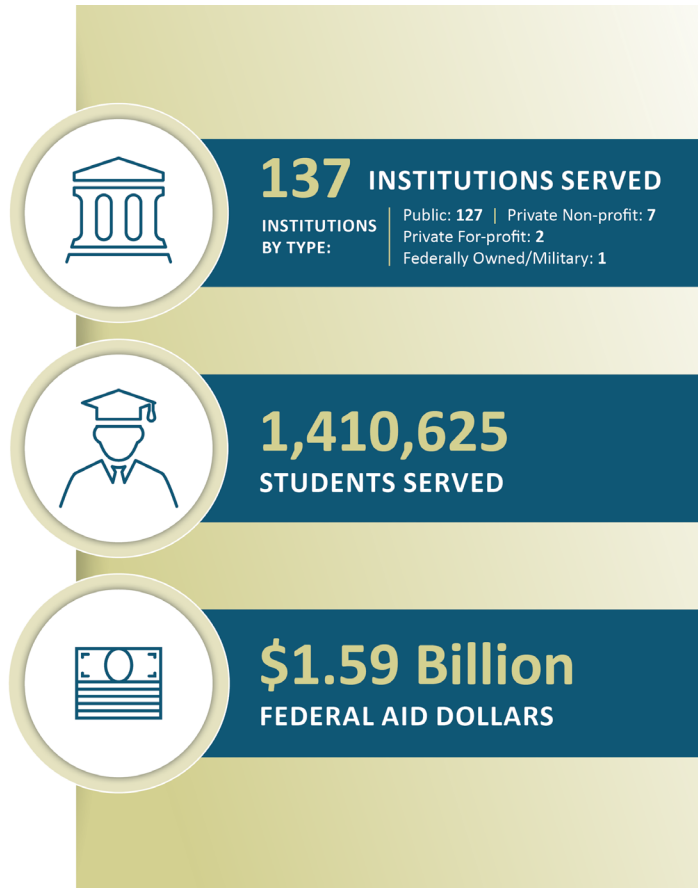
Agenda for Today

- 2:00 pm Setting the Accreditation context
Self-evaluation purpose
Reflections on your mission
- 3:00 pm Break! 😊
- 3:15 pm Advancing your mission and student outcomes
Interpreting and applying the Standards (breakout groups activity)
Developing the Institutional Self-Evaluation Report

Who is ACCJC?

Who We Serve

ACCJC is an institutional accreditor recognized by the U.S. Department of Education as a reliable authority regarding the quality of education offered by member institutions, allowing institutions of higher education access to federal financial aid. ACCJC is also recognized by the Council for Higher Education Accreditation.



- Institutional accreditor recognized by U.S. Department of Education
- Only recognized institutional accreditor specializing in two-year colleges
- Works **collegially** with member colleges to advance educational quality

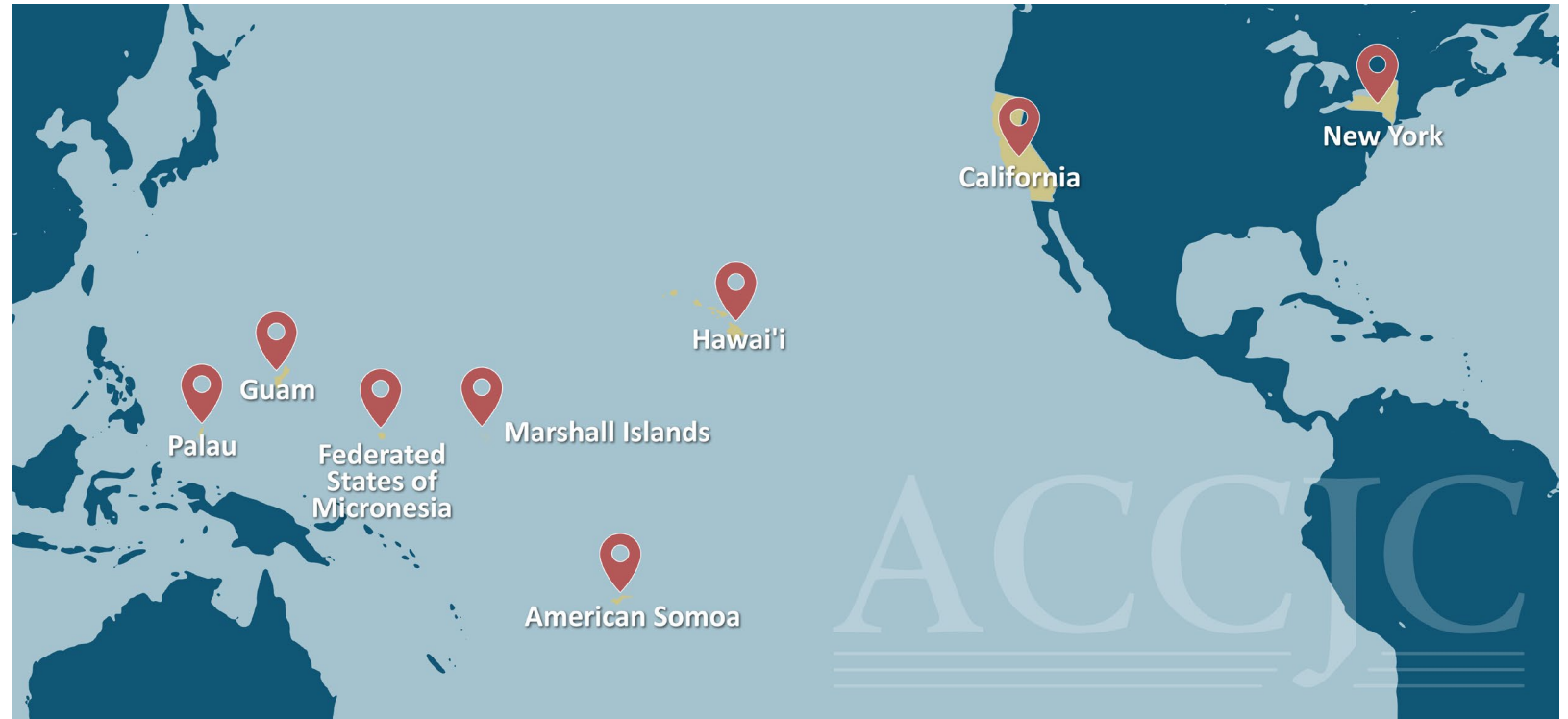
ACCJC's Member Institutions

Similar Educational Purpose

- Primary mission centered on granting **associate degrees**

Diverse Structures & Cultures

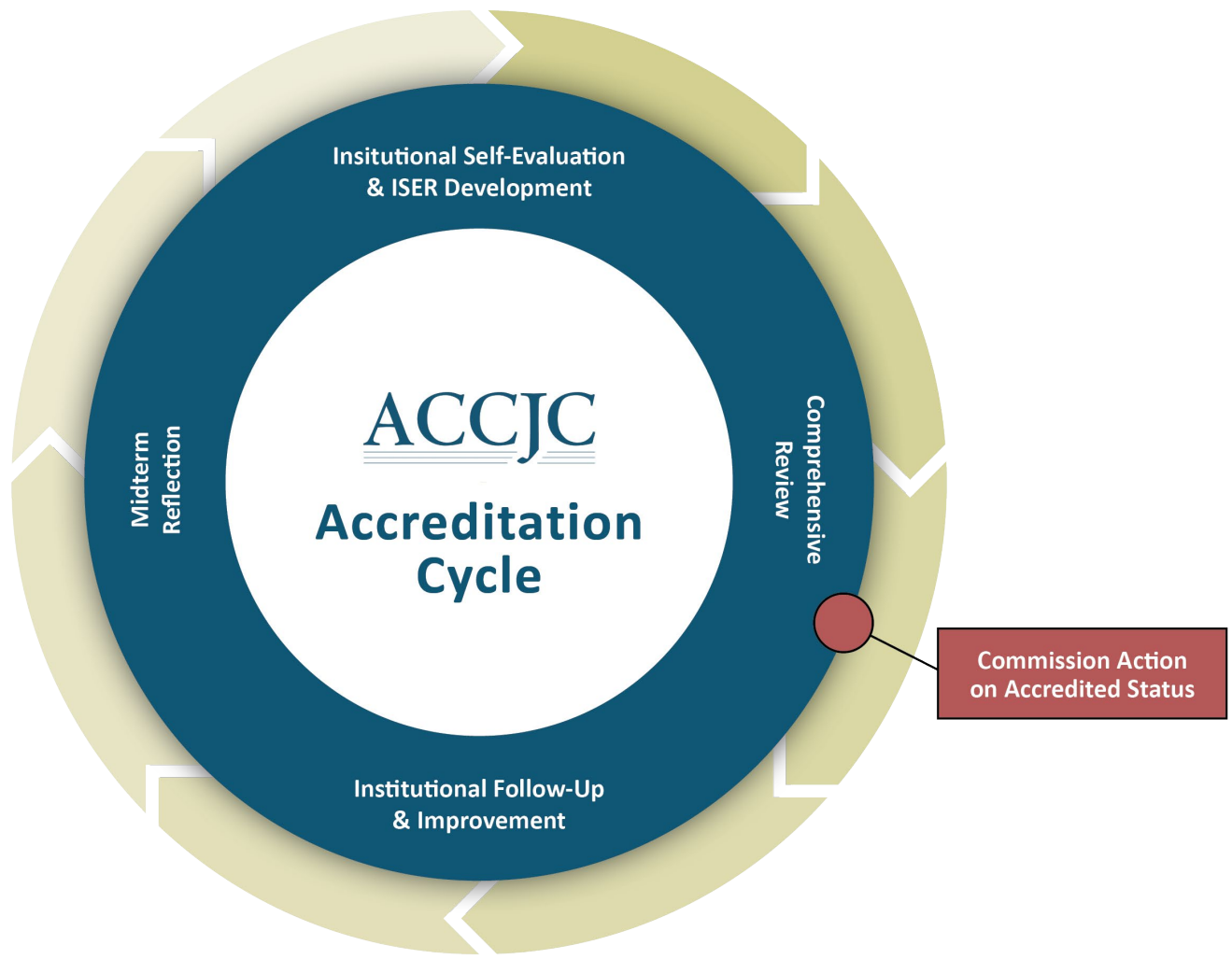
- Public & private
- Non-profit & for-profit
- Parochial & vocational
- Urban & rural
- Range of sizes
- Range of organizational structures



ACCJC's Mission and Values

The ACCJC supports its member institutions to advance educational quality and student learning and achievement. This collaboration fosters institutional excellence and continuous improvement through innovation, self-analysis, peer review, and application of standards.

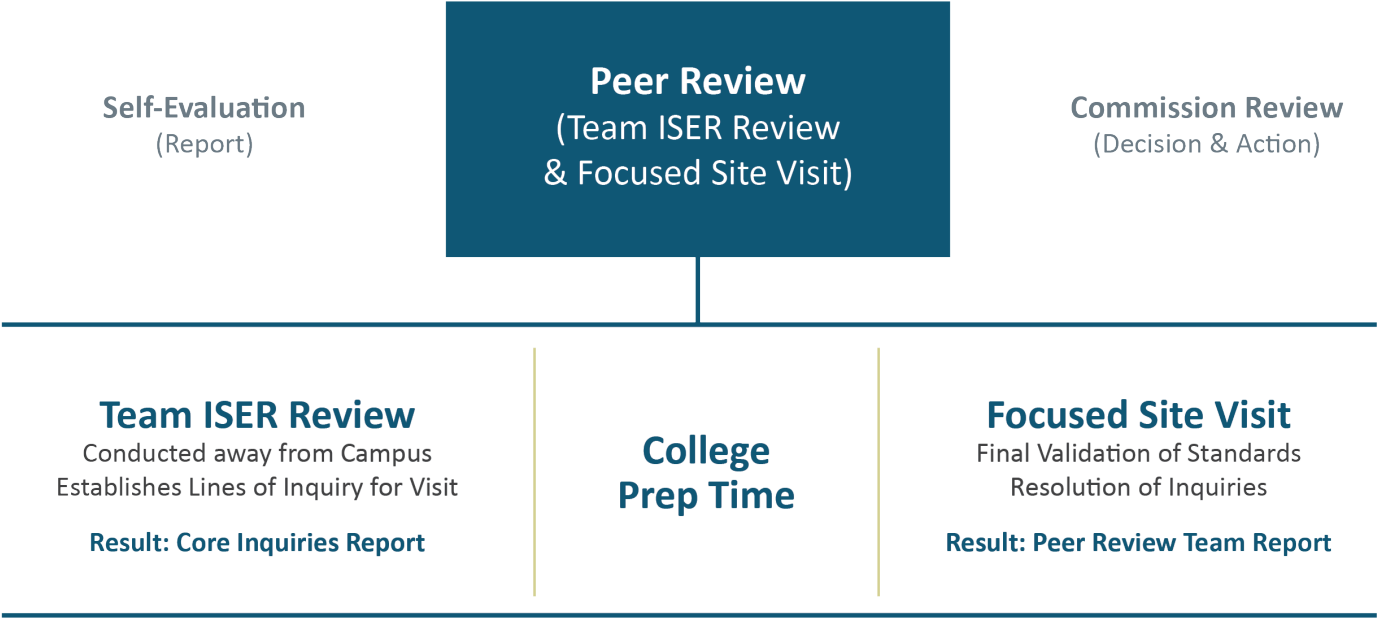




Overview of ACCJC's Comprehensive Review Process



CLOSER LOOK: Two-Semester Peer Review



Today's Workshop Learning Outcomes

- Engage in the self-evaluation process to advance your mission and student outcomes
- Interpret 2024 Accreditation Standards
- Write a concise, reflective, and evidence-based report

Why engage in accreditation work?

...listen to our students' needs and **grow and adapt** as an institution to stay relevant and meaningful to our students.



...recognizes our duty to address the Obligation Gap - our responsibility as an institution to **address** the most pressing equity gaps in student outcomes.



As an institution, Cañada contributes to the financial stability of students to empower them to pursue personal, academic, professional, and civic goals. Cañada College continuously **assesses processes and removes barriers** to student access, success, and completion.

The self-evaluation is an opportunity:

- To reflect on your mission
- To share your story
- To plan for your future



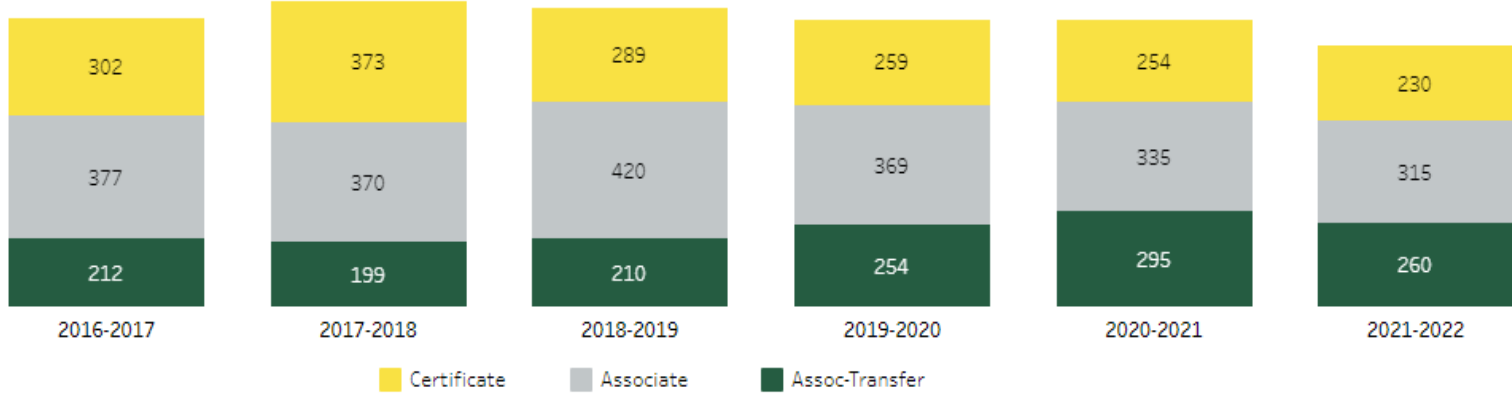
What is the mission of Cañada College?

Reflecting on Your Mission

– What Story does your Data Tell?

Select: California State University system

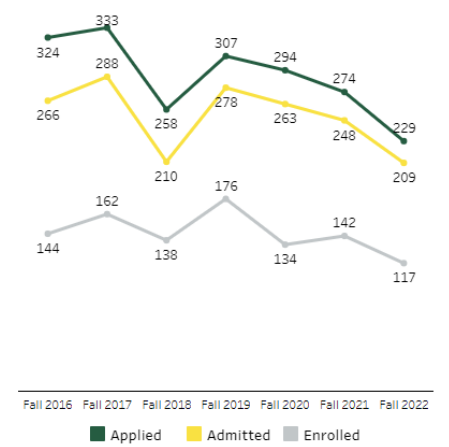
Number of Awards by Academic Year



Average Number of Accepted Applicants (Fall 2016 to Fall 2022)

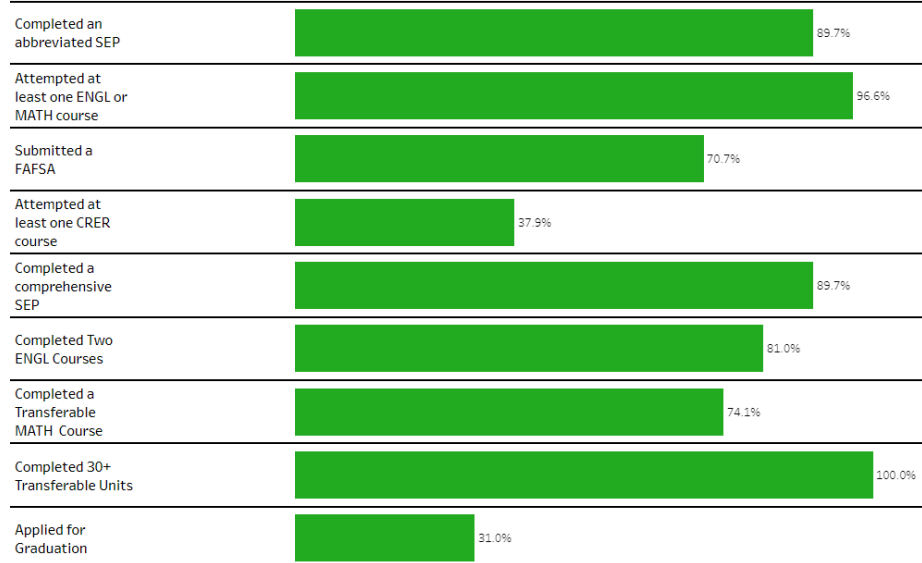


CSU Totals by Reporting Period (Fall 2016 to Fall 2022)



Term: Fall 2022 | Gender: (All) | Ethnicity: (All) | Age: (All)
 Earned Units: 65.0 - 74.9 Units | Break Out By: Total | FT/PT: (All) | First Gen: (All)

58 Transfer-Seeking Students at Cañada College in Fall 2022 with 65.0 - 74.9 Units Earned As Of Term Start. What Milestones Have Been Completed as of the Start of Fall 2022?

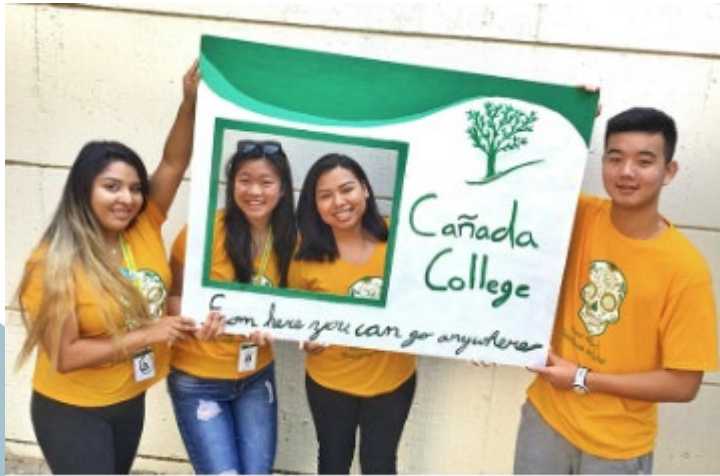


	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
AI/AN			*	*		*
Asian	83	65	65	83	59	49
Black/African American	36	28	35	27	*	12
Filipino	35	16	25	13	22	25
Hispanic/Latinx	460	465	516	523	512	466
Pacific Islander	*	*	*	*	*	*
White	203	272	191	158	190	170
Multiraces	27	48	45	30	34	26
Unknown	29	33	35	31	30	40

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Under 18	*	*		*	*	*
18 - 22	308	257	335	306	317	313
23 - 28	257	339	265	235	209	141
29 - 39	157	183	180	194	208	204
40 - 49	95	76	69	95	84	80
50 - 59	49	63	57	46	45	52
60 +	23	23	*	*	*	*

* Subpopulations smaller than 10 are suppressed and displayed with an asterisk.

Reflecting on Your Mission – Where are you Focusing Efforts to Advance Mission?



The self-evaluation is an opportunity



- **Reflect on your mission**

- Who do you serve?
- How well do you serve them?
- How do you know?

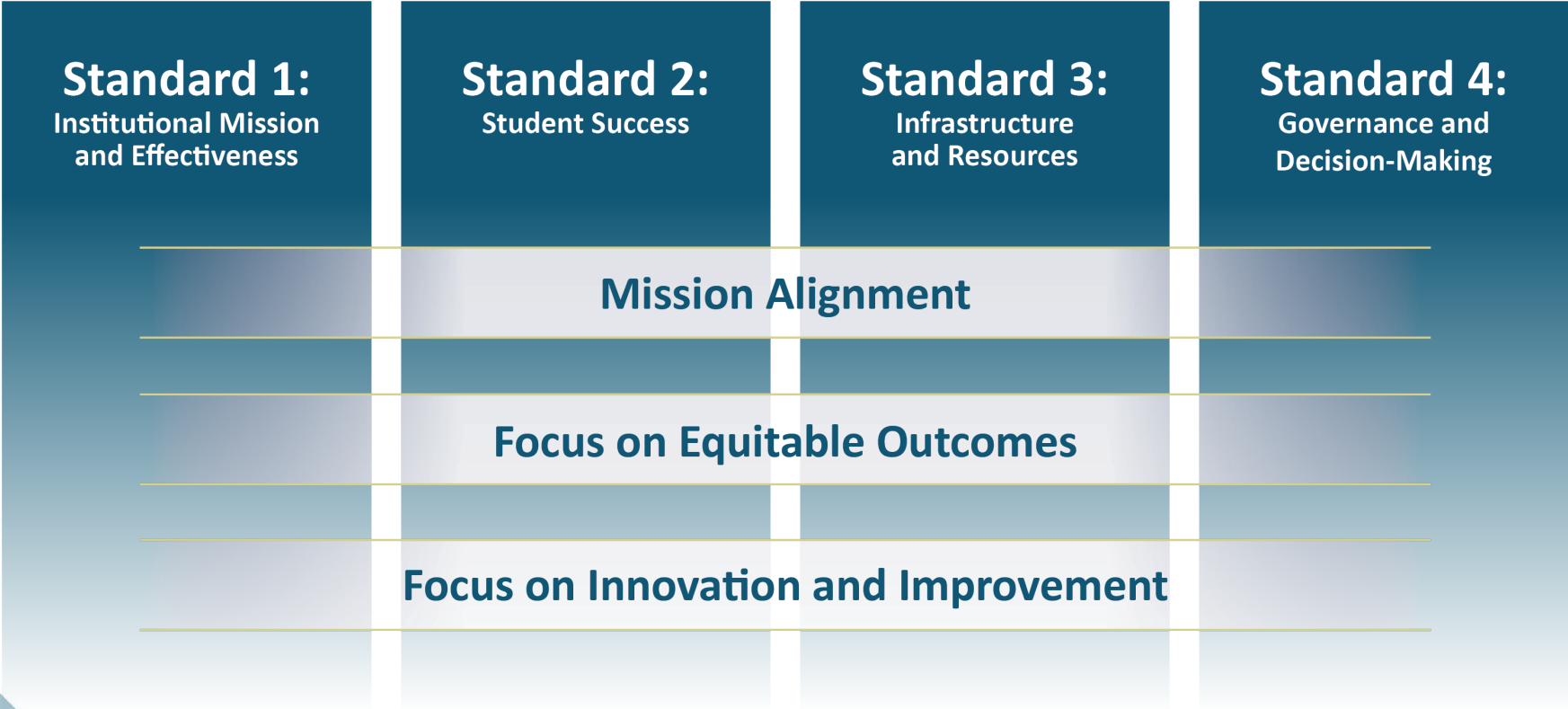
- **Share your story**

- What are your success stories?
- How are you advancing equitable outcomes?
- Where are you learning and innovating?

- **Plan for your future**

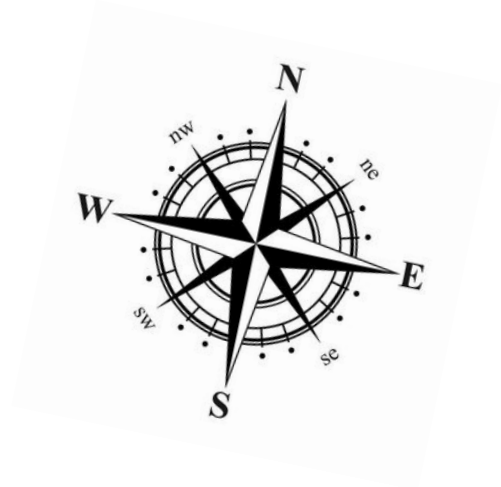
- How are your students' needs changing?
- Where can you adapt and improve?
- What is your vision for the next cycle?

New Standards and Philosophical Approach



Principles Guiding the New Standards

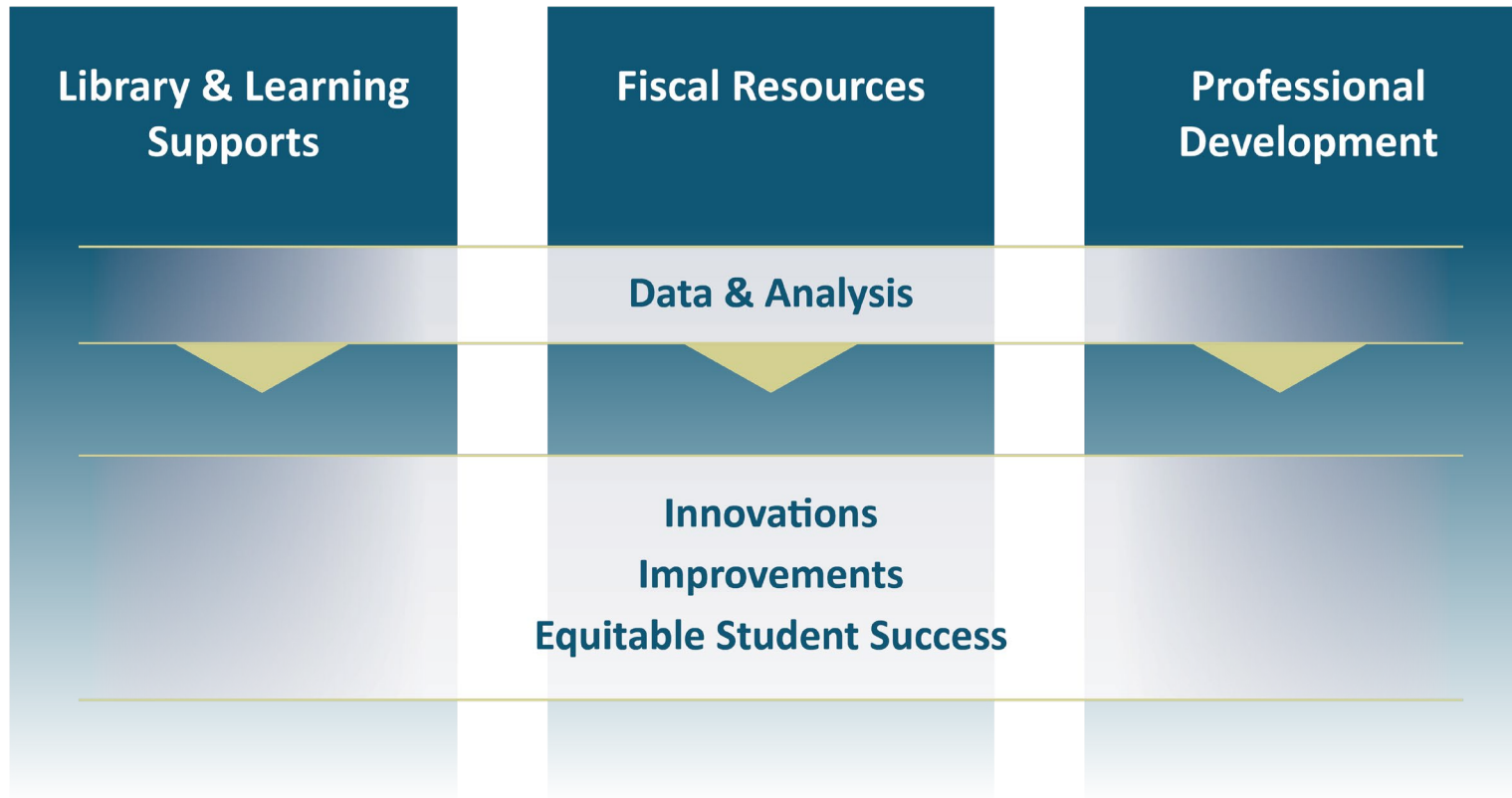
- Align with Commission's Eligibility Requirements, policies, and values
- Reflect current norms and practices within US higher education
- Focus on outcomes and improvement rather than processes
- Reflect the diversity of ACCJC member institutions
- Use clear language and minimize redundancies
- Balance accountability and improvement
- Emphasize equity and inclusion



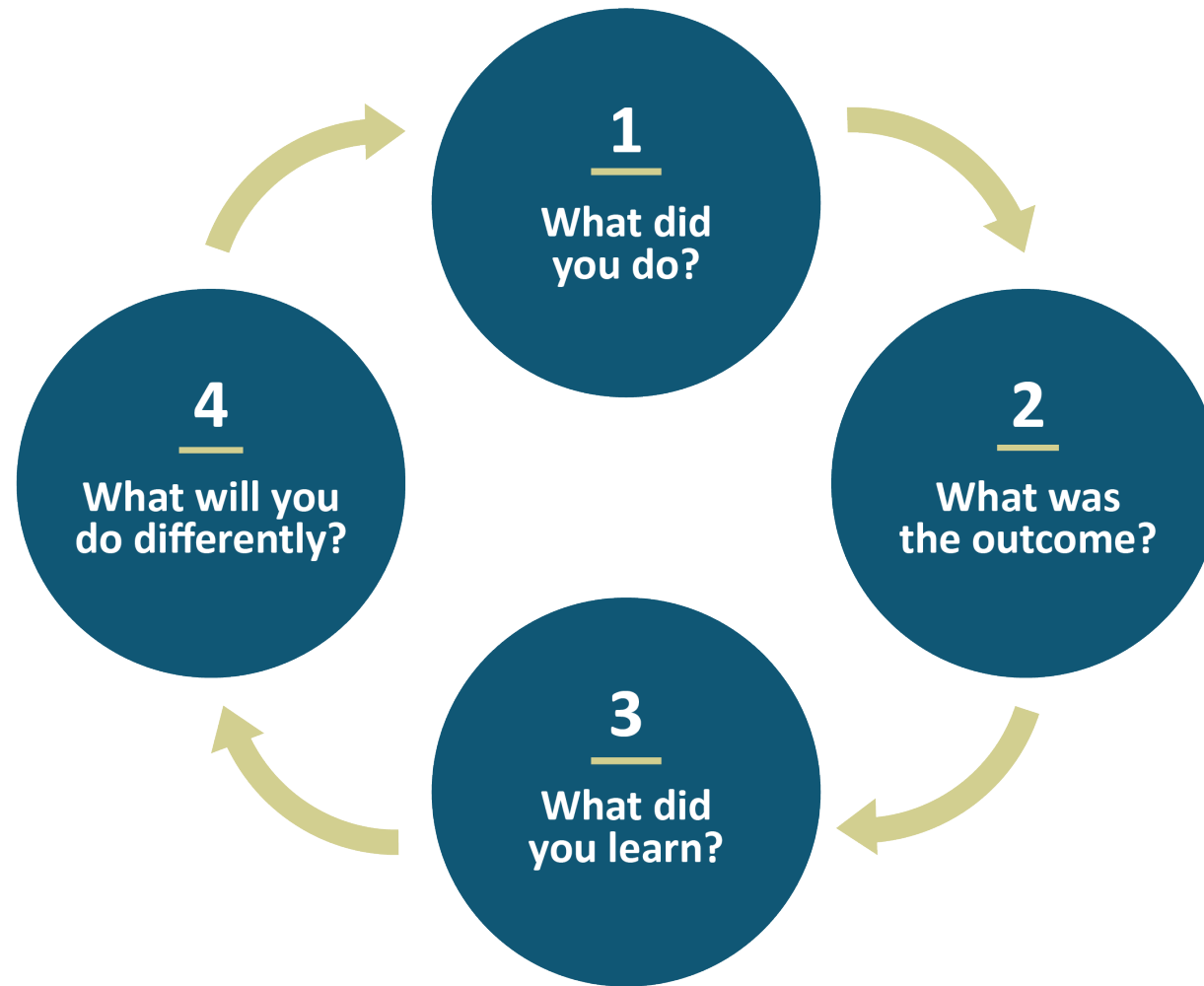
Overview of Major Changes in the Standards

FROM	→	TO
Repetitive and siloed	→	Streamlined and holistic
“do you have a process”	→	“what are the results, and how do you use them”
Narrative required for everything	→	Some documentation provided via checklist
120 Standards (127 for multi-college districts)	→	30 Standards for all colleges

New Standards: Outcomes versus Processes




General Framework for Reflection & Improvement



Mindset and approach matter!

To what degree do you think Cañada College reflects the characteristics of a “learning-focused” institution?



Institutions with a learning-focused mindset:

- Stay intentionally mindful of mission and goals
- Start with data and evidence
- Ask questions about outcomes and results
- Celebrate, appreciate, and build on what works
- Lean into gaps and opportunities for improvement
- Think holistically across departments and systems
- Hold themselves accountable for improvement

Reflecting on Your Data

from the 2023 Cañada College Annual Report

What story does this tell?

- *What do you see?*
- *What does it mean to you?*
- *Now what?*

12. Course Completion Rates

	2019-20	2020-21	2021-22
12a. List your Institution-Set Standard (floor) for successful student course completion rate:	70%	71%	71%
12b. List your stretch goal (aspirational) for successful student course completion rate:	72%	77%	77%
12c. List the actual successful student course completion rate:	71%	73%	73%

13. Certificates

	2019-20	2020-21	2021-22
13a. List your Institution-Set Standard (floor) for certificates:	280	280	201
13b. List your stretch goal (aspirational) for certificates:	300	300	331
13c. List actual number or percentage of certificates:	251	220	231

16. Transfer

	2019-20	2020-21	2021-22
16a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	240	304	304
16b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	300	447	447
16c. List actual number or percentage of students who transfer to a 4-year college/university:	366	317	238

14. Associate Degree (A.A./A.S.)

	2019-20	2020-21	2021-22
14a. List your Institution-Set Standard (floor) for degrees:	300	327	327
14b. List your stretch goal (aspirational) for degrees:	380	554	554
14c. List actual number or percentage of degrees:	369	335	315

What are the intended outcomes of self-reflection?

Establish meaningful and effective **framework** for fostering institutional excellence and equitable student outcomes.

To demonstrate how you **exemplify academic quality and continue to improve.**



Questions, Dialogue, and Feedback



Accreditation Standards

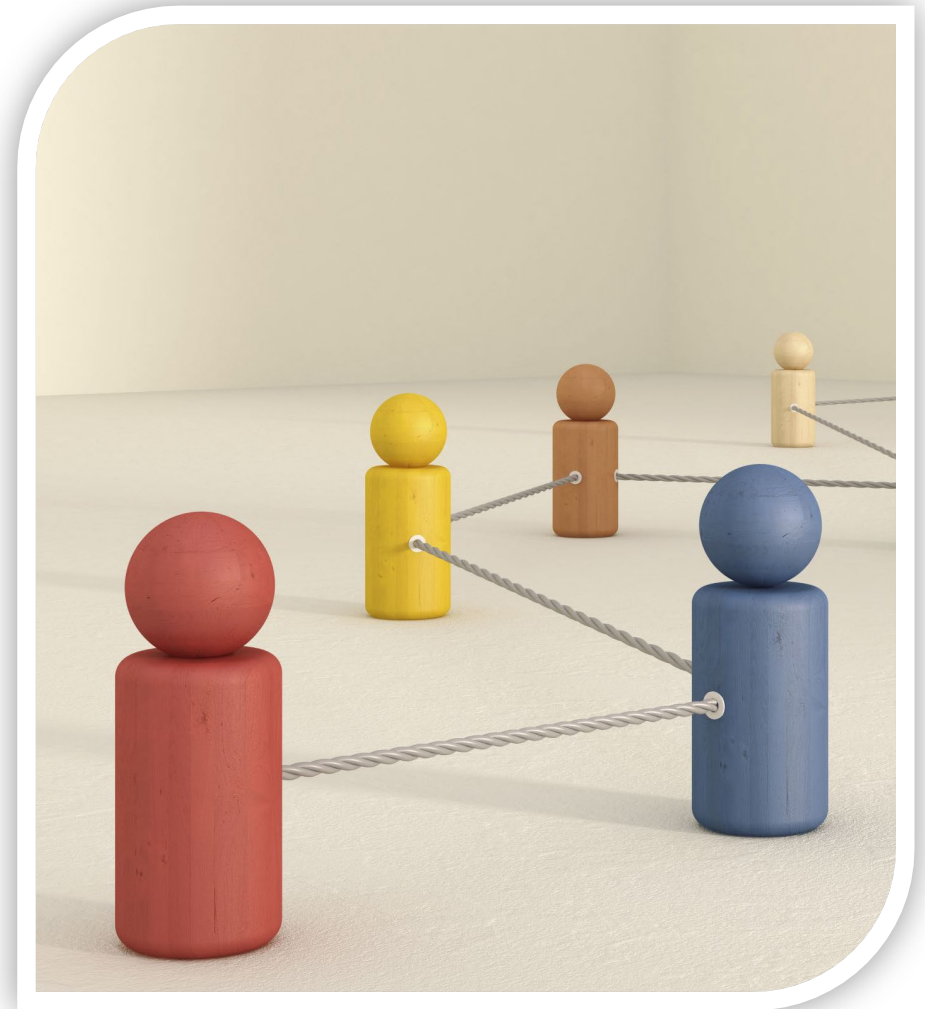
*Advancing your
mission and
student outcomes*

Apply the Standard: What do they mean?

Standard 1.1:

(Institutional Mission and Effectiveness)

The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students.



Address Review Criteria

Standard 1.1 Review Criteria:

- The institution's mission appropriately reflects the community and students it serves.
- The institution's mission appropriately reflects the nature and structure of the institution (public, private, non-profit, corporate, etc.).
- The institution's commitment to equitable educational outcomes is informed by an understanding of the characteristics and needs of its students.
- The institution's mission demonstrates alignment with ACCJC's Policy on Social Justice.

Consider Possible Sources of Evidence

Standard 1.1 Possible Sources of Evidence Could Include:

- Documents or webpages that articulate the overall mission and purpose of the institution (mission statement, vision statement, values statements, goals statements, strategic plans, factbooks, key performance indicators, etc.)
- Minutes from meetings, retreats, or other events at which the mission is discussed
- Evidence that shows engagement with internal and external stakeholders around the institution's overall mission and purpose (annual reports, presentations, surveys, etc.)

Submit Required Documentation

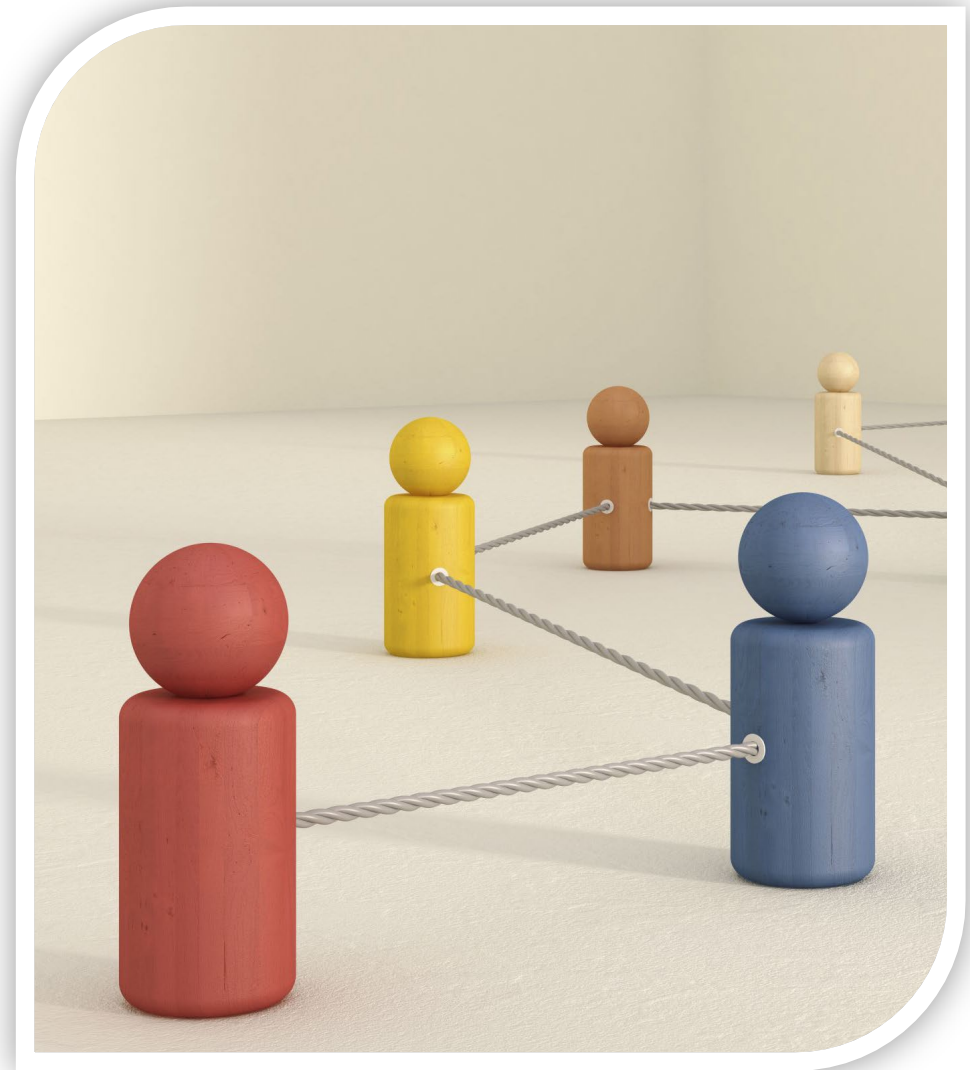
Standard 1 (Institutional Mission and Effectiveness) – Required Documentation:

- Institutional procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution
- Documentation of the governing board's approval of the institutional mission
- Procedures/processes for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution
- Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards) in accordance with Commission policy and practices for monitoring institutional performance, including standards and goals for course success, degree and certificate attainment, transfer, job placement rates, and licensure examination pass rates.

Apply the Standard: What does this mean?

Standard 2.1: (Student Success)

Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes.



Address Review Criteria

Standard 2.1 Review Criteria:

- Consistent with the institution's mission, academic programs are structured to lead to degrees, certificates, transfer, employment, or other similar credentials.
- The institution's processes for curriculum design and development ensure all academic programs align with the institution's mission.
- The institution's processes for curriculum design and development reflect generally accepted practices in higher education for ensuring breadth, depth, and rigor appropriate to the level of instruction (e.g., associate or baccalaureate level) and across all modalities.

Consider Possible Sources of Evidence

Standard 2.1 Possible Sources of Evidence Could Include:

- Examples from the institution's curriculum development and approval processes (including processes for distinguishing lower and upper division content, if applicable)
- Examples illustrating the curriculum review cycle and criteria by which existing courses are reviewed and updated to ensure breadth, depth, and rigor appropriate to the content level
- Catalog listings of academic programs outlining expected learning outcomes

Submit Required Documentation

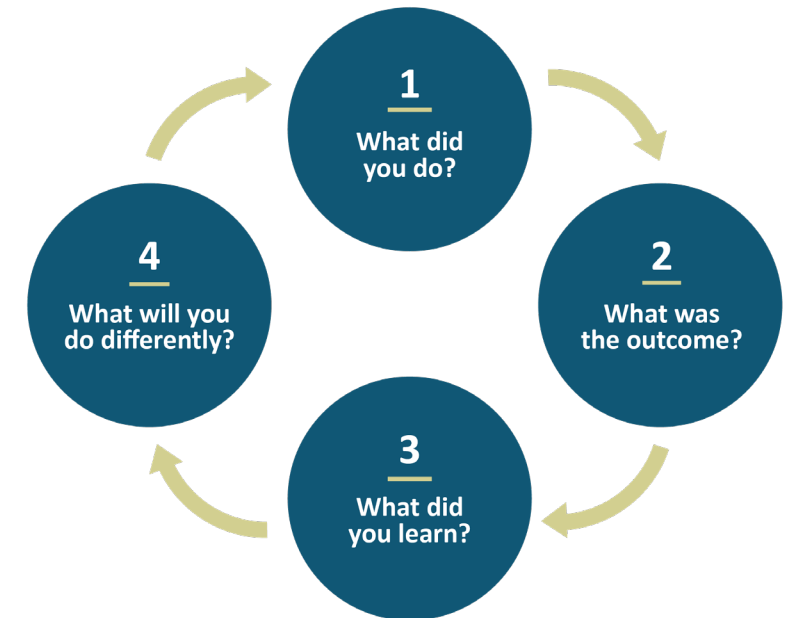
Standard 2 (Student Success) – Required Documentation: *(select excerpts below – go to website for full list)*

- Documentation of minimum degree requirements (60 units for AA, 120 units for BA)
- Documentation that the official catalog provides information regarding the purpose, content, requirements, and expected learning outcomes of degree and certificate programs
- Documentation showing how the institution distinguishes pre-collegiate curriculum from college-level curriculum (if applicable)
- Documentation of compliance with Federal standards for clock-to-credit hour conversions (if applicable)

Reflecting on the Standards

For each Standard, consider:

1. What do we do to align with the Standard?
2. What are the results of these actions? How effectively do the actions support equitable student success? How do we know?
3. What did we learn?
4. What will we do differently as we move forward?
How does that learning inform our institutional plans and practices for action, improvement, and/or innovation?



Apply the Standards to YOUR College - Activity

1

Read the Standards
in the activity.

2

Discuss the
accompanying
questions.

3

Be prepared to
discuss your
thoughts with the
entire group.

Institutional Mission and Effectiveness

Standard 1.2: The institution establishes meaningful and ambitious goals for institutional improvement, **innovation**, and equitable student outcomes.

Standard 1.3: The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and **innovation**.

Student Success

Standard 2.2: The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support **equitable** attainment of learning outcomes and achievement of educational goals.

Standard 2.6: The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote **equitable** student learning and achievement.

Infrastructure and Resources

Standard 3.2: The institution supports employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting **equitable** student success and in meeting institutional and employee needs.

Standard 3.4: The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote **equitable** achievement of student success.

Governance and Decision-Making

Standard 4.2: Roles, responsibilities, and authority for decision-making are clearly **defined and communicated** throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the **inclusion of relevant perspectives**.

Standard 4.3: The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices **support a climate of collaboration and innovation** that advances the mission and **prioritizes equitable student outcomes**.

Documenting your Reflections

Evolving Expectations for Institutional Self-Evaluation Reports

New ISER Template (embedded instructions for each section)

Major Sections in the Self-Evaluation Report	Suggested Length
Forward to the Institutional Self-Evaluation	1 page
A. Introduction: Institutional Context	2-5 pages
B. Institutional Self-Evaluation of Alignment with the Accreditation Standards	60-70 pages
C. Required Documentation	(no narratives)
D. Appendices: 1 – Verification of Catalog Requirements 2 – Organizational Information 3 – Additional Approved Locations (if applicable)	(no narratives)

New Prompt from the ISER Template

For each standard, provide a narrative response that analyzes the institution's alignment with the Standard. The narrative should address the review criteria and provide supporting evidence, data, and examples as appropriate. The narrative should also address opportunities for innovation and areas for improving alignment to the Standard that were identified during the self-evaluation process.

As you prepare to draft your response, it may be helpful to reflect on the following questions:

- What does the institution do to align with the Standard?
- What are the results of these actions? How effectively do the actions support equitable student success? How do you know?
- What did the institution learn?
- What will the institution do differently as it moves forward? How will the institution's learning inform its plans for action, improvement, and/or innovation?

Not everything needs a narrative

New “Required Documentation” Checklist – from the ISER Template:

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution’s authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	[Insert document name(s) and link(s)]
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	[Insert document name(s) and link(s)]
iii. Documentation of the governing board’s approval of the institutional mission (ER 6)	[Insert document name(s) and link(s)]

What practices lead to an effective self-evaluation report?

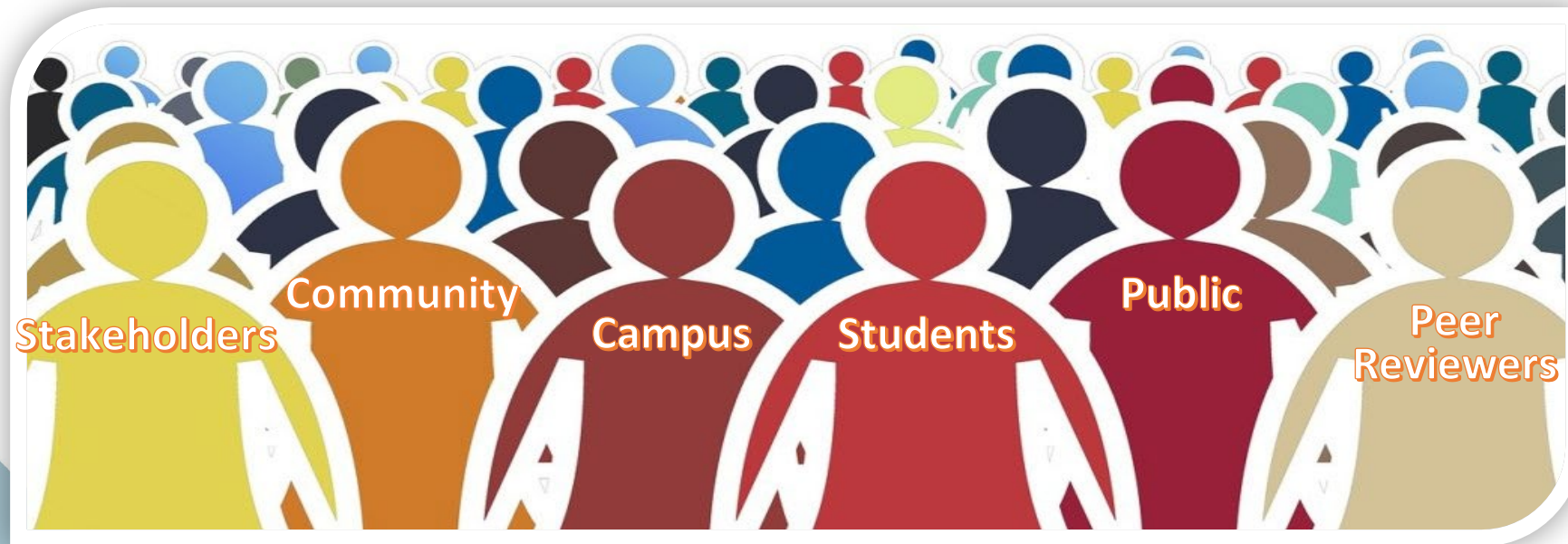
- Discuss Standards and review criteria, identify and gather the evidence, **then** write
- Highlight equity, outcomes, improvements, and innovations
- Keep the narrative concise, direct, and focused
- Call out both strengths and areas for improvement
- Use simple, clear, business-style writing
- Keep your readers in mind (avoid acronyms, use legible fonts, etc.)

Good practices for data and evidence?

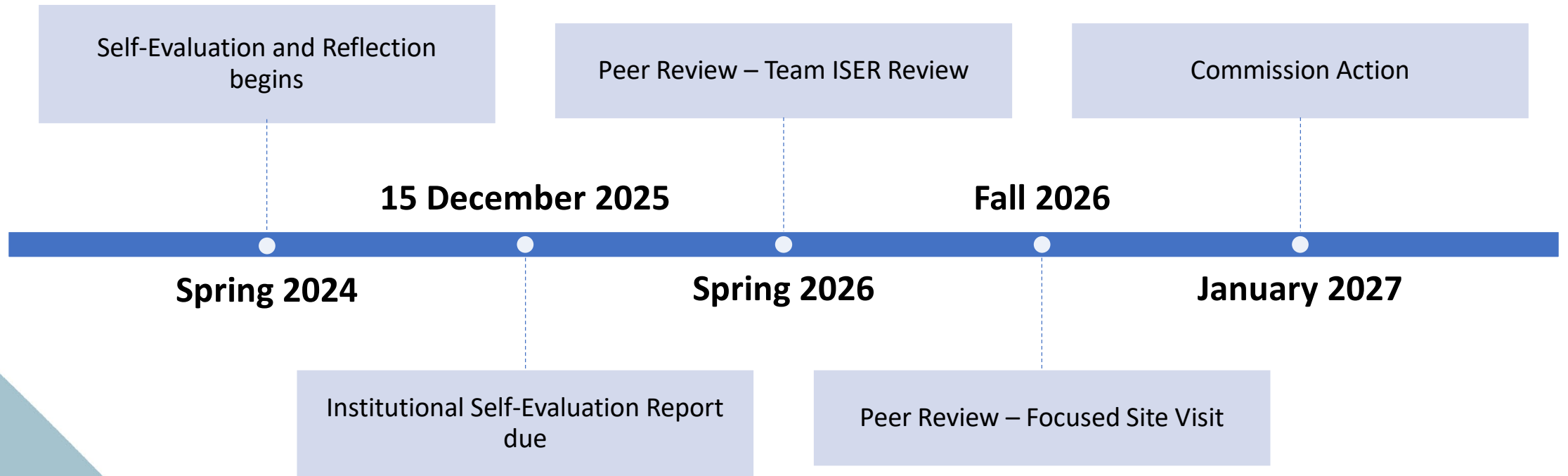
- Identify and gather your evidence ***before*** you begin writing
- Consider the suggestions for evidence in the Standards
- Show how data/evidence are used to improve (esp. student outcomes)
- More evidence is not necessarily better
- Provide representative samples & “case studies”
- Call out relevant sections of big documents (highlights, excerpts, etc.)
- “Freeze” evidence from websites in a PDF or screenshot

Institutional Self-Evaluation Report

TELL YOUR STORY



Timeline Overview



ACCJC assistance & support throughout the process

Questions, Dialogue, and Feedback

