A Conversation with

New Standards, Quality Assurance

Erik Shearer, Faculty Accreditation Co-Chair (Napa Valley College)
Robyn Wornall, Dean of Institutional Effectiveness (Napa Valley College)
Bob Pacheco, Assessment Chair RP Group (MiraCosta College)
Alketa Wojcik, Board Member, RP Group (MiraCosta College)

http://tinyurl.com/koph6p5
The Outcomes for This Webinar

• Discover how one college is using the new standards for innovation and creativity for quality improvement and meeting the Commission’s expectations.

• Reflect on the accreditation efforts at your own institution in light of what you learn about what NVC is accomplishing.

• Build a clear sense of self-efficacy that you can use the new standards to improve as a learning organization and get the job done.

http://tinyurl.com/koph6p5
Resources

• All Handouts and PowerPoint Can Be Found at http://tinyurl.com/koph6p5
• We are Building a Website for the 2016 Institutions as a Learning Space for Institutions to Come Together and Share...

Spring 2016 Institutions
Allan Hancock College
Chaffey College
College of Micronesia – FSM
College of the Siskiyous
Glendale Community College
MiraCosta College
Monterey Peninsula College
Palau Community College
Santa Monica College
All nine LACCD institutions

Fall 2016 Institutions
Antelope Valley College
College of Marin
Evergreen Valley College
Irvine Valley College
Moorpark College
Mt. San Antonio College
Oxnard College
Saddleback College
San Diego City College
San Diego Mesa College
San Diego Miramar College
San Jose City College
Ventura College
On the Cloud Site

Key Documents for You

http://tinyurl.com/koph6p5
Some Logistics and Housekeeping

• The session is being recorded for asynchronous viewing, so no worries if tech issues get in your way today.

• We will not get to all the questions you have, so save them—we hear you, and there will be more conversations in the future.

• We do have a chat room where folks can talk, and we will try to synthesize the conversations and comments for the NVC team.
A Thank You

• Spirit of Collegiality
• Colleges Coming Together to Share
  • How they are defining academic quality
  • How we know we are meeting the standards
  • What we do to improve
• Making the Standards Come Alive; Taking Ownership

http://tinyurl.com/koph6p5
How We’ll Roll

Logistics and background          5 minutes
Laying the foundation             5 minutes
In their own words (NVC)          25 minutes
Facilitated conversation          25-35 minutes
From the field                   10 minutes
Next steps/other resources        5 minutes

Principal focus will be on the Self-Evaluation Report....

http://tinyurl.com/koph6p5
New Standards Timeline

- New Standards Adopted: June 2014
- New Standards Training at MCC: October 15, 2014
- Emails, Webinar, Websites: November 2014
- Ongoing (2015 and 2016)

Documents and Guides Being Uploaded:
- Guide to Policies
- Accreditation Reference Guide
- Manual for Self-Evaluation

http://tinyurl.com/koph6p5
In Your Own Words....

http://tinyurl.com/koph6p5
In Your Own Words....

<table>
<thead>
<tr>
<th>A</th>
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<td>STANDARD</td>
<td><strong>COMPONENT</strong></td>
<td><strong>PROMPT</strong></td>
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<td>II: Instructional Programs</td>
<td>IIA6</td>
<td>The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.</td>
<td>RESOURCES</td>
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<td>II: Instructional Programs</td>
<td>IIA7</td>
<td>The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.</td>
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<td>II: Instructional Programs</td>
<td>IIA8</td>
<td>The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.</td>
<td>Inclusivity, CC</td>
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<td>II: Instructional Programs</td>
<td>IIA9</td>
<td>The institution awards course, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms and equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.</td>
<td>SSSP</td>
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<td>II: Instructional Programs</td>
<td>IIA10</td>
<td>The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.</td>
<td>CC</td>
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<td>II: Instructional Programs</td>
<td>IIA11</td>
<td>The institution includes, in all of its programs, student learning outcomes appropriate to the program level in: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.</td>
<td>LOAC, CC, Acad Stds</td>
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[Excel spreadsheet image]

[Google Sheets link]: http://tinyurl.com/koph6p5
STANDARD IV.C: Conceptual Map

The institution has a governing board that has authority over and responsibility for policies to assure academic quality, integrity, and institutional effectiveness. (IV.C.1)

Responsibilities and Practices

Board Processes
- Acts as collective entity. (IV.C.7)
- Reflects public interest in inst quality. (IV.C.6)
- Advocates for and defends Inst. (IV.C.4)
- Acts in manner consistent w/ Policies. (IV.C.7)
- Regular assessment of policy and bylaws. (IV.C.7)
- Training & Continuity (IV.C.9)
- Board self-eval. (IV.C.10)
- Upholds code of ethics. (IV.C.11)
- Role in Accreditation (IV.C.13)

CEO Oversight
- Adheres to policy on CEO selection and evaluation. (IV.C.5)
- Delegates full authority to CEO. (IV.C.12)
- Holds CEO accountable for college operations. (IV.C.12)

Institutional Quality
- Establishes policies consistent with mission. (IV.C.5)
- Ultimate responsibility for quality, legal, and financial. (IV.C.5)
- Regularly reviews key indicators of student success. (IV.C.8)

Communications
- Publishes bylaws and Policies. (IV.C.6)
- Makes board evaluation results public. (IV.C.10)

Analysis of Effectiveness and Gaps in Governance and Decision Making

Improvement Narrative
STANDARD L82: Conceptual Map

The institution engages in continuous, broad based, systematic evaluation and planning.
(L.8.8 and ER19)

Effectiveness Practices: Instructional Programs and Services

- Assesses accomplishment of Mission (L.8.5)
- Analysis of Learning Outcomes Assessment Data (L.8.5 and L.8.6)
- Analysis of Student Achievement Data (L.8.5 and L.8.6)
- Performance analysis leading to improvements (L.8.6)
- Regular evaluation of policies and processes (L.8.7)
- Communication of Results (L.8.8)

Effectiveness Practices: Institution

- Integrated program review, planning, and allocation (L.8.8 and ER19)

Analysis of Effectiveness and Identification of Gaps

Improvement Narrative
NVC assures the clarity, integrity, and accuracy of information in all communications, internally and externally. (I.C.1)

**Communication Practices**

- Catalog [I.C.2 and ER20]
- Academic Quality: Student Learning and Achievement. [I.C.3 ER10]
- Description of Degrees and Certificates [I.C.4]
- Accreditation Status [I.C.1, I.C.13 ER21]
- Total Cost of Education [I.C.6]
- Academic Freedom [I.C.7 & ER 13]
- Honesty, responsibility, and Academic Integrity [I.C.8]
- Faculty Objectivity [I.C.9]

**Policies**

- Communications Policy [I.C.5]
- Academic Freedom [I.C.7]
- Honesty, academic integrity and behavior [I.C.8]
- Compliance with Commission Policies / integrity in Communications [I.C.12-13 ER21]

**Internal Communication**

- Current Students, Faculty, Staff

**External Communication**

- Future students, community, agencies.

Analyses of Effectiveness and Gaps in Communications and Institutional Integrity

Improvement Narrative
STANDARD IV.A: Conceptual Map

Institution supports the effective participation of administrators, faculty, staff and students in policy development and implementation; ensures appropriate consideration of relevant perspectives; and aligns decision-making with expertise and responsibility through systems of board and institutional governance. (IV.A.1.5)

Governance and Decision-making Practices

- Planning and Budgeting: Administrators and Faculty (IV.A.3)
- Institutional Governance & Policy: All Groups (IV.A.3)
- Curriculum: Academic Admins and Faculty (IV.A.4)
- Student Learning Programs and Services: Academic Admins and Faculty (IV.A.4)

Documents and Communicates Processes and Decisions (IV.A.4)


Analysis of Effectiveness and Gaps in Communications and Institutional Integrity

Improvement Narrative

Policies
- Participation in Decision-making
- Institutional Governance
- Curriculum and Learning Programs and Services
Questions from the Field

What is the NVC Approach to the New “Evidence of Meeting the Standard” Section that Replaces the Descriptive Summaries?

**FORMAT FOR THE REPORT**

- Institutional Organization (organizational chart, functional map, list of off-campus sites, DE/CE)
- Eligibility Requirements
- Accreditation Standards:
  - Evidence of Meeting the Standard
  - Analysis and Evaluation (Whether or not, and to what degree does evidence demonstrate that the institution meets each Standard? How has the institution reached this conclusion?)
  - Actionable Improvement Plans (See note next slide)
- Quality Focus Essay [NEW]

[http://tinyurl.com/koph6p5](http://tinyurl.com/koph6p5)
Questions from the Field

What is the NVC approach to the Analysis and Evaluation section?
What Tools Are You Using to Systematically Assess your Performance?

**FORMAT FOR THE REPORT**

- Institutional Organization (organizational chart, functional map, list of off-campus sites, DE/CE)
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- Accreditation Standards:
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- Quality Focus Essay [NEW]

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Questions from the Field

What is the NVC Approach to the Checklist for Commission Policies and Federal Regulations?

**FORMAT FOR THE REPORT**
**INSTITUTIONAL SELF EVALUATION USING THE ACCREDITATION STANDARDS**

- Compliance with specified Commission policies and federal regulations (see Checklist document)
- Responses to previous recommendations
- [NOTE: Self-identified actionable improvement plans do not have to be included in the SER. However, they should be integrated into planning processes of the institution for implementation and follow-up. And, the institution may still wish to use them as evidence to demonstrate planning processes and results.]
Checklist for Comprehensive
External Evaluation Teams Evaluating Compliance with
Federal Regulations and Commission Policies
(in addition to what is specifically evaluated within the language of Accreditation Standards)

NOTE: This checklist will become part of the external evaluation team report.

The team should place a check mark next to each item when it has been evaluated. For each category, the team should also complete the conclusion check-off and insert appropriate narrative to alert any concerns or noncompliance areas.

Public Notification of an Evaluation Visit and Third Party Comment

_____ The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.

_____ The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.

_____ The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

Regulation citation: 602.23(b).

Conclusion Check-Off (mark one):

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Comments:
Questions from the Field

What is the NVC approach to the Checklist for Commission Policies and Federal Regulations?

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INSTITUTIONAL SELF EVALUATION USING THE ACCREDITATION STANDARDS

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Questions from the Field

What is the NVC Approach to the Quality Focus Essay?
How is this Work Evolving Now that Planning Agenda/Improvement Plans Are No Longer?

**QUALITY FOCUS ESSAY**

- The College is asked to discuss, in essay format, two or three areas it has identified for further study, improvement, and to enhance academic quality, institutional effectiveness, and excellence.
- The Midterm Report will be an update on the quality improvement efforts, and an analysis of data (AR/AFR, etc.) related to institutional performance.

**QUALITY FOCUS ESSAY**

- Related to the Accreditation Standards
- Be realistic, coming out of data and reflected in the self evaluation process and Self Evaluation Report
- 5,000 word limit
- Multi-year, long-term direction(s) for the college
- Commitment to excellence

**FORMAT FOR THE REPORT**

Institutional Self Evaluation Using the Accreditation Standards

- Compliance with specified Commission policies and federal regulations (see Checklist document)
- Responses to previous recommendations
- [NOTE: Self-identified actionable improvement plans do not have to be included in the SER. However, they should be integrated into planning processes of the institution for implementation and follow-up. And, the institution may still wish to use them as evidence to demonstrate planning processes and results.]

http://tinyurl.com/koph6p5
Questions from the Field

**Institutional Effectiveness**

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery. CW IA3, IB3

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies. CW New, IB intro+

What is the NVC Approach to the Disaggregation of Learning Outcomes Data?

http://tinyurl.com/koph6p5
What is the NVC Approach to Addressing the Eligibility Requirements?

ELIGIBILITY REQUIREMENTS (ERs) EVALUATION UNDER NEW STANDARDS

- The first 5 criteria must be separately addressed in the Self Evaluation Report. The others are woven into the institution’s narrative and evidence on the Standards.
  
  See Accreditation Reference Handbook

- Compliance with ERs must be continuous and is verified periodically, usually during the external evaluation process.
Questions from the Field

What Insights Can You Provide on the New Seven-Year Accreditation Cycle and the Increased Role and Importance of the Annual Report?
Policy on Monitoring Institutional Performance
(Adopted January 2014)

The Commission’s responsibility is to determine whether an institution is in compliance with Eligibility Requirements, Accreditation Standards and Commission policies and to assist institutions, through established procedures, in the improvement of quality.

Commission Monitoring of Institutional Performance
In support of its purposes, the Commission applies a set of annual monitoring and evaluation approaches that assess an institution’s continued compliance with Eligibility Requirements, Accreditation Standards and Commission policies, and that take into account institutional strengths and stability. Such annual monitoring will include, but not be limited to:

- Headcount enrollment data
- Data concerning growth in the number of instructional sites
- Collection and analysis of key data and indicators of student achievement and student learning
- Collection and analysis of key data and indicators of fiscal stewardship and stability
- Such other elements as determined by the Commission

Information from the annual monitoring reports will be provided to external evaluation teams for inclusion in the evaluation report. In addition, the Commission may request a special report, with or without a visit on the basis of data provided in annual monitoring reports.

Responsibility of the Institution
It is the responsibility of the institution to inform the Commission of any circumstance that significantly impacts the institution’s operational, academic and student services, or fiscal strength and stability or its compliance with Eligibility Requirements, Accreditation Standards and Commission policies.

1 34 C.F.R. 602.19.
2 Headcount enrollment increases will be considered significant if they represent a one-year increase of 50% or more, 40% or more in two consecutive years, or 30% or more in three consecutive years. If headcount enrollments are significant, then the Commission will begin to monitor the enrollments of particular programs impacting the overall institutional increase.
3 Increases in the number of sites at which 50% or more of a program is offered will be considered rapid growth if they represent a one-year increase of 50% or more, 40% or more in two consecutive years, or 30% or more in three consecutive years. If there is rapid growth in instructional sites, then the Commission may request a special report, with or without visit.
Questions from the Field

What Insights Can You Provide on the New Seven-Year Accreditation Cycle and the Increased Role and Importance of the Annual Report?
Questions from the Chat Room

How are we on time, Alketa?

http://tinyurl.com/koph6p5
Next Steps

• Some additional updates from the NVC folks (after the second draft 😊, upon completion, after the visit).

• Web resource/Wiki

• Cloud Link

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Thank You

- Napa Valley College
- RP Group
- MiraCosta College (Alketa Wojcik)

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