Accreditation 101

November 2020

Overview

- What is an ISER?
- Report expectations
  - Interpreting Standards
  - Identifying evidence
- Gaps and Next steps

Accreditation Timeline

- June 2023 Commission Meeting on Accreditation Status
- Spring 2023 Focused Site Visit
- Fall 2022 Team ISER Review
- August 2022 Board ISER Approval and submission to Commission
- July 2022 Board IESS ISER Review
- June 2022 College Governance ISER Approval (ISER Completed)
- Spring 2021- June 2022 - College and District Team engaged in writing the ISER
- Fall 2020 - ACCJC College training

What is an ISER?

- The work product of the self-evaluation process is an Institutional Self-Evaluation Report
- (ISER).
  - Provides a written analysis of strengths and weaknesses of educational quality and institutional effectiveness
  - Provides documented evidence that demonstrates the institution's current and sustained compliance with Commission Standards
  - Provides self-identified improvement plans
  - Provides the peer review team with the best starting point for its review of the institution
  - Furthermore, a good ISER, when addressing the Accreditation Standards, makes direct

Audience

- Peer Review team
- The Commission
- Institutional Leaders
- College constituency groups
- Community and the public

- They don't know what you know

ISIR Content

- Introduction to the college

- Student Achievement Data and Institutional Set Standards

- Description of College evaluation process

- College and District organization and functional divisions

- Eligibility requirements (most embedded in Standards)

- Compliance with Federal Regulations

- Analysis of Standards (Majority of report)

Not Business as Usual

Table 2: Suggested Page Limits for Each Section of the Standards

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	
A. Mission (4 Standards)	6
B. Assuring Academic Quality and Institutional Effectiveness (9 Standards)	17
C. Institutional Integrity (14 Standards)	10
Standard II: Student Learning Programs and Support Services	
A. Instructional Programs (16 Standards)	17
B. Library and Learning Support Services (4 Standards)	6
C. Student Support Services (8 Standards)	10
Standard III: Resources	
A. Human Resources (15 Standards)	10
B. Physical Resources (4 Standards)	6
C. Technology Resources (5 Standards)	7
D. Financial Resources (16 Standards)	16
Standard IV: Leadership and Governance	
A. Decision-Making Roles and Processes (7 Standards)	10
B. Chief Executive Officer (6 Standards)	5
C. Governing Board (13 Standards)	10
D. Multi-College Districts or Systems (7 Standards)	10
Total pages for Analysis of Standards	140

2016

LACCD
Average in 2016:   294
High in 2016:   324
Low in 2016:   211

Reports should be
48% shorter!

Components of Standard Evaluation

- Evidence of Meeting the Standard
  - The institution should describe and document the factual conditions at the college, including college policies and practices, that demonstrate how the institution's policies or practices align with the Standards.
  - The report should include linked references to evidentiary documents in support of these factual claims.
- Analysis and Evaluation
  - Analysis should result in evaluative appraisals about educational quality, institutional effectiveness, and decisions for improvement.
  - The objective of the self-evaluation process is for the institution to reflect on whether or not, and to what degree, institutional evidence demonstrates it is meeting the standards
- Conclusion
  - The institution should report its overall self-assessment on each section/theme. Holistically, to what extent are the institution's policies and practices aligned with Standards as a sum of its parts, and how
- Improvement plans
- Evidence list

Example: IIID – Financial Resources

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

What is being asked for?

Who would know this information?

What evidence exists?

Example: IIID – Financial Resources

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What evidence exists?

IIID1 – Financial Resources

Review Criteria

- The institution has sufficient revenues to support educational improvement and innovation.
- Funds are allocated in a manner that will realistically achieve the institution's stated goals for student learning.
- Line items in the budget for resources support student learning programs and services.
- The institution's resource allocation process provides a means for setting priorities for funding institutional improvements.
- Institutional resources are carefully managed to sustain student learning programs and services and improve institutional effectiveness.

Evidence

- Annual financial reports (including Audited financial statements);
- Budget allocation model or process;
- Longitudinal comparison of annual operating budgets or financial plans by program or department, highlighting or explaining significant increases or decreases;
- Examples of the enhancement of programs or services funded through the budget
- allocation model or process;

Example

The Kern Community College District (KCCD) receives state apportionment funding based primarily upon Full-Time Equivalent Student (FTES) enrollments (III.D.1-1; III.D.1-2). Those funds are allocated to Bakersfield College (BC) through the **adopted budget procedures according to the Budget Allocation Model (BAM)** (III.D.1-3).

The KCCD BAM takes into account 13 parameters defined in the evidence file: Revenue, Base Allocation, Base Non-Credit FTES Rates, Base Credit FTES Rate, FTES Rate Equalization, COLA, Startup Stabilization Funding, Growth/Decline, Stabilization, Strategic Initiative Funding, Reserves, Carryover, and District Office & Regulatory Allocations. We also receive funding from non-profits, grants, and federal & state categorical funding sources.

Categorical funds are financial support from state and federal governments that are targeted for particular categories of students, special programs, or special purposes (III.D.1-4). The BC **president is responsible for creating the budget recommendation that is sent to the KCCD Chancellor** for approval by the Board of Trustees (BOT) as described in our responses to Standard IV.D.3 and IV.D.4.

The **president receives recommendations and other input from the vice presidents, College Council, and the Program Review and Budget Committees** (III.D.1-5; III.D.1-6; III.D.1-7). BC and the Budget Committee follow the annually-reviewed budget development calendar to **systematically plan** for the upcoming year's fiscal needs (III.D.1-8).

Break Out 1

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

POSSIBLE SOURCES OF EVIDENCE*:
- The college catalog—program descriptions show that programs align to the mission,
- are appropriate to higher education, and culminate in student attainment of learning
- outcomes and achievement of degrees, certificates, employment, and/or transfer;
- Program brochures and web pages that describe the same;
- And/or other documents that demonstrate the institution is aligned with this Standard
- (Data on student degree/certificate completion, transfer, and job placement are
- already included in the ISER section on Student Achievement and do not need to be
- repeated here as evidence that programs culminate in achievement of degrees, etc.)

REVIEW CRITERIA:
- All course and program offerings, whether traditional or distance education and/or
- correspondence education (DE/CE), align with the stated mission of the institution.
- Course and program offerings are appropriate for post-secondary education.
- Program descriptions include expected student learning outcomes and list the
- degrees and certificates that can be earned.
- The institution can supply data that students actually achieve degrees and
- certificates.

Breakout 2

C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

POSSIBLE SOURCES OF EVIDENCE*:

- Program reviews of student support services;
- Student support services planning documents;
- Needs assessment or satisfaction surveys of student support services;
- And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

- The institution has evaluation processes in place to measure the quality of its student
- support services.
- Evaluation occurs at regular intervals.
- Student support services data or outcomes are disaggregated by location or means of delivery as appropriate to the institution's structure.
- The institution has established protocols to verify that these services are of comparable quality and support student learning regardless of location or means of delivery.
- Student services programs are aligned with the institutional mission.

Breakout 3

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

POSSIBLE SOURCES OF EVIDENCE*:
- Diagrams of governance and decision-making lines of communication;
- Examples of innovations or improvement ideas that have been brought forward by an
- individual or group, advanced through the governance/decision-making process, and
- implemented;
- Minutes of meetings, or progress reports, that can track the development of
- innovations or improvements from inception to planning to implementation;
- And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:
- The institution has formal and informal practices and procedures that encourage individuals, no matter their role, to bring forward ideas for institutional improvement.
- The institution has established systems and participative processes for effective planning and implementation for program and institutional improvement.

Feedback and Questions