



## **Accreditation Work Group**

### **Minutes for Friday, September 30, 2022**

9:00 a.m. to 11:00 a.m.

Cravens Center – Multi-Purpose Room

#### **Members Present (30):**

Aaron Sanchez, Amanda Phillips, Caroline Maloney, Chris Jones-Cage (Faculty Co-Chair), Christina Tafoya, Corbyn Wild, Crystal Louden, Daniel Aucutt, Dave Vigo, Dean Papas, Diana Galindo, Diana Guijarro, Felix Marhuenda-Donate, Gary Plunkett, Jacob Banda, Jin An-Dunning, Kim Dozier, Kristie Camacho, Martha Garcia, Marvin Gabut, Michael Gayle, Michael Silveira, Oscar Espinoza-Parra, Roxanne Brazell, Sai Vang, Sara Butler (Accreditation Liaison Officer/Administrative Co-Chair), Señorina Saldivar, Stuart Davis, Terri Wilson, Whitney Shaw

#### **Members Not Present (10):**

Alejandro Jazán, Andrea Calderon, Christina Dodough, Donna Greene, Jeff Baker, Jermaine Cathcart, Jessica Enders, John White, Reid Sagara, Tony Carrillo

#### **Guest:**

Gloria Issa

#### **Presenter:**

Dr. Gohar Momjian; Vice President, Accrediting Commission for Community and Junior Colleges (ACCJC)

#### **Recorder:**

Jeff Larson

#### **Meeting Minutes**

##### **1. Call to Order | Welcome**

- The meeting was called to order at 9:07 a.m. by Sara Butler. Quorum was present.
- Sara introduced Dr. Gohar Momjian, ACCJC Vice President, who joined us for the meeting. She is our ACCJC staff liaison.

## **2. Action Items**

### 2.1 Approval of September 30, 2022, Agenda

- The agenda was approved as presented.

### 2.2 Approval of June 21, 2022, minutes

- The minutes were approved as presented.

## **3. Information/Discussion Items**

### 3.1 ACCJC Presentation with Q&A: Gohar Momjian

- Gohar described her role as being a coach for colleges as they work through the accreditation cycle.
- Gohar's presentation title was "Advanced ISER Training." Please see attached slides, beginning on page 5 of this document.
  - The ISER: Good Practices & Tips
  - Overview of the Comprehensive Review Process
  - Questions Emerging from (Our) Process
- She described ACCJC's Guide to Institutional Self-Evaluation, Improvement, and Peer Review as the northstar to guide us. Revisit the guide if you start getting overwhelmed.
- She encouraged the work group members to focus on outcomes. Demonstrating and documenting outcomes is important when writing the ISER. It will be helpful to focus on the outcomes of processes and how processes led to improvements, not merely on the processes themselves.
- The standard co-chairs reported on their progress and current status.
- She encouraged members to write from a perspective of success. Select the best evidence to document and showcase the college's work in the specific standards. Let the evidence speak for itself. As standards and sub-sections are written, narrate how the evidence supports the college's success in each specific area.
- A wholistic summary/conclusion should be provided at the end of each major section to summarize the effectiveness of the college's efforts towards the standard. This can also include improvements the college determines would strengthen alignment. Improvement plans can be included.

- Changes in processes are to be expected. Document where the college stands in terms of changing processes in the ISER to emphasize a focus on continuous improvement.
- The writing, drafting, and reviewing process is an opportunity for reflection and self-assessment throughout.
- The review process has changed since the previous accreditation cycle. The accreditation team will review the ISER (submitted December 2023) to confirm standards have been addressed. The team ISER review will take place in spring 2024. The team will also notify the college of core inquiries that will be discussed during the focused site visit during fall 2024. This notification will be about four months prior to the focused site visit. Core inquiries are areas that the team felt they need more information about. The commission will issue its action in January 2025.

### 3.2 Quality Focus Essay: Gohar Momjian

- The quality focus essay (QFE) is not used in determining accreditation status. It is an opportunity to take a big-picture view of a topic or topics to create long-term plans to improve student learning and achievement. It is an opportunity to innovate. QFEs should be linked to data.
- QFEs should include the following framework:
  - Purpose is to create a plan to improve student learning and achievement
  - Identify measurable and achievable outcomes
  - Identify responsible parties/groups
  - Timeline
- Ideas for QFEs that have been discussed are equitable assessments and drilling down into strategic enrollment management in terms of Guided Pathways and specifically targeted populations.

### 3.3 Sub-section Teams Breakout

- The work group members broke out into their respective standard and sub-section teams. Gohar Momjian and Sara Butler moved around the room to meet with each team.

## **4. Adjournment**

- The meeting wrapped up as the standard and sub-standard team members departed between 11:00 a.m. and 11:30 a.m.

**Next Meeting**

To be announced



# Advanced ISER Training September 30, 2022

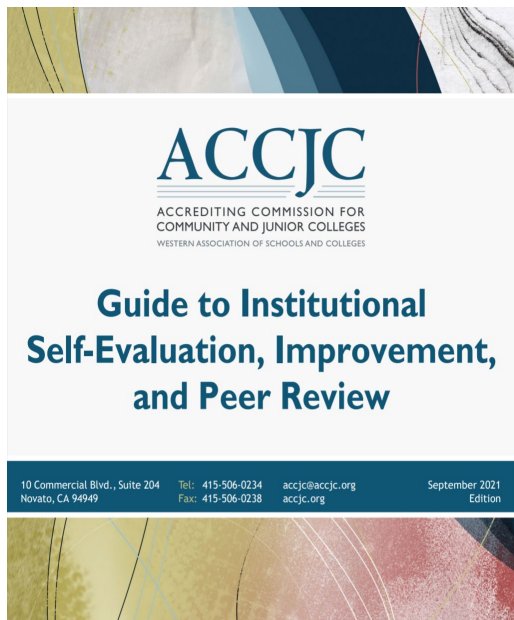
Dr. Gohar Momjian  
Vice President, ACCJC



# Welcome and Today's Topics

- The ISER: Good Practices & Tips
- Overview of the Comprehensive Review Process
- Questions Emerging from Your Process

# My Northstar



|     |   |           |
|-----|---|-----------|
| 2   | Organizing the Self-Evaluation Process .....  | 7         |
| 2.1 | General Guidance .....  | 7         |
| 2.2 | Institutional Roles and Responsibilities in the Self-Evaluation Process .....                     | 8         |
| 2.3 | Managing the Self-Evaluation Process .....  | 10        |
| 2.4 | Interpreting Accreditation Standards .....  | 11        |
| 2.5 | Selecting and Formatting Evidence .....   | 11        |
| 3   | Developing the Institutional Self-Evaluation Report (ISER) .....                                  | 12        |
| 3.1 | Purpose and Audience .....  | 12        |
| 3.2 | General Expectations (Length, Format, etc.) .....   | 13        |
| 3.3 | List of Required Contents .....   | 15        |
| 3.4 | Expectations for Presentation of Data in the ISER .....   | 17        |
| 3.5 | Structuring the Institutional Analysis for Each Standard .....                                    | 18        |
| 3.6 | Requirements for the Quality Focus Essay .....  | 19        |
| 3.7 | Submitting the ISER and Public Notification of Third-Party Comments .....                         | 20        |
| 4   | Next Steps for Institutions with Visits through Spring 2022 .....                                 | 21        |
| 4.1 | Preparing for the Peer Review Team Visit .....  | 21        |
| 4.2 | What to Expect During the Visit .....   | 23        |
| 4.3 | After the Visit: Peer Review Team Report and Commission Decision .....                            | 24        |
| 5   | Next Steps for Institutions with Visits in Fall 2022 and Beyond .....                             | 24        |
| 5.1 | Preparing for the Comprehensive Peer Review Process .....   | 24        |
| 5.2 | Preparing for the Team ISER Review .....  | 25        |
| 5.3 | Preparing for the Focused Site Visit .....  | 26        |
| 5.4 | What to Expect During the Focused Site Visit .....  | 27        |
| 5.5 | After the Visit: Peer Review Team Report and Commission Decision .....                            | 27        |
|     | <b>Part II: Review Criteria and Possible Sources of Evidence for Each Standard .....</b>          | <b>29</b> |
|     | <b>Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity .....</b> | <b>31</b> |
| A.  | Mission .....   | 31        |
| B.  | Assuring Academic Quality and Institutional Effectiveness .....                                   | 33        |
| C.  | Institutional Integrity .....   | 38        |

## A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)<sup>11</sup>

### POSSIBLE SOURCES OF EVIDENCE:

- Board policy that states the mission;
- Web page, catalog page, CEO's message, or white paper that explicates the mission;
- Statements of institutional purpose and philosophy that describe the mission, e.g. mission statement, vision statement, institutional values statements;
- And/or other documents that demonstrate the institution is aligned with this Standard.

### REVIEW CRITERIA:

- The institution's mission addresses the institution's educational purpose.
- The mission defines the student population the institution serves.
- The institution's educational purpose is appropriate to an institution of higher learning.
- The mission addresses the types of degrees, credentials, and certificates the institution offers.
- The mission demonstrates the institution's commitment to student learning and student achievement.

### FOR INSTITUTIONS WITH A BACCALAUREATE DEGREE:<sup>12</sup>

- The baccalaureate degree program aligns with the institutional mission.
- The mission includes baccalaureate degree among the types of degrees and certificates.

NOTE: Although many institutions state their mission in a single statement known as their "mission statement," the mission, as the ultimate aim and purpose of the institution, may not be limited to a single statement. The mission may be described in part in a collection of descriptive statements such as a mission statement, a vision statement, values statements, institutional goals, or some other combination of institutional



# Structure of the Institutional Analysis

## Evidence of Meeting the Standard

- Indicates **WHAT** specific evidence demonstrates alignment with the Standard
- Briefly describes the evidence in its context to explain **WHY** it is relevant

## Analysis and Evaluation

- Indicates **HOW** the evidence demonstrates alignment with the Standard
- Evaluates the effectiveness of the policy, procedure, or practice
- *May* include improvement plans emerging from analysis and evaluation

## Conclusions on Standard X (at the end of each major section)

- Summarizes the effectiveness of the College's efforts towards Standard
- Includes improvements the College determines would strengthen alignment



# Powerful Framework for Ongoing Improvement

- Power of Self-Reflection
- Power of Peer Review
- Power of Accredited Status





# Reflect & Self-Assess as You Go

## Questions to consider as you review your drafts:

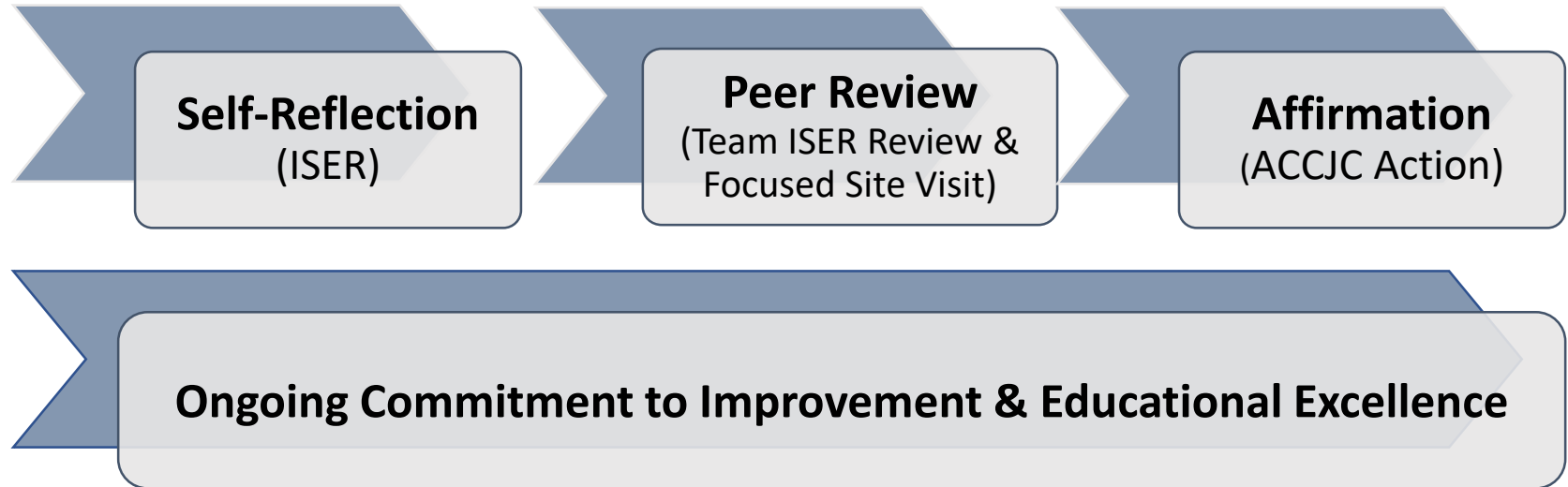
- Does each response flow from appropriate evidence?
- Does the evidence sufficiently demonstrate how processes were followed? How processes led to improvements? Focus on outcomes in evidence.
- Have we sufficiently addressed the Standard (subject, verb, direct object)?
- Have we kept our response focused ONLY on the Standard?
- How clearly do we demonstrate how the self-evaluation led to an understanding of strengths in alignment to Standards? Areas of improvement aligned to Standards?
- Do we have action plans in place to address areas of improvement?
- Do our relevant constituency groups understand the institutional processes described in the ISER?

# Other ISER Tips & Tricks

- **Always** begin with relevant evidence
- Focus on the core and language of the Standard
- Use the ISER Template & Guide
- Be concise – more is not necessarily better
- Use simple, clear, business-style writing
- Format as an electronic document from the start
- Link to evidentiary documents with your readers in mind
- “Freeze” any evidence from websites (PDF or Word)



# Overview: The Accreditation Evaluation Process





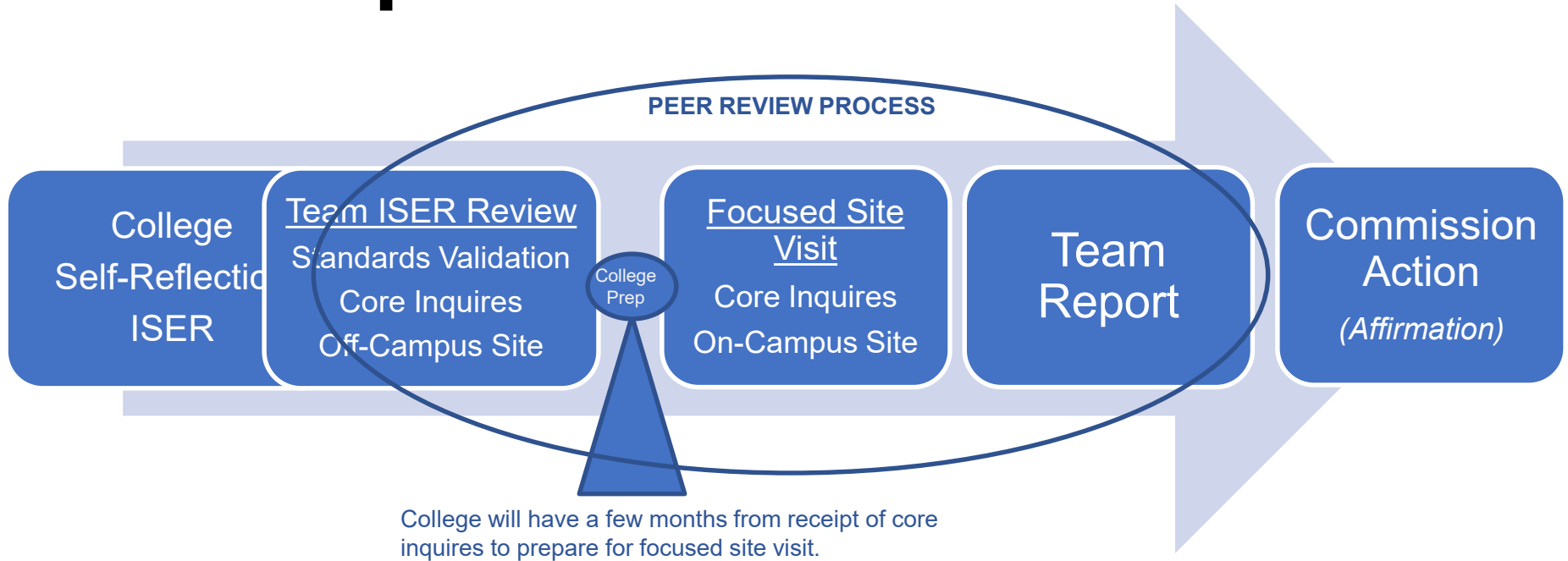
# Comprehensive Peer Review



College  
Self-Reflection  
ISER

Team ISER Review  
Standards Validation  
Core Inquires  
Off-Campus Site

# Comprehensive Peer Review



# College Preparation: Team ISER Review & Focused Site Visit

## Team ISER Review:

- College responds with additional information or evidence as requested by team
- College provides access to distance education courses (random sample from prior semester)
- Hosts a virtual Meet & Greet
- Hosts a virtual Open Forum
- Receives “**Core Inquiries**” and reflects on them
- Prepares for Focused Site Visit

Subsequent term (approx. 4 months)

## Focused Site Visit - In-person (at college)

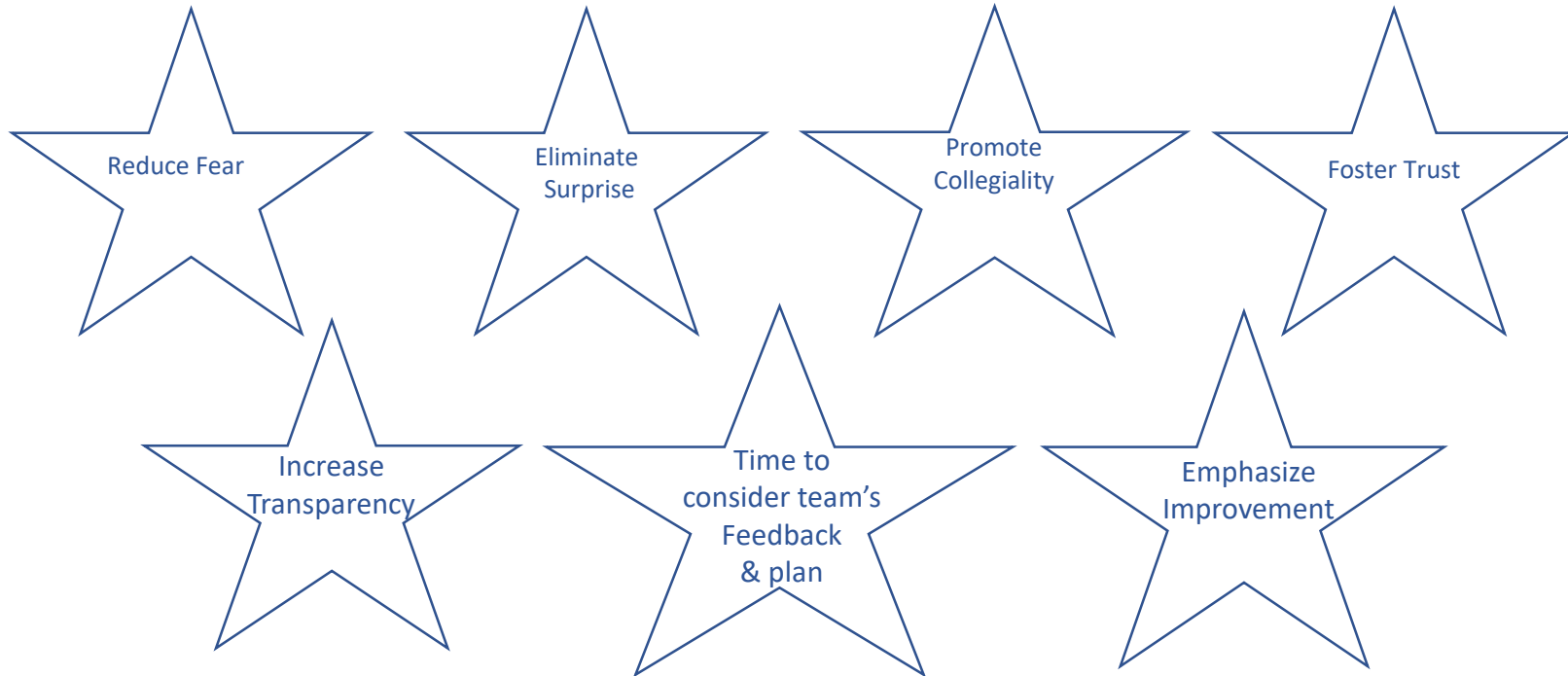
- Provide brief narrative and add'l evidence in response to “**Core Inquiries**”
- Host small team / short visit (logistics, hotel, workspace, interviews, meetings)
- Host Open Forum and attend Exit report
- Celebrate and Focus on ongoing improvement and excellence

# Timeline for Comprehensive Review

| Date           | Activity   |
|----------------|--|
| Fall 2021:     | College began self-evaluation & ISER development |
| Dec. 15, 2023: | ISER due to ACCJC                                |
| Spring 2024:   | Team ISER Review                                 |
| Fall 2024:     | Focused Site Visit                               |
| Jan 2025:      | Commission Action                                |



# Formative/Summative Comprehensive Review Outcomes/Benefits



# Approach (mindset) for Review

- Starts with **trusting** the ISER and evidence
  - Seek to **understand** the college in the context of its mission
  - Practice **appreciative inquiry**
  - **Respect / Appreciate** college processes, practices and culture
- Validation and affirmation (**alignment** with Standards)
  - **Not** hunting for deficiencies (not playing gotcha game)
  - **Not** reviewing against other regulations or requirements of other groups/entities
  - **Triangulate** all evidence and findings
- **Goal:** assist college with improving educational quality and student learning
- **Outcome:** team report – help the college to improve, and celebrate good practice





# Quality Focus Essay/Projects

- Teams will provide feedback
- Not used in determining accreditation status
- Innovation
- **Framework**
  - Purpose: Long term plans to *improve student learning and achievement*
  - Should identify outcomes, which are measurable and achievable
  - Should identify responsible parties/groups
  - Should have a timeline



Your questions...  
What additional information would be helpful?

