ACCJC/WASC
Accreditation Liaison Officer (ALO) Workshop
Spring 2014

Rio Hondo College

AGENDA

10:00 AM  Introduction

Briefing Topics
- US Department of Education Regulations
  - Distance Education and Correspondence Education
  - Monitoring and Follow-up of Data Indicators
  - Integrity Regarding Student Visas
- Substantive Change
  - Substantive Change Exercise
- Assuring the Quality of Distance Education
- Commission Policy Revisions
- 12 Questions and Answers about Regional Accreditation
- Upcoming ACCJC Events

Training Topics
- Purposes of Accreditation
- The Leadership Role of the ALO
- The Accreditation Standards
- Program Review and Integrated Planning
- The Rubric for Evaluating Institutional Effectiveness
- ACCJC Publications and other Commission Resources
- The ACCJC Website
  - Accreditation Basics Course
  - ALO Discussion Board
- The Importance of Evidence

3:00 PM  Closing
ACCREDITATION LIAISON OFFICER (ALO) BRIEFING & TRAINING

A Presentation by
ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
Rio Hondo College
February 21, 2014

BRIEFING TOPICS

- USDE Regulations of importance to accreditation
- Distance and Correspondence Education
- Monitoring and Follow-up of Data Indicators
- Integrity in Student Visas
- Substantive Change
- 12 Questions and Answers about Regional Accreditation

TRAINING TOPICS

- The purposes of accreditation
- The role of the ALO
- The Accreditation Standards
- The importance of program review
- The Rubric for Evaluating Institutional Effectiveness
- ACCJC publications and website
- The importance of evidence
What Questions Do You Have?

- What does the Commission mean by...
- What is the...
- How can I...
- What should I do if...
- How can I best...

I. Briefing Topics

A. United States Department of Education Regulations

- Institution-set standards for satisfactory performance in achieving student success (learning and achievement)
- Review of appropriateness of institution-set standards
- Academic Credit/Time to Credit Hour Conversion
- State authorization and Gainful employment
- Record of student complaints

Continued
UNITED STATES DEPARTMENT OF EDUCATION REGULATIONS

- Appropriate use of DE/CE terminology
- Monitoring of fiscal condition/stability
- Student loan default rates
- Two-year rule
- Student visas
- Substantive change

INSTITUTION-SET STANDARDS OF STUDENT ACHIEVEMENT

34 CFR § 602.16(a)(1)(ii). Accreditation Standards must address success with respect to student achievement in relation to the institution's mission, including, but not limited to appropriate course completion, licensing examinations, and job placement rates.

INSTITUTION-SET STANDARDS OF STUDENT ACHIEVEMENT

- Institutions must set standards for satisfactory performance of student success (student achievement and student learning)
- Commission will examine the standards and assess their appropriateness
STUDENT ACHIEVEMENT DATA REVIEW


STUDENT ACHIEVEMENT DATA REVIEW

The Commission will examine the institution's analysis of performance, using student achievement data, and will note both effective performance and areas in which improvement is needed. External evaluation teams will determine whether or not the institution-set standards are appropriate.

STATE AUTHORIZATION

Specification of institutional state authorization for the purpose of Title IV is overturned by the court.

However:

Institutions offering distance education must still meet state authorization in states where the institution is not physically located.
GAINFUL EMPLOYMENT

Part II: Established measures for determining
1. Whether certain postsecondary education programs lead to gainful employment
2. Whether the gainful employment is in a recognized occupation

Gainful employment test is overturned by the courts

RECORD OF STUDENT COMPLAINTS

34 CFR § 602.16(a)(1)(ix). Accreditation Standards must address the record of student complaints.

RECORD OF STUDENT COMPLAINTS

- The Commission must look at both policy and procedure AND at the complaints.
- Complaints are reviewed for application of the complaint process and also for trends in complaints that may pertain to compliance with Accreditation Standards.
COMPLAINT INFORMATION PROVIDED TO STUDENTS

34 CFR § 668.43. Colleges must post and provide information to students about where to file complaints.

COMPLAINT INFORMATION PROVIDED TO STUDENTS

The Commission will examine whether information about filing complaints is provided to students who are not located in the college's home state, for their state.

ONLINE INSTRUCTION: DEFINITION APPROPRIATE?

34 CFR § 602.17(g). The [accrediting] agency must apply the definitions of distance education and correspondence education to determine the mode being employed.
**DISTANCE EDUCATION (DE)**
- Instruction delivered to students who are separated from the instructor
- Regular and substantive interaction between students and the instructor
- May use internet, one- or two-way transmissions, audio/visual conferencing, DVDs or CD-ROMs

34 CFR § 602.3 (Definitions)

**CORRESPONDENCE EDUCATION (CE)**
- Instructional material provided by mail or electronic transmission (including examinations) to students who are separated from the instructor
- Limited interaction between students and instructor and primarily initiated by students
- A course that is typically self-paced

34 CFR § 602.3 (Definitions)

**ONLINE INSTRUCTION: DEFINITION APPROPRIATE?**
- The Commission must determine whether instruction offered with students separated from the instructor is:
  - the electronic equivalent of paperwork and reading (CE),
  - required to, and does, involve regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included in the grade (DE)
MONITORING AND FOLLOW-UP OF DATA INDICATORS

34 CFR § 602.19(a-e). The agency has and effectively applies monitoring and evaluation approaches.

MONITORING AND FOLLOW-UP OF DATA INDICATORS

The Commission will collect annual report data (annual report, annual fiscal report, audited financial statements), analyze the data, AND conduct meaningful follow-up including Commission action.

INTEGRITY REGARDING STUDENT VISAS

- Eligibility Requirement 20: Integrity in Communication with the Public

- Eligibility Requirement 21: Integrity in Relations with the Accrediting Commission

- Policy on Institutional Integrity and Ethics
INTEGRITY REGARDING STUDENT VISAS

For Student and Exchange Visitor Programs (SEVP)

The U.S. Department of Homeland Security is requesting verification from USDE authorized accrediting agencies concerning the accredited status of certain programs in which students with visas are studying

Colleges should ensure integrity in administration of student visas

B. SUBSTANTIVE CHANGE

- Some changes the Commission considers substantive
  - Offering a third year of a program
  - Change in the name or mission of the institution
  - Closure of an institution
  - Opening an additional location (50% rule)
  - Addition of new programs, certificates, degrees
  - Change in the control of an institution

SUBSTANTIVE CHANGE CONTINUED

- Merging with another institution
- Contracting for delivery of courses or programs
- A change from clock hours to credit hours
- Change in mode of instruction (DE/CE) (50% rule)

Certain types of substantive changes could trigger a site visit by Commission representatives.
C. Assuring Quality of Distance Education and Correspondence (DE/CE) Learning Programs

- Growth over time (number of courses offered, faculty teaching, and students enrolled)
- Increased student expectations for course delivery, admissions, orientation, registration, advising, tutoring services, communication, and other services
- Compatibility with institutional mission

Quality of DE/CE Courses

- Student achievement data (retention; course, program, certificate and degree completion, and rates) in DE/CE and face-to-face classes
- Student learning outcomes data in DE/CE and face-to-face classes
- Integrity (course content, grading, faculty teaching capability, student learning capability, faculty and student support, faculty and student assessment systems, integration with institutional mission)
- Verification of student identity
EVALUATING DISTANCE EDUCATION

- Does the college know where its DE students are from?
- Is there a policy that defines "regular and substantive contact" for DE courses?
- Are there required qualifications, training, evaluation, and professional development for DE faculty?
- How does the college prepare and monitor DE students to be successful?

Continued

EVALUATING DISTANCE EDUCATION

- What evidence is there of:
  - Use of college resources
  - Student identity validation
  - Accessibility of DE programs/services
  - Regular and substantive contact between student and faculty
- Are there policies that dictate satisfactory progress?
- How comparable are the DE student support services (advising, tutoring, and learning resources) to those services offered to "traditional" students?

Use resources provided by NCET & net.educa.edu.

ADDITIONAL BRIEFING TOPICS

- Update on Commission policy revisions
- Update on review of Accreditation Standards
- 12 Common Questions and Answers about Regional Accreditation
- Accreditation Basics (online course)
Sharing from the Field

➢ What models of communication on these matters have you used at your institution?
➢ Would you be willing to share your model with other institutions?

II. Training Topics

A. Why do institutions seek accreditation?
INSTITUTIONS SEEK ACCREDITATION TO:

1. Provide assurance to the public that the education provided meets acceptable levels of quality
   - Gatekeeper for access to Federal Financial Funds
2. Promote continuous institutional improvement
3. Maintain the quality of higher education in the U.S.

Accreditation is the proven method for assuring that higher education institutions can continue to improve and offer a quality education to the men and women who will lead their communities in the future.

By establishing high standards and then periodically evaluating themselves, colleges and universities can provide a degree or certificate that students and the community trust.

B. THE ACCREDITATION LIAISON OFFICER (ALO)

See "Policy on the Role of Accreditation Liaison Officers"
Accreditation Reference Handbook
THE ACCREDITATION LIAISON OFFICER

• Every ACCJC member institution must have an ALO
• ALOs assist the college CEOs in addressing accreditation matters
• The ALO is the individual the Commission relies on to communicate matters of accreditation between the Commission and the college
• The communication is two-way

THE ALO'S LEADERSHIP ROLE

On going activities:
• Stay knowledgeable about Accreditation Standards, Commission policies, procedures, and activities
• Keep the campus and the CEO informed about information received from the Commission
• Encourage a campus culture that relies on research and data analysis to plan and implement improvements for educational quality and institutional effectiveness
• Promote an understanding of accreditation, quality assurance, and institutional effectiveness

On going activities:
• Encourage a campus culture that values a focus on student learning and student achievement
• Act as an archivist for the institution's accreditation documents and history
• Facilitate reports to the Commission and visits by Commission representatives
• Attend ALO training
WHAT ARE THE ALOs RESPONSIBILITIES IN THESE SITUATIONS?

Situation 1
Situation 2
Situation 3
Situation 4
Situation 5

SITUATION 1
My college is plagued with “silos.” Individuals don’t seem to have the opportunity to interact and collaborate with one another about issues of educational quality and institutional effectiveness.

SITUATION 2
Data about student achievement and attainment of student learning outcomes is unavailable, and where it exists, no one is able to interpret it.
**SITUATION 3**

Campus leadership is isolated from or uninvolved with accreditation. Leaders seem not to understand what must be done at our institution to meet Accreditation Standards.

**SITUATION 4**

The urgency of everyday work prevents us from seeing the big picture of what we're doing and what we need to do.

**SITUATION 5**

Trying to bring about change at our institution is like trying to reverse the spin of the earth.
THE ALO'S LEADERSHIP ROLE
For Self Evaluation Process

- Attend Self Evaluation Workshop
- In collaboration with the CEO and others, facilitate development and sustainability of the processes for institutional self evaluation
- Assist in the creation and distribution of the Self Evaluation of Educational Quality and Institutional Effectiveness Report
- Support the External Evaluation Team visit
- Facilitate follow-up with the Commission

THE ALO'S LEADERSHIP ROLE
Reports to the Commission

- Midterm Report
- Follow-Up Report, Follow-Up Report with visit
- Annual Report
- Annual Fiscal Report (with CBO)
- Substantive Change Proposal
- Other Reports
  - Updates on Key Personnel (CEO)
A TIME TO SHARE

➢ What challenges do you face in your work as ALO?
   • Ask questions of your ALO colleagues.

➢ What techniques or methods have you found to be useful in your work?
   • Share your successes and what works.

C. TOPICS THE ALO SHOULD KNOW AND UNDERSTAND

1. THE ACCREDITATION STANDARDS
THE ACCJC ACCREDITATION STANDARDS

• Standard I: Institutional Mission and Effectiveness
• Standard II: Student Learning Programs and Services
• Standard III: Resources
• Standard IV: Leadership and Governance

STANDARDS SET REQUIREMENTS FOR:
(ALIGNED WITH INSTITUTIONAL MISSION)

Processes  Structures
Policies  Resources

Outcomes

STANDARDS ALSO:

• Must be met at all times
• Require institutions to have established systematic assessments that allow them to improve their organizational effectiveness and educational quality
• Require institutions to be in a state of continuous quality improvement
• Apply to all activities undertaken in the name of the institution
THE ACCREDITATION STANDARDS CALL FOR:

- Sustainable, ongoing assessment of quality and effectiveness
- Sustainable, ongoing, data-driven integrated planning designed to improve educational quality and institutional effectiveness

A TIME TO SHARE

What structures do you have in place at your institution to support continuous evaluation, planning, and improvement?

2. INCREASED INSTITUTIONAL EFFECTIVENESS THROUGH PROGRAM REVIEW, INTEGRATED PLANNING, AND RESOURCE ALLOCATION
Program Review Process

- An effective program review process should:
  - Be data driven (quantitative/qualitative)
  - Be ongoing and consistent (appropriate timelines)
  - Have governance and research components
  - Have evaluation and oversight of process
  - Be systematic and institution-wide
  - Be integrated with and inform planning/budgeting decisions

Program Review Process continued

- What evidence indicates effective institutional program review processes?
  - Planning/budgeting documents at all levels
  - Governance meeting minutes (language and culture)
  - Planning and budgeting ACTIONS
  - SLO's assessed as part of processes at all levels
  - Student achievement data
  - CHANGE documented at all levels
AN INTEGRATED SYSTEM

- Student learning & student achievement centered
- Program review/assessment processes at all levels of institution to increase student achievement and improve student learning
- Goals/Objectives for achieving student progress and student learning result in plans, budgets and resource allocation
- Evaluation/Analysis/Improvement/Re-evaluation

3. RUBRIC FOR EVALUATING INSTITUTIONAL EFFECTIVENESS

This rubric measures the following characteristics of institutional effectiveness

- Program Review
- Planning
- Student Learning Outcomes

and evaluates each to determine the level of institutional implementation (Awareness, Development, Proficiency, or Sustainable Continuous Quality Improvement)
USING THE RUBRIC FOR EVALUATING INSTITUTIONAL EFFECTIVENESS

- The Rubric provides common language to describe a college’s status vis-à-vis full adherence to the Standards
- The Rubric provides a framework for understanding the actions institutions must take to achieve full compliance with Standards
- The sample behaviors at each level are not meant to replace the Standards; rather, they are examples of performance that indicate the stages of implementation of the Standards

Continued

USING THE RUBRIC... CONTINUED

- The Commission expects that institutions be at Sustainable Continuous Quality Improvement level for program review and planning
- The Commission expects that institutions be at the Proficiency level for SLOs

4. ACCJC PUBLICATIONS
**Publications You Receive**

- Accreditation Reference Handbook
- Guide to Evaluating Institutions
- Guide to Evaluating Distance Education and Correspondence Education
- Substantive Change Manual
- ACCJC NEWS
- 12 Questions and Answers about Regional Accreditation

**Other Commission Resources**

(Available on the ACCJC Website)

- Manual for Institutional Self Evaluation
- Team Evaluator Manual
- Eligibility, Candidacy and Initial Accreditation Manual
- Guidelines for Preparing Institutional Reports
- Guide to Accreditation for Governing Boards
- Annotated Standards
- Website and newsletter lists of upcoming conferences and training events

**5. The Importance of Evidence**
DATA AND EVIDENCE

- Data refers to categorical information that represents qualitative and/or quantitative attributes of variables or a set of variables.
- Data is often used as evidence.
- Data should be accurate, up-to-date, reliable, longitudinal where appropriate, and tested for validity and significance.
- Data may be presented in tables, charts and graphs or in documentary form.

DATA AND EVIDENCE

- Data should be analyzed.
- Should be disaggregated by relevant sub-populations defined by the institution’s mission.
- Evidence is every source of information an institution uses to provide verification of a particular action or existing condition.
- Evidence can include policies, procedural documents, meeting minutes and data.

DATA SHOULD DEMONSTRATE THE INSTITUTION KNOWS ABOUT:

- Its service area.
- The needs of incoming students.
- The needs of enrolled students.
- What students are achieving.
- What students are learning.
- How students are being supported.
IN USING EVIDENCE, THE COLLEGE SHOULD:

• Gather it routinely and systematically
• Analyze and reflect upon it
• Publish it and share it widely with constituent groups (for example, research reports, fact books)
• Set institutional standards of performance and analyze how well it achieves them
• Use it to plan and implement program improvements
• Use it to plan and implement institutional improvements

SHARING FROM THE FIELD

➢ What data presentation models have been used at your institution?
➢ Would you be willing to share your model with other institutions?
➢ What measures for success have been set at your institution?

IN SUMMARY, THE ALO SHOULD:

✓ Stay knowledgeable about accreditation
✓ Keep campus informed about accreditation
✓ Promote an understanding of Commission's Accreditation Standards
✓ Facilitate submission of timely reports to the Commission
✓ Stay in contact with Commission staff
A Moment to Share

How can ACCJC get feedback from you?

What else do you need?  Do you have any new questions?

Were your questions answered?

ACCJC

10 Commercial Blvd., Suite 204
Novato, CA 94949
415-506-0234
(FAX) 415-506-0238

Website: www.accjc.org
Email: accjc@accjc.org
Substantive Change Exercise

ACCJC substantive change reviews begin with the college responding to 4.2.1 on page 13 of the 2013 Substantive Change Manual; a description of the change, the need for it, and the anticipated effects. Given that this first step was completed for the following scenarios, what are your thoughts about whether or not a substantive change review by the Commission would be required?

1. A college has communicated that 50% or more of its Child Development certificate and degree will be offered via the mode of distance education. However, not all of the online courses are currently available to students, although they have received appropriate approvals. \( \text{YES} \)

2. Three degrees have been renamed and courses repackaged to conform to the California SB 1440 legislation requirement for transfer to the CSU system. \( \text{NO} \)

3. In a multi-college district or system, one college is transferring a program, degree or certificate to another college in the district/system. \( \text{YES} \)

4. A college requests to offer a baccalaureate degree which aligns with a certificate that it is already offering. \( \text{YES} \)

5. A private college is changing its name so that it more accurately reflects its mission; the program offerings remain the same. \( \text{YES} \)

6. A college has communicated to the ACCJC that it will be reconfiguring courses in its current AAS degree programs to courses of four units rather than the current mix of three, four and six unit courses. The change will not alter the students’ requirements for completing the degrees. \( \text{NO} \)

7. A college is moving one of its programs to an off-campus site/center. \( \text{YES} \)

8. Over 50% of a college’s administrative team is new or interim. \( \text{NO} \)

9. A college wants to develop a program that, in lieu of clock hours or credit hours, utilizes direct assessment of student learning. \( \text{YES} \)

10. More than 25% of an institution’s program is offered by a non-regionally accredited organization. \( \text{YES} \)