

Welcome!

Accreditation Update & Introduction to the ISER

Dr. David Martin, Chancellor

Sheri Miraglia, Accreditation Steering Committee Co-Chair, 1st VP Academic Senate

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Fall 2022 Accreditation Forums: September 8, 9, and 14



Introductions & Chancellor's Remarks

- **David Martin**
Chancellor
- **Sheri Miraglia**
Accreditation Steering Committee Co-Chair, Academic Senate 1st Vice President, Biology Faculty
- **Judy Seto**
Senior Management Assistant, Institutional Advancement & Effectiveness
- **Kristin Charles**
Accreditation Steering Committee Co-Chair/ALO, Associate Vice Chancellor, Institutional Advancement & Effectiveness



Poll - What do you know about the standards?

In which standard would you find information about:

- instructional programs?
- fiscal health?
- how we make decisions?
- how well we communicate information?



Today we will:

- discuss the purpose of accreditation
- describe the (1) self-evaluation process & (2) formative-summative review process
- review the Accreditation Standards
- introduce you to the Institutional Self Evaluation Report (ISER)
- review improvements we've made & improvements in progress
- introduce you to the Quality Focus Essay (QFE)
- describe how you can contribute

Purpose of Accreditation

Accreditation is ...

... a peer evaluation process to ensure quality

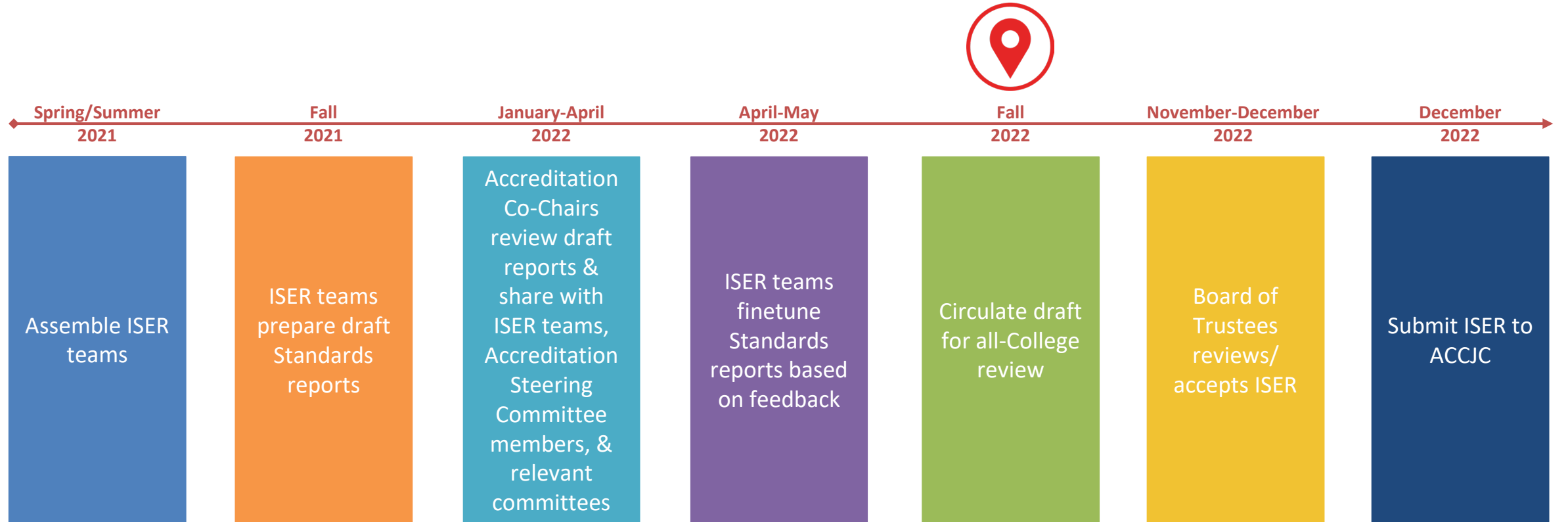
... voluntary ... *however* ...

... required for the College to receive state funding

... required for students to receive federal financial aid

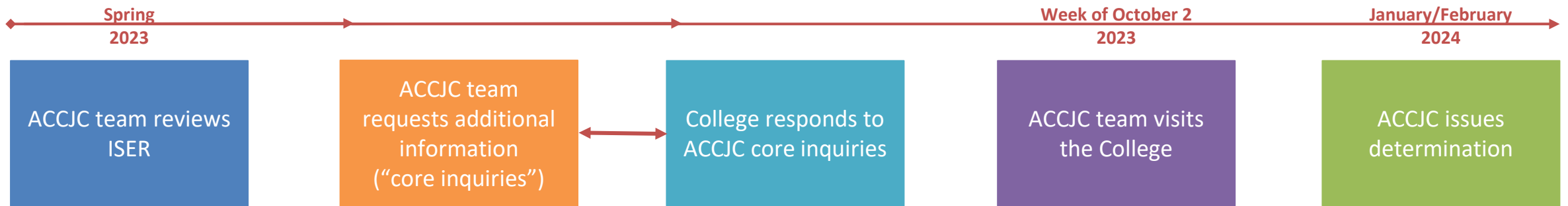
We are accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC).

CCSF Self-Evaluation Process / Progress



ACCJC Formative-Summative Review Process

(what happens after we submit our ISER)



The Accreditation Standards

Standard I

Mission, Academic
Quality & Institutional
Effectiveness, &

Standard II

Student Learning
Programs & Support
Services

Standard III

Resources

Standard IV

Leadership &
Governance

See also <https://accjc.org/eligibility-requirements-standards-policies/>

Standard I - Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard II - Student Learning Programs & Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard III - Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard IV - Leadership & Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution.



Poll - Which standard relates most to your work?

You can choose more than one!



Sample Changes Made / Areas for Improvement

Standard I

- Updated AP 1.00 - District Mission and Vision ✓
- Make institutional metrics page more visible and add link to Student Learning Outcomes and Career and Technical Education Outcomes Survey results ✓
- Clarify Web site responsibilities and institute a regular, centralized review of content.
- Continue to ensure we review Board Policies/Administrative Procedures regularly (in progress)

Standard II

- Implemented Canvas as repository for all syllabi* to provide easy way to audit inclusion of SLOs ✓
- Gain greater clarity regarding student majors and goals to promote scheduling that better meets students' needs (see also Quality Focus Essay)

Sample Changes Made / Areas for Improvement - continued

Standard III

- Remove barriers that impede diverse faculty hiring (in progress)
- Added line item in District budget for ongoing maintenance/upgrades of Facilities and IT ✓
- Actions taken to ensure financial stability, including restoration of reserves ✓

Standard IV

- Updated Roles, Responsibilities, and Processes Handbook ✓
- Clarify and strengthen the function of collegial consultation (in progress)
- Reinstated annual reviews of metrics related to the Mission ✓
- Expand BP 1.19 (Conflict of Interest) to cover political, personal, and professional conflicts of interest

Quality Focus Essay (QFE)

- **Problem Statement 1:** The College has identified a significant gap in its ability to collect accurate information about students' intended majors and goals. Without accurate information, it is challenging to ensure students' timely achievement of their goals.
- **Problem Statement 2:** The College has found it difficult to raise sufficient awareness of resources and services available to students, thereby making it challenging to connect students to those supports to ensure their timely achievement of their goals.



Quality Focus Essay (QFE)

- Emerged from the work of the Office of Student Equity, the Completion Center, Office of Research and Planning, RiSE*, and the ISER
- Includes credit students, noncredit students, and life-long learners
- Anticipated long-term outcome = higher levels of timely goal attainment

*RiSE = Re-imagining the Student Experience, our response to Guided Pathways



Your Turn!

- Visit www.ccsf.edu/accreditation
- Review one or more (or all!) sections of the ISER
- Submit your feedback via the form link on the Accreditation web page





FOR MORE INFORMATION

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