

ACCREDITATION 2020

Standard III: Resources

February 2019

2:00-3:30

Art 144

ACCREDITATION ACRONYMS

ACCJC – Accreditation Commission for Community and Junior Colleges

ASLO – Accreditation and Student Learning Outcomes Committee

BP/AP Board Policies/Administrative Procedures

ISER – Institutional Self-Evaluation Report

QFE – Quality Focus Essay

Campus Forums

- Standard I – Tuesday, 12/10/19 12:00 – 1:30
- Standard II.A - Thursday, 1/9/20 from 12:30 - 2:00
- Standards II.B & II.C - Thursday, 2/11/20 from 12:30 – 2:00
- Standard III - Thursday 2/27/20 from 12:30 – 2:00
- Standard IV - Thursday 2/13/20 from 2:00 – 3:30
- QFE - Monday 2/24/20
- Flex Day – April 8, 2020

ACCREDITATION 2020

ACCREDITATION TEAM VISIT
October 12-15, 2020

ACCJC Actions on Institutions

REAFFIRM

- Reaffirm Accreditation
- Reaffirm Accreditation and Require a Follow-Up Report
- Reaffirm Accreditation for 18 Months and Require a Follow-Up Report

SANCTION

- Warning
- Probation
- Show Cause



ACCJC

ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

Guide to Institutional Self-Evaluation, Improvement, and Peer Review

10 Commercial Blvd., Suite 204
Novato, CA 94949

Tel: 415-506-0234
Fax: 415-506-0238

accjc@accjc.org
accjc.org

September 2018
Edition



INTERNAL SELF-EVALUATION

The comprehensive review starts with an institutional self-evaluation wherein the institution conducts an evaluation of itself against the requirements stated above and in terms of its stated institutional mission and goals. The process encourages the institution to consider the quality of its programs and services, the institution's effectiveness in supporting student learning and student achievement, and the degree to which the institution is meeting its own expectations (institution-set standards).

During the institutional self-evaluation process, the institution should reflect on the extent to which it has:

1. designed and implemented an ongoing and systematic cycle of evaluation, integrated planning, and resource allocation;
2. positioned its processes to support continuous improvement of its instructional programs and support services, paying particular attention to student achievement and student learning;
3. prepared and implemented institutional plans for improvement supported by adequate sources of data and other evidence; and
4. established its own institution-set standards of performance regarding student achievement and student learning and assessed its effectiveness against those standards.

Components of the ISER

- History of the College
- Presentation of Data: Enrollment, Labor, Demographic, & Socio-Economic
- Compliance with Eligibility and Commission Standards
- Evidence of Meeting each Standard
- Analysis and Evaluation (for each Standard)
- Conclusion (at the end of each *section*)
- Improvement Plan(s) Arising out of the Self-Evaluation Process
- Quality Focus Essay

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

H. Quality Focus Essay (not to exceed 4,000 words)

The Quality Focus Essay is the component of the ISER which provides the opportunity for member institutions to be innovative and to propose new ideas and projects that will improve student learning and/or student achievement at the institutional level.

Continuous quality improvement is a mark of institutional effectiveness. As an institution evaluates its programs and services in the continuous cycle of data analysis, planning, resource allocation, and evaluation, it examines its effectiveness in accomplishing its mission in the context of student learning and student achievement. During that institutional self-examination, it will identify policies, procedures, or practices in need of change that directly relate to the improvement of student learning and/or student achievement. Consequently, the institution will identify two or three areas of need or areas of interest that arise out of the institutional self-evaluation and that focus on student learning and student achievement. Based on the areas identified, the institution will plan two or three action projects which are intended to have a positive impact on improving student learning and/or student achievement over a multi-year period. These projects will be described in a Quality Focus Essay (QFE).

The Essay will include for each project an introductory discussion of the student learning or student achievement data that led to identifying the area of need or area of interest, a brief discussion of the anticipated impact of the project on student learning and/or student achievement, a description of anticipated measureable outcomes, and a detailed description of each project. The description of each project should include specific

How To Give Feedback

- E-Mail
 - chuston@valleycollege.edu
 - jasmith@valleycollege.edu
- Written Feedback
 - Index Cards
 - Draft
- ASLO Committee Members