Institution-Set Standards

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Roberta Eisel, Citrus College, Facilitator

Michelle Barton, Palomar College

Lan Hao, Citrus College

Academic Senate for California Community Colleges
Accreditation Institute
February 8, 2014

EFFECTIVE AND SUSTAINABLE ACCREDITATION PRACTICES

- Who is with us today?

- Purpose
  - Review recent activity
  - Look beyond the annual reports

Standards for Student Achievement

- **Who are the players?**
  - ACCJC
  - U.S. Department of Education (USDE)

- **What have we seen so far?**

Institution- set Standards for Student Achievement

What are they, and where are they coming from?

What are they, and where are they coming from?

This confirms that your 2011-2012 Annual Report to ACCJC was submitted by Dr. Geraldine Perri <gperri@citruscollege.edu> on 03/29/2013.
Below is a copy of the information submitted. You may also re-print the report by logging on at https://www.accjc.org/annualreport.

Western Association of Schools and Colleges
Accrediting Commission for Community and Junior Colleges

2013 Annual Report
Final Submission
03/29/2013

Citrus College
1000 West Foothill Boulevard
Glendora, CA 91741-1899

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Irene Malmgren, Ed.D.
3.	Phone number of person preparing report:	626.914.8881
4.	E-mail of person preparing report:	imalmgren@citruscollege.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with	scroll to page 7 - http://ow.ly/ju57g

Just what do 'they' want of us?

- Standards?
- Targets?
- Goals?

Wherefore Institution-set Standards?

ACCJC

But why, and why now?

?

U.S. Department of Education

Timing:

❖ **New USDE Regulations effective for Spring 2013 visiting team training**

❖ **Reauthorization Process, December 2013**

Compliance with USDE Regulations and Guidelines
(Evaluation Team Responsibilities)

…"success with respect to student achievement in relation to the institution's mission,…including as appropriate consideration of course completion, State licensing examinations, and job placement rates." (S602.16(a)(1)(i)

Whether institutionally-developed standards to demonstrate student success are being used by the accreditor in the accreditation assessment, and the institution's performance with respect to student achievement is assessed.

(from ACCJC memorandum to external evaluation team members, Spring 2013.)

U.S. Department of Education Staff Report says of ACCJC:

"It does not appear that the agency meets the following sections of the Secretary's Criteria for Recognition."

"The agency must demonstrate that it evaluates the appropriateness of the measures of student achievement chosen by its institutions. [§602.0(a)(1)(i)]"

2013 ACCJC Annual Report

Just what were we asked?

Student Achievement Data - #14

- 14a. Successful student course completion rate for the fall 2012 semester: _____%

[Additional Instructions: Rate equals the number of students who receive a successful grade over the number of students who enrolled in the course.]

- 14b. Institution-set standard for student course completion rate: _____%

[Additional instructions: A "standard" is the level of performance set by the institution to meet educational quality and institutional effectiveness expectations. This number may differ from a performance improvement "goal" which an institution may aspire to meet.]

Student Achievement Data - #15

- 15a. Percent of students retained from fall 2011 to fall 2012 semesters: _____%

[Additional Instructions: Rate equals the number of students who completed a course in fall 2011 and were enrolled in a course fall 2012.]

- 15b. Institution-set standard for student retention percentage: _____%

[Additional instructions: A standard is the level of performance set by the institution to meet educational quality and institutional effectiveness expectations. This number may differ from a performance improvement goal which an institution may aspire to meet.]

Student Achievement Data - #16

- 16a. Number of students who received a degree in the 2011-12 academic year:

  _____

- 16b.Institution-set standard for student degree completion number:

  _____

Student Achievement Data - #17

- 17a. Number of students who transferred to 4-year colleges/universities in 2011-2012:

  _____

- 17b. Institution-set standard for student transfer to 4-year colleges/universities:

  _____

Student Achievement Data - # 18

- 18a. Number of students who completed certificate requirements and received a certificate in the 2011-12 academic year:

  _____

  [Additional Instructions: The college defines the requirements for each of its certificate programs.]

- 18b. Institution-set standard for student certificate completion number: _____

How did we determine our responses?

- Taskforce formed…

- Clarified methods??
  - Called Commission staff for clarification

    (don't change methods…)

Citrus College

- A special taskforce was formed

- Shared out as info
  - The Academic Senate
  - The Steering Committee

- Reviewed by Cabinet

- Reported out at Steering

Citrus College

- SLOA coordinator
- Director of Institutional Research
- VPAA/Accreditation Liaison Officer
- Faculty accreditation co-chair
- Chief Information Officer

Team Members

Citrus College

Palomar

- **Small work group**
  - Reviewed 10 years of trend data
  - Examined variables that affect the data (e.g., student fees)
  - Developed recommendations
- **Faculty Senate**
  - Made adjustments to the recommendations
- **Strategic Planning Council**
  - Discussed and reviewed the standards
- **Governing Board**
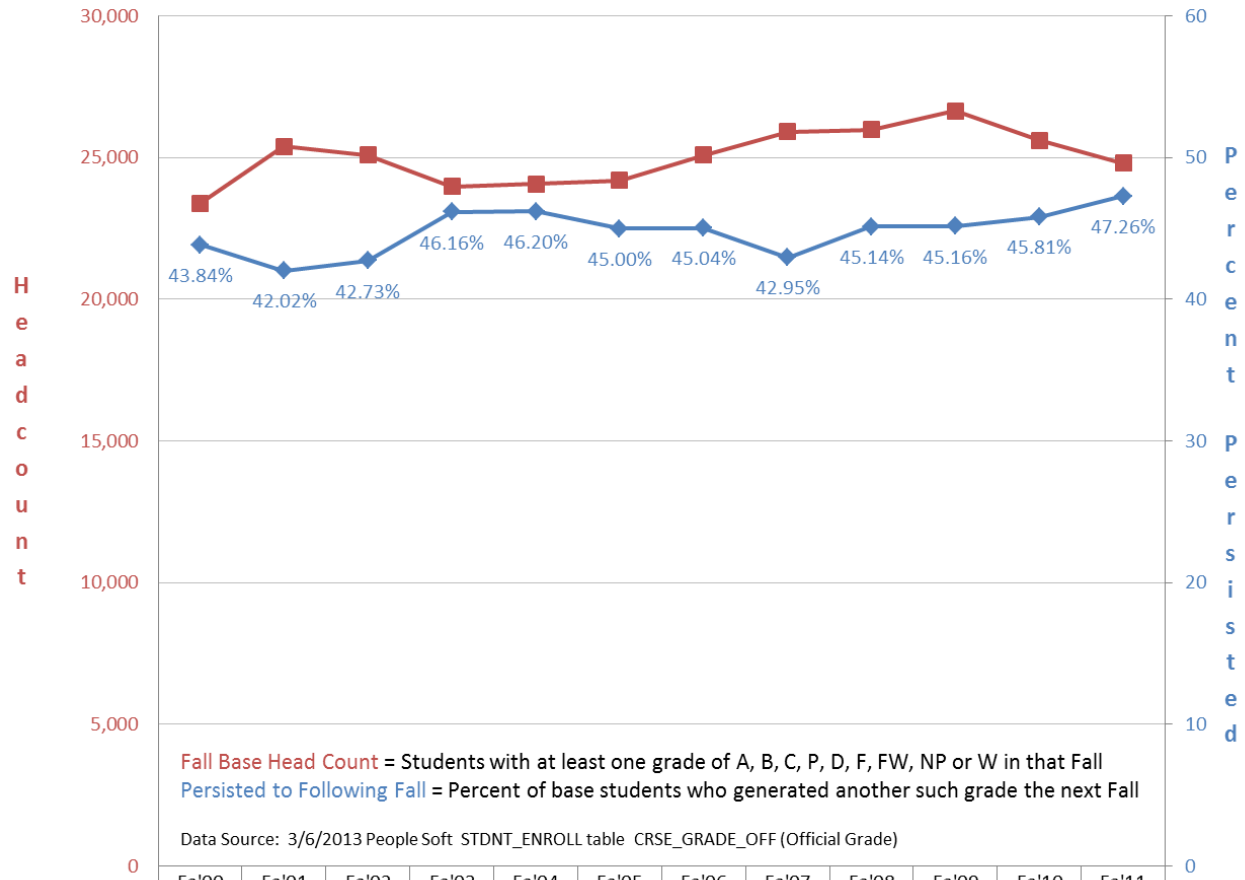 - Reviewed standards as part of their institutional effectiveness review (after the annual report was submitted)

PALOMAR COLLEGE®
Learning for Success

- SLOAC coordinators
- Director of Institutional Research
- VPI / Accreditation Liaison Officer
- Faculty accreditation co-chair
- Faculty Senate President

Team Members

PALOMAR COLLEGE®
Learning for Success

Historical Fall to Fall Persistence Rates

Fall Base Head Count = Students with at least one grade of A, B, C, P, D, F, FW, NP or W in that Fall
Persisted to Following Fall = Percent of base students who generated another such grade the next Fall

Data Source: 3/6/2013 People Soft STDNT_ENROLL table CRSE_GRADE_OFF (Official Grade)

	Fa'00	Fa'01	Fa'02	Fa'03	Fa'04	Fa'05	Fa'06	Fa'07	Fa'08	Fa'09	Fa'10	Fa'11
Fall Base Term Head Count	23,386	25,388	25,097	23,981	24,075	24,189	25,089	25,914	25,982	26,645	25,610	24,807
Pct Here Following Fall	43.84	42.02	42.73	46.16	46.20	45.00	45.04	42.95	45.14	45.16	45.81	47.26

Example

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Learning for Success

Historical Fall to Fall Persistence Rates
With Fall Fee Per Unit Overlay

Note: Fall'12 Fee Per Unit Was $46

	Fa'00	Fa'01	Fa'02	Fa'03	Fa'04	Fa'05	Fa'06	Fa'07	Fa'08	Fa'09	Fa'10	Fa'11
Fall Base Term Fee Per Unit	11	11	11	18	26	26	26	20	20	20	26	36
Fall Base Term Head Count	23,386	25,388	25,097	23,981	24,075	24,189	25,089	25,914	25,982	26,645	25,610	24,807
Pct Here Following Fall	43.84	42.02	42.73	46.16	46.20	45.00	45.04	42.95	45.14	45.16	45.81	47.26

Example

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PALOMAR COLLEGE®
Learning for Success
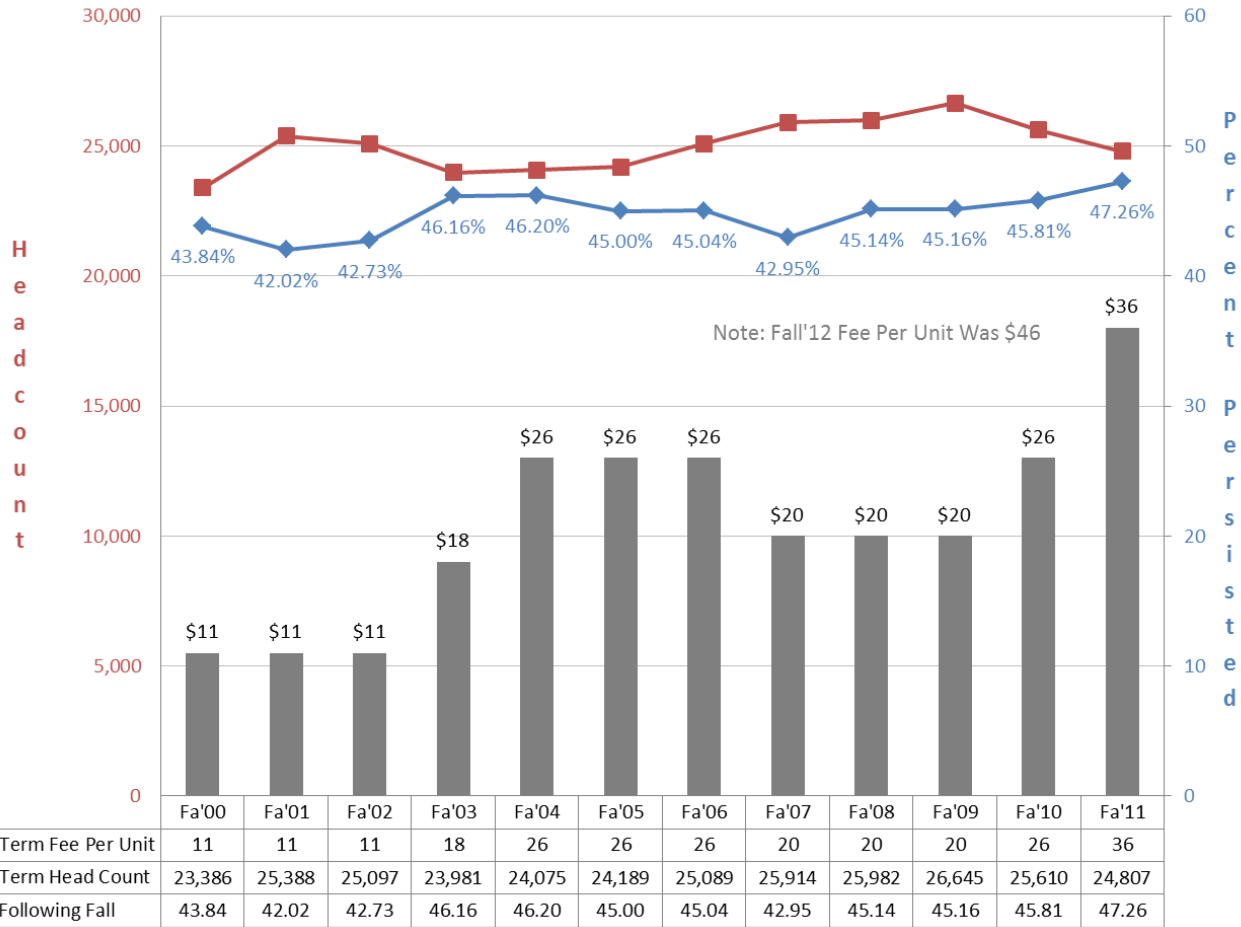
And you?....

- Methods
- Assumptions
- Reasoning

3..2...1...0
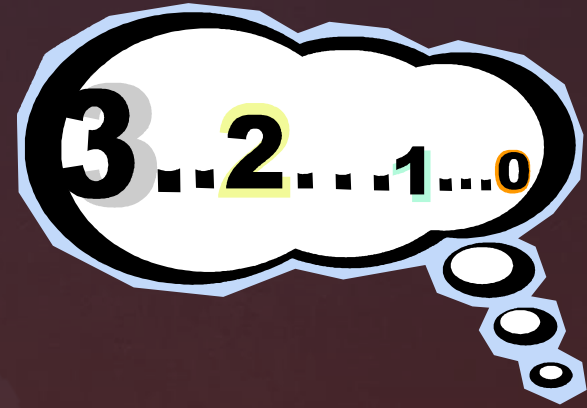
So then, how to Integrate….

- Integrated planning, evaluation, and resource allocation models
- Institutional Effectiveness metrics/Dashboards
  - Scorecard
  - Institution set standards*
  - Other internal measures
- Performance
  - Compare over time; adjust as necessary
  - Compare to peer college(s); adjust as necessary
  - Targets
- Quality of the metrics / What is actionable

But wait… What about the Bigger Picture?

Do we see a pattern here?

The Bigger Picture

- Barbara Beno's CAIR Presentation, titled *Accreditation and Measures of Quality*
  - Accreditation is moving away from evaluation of process alone to evaluation of outcomes.
  - Colleges must demonstrate achievement of mission
  - One of ACCJC's concerns
    - How does a college evaluate its own performance?
    - Are its own standards reasonable?
  - More metrics than just the indicators identified in the annual report
  - Disaggregation by subpopulation
  - Benchmarks and Goals
  - Adjusting standards over time

Word to the wise…

Colleges are being asked to

➢ **Set _Baseline or Standards_**

➢ **_Monitor_ outcomes**

➢ **_Assess_ progress to standards and goals**

… with a whole host of metrics on _achievement outcomes_

➢ **Easily digestable**

And we can expect more of this to come.

"….   These data are examined in the context of the institution-set standards of satisfactory performance and goals for improvement of student success (student achievement and student learning).

The evaluation team cites this information as evidence of the institution's accomplishment of mission."

Current Prompts -

Annual Report

ACCJC Guide to Evaluating Institutions

Team member training

Accreditation Standards

Index to Current Standards

I.B.2 – The institution sets goals to **improve its effectiveness** consistent with its stated purposes. The institution articulates its goals and states the **objectives derived from them** in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institution members understand these goals and work collaboratively toward their **achievement.**

Index to Current Standards

I.B.3 – The institution **assesses progress** toward achieving its stated goals and makes decisions regarding the **improvement** of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on **analysis** of both quantitative and qualitative data.

Index to Current Standards

❧ **IV.B.1.b – The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

(See ACCJC Guide to Evaluating Institutions, July 2013)

❧ **Others????**

Index to Draft Revised Standards

- I. A. 3 – The mission guides institutional decision-making, planning, and resources allocation and informs institutional **goals for student learning and achievement.**

- I. B. 3 – The institution **publishes** institution-set standards for student achievement, appropriate to its mission, and **assesses** how well it is achieving them in pursuit of continuous improvement.

- I. B. 5 – The institution assesses accomplishment of its mission through program review and **evaluation of outcomes, goals and objectives** through analysis of quantitative and qualitative data disaggregated by program type and mode of delivery.

(ACCJC Accreditation Standards, First Reading, January 2014)

Index to Draft Revised Standards

- IV.B.3 – Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
  [among others…]

  - ensuring that the college sets institutional performance standards for student achievement;

Index to Draft Revised Standards

ɞ **IV.C.6 – The governing board regularly reviews key indicators of student learning and achievement and sets expectations through policy to improve academic quality.**

ɞ **Others????**

Share…

Common practices?

Insights?

Concerns?

Resources

- Dr. Barbara Beno, Accreditation and Measures of Quality, presentation to CAIR, November 21, 2013
- Trapp, Arnold, Meuschke, Kuo, LaManque, and Pacheco, Setting Institutional Standards for Student Achievement: Meeting the Call for Academic Quality. Presentation to Strengthening Student Success Conference, San Francisco, October 8, 2013
- USDE update for External Evaluation Teams, spring 2013
- U.S. Department of Education Staff Report to the Senior Department Official on Recognition Compliance Issues, December 2013
- Accreditation Standards (first reading January 2014)
- Eligibility Requirements for Accreditation (first reading January 2014)

Thank you for joining us.