

El Camino College



Self-Evaluation Workshop

Facilitated by
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ACCJC Vice President
March 12, 2025

ACCJC
Outcomes | Innovation | Improvement

ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES

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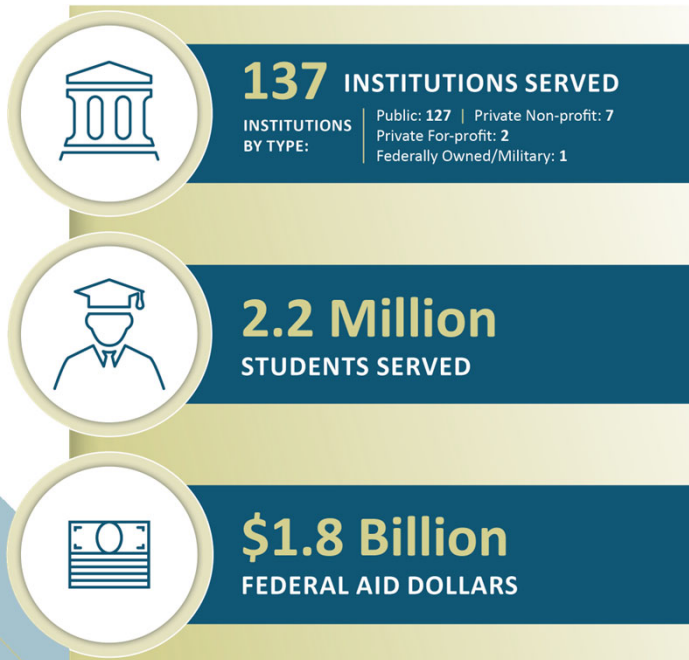
Outcomes

- 1:00 pm Understanding the accreditation context
Applying a growth mindset to Institutional self-evaluation
Using data to reflect your mission
- 2:15 pm Break
- 2:25 pm Advancing your mission and increasing student success
Valuing data transparency and story-telling
- 3:00 pm Interpreting and applying the Standards (breakout groups activity)
Developing the Institutional Self-Evaluation Report

What is ACCJC?

- Only recognized institutional accreditor specializing in two-year colleges across the United States, including California, Hawai'i, the Western Pacific and New York
- Committed to quality through the creation and application of higher education standards
- 19 Member Commission, elected by ACCJC member institution CEOs
- Experienced volunteer peer reviewers who evaluate and visit member institutions
- Advocate for membership and two-year higher education
- ACCJC has 10 permanent staff who carry out the day-to-day operations
 - 4 Vice President Liaisons who support a portfolio of institutions

The Role of ACCJC



- Authorized by the U.S. Department of Education as a reliable authority on the quality of education
 - Allowing institutions of higher education access to **federal financial aid**
 - Working **collegially** with member institutions to advance educational quality
- Sets institutional policy that is aligned with federal regulations and good practice in accreditation and peer review
- Decision-making body regarding the accredited status of member institutions

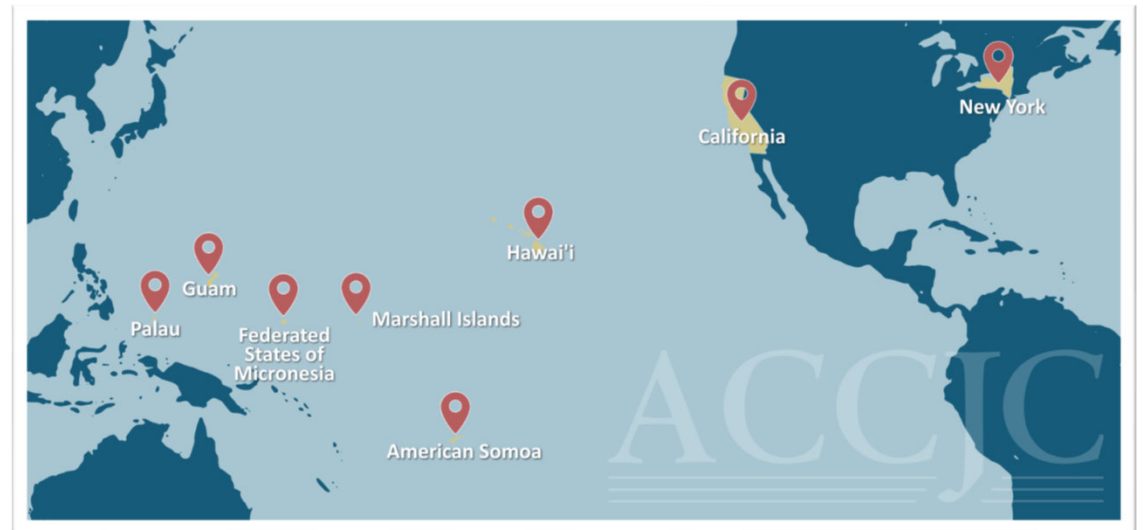
ACCJC's Member Institutions

Similar Educational Purpose

- Primary mission centered on granting **associate degrees**

Diverse Structures & Cultures

- Public & private
- Non-profit & for-profit
- Parochial & vocational
- Urban & rural
- Range of sizes
- Range of organizational structures

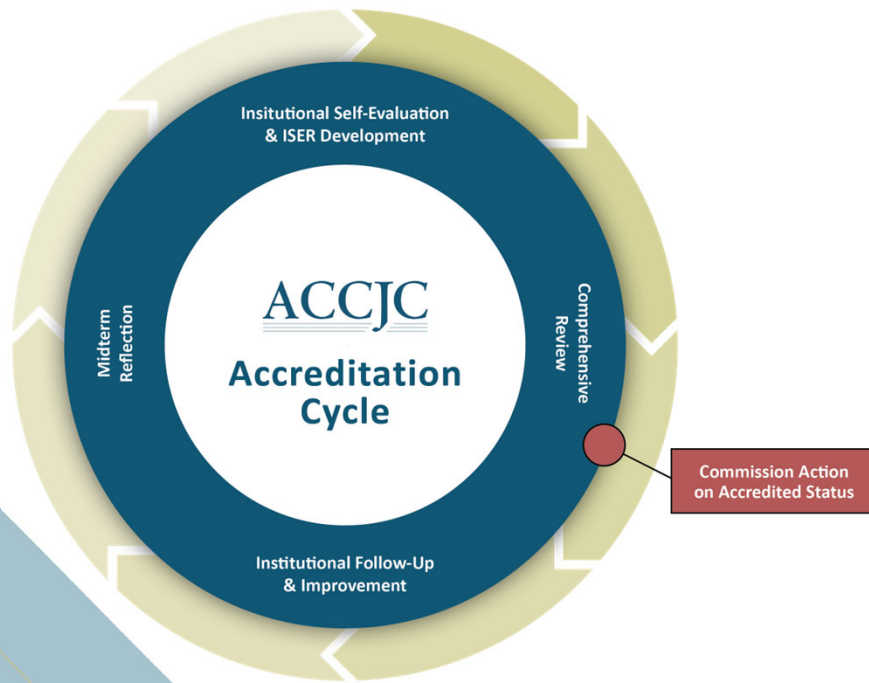


ACCJC's Mission and Values

ACCJC supports its member institutions to advance educational quality and student learning and achievement. This collaboration fosters institutional excellence and continuous improvement through innovation, self-analysis, peer review, and application of standards.



ACCJC's Accreditation Cycle



Types of reports submitted during the cycle:

- **Institutional Self-Evaluation Report (ISER)**
(Required for all members every 7 years and moving to an 8-year cycle as institutions are reaffirmed with new Standards)
- **Follow-Up Reports**
(Only when required by the Commission)
- **Midterm Reports**
(Required for all members 4th year after comprehensive review)
- **Annual Report and Annual Fiscal Report**
(Required for all members on an annual basis)
- **Substantive Change**
(Required for all members under specific circumstances)

Four Interconnected Standards, Building on ERs

Standard 1

Institutional
Mission
and Effectiveness

Standard 2

Student Success

Standard 3

Infrastructure and
Resources

Standard 4

Governance and
Decision-Making

Eligibility Requirements

Overview of ACCJC's Comprehensive Review Process

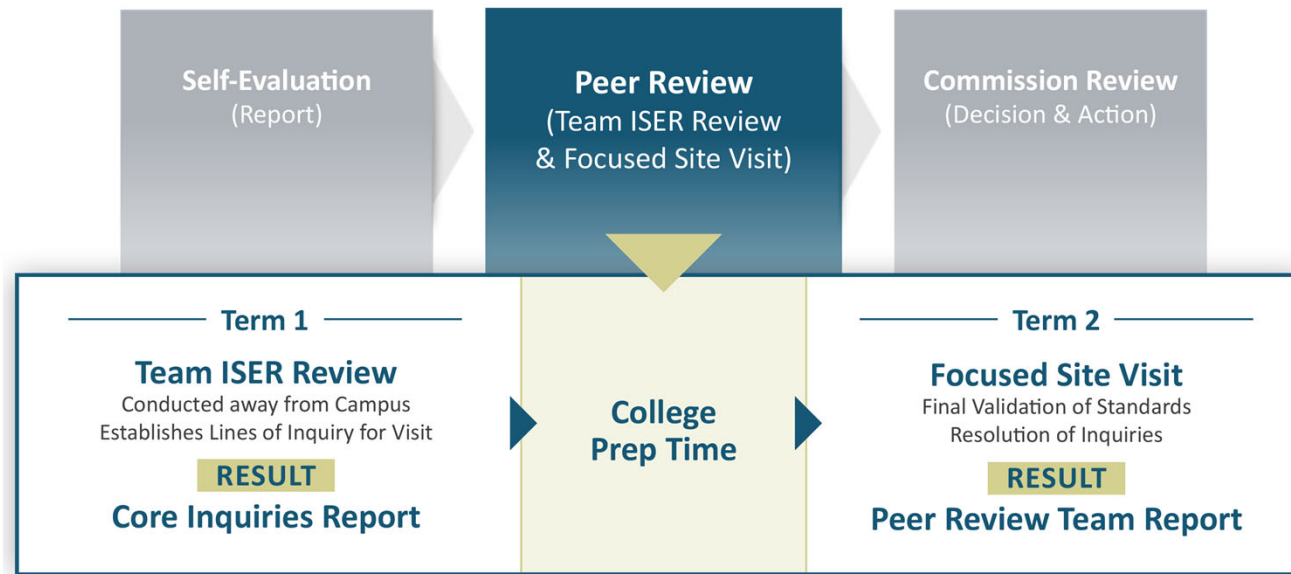


Timeline Overview



ACCJC assistance & support throughout the process

CLOSER LOOK: Two-Term Peer Review



Today's Workshop Learning Outcomes

- Engage in the self-evaluation process to advance your mission and student outcomes
- Interpret 2024 Accreditation Standards
- Write a concise, reflective, and evidence-based report

Why engage in accreditation work?



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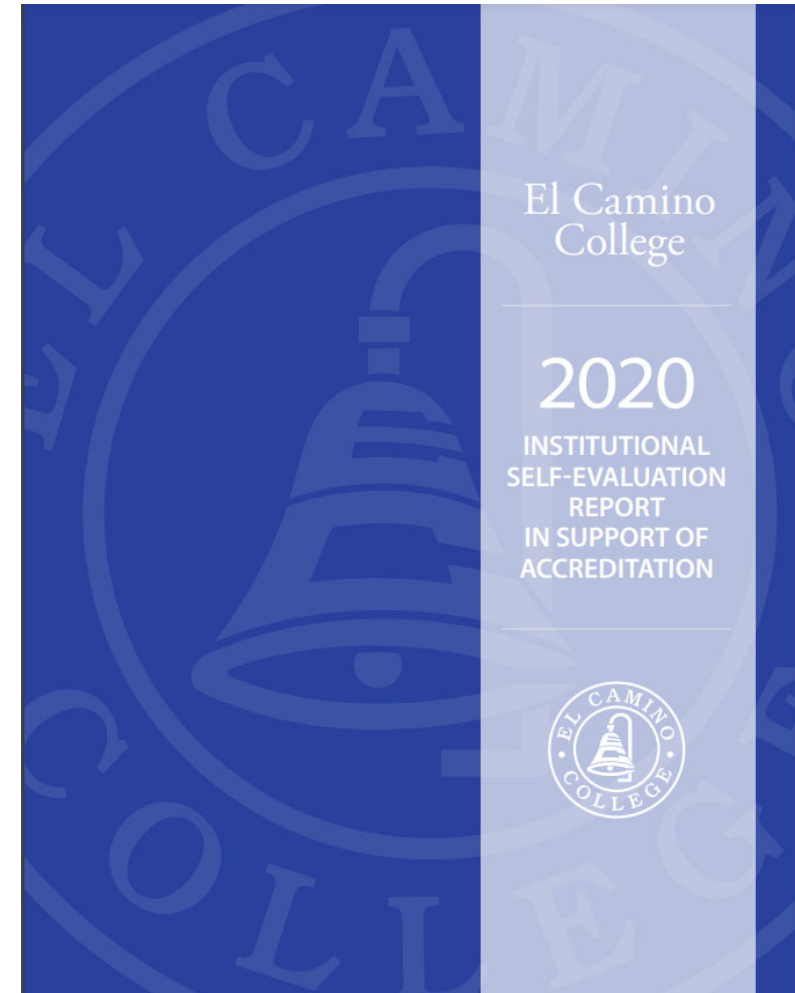
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The self-evaluation is an opportunity:

- To reflect on your mission
- To share your story
- To plan for your future



What is El Camino College's mission?

(I& >J K L ' & L I B D B ' P ' B N R I Q V " C L @ R P B A " > K A "
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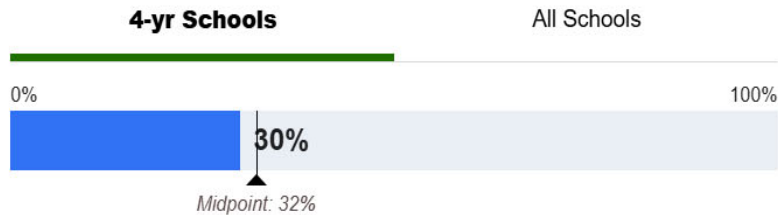
Reflecting on Your Mission – What Story does your Data Tell?

Graduation & Retention

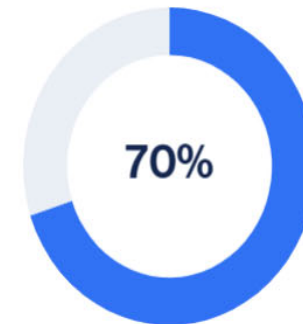
Graduation Rate ⓘ

Show Pell Grant Recipients Only

Show Midpoint For:



Students Who Return After Their First Year ⓘ



Federal College Scorecard Data

Reflecting on Your Mission – Where are you Focusing Efforts to Advance Mission?



Reflecting on Your Mission – What Story does your Data Tell?

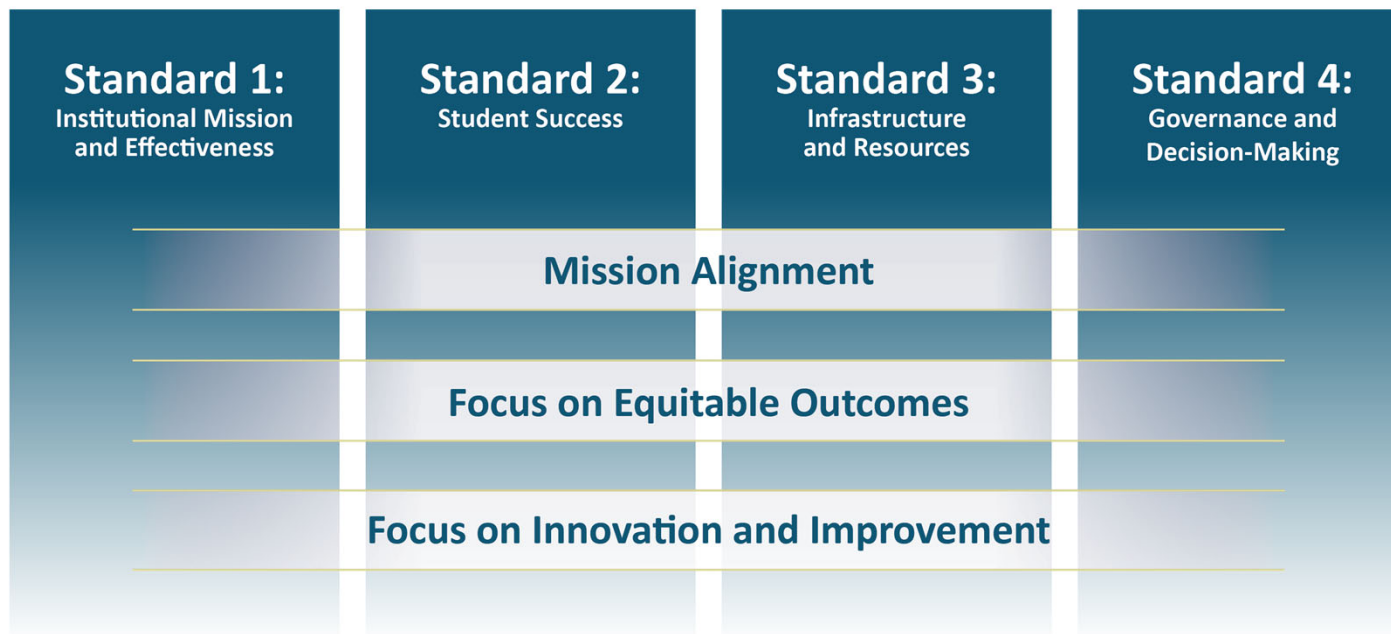
Race/Ethnicity	Enrollment	Success Rate	Success Rate Gap	Course Completion Rate	Course Completion Gap
Asian					
Female	14,403	82.1%	15.8%	89.9%	7.0%
Male	14,452	77.6%	11.3%	87.3%	4.5%
Non-Binary	11	100.0%	30.9%	100.0%	15.5%
Unknown or Decline	110	68.2%	-1.9%	82.7%	-2.3%
Black or African American					
Female	14,988	58.6%	-11.3%	79.4%	-5.2%
Male	10,553	57.3%	-12.0%	78.9%	-5.1%
Non-Binary	18	55.6%	-20.0%	88.9%	3.3%
Unknown or Decline	46	71.7%	2.0%	84.8%	0.1%
Hawaiian/Pacific Islander	990	59.7%	-8.5%	79.3%	-4.4%
Hispanic or Latina/e/o					
Female	60,966	65.2%	-7.1%	82.7%	-2.6%
Male	49,457	64.6%	-6.8%	82.0%	-2.9%
Non-Binary	45	66.7%	-9.5%	82.2%	-6.7%
Unknown or Decline	322	63.7%	-9.7%	81.4%	-5.3%

The self-evaluation is an opportunity



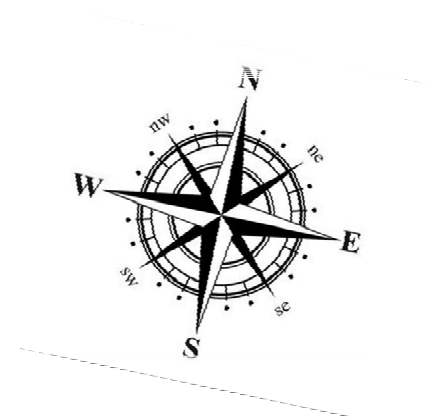
- **Reflect on your mission**
 - Who do you serve?
 - How well do you serve them?
 - How do you know?
- **Share your story**
 - What are your success stories?
 - How are you advancing equitable outcomes?
 - Where are you learning and innovating?
- **Plan for your future**
 - How are your students' needs changing?
 - Where can you adapt and improve?
 - What is your vision for the next cycle?

New Standards and Philosophical Approach



Principles Guiding the New Standards

- Align with Commission's Eligibility Requirements, policies, and values
- Reflect current norms and practices within US higher education
- Focus on outcomes and improvement rather than processes
- Reflect the diversity of ACCJC member institutions
- Use clear language and minimize redundancies
- Balance accountability and improvement
- Emphasize equity and inclusion



Overview of Major Changes in the Standards

FROM	→	TO
Repetitive and siloed	→	Streamlined and holistic
“do you have a process”	→	“what are the results, and how do you use them”
Narrative required for everything	→	Some documentation provided via checklist
120 Standards (127 for multi-college districts)	→	30 Standards for all colleges

Focus on Continuous Transformation

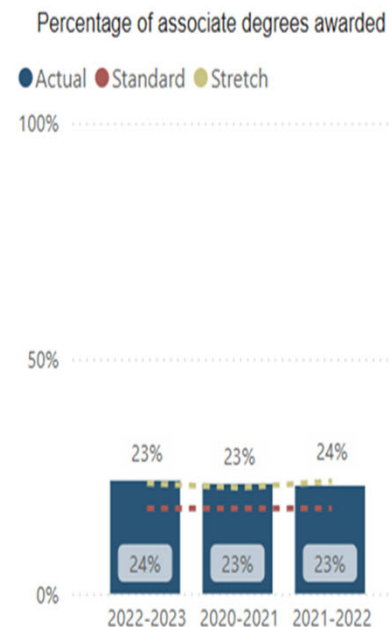
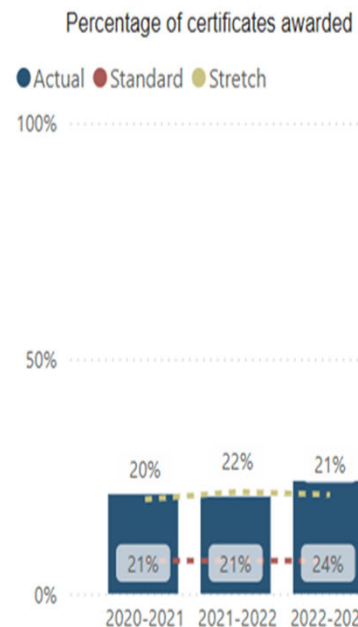
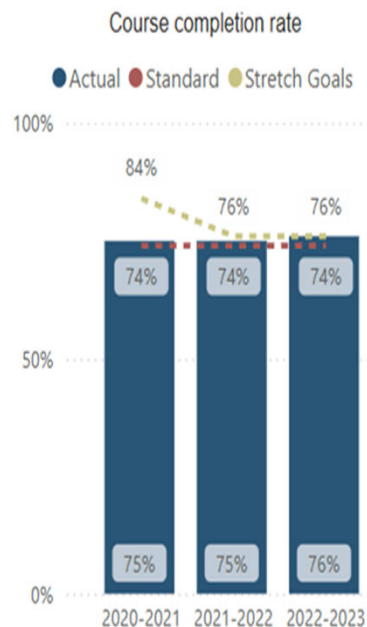


General Framework for Reflection & Improvement



Applying the Framework for Reflection and Improvement

- What are you seeing in this data?
- What does it mean to you?
- What actions are you taking to improve?



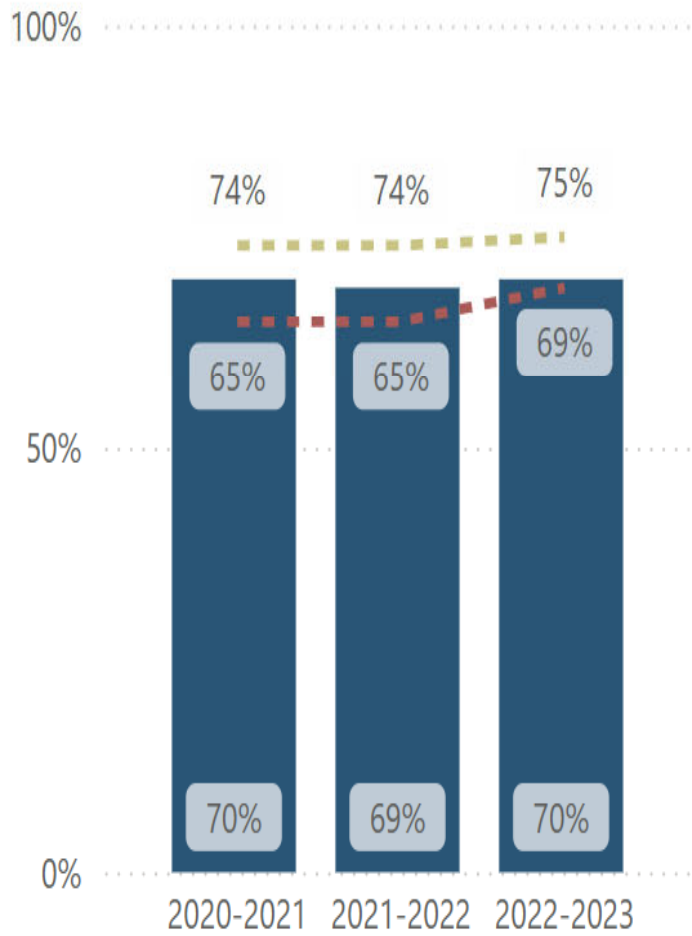
*Course completion rate = number of students completing a course with a grade of C or better divided by the total number of students enrolled in the course

*Certificate awards = awards for credit-bearing certificate programs of 16 or more credits

Reflecting on Your Data from your 2024 Annual Report to ACCJC

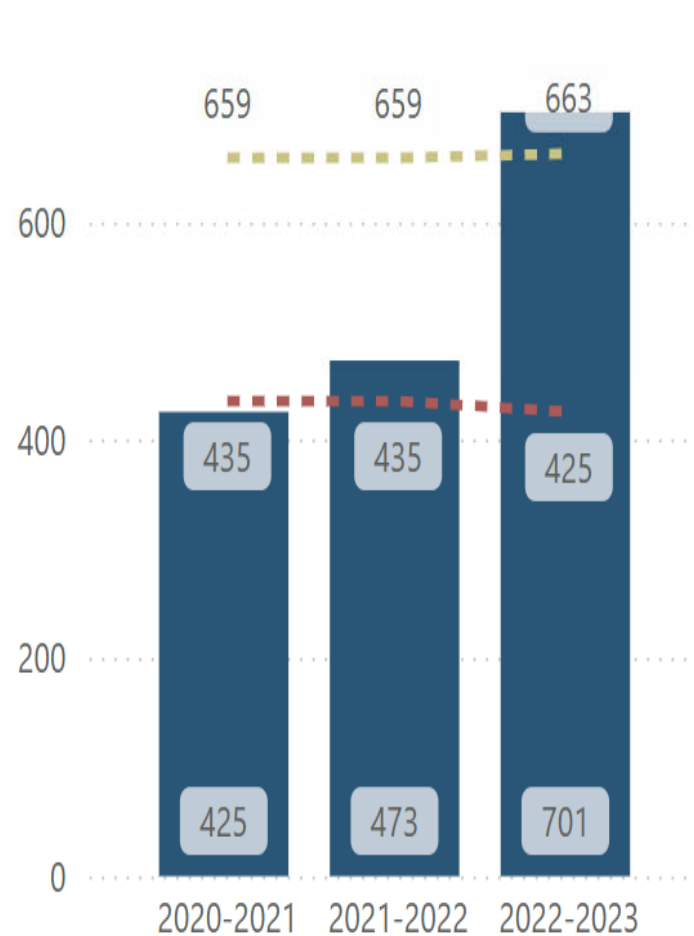
Course completion rate

● Actual ● Standard ● Stretch Goals



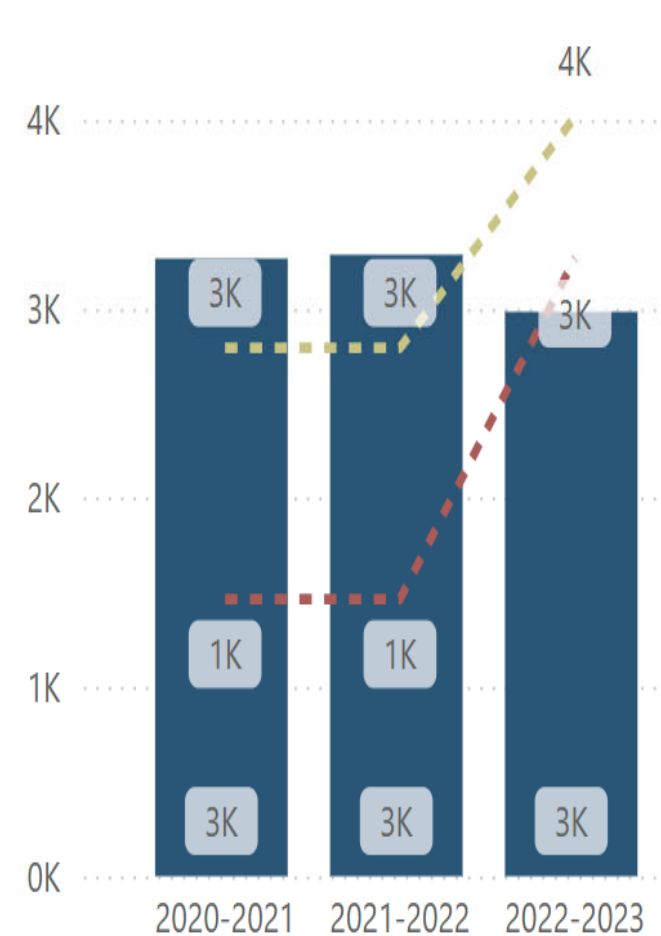
Number of certificates awarded

● Actual ● Standard ● Stretch Goals



Number of associate degrees awarded:

● Actual ● Standard ● Stretch Goals



What are the intended outcomes of self-reflection?

- Establish meaningful and effective **framework** for fostering institutional excellence and equitable student outcomes.
- To demonstrate how you **exemplify academic quality and continue to improve.**



Questions,
Dialogue,
and
Feedback



Accreditation Standards

*Advancing your
mission and
student outcomes
using data*

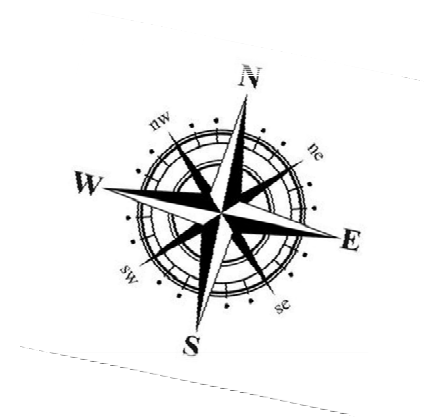
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Structure and Format of 2024 Accreditation Standards

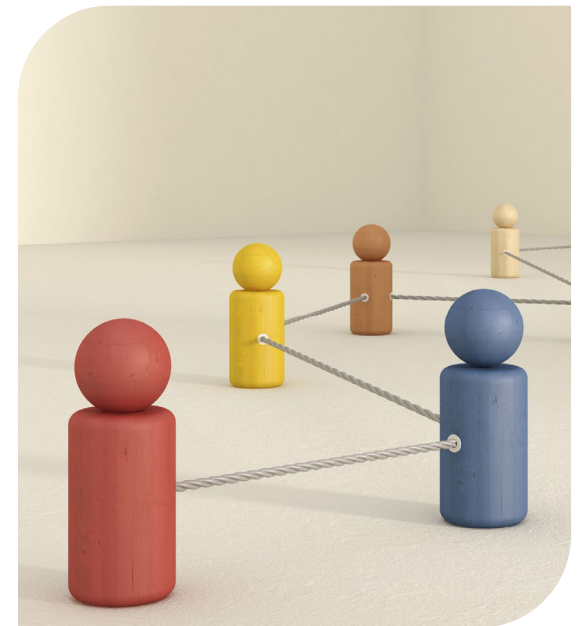
- Accreditation Standard: statement of quality education
- Review Criteria: elaborate on what one would expect in light of standard
- Possible Sources of Evidence: suggestions on what could include
- Required Documentation: mandatory and required to include



Apply the Standard: What do they mean?

Standard 2.9: (Student Success)

The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)



Standard 2.9 Review Criteria:

- The institution follows established processes that include analysis of data related to student learning (i.e., outcomes assessment results) and achievement (e.g., course completions and degree/certificate completions), disaggregated for student subpopulations and/or learning modalities as appropriate.
- Faculty and other educators engage in dialogue about learning and achievement data, disaggregated for student subpopulations and/or learning modalities as appropriate, in order to guide program improvement and curriculum development, address achievement gaps, and inform institutional goalsetting.
- The institution's dialogue about disaggregated learning and achievement data informs institutional goal-setting.

Standard 2.9 Possible Sources of Evidence Could Include:

- Documentation of processes for design and evaluation of curriculum
- Documentation of processes for program review and outcomes assessment, including consideration of how disaggregated data are incorporated, analyzed, and used for improvement
- Examples of completed reviews and/or assessments outlining how results inform improvements in curriculum design, service delivery, and/or teaching and learning practices to support equitable achievement

Submit Required Documentation

Standard 2 (Student Success) – Required Documentation: *(select excerpts below – go to website for full list)*

- Documentation of minimum degree requirements (60 units for AA, 120 units for BA)
- Documentation that the official catalog provides information regarding the purpose, content, requirements, and expected learning outcomes of degree and certificate programs
- Documentation showing how the institution distinguishes pre-collegiate curriculum from college-level curriculum (if applicable)
- Documentation of compliance with Federal standards for clock-to-credit hour conversions (if applicable)

Reflecting on the Standards



For each Standard, consider:

1. What do we do to align with the Standard?
2. Where do we think we align with the Rubric for Institutional Alignment and Transformation?
3. What opportunities do we have to stretch ourselves to deepen our practices to impact equitable student outcomes?
4. How does our reflection and learning inform our institutional plans for action, improvement, and/or innovation?

ACCJC Rubrics for Institutional Alignment and Transformation

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement.	The institution reviews its assessment results to ensure the quality of its academic, learning support, and student services programs.	The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements.	The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement.	Through the use of systematic review and assessment, the institution achieves high-quality academic, learning support, and student services programs and creates innovations that lead to equitable student achievement.
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Apply the Standards to YOUR College - Activity

1

Read the Standards
in the activity.

2

Discuss the
accompanying
questions.

3

Be prepared to
discuss your
thoughts with the
entire group.

Institutional Mission and Effectiveness

Standard 1.3: The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and **innovation**.

Standard 1.5: The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Student Success

Standard 2.2: The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support **equitable** attainment of learning outcomes and achievement of educational goals.

Standard 2.6: The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote **equitable** student learning and achievement.

Infrastructure and Resources

Standard 3.2: The institution supports employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting **equitable** student success and in meeting institutional and employee needs.

Standard 3.4: The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote **equitable** achievement of student success.

Governance and Decision-Making

Standard 4.2: Roles, responsibilities, and authority for decision-making are clearly **defined and communicated** throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the **inclusion of relevant perspectives**.

Standard 4.3: The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices **support a climate of collaboration and innovation** that advances the mission and **prioritizes equitable student outcomes**.

Documenting your Reflections



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Evolving Expectations for Institutional Self-Evaluation Reports

New ISER Template (embedded instructions for each section)

Major Sections in the Self-Evaluation Report	Suggested Length
Forward to the Institutional Self-Evaluation	1 page
A. Introduction: Institutional Context	2-5 pages
B. Institutional Self-Evaluation of Alignment with the Accreditation Standards	60-70 pages
C. Required Documentation	(no narratives)
D. Appendices: 1 – Verification of Catalog Requirements 2 – Organizational Information 3 – Additional Approved Locations (if applicable)	(no narratives)

New Prompt from the ISER Template

For each standard, provide a narrative response that analyzes the institution's alignment with the Standard. The narrative should address the review criteria and provide supporting evidence, data, and examples as appropriate. The narrative should also address opportunities for innovation and areas for improving alignment to the Standard that were identified during the self-evaluation process.

As you prepare to draft your response, it may be helpful to reflect on the following questions:

- What does the institution do to align with the Standard?
- What are the results of these actions? How effectively do the actions support equitable student success? How do you know?
- What did the institution learn?
- What will the institution do differently as it moves forward? How will the institution's learning inform its plans for action, improvement, and/or innovation?

Not everything needs a narrative

New “Required Documentation” Checklist – from the ISER Template:

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution’s authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	[Insert document name(s) and link(s)]
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	[Insert document name(s) and link(s)]
iii. Documentation of the governing board’s approval of the institutional mission (ER 6)	[Insert document name(s) and link(s)]

What practices lead to an effective self-evaluation report?

- Discuss Standards and review criteria, identify and gather the evidence, **then** write
- Highlight equity, outcomes, improvements, and innovations
- Keep the narrative concise, direct, and focused
- Call out both strengths and areas for improvement
- Use simple, clear, business-style writing
- Keep your readers in mind (avoid acronyms, use legible fonts, etc.)

Good practices for data and evidence?

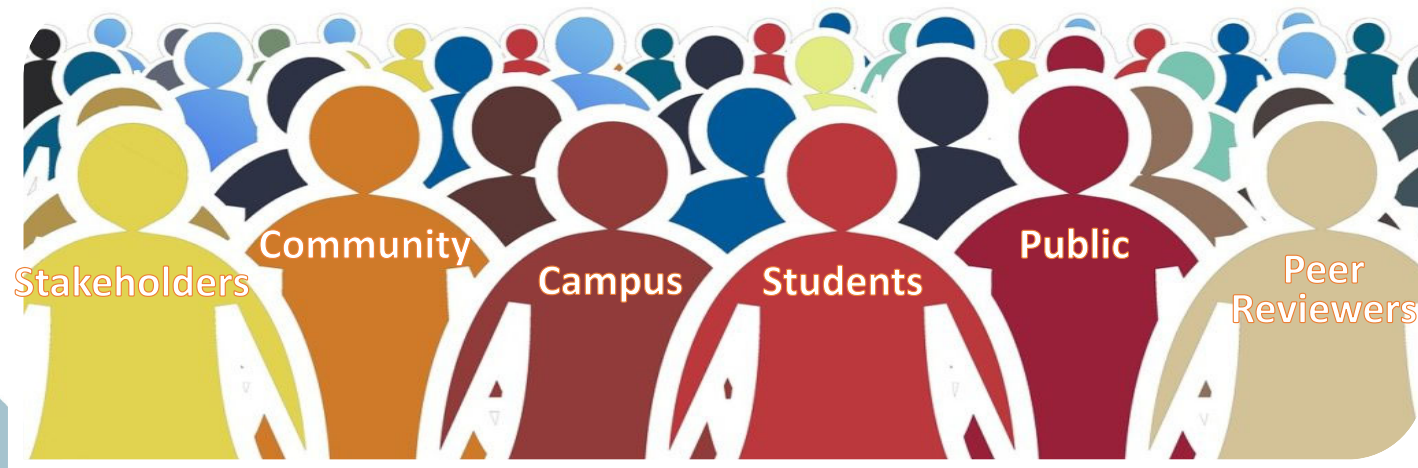
- Identify and gather your evidence **before** you begin writing
- Consider the suggestions for evidence in the Standards
- Show how data/evidence are used to improve (esp. student outcomes)
- More evidence is not necessarily better
- Provide representative samples & “case studies”
- Call out relevant sections of big documents (highlights, excerpts, etc.)
- “Freeze” evidence from websites in a PDF or screenshot

One Year from Now...

- We'll check in with your team on the following areas:
 - RSI- Regular and Substantive Interaction
 - Disaggregated data
 - Telling your story with evidence
 - Checklist and required documents...

Institutional Self-Evaluation Report

TELL YOUR STORY



Questions,
Dialogue,
and
Feedback



Remember to Sign-In for this Session



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