

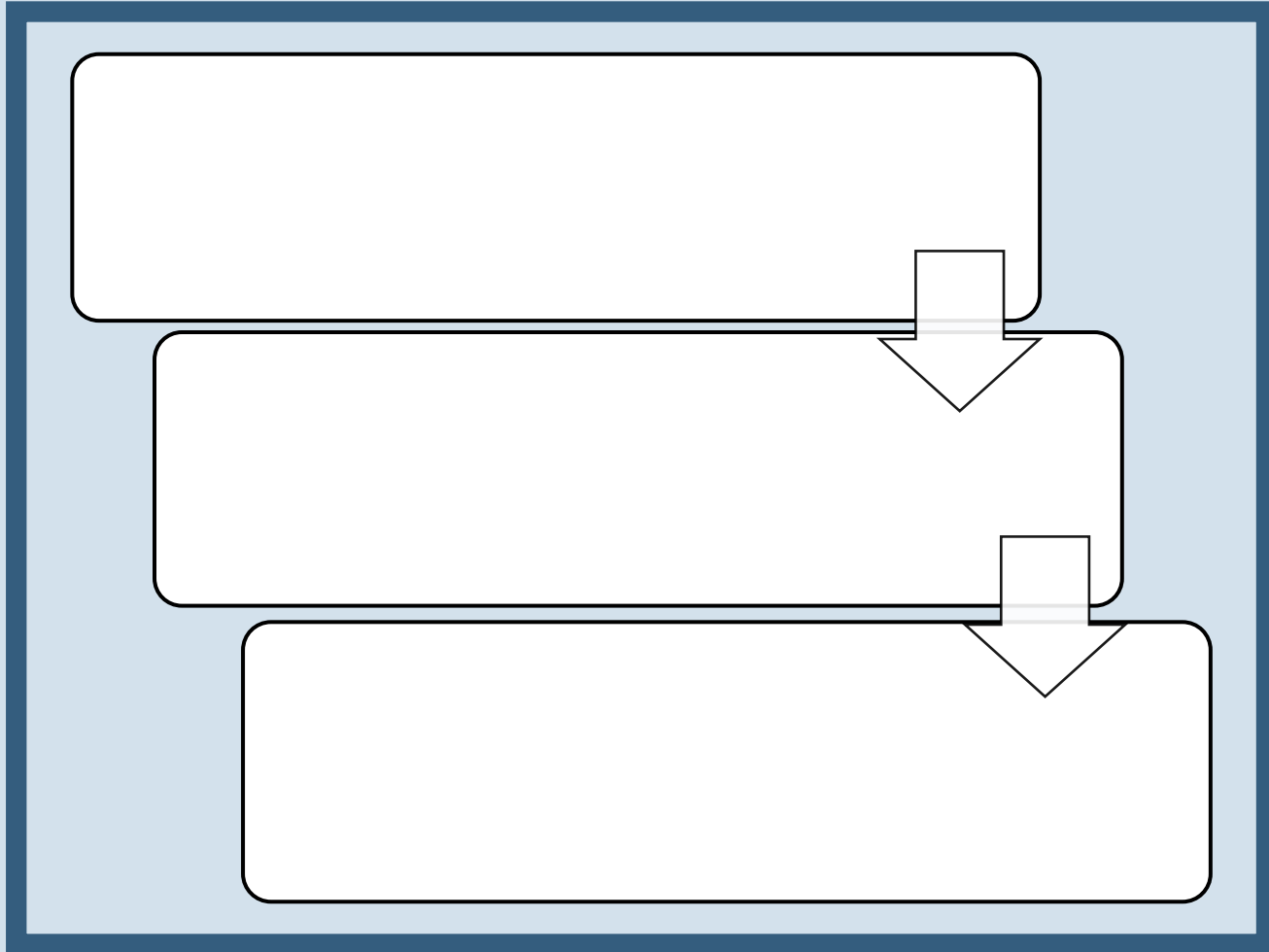
Chabot College

2022 Institutional Self-Evaluation (ISER)

*Standard Narrative Writing Guidelines
Presented By Audrey Trotter, Ph.D.
Monday, December 7, 2020*

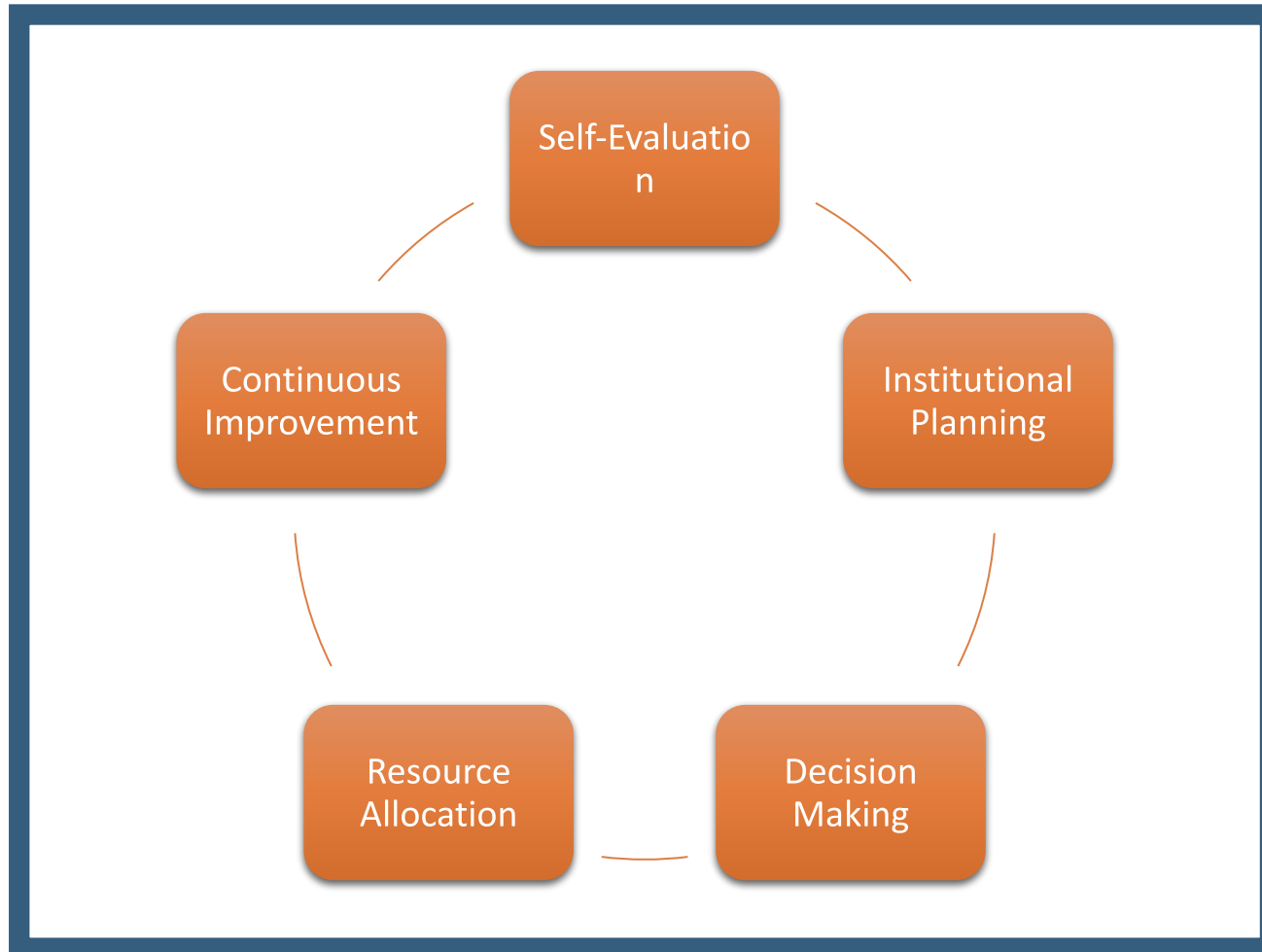
Institutional Self-Evaluation Report (ISER)

The ISER represents the institution's understanding of its performance against the Accreditation Standards.



Structure of the Institutional Analysis of Standards

**Foundational
Principles of the
Standards
and
Commission
Expectations**



**Critical
Aspect of
Accreditation**

**Continuous
Quality
Improvement**

Standard I, II, III and IV Writing Template Structure

For Each Standard

- Present **Evidence of Meeting the Standard**
- **Analysis and Evaluation**
Present how the evidence demonstrates the extent to which College's policies and practices align to each Standard

At the end of Each Section

- **Conclusion**
 - ...**Improvement Plan(s)**
Arising out of Self-Evaluation Process, if any
- **Acronyms List**
- **Evidence List**

Standard I, II, III, and IV Writing Template Structure

- **Evidence of Meeting the Standard** for each Standard
- **Analysis and Evaluation** for each Standard
- **Conclusion** at the end of Each Section...
 - ...**Improvement Plan(s)** Arising out of Self-Evaluation Process, if any
- **Acronyms List** at the end of Each Section
- **Evidence List** at the end of Each Section

Evidence of Meeting the Standard (for each Standard)

- **Link references to evidence documents** to support the factual claims.
- Use the **the language of the Standard** to begin the narrative.
- Be direct—**name the evidence document and state explicitly.**
What did the evidence collected demonstrate in relation to the Standard?
 - “***Document X*** demonstrates that the College has a policy on Y,” with Y being the topic called for in the Standard.

Analysis and Evaluation for Each Standard

- **Based on the evidence, analyze and systematically evaluate the College's performance against each accreditation Standard and its institutional mission.** Use evaluative appraisals relating to:
 - Educational quality
 - Institutional effectiveness
 - Decisions for improvement
- **Analyze HOW** the College uses or what it does with the evidence collected to demonstrate meeting the Standard.
- Describe **HOW factual conditions of policies and practices** align with the Standard.

Analysis and Evaluation for Each Standard

- **Evaluate the effectiveness** of the policy, procedure, or practice.
- Identify **to what degree or how well** evidence demonstrates that policies and practices align with the Standard. **How did the College reach this conclusion?**
- **Focus on accomplishments and outcomes achieved** and *not just structures or processes used!*
- **Begin the narrative** with, “The College meets the Standard.”

Conclusion (at the end of each section)...

- At the **end of each section**, the College reaches **broader, overarching conclusions regarding performance** on each theme within the Standards (e.g., I.A, Mission; I.C, Institutional Integrity; II.A, Instructional Programs; III.C, Technology Resources, etc.)
- Drawing **from the evidence and evaluation for each individual Standard and reflecting on the Standards in the grouping as a collective whole, report the College's overall assessment** on each section/theme.
- Holistically, **summarize the effectiveness and to what extent institutional policies and practices align with Standards as a sum of its parts, and how the College reached this Conclusion.**

... And Improvement Plan(s) Arising out of the Self-Evaluation Process

- Self-Evaluation reveals areas where institutional effectiveness can be improved, or changes are needed to better align with Commission Standards.
- Document changes made during the self-evaluation process, or;
- Document improvement plans for future action.

. . . And Improvement Plan(s) Arising out of the Self-Evaluation Process

- Changes or **improvements completed** in response to self-evaluation, may be **included within the “Analysis and Evaluation”**.
- If changes or **improvements require more time** to complete, time beyond the publication of the ISER, such self-identified improvement plans should be **noted in the “Conclusion”** section of the relevant Standard.
- Discussion of the **Improvement Plan(s)** should **include expected outcomes and timelines for implementation**.
- Plans should also **be integrated into the College’s ongoing evaluation and planning processes**.

- Spell out the names of groups on the first reference, followed by the ACRONYM.

For example:

- the Accrediting Commission for Community and Junior Colleges (ACCJC)
- U.S. Department of Education (USDE)
- The ACRONYM may be used alone on the second reference.

ACRONYMS

See Appendix A:
ACCJC Suggested
Formatting and Style Sheet
pp. 120-121

Evidence List (also at the end of each section)

- At the **end of each section** (e.g., II.C, Student Support Services; III.A, Human Resources; III.B, Physical Resources; etc.):
 - **List all evidence cited** within the narrative text for the Standards of that section.
 - **Numbering system for the evidence list should match exactly the numbering system used for the evidence citations** within the text of the narrative.

Certification of Continued Institutional Compliance with **Eligibility Requirements**

- US Department of Education (USDE) requires accredited institutions to provide evidence they meet the accrediting commission's eligibility requirements.
- Colleges must include in the ISER information demonstrating they continue to meet Eligibility Requirements. ***See Appendix B, pp. 122-124***
- Eligibility Requirements 1, 2, 3, 4, and 5 must be **addressed separately** in the ISER with **a brief narrative analysis and links to evidence documents**.
- Remaining Eligibility Requirements will be addressed within the College's responses to associated Standards (e.g., ER's 6 through 21).

Eligibility Requirements (ERs) and Associated Standards

- ER 6—I.A.1, I.A.4
- ER 7—IV.C.1, IV.C.4, IV.C.11
- ER 8—III.A.9, III.A.10
- ER 9—II.A.1, II.A.6
- ER 10—II.A.9, II.A.10
- ER 11—I.B.2, I.B.3, II.A.1
- ER 12—II.A.5, II.A.12
- ER 13—I.C.7
- ER 14—III.A.2, III.A.7
- ER 15—II.C.1, II.C.3
- ER 16—II.C.6
- ER 17—II.B.1, II.B.4
- ER 18—III.D.1
- ER 19—I.B.9, I.C.3
- ER 20—I.C.1, I.C.2
- ER 21—I.C.12, I.C.13

Quality Focus Essay (QFE) ACCJC Guide, pp. 26-27

- Opportunity for the College to be innovative and to propose new ideas and projects to improve student learning and/or student achievement at the institutional level. (ACCJC Guide, p.26)
- As Chabot College evaluates its programs and services in the continuous quality improvement cycle of data analysis, planning, resource allocation, and evaluation, it examines its effectiveness in accomplishing its mission.
- The College will identify policies, procedures, and practices in need of change directly related to improvement of student learning and/or student achievement.

Quality Focus Essay (QFE) (not to exceed 4000 words)

- Chabot College will identify two or three areas of or areas of interest arising out of institutional self-evaluation focusing on student learning and achievement.
- Chabot College will plan **two or three action projects** which are intended to have a positive **impact on improving student learning or achievement** over a **multi-year period**.
- These action projects will be described in a Quality Focus Essay (QFE)
- Include activities to be completed, responsible parties, resources needed, and a timeline for completion.

Organizing Strategies for Standard Writing Handout

- Standard Formatting
- Evidence of Meeting the Standard Example
- Evidence citations within the Standard narrative
- Analysis and Evaluation Example
- Conclusion: Formatting and Expected Summary
- ACRONYMS List for each Standard Section
- Standard Evidence List for each Standard Section Numbering System

References for ISER and Standard Writing

- ACCJC Guide to Institutional Self-Evaluation, Improvement, and Peer Review, January 2020
 - **Section E.** Certification of Continued Institutional Compliance and Eligibility Requirements, pp. 23-24
 - **Section G.** Structure of the Institutional Analysis of Standards, pp. 24-26
 - **Section H.** Quality Focus Essay (not to exceed 4,000 words, pp. 26-27
 - **Section 7.** Guide to Understanding and Applying Standards, pp.35 -113
 - ISER Accreditation Standards I, II, III, and IV
 - Possible Sources of Evidence for Standards I, II, III, and IV
 - Review Criteria for Standards I, II, III, and IV

References for ISER and Standard Writing (cont.)

- ACCJC Guide to Institutional Self-Evaluation, Improvement, and Peer Review, *January 2020*
 - **Appendix A:** ACCJC Suggested Formatting and Style Sheet, pp. 120-121
 - **Appendix B:** Eligibility Requirements for Accreditation (*Adopted June 2014*), pp. 122-124
 - **Appendix G:** Protocol for Organizing/Submitting Evidence, pp. 141-142

Standard Narrative Writing Tips Handout

Questions??

Thank You!