



CHABOT COLLEGE

ISER Preparation / Check-in

February 10, 2021

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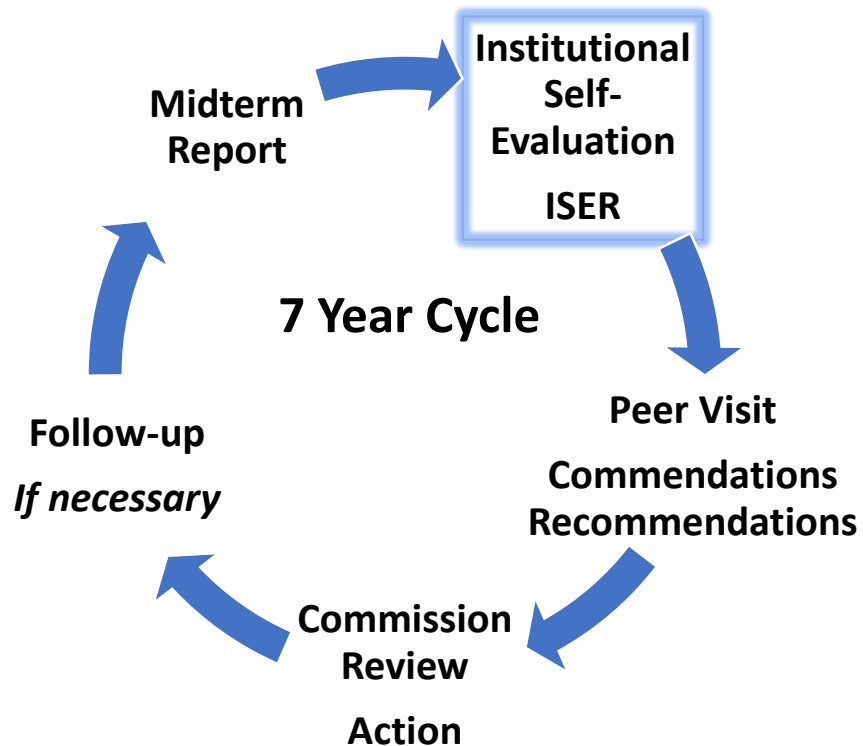


Learning Outcomes for Today:

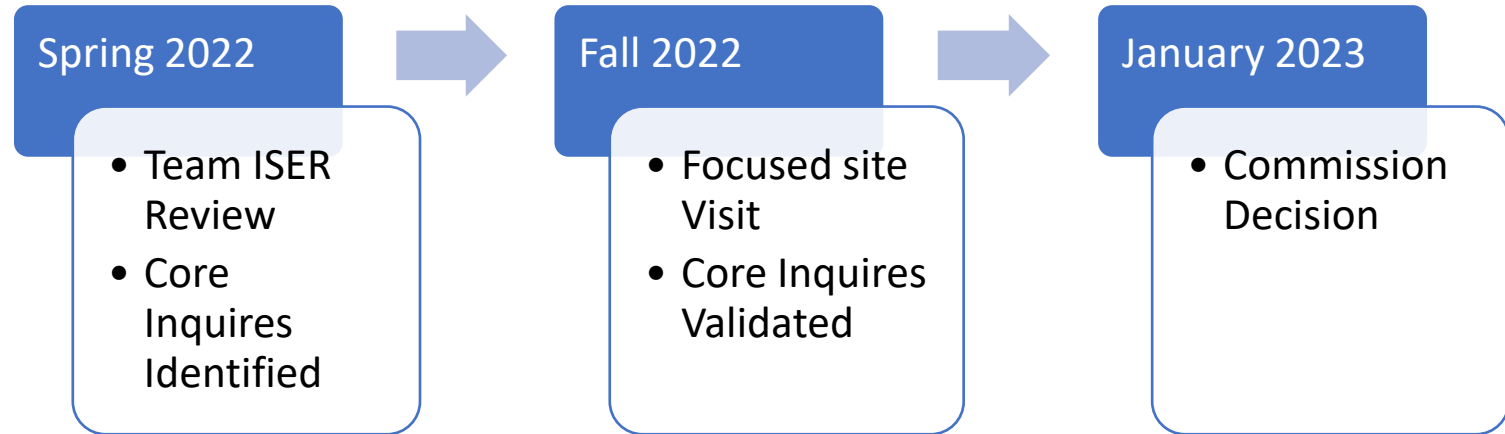
- Quick review accreditation cycle (formative/summative review)
- Writing to the Standards
- Writing a report that is concise, clear, and based on evidence
- Improvement plans and Quality Focus Essay
- Review peer reviewers' expectations for the evaluation process

The Accreditation Cycle

On-going
**Commitment to
Improvement
and Educational
Excellence**



Formative/Summative Review



Team Chair Manual

This Manual is for use by individuals serving as chairs of peer review teams. It outlines the responsibilities and activities specific to the team chair.



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Team Chair Manual - Formative/Summative Comprehensive Review Model

This Manual is for use by individuals serving as chairs of peer review teams in the pilot Formative/Summative comprehensive review model. It outlines the team chair's responsibilities, activities, and timelines specific to Team ISER Review and the Focused Site Visit.



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Team Training Manual

This Manual is for use by individuals serving on peer review teams. It outlines the responsibilities and activities of team service.



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Team Training Manual - Formative/Summative Comprehensive Review Model

This Manual is for use by individuals serving as peer reviewers for colleges participating in the pilot Formative/Summative comprehensive review model. It outlines the team's responsibilities, activities, and timelines specific to Team ISER Review and the Focused Site Visit.



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Writing to the Standards

127 (!) Standards across 14 Functional Areas

- Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity
 - A. Mission (4)
 - B. Assuring Academic Quality and Institutional Effectiveness (9)
 - C. Institutional Integrity (14)
- Standard II: Student Learning Programs and Support Services
 - A. Instructional Programs (16)
 - B. Library and Learning Support Services (4)
 - C. Student Support Services (8)



127 (!) Standards across 14 Functional Areas

- Standard III: Resources
 - A. Human Resources (15)
 - B. Physical Resources (4)
 - C. Technology Resources (5)
 - D. Financial Resources (16)
- Standard IV: Leadership and Governance
 - A. Decision-Making Roles and Processes (7)
 - B. Chief Executive Officer (6)
 - C. Governing Board (13)
 - D. Multi-College Districts or Systems (7)





Key Concepts Embedded Throughout

- Effectiveness of planning at all levels of the institution in meeting its mission
- Adequacy of resources to support student learning
- Processes of leadership, governance, and decision-making

All standards work together to define and promote student success, academic quality, institutional integrity, and excellence.



Interpreting Standards

Standard II.A.1:

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.



Interpreting Standards

Standard III.A.8:

An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.



Interpreting Standards – Steps to Success

- Step 1: What area is the standard in?
- Step 2: What is the standard about (i.e., subject, verb)
- Step 3: Is the standard asking for a policy or process?
- Step 4: What's the best evidence (not all evidence) that demonstrates the college is meeting standard?



Interpreting Standards

Standard I.C.5:

The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

versus

Standard IV.C.7:

The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.



Interpreting Standards

I.B.2: The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

versus

II.A.3: The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

versus

II.C.2: The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.



Interpreting Standards

I.C.8: The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

versus

III.A.13: The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

versus

IV.C.11: The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.



The ISER: Resources & Tips for Putting it Together



Guide to Accreditation for Governing Boards

This Guide explains the Accreditation Standards that describe the duties and responsibilities of governing board members for meeting Accreditation Standards and for leading a results-oriented college. The Guide includes electronic links to resource documents available for download. It is recommended for all CEOs and governing board members.



[download](#)

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

This Guide contains suggestions for how an institution organizes for self-evaluation and prepares for peer review. It includes an outline of information that should be included in the Institutional Self-Evaluation Report (ISER). This Guide also provides suggestions for what might constitute evidence of meeting Accreditation Standards and review criteria to help institutions and peer review teams during the evaluation process. It is intended for use by institutions as they prepare their ISER and by teams when evaluating institutions.



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Team Training Manual

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Template for Institutional Self-Evaluation Report (ISER)

Institutions may use this template to help organize and draft the Institutional Self-Evaluation Report. The template is intended to be used in conjunction with the Guide to Institutional Self-Evaluation, Improvement, and Peer Review.



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Structure of the Institutional Analysis

Evidence of Meeting the Standard

- Indicates WHAT specific evidence demonstrates alignment with the Standard
- Briefly describes the evidence in its context to explain WHY it is relevant

Analysis and Evaluation

- Indicates HOW the evidence demonstrates alignment with the Standard
- Evaluates the effectiveness of the policy, procedure, or practice
- *May* include improvement plans emerging from analysis and evaluation



Reflect & Self-Assess as You Go

Questions to consider as you review your drafts:

- Does each response flow from appropriate evidence?
- Has the Standard (subject, verb) been sufficiently addressed?
- Is the response focused ONLY on the Standard?
- Are there action plans in place to address gaps, if necessary?
- Do constituency groups understand the institutional processes described in the ISER?



Other ISER Tips

- **Always** begin with relevant evidence
- Use the ISER Template
- Be concise – more is not necessarily better
- Use simple, clear, business-style writing
- Keep readers in mind
- “Freeze” any evidence from websites (PDF or Word)



Interpreting Standards – Steps to Success

Step 1: What area is the standard in?

Step 2: What is the standard about (i.e., subject, verb)

Step 3: Is the standard asking for a policy or process?

Step 4: What's the best evidence (not all evidence) that demonstrates the college is meeting standard?

Step 5: Write to the evidence



Don't Forget: Improvement Plans and the QFE

- Self-Identified Improvement plans (a.k.a. planning agenda)
 - Purpose: Plans to strengthen college's alignment to specific standards
 - Will report out on progress in the Midterm Report
- Quality Focus Essay (QFE)
 - Purpose: Long-term plans to **improve student learning and achievement**
 - Should identify intended outcomes (measurable and achievable)
 - Should identify responsible parties/groups
 - Should have a timeline
 - Will report out on results in the Midterm Report
- Not used by Commission in decision, but teams will provide feedback

Checking in: ISER Development

What other questions do you have about format and structure as your ISER comes together?





Expectations of the Peer Review Team

Expectations of Peer Reviewers

- Seek to *understand*
- Seeking to understand *starts with trusting the ISER*
- Practice *appreciative inquiry*
- *Evaluate* against the Standards – not other regulations or requirements
- *Alignment* with Standards rather than hunting for deficiencies
- Validation and *affirmation*
- *Goal*: educational quality and institutional improvement

Professional Judgement of the Team

- Peer reviewers bring a valuable perspective as professional practitioners from similar institutions
- Purpose of Commendations
 - To **celebrate** exemplary practice; **recognize** a college that exceeds Standards
- Purpose of Recommendations
 - To come into **compliance**
 - To help the college **improve**
- Meeting the standard in a fluid environment: If the college has a plan and is following it, assume they will continue to follow it

Checking in: Final Thoughts

Any final comments or questions to share today?





Thank you!!