

FALL 2011 Accreditation Newsletter

August 2011



ELAC's Accreditation Status...

What's Happening

The Accreditation process provides a means for ELAC to continuously improve educational quality and grow to meet the changing needs of our students! ELAC is approaching the mid-point of the 6-year accreditation cycle.

Important date:

March 15, 2012
Midterm Report
due to the
Commission

Learn more:

View all topics related to accreditation and college planning at the ELAC accreditation website:

- *Shared Governance and Decision-making Policy Handbook*
- *College Strategic Plan (Newly revised)*
- *Educational Master Plan*
- *Facilities Master Plan*
- *Technology Master Plan*

So, What's Next?

During fall semester we will prepare the **midterm report** in which we will address the six recommendations issued by the Commission in their 2009 evaluation report on the validation of our Self Study.

1. Recommendation 1: Mission **MET!!**
The college should ensure that the revised mission statement receives board approval.
2. Recommendation 2: Improving Institutional Effectiveness **CONTINUING PROGRESS!!**
The college should integrate planning with decision making and budgeting processes to ensure that the decisions to allocate staff, equipment, resources, and facilities throughout the college are based on identified strategic priorities and to ensure a continuous cycle of evaluation and improvement based upon data.
3. Recommendation 3: Instructional Programs **CONTINUING PROGRESS!!**
To achieve the proficiency level of the ACCJC rubric relative to Student Learning Outcomes by the year 2012, the college should accelerate its completion of Student Learning Outcomes for courses and programs and complete the assessment cycle by using assessment results to improve instruction and student services.
4. Recommendation 4: Instructional Programs **CONTINUING PROGRESS!!**
The college should ensure that the current program review process is transparent and clearly communicated to the college constituencies.
5. Recommendation 5: Student Support Services **CONTINUING PROGRESS!!**
The college should regularly evaluate and augment, if necessary, staffing, services and programs in the student services division to ensure student needs are being met.
6. Recommendation 6: Decision-Making Roles and Processes **MET!!**
To improve communication and continuity, the college should fully develop a formal written policy describing its governance and decision-making structures and processes, including defining the roles and responsibilities of the constituent groups in governance and developing methods for the regular assessment of governance and decision making structures, widely distributing the results and using the results for continuous improvement.

Will ELAC Reach the Mandated Level of SLO Assessment Proficiency by Fall 2012?

In 2007, the Accrediting Commission of the Community and Junior Colleges (ACCJC) approved and disseminated a *Rubric for Evaluating Institutional Effectiveness* to help colleges assess their progress in meeting the standards for program review, planning, and student learning outcomes assessment.

The rubrics are front and center in the ACCJC's new *Manual for Institutional Self-Evaluation*. http://www.accjc.org/wp-content/uploads/2011/07/Manual-for-Institutional-Self-Evaluation_June-2011.pdf. The Commission will use the SLO component of the rubric in fall 2012 when full-adherence to the student learning outcomes elements of the standards is expected (See Commission Recommendation #3).

The rubric has four levels or stages of outcomes assessment progress: awareness, development, proficiency and sustainable continuous quality improvement (SCQI). By fall 2012, all colleges are expected to be "proficient" at outcomes assessment.

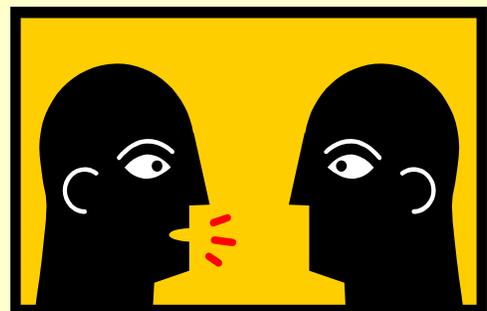
A Commission task force convened in 2010 to discover the common difficulties colleges were experiencing using the rubric. The discussions resulted in four additions to the existing language of the rubric elements: three to proficiency and one for SCQI. View the revised rubric on the next page.

Under the modified rubric, proficient colleges use college dialogue about assessment results to "identify gaps." The learning gap analysis, inferred in the rubric previously, is now an express requirement. Moreover, discussion about results should "align institution-wide practices to support and improve student learning." Thus, institutional change is directly connected to the review of the results.

Every ELAC Staff and Faculty Must Answer These Questions

- Are SLOs and authentic assessments in place for all courses and programs? REMEMBER: Results of assessments are used for improvement in institution-wide practices.
- Is widespread department and institutional dialogue and decision-making about the results taking place?
- Do our students demonstrate awareness of the SLOs for courses and programs?

Promote ongoing dialogue that includes faculty, staff, administrators, and students to improve our college!



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

Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes

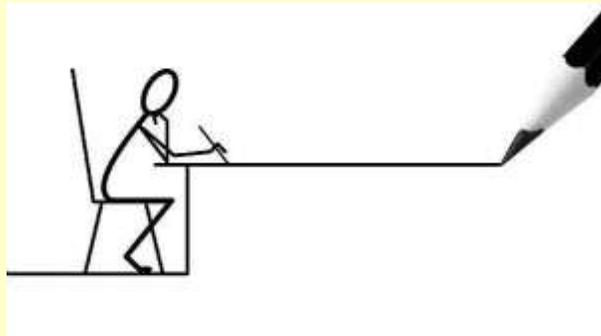
Levels of Implementation	Characteristics of Institutional Effectiveness in Student Learning Outcomes <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • There is preliminary, investigative dialogue about student learning outcomes. • There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. • There is exploration of models, definitions, and issues taking place by a few people. • Pilot projects and efforts may be in progress. • The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.
Development	<ul style="list-style-type: none"> • College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. • College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. • Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. • Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. • Appropriate resources are being allocated to support student learning outcomes and assessment. • Faculty and staff are fully engaged in student learning outcomes development.
Proficiency	<ul style="list-style-type: none"> • Student learning outcomes and authentic assessment are in place for courses, programs and degrees. • There is widespread institutional dialogue about the results of assessment and identification of gaps. • Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning. • Appropriate resources continue to be allocated and fine-tuned. • Comprehensive assessment reports exist and are completed and updated on a regular basis. • Course student learning outcomes are aligned with degree student learning outcomes. • Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. • Dialogue about student learning is ongoing, pervasive and robust. • Evaluation of student learning outcomes processes. • Evaluation and fine-tuning of organizational structures to support student learning is ongoing. • Student learning improvement is a visible priority in all practices and structures across the college. • Learning outcomes are specifically linked to program reviews.

ELAC'S ACCREDITATION RESPONSE GROUP

The Accreditation Response Group (ARG), co-chaired by the Accreditation Liaison Officer (ALO) and the Faculty Chair for Accreditation, is the primary vehicle for promoting a college culture that is dedicated to program improvement and is focused on student learning in accordance with the Accrediting Commission's standards of good practice.

The ARG meets at least quarterly to oversee the creation of Commission required reports or to respond to Commission recommendations. This committee broadens the group of those involved in accreditation activities and ensures that campus constituents are knowledgeable about the accreditation process and associated standards. Meetings are open to the campus community.

FYI



From this point, the Commission has determined that colleges will no longer engage in a year of self study, resulting in a Self Study Report. Rather we will be conducting a self evaluation of Educational Quality and Institutional Effectiveness during the academic year 2013-2014, and host a team visit in March 2015. The team will review our data on student achievement at an institutional level and examine student outcomes among different groups of students or among students receiving education through different delivery modes or sites.

???? Questions ??? Contact

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