

# Cañada Accreditation

## *Building a Roadmap to Affirmation*

Presented at College Planning Council on January 29, 2009

by

Gregory M Stoup, Director of Planning, Research & Student Success

# Accreditation Timeline & Milestones

**ACCJC Visitation  
Letter Received**

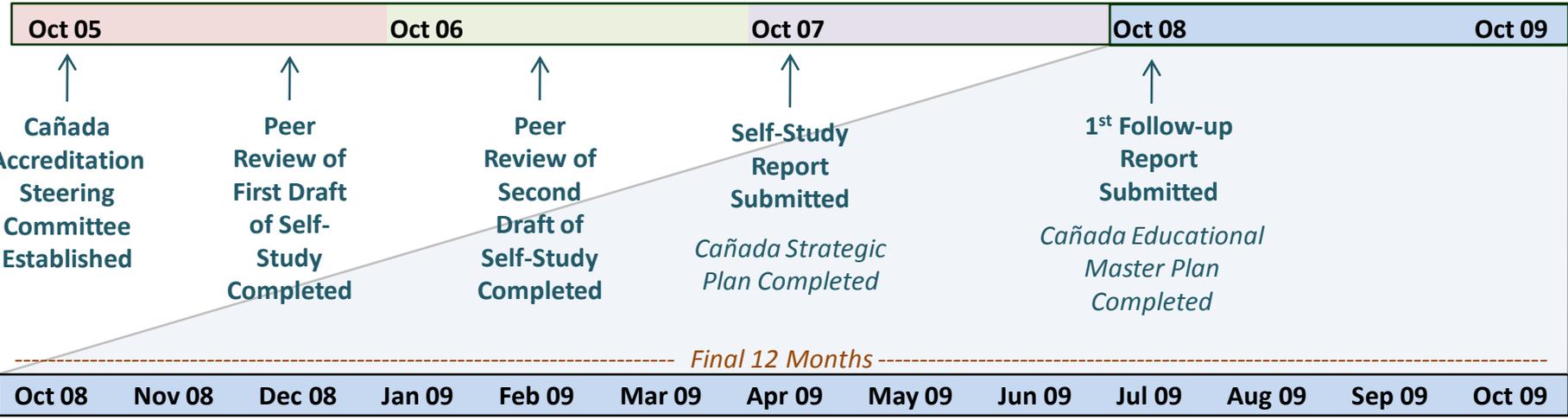
**ACCJC Site Visit**

**1<sup>st</sup> Follow-up  
Report Due**

**2<sup>nd</sup> Follow-up  
Report Due**

*Four Year Accreditation Timeline*

*Final 12 Months*



↑  
Cañada  
Accreditation  
Steering  
Committee  
Established

↑  
Peer  
Review of  
First Draft  
of Self-  
Study  
Completed

↑  
Peer  
Review of  
Second  
Draft of  
Self-Study  
Completed

↑  
Self-Study  
Report  
Submitted  
  
*Cañada Strategic  
Plan Completed*

↑  
1<sup>st</sup> Follow-up  
Report  
Submitted  
  
*Cañada Educational  
Master Plan  
Completed*

↑  
College Goals  
Prioritized by Admin  
& College Council

↑  
Revision to Cañada  
Basic Skill Strategy  
Developed &  
Implemented

↑  
New Institutional  
Planning Framework  
Adopted by College  
Council

↑  
Future Achievement

↑  
Future Achievement

↑  
Cañada Restructures  
the Office of  
Planning, Research  
& Student Success

- Other Concurrent Planning Activities**
- Program Review
  - SLO Development
  - Budget Planning
  - Environmental Scan
  - Facilities Master Plan
  - SMCCD Strategic Plan
  - SMCCD Technology Master Plan

# ACCJC / WASC Rubric for Evaluating Institutional Effectiveness

Awareness	Development	Proficiency	Sustainable Continuous Quality Improvement
<b>Establishing Systems for Assessment</b>	<b>Systems in place but fragmented &amp; Disjointed</b>	<b>Robust System</b>	<b>System is Cumulative &amp; Self-reinforcing</b>
<ul style="list-style-type: none"> <li>* Dialog underlying PR process is fragmented &amp; disjointed across the College</li> <li>* PR process are nonuniform; several models and systems are in place simultaneously</li> <li>* Several pilot PR models are in operation and under consideration for implementation</li> <li>* PR models may be under review by various departments</li> </ul>	<ul style="list-style-type: none"> <li>* PR processes are practiced throughout the institution</li> <li>* Data oriented dialog about PR results are evident within each program</li> <li>* Leadership is displayed; responsibility assigned to PR development</li> <li>* Framework in place linking PR with resource allocation</li> </ul>	<ul style="list-style-type: none"> <li>* All PR processes are in place &amp; implemented regularly</li> <li>* Results of PR are consistently integrated into institution-wide planning &amp; resource allocation processes</li> <li>* Dialog about PR results evident throughout the college</li> <li>* PR evaluation is linked to student learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>* PR processes are on-going, systematic &amp; robust</li> <li>* PR process is routinely assesses &amp; refined</li> <li>* PR results are used as tools to refine other practices including SLOs</li> <li>* There is evidence of a genuine culture of inquiry linked to PR</li> </ul>

**Canada Program**

**Level of Implementation  
mandated by ACCJC**



\* SLOs are required to be at the Proficiency level by 2010.

# ACCJC / WASC Rubric for Evaluating Institutional Effectiveness

<b>Awareness</b>	<b>Development</b>	<b>Proficiency</b>	<b>Sustainable Continuous Quality Improvement</b>
Commitment to Establishing Systems for Assessment	Systems in place but fragmented & Disjointed	Robust System	System is Cumulative & Self-reinforcing

The pathway to sustainability for Institutional Planning

**Awareness**



**Development**



Institutional Planning

Program Review

**Sustainable**

**Proficiency**

SLOs

Achieving a Sustainable level of implementation will require:

1. **Comprehensive coverage**
2. **Effectively Managed Systems**
3. **Compete system integration**

# How do we get there ?



1. We break up each program into its most basic functional components
2. We identify what a sustainable system would look like within each of those components
3. We assess our current level of proficiency in each area
4. We map a path to sustainability for each area

## **Sustainable Continuous Quality Improvement**

### **System is Cumulative & Self-reinforcing**

*\* PR processes are on-going, systematic & robust*

*\* PR process is routinely assesses & refined*

*\* PR results are used as tools to refine other practices including SLOs*

*\* There is evidence of a genuine culture of inquiry linked to PR*

# We identify the core components of each program and what success would like in each of those areas

*Table content is a crude draft template developed by Office of Planning for illustrative purposes only*

Program Review Components	Awareness	Development	Proficiency	Sustainable Continuous Quality Improvement
	Establishing Systems for Assessment	Systems in place but fragmented & Disjointed	Robust System	System is Cumulative & Self-reinforcing
<b>Program Coverage</b>	Plans are in place for each program but coverage is incomplete.	All programs are tied to the PR process but process are not systematic and linkage to planning & SLOs is tenuous.	All programs have well-structured PR processes and formally linked to planning & SLO development.	PR coverage is complete & PR output is evident throughout the college; PR is both tightly incorporated within planning & SLO process and informed by them.
<b>Staff Mgmt.</b>	PR work assignments are developed in ad hoc fashion.	PR responsibilities have been delegated but feedback systems are tenuous resulting in occasional reassignments.	Staff assignments are well structured & PR is effectively managed from beginning to end.	Staff are actively engaged, self-motivated to participate and developing new insights into how to improve the process.
<b>Resource Mgmt.</b>	Resources requests are included in PR but have little structure or linkage with program goals.	Resource needs are itemized and linked to program goals but performance metrics are only loosely tied to program objectives.	Resource requests are firmly embedded within PR and linked to specific plans to achieve outcome metrics.	Resources requests dovetail seamlessly to support all PR assessment and inform long term thinking on how to achieve on-going process improvements.
<b>Time Mgmt.</b>	Process is not formally calendarized and request for deadline extensions are routinely granted.	Start dates are established for each PR process and loosely tied to a six and two year cycle.	PR time tables are established system wide and there is universal awareness by staff & faculty of the time table for their program.	PR timeline are rigorously maintained and structured to support & reinforce each other (output of one informs input of another)
<b>Leadership &amp; Accountability</b>	Leaders acknowledge importance of PR but view them as a chore rather than a tool for building institutional effectiveness.	PR processes are managed rather than led. Responsibility for PR completion has been assigned but feedback & accountability systems are fragmented.	Effective leadership is displayed through the entire PR process; leaders use PR as one of their primary tools for planning and assessment.	PR Leadership is actively displayed and PR assessments trigger regular improvements in program effectiveness, leadership development and leadership models.
<b>Alignment with College Mission</b>	Program Review acknowledges the college mission but PR processes are largely developed independently of that mission.	College mission is incorporated into PR documentation but linkages connecting PR objectives to mission objectives are tenuous and ambiguous.	PR is developed, managed & assessed from within a College Mission framework; performance metrics are tightly defined and aligned with mission objectives.	PR drives the College Mission and informs a routine campus wide assessment and review of the mission triggering ongoing refinements in mission objectives & appropriate output metrics.

# We develop a current assessment, identify intervention points & build a response strategy

*Illustrative only: not an actual assessment*

Program Review Components	Awareness	Development	Proficiency	Sustainable Continuous Quality Improvement
	Establishing Systems for Assessment	Systems in place but fragmented & Disjointed	Robust System	System is Cumulative & Self-reinforcing
Program Coverage		All programs are tied to the PR process but process are not systematic and linkage to planning & SLOs is tenuous.		
Staff Mgmt.			Staff assignments are well structured & PR is effectively managed from beginning to end.	
Resource Mgmt.		Resource needs are itemized and linked to program goals but performance metrics are only loosely tied to program objectives.		
Time Mgmt.			PR time tables are established system wide and there is universal awareness by staff & faculty of the time table for their program.	
Leadership & Accountability				PR Leadership is actively displayed and PR assessments trigger regular improvements in program effectiveness, leadership development and program modeling.
Alignment with College Mission		College mission is incorporated into PR documentation but linkages connecting PR objectives to mission objectives are tenuous and ambiguous.		



# Achieving sustainability means aligning our individual missions and staying focused on student learning

## An example

### Current Mission

#### Office of Institutional Research

The Office of Institutional Research (OIR) at Cañada College, working in conjunction with the San Mateo County Community College District Office, assists with the collection, analysis, and dissemination of data for institutional planning and reporting. The OIR generates a variety of reports and other statistical data which inform management, faculty, staff, public agencies and the general public about the College's academic programs, students, and services.

Some services provided by the OIR include:

- Environmental scanning.
- Conducting experimental, descriptive, and validation research.
- Managing or assisting with a variety of institutional and community surveys.
- Maintaining databases and publishing reports related to student demography, student outcome measures, and departmental statistics.
- Providing research support for matriculation, program review, student equity, and accreditation.

To request a research project, please fill out the [Research Request Form](#).

### Draft Template for a Revised Mission

#### Office of Planning, Research & Student Success

The Office of Planning, Research & Student Success at Cañada College, is committed to building, maintaining and nurturing a culture of inquiry and reflection by providing a foundation for the effective and pervasive practice of evidence-based decision making at every layer of the institution.

Its primary purpose is to empower faculty, staff and administrators with information and tools to effectively pursue and achieve the mission of the college. Because the pursuit of that mission relies heavily on the ability of the institution to constantly improve and adapt, the Office of Planning, Research & Student Success maintains an infrastructure to support on-going assessment and continuous improvement with **a deliberate focus on achieving sustained improvements in student learning.**

More concretely, our mission is to:

- Provide information to improve decision making at every layer of the institution **with a focus on improving student learning.**
- Stimulate thoughtful reflection on established processes and encourage on-going review and improvement **with a focus on improving student learning.**
- Use data and evidence to identify new opportunities and to build bridges and partnerships **with a focus on improving student learning.**
- To actively support and nurture an institutional culture of inquiry that supports a pervasive **commitment to improving student learning.**

The Office of Planning, Research & Student Success relies heavily on several established processes and tools to fulfill this mission, namely:

- Program Review
- Student Learning Outcomes
- Shared Governance
- Planning & Budget

# Achieving sustainability also means getting the details right

*We have to ask: how does a culture of inquiry manifest itself, how is made evident and how can it be measured ?*

Institutions that are characterized as having strong self-assessment culture convey that message through a multitude of subtle nuances and little signals that suggest a deep commitment to introspection

Possible examples, evidence that an institution has a genuine culture of inquiry:

- including a success metric in weekly email distributions
- including a five minute information item on every college council agenda related to one college success metric
- establishing a monthly brown bag lunch to discuss topics in research
- embed a student performance metric or graph within the template of an office memo

# Next Steps

1. Planning & Research Office will facilitate a strategy session with college administrators to accurately gauge current performance in each functional area and build out that information into a formal plan- an Assessment Roadmap
2. We are establishing an Accreditation Action Team to drive each element of the plan
3. Will be communicating regularly with College Council on progress and to capture their insights and guidance on how best to execute each element of the plan.
4. We will be documenting all achievements and incorporating them into a robust tracking system.