

# Cañada College Planning for Accreditation

1. Overview
2. Timeline
3. People
4. Training

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# Cañada College Accreditation

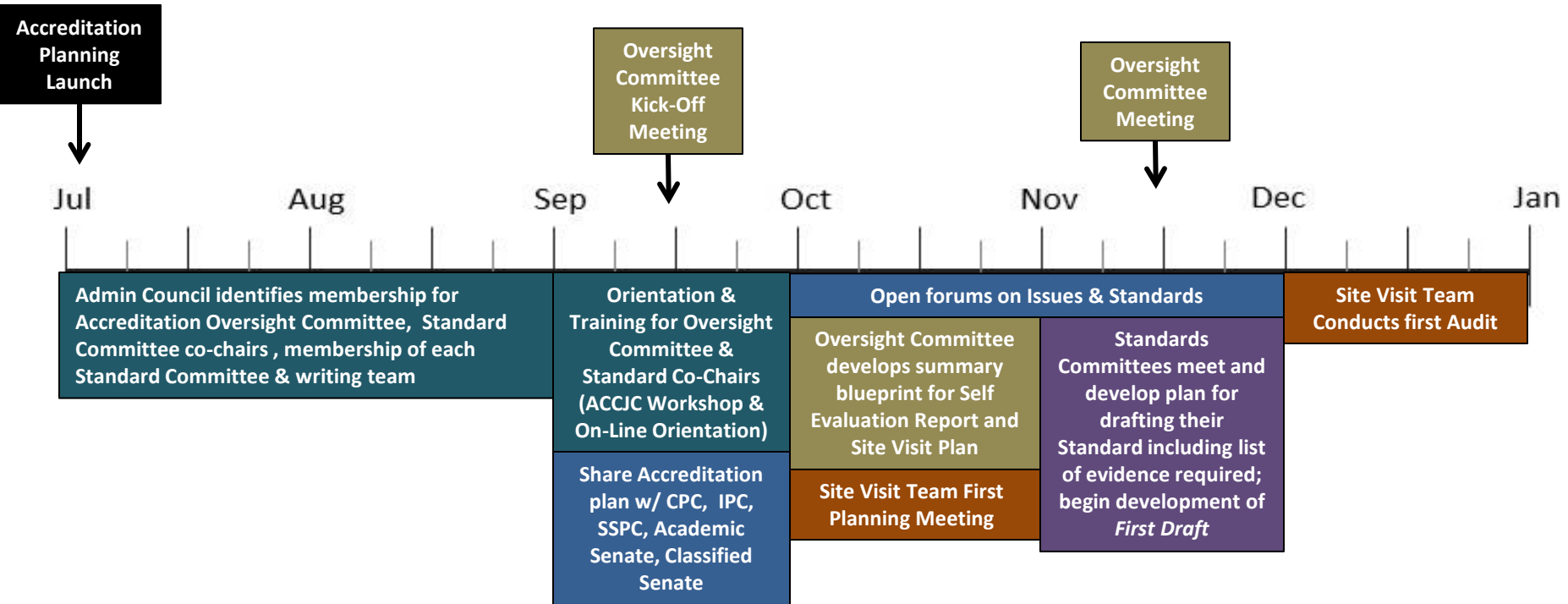
## Self-Evaluation Report *(formally known as the Self-Study)*

- Developed/written by the College
- Coordination with the District and sister colleges
- Evaluation against ACCJC's Four Standards
  - *Institutional Mission & Effectiveness*
  - *Student Learning Programs & Services*
  - *Resources*
  - *Leadership & Governance*
- Writing Teams structured around each standard
- ACCJC assessment categories (Rubric for Evaluating Institutional Effectiveness\*)
  - ***Program Review*** - Sustainable Continuous Quality Improvement
  - ***Planning*** - Sustainable Continuous Quality Improvement
  - ***Student Learning Outcomes*** - Proficiency
- Final Draft due to Board of Trustees in Summer 2013

\* See last slide for language on current level of standard for each category.

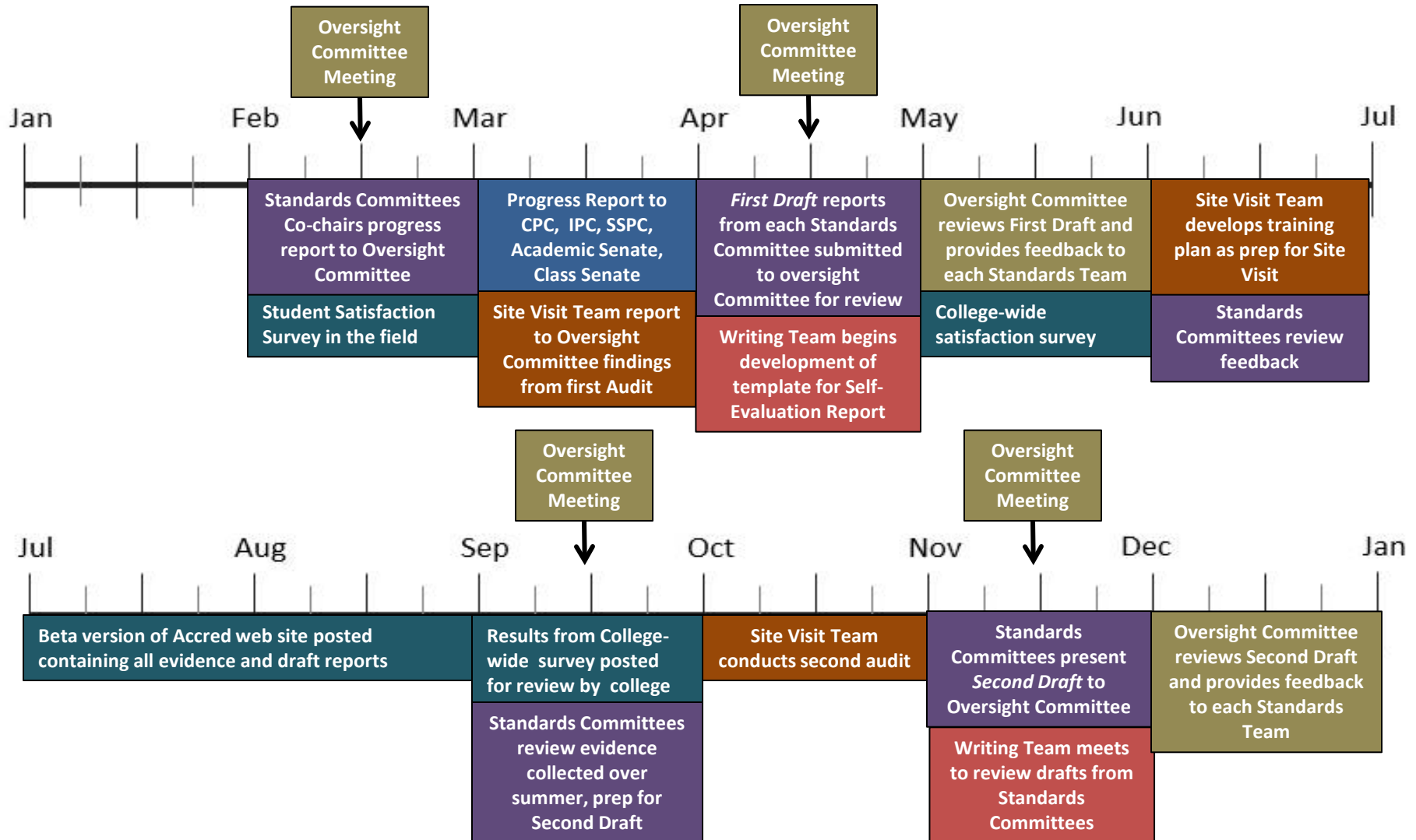
# Cañada Accreditation Planning Timeline for 2011

- Administrative Council**
- Accreditation Oversight Committee**
- Standards Committees**
- College Planning Councils**
- Primary Writing/Editing Team**
- Site Visit Prep Team**



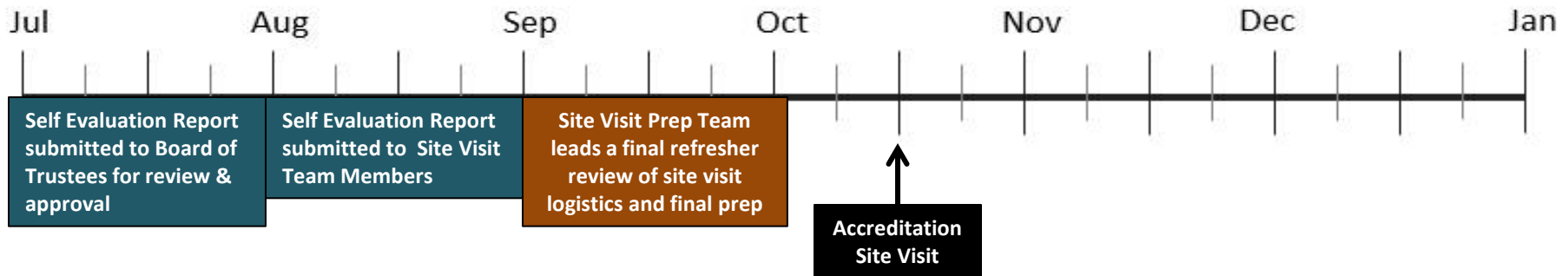
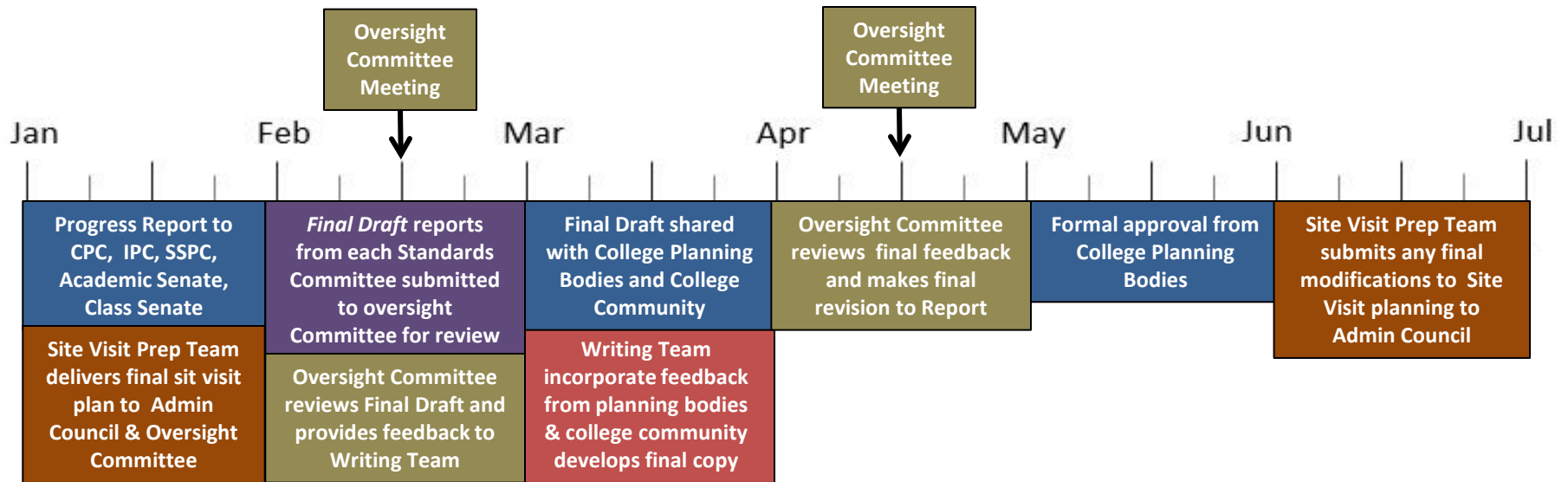
# Cañada Accreditation Planning Timeline for 2012

- Administrative Council
- Accreditation Oversight Committee
- Standards Committees
- College Planning Councils
- Primary Writing/Editing Team
- Site Visit Prep Team



# Cañada Accreditation Planning Timeline for 2013

- Administrative Council
- Accreditation Oversight Committee
- Standards Committees
- College Planning Councils
- Primary Writing/Editing Team
- Site Visit Prep Team



# Committee Membership for 2013 Site Visit & Self-Evaluation Report

## Oversight Committee

### Administrative Council

- Jim Keller (President)
- Sarah Perkins (VPI)
- Robin Richards (VPSS)
- Gregory Stoup (ALO)
- Robert Hood (PIO)
- Vickie Nunes (CBO)
- Linda Hayes (Dean)
- Janet Stringer (Dean)
- David Johnson (Dean)
- Kim Lopez (Dean)

### Standards Co-Chairs\*

- Doug Hirzel (Faculty)
- Patty Dilko (Faculty)
- Anniqua Rana (Faculty)
- Rita Sabbadini (Learning Center)
- Bob Haick (Career Dev.)
- Michelle Morton (Library)
- Alicia Aguirre (Faculty)
- Cathy Lipe (MESA)
- Mike Garcia (Faculty)
- Nathan Staples (Faculty)
- Paul Roscelli (Faculty)
- Martin Partlan (Faculty)
- Roberta Chock (Marketing)
- Rachel Corrales (Business Office)

\* Those not on Administrative Council

# Committee Membership for 2013 Site Visit & Self-Evaluation Report

## Accreditation and the Self-Evaluation Process

### **Overall Self-Evaluation Co-Chairs**

Doug Hirzel (Faculty); Gregory Stoup (ALO/Research)

The primary purpose of an ACCJC-accredited institution is to foster learning in its students. An effective institution ensures that its resources and processes support student learning, continuously assesses that learning, and pursues institutional excellence and improvement. An effective institution maintains an ongoing, self-reflective dialogue about its quality and improvement.

An institution-wide dialogue must be at the heart of the self-evaluation process for the college community to gain a comprehensive perspective of the institution. Although the standards are presented in four parts, they work together to facilitate this dialogue on the institution's effectiveness and on ways in which it may improve. The self study provides the Commission with the institution's assessment of itself as a whole.

# Committee Membership for 2013 Site Visit & Self-Evaluation Report

## **Standard I - Institutional Mission & Effectiveness**

### **Standard I Co-Chairs**

Patty Dilko (Faculty); Robert Hood (PIO)

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.



# Committee Membership for 2013 Site Visit & Self-Evaluation Report

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## **Standard II - Student Learning Programs & Services**

### **Standard II Co-Chairs**

David Johnson (Dean); Anniqua Rana (Faculty)

District Liaison: Jing Luan

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

# Committee Membership for 2013 Site Visit & Self-Evaluation Report

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## **Standard II - Student Learning Programs & Services**

### **Standard II.A - Instructional programs**

#### **Standard II.A Co-Chairs**

Anniqua Rana (Faculty); Rita Sabbadini (Learning Center)

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

# Committee Membership for 2013 Site Visit & Self-Evaluation Report

## **Standard II - Student Learning Programs & Services**

### **Standard II.B - Student Support Services**

#### **Standard II.B Co-Chairs**

Bob Haick (Career Development/Placement); Kim Lopez (Dean Enrollment Services)

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

# Committee Membership for 2013 Site Visit & Self-Evaluation Report

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## **Standard II - Student Learning Programs & Services**

### **Standard II.C - Library & Learning Support Services**

#### **Standard II.C Co-Chairs**

Alicia Aguirre (Faculty); Michelle Morton (Library)

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

# Committee Membership for 2013 Site Visit & Self-Evaluation Report

## Standard III - Resources

### Standard III Co-Chairs

Linda Hayes (Dean); Nathan Staples (Faculty)

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

**Human Resources Co-Chairs:** Cathy Lipe (MESA); Janet Stringer (Dean)

District Liaison: Harry Joel

**Physical Resources Co-Chairs:** Mike Garcia (Faculty); Sarah Perkins (VPI)

District Liaison: Jose Nunez

**Technology Resources Co-Chairs:** Nathan Staples (Faculty); Sarah Perkins (VPI)

District Liaison: Eric Raznick

**Financial Resources Co-Chairs:** Robin Richards (VPSS); Paul Roscelli (Faculty)

District Liaison: Kathy Blackwood

# Committee Membership for 2013 Site Visit & Self-Evaluation Report

## **Standard IV - Leadership and Governance**

### **Standard IV Co-Chairs**

Roberta Chock (Marketing); Martin Partlan (Faculty)

District Liaison: Barbara Christianson

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

# Committee Membership for 2013 Site Visit & Self-Evaluation Report

## Responses to 2007 Self-Study Planning Agenda

### Co-Chairs

Rachel Corrales (Business Office); Sarah Perkins (VPI)

## 2013 Site Visit Preparation Team

### Co-Chairs

Robin Richards (VPSS); Gregory Stoup (ALO/Research)

## Primary Writing/Editing Team

To be Determined

# Accreditation Training

- Self Evaluation Training Workshop on September 30<sup>th</sup> at Skyline College
- On-Line Workshop on the basic principles of accreditation at IPC on Friday Sept 16<sup>th</sup> 9:30 (and elsewhere as needed)
- Co-Chairs are responsible for bringing the training knowledge back to their team; encourage everyone on the writing team to take on-line course
- Content material including ACCJC documentation, evidence collected, internal documentation and examples from exemplar Self Studies will be provided to all co-chairs



# Rubric for Evaluating Institutional Effectiveness

## Program Review - Sustainability Standard

- Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.
- The institution reviews and refines its program review processes to improve institutional effectiveness.
- The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

## Planning - Sustainability Standard

The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

- There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.
- There is ongoing review and adaptation of evaluation and planning processes.
- There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.

## SLOs - Proficiency Standard

- 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.