

CAÑADA COLLEGE

Accreditation News

Issue #4

March 20, 2013

Message from the President

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I recently attended the Northern California Community College CEO conference. Among the guests was Dr. Barbara Beno, President of ACCJC. In a panel discussion with the CEOs, Dr. Beno discussed a variety of issues related to accreditation. Among the issues that sparked my interest was her discussion of accreditation benchmarks. The accrediting commission actually distinguishes between "benchmarks", or standards, and college "goals." I was struck by the thought that "benchmarks" are really like an average course grade, whereas "goals" are more like a superior course grade. It is something like the difference between a C grade and an A grade.

As we develop our benchmarks, I feel it is important that we keep our eyes on developing our curriculum, programs, and student engagement strategies, in a fashion that ensures we are ultimately viewed as a "superior institution." As I get to know our faculty and staff better, it is clear to me that we share a common expectation of ourselves, and our students, that nothing less than the best is our goal. We will soon be putting into motion our goals and aspirations through efforts such as developing a strategic enrollment plan, and formalizing our student equity plan. It is fair to say that the necessary intellectual exercise that is developing our self-study, will soon become realized in actual initiatives that will further distinguish Cañada College.

Larry Buckley, PhD

Setting Benchmarks/Standards and Goals

Thanks to the entire campus for your participation in our March 8th exercise to establish benchmarks. As mentioned above, there has been considerable discussion on statewide community college list serves about the topic of benchmarks and goals. Here is added information:

The Definition: There has been some confusion about what is a benchmark vs. standard vs. goal. From the accreditation annual report, here is the definition provided: *"A 'standard' (or benchmark) is the level of performance set by the institution to meet educational quality and institutional effectiveness expectations. This number may differ from a performance improvement 'goal' which an institution may aspire to meet."*

So, as President Buckley mentioned above, we will be setting both the 1) Benchmark or Standard and 2) Goal to which we aspire for all of our measurements and will be evaluating each annually.

*Cañada College
Accreditation Visit:
October 21-24, 2013*

Measuring Institutional Learning Outcomes (ILOs)

As part of our meeting the student learning outcome (SLO) rubric for accreditation, we need to be at “sustainable, continuous quality improvement”. This means that we are conducting on-going assessment that is used for continuous quality improvement. We have established our institutional SLOs or ILOs (see the four below) that are the same as our GE SLOs. What we need to do this year is assess how well we are meeting them.

There are a couple of ways we are doing this. One is to set up an e-portfolio project with our degree completers. The second is to conduct a survey of all of our 2013 graduates. The “draft” statements below are what is being proposed to be in the survey – i.e. students will self-report if they feel through their educational experience at Cañada, they are able to do these things.

Your input: We will be sending the survey out mid-April and need your ideas! Please let Doug Hirzel know if you have any changes to the list below. Thanks!

Cañada ILO and DRAFT Survey Questions Related to ILO
<p><i>ILO 1. Understand and interpret various points of view that emerge from a diverse world of peoples and cultures.</i></p> <p>Through my educational experience at Cañada College ...</p> <ul style="list-style-type: none"> • I can work effectively with diverse groups of people to accomplish a task or solve a problem. • I can understand the perspective of people who hold religious beliefs, political opinions, or personal values that substantially differ from my own. • I can identify the contributions of people from of a different economic, social, racial or ethnic background than my own.
<p><i>ILO 2. Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to make judgments and draw appropriate conclusions.</i></p> <p>Through my educational experience at Cañada College ...</p> <ul style="list-style-type: none"> • I can use equations to analyze and solve problems. • I can make judgments and draw conclusions from data presented in graphs, tables, or diagrams. • I can critically analyze whether data, presented in graphs, tables or diagrams, support appropriate conclusions.
<p><i>ILO 3. Use language to effectively convey an idea or set of facts, including the ability to use source material and evidence according to institutional and discipline standards.</i></p> <p>Through my educational experience at Cañada College ...</p> <ul style="list-style-type: none"> • I can speak clearly and effectively to convey an idea or set of facts. • I can write clearly and effectively to convey an idea or set of facts. • I can find and evaluate sources of information and cite it appropriately according to institutional and discipline standards. I think we should use the same language as the ILO, don't you think? I would question what the academic standards are... • I can integrate ideas or information from a variety of sources. into my document.
<p><i>ILO 4. Select, evaluate, and use information to engage in creative problem solving, investigate a point of view, support a conclusion, or engage in creative expression.</i></p> <p>Through my educational experience at Cañada College ...</p> <ul style="list-style-type: none"> • I can synthesize and organize ideas, information, or experiences in new and original ways. • I can apply theories or concepts to solving practical problems. • I can analyze the basic elements of an argument, idea, or theory. • I can select, evaluate and use information to support a conclusion.

Upcoming Activities

March 2013						
S	M	T	W	T	F	S
<>					1	2
< 3	4	5	6	7	8	9
< 10	11	12	13	14	15	16
< 17	18	19	20	21	22	23
< 24	25	26	27	28	29	30
31						

March 19: Open Forum
March 20: PBC Review

April 2013						
S	M	T	W	T	F	S
<>	1	2	3	4	5	6
< 7	8	9	10	11	12	13
< 14	15	16	17	18	19	20
< 21	22	23	24	25	26	27
< 28	29	30				

April 1-30: Comments incorporated into the final draft
April 1-5: Spring Break
April 9: Accreditation Oversight Committee Meeting
April 17: PBC Meeting
April: Survey 2013 graduates on the ISLOs