



Advanced ISER Training October 18, 2022

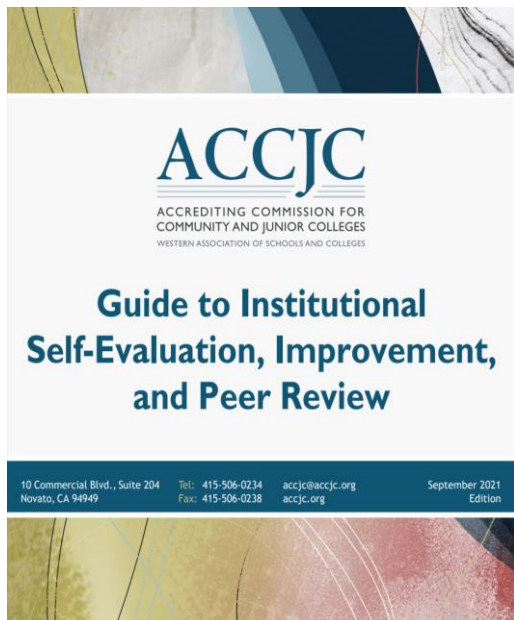
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Welcome and Today's Topics

- The ISER: Good Practices & Tips
- Overview of the Comprehensive Review Process
- Questions Emerging from Your Process

My Northstar



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A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)¹¹

POSSIBLE SOURCES OF EVIDENCE:

- Board policy that states the mission;
- Web page, catalog page, CEO's message, or white paper that explicates the mission;
- Statements of institutional purpose and philosophy that describe the mission, e.g. mission statement, vision statement, institutional values statements;
- And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:

- The institution's mission addresses the institution's educational purpose.
- The mission defines the student population the institution serves.
- The institution's educational purpose is appropriate to an institution of higher learning.
- The mission addresses the types of degrees, credentials, and certificates the institution offers.
- The mission demonstrates the institution's commitment to student learning and student achievement.

FOR INSTITUTIONS WITH A BACCALAUREATE DEGREE:¹²

- The baccalaureate degree program aligns with the institutional mission.
- The mission includes baccalaureate degree among the types of degrees and certificates.

NOTE: Although many institutions state their mission in a single statement known as their "mission statement," the mission, as the ultimate aim and purpose of the institution, may not be limited to a single statement. The mission may be described in part in a collection of descriptive statements such as a mission statement, a vision statement, values statements, institutional goals, or some other combination of institutional



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

Conclusions on Standard X (at the end of each major section)

- Summarizes the effectiveness of the College's efforts towards Standard
- Includes improvements the College determines would strengthen alignment



Good Practices for Approaching the Report

- Discuss the Standard, gather the evidence, **then** write
- Use the ISER template (available on ACCJC website)
- Refer to the *Guide to Institutional Self-Evaluation* frequently
- Keep the narrative clear, direct, and focused – use active voice
- Use introductory sections to set the context and tone
- Complete ERs 1-5 & Commission Policies with related Standards
- Format as an electronic document from the start

Good Practices for Evidence

- Gather your evidence *before* you begin writing
- Compare your evidence with suggestions in the *Guide*
- Be selective: more evidence is not necessarily better
- Provide samples that show results of institutional processes
- Call out relevant sections of big documents (highlights, excerpts, etc.)
- “Freeze” evidence from websites in a PDF or screenshot





Advice for the Report Based on Recent Reviews

- **Evidence + Narrative should show your practices in action**
 - Provide completed examples, not just process handbooks or templates
 - Balance examples across different areas of the institution
- **Tell the whole story of complex processes**
 - Outline multi-step/integrated processes with clear description or visuals
 - Include “case studies” showing how steps fit together
- **Check your cycles (e.g., assessment, evaluations, BP review)**
 - Are you on schedule and at expected completion percentages?
 - If you’ve slipped, include plans to get back on track in your evidence



Approaching the QFE

Per the *Guide*, the QFE is:

“A framework for institutions to implement innovative ideas and projects designed to positively impact student learning and achievement over a multi-year period.”

Practically speaking, the QFE is:

- Chance to apply what you’ve learned about your strengths
- 2-3 multi-year projects designed to advance **student learning** and **achievement**
- Opportunity to set and share **measurable** goals for improvement and innovation

Midterm Report provides a structure for reporting on the results



Institutional Review & Dialogue

Questions to consider as you review prior to submission:

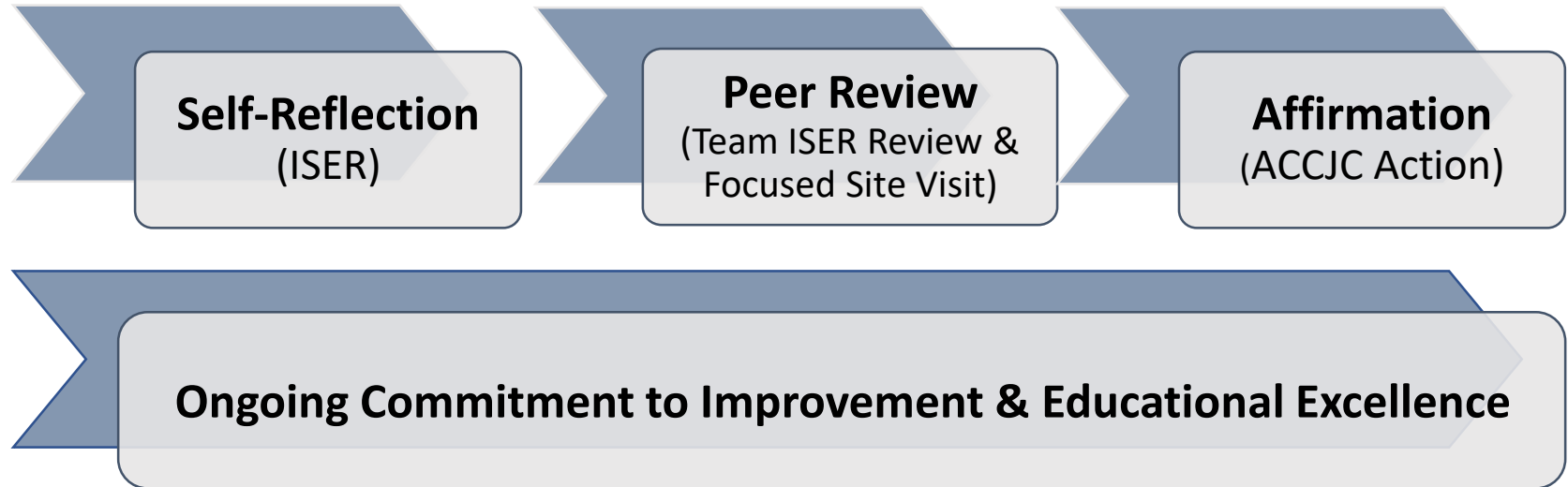
- Is the narrative accurate?
- Does the narrative align with the review criteria in the *Guide*?
- Does each response include appropriate evidence?
- Do we call out both strengths and areas of improvement?
- Do we have action plans for major areas of improvement or work in progress?
- Would the narrative make sense to an external reader?

Powerful Framework for Ongoing Improvement

- Power of Self-Reflection
- Power of Peer Review
- Power of Accredited Status



Overview: The Accreditation Evaluation Process





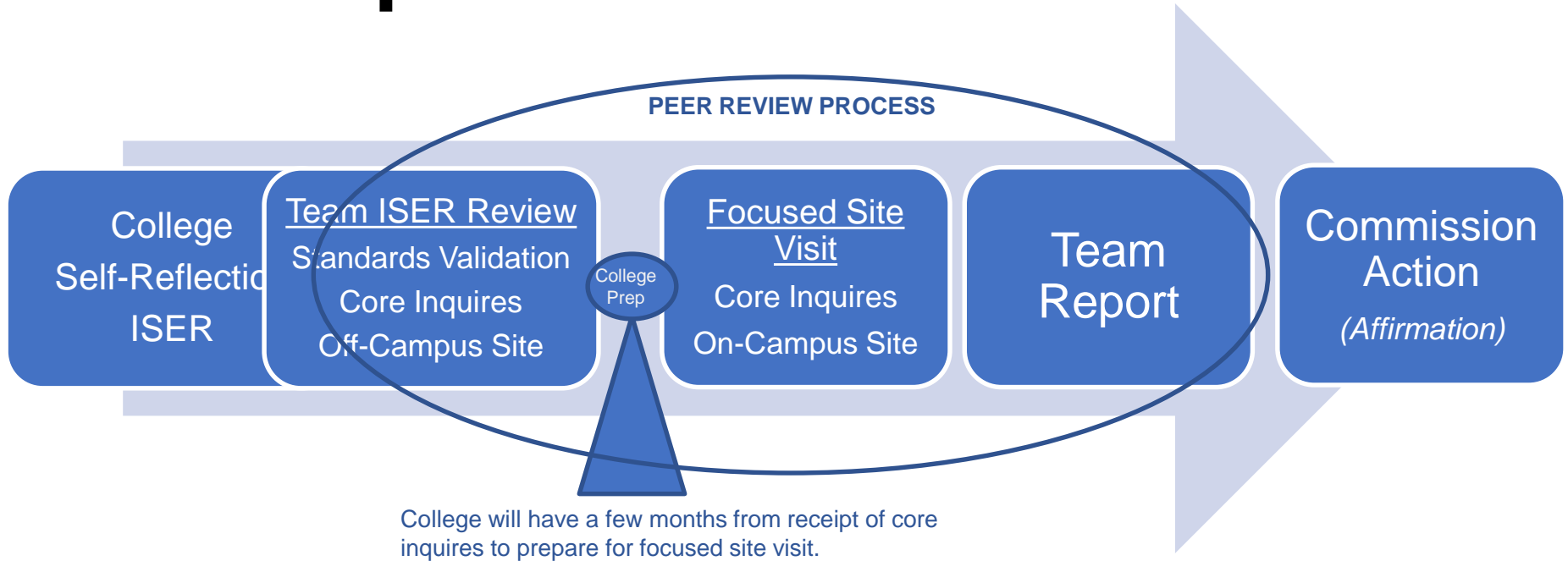
Comprehensive Peer Review



College
Self-Reflection
ISER

Team ISER Review
Standards Validation
Core Inquires
Off-Campus Site

Comprehensive Peer Review



College Preparation: Team ISER Review & Focused Site Visit

Team ISER Review:

- College responds with additional information or evidence as requested by team
- College provides access to distance education courses (random sample from prior semester)
- Hosts a virtual Meet & Greet
- Hosts a virtual Open Forum
- Receives “**Core Inquiries**” and reflects on them
- Prepares for Focused Site Visit

Subsequent term (approx. 4 months)

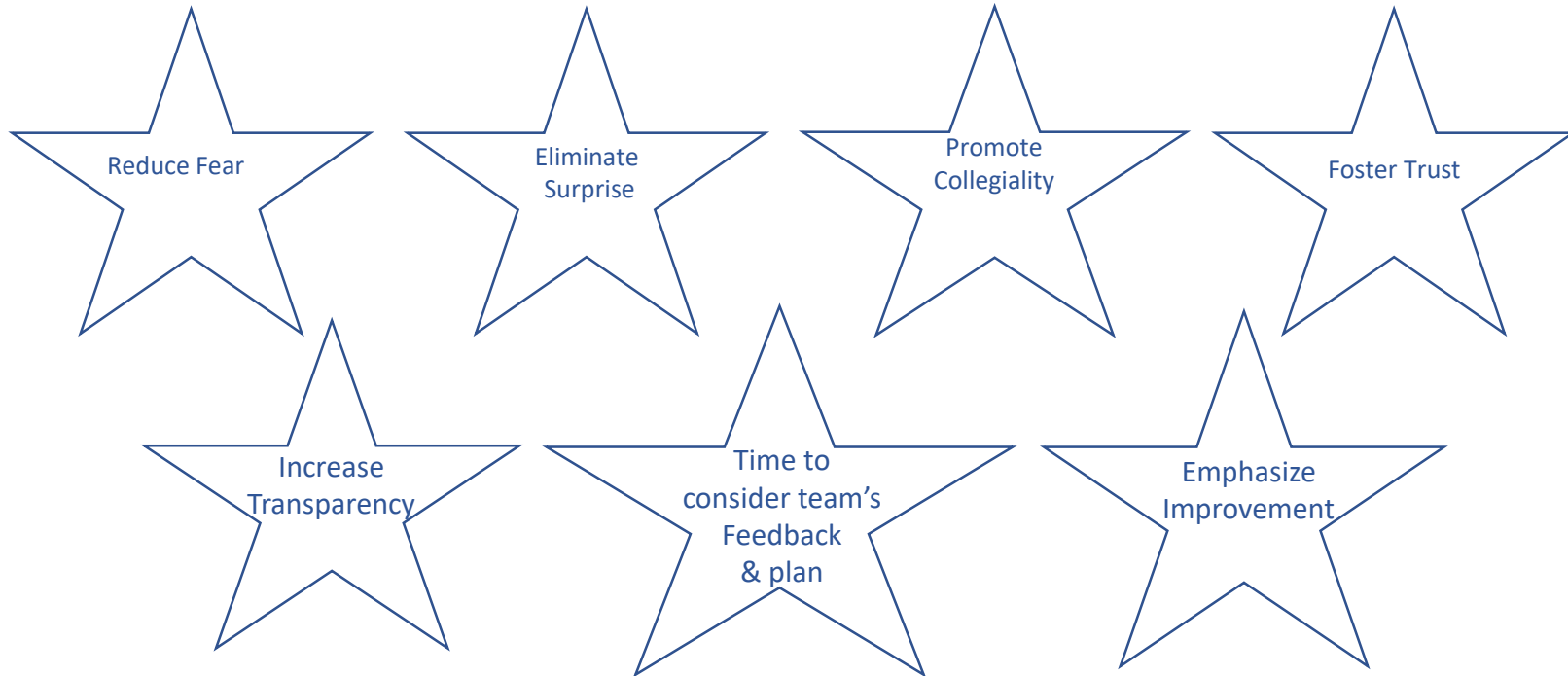
Focused Site Visit - In-person (at college)

- Provide brief narrative and add'l evidence in response to “**Core Inquiries**”
- Host small team / short visit (logistics, hotel, workspace, interviews, meetings)
- Host Open Forum and attend Exit report
- Celebrate and Focus on ongoing improvement and excellence

Timeline for Comprehensive Review

Date	Activity
Fall 2021:	College began self-evaluation & ISER development
Aug. 1, 2023:	ISER due to ACCJC
Fall 2023:	Team ISER Review
Spring 2024:	Focused Site Visit
Jan 2025:	Commission Action

Formative/Summative Comprehensive Review Outcomes/Benefits



Approach (mindset) for Review

- Starts with **trusting** the ISER and evidence
 - Seek to **understand** the college in the context of its mission
 - Practice **appreciative inquiry**
 - **Respect / Appreciate** college processes, practices and culture
- Validation and affirmation (**alignment** with Standards)
 - **Not** hunting for deficiencies (not playing gotcha game)
 - **Not** reviewing against other regulations or requirements of other groups/entities
 - **Triangulate** all evidence and findings
- **Goal:** assist college with improving educational quality and student learning
- **Outcome:** team report – help the college to improve, and celebrate good practice





Your questions...
What additional information would be helpful?

