



# Becoming Better: Demonstrating Our Commitment to Quality

Los Angeles Community College District

January 26, 2015

Robert Pacheco, Ed.D.

# A Little About Me



- Dean of Institutional Effectiveness and ALO, MiraCosta College
- Worked with WASC Senior; presented with ACCJC
- Moderate Accreditation and Learning Assessment Listservs
- Assessment Chair, RP Group
- Adjunct Instructor at CSUF and SDSU Doctoral Programs
- Wiley Publishing Author
- NCCBP, AALHE Board Member; SCUP Academic Academy
- Worked with over 50 colleges, including COS and CCSF
- Statewide ASCCC Committee Member (Accreditation and SLOs)

# Resources and Events

## – Listservs

- <http://listserv.ccnnext.net/scripts/wa.exe?A0=ACCREDITATION>
- <http://listserv.ccnnext.net/scripts/wa.exe?A0=LEARNINGASSESSMENT>

– Assessment Institute (ASCCC) February 20 - February 21, 2015 (San Francisco)

– ACCJC Conference April 23-24, 2015 (San Diego)

– Spring Plenary (ASCCC) February 20 - February 21, 2015 (San Francisco)

– Napa Valley College Webinars (Ongoing)

– Accreditation Wiki (In progress, Roll out 2/3/2015)

# Outcomes for Today

- Reflect on and strategize how to create a meaningful, evidence based approach to demonstrating the academic quality at your college.
- Analyze and apply the new self-evaluation reporting expectations, particularly the quality assurance essay, and assess ways to better hit the mark in spring 2016.
- Access resources to support your accreditation efforts and feel more efficacious about the good work you are doing

# Tried to Learn About You

What areas about the new June 2014 standards (cross-walked by the ACCJC this past summer) are the most muddy to you, perhaps even the most vexing? Please give details where you can and tell me what parts are giving you the most concern.

Student Learning Outcomes (Disaggregation of Data, Faculty Evaluation standard)

Increased Role of the CEO in Accreditation



What aspects of the new self-evaluation report do you have questions about (e.g., the increased reliance on evidence-based reporting, the quality assurance essay, the focus on quality improvement).

Quality Assurance, QA Essay  
Evidence-Based Reporting

Old Notion of a Narrative



What parts of the new checklist for policies and regulations are you grappling with? Please explain.

Distance Education  
The Self-Evaluation Manual

Institution Set Standards Down to the Program



What resources would you most like to have in your hands, and how best might we continue the conversation about your accreditation efforts beyond our time together on January 23rd?

Timely Feedback

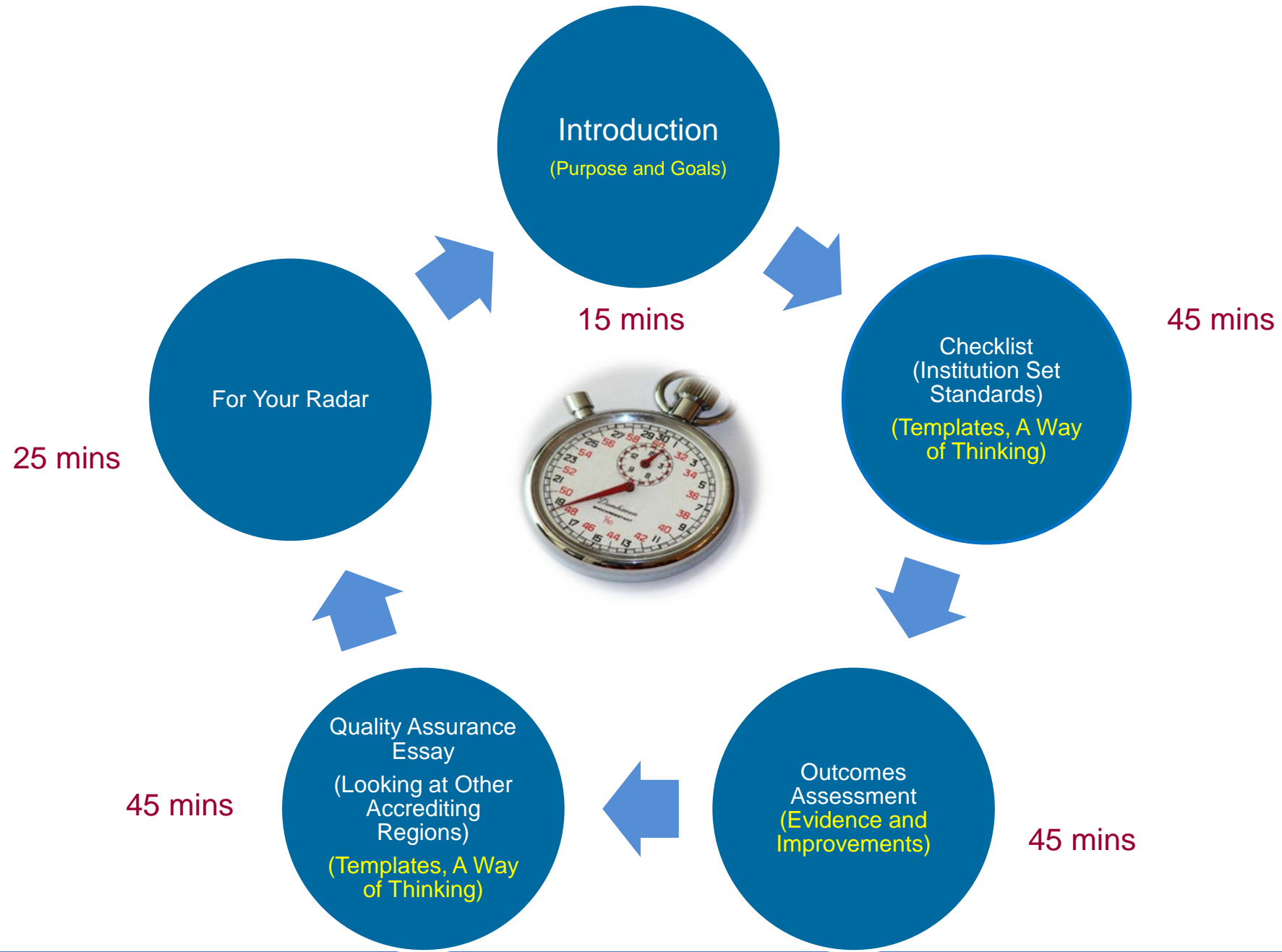
Templates

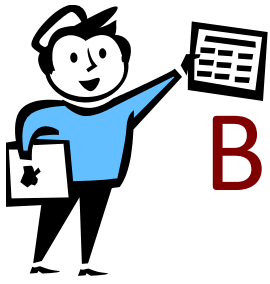
Exemplars and Samples





# How We Will Roll





## But We Want You to Have More

- All examples used today linked in a Wiki environment
- Additional coverage of some of the topics
- List of resources and references that you can examine at your convenience
- Email me, [rpacheco@miracosta.edu](mailto:rpacheco@miracosta.edu), and let's talk.

# Extra Resources and Supports

<https://www.filesanywhere.com/fs/v.aspx?v=8a716a885d6672b5a7ae>

The screenshot displays the FilesAnywhere web interface. At the top, there is a blue header with the FilesAnywhere logo and navigation buttons for 'SignUp' and 'Logout'. Below the header, a navigation bar includes 'Download' and 'View/Play' buttons, the text 'Shared by: Bob (rpacheco@miracosta.edu)', and view options (grid, list, search). The main content area is titled 'Shared Folder(s)' and shows a breadcrumb path: 'Top > Wiley > Degrees, Certificates and Programs'. Below this, there is a table of shared folders:

Folder Name	Timestamp
Academically Adrift	May 17 2012 12:35 PM
Issues in Program Assessment	May 17 2012 03:26 PM
Programs and NILOA	May 17 2012 12:20 PM

Below the folder list is a link: 'Back to previous folder'. Underneath, the 'Shared File(s)' section shows a single file:

File Name	Size	Timestamp
The_Degree_Qualifications_Profile.pdf	4.6 MB	May 17 2012 12:13 PM

At the bottom of the interface, there is a 'SHARE' button with social media icons and a footer with contact information: 'Live Sales/Support: 1 (855) 796 2669 Weekdays 9am-9pm Eastern | International: 1 (469) 200 0089 | Email Support' and a language dropdown menu set to 'English'.

# A Road We Are Not Going to Go Down



<http://www.sfexaminer.com/sanfrancisco/community-college-board-ends-agencys-exclusive-right-to-accredit-states-community-colleges/Content?oid=2917648>

# **CHECKLIST (POLICIES AND REGULATIONS)**

Let's Get To Work



**EVALUATION TEAM RESPONSIBILITIES AS  
TO SPECIFIED **COMMISSION POLICIES** AND  
U.S. DEPARTMENT OF EDUCATION  
**(USDE)** REGULATIONS  
[THE CHECKLIST]**



# USDE REGULATIONS

## Evaluation Team Responsibilities for Checking Institutional Compliance with USDE Regulations

- Notification of evaluation visit and third party comment
- Institution-set standards and performance with respect to student achievement
- Credits, program length, and tuition (clock to credit hour conversion)

*See Checklist Document*

*Continued*



# USDE REGULATIONS

## Evaluation Team Responsibilities for Checking Institutional Compliance with USDE Regulations

- Transfer policies
- Distance education and correspondence education
- Student complaints
- Institutional disclosure and advertising, and recruitment materials
- Title IV compliance





# COMMISSION POLICIES

## Evaluation Team Responsibilities for Checking Institutional Compliance with Commission policies

[Note, the policies which must be specifically addressed are also required in the evaluation of compliance with federal regulations.]

*See Checklist Document*

*Continued*



# COMMISSION POLICIES

- Rights and Responsibilities (related to third-party comment)
- Institutional Degrees and Credits
- Distance Education and Correspondence Education
- Representation of Accredited Status
- Student and Public Complaints Against Institutions
- Institutional Advertising, Student Recruitment, and Representation of Accredited Status
- Contractual Relationships with Non-Regionally Accredited Organizations
- Institutional Compliance with Title IV

*See Checklist Document*

Let's Walk Through One

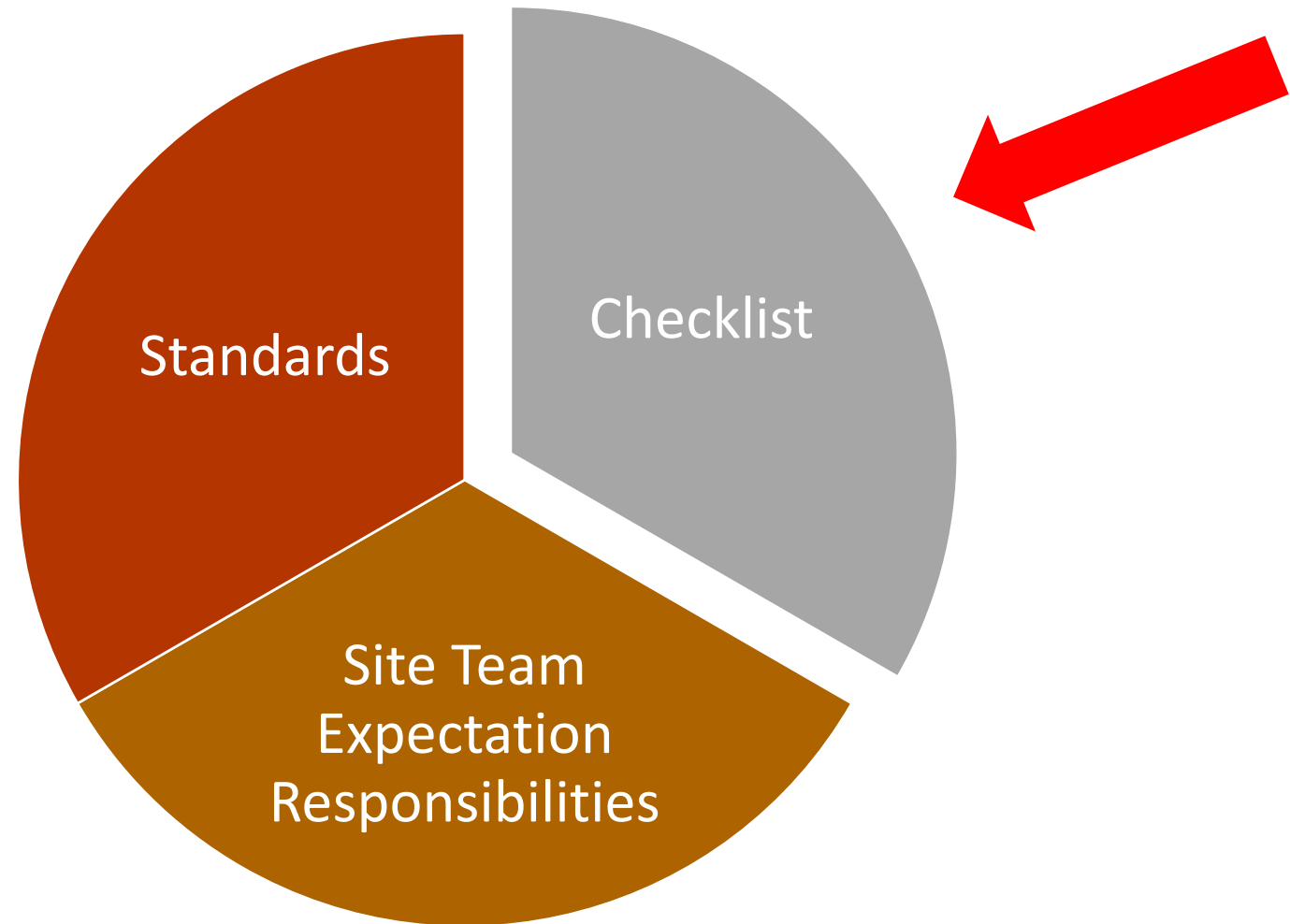
# Stopping Point



dreamstime.com

What are the Challenges to Addressing the Checklist Expectations?

# Connection



## Standards and Performance with Respect to Student Achievement

- \_\_\_\_\_ The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
- \_\_\_\_\_ The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
- \_\_\_\_\_ The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
- \_\_\_\_\_ The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Conclusion Check-Off (mark one):

- \_\_\_\_\_ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- \_\_\_\_\_ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- \_\_\_\_\_ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

# State Academic Senate Plenary

- April
- San Mateo
- Board of Trustees, College Presidents, faculty

# Outcomes Assessment

Looking at Learning





## THE TEAM EVALUATES IF THE COLLEGE:

- Gathers data routinely and systematically
- Analyzes and reflects upon it
- Publishes it and shares it widely with constituent groups (for example: research reports, fact books)
- Uses it to plan and implement program improvements
- Uses it to plan and implement institutional improvements



# EXAMPLE

- Student Learning Outcomes

What evidence would your institution provide?



## EVIDENCE ON *STUDENT LEARNING OUTCOMES*:

- Course outlines/syllabi with SLOs, catalog descriptions of program level outcomes, examples of assessment methods used (rubrics, portfolios, others), mapping, documented cycle. Institutional, general education, and specialization area outcomes in program outcomes/assessment
- Summary assessment data on SLO attainment
- Information about the level of participation in SLO assessment in all programs of the institution
- Information about how SLOs and results data are made known to students and the public, and how they are used by students
- Evidence of how SLO assessment results are communicated across the college and used for planning, resource allocation, and improvement at the course/program levels as well as at the institutional level

**What else would you include?**



# EXERCISE 1: ASSESSING EVIDENCE

LOOKING AT THE PREVIOUS SELF EVALUATION REPORT



# RESOURCES FOR DOING AN INSTITUTIONAL SELF EVALUATION

**WHAT DO YOU HAVE AT YOUR INSTITUTION?**



# ORGANIZING THE COLLEGE FOR INSTITUTIONAL SELF EVALUATION



# THE COLLEGE SHOULD ESTABLISH STRUCTURES AND PROCESSES FOR THE SELF EVALUATION THAT ENSURE

- Evaluation against ERs, Accreditation Standards, and relevant Commission policies
- Evaluation is holistic, integrated, and honest
- Self Evaluation Report uses and is integrated with ongoing research, evaluation, and planning
- Self Evaluation Report leads to institution-wide reflection about quality and student learning



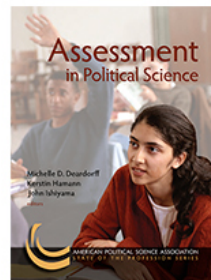
# THE SELF EVALUATION REPORT

- Summarizes and references evidence to support its analyses, and makes the evidence available electronically to the team and the Commission
- Has coherence and a single voice
- Is a meaningful document for the college, the team, and the Commission
- Leads to institution-wide reflection about quality and student learning



# The Five Reasons We Assess

- To become masters of our craft, studying the learning process in our discipline/program and in the larger learning arenas and discovering new ways and methods to teach.
- To determine the extent to which the curriculum/program/services is working (design and implementation).
- To inform the decisions as to where time, energy and/or money should be repurposed for continuous improvement in learning.
- To help us become a **learning organization** that is adaptive and nimble for the 21st Century (Kezar *USC*, Drucker *CGU*, Senge *MIT*)
- To help demonstrate our quality assurance pledge to the community we serve.



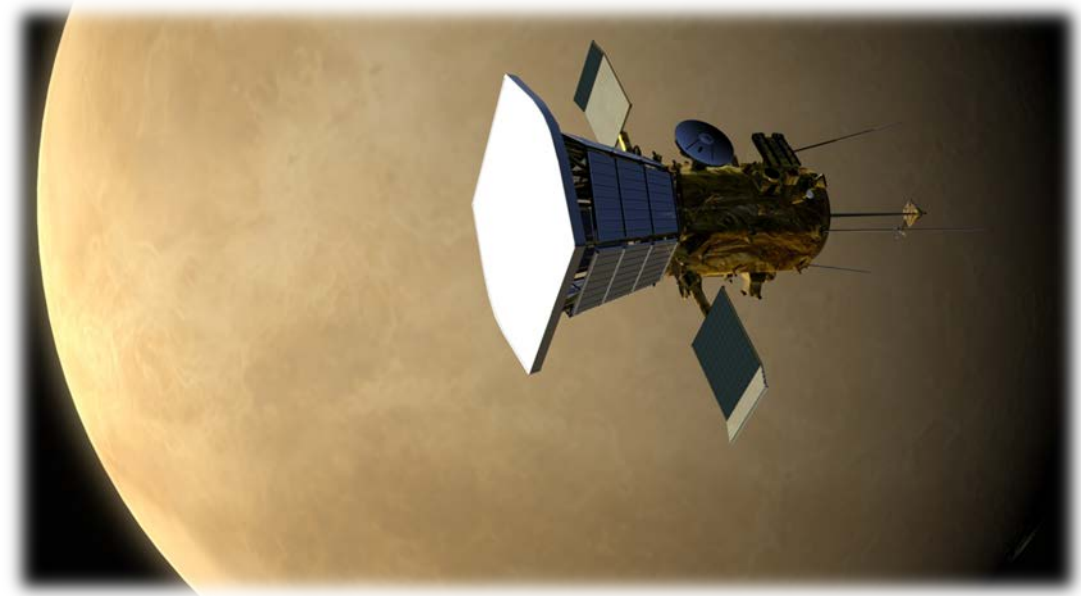
# Engaging in the Findings

It is a two step process:

1. Probe the Data
2. Brainstorm Possible Steps and Take Action

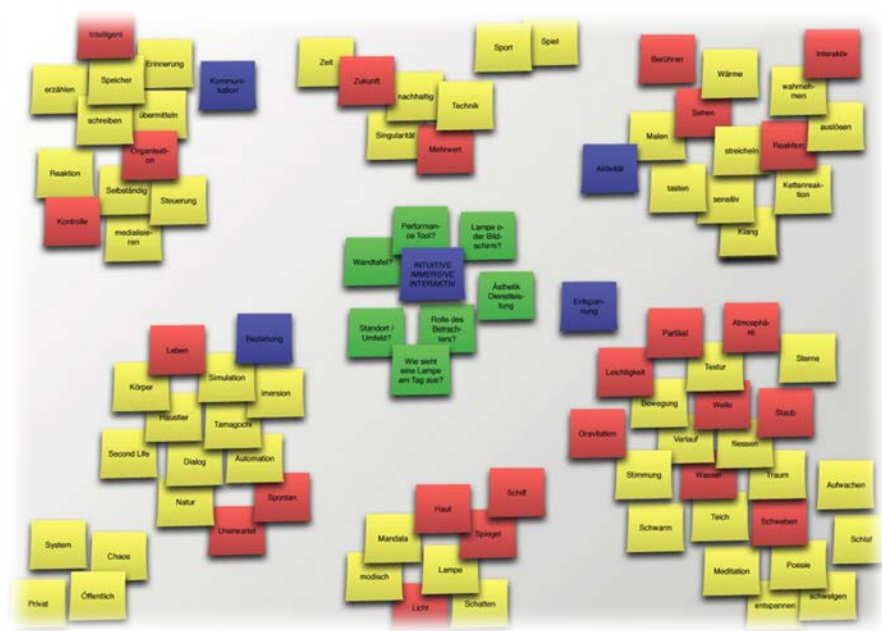
WASC Assessment Leadership Academy, 2011

# Step One: Probe the Results



- Collaboratively explore the findings.
- Ask questions and look at the all results for better understanding
- Consider the assessment methods; where did they hit the mark, what other methods could be used to garner better understanding
- Reflect on new questions that come out of your natural curiosity
- Discuss possible reasons for the data—what factors are affecting the results? What possible explanations are there for the findings?  
*(This is the fun part.)*

# Step Two: Brainstorm Possible Steps and Take Action



- Do the findings suggest a next step?
- What possible solutions would you like to try to close the learning gaps?
- What other lines of inquiry might we want to pursue in future assessment studies?
- How will you share what you learned so that we can learn from your investigations?
- How do we move from reviewing the findings to trying something new?

# The Next Half Hour Together

Look at the Learning using the Two Step Process

- 1. 15 minutes Probe the Data** (*Ask questions, Be curious, ask not worry about next steps.*) *questions, do*
- 2. 15 Minutes Brainstorm Actions** (*Experiment something new, close the loop.*) *and; try*



# A Guide For Practitioners

## Looking at Learning Examining the Findings

### Step One Probe the Results

- Collaboratively explore the findings.
- Ask questions and look at the all results for better understanding
- Consider the assessment methods; where did they hit the mark, what other methods could be used to garner better understanding
- Reflect on new questions that come out of your natural curiosity
- Discuss possible reasons for the data—what factors are affecting the results and what explanations are there for the findings? (This is the fun part.)

#### Some Prompts to help you examine the findings:

- ✓ What are the major assignments—papers, projects, portfolios, demonstrations, performances that measure your outcomes?
- ✓ Are the assignments aligned with the results (assessment methods, student preparedness, and so on)?
- ✓ What might be the reasons for the results (assessment methods, student preparedness, and so on)?
- ✓ In which areas did students excel? Where did they struggle? What issues and needs were revealed?
- ✓ Did the different assessment methods yield different results? How do the results compare to what you expected?
- ✓ Did the assessment work, was it aligned with the outcome? If not, what needs to be revised?
- ✓ Do the assignments provide students with an opportunity to demonstrate their mastery of the course?
- ✓ Do the assignments require that students demonstrate the kinds of knowledge, skills, and abilities you consider most central to the course? Do the outcomes reflect the priorities of the college?
- ✓ Did the students have adequate time to practice the skills expected to master?
- ✓ Did the activities, homework assignments, assigned readings and other exercises provide students with the opportunity to practice the skills expected to master?
- ✓ What other things would you like to learn? What questions linger about the findings? What is possible?

### Notes and Ideas

### Step One Brainstorm Possible Steps and Take Action

- Collaboratively consider some possible next steps you would like to try to close the learning gaps
- Reflect on other lines of inquiry we might want to pursue in future assessment studies
- Examine whether the curriculum is working (design and implementation)
- Reflect on where time, money and efforts could be dedicated or repurposed to improve learning
- Think about how best to share what you learned so that we can learn from your investigations
- Ponder how do we move from reviewing the findings to trying something new

#### Some Prompts to help you examine the findings:

- ✓ What pedagogical and methodological changes to teaching might address the learning gaps? What learning objectives best prepare the student for mastery of the outcome?
- ✓ What other assessment methods might provide additional evidence or better capture the skills, knowledge, attitudes and beliefs most central to the learning?
- ✓ Does the curriculum appear designed to adequately prepare students for the essential skills expected? Is the curriculum aligned to help the students develop mastery?
- ✓ What can you conclude from the data?
- ✓ Does the evidence suggest a next step?
- ✓ What other lines of inquiry might you want to pursue?
- ✓ What's the mechanism for moving from a review of the findings to trying something new?
- ✓ What strategies appear to be having the largest effect on learning?
- ✓ Where might time, energy and/or money be allocated for continuous improvement in learning?
- ✓ How will you share your findings with other faculty and staff across the college so that we all might learn?
- ✓ How will you create a history of assessment so that future faculty in your discipline and the college can learn from your investigations?
- ✓ Where are the best venues for discussing these findings?

### Linking Ideas to Action

# Sample Results

Here is some assessment results that a student services division in their role of mapping to critical thinking skills. Take a look:

**Senior Capstone Projects:** Moderate ratings in critical thinking

**Student Services Administered Survey for Self-Assessment on Critical Thinking:** High ratings in critical thinking

**Employers' Ratings of Critical Thinking for Recent Grads:** Low ratings in critical thinking

**Alumni/ae Ratings of Critical Thinking\*** Low ratings in critical thinking

**Probe these Findings. What questions, gaps, strengths, limitations of the data come to mind?**

# Some Possible Ideas

- What critical thinking skills were rated in capstones?
- Were the critical thinking skills demonstrated in capstones related to the critical thinking desired by employers?
- Were the critical thinking outcomes the same for all groups?
- What kind of situations required critical thinking in employment settings?
- What kind of situations were alumni/ae experiencing for their use of critical thinking skills?



## Step Two: Brainstorm Possible Actions

**Senior Capstone Projects:** Moderate ratings in critical thinking

**Student Services Administered Survey for Self-Assessment on Critical Thinking:** High ratings in critical thinking

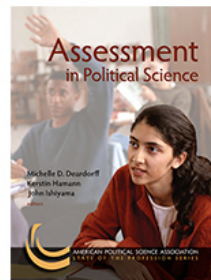
**Employers' Ratings of Critical Thinking for Recent Grads:** Low ratings in critical thinking

**Alumni/ae Ratings of Critical Thinking\*** Low ratings in critical thinking

**Brainstorm some possible actions (five reasons we assess)  
to close the assessment loop. Take Five Minutes!**

# The Five Reasons We Assess

- To become masters of our craft, studying the learning process in our discipline/program and in the larger learning arenas and discovering new ways and methods to teach.
- To determine the extent to which the curriculum/program/services is working (design and implementation).
- To inform the decisions as to where time, energy and/or money should be repurposed for continuous improvement in learning.
- To help us become a **learning organization** that is adaptive and nimble for the 21st Century (Kezar *USC*, Drucker *CGU*, Senge *MIT*)
- To help demonstrate our quality assurance pledge to the community we serve.





## THE TEAM EVALUATES IF THE COLLEGE:

- Gathers data routinely and systematically
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- Uses it to plan and implement program improvements
- Uses it to plan and implement institutional improvements

# STOPPING POINT



What are the Challenges to Addressing the Outcomes Reporting?

# The Problem with Disaggregation

# One Way Assessment Works

<u>Criteria</u>	<u>Joe</u>	<u>Larry</u>	<u>Curly</u>	<u>Chico</u>	<u>Moe</u>
Spelling	3	4	1	2	3
Grammar	2	5	3	2	5
Punctuation	4	5	2	3	4
Structure	3	2	3	5	3
Total	13	17	10	12	15
Student Grade	C	A	D	C	B

Total **down the column** for individual grading. Analyze **across the row** for assessment of intended outcomes from the group.

*Source: Jim Nichols*

Academic Quality 'Essay'



# QUALITY FOCUS ESSAY

- The College is asked to discuss, in essay format, two or three areas it has identified for further study, improvement, and to enhance academic quality, institutional effectiveness, and excellence.
- The Midterm Report will be an update on the quality improvement efforts, and an analysis of data (AR/AFR, etc.) related to institutional performance.





# QUALITY FOCUS ESSAY

- Related to the Accreditation Standards
- Be realistic, coming out of data and reflected in the self evaluation process and Self Evaluation Report
- 5,000 word limit
- Multi-year, long-term direction(s) for the college
- Commitment to excellence

# Looking to Other Accrediting Regions for Help

QEP (Quality Enhancement Plan) Southern Accrediting Region

AQIP



Find Accredited Institutions ▶



## The AQIP Pathway

The Academic Quality Improvement program (AQIP) is one of several pathways leading to reaffirmation of accreditation with the Higher Learning Commission. Others include the Open and Standard Pathways. AQIP differs from the other pathways in that it is premised on principles of continuous quality improvement, and its various processes and requirements are designed to assist institutions in achieving quality improvement, along with reaffirming the institution's accredited status with the Commission once every AQIP cycle. Many institutions have reported transforming their quality cultures since embarking on the AQIP Pathway.

### Updates to the AQIP Pathway

The Board of Trustees adopted [policy changes related to the AQIP Pathway](#) at its meeting on June 12-13, 2014.

View the new [Eight-Year Cycle for the AQIP Pathway](#).

[New: Systems Portfolio Structure and AQIP Categories](#) - This document identifies the revised AQIP Categories (now six in number) and the accompanying revised Systems Portfolio structure. The document includes direction on when institutions may begin using this structure.

### AQIP Pathway History

Launched in July 1999 with a generous grant from the Pew Charitable Trusts, the Commission's Academic Quality Improvement Program infuses the principles and benefits of continuous improvement into the culture of colleges and universities by providing an alternative process through which an already-accredited institution can maintain its accreditation. An institution on the AQIP Pathway demonstrates how it meets accreditation standards and expectations through a sequence of events that align with the ongoing activities of an institution striving to improve its performance.

#### Related Resources to the AQIP Pathway

- [AQIP Categories](#)
- [Action Project Directory](#)
- [AQIP Institutions](#)
- [Federal Compliance](#)

#### Resources on other Commission Pathways

- Information about the [Standard Pathway](#)
- Information about the [Open Pathway](#)
- [Moving Between Pathways](#)

#### Questions?

[aqip@hlcommission.org](mailto:aqip@hlcommission.org)

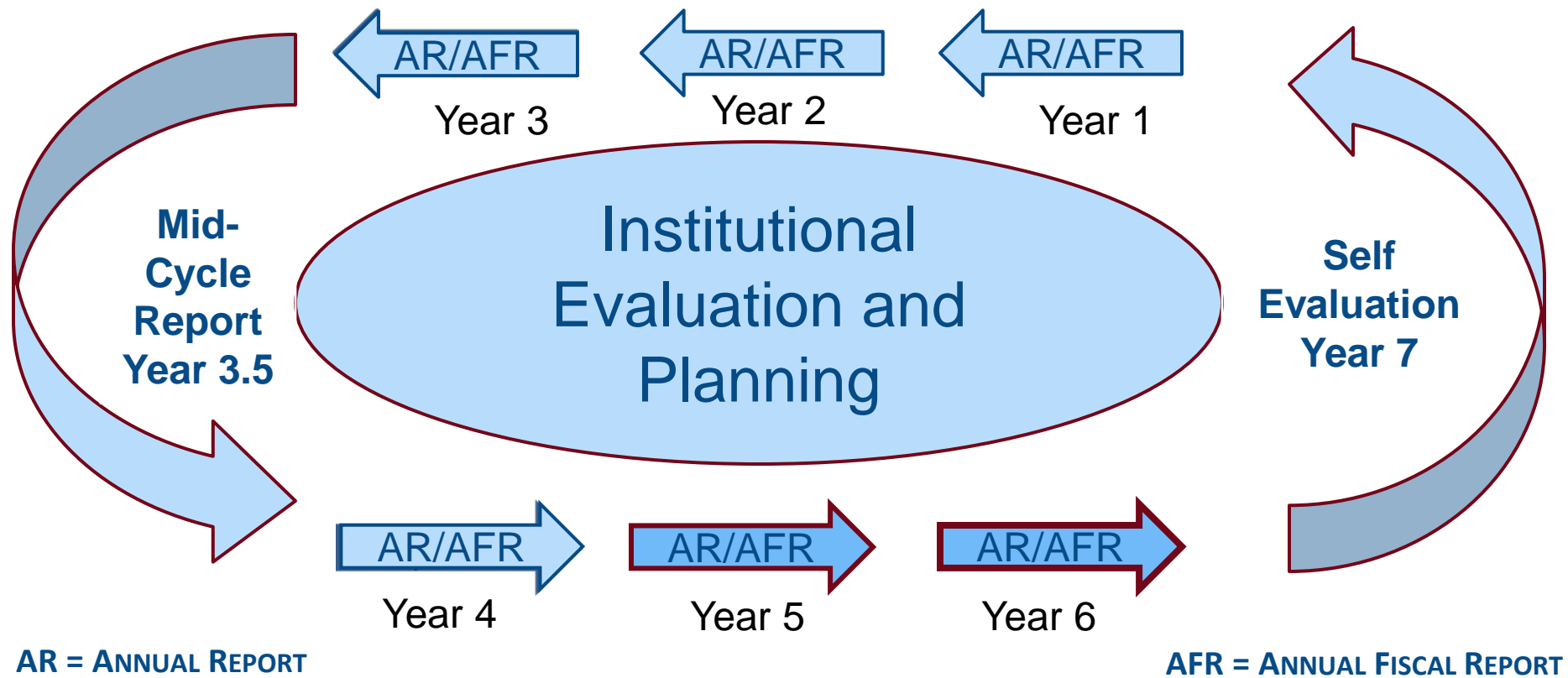
# Stopping Point



What are the Challenges to Addressing the Academic Quality Essay?

**MISCELLANEOUS**

# ONGOING INSTITUTIONAL QUALITY REVIEW AND ITS RELATIONSHIP TO SELF EVALUATION



AR = ANNUAL REPORT

AFR = ANNUAL FISCAL REPORT

**QUESTIONS, NEXT STEPS**