ACCREDITATION & INSTITUTIONAL EFFECTIVENESS
PDD BREAKOUT  1/29/16
11:05-12:05  C206

IEC Presentation facilitated by Lynette Apen & VP Aytch
BREAKOUT SESSION OUTCOMES

Participants will be able to:

- Describe the connection between accreditation and institutional effectiveness
- Explain the difference with the accreditation process including the Quality Focus Essay (QFE)
- Review EVCs draft of the self-evaluation
- Discuss components for the QFE and thematic elements considered for EVCs essay.
ACCREDITATION & INSTITUTIONAL EFFECTIVENESS

Accreditation ➔ outcome

- Webster’s definition
  - to recognize (an educational institution) as maintaining standards that qualify the graduates for admission to higher or more specialized institutions or for professional practice

- US Department of Ed
  - The goal of accreditation is to ensure that education provided by institutions of higher education meets acceptable levels of quality. Accrediting agencies, which are private educational associations of regional or national scope, develop evaluation criteria and conduct peer evaluations to assess whether or not those criteria are met. Institutions and/or programs that request an agency's evaluation and that meet an agency's criteria are then "accredited" by that agency.

Desired outcome
- Opportunity

Institutional Effectiveness ➔ Quality improvement

- Webster’s definition
  - producing a result that is wanted: having an intended effect

- How you get there
  - Self evaluation
    - Accreditation standards
      - Student achievement
      - Student learning
        - SLO Assessment
      - State initiatives
        - SSSP
        - Equity scorecard
    - Program review
    - Integrated planning
      - Mission centered
  - Plans to Improve
  - QFE
Process to Accreditation ➔ Opportunity for Institutional Effectiveness

Evaluation of Standards (SE) → Plans resulting from SE → Institutional Effectiveness (improving quality) → Quality Focus Essay (QFE)
ACCREDITATION: WHAT’S DIFFERENT?

New Standards & Cycle

Forward Thinking

Quality Focus Essay (QFE)
# EVC’s Draft & Writing Timeline

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<th>November 13</th>
<th>November 20</th>
<th>December 17</th>
<th>January 22, 2016</th>
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<tbody>
<tr>
<td>Steering committee</td>
<td>EMS outline (min)</td>
<td>EMS Narrative</td>
<td>3rd draft due (narrative)</td>
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<td>A&amp;E Coaching</td>
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<td>Refine draft</td>
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<td>Final touches</td>
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<td>Checklist &amp; ERs</td>
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EMS: Evidence of Meeting the Standard  
A&E: Analysis & Evaluation  
QFE: Quality Focus Essay  
ID: Identify  
ERs: Eligibility Requirements  
BOT: Board of Trustees
## WHO’S INVOLVED AT EVC

**Leads:** President Yong, Keith Aytch & Lynette Apen  
**Editing support:** Lisa Kalenda  
**Expert support:** Bob Pacheco  
**Campus support:** Accreditation Steering committee including Academic Senate President, Chair ACCC, DO, Campus Researcher, faculty (full-time & part-time), classified professionals & administrators  
**Writing support:** Standard Chairs + writing teams; QFE Advisory Group

<table>
<thead>
<tr>
<th>Standard</th>
<th>Chair</th>
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<tr>
<td>1. Mission, Academic Quality, and Institutional Effectiveness and Integrity</td>
<td>Lynette Apen (F15)</td>
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<td>2. Student Learning Programs and Support Services</td>
<td>Merryl Kravitz;</td>
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<td>3. Resources</td>
<td>Michael Highers</td>
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<td>4. Leadership and Governance</td>
<td>Mark Gonzales</td>
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QUALITY FOCUS ESSAY (QFE)

**Required Components**

- From SE 2-3 projects
- Need infrastructure
- Needed change development
- Expansion
- Cross institution multi-year
- Focus of midterm

**Thematic Elements considered for EVCs QFE**

- **Planning**
  - infrastructure
  - integration
- **Communication**
  - campus plan
  - committee work
  - culture of inquiry

**QFE**

Continuous quality improvement
Q & A