

College of the Redwoods
Institutional Effectiveness Committee
December 8, 2016 SS 104, Time 3:00pm – 4:30pm

Agenda

1. CALL MEETING TO ORDER:
2. APPROVE 11/10 /16 NOTES
3. ACTION ITEMS
4. DISCUSSION ITEMS:
 - 4.1 Content for the Institutional Self Evaluation Report (attached)
 - 4.2 Quality Focus Essay (attached)
 - 4.3 Ideas for Accreditation Session at Convocation
5. STANDING AGENDA ITEM: ACCREDITATION
6. OTHER/FUTURE AGENDA ITEMS

Next meeting: February 9 , 2017

“When the finger points at the moon, the fool looks at the finger.” (Unknown)

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College of the Redwoods
Institutional Effectiveness Committee
November 10, 2016 SS 104, Time 3:00pm – 4:30pm

Summary Notes

1. MEETING CALLED TO ORDER

2. APPROVE 10/13/16 NOTES

3. ACTION ITEMS

4. DISCUSSION ITEMS:

4.1. AP including Institution-Set Standards (attachment):

- The committee approved of moving the AP forward with one change: The cycle for reviewing institution-set standards should be changed from once every 5 to once every 4 years. There was some discussion about adding the Chancellor's Office Goals Framework to the AP, but the committee wanted to wait until the framework was more stable.

4.2. Accreditation drafts related to Institutional Effectiveness (attachment):

- The committee spent the majority of the meeting reviewing the standards related to institutional effectiveness. Suggestions were made to fix typos, as well as to add additional evidence involving the reporting of data to the BOT and the college community.

5. STANDING AGENDA ITEM: ACCREDITATION

6. OTHER/FUTURE AGENDA ITEMS:

- The committee discussed the importance of the Del Norte Visioning sessions that the Board of Trustees is facilitating. The committee agreed that Education Master Planning work should wait until these sessions have concluded, and the results of these sessions will be reviewed by the Education Master Planning Committee in addition to the draft goals that have already been developed.

Next meeting: December 8, 2016

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Commission to base its decision on evidence that was available to the team at the time of the evaluation visit. During the visit, the team members should also have access to the evidence and data upon which the institutional analysis is based at the time of the institution's submission of the Self Evaluation Report. It is helpful for readers when the electronic copy of the Report contains hyperlinks to the relevant evidence. Links should be to evidence stored on an electronic memory device (flash drive/USB stick). Links to websites or other materials should be for supplemental information only and not content for the Report itself. Screen shots of relevant online material can be included in the electronic evidence files. The institution should ensure that all links are active and all evidence on flash drives is correct (see Appendix J).

The numbering of the evidentiary documents referenced in the Self Evaluation Report should align with the relevant Standards, together with a brief title, e.g., Strategic Plan. Documents which are relevant to more than one Standard should be allocated a number in the first chapter where they are relevant and referenced thereafter. In addition to the evidence and data the institution submits with the Self Evaluation Report, the evaluation team may also request additional evidence to be available during the site visit.

5.3 Content for the Institutional Self Evaluation Report

The Commission has developed a list of content that an Institutional Self Evaluation Report must include. The content requirements for a Self Evaluation Report are presented below.

Cover Sheet

The cover sheet should include the name and address of the institution, and a notation that the Institutional Self Evaluation Report is in support of an application for candidacy, initial accreditation, or reaffirmation of accreditation, and date submitted (see Appendix D).

Certification Page

The Institutional Self Evaluation Report should include a certification page which includes the college Chief Executive Officer's confirmation of the purpose of the Self Evaluation Report and that the Report accurately reflects the nature and substance of the institution. The certification page should attest to effective campus participation in the Report preparation, accuracy, and that the governing board has read the Report and was involved in the self evaluation process. The institution should include signatures of the district/system chief executive officer (if appropriate), governing board chair, and other campus constituent groups as determined by the institution (see Appendix B).

Table of Contents

The Institutional Self Evaluation Report should include a table of contents to facilitate the evaluation team's use of the Report.

Structure of the Institutional Self Evaluation Report

A. Introduction

The introduction should include a brief history of the institution, including the year of establishment. The introduction should highlight the major

developments that the institution has undergone since the last comprehensive review, including student enrollment data, summary data on the service area in terms of labor market, demographic and socio-economic data. The introduction should also include the names and locations, including addresses, of sites where 50% or more of a program, certificate or degree is available to students and any other off-campus sites or centers, including international sites. Institutions should clearly state in the Self Evaluation Report, as it does to the public, any specialized or programmatic accreditation held.

B. Presentation of Student Achievement Data and Institution-set Standards

Institutions are required to gather and analyze data on student achievement. Student achievement data provides the institution with basic information about achievement of its educational mission (see 5.4 i). ACCJC has developed a generic template for the presentation of disaggregated student achievement data that will assist institutions in implementing data-driven and informed evaluation and planning processes (Appendix G).

Institutions are also required to establish institution-set standards for success with respect to student achievement in relation to the institution's mission. Institutions are expected to set expectations for each of the areas of student achievement (See 5.4 vii), demonstrate that they gather data on these standards, analyze the results on student achievement, and make appropriate changes/improvements to increase student performance (Appendix H).

Evaluation teams will verify that institutions collect student achievement data and use it in the decision-making and integrated planning processes. Teams will also review the institution-set standards, determine their appropriateness and whether the institution is meeting its own expectations, and ensure that plans to improve student performance are developed and implemented whenever the standards are not met.

C. Organization of the Self Evaluation Process

The institution should explain, either in narrative or chart form, how it organized the self evaluation process, the individuals who were involved, and what their responsibilities were.

D. Organizational Information

The Institutional Self Evaluation Report should include organizational charts for the institution and for each major function, including names of individuals holding each position. In a corporate structure, the relationship to the accredited institution, including roles and responsibilities of both entities, must be included in this section. The institution should provide a list of its contracts with third-party providers and non-regionally accredited organizations.

Colleges in multi-college districts/systems must provide an account of whether primary responsibility for all or parts of specific functions that relate to the Standards are vested at the college or district level. The overview of the responsibilities of key functions in institutions in multi-college districts/systems must be presented in the form of a Functional Map. (Examples of Functional Maps can be found in Appendix E.) The institution should also provide an analysis of the effectiveness of this division of responsibilities.

E. Certification of Continued Institutional Compliance with Eligibility Requirements

The USDE, as part of the recognition process of accrediting commissions, requires that the accrediting commissions ensure their accredited institutions provide evidence they meet the commissions' eligibility requirements at any given time. The Institutional Self Evaluation Report must include the institution's analysis and evidentiary information demonstrating that the institution meets the Eligibility Requirements (see 3.1 above). The Eligibility Requirements as well as the list of documents needed to substantiate continued eligibility can be found in Appendix F.

F. Certification of Continued Institutional Compliance with Commission Policies

The Accreditation Standards reference specific Commission policies. The Institutional Self Evaluation Report must address how the institution is in compliance with these policies in conjunction with their assessment of how they meet the Standards. Some Commission policies are not integrated in the Accreditation Standards. The Self Evaluation Report must include the institution's analysis and evidentiary information demonstrating that the institution addresses policies specific to the college mission and activities. A complete list of the policies that institutions must specifically address can be found in Appendix A.

G. Structure of the Institutional Analysis

The main body of the Institutional Self Evaluation Report must identify and address each of the Accreditation Standards including the subsections. When preparing this part, it is useful for institutions to keep the principles underlying the Accreditation Standards in mind, i.e., the Commission expects institutions to:

- design and implement an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, re-evaluation, and improvement,
- analyze its programs and services while paying particular attention to program review data, student achievement data, and student learning outcomes data, and
- take action to improve based on the analysis supported by adequate sources of data and other evidence and make improvement plans when warranted.

The following elements should guide the structure of the analysis of each of the Standards.

Evidence of Meeting the Standard

The institution should describe and document the factual conditions at the college, including college practices and policies, which demonstrate how each Standard is being met.

Analysis and Evaluation

Based on the evidence provided, the institution should analyze and systematically evaluate its performance against each Accreditation Standard and its institutional mission. This analysis should result in actionable conclusions about institutional effectiveness, educational quality, and decisions for improvement. The basic questions to explore are whether or not, and to what degree, institutional evidence demonstrates that the institution meets each Accreditation Standard and how the institution has reached this conclusion. The Commission expects current and sustained compliance with Standards, focusing

on accomplishments and outcomes that have been achieved and not just structures or processes used.

H. Quality Focus Essay

Continuous quality improvement is a mark of institutional effectiveness. As an institution evaluates its programs and services in the continuous cycle of data analysis, planning, resource allocation, and evaluation, it examines its effectiveness in accomplishing its mission **in the context of student learning and student achievement**. During that examination, it identifies areas of needed change, development, institutionalization, and expansion. Within the accreditation focus on continuous quality improvement, the institution will identify two or three areas coming out of the institutional self evaluation on which the institution has decided to act (action projects), and which will have significance over a multi-year period. These will be described in a Quality Focus Essay (QFE). The Essay will have a 5,000 word limit and will discuss in detail the identified areas to be acted upon, including responsible parties, timeline, and anticipated outcomes, and the impact on academic quality and institutional effectiveness. The Essay will be related to the Accreditation Standards; institutions should select the “action projects” for the QFE from college data and analysis. The projects described in the QFE should be realistic and culminate in a set of observable and measurable outcomes. The Essay should be consistent in its factual basis and analysis with the other portions of the college’s Self Evaluation Report. It will provide the institution with multi-year, long-term directions for improvement and demonstrate the institution’s commitment to excellence. The areas identified in the Essay will become critical focal points for the institution’s Midterm Report. Evaluation teams and the Commission will comment on the institution’s QFE and may offer constructive advice or assistance.

I. Changes and Plans Arising out of the Self Evaluation Process

During the process of self evaluation, institutions commonly find areas where institutional effectiveness can be improved or changes are needed in order to meet the Commission’s Standards. Both the changes made during the self evaluation process and plans for future action should be included in the institution’s Self Evaluation Report. The plans should also be integrated into the institution’s ongoing evaluation and planning processes for implementation and follow up. The institution should include changes it has made in response to its self evaluation, and of future actions planned. These changes and planned changes demonstrate the necessary linkages between the self evaluation process and institutional planning, decision making, resource allocation, and continuous improvement. The changes made and plans for future action should be placed in the Self Evaluation Report following the relevant grouping of standards (for example, I.A, I.B, I.C, II.A, etc.). The discussion should include any timelines for implementation and expected outcomes. It is suggested that the institution develop a chart summarizing changes made in response to its self evaluation process and future actions planned for ease of institutional tracking and monitoring.

5.4 Requirements for Evidentiary Information

As mentioned in Section 5.2 above, the Commission requires the institution to provide specific kinds of data and other sources of evidence to demonstrate compliance with the Commission's Standards. The USDE continuously revises and interprets federal regulations; in response, the Commission updates its list of federal requirements for its manuals and policies. Institutions are accountable for knowing and maintaining their reporting relationships with the USDE and other regulators and for meeting USDE requirements. The data required by the USDE which must be included in the Institutional Self Evaluation Report are marked with an asterisk (*) in the following sections.

Colleges are expected to set for themselves institutional standards of acceptable performance below which the institution would find its performance unacceptable and take corrective action. New federal regulations also require evaluation teams to review the standards institutions have set for student learning and achievement; how well the institution believes it is meeting its standards, and whether those standards are reasonable. (See Institution-set Standards for Student Performance, page 27.)

All evidentiary information included in the Institutional Self Evaluation Report must be discussed and cited within the various Accreditation Standards and sub-sections where reference to the information is relevant. Furthermore, the information should be supported by analysis in terms of its alignment with the institutional mission and how the outcome of the data analysis will impact the future planning and development of the institution.

*i. Student Achievement Data**

Student achievement data is end-point data that provides an institution with basic information about achievement of its educational mission. Collected longitudinally, such data and analyses will inform the college whether changes in pedagogy or services are effective in improving student completion, or whether a decline in student completion needs to be given attention and study so that trends can be reversed. It will also keep institutions informed about fluctuations and serve as a warning if completion rates decrease and trends need to be reversed. When collected in disaggregated form, it may also provide information about barriers to completion and transfer, the need to collect additional data, and indicate attention that needs to be given to various groups.

The ACCJC has developed a generic template for the presentation of institutional and programmatic student achievement data to assist institutions in implementing data-driven and informed evaluation and planning processes. The template is accompanied by a list of questions to encourage institutional analysis of data and identification of areas both in need of improvement and worthy of special note (see Appendix G). Some institutions and district/systems may have developed other means of presenting data for campus and district/system-wide discussion and decision-making. Those templates may be acceptable as well.

Student achievement data should be in disaggregated form by:

- Age
- Gender

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- Race/Ethnicity
 - Socio-economic status
 - Delivery mode
 - Instructional site
 - Cohort group
 - Other, as relevant to the institution's service area and mission

The data should be provided separately for the following credit/non-credit programs:

- Liberal Arts or Liberal Education/Transfer Programs
- Career and Technical Education (CTE) Programs
- Basic Skills and English as a Second Language (ESL) Programs

Data on Incoming Students

- Student preparedness for college, including need for academic advising, assessment scores indicating need for remedial instruction and orientation, etc.
- Student training needs, including local employment training needs, transfer education needs, basic skills and/or ESL needs, etc.
- Student educational goals

Data on Enrolled Students* (When an institution reports rates in the following categories, it must specify the denominator.)

- FT/PT student enrollment across the institution's range of instructional programs
- Annual growth/decline in headcount enrollment (numbers or rates)
- Course completion (numbers or rates)
- Persistence of students from term to term (numbers or rates)
- Student progression to the next course in a sequence of courses/next level of course (numbers or rates)
- Student program completion (numbers or rates)
- Certificate/Degree completion (numbers or rates)
- Student transfer to four-year institutions (numbers or rates)

Data on Graduates* (When an institution reports rates in the following categories it must specify the denominator)

- Student job placement (number or rates) as appropriate
- Licensure/certification exam (numbers or rates) as appropriate

Other required evidence related to student achievement*

- Policies and procedures for award of credit, including application of the credit hour definition in the Commission's "Policy on Institutional Degrees and Credits"
- Policies and procedures for transfer of credit, including examples of the decision-making process
- Comprehensive list of agreements with other institutions on transfer of credit

ii. Evidence of Student Learning Outcomes and Assessment of Outcomes

The institution must provide evidence of institutional student learning outcomes and samples of student learning outcomes for courses, programs, certificates and degrees. Institutions need to identify the end point learning outcomes that students must achieve, in a course/program/certificate/degree, i.e., the data that derive from summative assessments of how well students have mastered institutional and programmatic learning outcomes. Institutions should use and be able to provide aggregated data and analyses that can inform the question "How well is the institution achieving its educational (and programmatic) mission(s)?"

- Catalog and other descriptions of programs, including the recommended sequence of courses, and their related student learning outcomes
- Course outlines/syllabi with stated student learning outcomes
- Samples of student work/performance (portfolios, productions, recitals, projects, etc.)
- Grading rubrics where they exist
- Examples of authentic assessment and/or embedded assessment
- Summary data on assessed student learning outcomes attainment
- Examples of improvement of the teaching/learning process and increased student success and institutional improvement as a result of the analysis of the above

iii. Evidence of Quality Program Review

- Program review cycles/timelines
- Policies on curricular review
- Evidence that SLO assessment data are used for institutional self evaluation, planning, and improvement of teaching and learning
- Action taken (improvements) on the basis of program review
- Connection to the budgeting and resource allocation processes
- Impact on institutional effectiveness, educational quality, and student success

iv. Evidence of Quality of Student Support Services

- Student support services program reviews (including student learning outcomes assessment data and analysis)

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- Student satisfaction and follow-up surveys
 - Records of student use of services
 - Student loan default rates
 - Student support services planning documents
 - Catalog, handbook, and website descriptions of student support services
 - Policies on academic progress, integrity, codes of conduct, grievances and complaint procedures, including information provided to students about how to file a complaint with the institution's accreditor and/or its state approval/licensing entity
 - Availability and accessibility of services, including off-campus and distance education/correspondence education (DE/CE) students

v. ***Evidence of Financial Performance and Integrity****

- Annual external financial audits
- Federal audits
- Audits of any foundations that are not separately incorporated
- Actuarial studies for post-retirement health benefits, collective bargaining agreements, related board policies, plans for funding the liability. For private institutions, the notes to financial statements dealing with employee benefit plans, commitments and contingencies
- Leave accrual policies and records
- Records of self-insurance for health benefits, workers compensation and unemployment
- Records of obligations for future total compensation expenditures including employment agreements, collective bargaining agreements, and management contracts, including any buy-out provisions
- Records from bond funding, if any, including audit reports and minutes from bond oversight committee meetings
- Policies and procedures for purchasing
- Plans related to facilities and technology, capital expenditure budgets and total cost of ownership plans
- Financial Aid Compliance Reports, USDE audits

vi. ***Evidence of Quality of International Activities***

- Lists of programs for non-U.S. nationals recruited abroad
- Lists of programs for internally recruited international students organized through the college or the district/system
- List of study abroad programs for U.S. students

vii. Evidence of Compliance with other Areas Related to Federal Requirements*
(See also Appendix H Evaluation Team Responsibilities for Compliance with U.S. Department of Education Regulations and Appendix K Checklist for Comprehensive Evaluation Teams Evaluating Compliance with Federal Regulations and Commission Policies.)

Distance Education and Correspondence Education

An accrediting commission recognized by the USDE is not required to have separate standards for distance education and correspondence education (DE/CE). The accrediting commissions need, however, to ensure that DE/CE offered by their accredited institutions meet the accreditation standards. Institutions accredited by the ACCJC, therefore, need to demonstrate they assure the quality of DE/CE to the same extent as education delivered in face-to-face classes by providing disaggregated data and analysis (See Appendix H). Evaluation teams should have access to distance education programs and services approximately one month before the evaluation team visit for purposes of assessing quality and compliance with the Commission's policy. Additionally, the evaluation team must evaluate that the institution has correctly applied federal definitions for DE/CE and must determine whether the award of credit for DE/CE meets federal requirements. Institutions must provide the team:

- List of courses, programs, certificates and degrees where 50% or more is offered in distance education or correspondence education mode
- Means of verification of identity of students registered in distance education or correspondence education classes
- College policies on regular and substantive interaction between students and faculty
- College policies on student privacy

Public Information

The institution shall assure clarity, accuracy and accessibility of information regarding:

- Recruiting practices
- Admission practices
- Academic calendar
- Catalogs, publications
- Award/transfer of credit
- Credit requirements for courses, programs, certificates and degrees
- Length and costs of programs
- Student degree/certificate completion rates
- Transfer rates
- Job placement and licensure pass rates
- Campus crime statistics
- Grading practices

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- Advertising practices
 - Representation of the institution

Campus Sites

Names and addresses of off-campus sites and centers, including international, noting where 50% or more of a program, certificate or degree is offered

Institution-set Standards for Student Performance

The institution must establish standards of success with respect to student achievement in relation to the institution's mission (ER 11, Standard I.A.2 and I.B.3). It will set expectations for course and program completion, student persistence from term to term, degree and certificate completion, State licensing examination scores, job placement, and transfer rates. The institution must demonstrate it gathers data on institution-set standards, analyzes results on student achievement, and makes appropriate changes/improvements to increase student performance, educational quality, and institutional effectiveness (ER 11 and Standard I.B.3). Evaluation teams will identify these institution-set standards, determine their reasonableness, review the data and analyze the college's performance, describe the institution's overall performance, and determine whether the institution is meeting its standards. (See Appendix H)

Clock to Credit Hour Conversion

If the institution converts clock to credit hours for purposes of federal financial aid, it should adhere to the federal formula for clock to credit hour conversion. (See Appendix I)

Records of Student Complaints

Institutions are required to have established and clearly publicize policies and procedures for filing formal complaints and/or grievances. The institution must provide evidence that these policies and procedures are being followed and whether patterns of the complaints are obvious and could indicate a need to be addressed by the institution. Complaint files should be available for the period since the last comprehensive evaluation visit. The institution must also demonstrate that it clearly communicates how to file a formal complaint with the institution's accreditor and/or state authorizing agency. (See Appendix H)

5.5 Submission and Format of the Institutional Self Evaluation Report

The institution will send to each member of the evaluation team 60 days before the visit, one electronic copy on USB Flash Drive of the Institutional Self Evaluation Report with evidence, a current catalog, and the most recent class schedule. The institution will send one hard copy of the Institutional Self Evaluation Report and an electronic copy in Word on USB Flash Drive, with evidence, to the ACCJC office. All evidence submitted must be in electronic format. If the institution still prints the catalog and class schedule, one copy of each should be sent to ACCJC. If these are no longer in print format, then only the electronic format is required. Colleges may be asked to provide additional hard copies to accommodate special needs. See Electronic Format below.

Appendix G: Guidance for Data Charts and Sample Templates

Student Achievement Data

Sample charts for both college-wide and programmatic data are provided below. These charts should be accompanied by narrative.

The narrative should discuss how the definition and expected performance level were selected by the institution for the institution-set standards, and how the institution-set standards are used in conjunction with performance levels (across the college and within programs) for making institutional decisions and for continuous quality improvement. In the SER for the relevant Standards, the institution's self evaluation as to the analysis and use of the data, and the level of student achievement performance, should be reflected in the narrative and evidence.

Charts with relevant disaggregation Additional charts showing disaggregation by student demographics and by delivery format should be included as relevant to the institutional mission and the students it serves. These may include:

- Age
- Race
- Gender
- Socio-economic status
- Online versus face-to-face courses/students
- College center versus main campus performance
- Cohort group performance
- Other categories as appropriate

Data Other Than Student Achievement

Institutions are expected to have goals related to their mission. These goals will include student achievement, but will extend beyond student achievement to assess institutional quality and effectiveness across college operations. Institutional evaluation of achieving of these goals (or related objectives) should include qualitative and quantitative data and analysis of the data.

Charts of these data, and narrative concerning their analysis and use for institutional effectiveness and improvement, should be included in the Self Evaluation Report, both at the beginning of the report and as relevant in the narrative for specific standards.

The questions below are meant to aid in institutional analysis of data and to stimulate dialog. They will be useful for identifying areas both in need of improvement and worthy of special note.

- Has the institution set standards* (performance expectations) for student achievement in these categories?
- Are these standards reasonable
- Is the institutional performance satisfactory when compared to the institution-set standard?
- Describe significant trends over the ___-year period and the institution's interpretation of the meaning.
- What changes have been made or are planned as a result of the analysis of the data?

Sample Template: College-Wide Student Achievement

Data Element	Definition of the measure	Institution-Set Standard	Stretch Goal	Most Recent Year's Performance	Previous Year Performance	Multi-year average
Course Completion Rate*	Applies to all students: Successful course completion, grade C or better if graded, over the number of students enrolled when the general enrollment period ends.*	**	***		Add columns for the number of years being tracked (generally 3 to 5 prior years)	(generally 3-6 years) Use for multi-year trend analysis
Institution-identified data element (insert name)						
Institution-identified data element (insert name)						
Add rows as needed.						
<p>Notes:</p> <p>*Required data element and definition.</p> <p>** An institution-set standard of the expected performance level for this measure is required. There should be additional institution-set standards representing all aspects of the college's mission. The definitions of those measures should be relevant and appropriate for the aspect of student achievement being monitored. The level of performance identified as the institution-set standard for that measure should be appropriate within higher education expectations, and should provide guidance for institutional actions to improve student achievement.</p> <p>*** The Accreditation Standards expect institutions to have goals related to achievement of its mission. If an institution has identified a "stretch goal" for increasing performance in this area of student achievement, please so note.</p>						

Provide general narrative discussion and analysis with this table at the beginning of the Self Evaluation Report. Use segments of the table and more specific analysis in the SER for the relevant standards.

Sample Template: Programmatic Student Achievement

Data Element	Definition of the measure	Institution-Set Standard	Stretch Goal	Most Recent Year's Performance	Previous Year Performance	Multi-year average
Job Placement Rate*	For every CTE program: The number of students who are employed in the year following completion of a certificate program or degree, over all certificate program or degree completers.*	**	***		Add columns for the number of years being tracked (generally 3 to 5 prior years)	(generally 3-6 years) Use for multi-year trend analysis
Licensure Exam Passage Rate*	For every CTE program in which students must pass a licensure examination in order to work in their field of study: The number of students who passed the licensure examination over all who took the examination.	**	***			
Institution-identified data element (insert name)						
Institution-identified data element (insert name) Add rows as needed.						

Notes:
 *Required data element and definition.
 ** An institution-set standard of the expected performance level for this measure is required. The expected performance level may be the same across all CTE programs or differ between programs. In either case, the levels are set by the institution. The definitions of those measures should be relevant and appropriate for the aspect of student achievement being monitored. The level of performance identified as the institution-set standard for that measure should be appropriate within higher education expectations, reflective of appropriate differences between programs, if applicable, and should provide guidance for institutional decisions and actions to improve student achievement.
 *** The Accreditation Standards expect institutions to have goals related to achievement of its mission. If an institution has identified a “stretch goal” for increasing performance in this area of student achievement, please so note.

<p>668.8(k),(l)</p>	<p>Department of Education’s 2011 conversion formula</p>	<p>The evaluation team will examine institutional policies and procedures for measuring the program length and intended outcomes of degrees and certificates offered.</p> <p>The evaluation team will confirm the institution has transfer of credit policies that are publicly disclosed and that include a statement of the criteria regarding the transfer of credit earned at another institution of higher education.</p> <p>Since USDE regulations establish a <i>minimum</i> standard, and institutions may choose to include more work for their credit hours than the minimum amount, credit hours at one institution will not necessarily equate to credit hours at another institution for a similar program.</p> <p>The evaluation team will, in the evaluation team report narrative of its findings, cite the institution’s policy, procedure, class and program evidence examined.</p> <p><i>(Standards I.C.4, II.A.5, II.A.9, II.A.10, II.A.11, II.A.15, II.A.16; ER 10-Academic Credit; Policy on Award of Credit; Policy on Institutional Degrees and Credits; and Policy on Transfer of Credit)</i></p>
<p>602.16(a)(1)(ix) And related</p> <p>668.43</p>	<p>The standards effectively address the quality of the institution in addressing: “the Record of student complaints received by, or available to, the agency.”</p> <p>The institution “must make readily available to enrolled and prospective students.... (a)(6) the names of associations, agencies or governmental bodies that accredit, approve or license the institution and its programs and the procedures by which documents describing that activity may be reviewed under paragraph (b).” (b) “the institution must make available for review to any student or prospective student upon request a copy of the documents describing an institutions</p>	<p>Address in Standard I.C and ER 20.</p> <p>The evaluation team will be sent a copy of any complaints that have been filed with the ACCJC in accordance with the criteria for filing such complaints. The evaluation team will examine the institution’s procedures which define student grievances/complaints and the manner in which they are received and will examine the institution’s files containing student complaints/grievances for the five years preceding a comprehensive evaluation. The evaluation team will examine any patterns observed in the complaints to determine whether they constitute evidence that indicates the institution has failed to comply with Accreditation Standards, ERs and policies. Any deficiencies will be identified in the team report as such.</p> <p><i>(Standards I.C.5, I.C.8; ER 20-Communication with the Public; and Policy on Student and Public Complaints Against Institutions)</i></p> <p>The evaluation team will examine the institution’s means of providing to any student or prospective student information about its accrediting bodies and governmental (usually state) licensing or approval bodies, copies of documents describing an institution’s accreditation or governmental approval, as well as contact information for filing complaints with such bodies. The team report will describe the institution’s compliance with this new requirement. <i>(ER 20 – Communication with the Public)</i></p>

	<p>accreditation and its State, Federal or tribal approval or licensing. The institution must also provide (those persons) with contact information for filing complaints with its accreditor and with its State approval or licensing entity and any other relevant State official or agency that would appropriately handle a student's complaint."</p>	<p>The evaluation team will examine whether institutions make available to students located in states other than the institution's home state, and receiving instruction from the institution (via distance education or correspondence education, or by other means) the contact information for filing complaints with the relevant governmental or approval body in that state in which the student is located.</p>
602.17(f)	<p>The agency provides a detailed written report that assesses the institution's compliance with the agency's standards, including areas needing improvement AND the institution's performance with respect to student achievement.</p>	<p>Address in Standard I.B.</p> <p>The evaluation team will examine student achievement data at the programmatic and institutional levels. The institution must set standards of satisfactory performance for student achievement, and evaluate itself against those standards, at the programmatic and institutional levels. The evaluation teams must examine the institution's own analyses, and also determine whether the institution's standards for student achievement are reasonable.</p> <p>The examination will assess the institution's performance with respect to the institution-set standards. The examination will be based upon data, and it will reference data cited above re 602.16, as well as other factors used by the institution. The evaluation team report will detail the institution's performance, noting both effective performance and areas in which improvement is needed.</p> <p><i>(Standard I.A.2, I.B.3, II.A, II.C)</i></p>
602.17(g)	<p>Distance and Correspondence Education: During institutional reviews, the agency applies the definitions of "distance education" and "correspondence education" found in §602.3 to determine which mode of delivery is being employed.</p> <p>The agency requires institutions that offer distance education or correspondence education to have processes in place through which the institution establishes that the</p>	<p>Address in Standard II.A.</p> <p>The evaluation team will review the manner in which the institution determines if a course is offered by distance education or correspondence education. The team will examine the delivery mode of a sampling of courses where students are separated from the instructors. The team must assess whether the courses are distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing exams, and interaction with the instructor is initiated by the student as needed). Use of a learning management system alone will not determine whether the mode is distance education; course syllabi, grading policy, and actual instructional delivery determine how the mode is characterized for USDE purposes. The team will describe its findings and the team's judgment of the appropriateness of institutional application of the</p>

	<p>student who registers in a distance education or correspondence course or program is the same student who participates in and completes the course or program and receives the academic credit. The agency meets this requirement if it:</p> <ol style="list-style-type: none"> 1. Requires institutions to verify the identity of a student who participates in a class or program by using methods such as: <ol style="list-style-type: none"> (i) A secure log in and passcode (ii) Proctored examinations (iii) New or other technologies and practices that are effective in verifying student identity 	<p>USDE delivery mode definitions.</p> <p>The evaluation team will examine the efficacy of methods that the institution uses to verify the identity of students enrolled in distance education and correspondence education classes. The evaluation team will describe whether the institution uses the secure log in and password for its distance education classes. If the institution uses other methods for its distance education classes or correspondence classes, the evaluation team will describe those methods and the team’s judgment of their efficacy in preserving the integrity of the credits and grades awarded.</p> <p><i>(Standards II.A.1, II.A.3, II.A.7, II.B.1, II.C.1; and Policy on Distance Education and on Correspondence Education)</i></p>
602.19 (a-e)	<p>The agency must demonstrate that it has and effectively applies a set of monitoring and evaluation approaches that enable the agency to identify ...institutional strengths and stability. These approaches must include ... collection and analysis of key data and indicators, including fiscal information and measures of student achievement.</p>	<p>Address in Standard I.B, II.C, and III.D.</p> <p>Comprehensive evaluation teams must examine the institution’s longitudinal data on the institution’s fiscal condition, including significant increases or decreases in revenues and enrollments, and identify any team concerns about fiscal stability. Comments should be included in Standard III.D.</p> <p><i>(Standards III.D.1-15; ER 5-Financial Accountability, and ER 18-Financial Resources)</i></p> <p>Comprehensive evaluation teams must examine the institution’s longitudinal data on student achievement (course completion, program/certificate completion, graduation, licensure, job placement data) and identify any team concerns about stability and achievement of mission, as well as any trends that identify strengthened institutional performance.</p> <p><i>(Standards I.B.3; and ER 11-Student Learning and Student Achievement)</i></p>

