ACCREDITATION 2014: Update and Request for Feedback

FLEX Day
March 18, 2014
Goals for This Session *

- Reinforce your understanding of accreditation – its purpose and the process
- Provide you an overview of the current content of our 2014 Institutional Self-Evaluation
- Give you an opportunity to give feedback on the Self-Evaluation and to inform the final report
- Begin to prepare you for the team of peer evaluators who will visit in October 2014

* Materials in this presentation have been adopted from the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC).
Accreditation: Why it is important

- Assures to students that credits and credentials are acceptable to other higher education institutions and employers
- Required by the federal government and most states to receive and distribute public funds
- Serves as primary public symbol of legitimate higher education
-Protects against fraud and abuse for students and consumers
- Uniquely American practice of self-regulation to stimulate institutional quality improvement and educational effectiveness
The Accreditation Process

- Institutional Self-Evaluation (every 6 years) – report due July 2014
- External Team Evaluation (professional peers at other institutions) – visit in October 2014
- Review by the Commissioners (19) of the Accrediting Commission for Community and Junior Colleges (ACCJC) – January 2015
- Decision on accredited status – February 2015
The Accreditation Process

- Possible requirements for follow-up and improvement
- Midterm report in 2018 (addresses our actionable improvement plans and team recommendations)
- Institutional self evaluation again in 2020
The Purposes of Accreditation

- **Quality Assurance**
  - Conduct regular reviews of quality through a comprehensive evaluation
  - Monitor certain aspects of institutional quality regulated by the USDE
  - Inform the USDE, Students and the Public of results

- **Ongoing Improvement**
  - Focus institutions on helping students learn what they are supposed to learn, and to complete courses, certificates, degrees, and transfer or get jobs
  - Builds institutional capacity for educational excellence and institutional effectiveness
The Accreditation Standards

Standard I: Mission and Institutional Effectiveness
• Data-driven assessment and improvement, focus on learning
  ➢ Requires that an institution set standards for student achievement

Standard II: Student Learning Programs and Services
• Instructional, support and learning services, focus on learning and student outcomes

Standard III: Resources
• Deployment of resources toward achievement of mission, fiscal integrity maintained to insure continued operation

Standard IV: Leadership and Governance
• Leadership to focus institution on mission and student success, roles of governance structures, CEO and governing board
LBCC’s Institutional Self Evaluation Process

- Co-Chairs for faculty, classified, student and administrative groups
- Nine standard teams established in spring 2013
- Draft reports for each standard posted on LBCC website
- Now in process of collecting feedback to inform final draft
- Evidence must be provided to support the self evaluation
Institutional Self Evaluation Report

- Contents prescribed by ACCJC
- Each standard requires response to include
  - Descriptive summary (what the institution has done with respect to the standard over the past 6-year cycle)
  - Self-evaluation (evaluative analysis of the college’s performance against the standard)
  - Actionable Improvement Plans (identifies areas in need of change that will be integrated into the college’s planning and evaluation processes)
Summary of Developments

- Integrated planning and resource allocation process
  - Uses evidence to understand and address needs of students
  - Uses evidence to evaluate the effectiveness of programs and services

- Educational Master Plan
  - Sets measurable institutional targets
Standard I: Mission & Institutional Effectiveness

**Actionable Improvement**

### Planning
- Use existing planning structure to introduce and support key college initiatives
- Reinforce high-level goals to better guide departments
- Use program review results to inform planning and improve student learning and achievement
- Improve communication about resource prioritization decisions

### Data Review and Analysis
- Support more consistent and streamlined reporting of SLO assessment results and more broadly communicate GEO results
- Support all groups, especially faculty, to analyze and better understand data and metrics used to evaluate effectiveness
Standard IIA: Instructional Programs

Summary of Developments

- Student Learning Outcomes
  - Set outcomes and began assessment of course, program and General Education outcomes
  - Integrated assessment into program and institutional planning

- Initiatives to encourage student progress
  - Established new model for supplemental learning assistance (required SLAs in Student Success Centers)
  - Implemented Promise Pathways to increase success rates of large student cohort
  - Implemented 16-week calendar and winter intersession

- Budget Constraints
  - Reduced section offerings
  - 11 programs discontinued
Standard IIA: Instructional Programs

**Actionable Improvement**

- Improve integration of institutional initiatives and department-level innovations
- Establish clearer SLO processes so that departments can shift focus from data collection to improving student learning
- Use data to improve program effectiveness
  - Provide faculty and deans with data to inform development of schedule (both FTES and program completion rates)
- Increase student completion
  - Identify students near certificate and degree completion
  - Develop “programs of study” to help students navigate a clearly structured and efficient path to completion
Standard IIB: Student Support Services

Summary of Developments

- Long Beach College Promise
  - Alternative placement models for English and math
  - Tracking student performance

- Matriculation process
  - Increase in assessment activity, initial implementation of electronic student education plans

- Data-driven analysis of programs
  - Financial Aid

- Greater range of services offered online and at PCC
  - Shuttle bus service between campuses

- Reorganization
  - Student Affairs, Kinesiology and Athletics in 2011
  - Enrollment Services (Admissions and Records and Financial Aid) and Categorical and Special Programs and inception of new counseling model in 2013-14
Standard IIB: Student Support Services

**Actionable Improvement**

- **Student data**
  - Student performance data disaggregated by student groups
  - Standardize data collection and reporting on student contacts/activities
  - Conduct survey of students

- **Integrate SUO and SLO assessment across departments**

- **Promise Pathways**
  - Integrate into broader student success planning and into the institutional planning structure and processes.

- **Improve effectiveness of student support at PCC**
  - Improve communication to students
  - Division-wide plan developed targeted for implementation in fall 2014.

- **Evaluate new counseling model with counselors assigned to instructional schools with supporting enrollment specialists**
Summary of Developments

- New library facility at LAC and PCC
- New online library catalog (cloud-based global access)

Actionable Improvement

- Effectively meet student needs
  - Study space
  - Access to course materials
  - Computer stations
- Develop subject-specific library learning modules
  - Available through the web
  - In English and Spanish
Standard IIIA: Human Resources

Summary of Developments

- College reorganization
- Reduction in force of all categories of employee

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Summary of Developments, cont.

- Staff Equity Committee established in 2008
- Changed department head structure in 2013
  - Clarified role of and evaluation of department heads
- Revised evaluation procedures
  - Includes SLO assessment for full- and part-time faculty
- Updated Hiring Procedures
  - Hiring of faculty and staff now informed by planning process
  - Clarified processes for adjunct hiring
  - Implemented NeoGov to track and review application files
- Enhanced faculty recruitment
  - Faculty Internship Program
  - Improve Your Marketability seminars
- Increased faculty hiring to begin in 2014
Standard IIIA: Human Resources

**Actionable Improvement**

- Evaluate reorganization;
  - Focus on sufficiency of clerical support for schools and departments
- Evaluate effectiveness of evaluation procedures
- Increase faculty diversity through ongoing hiring
- Develop a comprehensive professional development plan
  - Integrate professional development of faculty, classified staff, and management (to align with institutional goals)
Summary of Developments

- Developed general standards for design and furniture for classrooms and buildings
- New building space since start of bond projects (2005)
  - 41% of its building space on the two campuses has been added or renovated
  - 26% within in the past six years
  - 34% of additional space will be added or renovated (according to current plans)

(see maps, next slide)
Standard III B: Physical Resources
Summary of Developments

- Technology plan
  - Includes schedule replacement and upgrades
  - Funding of technology from multiple sources
  - One million dollars allocated for technology in 2013-14 budget
- Standardized smart classrooms
  - Bond-funded construction projects support technology updates or new technology that meets current needs and standards
- Implemented TracDat and Laserfiche
- Transition to Moodle
  - To support DL, hybrid, and face-to-face classes
- Expansion of data warehouse and Cognos reporting
  - To support evaluation projects
- First phase of implementation of electronic student education plans
Standard IID: Financial Resources

**Summary of Developments**

- Challenge of significant budget reductions
- Integration of budget allocation with program planning and review
- Managing future obligations—post employment benefits
- Increase in student loan default rates
Standard IVA: Decision-Making Process

Summary of Developments

- Established President’s Leadership Council in 2007
  - Provide all constituent leaders, including AFT, input on policies and regulations
- Developed an institutional code of ethics through the PLC
  - Approved by Board in 2009
  - Values included as part of 2011-16 EMP identify integrity and responsibility as core values at LBCC.
- Strengthened link between planning and resource allocations:
  - CPC acts on budget assumptions developed by BAC
  - Meeting designated for development of budget assumptions will be a joint meeting of BAC and CPC so that context for institutional priorities developed by CPC can be part of discussion for developing budget assumptions
Standard IVA: Decision-Making Process

**Actionable Improvement**

- Improve communication about resource prioritization decisions.
- Use existing planning structure more effectively.
  - Conceptualize process as circular rather than bottom-to-top.
  - Provide clearer venues for departments to convey innovative proposals and/or to develop ideas into viable proposals to pilot innovation.
  - Begin annual department planning with a summary of how previous resource allocations were based on previous planning cycle.
- Develop a participatory governance handbook
  - Regulations, committee information (including charges and membership)
  - Agreed-upon definitions and criteria for the establishment of standing committees and task forces
  - Tools and practices to support communication among governance committees and task forces and constituent groups
  - Master Calendar with meeting dates and deadlines
Standard IVB: Board and Administrative Organization

**Summary of Developments**

- Board oversight of policy revision and updates
- Improved integration of Board goals and S-P (S-P) agendas with Educational Master Plan
- More comprehensive evaluation of S-P and improved Board self-evaluation
- Board monitoring of student achievement and institutional effectiveness more evidence-based
- Board monitored program discontinuance process and acted to discontinue 11 programs
- Process to evaluate administrative reorganizations developed through Academic Council
- Enhanced S-P communication to community (State of College, newsletter) and expanded legislative advocacy (SB 650 and AB955)
Standard IVB: Board and Administrative Organization

**Actionable Improvement**

- Implement recommendations from Academic Council to improve planning structure and process and integration with resource allocations
- Implement recommendations from the Superintendently-President’s Morale and Collegiality Committee
- Hire permanent Vice President of Academic Affairs
Questions/Feedback