

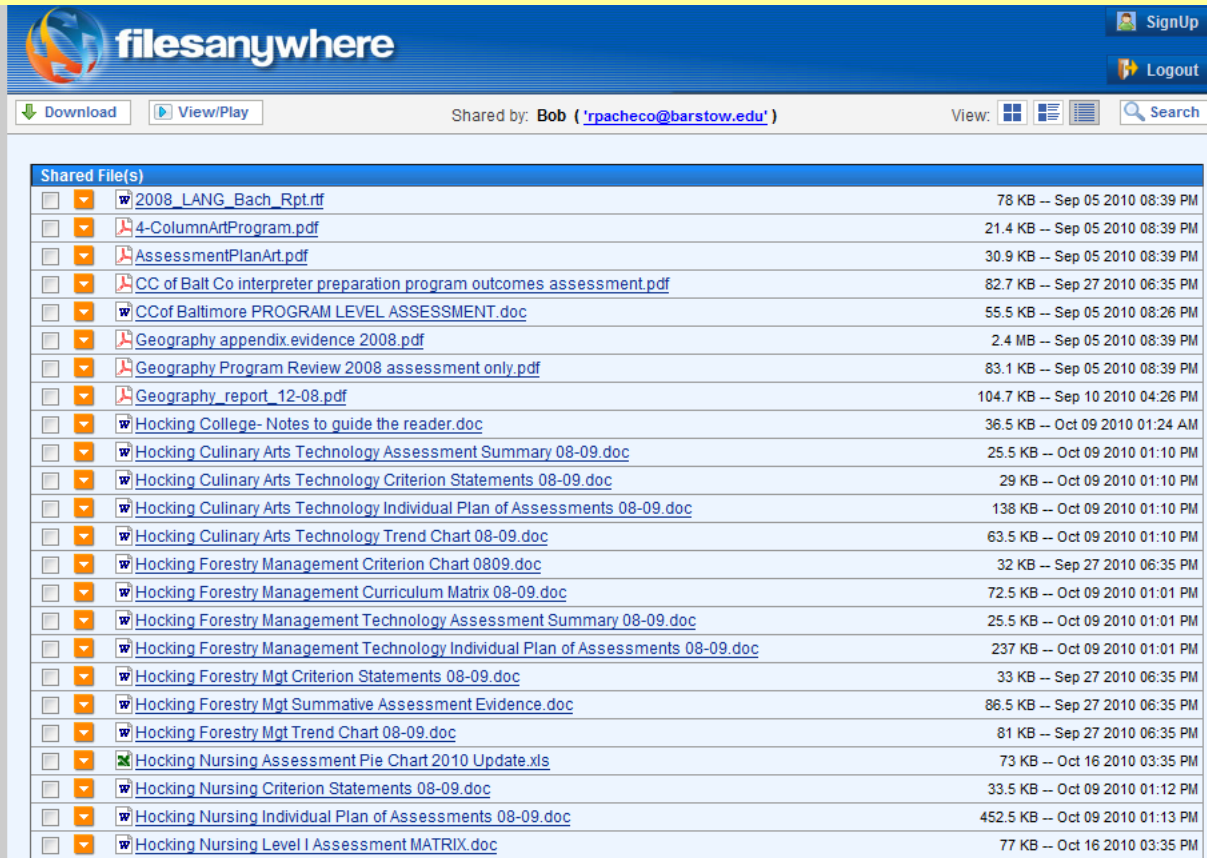
IR's Emerging and Expanding Role in Addressing the New Issues in Community Colleges Accreditation



November 10, 2011

Robert Pacheco
Dean of Research, Development and Planning
Barstow College

A Cloud on your Horizon



The screenshot displays the 'filesanywhere' web interface. At the top, there is a blue header with the 'filesanywhere' logo on the left and 'SignUp' and 'Logout' buttons on the right. Below the header, a navigation bar includes a 'Download' button, a 'View/Play' button, and a 'Shared by: Bob ('rpacheco@barstow.edu')' label. To the right of this bar are view options (grid, list, compare) and a search box. The main content area is titled 'Shared File(s)' and contains a table of 25 files. Each row in the table includes a checkbox, a file icon, the filename, and the file size and upload date.

Shared File(s)		
<input type="checkbox"/>		2008_LANG_Bach_Rpt.rtf 78 KB -- Sep 05 2010 08:39 PM
<input type="checkbox"/>		4-ColumnArtProgram.pdf 21.4 KB -- Sep 05 2010 08:39 PM
<input type="checkbox"/>		AssessmentPlanArt.pdf 30.9 KB -- Sep 05 2010 08:39 PM
<input type="checkbox"/>		CC of Balt Co interpreter preparation program outcomes assessment.pdf 82.7 KB -- Sep 27 2010 06:35 PM
<input type="checkbox"/>		CCof Baltimore PROGRAM LEVEL ASSESSMENT.doc 55.5 KB -- Sep 05 2010 08:26 PM
<input type="checkbox"/>		Geography appendix.evidence 2008.pdf 2.4 MB -- Sep 05 2010 08:39 PM
<input type="checkbox"/>		Geography Program Review 2008 assessment only.pdf 83.1 KB -- Sep 05 2010 08:39 PM
<input type="checkbox"/>		Geography_report_12-08.pdf 104.7 KB -- Sep 10 2010 04:26 PM
<input type="checkbox"/>		Hocking College- Notes to guide the reader.doc 36.5 KB -- Oct 09 2010 01:24 AM
<input type="checkbox"/>		Hocking Culinary Arts Technology Assessment Summary 08-09.doc 25.5 KB -- Oct 09 2010 01:10 PM
<input type="checkbox"/>		Hocking Culinary Arts Technology Criterion Statements 08-09.doc 29 KB -- Oct 09 2010 01:10 PM
<input type="checkbox"/>		Hocking Culinary Arts Technology Individual Plan of Assessments 08-09.doc 138 KB -- Oct 09 2010 01:10 PM
<input type="checkbox"/>		Hocking Culinary Arts Technology Trend Chart 08-09.doc 63.5 KB -- Oct 09 2010 01:10 PM
<input type="checkbox"/>		Hocking Forestry Management Criterion Chart 0809.doc 32 KB -- Sep 27 2010 06:35 PM
<input type="checkbox"/>		Hocking Forestry Management Curriculum Matrix 08-09.doc 72.5 KB -- Oct 09 2010 01:01 PM
<input type="checkbox"/>		Hocking Forestry Management Technology Assessment Summary 08-09.doc 25.5 KB -- Oct 09 2010 01:01 PM
<input type="checkbox"/>		Hocking Forestry Management Technology Individual Plan of Assessments 08-09.doc 237 KB -- Oct 09 2010 01:01 PM
<input type="checkbox"/>		Hocking Forestry Mgt Criterion Statements 08-09.doc 33 KB -- Sep 27 2010 06:35 PM
<input type="checkbox"/>		Hocking Forestry Mgt Summative Assessment Evidence.doc 86.5 KB -- Sep 27 2010 06:35 PM
<input type="checkbox"/>		Hocking Forestry Mgt Trend Chart 08-09.doc 81 KB -- Sep 27 2010 06:35 PM
<input type="checkbox"/>		Hocking Nursing Assessment Pie Chart 2010 Update.xls 73 KB -- Oct 16 2010 03:35 PM
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<input type="checkbox"/>		Hocking Nursing Individual Plan of Assessments 08-09.doc 452.5 KB -- Oct 09 2010 01:13 PM
<input type="checkbox"/>		Hocking Nursing Level I Assessment MATRIX.doc 77 KB -- Oct 16 2010 03:35 PM

Housekeeping

Wiki CAIRpresentation.wikispaces.net

ListServ www.cccnext.net

RP Site www.rpgroup.org

Outcomes

Brainstorm some of the emerging issues as college IR offices build capacity to answer the augmented peal for accountability.

Think about the hurdles in terms of a gap analysis.

Link action plans to the gap analysis to create positive change

Apply the Rubric to Our Work



Who I am,
Who I am not

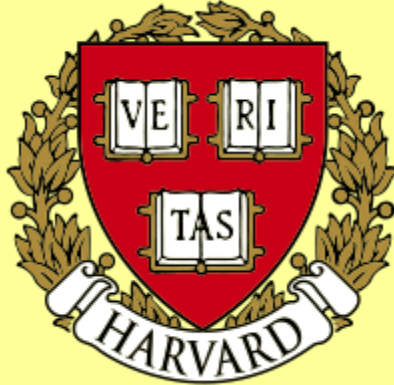
On March 4, 2011, the SLO/Assessment Task Force met with Commission staff to explore the idea of creating a more descriptive statement clarifying institutional good practices with respect to learning outcomes and assessment that might serve as a model for the 2012 Commission imposed deadline for colleges to be at the proficiency level on the ACCJC Rubric for Evaluating Institutional Effectiveness (Rubric) with respect to Student Learning Outcomes (Part III). The participants in this first Task Force meeting were Marcy Alancraig, Cabrillo College; Robert Pacheco, Barstow College; and Fred Trapp, formerly Long Beach City College (retired).

Discussion highlights included 1) how the proficiency level of the Rubric is connected to the Accreditation Standards; 2) if proficiency were achieved, what would it look like when everything is in place; and 3) what evidence would a college provide and how would comprehensive site visit teams evaluate SLOs/Assessment?

Some of the ideas posed during the SLO/Assessment Task Force discussion were reflected in the recently revised version of the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III Student Learning Outcomes, which is available on the ACCJC website under Publications and Policies. A memo from Dr. Barbara Beno highlighting the changes was sent to CEOs, CIOs, CSSOs, ALOs, and Academic Senates on June 23, 2011. The Commission hopes the revised Rubric will be a useful tool for colleges and evaluators as the 2012 SLO/Assessment deadline

Apr 18 2009 - 9:15am

My Bias



- No Absolute Truths (*We are Popperians Afterall*)
- Build a Community of Knowledge
- Best Available Evidence For Decisions Given Limited Choices

The world we now live in ...

Hat tip Greg Stoup...



THE CHRONICLE

of Higher Education

January 18, 2011



Academic Integrity
All

THE CHRONICLE

of Higher Education

Friday, January 28, 2011

INSI
HIGHER

'Trust Us' Won't Cut It Anymore

By Kevin Carey

"Trust us."

That's the only answer colleges ever provide when asked how much their students learn.

Sure, they acknowledge, it's hard for students to find out what material individual courses will

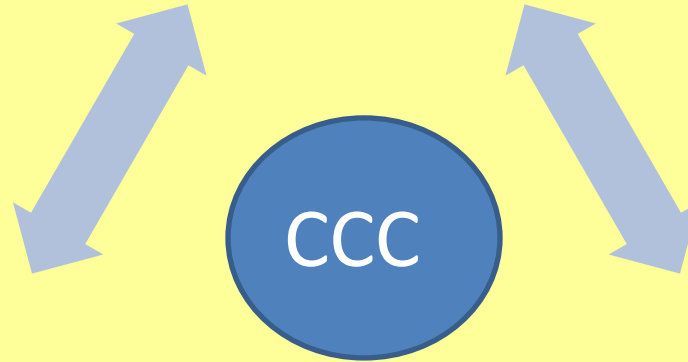
It could be a Zen koan: if everybody in the class gets an A, what does an A mean?

The answer: Not what it should, says Andrew Perrin, a sociologist at the [University of North](#)

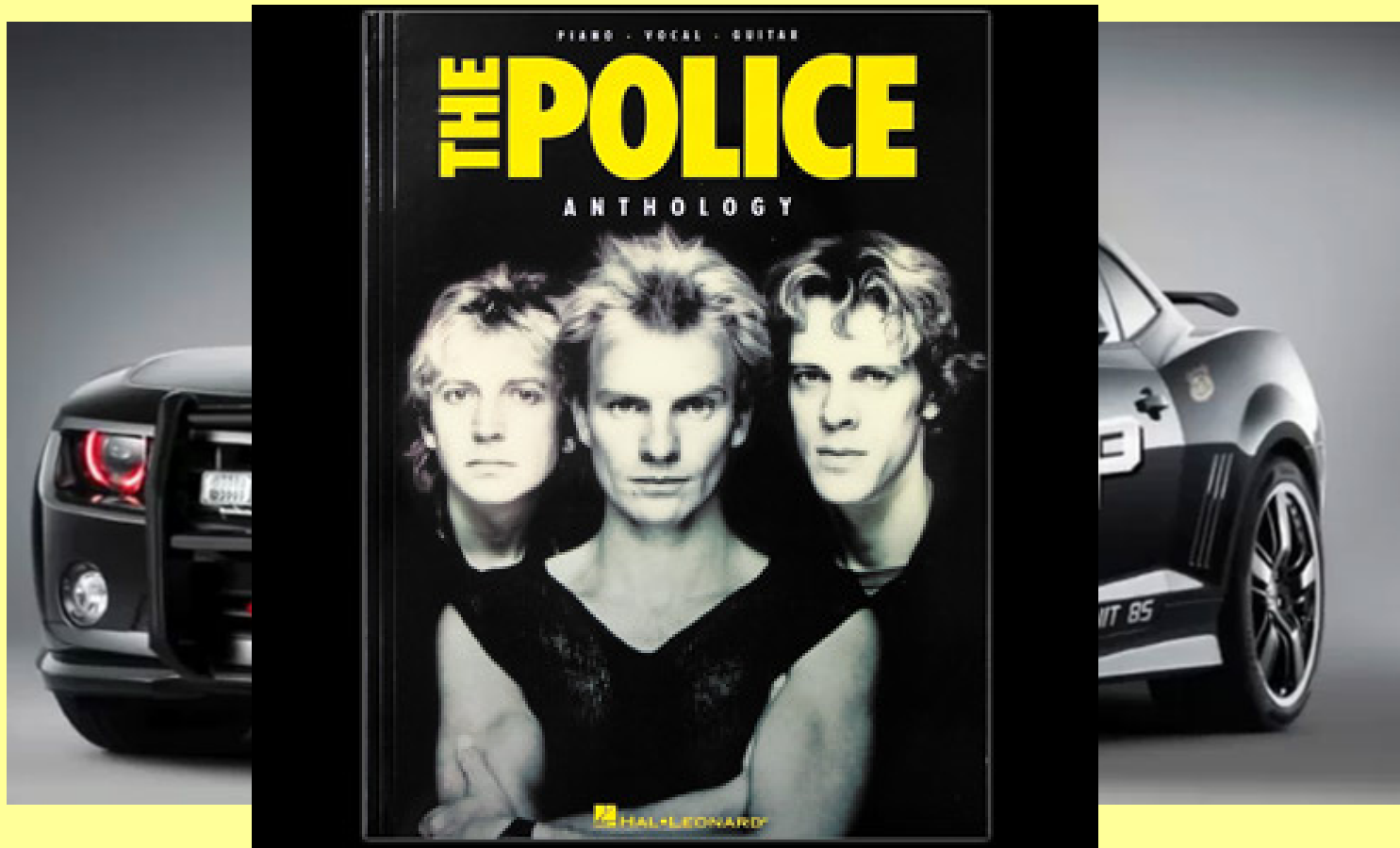
November 17,

INDIANAPO
necessity and
educate stude
higher educat

Three Sources



What's the Commission Looking At



What's the Commission Looking At

Colleges on Sanction January 2009 - January 2011

Top Deficiencies Causing Sanctions

COLLEGES ON SANCTION	PROGRAM REVIEW	PLANNING	INTERNAL GOVERNANCE	BOARD	FINANCIAL
2009 SANCTIONS (N=24)	71% (17)	92% (22)	46% (11)	46% (11)	54% (13)
2010 SANCTIONS (N=19)	68% (13)	89% (17)	42% (8)	58% (11)	58% (11)
2011 SANCTIONS (N=21)	19% (4)	71% (15)	24% (5)	67% (14)	62% (13)

Please do not use this information in any way to hold anyone accountable.

Think About it...

- About \$5,000 FTE/semester
- Average \$3000 Pell
- Miscellaneous Supports \$500

\$15,000/year over four years to get to transfer =
\$60,000 per student....

What is the Return on Investment?



Hurdles

- Lack of Buy-In
- Status-Quo
- Accountability
- Existing Contracts
- Just Compliance
- Comfortable
- Change is Not Easy



On The Horizon



Self Study Manual

Self Study Manual *ACCJC Standards Adopted June 2002*

August 2007

*A Publication of the Accrediting Commission
for Community and Junior Colleges
Western Association of Schools and Colleges*

Self Study Manual

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Self Evaluation Manual

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Let's Take a Walk...

POSSIBLE NEW DIRECTIONS FOR ACCREDITATION

There are several different alternative directions that are being discussed, some of which are familiar because they have been put forward in the past. The practical aspects of implementing any of these ideas are not often examined in detail, and the costs and orga greater than the expected benefits of such changes.



One idea is to organize accreditation by institutional type, allowing each type of institution to have a national accrediting body. (Note: In June 2011 discussions before the National Advisory Committee on Institutional Quality and Improvement (NACIQI), some major research universities proposed that they develop their own accreditation system.) Another idea is to establish levels of accreditation, so that better quality institutions can be distinguished from institutions that just minimally conforming to accreditation standards. This idea responds to the public's interest in using accreditation outcomes to compare institutions. A third idea is to establish some minimum levels of performance on such factors as graduation rate, and require that institutions that receive accreditation meet the standard. (Note: Some national and programmatic accrediting bodies currently use thresholds for accreditation.) A fourth idea is to use professionally trained reviewers instead of peer reviewers. Many other countries currently employ this strategy, but ironically, many are looking to American peer review as a better model. Finally, a fifth idea is to decouple accreditation from federal funding, and develop a federally administered, data driven methodology for establishing institutional eligibility for Title IV, with the expectation that then institutional quality - as defined by numbers and quality of graduates - would improve.



Types of Gaps

- Cognitive: Caused by knowledge, skills or abilities that must be learned to do the work
- Motivation: Faculty lack the active choice, mental effort or persistence
- Structural: Organizational barriers that block buy-in

Gap Analysis

What is performance gap that exists at your site that prevents the full implementation of SLOs at your college? Describe the gap in detail.

How do you know the gap exists? (What evidence do you have that establishes the gap?)

What are the primary obstacles that cause the gap in performance?

Knowledge Gap <i>Caused by knowledge, skills and abilities that must be learned to be successful</i>	Motivational Gap <i>Active Choice, Mental Effort, Persistence</i>	Organizational Gap <i>Cultural or contextual conflicts that block or prevent the outcome from being met.</i>
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What are the resources are on the campus to help close the gap?

People

Technology

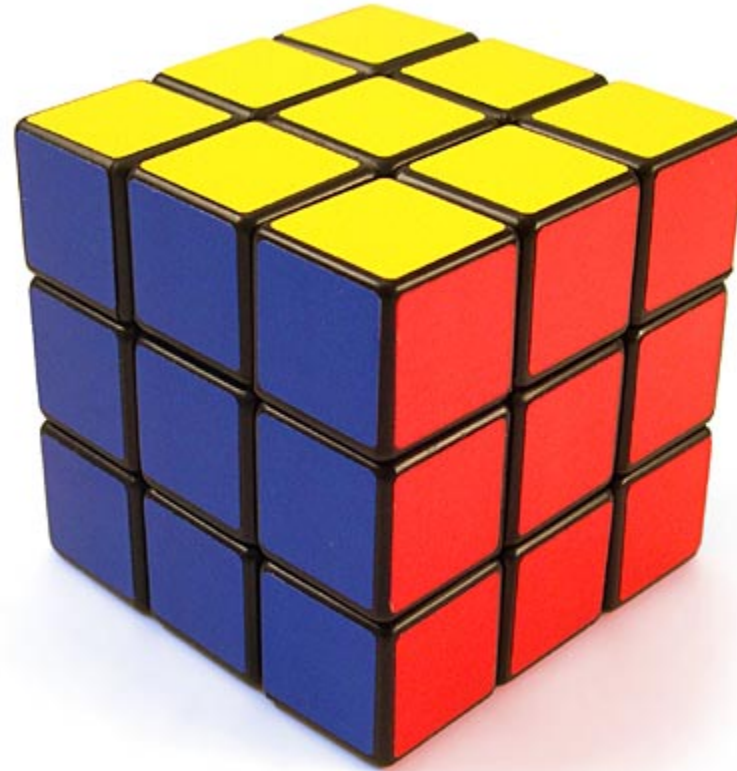
Funding

Facilities

What are the resources that are needed to help close the gap?

How will you check progress to closing the gap?

The Rubric or The Researcher's Sudoku



Rubric for

Levels of Implementation	
Awareness	<ul style="list-style-type: none"> • 1 v • 1 ii • 1 • 1
	<ul style="list-style-type: none"> • Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness.

r Colleges

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I: Program Review

ss in Program Review

within some departments about

am review that make use of

partments or individuals.

few programs/operational units.

Areas to Consider

- Will the College Sustain its Processes?
- How Buoyant is the College in the Coming Decade?
- Will Institutional Effectiveness become the new Axis upon which the College Rotates?
- How will the Political Realities Impact the Goal to Measure Student Learning and Achievement and Keep Our Pledge to Academic Quality?