Series of professional standards that guide educational institutions in performing their mission.

- Internal review of how well a college is meeting the standards.
- External review of how well institutions are meeting the standards.
WE ARE!

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Accrediting bodies across the country are designed to ensure accountability and quality but at the same time allow for institutional uniqueness.

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Our degrees would not be recognized by other institutions or agencies.

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Accreditation requires that resource allocation be directly tied to planning and program review and student learning.
Standard VI: Institutional Effectiveness

The purpose of the institutional effectiveness standards is to ensure the institution is achieving its stated goals and objectives. The standards are based on the principles of accountability and continuous improvement. The institution is required to demonstrate its ability to meet the standards through a self-study process and to submit a report to the appropriate accreditation agency. The report should include evidence of the institution's effectiveness in achieving its educational purposes and in meeting the needs of its students.

A. Purpose

The purpose of this standard is to provide a framework for institutional effectiveness in higher education. The standards are intended to guide institutions in their efforts to improve the quality of their programs and services. The standards are based on the principles of quality assurance, continuous improvement, and accountability. The standards are developed to ensure that institutions are meeting the needs of their students and are providing high-quality education.

B. Standard

The standard requires institutions to have a process for evaluating their effectiveness in achieving their educational purposes and in meeting the needs of their students. The process should include the following elements:

1. Establishing clear and measurable goals and objectives for the institution.
2. Evaluating the institution's performance against the goals and objectives.
3. Making improvements to the institution's programs and services based on the evaluation.
4. Reporting the results of the evaluation to appropriate stakeholders.

C. Evidence

The evidence for the standard should include:

1. A self-study report completed by the institution.
2. Results of external evaluations, such as surveys or audits.
3. Reports from faculty, staff, and students.
4. Records of changes made to programs and services.

D. Explanation

The explanation should describe how the institution is meeting the requirements of the standard. The explanation should include:

1. A description of the institution's goals and objectives.
2. A description of the institution's evaluation process.
3. A description of the changes made to programs and services.
4. A description of the reporting of the results of the evaluation.

Standard VII: Student Learning Programs & Services

A. Institutional Programs

The institution is required to have established programs designed to ensure the achievement of the student learning outcomes. The programs should be designed to be coherent, comprehensive, and integrated with the institution's educational purposes. The programs should be evaluated regularly to ensure their effectiveness in achieving the student learning outcomes.

B. Student Support Services

The institution is required to have established support services that are designed to assist students in achieving the student learning outcomes. The support services should be designed to be comprehensive, integrated, and responsive to the needs of students. The support services should be evaluated regularly to ensure their effectiveness in achieving the student learning outcomes.

C. Evidence

The evidence for the standard should include:

1. A description of the institution's programs and services.
2. A description of the evaluation of the programs and services.
3. A description of the support services available to students.
4. A description of the evaluation of the support services.

D. Explanation

The explanation should describe how the institution is meeting the requirements of the standard. The explanation should include:

1. A description of the institution's programs and services.
2. A description of the evaluation of the programs and services.
3. A description of the support services available to students.
4. A description of the evaluation of the support services.
Different Perspectives

What is “institutional effectiveness”?

How will we know it when we see it?
- Levels of Implementation
  - Awareness
  - Development
  - Proficiency
  - Sustainable Continuous Quality Improvement

- The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.
- There is a dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.

- There is ongoing review and adaptation of evaluation and planning processes.
- There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.

- Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.
- The institution reviews and refines its program review processes to improve institutional effectiveness.
- The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.
Student learning outcomes and authentic assessment are in place for courses, programs and degrees.
Results of assessment are being used for improvement and further alignment of institution-wide practices.
There is widespread institutional dialogue about the results.

Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.
Appropriate resources continue to be allocated and fine-tuned.
Comprehensive assessment reports exist and are completed on a regular basis.

Course student learning outcomes are aligned with degree student learning outcomes.
Students demonstrate an awareness of goals and purposes of courses and programs in which they are enrolled.

What is “institutional effectiveness”?
How will we know it when we see it?
How do we get there from here?
The college has a well-documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements.
- The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness.
- The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including student learning outcomes.
- The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission).
- The institution assesses progress toward achieving its educational goals over time (uses longitudinal data and analysis).
- The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.

Program review processes are in place and implemented regularly.
- Results of all program reviews are integrated into institutional-wide planning for improvement and informed decision-making.
- The program review framework is established and implemented.
- Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness.
- Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples.
- The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.

How does COS structure its dialog?
- Does the dialog lead to a collective understanding of the meaning of evidence, data and research used in evaluation of student learning?
- What criteria does COS use to determine its priorities?
- What evidence is used to demonstrate progress toward achieving these goals?

Does COS have a planning process in place?
- In what ways are planning processes integrated with each other?
- How effective are the planning process for fostering improvement?

How does the college budgeting of resources follow planning?
- To what extent does the college allocate resources to fulfill plans?
- How does the college ensure that human/physical/technology/financial resource decisions are developed from program review results, institutional needs, and plans for improvement?
**Planning Processes: Goals**
- All planning in the District is integrated.
- Processes include clear links to student learning.
- Evaluation processes are data-driven.
- Evaluation drives/informs plans.

**Process of Consensus Building**
- Resource allocations are based on planning and a result of "informed" decisions.
- Effectiveness of plans are evaluated after implementation.
- All steps in planning foster wide-spread dialog.