Leveraging the Self Evaluation Process to Effect Meaningful Change Across the Institution

ACCJC Conference
May 1, 2019

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What We Hope You Take Away From This Session:

- Strategies for developing and implementing an authentic self-evaluation process
- Strategies for broadening engagement of faculty, staff, students, and administrators at all levels in self-evaluation and action planning
- Examples of college process and structure improvements driven by the self-evaluation process
- Strategies for integrating and sustaining accreditation efforts into existing college structures and processes
<table>
<thead>
<tr>
<th>Semester</th>
<th>Topic</th>
<th>Accomplishments</th>
<th>Example material and presentation</th>
</tr>
</thead>
</table>
| Spring 2017 | Self-Evaluation Launch                   | • Assignment of each standard  
• Initial analysis of each standard  
• Development of writing teams  
• Distribute and explain Standards to College | 1. Initial analysis handout  
2. College distribution of Standards at All-Staff Day |
| Fall 2017  | Writing to each Standard                | • Monthly standard meetings to set ground rules.  
• Response to each standard completed. | 1. Handout to guide responses to Standard. |
| Spring 2018 | Writing completed to each Standard with supported evidence. | • Evidence turned in for each Standard.  
• Responses formatted into Evidence of Meeting the Standard and Analysis and Evaluation  
• First draft to the Board of Trustees - February 8th, 2018 | 1. Formatting and update on writing ISER (February 2018)  
2. College update and progress with ISER (May 2018) |
| Summer 2018 | Draft compiled and reviewed             | • Draft reviewed and edited for campus review  
• Second draft to the Board of Trustees – August 9th, 2018 | 1. Board of Trustees Agenda 8-9-18 |
| Fall 2018  | Campus Review and Board Approval        | • College reviews draft and provides input in September and October.  
• Board of Trustees receives multiple drafts at September, October, and November meetings.  
• ISER Final Draft goes to Board of Trustees in December. | 1. College Review Timeline  
2. College Input Survey Review |
| Spring 2019 | College Discussion and Visiting Team    | • Discuss Institutional Self-Evaluation Report with College at All Staff Day  
• March 4th-7th | Accreditation webpage |
CMC: Accreditation History, Culture, and Adjustments

- Compliance oriented
- Not integrated into daily operations
- Design with end in mind: gap analysis
- Tell story, be proud, and be honest
- Tri-chair model with expertise assignment
<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Milestones + Activities</th>
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<tbody>
<tr>
<td>Fall 2017</td>
<td><strong>ISER Kick Off &amp; First Draft:</strong> Convene Writing Teams; Created Bulleted Outline; Provide Training for the Campus</td>
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<tr>
<td>Spring 2018</td>
<td><strong>Second Draft:</strong> Full Narrative Responses + Additional Evidence</td>
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<tr>
<td>Summer 2018</td>
<td>Identify Actionable Improvement Plans</td>
</tr>
<tr>
<td>Fall 2018</td>
<td><strong>Third Draft &amp; Campus Wide Vetting:</strong> Executive Summaries (Strengths and Weaknesses) + ISER Retreat to Identify QFE Areas</td>
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<td>Spring 2019</td>
<td><strong>Final Draft and Vetting:</strong> Senates, ASG, Governing Board</td>
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<tr>
<td>Summer 2019</td>
<td><strong>Finalize ISER:</strong> Submit to ACCJC</td>
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<tr>
<td>Fall 2019</td>
<td>Host Site Visit</td>
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Cuyamaca: Factors Influencing Culture

- Smaller, newer college in multi-college district
- Innovation as a core value
- New campus institutional effectiveness + equity office
- 9,000 -10,000 students per semester
- ~80 full-time faculty
- Communications have previously been a challenge
Think, Pair, Share (5 minutes)

- What is the current culture at your campus in relation to accreditation?
- What is your college’s history in relation to accreditation?
- How is accreditation information communicated to the campus?
Communication & Engagement Strategies
CMC Dashboard

Progress Report:

<table>
<thead>
<tr>
<th>Standard Legend</th>
<th>Responses</th>
<th>Evaluation &amp; Analysis</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Response needed</td>
<td>Evaluation &amp; Analysis needed</td>
<td>Evidence needed</td>
</tr>
<tr>
<td>2</td>
<td>Minimal Response submitted</td>
<td>Minimal Evaluation &amp; Analysis submitted</td>
<td>Minimal evidence submitted</td>
</tr>
<tr>
<td>3</td>
<td>Draft Response submitted</td>
<td>Draft Evaluation &amp; Analysis submitted</td>
<td>Some evidence submitted</td>
</tr>
<tr>
<td>4</td>
<td>Complete response submitted</td>
<td>Complete Evaluation &amp; Analysis submitted</td>
<td>All evidence has been submitted</td>
</tr>
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Presentation Examples:

- February 12th
- April 19th
- May 14th
- Standard II Review
- Fall Review
- Final Findings
Leverage Technology

Google Docs as a project management and communication tool
Brand Your College’s Accreditation Efforts

Cuyamaca College is currently engaged in its comprehensive self-evaluation process in support of accreditation reaffirmation. As part of this process, the Accreditation Steering Committee is leading college-wide efforts to compile the Institutional Self-Evaluation Report (ISER), actionable improvement plans arising from the self-evaluation, and the College’s Quality Focus Essay (QFE).

These documents are under development and specific sections of the ISER and related actionable improvement plans are being reviewed, discussed, and revised by various participatory governance bodies. Draft responses to each of the standards are provided for campus feedback below. The information provided in these drafts will be discussed at the College’s fall retreat on Friday, December 7th, 2018.

Cuyamaca Accreditation ISER Draft by Standard:

- Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity
  - Standard I Executive Summary for Fall 2018 Retreat
  - To submit feedback regarding the content of responses to Standard II, click here.

- Standard II: Student Learning Programs and Support Services
  - Standard II Executive Summary for Fall 2018 Retreat
  - To submit feedback regarding the content of responses to Standard II, click here.

- Standard III: Resources
  - Standard III Executive Summary for Fall 2018 Retreat
Engage the Entire Campus in the Work

Partnership between ALO (governance group focus) and Faculty Accreditation Co-Chair (personal outreach to individual practitioners)

Identify experts/resources early on the ISER drafting process

Be strategic in your communications (clarity and accountability are key) with experts/resources:

- Working lunches
- In computer labs or with laptops provided
- Include clear assignments

Establish monthly (first year) and semi-monthly meetings
Invite the Campus to Learn About the Results of the Self-Evaluation

Cuyamaca Fall 2018 Retreat
College Improvements:
Institutionalizing Accreditation Standards
Integrate Standards into Daily Operations

- **Student Learning Outcomes** - follow cycle
- **Program Review** - 3 year
- **Integrating Planning** - short vs. long term
- **Identifying committees** on campus to be responsible for standards, for example:
  - Standard I
    - Institutional Effectiveness
  - Standard II
    - Curriculum
    - Office of Instruction
    - Advisory Council
  - Standard III
    - Technology
    - Budget Advisory
  - Standard IV
    - College Council
To be continued.....
New Participatory Governance Structure

Governance and Policy Focused

(Standard IV)

President’s Cabinet → Cuyamaca College Council

Institutional Effectiveness Council

Planning and Evaluation Focused

(Standard I)

Accreditation Steering Committee

Program Review Steering Committee

Student Success & Equity Council

Guided Pathways Steering Committee

Workforce Development Committee

Implementation Focused

(Standard II)

Resource & Operations Council

College Technology Committee

Staffing Prioritization

Facilities & Sustainability Planning

Operations Focused

(Standard III)

Administrative Team

All Councils Include Representation from these constituent groups

Associated Student Government

Academic Senate

Classified Senate
Making Learning Assessment More Meaningful

- Leverage IEPI resources to launch new faculty assessment leadership structure
- Develop a vision for a cohesive integrated professional development program (Center for Teaching and Learning)
- Integrate curriculum, assessment, and program review processes and structures
- Re-scoped role of SLO Coordinator: focus on culture shift, not compliance
- Re-invigorate ILO and PLO assessment
Strategies for Integrating Accreditation into the Work of the College

- Engage practitioners as champions for each standard
- Keep practitioners up to date with training and professional development (peer review teams are a must)
- Embed accreditation standards into committee charges/goals and work
- Leverage appreciative inquiry
- Model authenticity (and honesty) in self-assessment
Parting Thoughts: Think | Pair | Share

● What are some easy adjustments the College can make to move towards large-scale improvement?

● Are there any strategies you learned today or thought of during the session that would help improve your ISER process?

● What strategies will you apply to your campus, given your campus culture?

Culture Trumps Strategy, Every Time
Thank You!

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