

CC Team Member Training

Slide 1: Community College Title Page

“Welcome to the webinar: Team Member Training for community college accreditation visits.”

Slide 2: Part I: Accreditation Overview

State and Federal

Slide 3: Purpose

Quality Programs and Services Consistent with State Standards

“The state’s community colleges accreditation process confirms each college is offering students quality programs and services consistent with state standards. Accreditation assures the public that its tax-supported educational institutions are operating at expected levels of efficiency and effectiveness. This is especially important with respect to the colleges’ mission to address the economic well-being of Iowa through improved workforce preparation and to prepare community college students for transfer to baccalaureate institutions.”

Slide 4: Authority

260C.47 Accreditation of Community College Programs

260C.48 Standards for Accrediting Community College Programs

“The authority for accreditation of community college programs resides in Iowa Code

- 260C.47 Accreditation of Community College Programs
- 260C.48 Standards for Accrediting Community College Programs”

Slide 5: Higher Learning Commission of the North Central Association of Colleges and Schools

Higher Learning Commission

“Iowa’s community colleges are also accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC). Accreditation status is required for access to federal funds, including student financial aid.”

Slide 6: HLC's Two Alternative Processes

PEAQ – Program to Evaluate and Advance Quality – transitioning to “Pathways” by 2015-16
AQIP –Academic Quality Improvement Program

“The Higher Learning Commission currently supports two alternative processes by which postsecondary educational institutions can maintain their institutional accreditation:

- PEAQ – Program to Evaluate and Advance Quality
- AQIP –Academic Quality Improvement Program

The Iowa Department of Education accepts either.

PEAQ is the long-standing accreditation program used to determine an institution’s accreditation status. PEAQ Institutions are currently transitioning to the new “Open Pathways” by 2015-16.”
AQIP will remain the pathway offered by HLC.

Slide 7: State Accreditation Process and HLC Evaluation Processes

State accreditation process and HLC evaluation processes avoid duplication

“The state evaluation process is designed to build on HLC processes to avoid duplication. State review teams utilize documentation from the HLC to determine whether HLC standards are met. Additional state standards, not evaluated by HLC, are reviewed through the state evaluation process.”

Slide 8: Time

“The comprehensive accreditation evaluation (review) is conducted on a ten-year cycle with interim evaluations occurring on the fifth year. The site visit is expected to be approximately two days in length, but may be longer depending on the needs of the review team.”

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Slide 9: Part II: State Accreditation

Slide 10: Two Components of State Accreditation

Assurance Component
Continuous Improvement Component

“There are two components of state accreditation:

- Assurance Component
- Continuous Improvement Component”

Slide 11: Assurance Component

Assurance Component

“The assurance component includes an evaluation of an institution’s compliance with state standards not reviewed by the HLC and a review of documentation which demonstrates HLC standards are met. Examples include:

- Faculty qualifications
- Faculty load
- Strategic planning
- Career and technical program review”

Slide 12: Continuous Improvement Component

Continuous Improvement Component

“The continuous improvement component is more flexible and includes a peer review of topics(s) of interest to the college. The intent of the special topic review is for an institution to have the opportunity to have peers with expertise review specific practices on campus and offer recommendations to enhance activities at the institution. The continuous improvement component does not involve sanctions and may or may not involve public reporting.”

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Slide 13: 4 Phases

Pre-Evaluation Preparation
Desk Review
Site Visit
Reporting

“State evaluations have four phases:

- Pre-Evaluation Preparation
- Desk Review
- Site Visit
- Reporting”

Slide 14: Pre-Evaluation

Iowa Community College State Accreditation Guide

Special Topics

Accreditation review team

Report: ***Community College Profile***

“For Phase I:

- The Department distributes the ***Iowa Community College State Accreditation Guide*** approximately one year in advance of the comprehensive review site visit.
- The community college reports to the Department any special topic(s) it wishes to receive special attention during the state review.
- The Department convenes a state accreditation review team
- The Department generates a report using the Community College Management Information System (MIS). This report, titled “Community College Profile”, provides summative data about the institution.”

Slide 15: Desk Review

Desk Review

“The desk review portion is intended to allow review teams to conduct as much of the evaluation as possible prior to a site visit. Artifacts to be reviewed may include:

- Institutional plans such as the Quality Faculty Plan, institutional strategic plan, or other plans.
- Most recent HLC accreditation review and communications associated with the review
- Other plans as requested”

Slide 16: Site Visit

Site Visit

“The site visit allows the review team to evaluate standards which cannot be reviewed through a desk review, conduct interviews as needed, share with one another, and draft a preliminary accreditation report.”

Slide 17: Reporting

Reporting

“During the site visit, the review team prepares a preliminary summative report with findings from the evaluation. This document serves as a draft of the report that will later be submitted to the State Board of Education. The report includes recommendations to the board concerning continued accreditation, as well as findings regarding compliance with state standards. The report may also include a summary of the special topics reviewed at the college’s discretion.”

Slide 18: Interim Evaluations

Interim State Evaluations

“Interim state evaluations are similar to comprehensive evaluations but are more limited in scope. They focus on state standards and issues identified during or since the last state evaluation. Interim evaluations are conducted approximately five years before and after comprehensive visits.”

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Slide 19: Part III: The Review Team

Part II: Review Team

Slide 20: Team Composition

Department and Community College Staff

“Evaluation teams are composed of Department staff, one of whom serves as the team leader, and community college personnel. Comprehensive review teams are notably larger than interim review teams.”

Slide 21: Compensation

Compensation

“Team members, excluding those from the Department, will be compensated for expenses incurred by the college being evaluated. Department team members are compensated by the Department”.

Slide 22: Team Member Responsibilities

Compliance with Iowa Code 260C.47

“The primary responsibility of the accreditation team is to determine whether the institution meets the requirements set forth in the Iowa Administrative Code for state accreditation of community colleges per Iowa Code 260C.47.”

Slide 23: Responsibility

Professionalism

“Team members are expected to demonstrate professionalism in conduct throughout the visit. Team members are data collectors. Team members are not there to accuse or solve problems.”

Slide 24: Confidentiality

Confidentiality

“All discussions held in team meetings are considered confidential and are not to be shared with anyone outside the team, except as mutually agreed upon. Team members are permitted to share opinions and information with community college personnel as the site visit takes place; however, team members are not permitted to offer advice which might be construed as team recommendations or requirements. Recommendations are the collective decision of the team and are made through the formal report process. There is a difference between opinion and advice, and the Department relies on the professionalism of team members to make these distinctions.”

Slide 25: Commitment

Commitment

“Team members are expected to participate in the entire site visit. Visits may begin early in the morning and end late in the afternoon / evening.”

Slide 26: Preparation

“Team members should:

- become familiar with state standards and reading the accreditation guide and review protocol or procedures provided by the team leader.
- review all materials provided for the pre-visit desk review within the timeframe allotted by the team leader.”
- determine individual questions and concerns, particularly those in the team member’s assigned area of responsibility. “

Slide 27: Learners

Learners

“Team members are expected to be learners by listening and synthesizing information. For the most part, opportunities to teach, provide technical assistance, and/or pass judgment are inappropriate as team members must first learn about the college under review.”

Slide 28: Team Member Responsibilities – On Site

- Initial Team Meeting

“At the start of the site visit, team members will meet as a group to discuss individual views regarding assigned areas.

- Collaboration with Team Members

“Team members should discuss questions and concerns with fellow team members, identifying potential issues, if any, for further investigation and documentation necessary to determine compliance or non-compliance.

- Conducting Interviews

“Team members will conduct interviews in scheduled blocks of time during the site visit. Every effort should be made to welcome interviewees and allow each interviewee an opportunity to respond. All interviewees need not respond to all questions, but all interviewees should respond at some point. While interviewing, team members must be mindful that diverse, personal knowledge will vary among groups members. Team members will want to consider if the information is commensurate with the role and experience of the individual(s) responding.”

- Independent Time

“Team members will use independent time for reviewing findings and preliminary report writing.

- Report Writing

“All team members will assist in writing statements with specific supporting documentation for all criteria assigned and participating in the development of the team report.”

- Final Team Meeting & Exit Highlights

“Team members will participate in the final on-site team meeting to reach consensus regarding the preliminary accreditation report and attending the exit highlights.”

Slide 29: Team Member Responsibilities – Post Visit

Accreditation Report and Accreditation Evaluation Form

“Team members will review the final accreditation report prior to its submission to the institution visited. Team members will be responsible for completing an accreditation evaluation form.”

Slide 30: The Accreditation Report

Accreditation Report

“The accreditation report, including recommendations for institutional improvement, is written collectively, but the final report is distributed in draft form to team members for corrections and comments before general distribution.”

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Slide 31: Part IV: State Evaluation of HLC Criteria

State Evaluation of HLC Report

“The main source of documentation to be used by state review teams to demonstrate that a college is meeting HLC criteria is the final report issued by the HLC.”

Slide 32: HLC Criteria for Accreditation

“HLC criteria for accreditation include these 5 areas:

- Criterion 1 – Mission
- Criterion 2 – Integrity: Ethical and Responsible Conduct
- Criterion 3 – Teaching and Learning: Quality, Resources, and Support
- Criterion 4 – Teaching and Learning: Evaluation and Improvement
- Criterion 5 – Resources, Planning, and Institutional Effectiveness

Teams will only be looking into significant issues which have not been remedied.”

Slide 33: Additional State Standards

Additional State Standards

“Additional state standards include:

- Faculty (Qualifications)
- Faculty Load
- Special Needs
- CTE Program Evaluation
- Strategic Planning
- Physical Plant and Facilities
- Quality Faculty Plan
- Senior Year Plus Programs”

Slide 34: Special Topics

Special Topics

“In addition to the assurance component which determines compliance with state standards, the comprehensive state evaluation includes a continuous improvement component entailing a review of a special topic(s).

The special topic review is intended as an opportunity for an institution to receive input from one or more experts on a particular issue. The topic(s) is usually selected by the institution, but an additional topic may be included at the direction of the director of the Iowa Department of Education or the State Board of Education. The review is purposefully separate from the assurance/compliance component of the evaluation and no sanctions may arise based on the team’s finding or recommendations. Inclusion of a summary of the special topic review in the final accreditation report is at the college’s discretion.

While similar to the continuous improvement components of HLC reviews, the special topic review is not intended to be duplicative. The institution may utilize the special topic review to gain peer feedback about an institutional weakness or to get advice from an expert with a particularly strong or innovative program. The college may also utilize the special topics review to delve further into the institution’s quality initiative for HLC or into a strategic priority of the institution.”

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Slide 35: Part V: State Accreditation Report

State Accreditation Report

“The state accreditation report is created by the state review team, presented to the director of the Department & the State Board of Education, and contains a recommendation regarding continued accreditation status.”

Slide 36: State Accreditation Report – Comprehensive

- Institutional Overview
- Assurance Summary
- Continuous Improvement Summary

“The state accreditation report is comprehensive and includes the following:

- Institutional Overview
- Assurance Summary
- Continuous Improvement Summary”

Slide 37: Institutional Overview

Institutional Overview

“The institutional overview includes the following sections

- A brief history of the institution
- An institutional profile prepared by the college highlighting unique activities”

Slide 38: Assurance Summary

Assurance Summary

“The assurance summary includes:

- Compliance with HLC criteria
- Compliance with additional state standards
- Adequacy of progress in addressing deficiencies identified during prior state evaluations
- Clearly identified issues which must be addressed & corrective timeline”

Slide 39: Continuous Summary

Continuous Summary

“The accreditation report may contain a summary of findings from the continuous improvement component or recommendations from the review team regarding other state or federal requirements.”

Slide 40: Continuous Summary Examples

Continuous Summary Examples

“Continuous summary examples include:

- A summary of key practices implemented within or as a result of the college’s strategic plan that have advanced the vision, mission, and strategic priorities set forth by the institution
- A summary of the special topics review (if desired by the college)
- Recommendations regarding compliance with state or federal requirements”

Slide 41: Evaluation Team Recommendations

Evaluation Team Recommendations

“The report includes the evaluation team recommendations regarding the institution’s continued accreditation status.”

Slide 42: Interim Evaluation

Interim Evaluation

“The interim evaluation includes only the assurance summary and evaluation team recommendations.”

Slide 43: Focus Evaluations

Focus Evaluations

“Focus evaluations do not result in an accreditation report unless one is requested by the director of the Department or the State Board of Education. When a report is requested, the report’s scope is limited to the identified issue(s) and the evaluation team recommendations.”

Slide 44: Part VI: Thank you!

“The Iowa Department of Education is committed to providing a quality, consistent site visit process. The Department appreciates your thoughtful consideration of team participation.”

Slide 45: Additional Questions

“If you have additional questions, please contact the Iowa Department of Education – Division of Community Colleges at 515/281-8260.”

Slide 46: Presenter Slide