

Be Accredible!

Year Seven Evaluation Visit, October 19-21, 2015

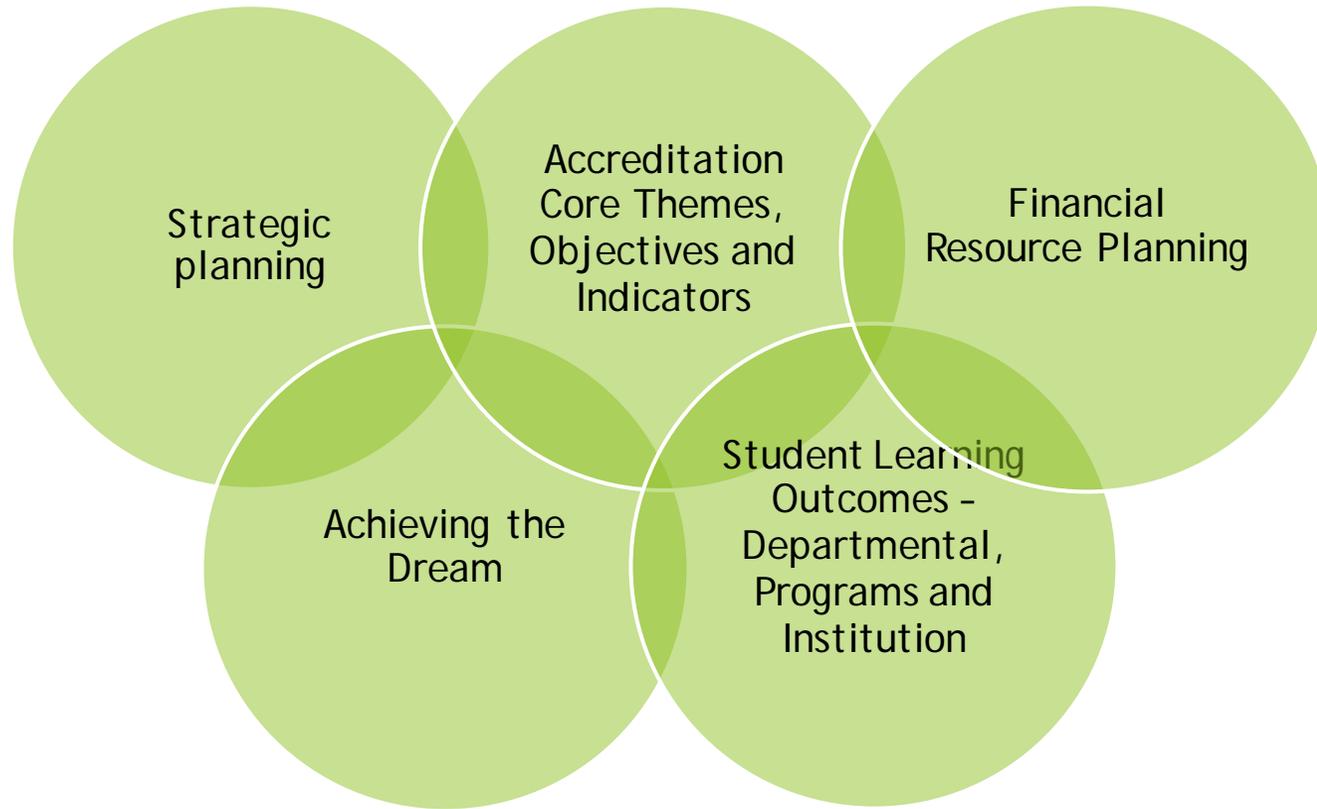
What is accreditation?

- ▶ Accreditation assists in institutional improvement and our assessment of the quality of our programs and services for our community. In addition, as summarized by the Northwest Commission on Colleges and Universities (NWCCU, our accrediting body), there are important regulatory reasons to participate in the accreditation process: “Accreditation or pre-accreditation by a post-secondary regional accrediting agency qualifies institutions and enrolled students for access to federal funds to support teaching, research, and student financial aid.” The Accreditation process occurs on a seven year cycle, with a Year One report, a mid-cycle report in Year Three and a Year Seven report. More extensive information is available in the FAQ on the accreditation website: <http://www.umpqua.edu/accreditation-faqs>

Core Themes



Connecting the Dots



What does accreditation mean for the classroom?

- ▶ Many of the accreditation indicators represent instruction at the 30,000 foot level, so it can be hard to pinpoint how Accredibility is happening in your own classroom. It may be more helpful for faculty to boil that broad scope down to the phrase “continuous improvement.” With that in mind, prepare yourself with the following:
- ▶ Know the Core Theme your department falls under. Core Theme 1 is Student Success and Access, Core Theme 2 is Transfer Education, Core Theme 3 is Career and Technical Education, Core Theme 4 is Transition Education (ABSD, Developmental Education, Dual Credit), and Core Theme 5 is Community Education.
- ▶ Familiarize yourself with the tools identified in the indicator. If the CSSE survey is identified, for example, refresh yourself on the most recent results.
- ▶ Identify what you do in your classroom to continuously improve. Think about how you use data from student assessments and surveys to inform instruction. Ideally, you will have your own ‘elevator speech’ about how you strive to improve and support quality learning and achievement under your Core Theme.

Year Three and Year Seven - What is the difference?

- ▶ In fall of 2012, we submitted our Year Three report and had a Year Three visit. At that time, we were only reporting on standards one and two. We also had initially developed 60+ indicators of achievement for mission fulfillment. In Year Seven, we will have a team of seven - nine peer evaluators visit and review our Year Seven report, which will include our self-evaluation of all five standards. We have also revised the indicators to a more manageable set of 20+ data points and focused our attention more on data points that are comparable to other institutions of similar size and demographic for the purpose of benchmarking.

Updated indicators - example

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Core Theme One: Promoting Student Access and Success

Description: Students are provided the tools for success through many support systems and individual opportunities for growth.							
Objective	Indicators of Achievement	2011-2012	2012-2013	2013-2014	3 Year Average	Mission Fulfillment Range	Status
1.A Students persist and successfully complete their educational goals	1.A.1 Percent of persistence term-to-term of first time full-time degree-seeking students- Fall to winter then winter to spring	59.39%	64.88%	60.83%	61.7%	60%-70%	
	1.A.2 Percent of persistence fall to fall of first time full-time degree seeking students	41.21%	50.73%	48.33%	46.76%	45%-55%	
	1.A.3 Percent of full time students reaching the milestone of earning their first 15 college level credits in one year	52.12%	61.95%	62.5%	58.85%	55%-65%	
	1.A.4 Percent of full time students reaching the milestone of earning their first 30 college level credits in one year	24.85%	31.22%	32.5%	29.52%	25%-35%	
1.B UCC provides effective supports, interventions and preventative measures	1.B.1 Percent of faculty who participate in early alert fall-to-fall term	34.7%	39.5%	43.1%	39.1%	40%-50%	
	1.B.2 Benchmark scores from UCC's Community College Survey of Student Engagement (CCSSE) Support for Learners	(2008 survey) 48.7	(2011 survey) 48.2	(2014 survey) 49.1	48.67	45 - 55	
1.C Students with diverse backgrounds and needs are successful	1.C.1 Percent of non-traditional completers in CTE fields of first time full time degree seeking students	2.44%	9.38%	15.38%	9.06%	10%-20%	
	1.C.2 Percent of first-generation students who complete a certificate or degree in four years.	25.68%	18.34%	22.07%	22.03%	15%-25%	

 At or above 50% of mission fulfillment target	 Meets mission fulfillment target but is below 50% of target	 Falls below mission fulfillment range
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Updated indicators

- ▶ Note that the symbols indicate where we are in terms of mission fulfillment for each indicator. A green symbol means we meet 50% or more of the target range. A yellow symbol means we meet the target range, but below 50%. A red symbol means we are below the mission fulfillment range and have some work to do. Overall, our institution meets mission fulfillment, as 84% of the total indicators exceed or meet the mission fulfillment range. We really are Accredible!
- ▶ The full set of indicators for all core themes can be found at www.umpqua.edu/accreditation

What can I expect from the evaluating team?

- ▶ The evaluating team will be on campus October 19-21, 2015. The team will be comprised of staff from other colleges and universities who are knowledgeable about the accreditation process. The team will look closely at our core themes, the data indicators, and how we engage in assessment and continuous improvement. They will meet with many different groups (faculty, classified, administrators and students) and will also talk to staff and students as they go from meeting to meeting. They may ask questions like how are course and programs learning outcomes developed and assessed? What is the role of governance and leadership in supporting the mission and student learning? Does the evidence produced by our indicators taken together provide a sufficient framework to measure mission fulfillment? What is the institution's practice on how student support resources support student learning?