ACCJC
ACREDITATION STANDARDS
SYMPOSIUM

Friday, April 24, 2015
Sheraton San Diego Hotel & Marina
San Diego, California
PURPOSE OF THE CONFERENCE

Roll out the Accreditation Standards adopted in June 2014:

- Highlight areas of emphasis;
- Discuss the several new standards found in the 2014 Accreditation Standards;
- Present changes in accreditation practice coming with implementation of the standards; and
- Provide a venue for you to consider how to bring the standards back to your institution for discussion.
WE ASK THAT YOU PARTICIPATE WITH US:

- Question cards
- Audience response system (clicker questions)
- Discussions with peers
CLICKER QUESTION

My experience with ACCJC accreditation includes:

A. Serving on one or two external evaluation teams
B. Serving on more than two evaluation teams
C. Chairing one or two teams and serving on others
D. Chairing more than two teams and serving on others
E. Haven’t had the chance yet to serve on a team
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<tr>
<th>Responses</th>
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<tr>
<td>Serving on one or two external evaluation teams</td>
<td>27.78%</td>
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<td>Serving on more than two evaluation teams</td>
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<td>8.33%</td>
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<td>5.09%</td>
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<td>32.41%</td>
<td>70</td>
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A FOCUS ON QUALITY

A conversation between two CEOs of regional accrediting commissions in which they discuss the emphasis on higher education quality in the national dialog, and the implications for accreditors, regulators, state systems, and higher education institutions.

Dr. Barbara A. Beno
Dr. Belle Wheelan
LEADERSHIP AND GOVERNANCE

RESOURCES

Sustaining and Moving the Institution Forward

Mary Okada, Commissioner, PPEC Member
Norv Wellsfry, Associate Vice President
2014 Accreditation Standards
Changes and Areas of Emphasis:

Standard IV
Leadership and Governance
CLICKER QUESTION

How many sections are included in Standard IV?

A. 2
B. 3
C. 4
D. 1
There are four sections. The previous standard IV had two sections. There are other standards which have 2 or 3 sections...

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<td>12</td>
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<td>3</td>
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<td>4</td>
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<td>1</td>
<td>26.47%</td>
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STANDARD IV
THEMES OF CHANGES

• Reorganize for clarity
• Reflect broad base of governance processes
• Emphasize role of CEO in leadership of Accreditation
• Emphasize role of data in directing governance processes and decisions
IN LOOKING AT NEW AREAS OF EMPHASIS IN THE ACCREDITATION STANDARDS:

• Compare against previous standard

• Look for the evolution of expectations:
  - To be more proactive
  - To focus on results
  - To move toward continuous quality improvement
  - To impact student learning and student achievement

• Examine all of the language of the standard, and then examine that language in the context of the whole section of standards and all of the standards.
IN LOOKING AT NEW AREAS OF EMPHASIS:

• Some of the concepts from the Eligibility Requirements have been more directly placed within the Accreditation Standards.

• Some principles that were previously stated across the Standards are now found within consolidated sections or in single, more comprehensive, Standard statements.
CHANGES TO STANDARD IV

Reorganization and Restructure—New Elements

Changed from two sections to four:
A. Decision Making Roles and Processes (Governance)
B. Chief Executive Officer
C. Governing Board
D. Multi-College Districts or Systems
IV.A: DECISION MAKING ROLES AND PROCESSES

- IV.A.1: Leaders create and encourage innovation leading to excellence.
- IV.A.4: Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.
• IV.A.6 (NEW): The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

• IV.A.7: Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.
Concept of “Consequential Use”
Assessment results lead to modification of college policies and practices that lead to improved learning outcomes.

Note the importance of data and analysis in institutional improvement
CLICKER QUESTION

Who has primary responsibility for providing leadership for Accreditation?

A. Faculty through the Academic Senate
B. Accreditation Liaison Officer
C. Governing Board
D. Chief Executive Officer
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<tr>
<th>Responses</th>
<th>Percent</th>
<th>Count</th>
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<tr>
<td>Faculty through the Academic Senate</td>
<td>2.93%</td>
<td>6</td>
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<tr>
<td>Accreditation Liaison Officer</td>
<td>7.8%</td>
<td>16</td>
</tr>
<tr>
<td>Governing Board</td>
<td>1.95%</td>
<td>4</td>
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<tr>
<td>Chief Executive Officer</td>
<td>87.32%</td>
<td>179</td>
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<td>100%</td>
<td>205</td>
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</table>
IV.B: CHIEF EXECUTIVE OFFICER

• IV.B.1: The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution.

• IV.B.3: Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
  ▪ Ensuring college sets Institutional Performance Standards
  ▪ Integrating Institutional educational planning with resource planning and allocations
  ▪ Evaluating institutional planning and implementation
• IV.B.4 (NEW): The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.
CLICKER QUESTION

Responsibility for academic quality and student learning effectiveness is the authority of the ______.

A. Chief Executive Officer
B. Faculty as directed through the Academic Senate
C. Chief Instructional officer
D. Governing Board
IT BEGINS WITH THE GOVERNING BOARD:

<table>
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<tr>
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<th>Responses</th>
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<tr>
<td></td>
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<tr>
<td>Chief Executive Officer</td>
<td>38.27%</td>
<td>75</td>
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<tr>
<td>Faculty as directed through Academic Senate</td>
<td>13.27%</td>
<td>26</td>
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<tr>
<td>Chief Instructional officer</td>
<td>14.8%</td>
<td>29</td>
</tr>
<tr>
<td>Governing Board</td>
<td>33.67%</td>
<td>66</td>
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</table>
IV.C: GOVERNING BOARD

- IV.C.1: The institution has a governing board that has **authority over and responsibility** for policies to assure the **academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability** of the institution. *(ER 7)*

- IV.C.2: The governing board acts as a **collective entity**. Once the board reaches a decision, all board members **act in support of the decision**.
• IV.C.4: The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

• IV.B.5: .... The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.
• IV.B.8: To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

• IV.B.10: Board policies and/or bylaws clearly establish a process for board evaluation. .... The results are used to improve board performance, academic quality, and institutional effectiveness.
• IV.B.11: …. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. …. 

• IV.B.12: The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.
IV.D: MULTI-COLLEGE DISTRICTS OR SYSTEMS

- IV.D.1: .... Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

- IV.D.2: The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.
• IV.D.4: The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges. [see IV.B.12 – Board delegation to CEO]

• IV.D.5: District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness
2014 Accreditation Standards
Changes and Areas of Emphasis

Standard III
Resources
STANDARD III
THEMES OF CHANGES

• Improve clarity
• Improve planning
  ▪ Recognize role and importance of part time and adjunct faculty in processes
  ▪ Expand recognition of comprehensive nature of planning considerations (TCO)
• Reorganize and restructure (especially III.D)
CLICKER QUESTION

The results of the assessment of Student Learning Outcomes is the primary component of evaluation for ______.

A. Faculty
B. Faculty and others responsible for student learning
C. Faculty and Academic Administrators
D. None of the above
THIS IS SOMEWHAT OF A TRICK QUESTION, IN THE PHRASING. THERE ARE A NUMBER OF IMPORTANT COMPONENTS WITHIN THE EVALUATION PROCESS.

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<td>Faculty</td>
<td>12.63%</td>
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<tr>
<td>Faculty and others responsible for student learning</td>
<td>51.05%</td>
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<tr>
<td>Faculty and Academic Administration</td>
<td>17.89%</td>
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<td>18.42%</td>
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III.A: HUMAN RESOURCES

- III.A.5: The institution assures the effectiveness of its human resources by **evaluating all personnel systematically and at stated intervals**. ... Evaluation processes seek to assess **effectiveness** of personnel and encourage improvement. Actions taken following evaluations are **formal, timely, and documented**.
• III.A.6 (formerly III.A.1.c): The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. [rewritten for clarity]
• III.A.8: ... The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

• III.A.13: The institution upholds a **written code of professional ethics** for all of its personnel, including consequences for violation. [reference new Standard I.C: Institutional Integrity]
CLICKER QUESTION

What are the components of Total cost of Ownership for facilities and equipment?

A. Maintenance Costs
B. Support staffing (custodians, etc)
C. Replacement (Technology and equipment)
D. Instructional Staff for programs included in facilities
E. All of the Above
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<td>Support staffing</td>
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<td>Replacement (technology and equipment)</td>
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<td>Instructional Staff for programs included in facilities</td>
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III.B: PHYSICAL RESOURCES

• III.B.1: The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services.

• III.B.2: The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission. [regardless of manner in which physical assets are acquired by institution.]
III.B.4: Long-range capital plans support institutional improvement goals and reflect projections of the **total cost of ownership of new facilities and equipment**. [What are the components of TCO? Includes technology noted in III.C.]
III.C: TECHNOLOGY RESOURCES

• III.C.1: **Technology** services, professional support, facilities, hardware, and software are *appropriate and adequate* to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.

• III.C.2: The institution continuously *plans for, updates and replaces* technology to ensure its technological infrastructure, *quality and capacity* are adequate to support its mission, operations, programs, and services.
• III.C.3: The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

• III.C.4: The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

• III.C.5: The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.
CLICKER QUESTION

In regard to Other Post Employment Retirement Benefits (OPEB):

A. The college is required to periodically develop an actuarial plan to determine the amount of the OPEB obligation.

B. GASB rules dictate the institutions must identify and plan for OPEB liabilities

C. OPEB obligations are a factor in the long term financial solvency of an institution

D. Institutions must make contributions into a fund for OPEB obligations

E. All of the above
### Responses

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<td>3.47%</td>
<td>5</td>
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<tr>
<td>GASB rules dictate the institutions must identify and plan for OPEB liabilities</td>
<td>3.47%</td>
<td>5</td>
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<tr>
<td>OPEB obligations are a factor in the long term financial solvency of an institution</td>
<td>3.47%</td>
<td>5</td>
</tr>
<tr>
<td>Institutions must make contributions into a fund for the OPEB obligations</td>
<td>3.47%</td>
<td>5</td>
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<tr>
<td><strong>All of the above</strong></td>
<td><strong>86.11%</strong></td>
<td><strong>124</strong></td>
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<td><strong>Totals</strong></td>
<td><strong>100%</strong></td>
<td><strong>144</strong></td>
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</table>
III.D: FINANCIAL RESOURCES

• COMPONENTS:
  ▪ Planning (1-3)
  ▪ Fiscal Responsibility and Stability (4-10)
  ▪ Liabilities (11-15)
  ▪ Contractual Agreements (16)
III.D: FINANCIAL RESOURCES

• III.D.1: ..... The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

• III.D.2: The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. ....

• III.D.4: Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.
• III.D.9: The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

• III.D.11: The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.
• III.D.12: The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

• III.D.15: The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.
THANK YOU

Question Cards?
MISSION, ACADEMIC QUALITY, INSTITUTIONAL EFFECTIVENESS, INTEGRITY

Foundations of Excellence
STANDARD I

• Your Presenters:
  • John Nixon, ACCJC Associate Vice President
  • Richard Mahon, Commissioner, Academic Member
CLICKER QUESTION:

The *most* important mission my college serves is:

A: Preparing students for transfer
B: Preparing students for the job market
C: Providing student support services that will allow students to meet *their* goals
D: Serving as a broad resource to the community served by the college
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<td></td>
<td>Percent</td>
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<tr>
<td>Preparing students for transfer</td>
<td>10.86%</td>
</tr>
<tr>
<td>Preparing students for the job market</td>
<td>10.29%</td>
</tr>
<tr>
<td>Providing student support services that will allow students to meet their goals</td>
<td>38.86%</td>
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<tr>
<td>Serving as a broad resource to the community served by the college</td>
<td>40%</td>
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STANDARD I: “MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY”:

CHANGES FROM 2002

IA: Mission, 4 standards (I.A.2 is new)
IB: Academic Quality & Institutional Effectiveness: from 7 to 9 standards (I.B.6 is new)
IC: “new,” 14 standards, many previously found in ERs and Standard II; only I.C.6 is really new
SIX WORDS
(NOT NECESSARILY USED THE MOST FREQUENTLY)
1: Quality

- The word “quality” appears 9 times in Standard I, in the title of the standard, the title of I.B, and in I.B.1, I.B.7, I.B.9, I.C.3, I.C.14
- “temperament, character, disposition," from Old French qualite "quality, nature, characteristic”
- What quality is your college known for?
- What local processes have led to improvements in institutional quality?
2: Mission

- The word “mission” appears 8 times in Standard I, in chapter and heading titles and in I.B.3, I.B.5, I.B.7, I.B.9, I.C.1, & I.C.5

- If mission drives planning, can a college’s mission be defined so broadly that it provides no guidance in planning?
3: DATA (PL.)

- The word “data” appears 5 times, in the Standard I Introduction and I.A.2, I.B.4, I.B.5 & I.C.9
- “Data” is the plural of datum, from the Latin datum "(thing) given."
- “Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates...” II.A.2): the relationship of quantitative & qualitative data
CLICKER QUESTION:

The work of meeting accreditation standards at my college...
A: Has been crucial to the college achieving its potential.
B: Has competed with other priorities into which the college would have preferred to invest energy.
C: Has had few positive or negative impacts.
D: Has shifted attention from quality instruction and service to compliance.
FOR SOME OF US, THE VALUE OF ACCREDITATION IS ASPIRATIONAL STILL. OUR WORK CONTINUES...

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<td><strong>Has been crucial to the college achieving its potential</strong></td>
<td>Percent: 43.41%</td>
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<tr>
<td><strong>Has competed with other priorities into which the college would have preferred to invest energy</strong></td>
<td>Percent: 23.63%</td>
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<td>Count: 43</td>
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<tr>
<td><strong>Has had few positive or negative impacts</strong></td>
<td>Percent: 3.85%</td>
</tr>
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<td></td>
<td>Count: 7</td>
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<tr>
<td><strong>Has shifted attention from quality instruction and service to compliance</strong></td>
<td>Percent: 29.12%</td>
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<tr>
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<td>Count: 53</td>
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<tr>
<td><strong>Totals</strong></td>
<td>Percent: 100%</td>
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</table>
4: **Institution Set Standards**

- “The institution establishes institution-set standards...”
- Colleges were notified in January 2013 of new Federal requirement (the ACCJC did not invent this new requirement)
- Note the glossary definition of the phrase
- In what areas must colleges set standards?
5: DISAGGREGATES

• “The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies...” I.B.6

• At how granular a level does it make sense to disaggregate data? What will the Commission expect and how will teams be trained?
6: “BROADLY COMMUNICATES”

- “The institution broadly communicates the results of all of its assessment and evaluation activities...”
- What level of assessment data provide value to the public?
- What amount of data would be too little?
- What amount of data would be too much?
QUESTION CARDS?
STUDENT LEARNING PROGRAMS AND RESOURCES

Keys to Academic Quality
STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

II.A – Instructional Programs
II.B – Library and Learning Support Services
II.C – Student Support Services

Presenters:
Timothy Brown – ACCJC Commissioner, Academic Member
Susan Clifford – ACCJC Vice President, Commission Operations
Virginia May – ACCJC Commissioner, Academic Member
OUTCOMES

This session will help participants to:

• Identify points of emphasis in the 2014 Standards in II.A, II.B, and II.C;

• Identify requirements in new standards contained in the 2014 Standards.
STANDARD II ORGANIZATION

• 2002 Standards II.A – 30 standards
• 2014 Standards II.A – 16 standards

• II.A.1, II.A.3, II.A.11-II.A.14, and II.A.16 reference student learning outcomes (SLOs) and competencies.
STANDARD II ORGANIZATION

- Library and Learning Support Services moved between Instruction and Student Services in the 2014 Standards. (II.B and II.C switched from 2002 to 2014)

- 2002 Standards II.C – 7 standards (Library)
- 2014 Standards II.B – 4 standards

- 2002 Standards II.B – 13 standards (Student Services)
- 2014 Standards II.C – 8 standards
II.A. INSTRUCTIONAL PROGRAMS
II.A.1: All instructional programs, regardless of location or means of delivery, including distance education and correspondence education are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes and achievement of degrees, certificates, employment, or transfer. (ACCJC Eligibility Requirement ER 9 and ER 11)

- New emphasis on student attainment and achievement, rather than SLOs existing and programs qualifying for degrees, certifications, employment or transfer.
II.A.2. Faculty, **including full-time, part-time, and adjunct faculty** ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. **Faculty and others responsible act to continuously improve instructional courses**, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

- New emphasis identifies the actors instead of generally stating “the institution”
- New emphasis on continuous improvement (rather than episodic activities)
II.A.2  SCENARIO
The dean has provided support for the department to have a professional development activity where the department members report on the results of their SLO assessments and engage in discussion to make improvements in courses with multiple sections.

Does this evidence support that the college meets the Standard?  **Clicker vote Yes or No.**
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<th>Responses</th>
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<tr>
<td>Yes</td>
<td>65.61%</td>
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<tr>
<td>No</td>
<td>34.39%</td>
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<tr>
<td>Totals</td>
<td>100%</td>
<td>157</td>
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TO THINK ABOUT:

• What is the standard looking for, comprehensively?
• Questions related to the scenario: is this a one-time event, are all faculty invited, are improvements actually made, are they evaluated? (and more)
• What evidence would your college offer to demonstrate meeting this standard?
II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

- Pulls out pre-collegiate curriculum for emphasis
- Expresses the expectation that pre-collegiate curriculum is distinguished from the college level curriculum
- Identifies the need for pre-collegiate curriculum to support student advancement to college level curriculum.
SCENARIO

II.A.4
The English department has developed a map showing students how to navigate from pre-collegiate courses through transfer level courses. This map is available in the department and in the course schedule, but not in the catalog.

Does this evidence support that the college meets the Standard? **Clicker vote Yes or No.**
### Responses

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<th>Count</th>
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TO THINK ABOUT:

• Is there a definition of pre-collegiate and are courses in that category so identified?
• Is the pre-collegiate curriculum geared toward preparation of students for success in the college level curriculum?
• Does the departmental mapping take into account desired time to completion?
• Is there regular work between faculty doing pre-collegiate instruction and those teaching collegiate courses, to ensure alignment of SLOs?
• For stackable certificates which integrate basic skills instruction with instruction in the collegiate major, is it clear to students when their work becomes college level, toward the degree?
• What evidence would your college offer to demonstrate meeting this standard?
II.A.5. The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

- All of the Accreditation Standards apply to baccalaureate degrees, but there are some specific references in the 2014 standards
- The ACCJC is recognized by the U.S. Department of Education for approving a baccalaureate degree at a member institution through substantive change. Substantive change criteria give additional information to institutions about the review of a proposed BA.
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)
   ○ New standard
SCENARIO

II.A.6
Due to budget restrictions and low student enrollment, a college has only been able to offer a required course for their Anthropology Associate Degree every third year. However, the course is available annually at the local transfer institution to which many of the Anthropology students transfer.

Does this evidence support that the college meets the Standard? **Clicker vote Yes or No.**
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<th>Responses</th>
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<tr>
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<td>173</td>
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</table>
TO THINK ABOUT:

• Is there a formal arrangement with the other institution for offering this course to your students?
• How are your students and prospective students informed of this requirement to take a class off-campus?
• Is the tuition and fee structure the same; does the student’s financial aid cover this course? What about admissions? Enrollment? Transcript?
• What is the proximity of the other college to yours? What are the methods of instruction and student services?
• Are you able to ensure that course and how it is offered meets the standards?
• What evidence would your college offer to demonstrate meeting this standard?
II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, **including direct assessment of prior learning**. The institution ensures that processes are in place to reduce test bias and enhance reliability.

- PLA (prior learning assessment) might be related to a course or courses, or to an entire program.
- The department would be involved in establishment of the examination. There would also be validation methods in place.
EXAMPLE

II.A.8

An accounting assistant with 20 years of experience is coming back to school to earn a Certificate in Accounting. He wants to get credit toward the certificate from his experience.

The accounting department has a portfolio review process for assessing a student’s prior learning as to the program curriculum and student learning outcomes and competencies, and provides evidence that the process used to assess the prior learning has been validated.
II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. **If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.** (ER 10)

- This requirement, which has existed previously in policy, and in federal regulations, has now been added to the standards.
II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

- This standard discusses learning outcomes that are for students at the institution in programs of any type or length.
- Of note is the phrase “appropriate to the program level.” These will look very different in a short term program versus an AA or BA degree.
- For many institutions, these outcomes are contained in identified institutional learning outcomes (ILOs).
SCENARIO

II.A.11

The institution’s 18-unit Web Design certificate program has student learning outcomes for quantitative competency and the ability to engage diverse perspectives stated in terminology that relates them to employability skills.

Does this evidence support that the college meets the Standard? **Clicker vote Yes or No.**
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<tr>
<td>Totals</td>
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TO THINK ABOUT:

- [This could be a potentially beneficial way to describe the SLOs.] Do the program faculty understand the connection between the SLOs as stated and the standards requirements? Is this connection articulated somewhere?
- Are the other SLOs within the standard also addressed?
- Are the SLOs appropriate to the level of the Web Design certificate?
- What evidence would your college offer to demonstrate meeting this standard?
II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

- The GE curriculum is for degree programs, including the associate and the baccalaureate degrees.
- Identification of courses must be based on student learning outcomes and competencies appropriate to each degree level.
- A few institutions equate their ILOs with the GE SLOs, because their ILOs apply only to degree program completers.
II.A.12

The general education outcomes for the AA Degree do not include “responsible participation in civil society”. However, the ILOs do include it.

Does this evidence support that the college meets the Standard? **Clicker vote Yes or No.**
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<tr>
<td>Totals</td>
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</table>
TO THINK ABOUT:

• While the standards don’t require that SLOs be named “GE Student Learning Outcomes” “Institutional Learning Outcomes,” etc., the SLOs in II.A.12 are described as part of a carefully considered general education philosophy, and of general education courses selected for student learning outcomes and competencies which are appropriate to the degree level.

• What evidence would your college offer to demonstrate meeting this standard?
II.A.13. All degree programs include a focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

- Student learning outcomes at the degree level represent higher order learning and competencies than do the outcomes in shorter length programs.
- These SLOs, as with the GE SLOs, will be appropriate to the degree level, whether AA or BA. The SLOs identified in a BA degree program will be representative of the attainment from a 4-year program of study.
- The concept of mastery, appropriate to the degree level, is about depth of learning in key areas related to the degree discipline, as well as attaining the skills for mastery of particular practices and knowledge.
II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

- CTE programs are charged with ensuring their students demonstrate certain technical and professional competencies, either within or in addition to the SLOs discussed in Standards II.A.11,12 and 13.

- Note: Remember also that there will be institution-set standards for student achievement in the areas of job placement and in licensure examination pass rates.
EXAMPLE

II.A.14

The Nursing Program has included within its course and program SLOs the skills and knowledge that will be tested in the nursing license exam.

They also have SLOs developed from the advisory committee input related to employment requirements for nurses in the institution’s service area.
II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement of students.

- Not new, but notice the specific reference to continuing and community education courses.
- The assessment and evaluation in some types of courses or programs may look different from that used for most instructional programs.
SCENARIO

II.A.16

The college offers a community education class called Motorcyclist Safety Training. In the community education brochure, it states what participants will learn from the class. Both the instructor and the students complete evaluation forms which include questions about the students’ learning in the class.

Does this evidence support that the college meets the Standard? **Clicker vote Yes or No.**
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TO THINK ABOUT:

- As to the scenario presented, the described method is potentially sufficient for identifying the learning and determining whether students attained that learning in this class.
- The regular evaluation and improvement of the quality and currency of programs, and enhancement of learning outcomes, may not look the same in a program of single-session community education courses offered periodically as it does in a college-level instructional program.
- How has the college thought through the variations of programs it offers, and the impact of those variations on the quality assurance and improvement efforts related to these programs?
- In administering the community education program, how else does the college evaluate its offerings for quality and currency? Is there a determination of the qualifications of presenters, especially in subjects where some particular expertise is needed? Are there distinctions between classes for personal enjoyment and those with a job training objective? Other considerations?
- What are the expectations of students who take this class? Does this class qualify students for an insurance discount? [And perhaps more apropos to other topics or class lengths: is this going to lead to new employment or self-employment opportunities, or promotion? Is it preparation for a state or license examination? Do students receive a record of completing the class or training? Under other circumstances, could this class/program be in the pre-collegiate or college offerings at an institution of higher learning?]
- What evidence would your college offer to demonstrate meeting this standard?
II.B. LIBRARY AND LEARNING SUPPORT SERVICES
1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring learning centers, computer laboratories, learning technology, and ongoing instruction for uses of library and other learning support services. (ER 17)

- Library moved between instruction and student services because it has characteristics of both.
- Library courses are included in II.A.
- This standard is not new, but some of the concepts are organized differently. Please note the specific reference to distance education and correspondence education.
Let’s look at a college’s off-campus Center.

In the college’s process for determining student services appropriate for its institution, was the off-campus Center included? How do the services available at that location serve the courses and programs there? How do they serve the students there? Were the criteria for determining necessary services appropriate? If there are limited services, how have prospective students and students been informed? Have faculty and staff on-site at the off-campus Center been trained to advise students as to student services? Are there other accommodations? When changes in offerings at the location are considered, are student services changes also included in the consideration?
II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)
SCENARIO

II.B.4

The college library provides links to online resources, through a library subscription service, on its website. The maintenance is part of the contracted service, but students find the links are down periodically.

Does this evidence support that the college meets the Standard? **Clicker vote Yes or No.**
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TO THINK ABOUT:

• How often are the links down? How quickly are they restored? How does this impact the provision of library services to the students?

• How does the subscription service contract provide the college with ways to ensure the service is meeting standards— including those related to maintenance and reliability?

• What evidence would your college offer to demonstrate meeting this standard?
II.C. STUDENT SUPPORT SERVICES
II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.
SCENARIO

II.C.2
The institution uses a single student survey as its means to assess student support services. The survey is administered once per year.

Does this evidence support that the college meets the Standard? **Clicker vote Yes or No.**
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TO THINK ABOUT:

- What is standard II.C.2 asking for, in its entirety?
- Do all students complete the survey?
- Is student self-reporting of their service usage or perceived need sufficient to guide the offering of student services that are appropriate to achieve learning outcomes for the college’s entire student population?
- How is this survey used for filling service gaps and for continuous improvement of student services?
- How does the survey address college pre-planning for student services to support new programs or delivery methods?
- Would a student survey be sufficient for a candidate institution to demonstrate it has appropriately identified the student services it should offer?
- What evidence would your college offer to demonstrate meeting this standard?
II.C.3. The institution **assures equitable access** to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)
EXAMPLE

II.C.3

• The Counseling Center holds daytime and evening hours, and offers email or web service through its appointment system.

• The college has discontinued hard copies of class schedules, but now provides an adequate number of computers for student use on its campus and outreach centers.
II.C.4. Co-curricular programs and athletic programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

- A new standard.
- Note the linkage of co-curricular programs and athletics programs to the institution’s mission.
EXAMPLE

II.C.4

The college has approval processes and financial record-keeping requirements for:

- Athletic booster events
- Student club fundraising activities
- Health fairs and special events offered by the college
II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.
EXAMPLE

II.C.5
A department offers an orientation session for students interested in a particular program, so that they understand the educational requirements and the preparation for careers they will receive.

Counselors distribute course sequencing materials to students as they plan their class schedules for the next year.
II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificates, and transfer goals.

  - This is a new standard.
  - Be sure to include baccalaureate degrees, if offered.
II.C.6

The college’s policies provide that students should be assessed in mathematics and in English to ensure proper placement in classes. Students enrolled in the First Year Experience cohort take these assessments in the first semester.

Does this evidence support that the college meets the Standard? **Clicker vote Yes or No.**
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TO THINK ABOUT:

• Do college policies require these assessments take place prior to admission of the students? Do they help ascertain if an applicant will be able to benefit from enrollment at the college?

• Is there an issue with appropriate placement of students if they are assessed during their first semester? What about the student’s time to completion of the program? Other?

• Is the First Year Experience considered college level?

• How are the students advised?

• What evidence would your college offer to demonstrate meeting this standard?
TO FURTHER THINK ABOUT:

• It is difficult to create a simple scenario in which a college would clearly be either in compliance or not in compliance, except for examples in the extreme which are too obvious to be helpful.

• Generally speaking, having been found to meet a standard in the past, it is uncommon for an accredited college to fail to meet every provision of that standard thereafter. Instead, a college in noncompliance is more likely to not meet some provisions within a standard. This is the unique aspect of a college’s compliance evaluation that makes direct comparisons across institutions (even as to the same standard) unreliable.

• Colleges need to consider the standards, understand as an institution and within the institution what they mean, determine how it is they meet them, and identify how they will demonstrate they meet the standards—using collegewide and programmatic evidence.

• Questions to the ACCJC can also provide clarification on particular points.
QUESTION CARDS?
THANK YOU!

- We encourage you to continue to examine the standards at your college, to ensure you have an understanding of what each standard requires.
- We will post answers to the questions you submitted that weren’t addressed in the session today.
INTRODUCTION TO POLICY/PRACTICE

CHANGES EFFECTIVE SPRING 2016

(WITH IMPLEMENTATION OF THE 2014 STANDARDS
IN COMPREHENSIVE EVALUATIONS)

Barbara A. Beno, President
Jack Pond, Vice President
ACCJC’S CQI PHILOSOPHY

ACCJC is constantly making adjustments to improve

ACCJC welcome suggestions

ACCJC encourages innovation
SUMMARY OF CHANGES TO THE STANDARDS

Simplified format
Reduced redundancies
Linked with Eligibility Requirements
New emphasis on results (Student Achievement)
Improvement throughout the institution
New Section in Standard I on Institutional Integrity (I.C)
CLICKER QUESTION:

WHAT ARE THE MOST VALUABLE ASPECTS OF A COMPREHENSIVE EVALUATION PROCESS?

A. Preparation of a “good” self evaluation report
B. The actual or planned improvements that the college makes during the self evaluation process
C. Accurate validation of college quality by team of peer evaluators
D. Time provided by ACCJC to improve/comply
E. Making the data collected and analyzed useful to the college
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<td>Accurate validation of college quality by team of peer evaluators</td>
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NEW PROCESSES

• Seven-Year Cycle with Midterm in year 4
• Quality Focus Essay
• Improvements Made and Actionable
  Improvements Planned (coming from the
  institution’s comprehensive self evaluation).
  Improvements made should be noted; planned
  improvements should be incorporated into
  existing institutional planning processes

Continued
NEW PROCESSES – 2

- New Midterm Report format
  - Analysis of data trends from Annual Reports and Annual Fiscal Reports
  - Improvement recommendations
  - Status of quality improvement projects in Quality Focus Essay

Continued
NEW PRACTICES – 3

- Individual College Monitoring and Follow-Up of Data Indicators in Annual Reports
  - ACCJC provides the templates in the Annual Report which will carry over to the Midterm
  - Institution is asked to describe any additional institution-set standards (data elements)
  - Required by USDE
NEW PRACTICE – 4

• Compliance versus Improvement
  √ Separated in action letters
  √ Standards are either met or not met (no “partial” compliance)
  √ Non-compliance must be addressed before the Midterm Report; improvement efforts will continue throughout the 7-year cycle
CHANGES TO POLICY

• Policy on Commission Actions on Institutions
  √ Reaffirmation for one year (new option)
  √ Requirement of compliance within two years (federal two-year rule)
  √ Changed timeline for Commission follow-up (generally 18 months)
  √ Common definitions for sanctions across all regional accreditors
CHANGES TO TRAININGS

• Spring 2015 Symposium

• ACCJC Annual Conference (October 2016) including ALO Training and CEO Forums; pre- and post-conference sessions for self evaluation training; new team member training; plenary speakers on higher education quality; special tracks for trustees, institutions seeking assistance after a sanction, best practices sharing; etc.
NEW SUPPORT FOR INSTITUTIONS

• Improved Manuals:
  ✓ Guide to Evaluating and Improving Institutions
    Combines previous Guides
    New, re-focused questions
    Direction for Quality Focus Essay

Continued
NEW SUPPORT FOR INSTITUTIONS

✓ Manual for Institutional Self Evaluation
Will include templates for data and provide
team evaluation tools for compliance with
federal regulations and Quality Focus Essay
NEW SUPPORT FOR INSTITUTIONS

• Conference session on Developing a Self Evaluation Report one year before evaluation visit

• Conference sharing session on “What Happens After the Evaluation Visit”
IMPROVED TEAM TRAINING

• More activities to involve team
• Checklist for evaluating compliance with federal regulations
• Experimental use of templates for team analysis
• Earlier deadlines for submission of team report to allow colleges to review
• Earlier team training workshops
PROPOSED CHANGES IN FEDERAL REGULATIONS AND NEW DIRECTIONS

• Use of Rating System to augment accreditation in deciding access to federal financial aid funds
• Reduction in federal requirements
• Permission for accreditors to conduct “risk-based” evaluations for high-performing institutions
CLICKER QUESTION:
WHAT CHANGES TO POLICY/PRACTICE ARE YOU MOST INTERESTED IN SEEING FOR YOUR INSTITUTION?

A. Seven-Year Cycle
B. Quality Focus Essay
C. Change from compliance to improvement
D. Reaffirmation for one year
E. Changes to team trainings
F. New format for Midterm Report
G. Data monitoring in Annual Reports
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QUESTION CARDS?
CLOSING EXERCISE AND EVALUATIONS

ADJOURNMENT