



ALO TRAINING

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Chialin's Notes from the ALO Training
September 23, 2011

TOPICS

- US Department of Education Regulations
- Substantive Change
- Discontinue programs
- Assuring Quality of DE Programs
- ALO Role
- ACCJC Publications
- The Importance of Data and Evidence

US DEPARTMENT OF EDUCATION (USDE) REGULATION (1 OF 3)

1. Incentive compensation
2. Misrepresentation (false, misleading information) made by colleges (Cathy, Ken, David Cook, Cari, Deans)
3. Gainful Employment (Nanda, Cari, Ken)
4. Credit Hour (Sara, Cari, Ken, Kathleen)
5. State Authorization (Ken, Ali, Susan, Greta, Cathy)
6. **Two-Year Rule** (David, Ken, Chialin)

US DEPARTMENT OF EDUCATION (USDE) REGULATION (2 OF 3)

7. Review of the Federal Student Aid Program (David Cook/Ken)
8. Student Complaint Records (Greta/Ken)
9. Clarity and Accuracy of Public Information on: credit requirements, length of programs, costs, degree/certificate completion rates, transfer rates, job placement, licensure pass rates, crime statistics (Cari, Ken, Deans, Chialin, Ken, Cathy)

US DEPARTMENT OF EDUCATION (USDE) REGULATION (3 OF 3)

8. Continued compliance with Eligibility Requirements (Chialin)
9. Off-campus locations
10. Student achievement data **(soon be required by USED to have get benchmark target)**
(Chialin, Ken, David, Sara)
11. Student learning data (Sara, Yolanda, Chialin, Ken)
12. Various kinds of enrollment data (Ken, Chialin)

SUBSTANTIVE CHANGE (1 OF 3)

- **Some changes the Commission considers substantive**

1. Offering a third year of a program
2. Change in the name or mission of the institution
3. Closure of an institution
4. Opening an additional location (50% rule) **(Check with Susan Clifford on our IVC General Education)**
(Nanda, Chialin, Ken)
5. Addition of new programs, certificates, degrees (Sara, Ken, Deans, Chialin)

SUBSTANTIVE CHANGE (2 OF 3)

6. change in the control of an institution
7. merging with another institution
8. contracting for delivery of courses or programs (Cari, Ken)
9. A change from clock hours to credit hours (Sara, Cari, Ken)
10. change in mode of instruction (DE) (50% rule) (Ali, Susan, Sara, Ken, Cari)

SUBSTANTIVE CHANGE (3 OF 3)

○ Example of Substantive change

1. The faculty of an established program has restricted existing courses into a new certificate to be offered in the next academic year. (Need to notify ACCJC, not substantive change) (Ken, deans, Sara, Cari)
2. A college is changing its delivery of courses from a semester to a quarter system. (Ken)
3. The college prepares a distance education course inventory, and when it includes General Education courses it discovers there are programs, degrees and certificates available to students more than 50% online. The college is unaware whether students are actually availing themselves of these opportunities. (Ali, Susan, Sara, Ken, Dean, Cari)

DISCONTINUE PROGRAMS

- Discontinue programs: **Need to notify ACCJC**
 - Describe the change
 - Need for the change
 - Anticipate of the change

(Sara, Deans, Ken, Cari)

ASSURING QUALITY OF DE PROGRAMS (1 OF 5)

1. Growth over time (number of courses offered, faculty teaching, and students enrolled). **(Do a college course delivery mode inventory that is available to students)**
(Cari, Ken, Sara, Chialin)
2. Increased student expectations for course delivery, admissions, orientation, registration, advising, tutoring services, communication, and other services.
(Ali, Susan, Sara, Ken, Student Services)
3. Compatibility with intuitional mission

ASSURING QUALITY OF DE PROGRAMS (2 OF 5)

4. Student achievement data (retention, course, program, certificate/degree completion, and rates) in DE and face-to-face classes. (Chialin, Susan, Ali, Ken)
5. Student learning outcomes data in DE and face-to-face classes. **(Make sure DE courses can provide evidence for SLOs)** (Yolanda, Ali, Susan, Chialin)

ASSURING QUALITY OF DE PROGRAMS (3 OF 5)

6. Integrity among (Ali, Susan, Sara, Ken)
 - Course content
 - Grading
 - Faculty teaching capability
 - Student learning capability
 - Faculty and student support
 - Faculty and student assessment systems
 - Integration with institutional mission
7. Verification of student identity (Ali)

ASSURING QUALITY OF DE PROGRAMS (4 OF 5)

8. Does the college know where its DE students are from? **(May impact our Mission and issues related to State Authorization)** (Chialin, Susan, Ken)
9. Is there a policy that defines “regular and effective contact” for DE courses? (Ali, Susan, Ken, Kathleen, Sara)
10. Is there required qualifications, training, evaluation, and professional development for DE faculty? (Ali, Susan, Kathleen, Linda, Sara, Ken)

ASSURING QUALITY OF DE PROGRAMS (5 OF 5)

10. How does the college prepare and monitor DE students to be successful? (Ken, Susan, Chialin) (I do not know!)
11. What evidence is there of: (Ali, Susan, Ken)
 - Use of college resources
 - Student identity validation
 - Accessibility of DE programs/services
 - Regular and effective contact between student and faculty
13. Are there policies that dictate satisfactory progress? (Ali, Susan, Ken, Sara, Kathleen)
14. How comparable are the DE student support services to those services offered to traditional students? (Ali, Susan, Ken, Sara)

ALO ROLE (1 OF 5)

- ALO assists the college CEO in addressing accreditation matters.
- The ALO is the individual the Commission relies on to communicate matters of accreditation between the Commission and the college.
- The communication is two-way.
- ALO needs to stay knowledgeable about Commission Standards, policies, procedure, and activities.
- Keep the campus and the CEO informed about information received from the Commission.

ALO ROLE (2 OF 5)

- Encourages a campus culture that relies on research and data analysis to plan and implement improvements to instructional quality and educational effectiveness.
- Encourage a campus culture that values a focus on student learning and student achievement
- Act as an archivist for the institution's accreditation documents and history
- Facilitate reports to the Commission.

ALO ROLE (3 OF 5)

- Attend Self evaluation Workshop (formally Self Study Training)
- Facilitate development and sustainability of the processes for institutional self evaluation
- Assist in the creation and distribution of the Self Evaluation of Educational quality and Institutional Effectiveness Report (formally Self Study Report)
- Support the team visit
- Facilitate follow-up with the Commission

ALO ROLE (4 OF 5)

- Reports to the Commission:
 - Midterm Report
 - Follow-Up Report, Follow-Up Report with visit
 - Annual Report
 - Annual Fiscal Report (with CBO)
 - Substantive Change Proposal
 - Other Reports
(Updates on Key Personnel (CEO))

ALO ROLE (5 OF 5)

- Inform the institution of announced ACCJC and partner workshops
- Use the ACCJC website
- Read and disseminate the ACCJC newsletter and articles
- Keep the campus informed about accreditation issues and information distributed by the ACCJC to the ALOs.
- Make use of the ALO Discussion Board

ACCJC PUBLICATIONS

- Accreditation Reference handbook
- Guide to evaluating Institutions
- Guide to Evaluating Distance Education...
- Substantive Change Manual
- ACCJC News
- 12 Questions and Answers about Regional Accreditation
- Manual for Institutional Self Evaluation
- Team Evaluator Manual
- Eligibility, candidacy and Initial Accreditation manual
- Annotated standards

THE IMPORTANCE OF DATA AND EVIDENCE

(1 OF 5)

- Data refers to categorical information that represent qualitative and/or quantitative attributes of variables or a set of variables
- Data is often used as evidence
- Data should be accurate, up-to-date, reliable, longitudinal where appropriate, and tested for validity and significance
- Data may be presented in tables, charts and graphs or in documentary form
- Data should be analyzed
- Data should be disaggregated by relevant sub-populations defined by the institution's mission

THE IMPORTANCE OF DATA AND EVIDENCE

(2 OF 5)

- Evidence is every source of information an institution uses to provide verification of a particular action or existing condition
- Evidence can include policies, procedural documents, meeting minutes and data

THE IMPORTANCE OF DATA AND EVIDENCE (3 OF 5)

- Data should demonstrates the institution knows about:
 - Its service area
 - The needs of incoming students
 - The needs of enrolled students
 - What students are achieving
 - What students are learning
 - How students are being supported

THE IMPORTANCE OF DATA AND EVIDENCE (4 OF 5)

- In using evidence, the college should:
 - Gather it routinely and systematically
 - Analyze and reflect upon it
 - Publish it and share it widely within the campus (research reports, fact books, etc.)
 - Use it to plan and implement program improvements
 - Use it to plan and implement institutional improvements

THE IMPORTANCE OF DATA AND EVIDENCE (5 OF 5)

- What data presentation models have been used at your institution?
- What benchmarks for success have been set at your institution?