Accreditation Meeting Summary

Wednesday, May 16, 2018
3:00 – 5:00 p.m.
BE-119

A. Identify Writing Teams
     1. Writing Teams

Shawna stated that each team was asked to create writing teams for their standard. She encouraged the teams to try to include representatives from every constituent group. Michelle stated that a few part-time faculty and classified staff have expressed interest in joining a writing team.

B. Revised Fall Meeting Schedule
     1. Handout: 2018 Accreditation Meeting Schedules
     2. Summer meetings with IERP

Shawna stated that the meeting schedule has been finalized. All meetings are scheduled in BE-119. She also stated that each Accreditation standard team was asked to schedule a meeting with IERP in June 2018 to review available data pertaining to its standard. Teams can also take this time to identify needed data that is not already available, and discuss data collection methods with the Research department.

C. Summary of ACCJC Training
     1. Examples of changes to structure and format
     2. Handout: Template for Self-Evaluation Analysis of Standards and File Names for Evidence

Shawna provided a summary of topics discussed at the May 2 ACCJC Institutional Self-Evaluation Report (ISER) Training workshop. The *Guide to Evaluating and Improving Institutions* and *Manual for Institutional Self-Evaluation* will be updated in late August or early September. When the changes are announced, she, Rick, and Michelle will review and discuss, and then summarize the updates for the committee.

Shawna distributed a template for the teams to use for writing narratives. Rick stated that the ACCJC wants brief, concise responses, and the final report should be around 100-150 pages. Evidence should be clear and prominent, and the writing should briefly and coherently explain what the evidence presented is supposed to be evidence of, and why it was chosen over other potential sources of information. Teams should clearly state how each piece of evidence illustrates that the college meets the standard. Also, the *best* evidence should be presented, not necessarily *all* evidence. The more clearly we write, the easier it is for the team to evaluate us. Information and evidence should also be easily found.

Shawna stated that evidence should be saved as files, as well as hyperlinked in the ISER. File names should be up to 27 characters in length. The standard should be listed, followed by a short title of the document (e.g. IIIB.1.FacilitiesMasterPlan).

What is Evidence?

Shawna provided an overview of the types of evidence that should be used for the self-evaluation. Good evidence is relevant, verifiable, representative, cumulative, and actionable. She provided each team with a different scenario and asked them to answer whether they believe the evidence presented in the scenario is either relevant, verifiable, representative, cumulative, or actionable.

Dr. Fierro visited the committee and thanked the teams for volunteering their time and stated that there is a lot of work ahead. He also thanked Rick, Shawna, and Michelle for leading the committee and its work. In addition, a Gap Analysis Task Force has been meeting to assist him in identifying potential gaps in the college's accreditation self-evaluation. This task force is separate and independent of any self-evaluative report writing that will take place for the college.

D. Overview of Canvas Accreditation Site

Michelle provided an overview of the Canvas Accreditation webpage. She stated that it will serve as a central depository for evidence and information. All teams will be added as instructors to upload documents. Michelle will send invitations to the teams within the next two weeks. She will also provide training for any leads who are not familiar with Canvas.

E. Team Leads Meet with One Another

Suggested topics:

1. Review Summer and Fall activities for each team
2. Review team membership, schedule meetings, etc.

The teams met with each other and discussed their assignments.