

# Accreditation Summit

## Day 2

August 7, 2014

# Outcomes

- Demonstrate awareness new employees need to complete the *ACCJC Online Accreditation Basics Course*.
- Demonstrate awareness of the overall accreditation process for the year.
- Get to know your writing team chair(s) and team mates.
- Demonstrate awareness of the major components of the Self Evaluation Report.
- Demonstrate awareness of your general roles and responsibilities within your writing team.
- Demonstrate ability to locate ACCJC Manuals from both the ACCJC website and the COM-FSM website.
- Demonstrate application of the *Formatting and Style Sheet* rules to edit text.
- Demonstrate ability to critically reflect on Standards for an honest self evaluation.
- Have fun!

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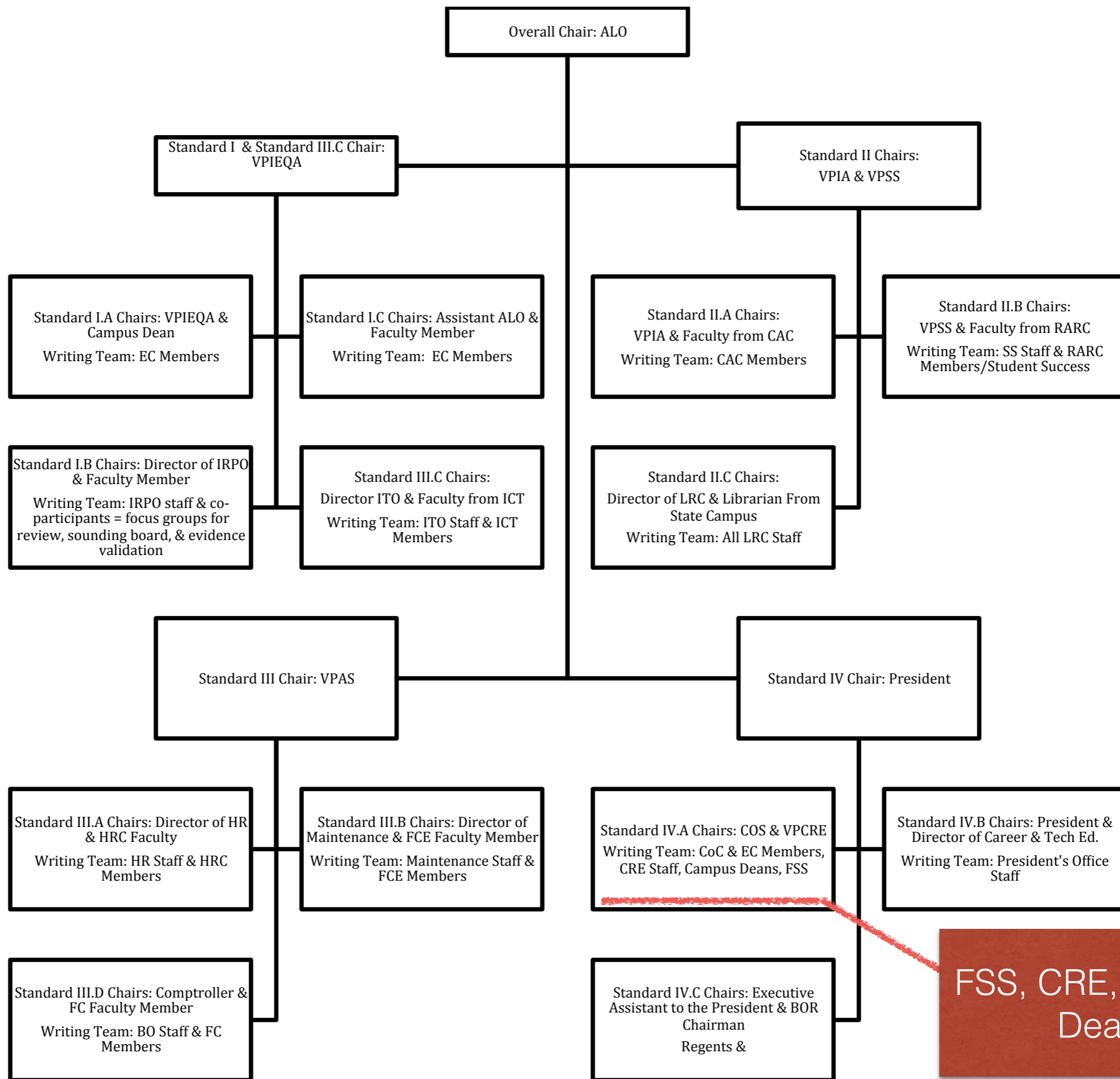
[www.accjc.org](http://www.accjc.org)

- Demonstrate awareness of the overall accreditation process for the year.



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FSS, CRE, Campus Deans

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# COM-FSM Self Evaluation Report

- Certify Inclusive process
- Organizational information & data
- Certification of compliance with all Eligibility Requirements (ERs)
- Responses to 15 team recommendations
- Self Evaluation against the Standards (I-IV) with Actionable Improvement Plans (AIPs)



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(handout, modifications?)

# Roles & Responsibilities

## **ALO: ACCREDITATION Liaison OFFICER**

### ACCJC *Policy on the Role of Accreditation Liaison Officers*

- “serve as the key resource person in planning the institutional self evaluation process”
- “prepare the institution for an evaluation team site visit in collaboration with the team Chair and team assistant”
- “facilitate timely reports to the Commission” (p.118)
- Overall Team Chair = ALO Team assistant = Assistant ALO

# Roles & Responsibilities

## **STANDARD Team CHAIRS**

- Lead authors for the Standard(s) assigned
- Work with ALO to set a timeline for the Self Evaluation Process
- Meet all established deadlines without necessity of reminders
- Responsible for organization of electronic evidence to support assertions
- Responsible for ensuring integrity of facts and evidence
- Responsible for preparing accurate, honest, and evidence-support responses
- Responsible for editing the assigned Standard for unity of voice, adherence to report writing rules, and functional electronic links
- Responsible for organizing Standard Writing Team discussions & working meetings to review, validate, and scrutinize text and evidence presented in the text
- In conjunction with the Standard Writing Team, develop Actionable Improvement Plans (AIPs) that are genuinely focused on improvement

# Roles & Responsibilities

## **WRITING Team MEMBERS: ADMINISTRATION & UNIT STAFF**

- Assist team chair(s) with the written responses to the Standard(s) assigned
- Scrutinize written text for honesty and factual details to ensure integrity
- Responsible for ensuring accurate, honest, and evidence-support responses
- Scrutinize evidence used, identify key evidence that might be missing, and ensure electronic evidence links work
- Identify editing issues for correction
- Assist with the development of necessary, effective AIPs (Actionable Improvement Plans)
- Attend all meetings

# Roles & Responsibilities

## **WRITING Teams: COMMITTEE MEMBERS (VALIDATION GROUP)**

- Identify a faculty member who is willing to serve as a co-chair (this individual will share responsibilities of the chair)
- Scrutinize written text for honesty and factual details to ensure integrity
- Scrutinize evidence used, identify key evidence that might be missing, and ensure electronic evidence links work
- Responsible for ensuring accurate, honest, and evidence-supported responses
- Identify editing issues for correction
- Assist with the development of necessary, effective AIPs (Actionable Improvement Plans)
- Attend Lunch and Learn Session(s) for assigned Standard (free period)
- Attend all meetings conducted during professional development/workshop days
- Dedicate some regularly scheduled meetings times towards critically analyzing assigned Standard response and provide chair constructive feedback

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# Resources

ACCJC Website [www.accjc.org](http://www.accjc.org) (just Google)

COM-FSM Website [www.comfsm.fm](http://www.comfsm.fm)

(Accreditation —> ACCJC Manuals)

ACCJC Manuals (located under Publications & Policies)

- Accreditation Reference Handbook (ERs, Standards, & Policies)
- Guide to Evaluating Institutions
- Manual for Institutional Self Evaluation
- Team Evaluator Manual

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(Revised BLUE form...reason why we are using teams...  
more eyes = better)



# Formatting & Style

- Sources
- Titles, subheadings, and COM-FSM Blue
- “the”
- Commas and “the placebo effect”
- Waste words: *it, this, that*, and there

# Formatting & Style

## **Waste Words**

**Example:** What does **it** take to establish **that** such incompleteness will actually occur in a specific system? The basic way to do **it** is to show **that** the system is universal (33 words). Wolfram, S. (2002). *A new kind of science*. Champaign, IL: Wolfram Media. Page 784

Perhaps instead? How does one establish incompleteness will occur in a system? One can evidence the system is universal (17 words).

Other unnecessary words: specific, basic

# Formatting & Style

- Waste: **very** significant, **extremely** productive, **profoundly** upset, **incredibly** extreme...
- Avoid forms of be (*am, is, are, was, were, be, or been*) by using better verbs

“What **is** interesting about viruses **is that** their genetic stock **is very** meagre (13 words).”

“Viruses originate from a surprisingly meagre genetic stock (8 words).”

Sword, H. (2011). The Writer's Diet. New Zealand: Pearson.

Interestingly, viruses originate from a meagre genetic stock (8 words).

Viruses originate from meagre genetic stock (6 words).

# Formatting & Style

- **The WRITER'S DIET**

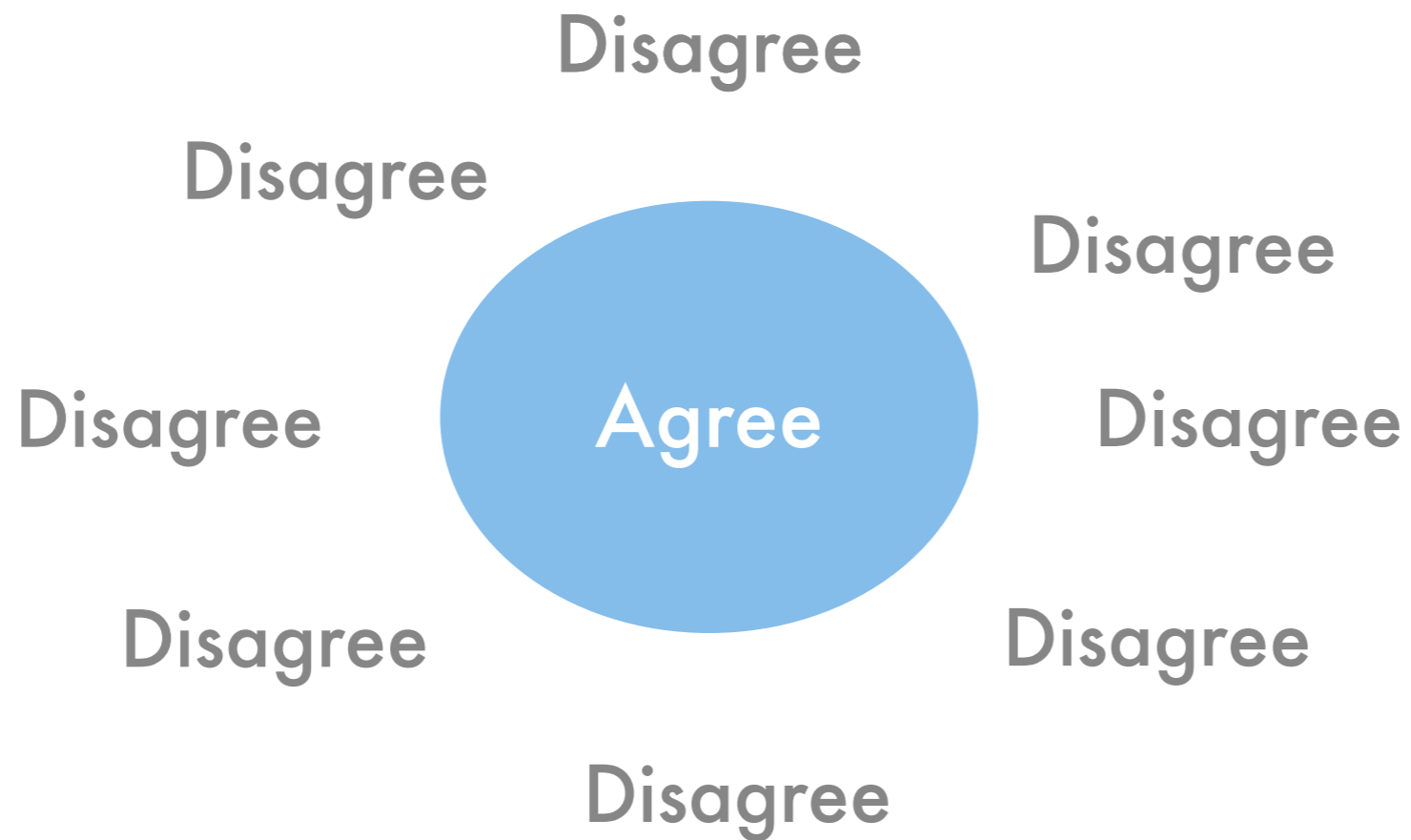
<http://www.writersdiet.com/WT.php>

- lean
- fit & trim
- needs toning
- flabby
- heart attack territory

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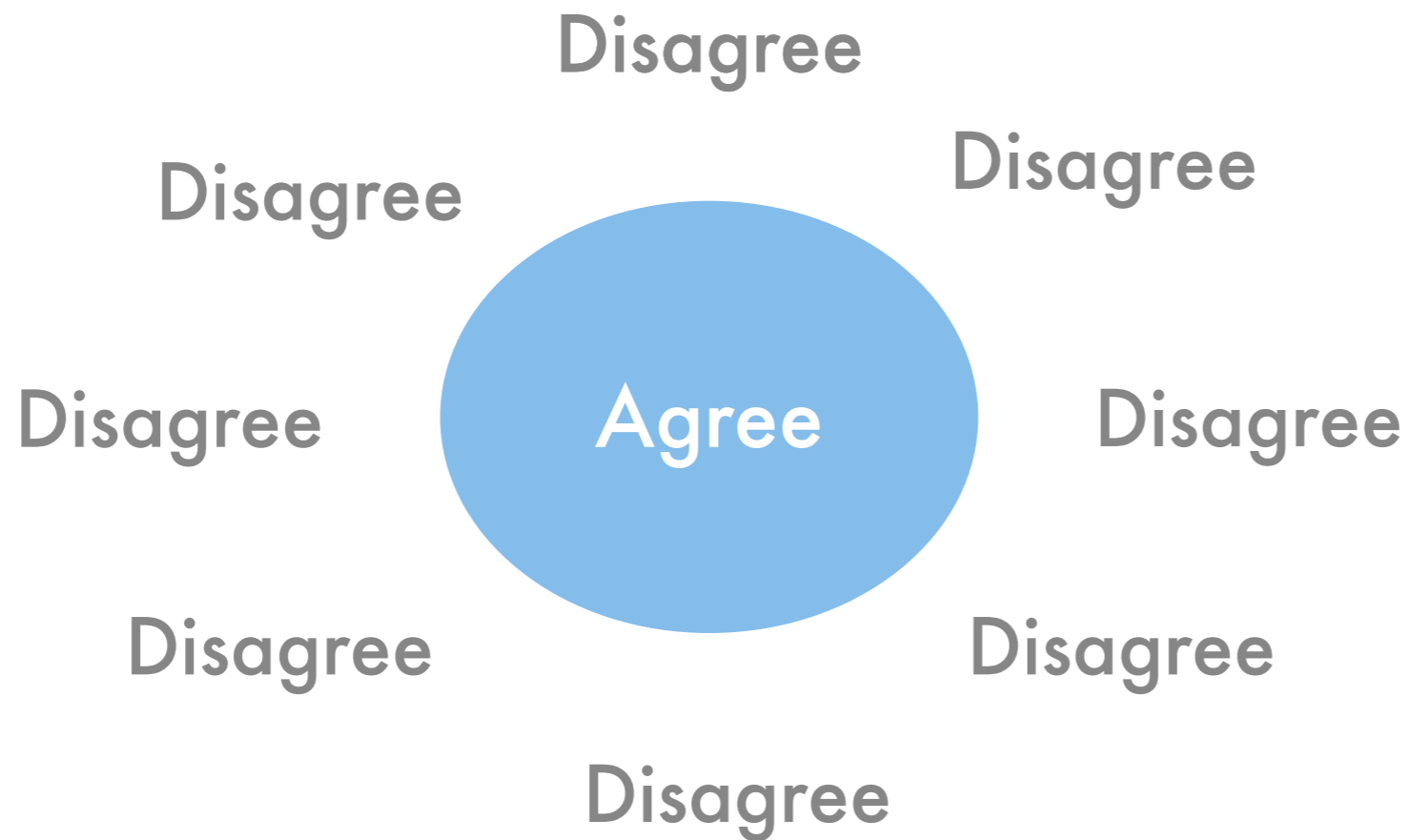
# Agreement Circle



# Standard II.A.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.

# Agreement Circle





# Standard IV.A.6

- The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

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# COM-FSM Bingo

- Get your BINGO card
- Prizes

# Training for Writing Teams

- August, detailed training for chairs and staff.
- Lunch & Learn sessions begin late August and run throughout the year.
- Will use G drive so team members can follow progress real-time.

# Team Chairs & Admin

- Establish training schedule for writing team:  
chair(s) & office team (faculty = faculty supervisors)
- August 18-22
- Bring laptops and/or tablets to training