Leading Accreditation Efforts from an Institutional Effectiveness Perspective

Erik Cooper
Dean of Planning, Research, and Resource Development
Sierra College

Bri Hays
Senior Dean of Institutional Effectiveness, Success, and Equity
Cuyamaca College

ACCJC Partners in Excellence Conference
May 1, 2019
Introductions

Please share your...

• Name
• Institution
• Role in relation to accreditation
• What brought you to this session?
A Tale of Two Colleges

- Medium College: 18,000 students per semester
- Single College, 4 Centers/Campuses
- Steady Administrative Team
- Warning in 2013 by ACCJC, reaffirmed 2014
- ALO formerly the VPI

- Small College: 9,000-10,000 students per semester
- The smaller of 2 colleges in multi-college district
- Heavy reliance on part-time faculty
- Prior history of administrative turnover
- Fully reaffirmed in 2013 by ACCJC
- ALO formerly the VPI
Role of ALO

“to be a critical point of contact with the Commission, to maintain institutional records of accreditation activities, and to remain current on Commission policies and practices. The ALO is an advocate for the accreditation process, helping to explain and ensure the adoption of Commission recommendations and requirement.”

ACCJC – Accreditation Liaison Officer Guide
Organizing ISER Development

• Two-year process
  • **Summer 2017**: Identify Accreditation Leadership Structure; begin trainings
  • **Fall 2017**: Convene Accreditation Committee/Writing Team and Develop First Draft (Outline + some evidence)
  • **Spring 2018**: Second Draft (Narrative) + Additional Evidence
  • **Summer 2018**: Refining and Adding Evidence
  • **Fall 2018**: Complete Third Draft and Vet with Campus; Identify QFE Areas
  • **Spring 2019**: Finalize ISER + Front Matter + QFE, Add More Evidence
  • **Summer 2019**: Submit ISER

• Governance structure (accreditation committee)
  • Building the Writing Team(s)
Organizing ISER Development

- Online tools
  - Sharepoint
  - Google Docs
- Engaging writing teams
  - Training
  - Establishing norms
  - Guides and resources
  - Strategies for getting people to participate in working meetings
CIEOs as ALOs

• Increasing number of colleges identifying CIEO as ALO
• Shifting roles of IE Offices
  • No longer just the "evidence gatherers"
• The intersection of institutional effectiveness work and accreditation efforts
• The importance of faculty leaders and collaborators
Managing the Self-Evaluation Process
From the IE Office

• **Strengths**
  • Project management already part of the job
  • Deadline driven is part of the IE culture
  • Involved/Knowledgeable about many of the processes addressed in the ISER

• **Weaknesses**
  • Less formal or positional authority
  • Structures matter: Managing up
  • Resources

• **Opportunities**
  • Integrate self-evaluation findings into action
Empowering the IRPE Change Agents

• Developing a shared vision for institutional effectiveness at your campus

• Training implications for the IRPE team

• Fostering a culture of openness to change, tolerance for risk-taking, and forgiveness
Communication

• Establish a process that fits your college culture, governance structure, and processes
• Use various mechanisms to share information with the campus
• Collect feedback through formal and informal channels
  • Governance groups
  • Online feedback forms
  • Campus events
Lessons Learned

Politics = The ability to use relationships to get things done

Parkinson's Law = Work expands to the time allotted

Accreditation is a tool, but not necessarily a hammer
Think | Pair | Share

• What is your office's role in the institution's accreditation efforts?

• What are some of the strengths and challenges associated with this current role?

• What opportunities exist for you to leverage accreditation self-evaluation to improve overall institutional effectiveness at your college?
Parting Thoughts...

• It's the person, not the position
Thank you!