

**Accreditation Leadership Team Meeting  
Agenda  
September 11, 2014; 3:00 p.m. to 4:00 p.m.; Room L 105**

**Accreditation Co-Chairs:** Kiran Kamath, Bob Kratochvil

**Accreditation Leadership Team** Jennifer Adams, Ken Alexander, Jeffrey Benford, Barbara Cella, Curtis Corlew, Robert Estrada, Louie Giambattista, Ruth Goodin, Kathy Griffin, Natalie Hannum, Silvester Henderson, Russ Holt, Erich Holtmann, Kevin Horan, Demetria Lawrence, Brianna Klipp, Linda Kohler, Sharen McLean, Gail Newman, Ronke Olatunji, BethAnn Robertson, Ann Starkie, Gary Walker, Kimberly Wentworth, Nancy Ybarra,

#	Agenda Topic	Desired Outcome	Facilitator	Time (minutes)	Follow up:
1.	Welcome		Bob/Kiran		
2.	College Assembly	<ul style="list-style-type: none"> <li>Finalize presentation and presenters</li> <li>Goals are to enhance college awareness about accreditation and raise institutional pride; share information about the Visit.</li> </ul>	Kiran/Bob		
3.	Before the Site Visit	<ul style="list-style-type: none"> <li>Co-chairs prepare and support members of their Standard Committee</li> <li>Assist College Committees you are involved with to prepare for the Visit.</li> <li>Logistics about the Visit</li> <li>Interviews with Standards Committees, college committees and others</li> <li>Gather additional evidence requested</li> </ul>	Kiran/Bob		<ul style="list-style-type: none"> <li>Set up a meeting with members of your Standard ASAP to prepare them.</li> <li>Send list of members who will attend the meeting with Visiting Team to Kiran by September 19</li> </ul>
4.	During the Site Visit	<ul style="list-style-type: none"> <li>Respond to and gather additional evidence as requested expeditiously – within a couple of hours of receiving the request.</li> <li>ACCJC areas of concern to be aware of</li> <li>The meeting/interview process</li> </ul>	Bob/Kiran		
5.	Other				

**Accreditation Leadership Team Meeting  
Agenda  
September 11, 2014; 3:00 p.m. to 4:00 p.m.; Room L 105**

<p><b>Keys concepts to pay attention to:</b></p> <ul style="list-style-type: none"> <li>• Is the website listed as evidence up-to-date? If not, inform the manager overseeing the area.</li> <li>• Vetting information in your Standard – correcting and adding information.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Pay close attention to the Previous Recommendations in the Self-Evaluation included in each Standard</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Gather evidence to support statements and processes during the 3rd draft (due March 14)</li> </ul>	<ul style="list-style-type: none"> <li>• Additional evidence may be asked for</li> </ul>
<ul style="list-style-type: none"> <li>• Pay close attention to the previous “Actionable Improvement Plans” and “Recommendations” in each Standard so that the same issue is not documented again as an item to improve upon.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Setting Standards for Student Achievement at the Institution and in each Program (Standard IB2 and IB3; and Eligibility Requirement #10)</li> </ul>	<ul style="list-style-type: none"> <li>• Included in program review</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Pay attention to our processes – Are they documented and clear? Does everyone understand them?</b></li> </ul>	<ul style="list-style-type: none"> <li>• Additional evidence may be asked for</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Transparent processes for assessment and program review</b></li> </ul>	<ul style="list-style-type: none"> <li>• Additional evidence may be asked for</li> </ul>
<ul style="list-style-type: none"> <li>• All documentation (print and website) should be accurate and clear</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• All committee membership, minutes and agendas online</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Making the public aware of our accreditation and our quality (website)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Think of the self-evaluation report as “Telling our Story”</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Distance Education Sub Change</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Address Distance Education in each of the Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Additional evidence may be asked for</li> </ul>
<ul style="list-style-type: none"> <li>• Brentwood Center and Off-site Academy Sub Changes</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Address student services in Brentwood and Off-sites in the Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Additional evidence may be asked for</li> </ul>
<ul style="list-style-type: none"> <li>• Widespread dialogue on assessment results and pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>• Additional evidence may be asked for</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrating improvements – include evidence of changes as a result of re-assessing</li> </ul>	<ul style="list-style-type: none"> <li>• Additional evidence may be asked for</li> </ul>
<ul style="list-style-type: none"> <li>• Gathering data and evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Additional evidence may be asked for</li> </ul>
<ul style="list-style-type: none"> <li>• Mission – review statement and accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Satisfaction surveys – Employee and students</li> </ul>	<ul style="list-style-type: none"> <li>• Additional evidence may be asked for about what we did with the results.</li> </ul>