



**Classification Title: Accreditation and Institutional Effectiveness Coordinator**

<b>Department:</b>	Institutional Research and Planning	<b>EEO6 Code:</b>	3
<b>Employment Group:</b>	Confidential and Supervisory Team	<b>Salary Grade:</b>	52
<b>Supervision Received From:</b>	Senior Director, Research, Planning, Institutional Effectiveness and Grants	<b>Date of Origin:</b>	February 2018
<b>Supervision Given:</b>	General Direction	<b>Last Revision:</b>	February 2024

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed by individual positions.*

**JOB SUMMARY.**

Participates in organizing and performs highly responsible professional duties in support of District planning, accreditation, and institutional effectiveness processes as well as student learning outcomes, assessment cycles, the College’s integrated planning cycle, and other programs/initiatives; leads evidence collection and documentation for accreditation reports; plans, organizes and prepares reports for publication and submission to the Accrediting Commission for Community and Junior Colleges (ACCJC); and performs related duties as assigned.

**ESSENTIAL AND MARGINAL FUNCTION STATEMENTS.**

**Essential Functions:** Essential responsibilities and duties may include, but are not limited to, the following:

1. Assists the Accreditation Liaison Officer (ALO) and provides a variety of highly responsible input and support to the ALO, the Accreditation Steering Committee, accreditation writing teams and others in coordinating, organizing and supporting accreditation processes including developing, tracking and monitoring accreditation process timelines, organizing workflow and structure for report development and producing and submitting reports to the ACCJC; maintains documentation on up-to-date ACCJC requirements.
2. Attends Accreditation Steering Committee (ASC) and Accreditation Writing Leadership Team (AWLT) meetings and serves as a resource person; initiates follow-up on committee and writing group recommendations and maintains records of actions taken; prepares and/or reviews agendas; takes and transcribes meeting minutes; researches, evaluates, recommends and/or completes special projects generated by the ASC and writing teams.
3. Serves as an information resource to faculty, administrators and staff regarding a variety of policies and procedures related to accreditation, including ACCJC standards, reports and requirements; responds to requests and inquiries on policies and procedures; explains program requirements and/or departmental policies and procedures; organizes and facilitates orientation and ongoing responses to requests for information or refers inquiries to appropriate parties as required.
4. Provides individual and group training on the use of accreditation shared sites, files and documents; provides in-service training to selected staff related to accreditation and the relationship between accreditation and District policies and procedures; develops and leads training for accreditation writing teams for research, collection and cataloging of evidence to guide/support drafting accreditation reports; leads the evidence collection/organization process.
5. Arranges meetings, interviews and focus groups for College participants in accreditation, as well as for contractors and peer reviewers; plans content and schedules events/training related to accreditation.

6. Prepares ACCJC reports for committee/council acceptance and Governing Board approval; researches, compiles, and analyzes a variety of information and data related to assigned area of responsibility; prepares comprehensive narrative, statistical and/or analytical reports; determines appropriate format and presentation of reports/documents; inspects documents, forms, records and other materials for accuracy and completeness; processes documents and forms according to established procedures.
7. Finalizes ACCJC reports for publication, verifying the accuracy of information and ensuring proper spelling, grammar and punctuation; establishes and monitors timelines for completion, coordinating with other departments and offices and with the printing vendor.
8. Maintains District web pages, SharePoint and Microsoft Teams/Forums for Accreditation and Learning Outcomes; prepares ACCJC and Learning Outcomes Council (LOC) documents for posting on the respective web pages; maintains up-to-date reference links on the web pages.
9. Creates and maintains student Learning Outcomes (SLO) documentation for SLO Coordinators, the Learning Outcomes Subcommittee, faculty, administrators and support staff; plans, schedules and conducts individual and group training on the use of relevant software; participates in creating assessment rubrics for general education and Institutional Learning Outcomes and assists in the interpretation of collected data and recommended action plans.
10. Serves as Coordinator or Service Area Outcomes (SAO) for noninstructional programs; provides training to staff for entering SAOs, assessments, results and action plans in relevant software; prepares detailed assessment status reports on SLO, General Education/Institutional Learning Outcomes and SAO to track performance compliance with institutional expectations and accreditation standards.
11. Assists in conducting environmental scanning activities, including monitoring regional labor market information, to ensure accreditation and institutional effectiveness standards are aligned with employer needs and community expectations.
12. Provides support and assistance to the Senior Director, Planning, Research, Effectiveness and Grants in coordinating, organizing and supporting the College's program review and planning (PRP) processes including developing, tracking and monitoring program review and planning process timelines, organizing workflow and structure for report development and producing/submitting reports to the Resource Allocation Committee and executive leadership; maintains documentation on program review and planning process improvements; facilitates training College staff on program review and planning and resource allocation.
13. Supports and facilitates integrated planning processes including Educational and Facilities Vision Planning, strategic planning, and program review; interfaces with vision planning consultants to establish timelines and coordinate internal and external scans, including scheduling listening sessions with campus and community members; tracks, monitors and reports on planning progress; maintains documentation and prepares reports summarizing outcomes of planning meetings.
14. Researches, evaluates, recommends and/or completes special projects requested by the Senior Director and the Learning Outcomes Coordinators as needed.

**Marginal Functions:**

1. Participates in/on other committees and meetings in order to receive and convey information.
2. Participates in complex research projects; provides support for special initiatives such as participative governance, vision, mission and values.
3. Performs related duties and responsibilities as required.

## **QUALIFICATIONS**

**Experience and Education/Training Guidelines:** Any combination of experience and education/training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

**Experience:** Four years of technical writing experience and/or experience in planning, organizing and supporting a formal accreditation process, student learning outcomes and/or integrated planning processes.

**Education/Training:** A bachelor's degree in business administration, education, social science research, behavioral science or a related field from an accredited college or university.

**Licenses/Certificates:** Possession of an appropriate, valid California driver's license by time of appointment.

### **Knowledge of:**

1. General provisions of the Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation standards, policies, reporting requirements and terminology.
2. Rules, policies, procedures and operating practices used in the development of reports for ACCJC.
3. Principles and practices of strategic planning, integrated planning processes and governance effectiveness assessment.
4. Advanced uses of standard business software including Nuventive Improve, word processing, spreadsheet, database, presentation and other applications.
5. Assessment methodology and practices for Student Learning Outcomes and Service Area Outcomes and their pertinence in accreditation requirements.
6. Norming assessment rubrics and the design of assessment tools to produce data for reports.
7. Principles and practices of sound business communication including correct English usage, grammar, spelling, punctuation and vocabulary.
8. Principles and practices of fiscal, statistical and administrative report preparation.
9. General methods and techniques used in communications and public relations.
10. Practices and procedures of office administration and support, including maintenance of records and files and operation of office equipment.
11. Project management principles, practices and procedures applicable to the work.

### **Skill in:**

1. Working collaboratively with a variety of committees, administrators, faculty, staff, consultants/vendors and others to support the accreditation process, Student Learning Outcomes and integrated planning, and to carry out varied and complex projects requiring input from a variety of sources.
2. Reading, understanding, explaining and applying accreditation and SLO standards, terminology and processes applicable to areas of assigned responsibility.
3. Coordinating the development of reports to meet established timelines.
4. Editing complex written materials to meet requirements for accuracy, consistency, clarity, grammatical correctness and stylistic appropriateness for the purpose and intended audience.
5. Maintaining and updating electronic database records and analyzing assessment results data in an outcomes database such as Nuventive Improve.
6. Preparing clear, concise and comprehensive reports and other documents in various formats.

7. Setting priorities and working independently with limited direction.
8. Presenting proposals and recommendations clearly, logically and persuasively.
9. Using tact and diplomacy in dealing with sensitive and complex issues, situations and concerned people.
10. Maintaining the confidentiality of information.
11. Maintaining sensitivity to and understanding of the diverse academic, socioeconomic, age, cultural, physical or mental disability, medical condition, gender, gender expression, gender identity, sex, sexual orientation, nationality, race and ethnic backgrounds of community college students, faculty, and staff.
12. Establishing and maintaining effective working relationships with those encountered in the course of work.

### **WORKING CONDITIONS.**

**Environmental Conditions:** The incumbent typically works in an office or near a front counter where the noise level varies from quiet to moderate; regularly travels to locations throughout the District.

**Physical Conditions:** Essential and marginal functions may require physical fitness requirements necessary to perform the job functions with or without accommodation, such as the ability to walk and stand; use hands to repetitively finger, handle and feel computers, peripherals and standard business equipment; reach with hands and arms; and move or lift up to 10 pounds.

### **TERMS OF EMPLOYMENT.**

The duration of any fully restricted funded position in this classification is dependent upon the continuation of funding.