

Accreditation Briefing Foothill College



Foothill College
Upgrade. Advance.

FEBRUARY 4, 2016

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Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

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Publications & Policies

This page provides access to each of the Commission published manuals. The Accreditation Reference Handbook provides readers with the Eligibility Requirements, the Accreditation Standards, and all policies of the ACCJC. Quick access to individual policies is provided by using the Table of Contents in the Accreditation Reference Handbook. For current and past issues of the Accreditation newsletter, *ACCJC NEWS*, please see the Newsletter menu button.

Accreditation Reference Handbook

This *Handbook* contains the Eligibility Requirements for initial accreditation and reaffirmation of accreditation, the ACCJC Accreditation Standards, and all Commission policies.

 [Accreditation Reference Handbook](#)

Accreditation: Voluntary System of Self Regulation

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Six Year Cycle
(next time 7)

Self Study –
Institution
Evaluates
Attainment of
Standards

**Peer
Review** –
Evaluation
Team Visit

Recommendation
from the Accrediting
Commission for
Community and
Junior Colleges
(ACCJC)

Purposes of Accreditation

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Promotes
Institutional
Improvement

Assures
Institutional
Quality to
Taxpayers

Certifies
Value and
Legitimacy of
Student
Award

Source: adapted from
<http://www.chea.org/>

CHEA[®]
Council for Higher Education Accreditation

Planning Calendar

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Foothill College
Planning and Resource Council (PaRC) Planning Calendar 2011-2017

E.Kuo
06.05.2013
DRAFT

	<u>Year 1</u> 2011-12	<u>Year 2</u> 2012-13	<u>Year 3</u> 2013-14	<u>Year 4</u> 2014-15	<u>Year 5</u> 2015-16	<u>Year 6</u> 2016-17	<u>Year 1</u> 2017-18
Accreditation	Site visit	Follow-up visit/report; Substantive Change report	Annual ACCJC Reports/SLO Reports			Self-study	Site visit
Planning	Governance review	Mission review	Values and Goals review; ESMP Revise	Education Ctr Master Plan	ESMP Revise	Other College Plans Revise	Governance review
	Annual Core Mission Workgroups Objectives and Reflections [Make up PaRC] Annual Governance Survey [IP&B convenes as needed]; Annual ESMP update						
Resource Allocation	Annual Resource Allocation Process [Program Review (program/department); Dean; VP; OPC; PaRC; President]						
Program Review	3-Year Cycle (annual and comprehensive) [Annals: Program/Dept; Dean; VP Comprehensives: Program/Dept; Dean; VP; PRC; PaRC; President]						
ILOs			Review ILOs/4 Cs [GE-SLOs]	Assess "Communication"	Assess "Computation"	Assess "Critical Thinking"	Assess "Community"
SLOs	Annual Assessment of CL-SLOs, PL-SLOs, SS-SLOs, AU-SLOs						

Source:

<http://www.foothill.edu/president/parc/minutes/parc2013-14/parc100213/FHPlanningCalendar2011-18.pdf> (Elaine Kuo)

The October 2017 Visit

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- Self Study completed in 2016-17
- Evaluation Teams will look at all reports submitted since the last visit
 - Annual Accreditation Reports
 - Follow-up Report
 - Midterm Report
 - Substantive Change requests
- Will examine completion of planning agendas

Foothill College Accreditation Self Study Timeline

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Winter '16	Spring '16	Fall '16	Winter '17	Spring '17	Fall '17
Kick-off Feb. 4*	Self Study Teams begin work: Accreditation Survey conducted by IRP (students and employees)	Teams complete first draft	Campus identifies QFE topics (PaRC?)	Submit Self Study to Board of Trustees	ACCJC Site Team Visit
Organize and train self study teams		Teams use Survey Data	Continue to incorporate campus feedback; finalize self study		

*PaRC tri-chairs and ACCJC training attendees



PREPARING FOR INSTITUTIONAL SELF EVALUATION OF EDUCATIONAL QUALITY AND EFFECTIVENESS*

FALL 2015

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (ACCJC)

www.ACCJC.org

415-506-0234

* a.k.a. the “Self Study”



ACCJC PURPOSES OF THE INSTITUTIONAL SELF EVALUATION REPORT (ISER)

- Demonstrate and provide evidence we're meeting our mission and accreditation requirements.*
- Present evidence of our students' achievement and learning:
 - results, and analysis and use of results, at the course, program, and institutional levels.

* Compared to the Accreditation Standards



ACCREDITATION STANDARDS:

- State necessary conditions for academic quality, institutional effectiveness, and integrity
- Reflect excellent practices in higher education
- Apply equally to diverse institutions with varied missions
- Articulate thresholds of performance which must be met or exceeded at all times



EVIDENCE /DOCUMENTATION

Provides verification of a particular action or existing condition

- Data: information, in qualitative or quantitative form, organized for analysis or used as the basis for a decision
- Data and data analysis are both referenced in the report narrative and included as source material in evidence

Continued



EVIDENCE FOR EVALUATION *(CONTINUED)*

- **Documentation:** policies, operational documents, minutes, reports, research and analysis, screen captures from websites, and other sources of information
- **Electronic Presentation:** All evidence available to the ACCJC and evaluation teams in electronic format (on a USB Memory Stick)



THE TEAM EVALUATES WHETHER WE* :

- Routinely and systematically gather data
- Analyze and reflect on our data (and the analysis?)
- Publish our data and analyses and share them widely with constituent groups (e.g. in research reports, fact books)
 - Use them to plan and implement program improvements
 - Use them to plan and implement institutional improvements
 - Evaluate the effectiveness of these improvements

* Using the written self study and team visit.



FORMAT FOR THE REPORT

INSTITUTIONAL SELF EVALUATION USING THE ACCREDITATION STANDARDS

- The institution should describe changes it made during the process of self evaluation to meet Standards/ERs/Policies/Regulations, improve educational quality, or increase institutional effectiveness
- Actionable Improvement Plans: Plans for future action made to meet requirements or to improve
- Quality Focus Essay (see next slide)



QUALITY FOCUS ESSAY

- During our self evaluation process, we'll identify two or three areas for further study, improvement, and enhancement of academic quality, institutional effectiveness, and excellence.
- These two or three QFE areas are our "action projects".

*See Self Evaluation Manual and
Guide to Evaluating and Improving Institutions*



QUALITY FOCUS ESSAY

- Is realistic, coming out of data and reflected in the self evaluation process and ISER
 - Is related to the Accreditation Standards
- 5,000 word limit
- Sets multi-year, long-term direction(s) for us that have good potential for improving student outcomes
- Forward looking: will be basis of our next midterm report
- Commission can offer constructive advice or assistance

Questions?