# Welcome

FOOTHILL-DE ANZA
Community College District
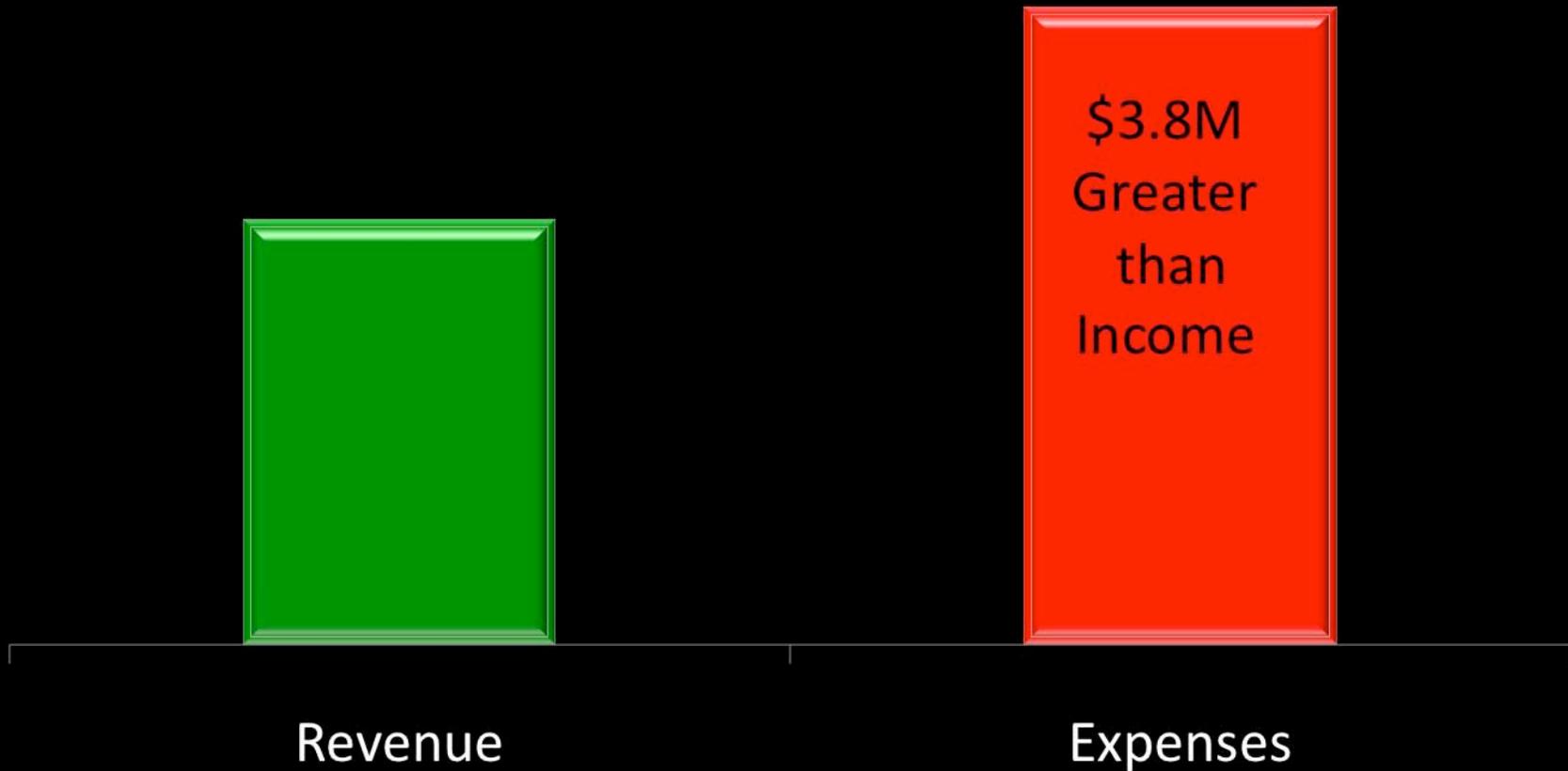
What Does 10 -11 Look Like?
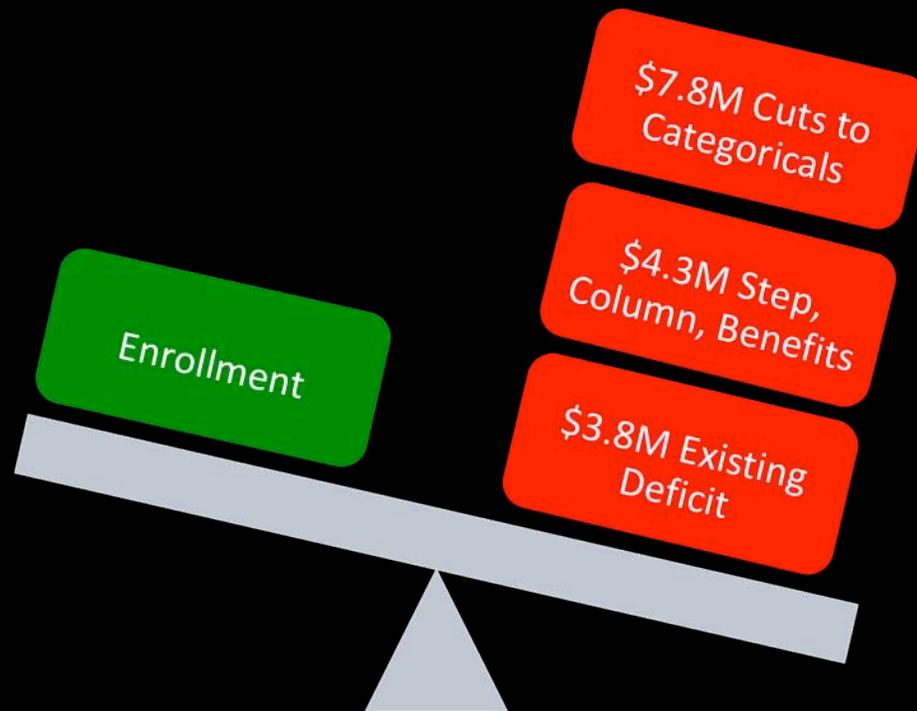
What Happens to the $33.4M General Fund?

-$11.0M to Phase Categorical Cut

-$3.0M Backfill for EIS, Elections, etc

-$3.6M to Fund Positions through 9/10

-$3.8M 09/10 Deficit

$10.4M
(5% Reserve)

Remaining = $1.7M
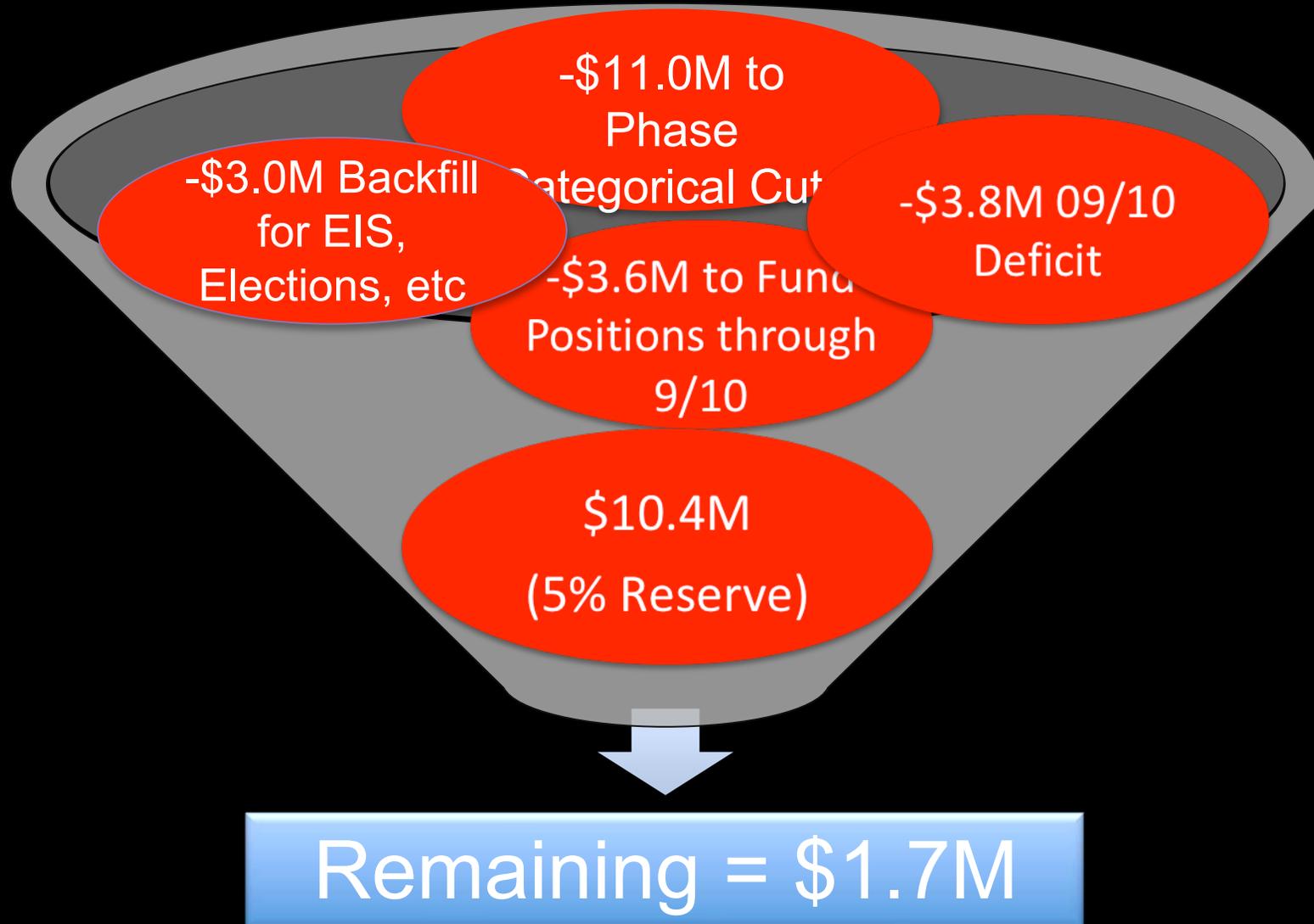
And the $12.3M Fund 61?
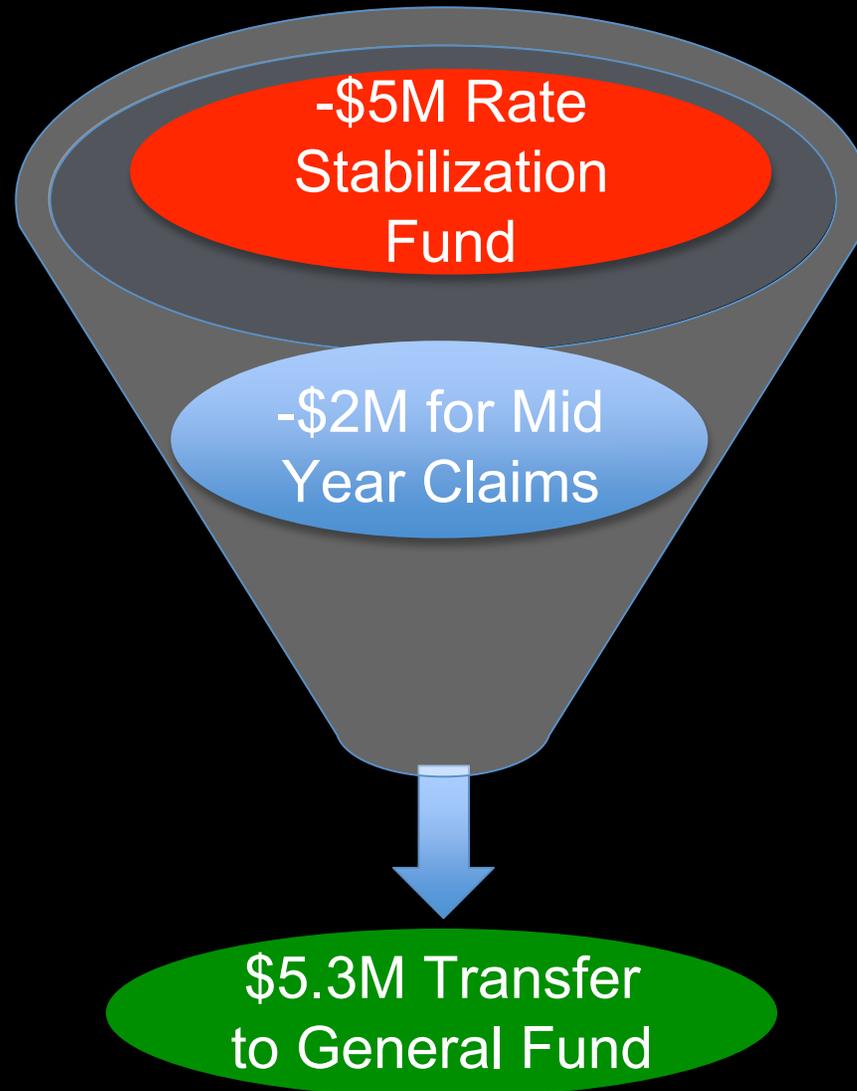
What Happens to the $1.7M and $5.3M?

$1.7M

$5.3M

$7M Staff Protection Fund
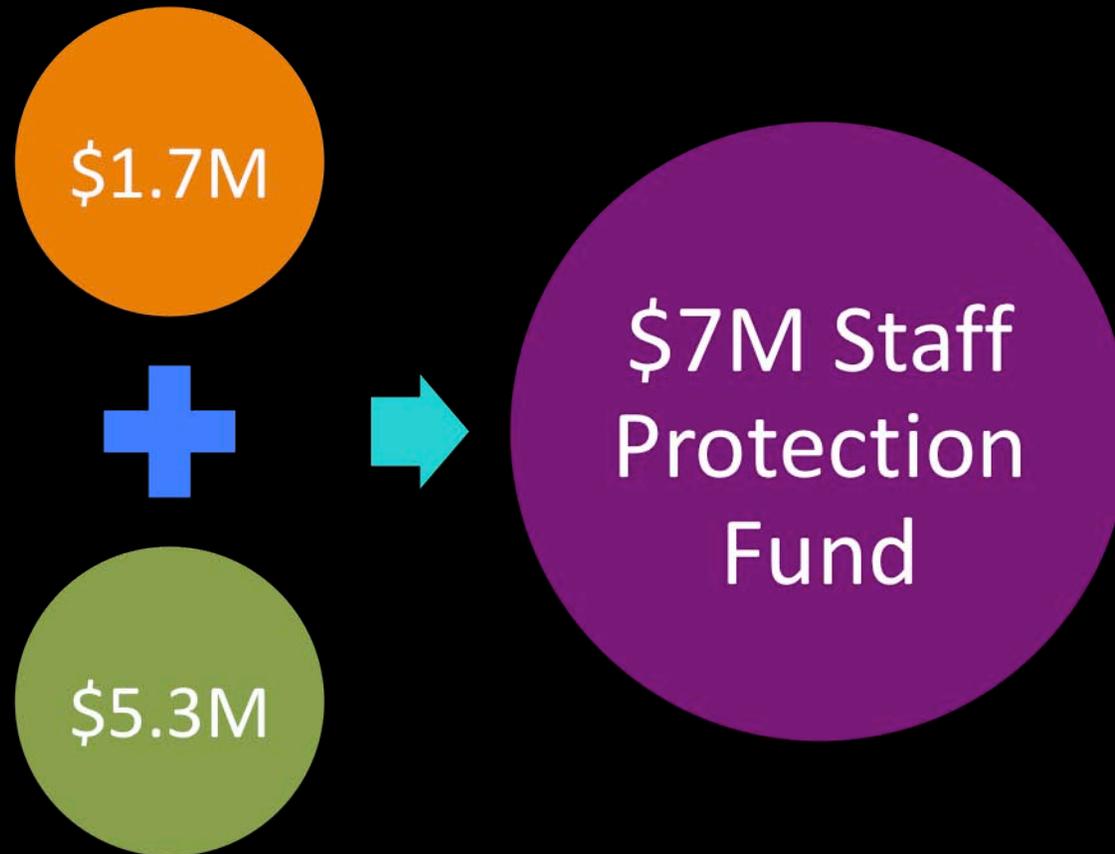
This Isn't Easy For Me Either…

Measure C Projects

- Visual and Performing Arts Center at De Anza

Measure C Projects

- Solar Canopy at Foothill

Measure C Projects

- Physical Sciences and Engineering Center at Foothill

Image 1 of 2

Measure C Projects

- Physical Sciences and Engineering Center at Foothill

Image 2 of 2

Accreditation 101:
Same Rules, Different Game

Foothill-DeAnza Opening Day
September 17, 2009

Outcome of Presentation

FHDA employees will have a global understanding of the

accreditation process and will volunteer to participate

 on an Accreditation Standards Team.

Accreditation 101:

- District & College Planning

- The changes in FHDA personnel since 2002

- Same Rules, Different Game

- State of the State

- "To Do" List

- The Four Standards

- Using ACCJC Rubrics

- Timelines

- Quiz Time ☺

- Join Us!

How does Planning relate to Accreditation?

Fred Sherman

Plans, Plans & More Plans

- District Strategic Plan
- Colleges' Strategic Plans
- Facilities Master Plan
- Technology Master Plan
- Staffing Plan
- Accreditation Self Studies
- Education Master Plans
- Financial Planning

Accreditation Standards & Institutional Planning

- Integration and Linkages

- Evidence that institutional plans determine priorities

- Information dissemination and participation

How have we changed since the last accreditation cycle?

Lois Jenkins

Christina Espinosa-Pieb

De Anza College Accreditation Committees 2004-05

Standard I
Institutional Mission
& Effectiveness

Co-chairs: Andrew LaManque
Rich Hansen

Carleen Bruins
Cindy Castillo
Mayra Cruz
Christina Espinosa-Pieb
Pat Fifield
Kevin Glapion
Lydia Hearn
Carolyn Keen
Duane Kubo
Carmen Pereida
Carolyn Wilkins-Greene

13 Original Members
11 Remaining
2 Needed

Standard II
Student Learning Programs & Services

Co-chairs: Dan Mitchell
Judy Miner

Diana Alves de Lima	Anu Khanna
Margaret Bdzil	Duane Kubo
Caron Blinick	Kathy Kyne
Kathleen Burson	Clara Lam
David Campbell	Andrew LaManque
Nancy Canter	Anne Leskinen
Alicia Cortez	Jim McCarthy
Joan Crandall	Judy Mowrey
Dan Dishno	Marilyn Patton
Christina Espinosa-Pieb	Rich Schroeder
Speranta Georgiou	Steve Sellitti
Mike Gough	Stephanie Sherman
Kevin Harral	Jefferson Shirley
Barbara Illowsky	John Swensson
Howard Irvin	T.J. Walton
Paula Israel	Carolyn Wilkins-Greene
Letha Jeanpierre	Cheryl Woodward
Lois Jenkins	

37 Original Members
30 Remaining
7 Needed

De Anza College Accreditation Committees 2004-05

Standard III
Resources

Co-chairs: Judy Mowrey
Jeanine Hawk

David Campbell   Letha Jeanpierre
Carol Cini   Shirley Kawazoe
Donna Jones-Dulin   Sally Larson
Pippa Gibson   Kevin Metcalf
Richard Grove   Jean Miller
Joni Hayes   Janny Thai
George Hein   Renato Tuazon
Melinda Hughes   Marion Winters

18 Original Members
13 Remaining
5 Needed

Standard IV
Leadership & Governance

Co-chairs: Steve Sellitti
Barbara Illowsky

Nancy Canter
David Coleman
Vicky Criddle
Susan Dean
Mary Ellen Goodwin
Jennifer Myhre
Terri O'Connor
Dennis Shannakian

10 Original Members
8 Remaining
2 Needed

Foothill Accreditation Committees 2004-05

Theme I **Student Learning Outcomes**	**Theme II** **Organization**
Co-chairs: Walter Scott Penny Patz Herlisa Hamp	Co-chairs: Verley O'Neal Warren Hurd Leslye Noone
Leticia Serna Maria Apodaca Doren Robbins Linda Robinson Mary Thomas Dolores Davison Mike Murphy Cori Nunez Frances Gusman Kate Jordahl	Jose Nava John Mummert Joe Ragey Marc Knobel Janet Spybrook David Garrido Daphne Small Alan Harvey Chuck Lindauer Jeff Dickard
13 Original Members 11 Remaining 2 Needed	13 Original Members 9 Remaining 4 Needed

Foothill Accreditation Committees 2004-05

Theme III
Dialogue

Co-chairs: Paul Starer
           Penny Johnson
           Judi Mc Alpin

Scott Lankford
Beckie Urrutia-Lopez
Art Hand
Karen Oeh
Debra Lew
Shawn Townes
Rob Johnstone

10 Original Members
8 Remaining
2 Needed

Theme IV
Institutional Integrity

Co-chairs: Kurt Hueg
           Shirley Barker
           Christine Mangiameli

Dan Svenson
Brian Evans
Margo Dobbins
Gertrude Gregorio
Cathy Denver
Don Dorsey

9 Original Members
8 Remaining
1 Needed

Foothill Accreditation Committees 2004-05

Theme V **Planning, Evaluation & Improvement**	**Theme VI** **Institutional Commitment**	**Theme VII** **Follow Up**
Co-chairs: Karen Alfsen Jay Patyk Chris Rappa	Co-chairs: Bernie Day Duncan Graham Gina D'Amico	Co-chairs: Julio Rivera-Montanez Don Dorsey/Sue Gatlin Gigi Gallagher
Akemi Ishikawa Hilary Ciment Charlotte Thunen Rob Johnstone Lisa Lloyd Jerry Cellilo	Jorge Rodriguez Brian Lewis Diana Cohn Valerie Sermon Steve Sum	Karen Gillette Anne Johnson Elaine Burns Ikuko Tomita Keith Pratt Shawna Aced
9 Original Members 7 Remaining 2 Needed	8 Original Members 5 Remaining 3 Needed	9 Original Members 7 Remaining 2 Needed

Same Rules, Different Game

Katie Townsend-Merino

State of the State

Lois Jenkins

Accreditation Status of ACCJC Colleges

Accredited or
Reaffirmed
without
Sanctions
10.3%

Warning,
Probation or
Show Cause
49.3%

Follow-Up,
Interim,
Progress, or
Focused
Midterm
Report
40.4%

Source: https://sites.google.com/site/thefollowupreport/

Source: https://sites.google.com/site/thefollowupreport/

College of the Siskiyous

Shasta College

Butte College

Folsom Lake College
Lake Tahoe Community College
American River College
Sacramento City College
Cosumnes River College

Napa Valley College
Los Medanos College
Santa Rosa Junior College

Salano Community College
San Joaquin Delta College

Contra Costa College
Berkeley City College
Laney College

Las Positas College
Modesto Junior College

City College of San Francisco

Skyline College
College of San Mateo
Chabot College
Canada College
Ohlone College

Merced College

Evergreen Valley College

Cabrillo College
Gavilan College

Reedley College

West Hills College Coalinga
Porterville College

Cerro Coso Community College

Chaffey College
Victor Valley College
San Bernardino Valley College

Bakersfield College

Taft College

Allan Hancock College

Barstow College

Santa Barbara City College

LOS ANGELES

Moorpark College
Ventura College
Santa Monica College

College of the Canyons

West Los Angeles College

Mt. San Antonio College
Citrus College

MiraCosta College

Los Angeles Southwest College

San Diego Miramar College
San Diego Mesa College

Cerritos College
Fullerton College

San Diego City College
Cuyamaca College
Southwestern College

Los Angeles Harbor College

Orange Coast College

- College of the Siskiyous
- Shasta College
- Butte College
- Woodland College
- Mendocino College
- Yuba College
- Folsom Lake College
- Lake Tahoe Community College
- American River College
- Sacramento City College
- Cosumnes River College
- Napa Valley College
- Santa Rosa Junior College
- Los Medanos College
- Solano Community College
- San Joaquin Delta College
- College of Marin
- Columbia College
- Contra Costa College
- Berkeley City College
- Las Positas College
- Laney College
- Modesto Junior College
- City College of San Francisco
- San Jose City College
- Merced College
- Skyline College
- Evergreen Valley College
- College of San Mateo
- Cabrillo College
- Chabot College
- Gavilan College
- Canada College
- Hartnell College
- Fresno City College
- Ohlone College
- Reedley College
- Foothill College
- Monterey Peninsula College
- West Hills College Lemoore
- College of the Sequoias
- DeAnza College
- West Hills College Coalinga
- West Valley College
- Porterville College
- Cerro Coso Community College
- Chaffey College
- Bakersfield College
- Victor Valley College
- San Bernardino Valley College
- Taft College
- Barstow College
- Allan Hancock College
- Riverside Community College
- Mt. San Jacinto College
- College of the Desert
- Santa Barbara City College
- MiraCosta College

LOS ANGELES

- Los Angeles Valley College
- Antelope Valley College
- Los Angeles Pierce College
- College of the Canyons
- Moorpark College
- Los Angeles Mission College
- Ventura College
- Glendale Community College
- Santa Monica College
- Oxnard College
- Mt. San Antonio College
- West Los Angeles College
- Citrus College
- Los Angeles Southwest College
- San Diego Miramar College
- San Diego Mesa College
- Cerritos College
- Grossmont College
- Fullerton College
- San Diego City College
- Los Angeles Harbor College
- Cuyamaca College
- Cypress College
- Southwestern College
- Golden West College
- Saddleback College
- Coastline Community College
- Irvine Valley College
- Orange Coast College

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Southwestern College

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Mendocino College

Yuba College

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San Diego Miramar College
San Diego Mesa College
Grossmont College
San Diego City College
Cuyamaca College
Southwestern College

Imperial Valley College

Accreditation "To Do" List

Maureen Chenoweth
Dolores Davison

Accreditation To Do List

By Dolores Davison & Leslye Noone

Prioritize solutions with the widest impact

Accreditation To Do List

Start early enough to guarantee a well-researched, evidence-based document | Begin with the last focused mid-term report | Review prior institutional goals | Set a reasonable timeline | Read other institutional studies | BE INCLUSIVE - Include all departments & divisions in the process | Converse widely | Gather statements from a variety of sources | Work hard to have representatives from all constituencies – classified, students, faculty, administration, community – on each sub-standard | Pay attention to interpersonal relationships and try to avoid personality-based problems | Use existing governance committee to write reports – they are invested and can implement the planning agenda | Include a broad group of individuals on the steering committee and assure they all attend | Prioritize solutions with the widest impact | Keep copious notes that are sensitive to "what if" scenarios and creative digressions | Seek evidence | Use the chancellors website for data | Be constructive |Delegate and distribute profusely | Construct steps to solutions, search other's solutions, and make doable solutions for your campus | Be honest | Make assessments based on credible evidence | Get support for incentives | Have fun along the way | Evaluate ALL student services | Keep copies of reports in the library | Ask questions about data | Create a format and logic for the report | Create a Succinctly Written Self Study | Create clear intent

Four Standards

Rosemary Arca
Lucy Rodriguez
Katie Townsend-Merino

Accreditation Standards:
A Roadmap
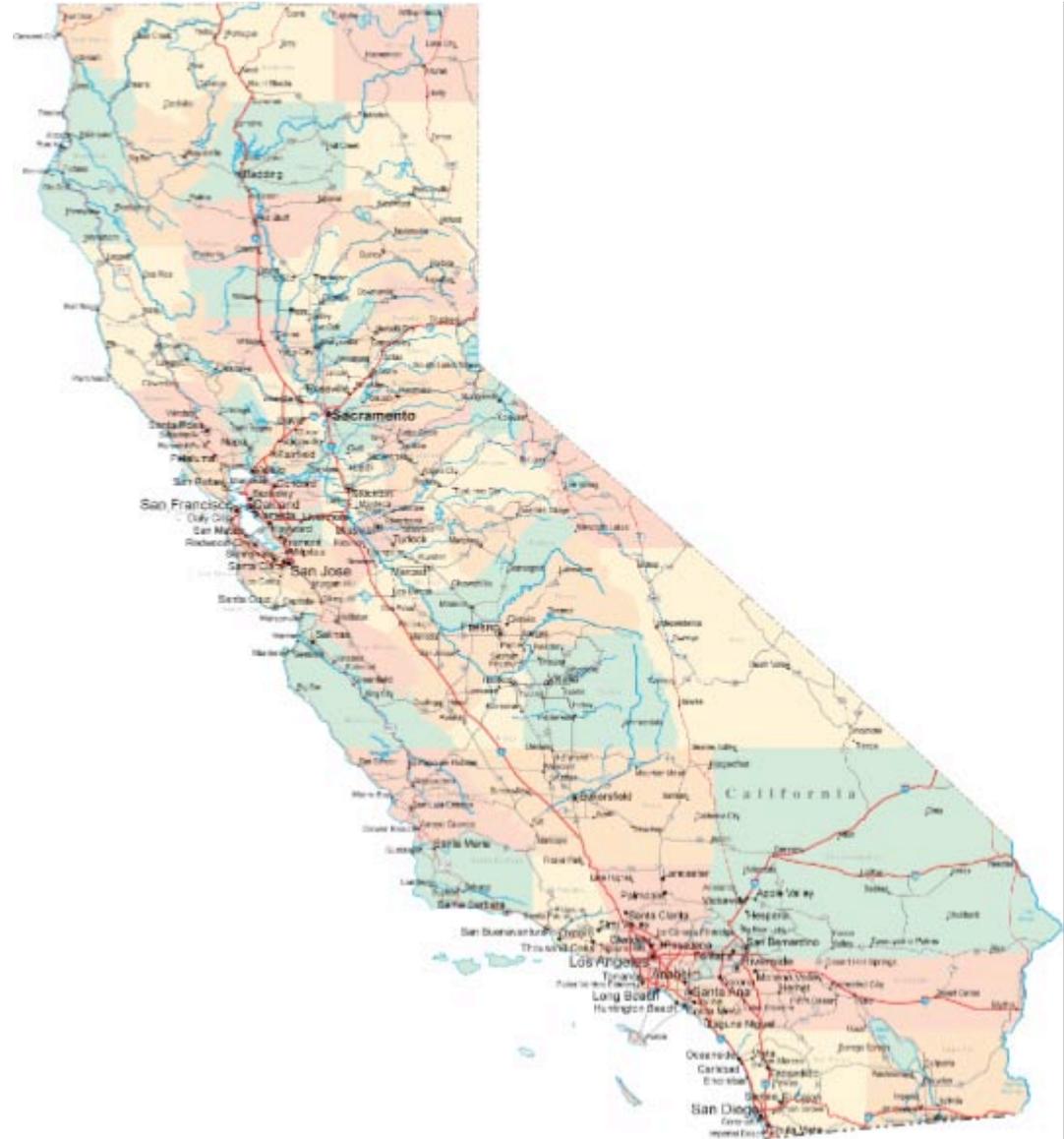
**Foothill-DeAnza
Opening Day
9/17/09**

Essential Components of Accreditation

The primary purpose of an ACCJC-accredited institution is to foster learning in its students.

An effective institution ensures that its resources and processes support student learning, continuously assesses that learning, and pursues institutional excellence and improvement.

Key Question . . .

What is your *evidence* and how is it documented?

Who we are?
Where are we going?
How do we know when we get there?

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Is the focus of the institution on student learning? How do we know? This is our _destination_!

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

What do we need to get to our destination?

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

How do we all work together to reach our destination?

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Each Standard Has Multiple Components

- The self study must address each component and provide supporting evidence.

Standard I	Standard II	Standard III	Standard IV
A. Mission	A. Instructional Programs	A. Human Resources	A. Decision Making Processes
B. Institutional Effectiveness	B. Student Support Services	B. Physical Resources	B. Board and Administration Organization
	C. Library & Learning Support	C. Technology Resources	
		D. Financial Resources	
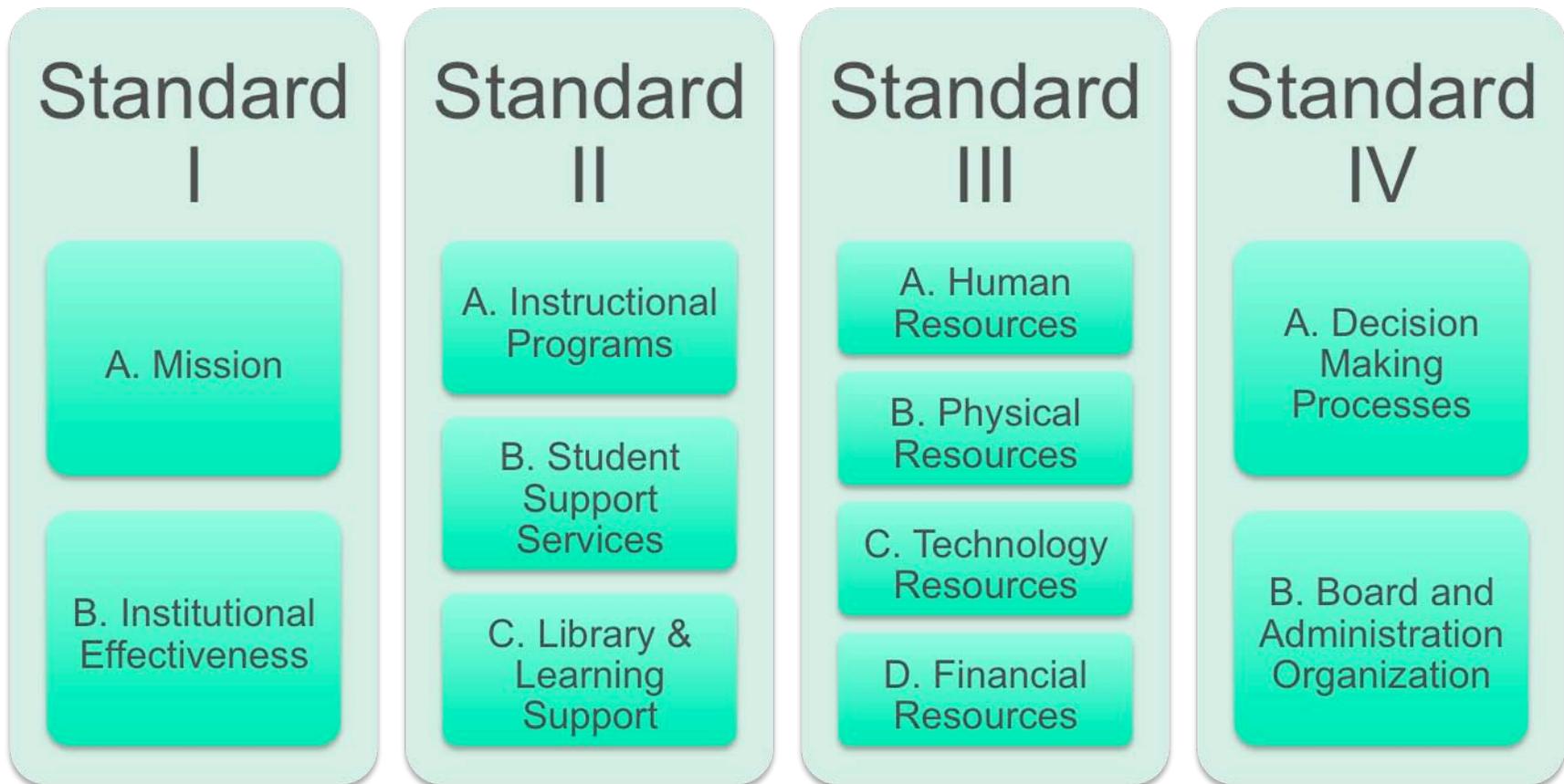
Delving More Deeply…

Each component has multiple subcomponents to which the college must respond.
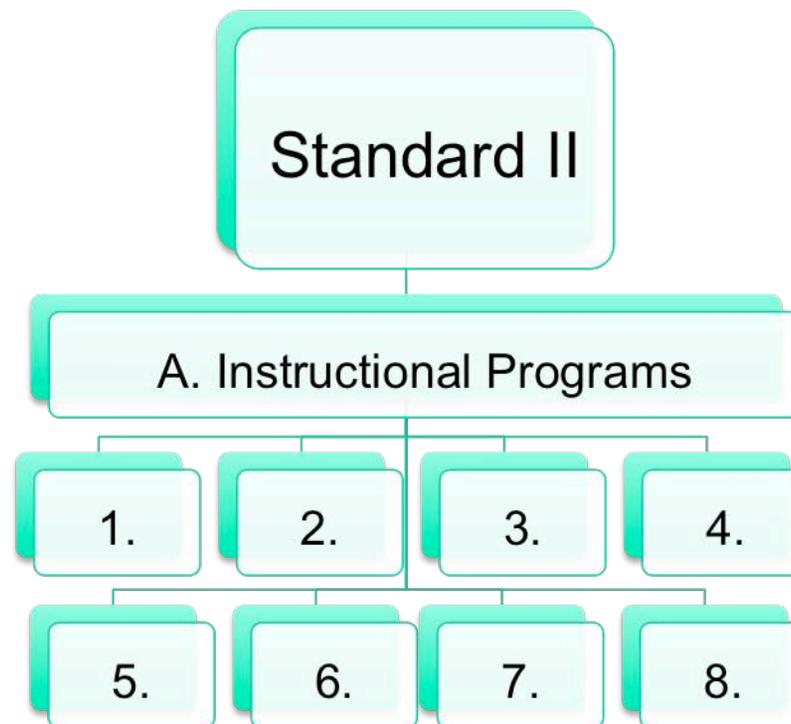
And Deeper…
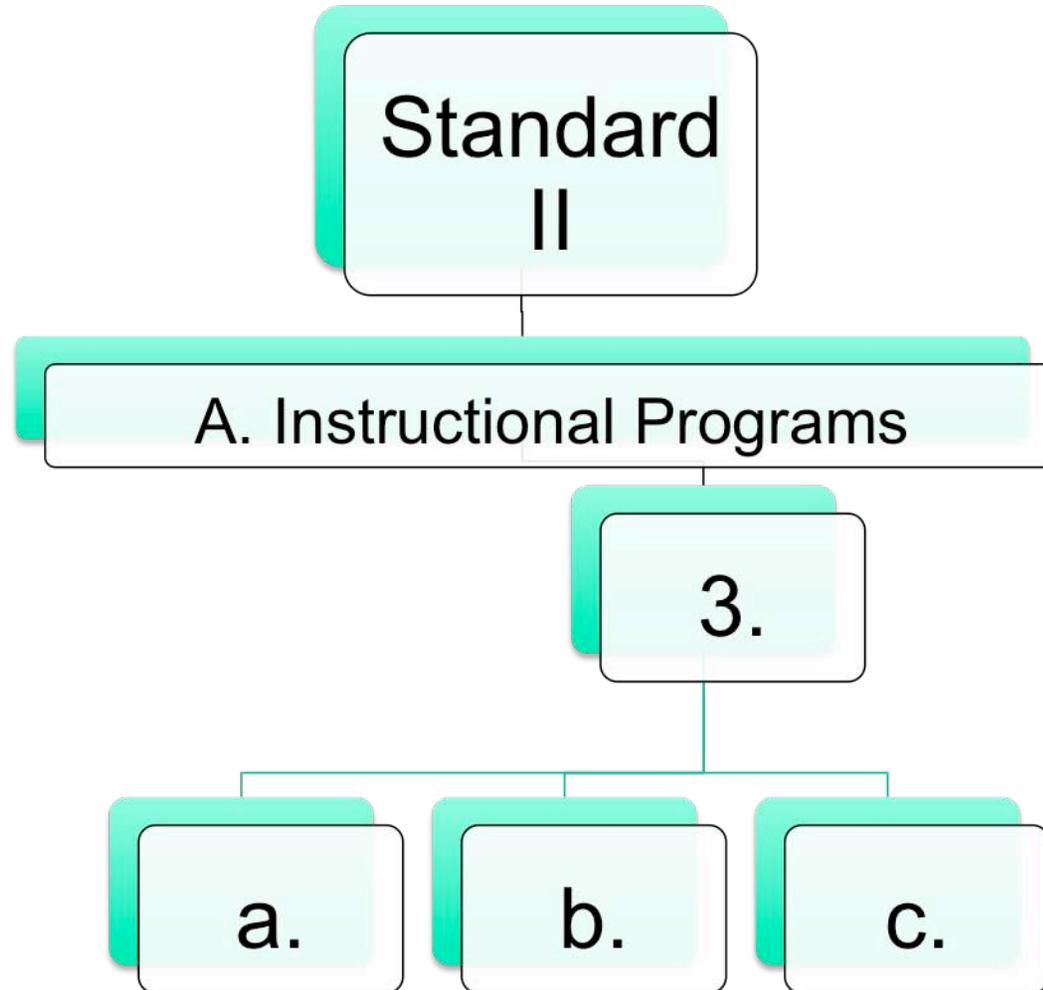
Standard II.A.3.

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following subcomponents.

Standard II.A.3.

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:

Standard II.A.3.a.

An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Standard II.A.3.

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:
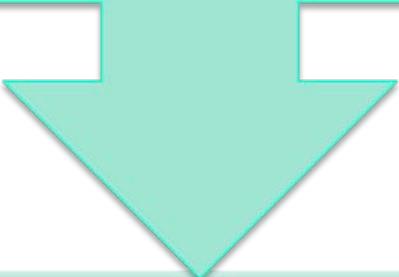
Standard II.A.3.b.

A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Standard II.A.3.

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:
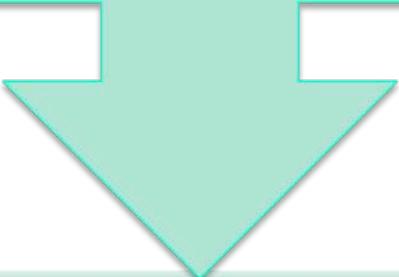
Standard II.A.3.c.

A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

How Do We Respond?

- Do we have a plan?

- Is there a documented cycle of evidence, reflection and change?

Assess Outcome of Plan

Implement Plan Improvements

Develop Plan

Integrate Pan and Budget
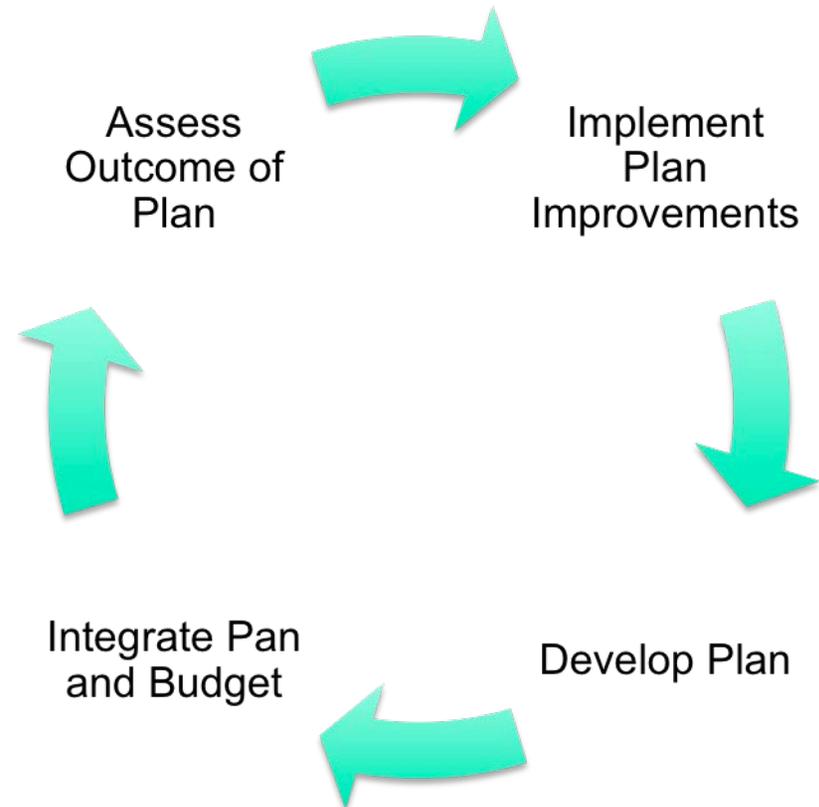
A response to Standard IIA3a might be…

Standard II.A.3.a.

An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

The College Curriculum Committee and the Academic Senate have spent two years in robust dialogue revising the GE pattern breadth and depth descriptions at the college. The new GE pattern, breadth and depth statements are available at Foothill.edu/programs/degrees.html and the minutes documenting the approvals at the College Curriculum Committee and Academic Senate are here Foothill.edu/staff/irs/curriculum and Foothill.edu/senate.

How you can help: Standard I

I know about . . . .

How you can help: Standard II

I know about . . . .

How you can help: Standard III

I know about . . . .

How you can help: Standard IV

I know about . . . . .
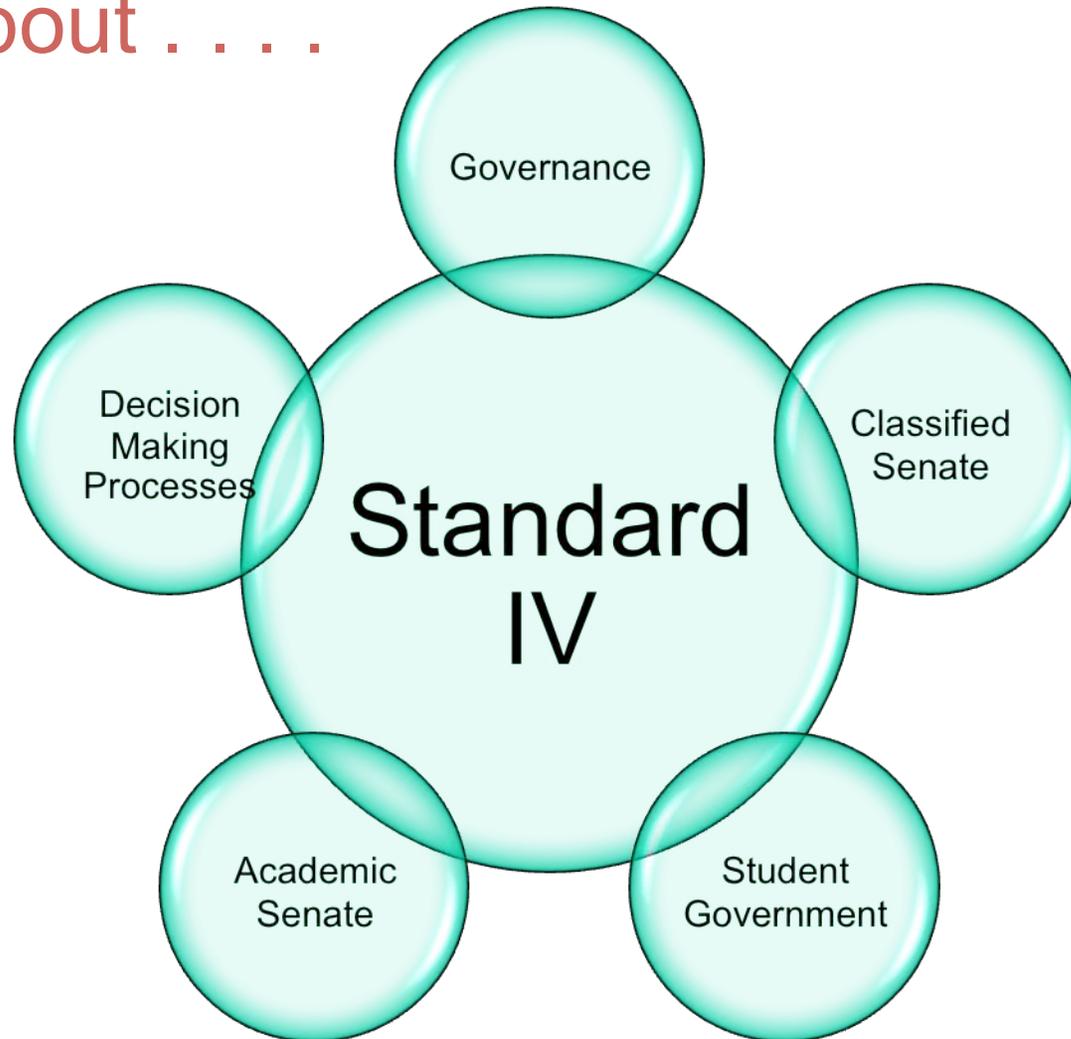
So, our self study will not only identify and document what we ARE doing but also create planning agendas that will enable us to fully meet each standard.

JOIN US.....

Using the ACCJC Rubrics

- Dan Peck

- Cynthia Klawender-Lee
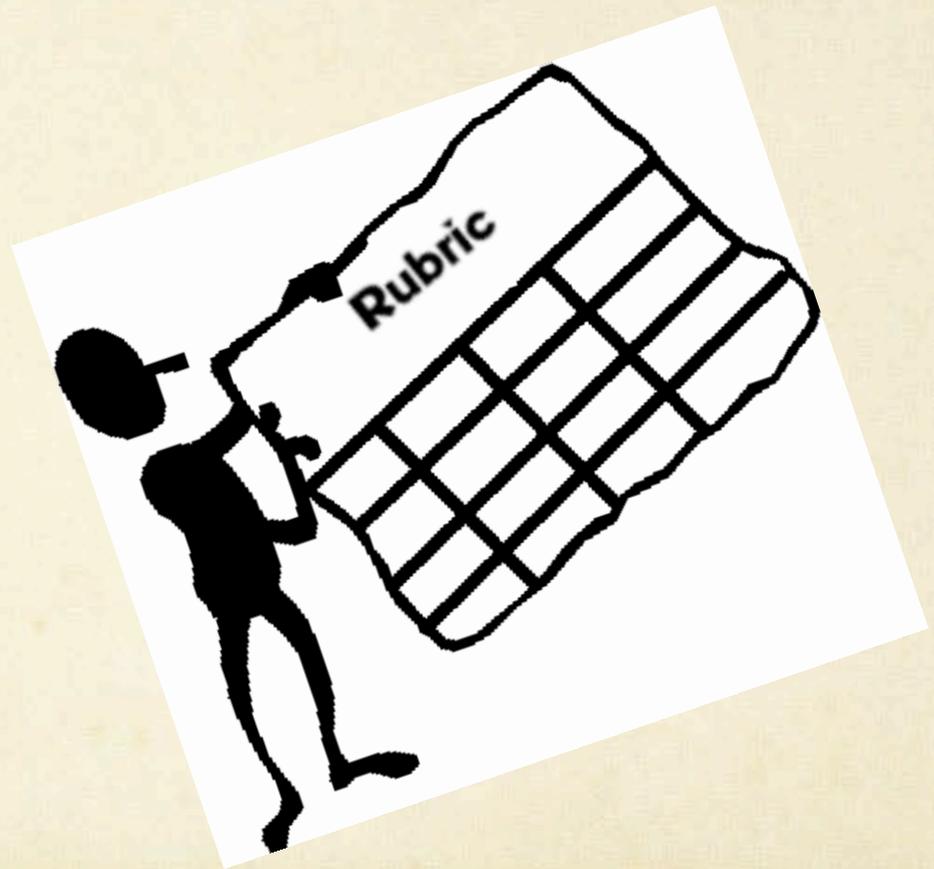
ACCJC Accreditation Rubric for Institutional Effectiveness

Overview

Three Areas of the Rubric

Three areas have consistently emerged as difficult for colleges and visiting teams in the past

- Program Review
- Planning
- Student Learning Outcomes

Purpose of the Rubric

- Provide "common language" for what is meant by full compliance with the standards

- Increase consistency across college self study narratives and visiting team evaluations

Additional Guidance

○ Rubrics do not set new criteria or standards by which an institution is evaluated

○ Rather, listed behaviors are meant to be examples of behavior that is indicative of implementation stage

Levels of Implementation for Each of the Three Areas
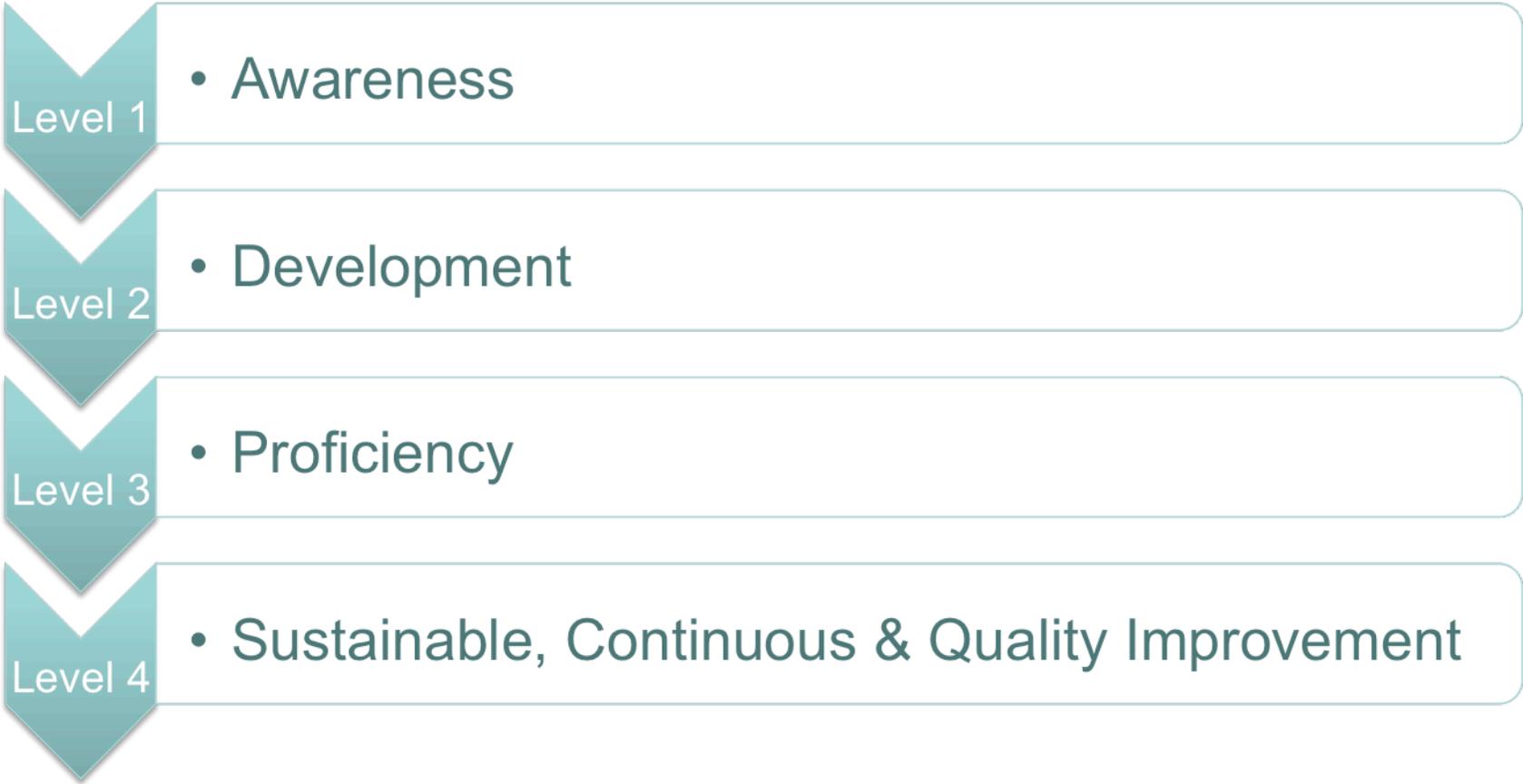
Level 1
- Awareness

Level 2
- Development

Level 3
- Proficiency

Level 4
- Sustainable, Continuous & Quality Improvement

Sample Page

Rubric for Evaluating Institutional Effectiveness – Part I: Program Review
(See cover letter for how to use this rubric.)
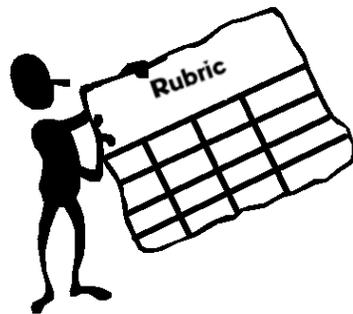
Levels of Implementation	Characteristics of Institutional Effectiveness in Program Review *(Sample institutional behaviors)*
Awareness	• There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. • There is recognition of existing practices and models in program review that make use of institutional research. • There is exploration of program review models by various departments or individuals. • The college is implementing pilot program review models in a few programs/operational units.
Development	• Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. • Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. • Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin. Etc.) • Appropriate resources are allocated to conducting program review of meaningful quality. • Development of a framework for linking results of program review to planning for improvement. • Development of a framework to align results of program review to resource allocation.
Proficiency	• Program review processes are in place and implemented regularly. • Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. • The program review framework is established and implemented. • Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. • Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. • The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.
Sustainable Continuous Quality Improvement	• Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. • The institution reviews and refines its program review processes to improve institutional effectiveness. • The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

Real Expectations

ACCJC has mandated expected levels of implementation for each of the three areas.

Colleges not at expected levels will have a tough time having full accreditation status reaffirmed.

Foothill and De Anza need to be engaged at mandated levels by the accreditation visit in Fall 2011

What's expected?

	Program Review	Planning	SLOs
Level 1: Awareness			
Level 2: Development			
Level 3: Proficiency			
Level 4: Sustainable Continuous Quality Improvement	✔		

Program Review: Level 4
Sustainable Continuous Quality Improvement

Program review processes are ongoing & systematic

Results of program review are used to continually refine and improve program practices

Program review processes are refined to improve institutional effectiveness

What's expected?

	Program Review	Planning	SLOs
Level 1: Awareness			
Level 2: Development			
Level 3: Proficiency			
Level 4: Sustainable Continuous Quality Improvement	✓	✓	

Planning: Level 4
Sustainable Continuous Quality Improvement
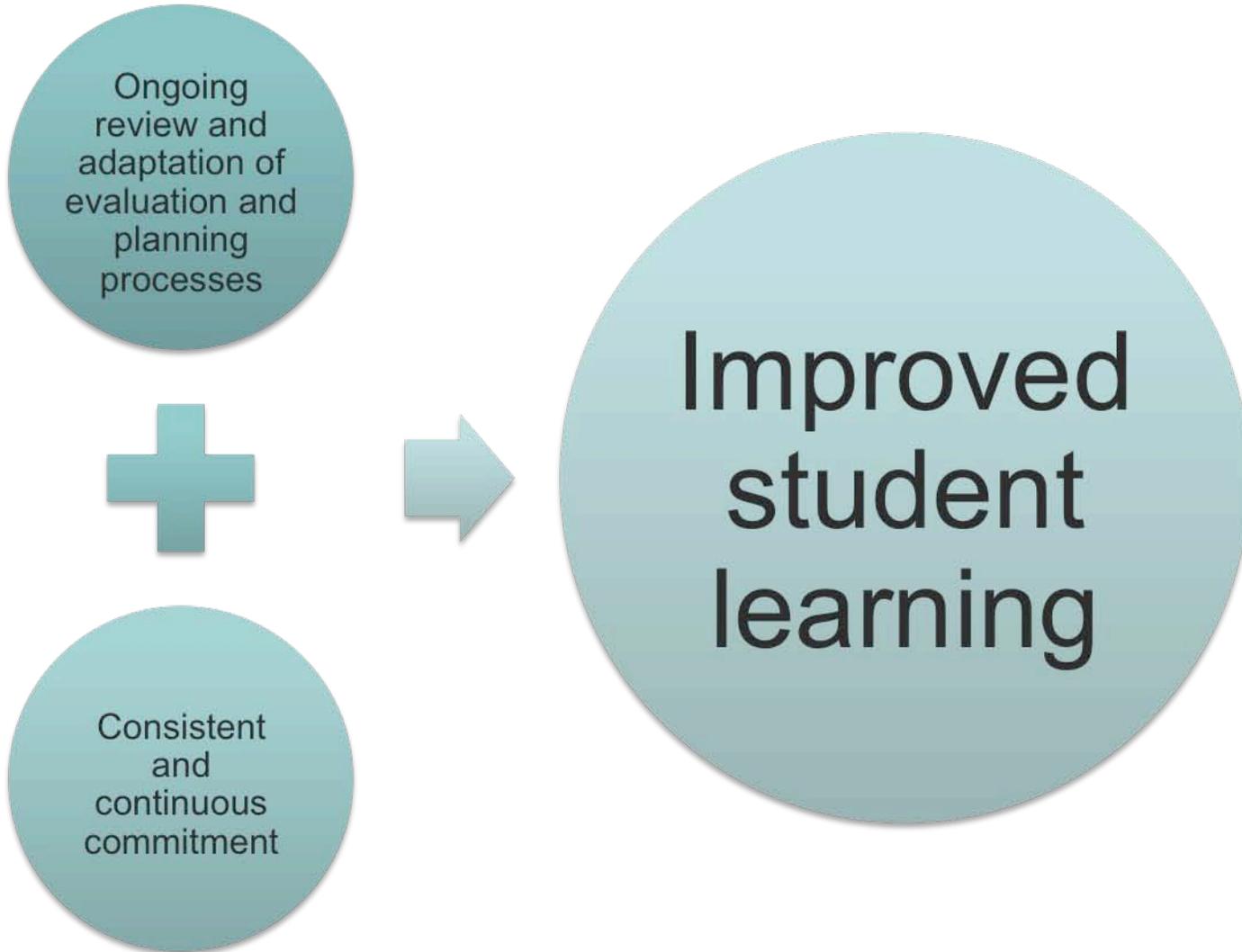
Ongoing review and adaptation of evaluation and planning processes

Consistent and continuous commitment

Improved student learning

What's expected?

	Program Review	Planning	SLOs
Level 1: Awareness			
Level 2: Development			
Level 3: Proficiency			✔
Level 4: Sustainable Continuous Quality Improvement	✔	✔	

Student Learning Outcomes: Level 3

Proficiency

SLOs and authentic assessment are in place for courses, programs and degrees.	Results of assessment are being used for improvement.
Proficiency	
There is widespread institutional dialogue about the results.	Decision-making includes dialogue on the results of assessment

Student Learning Outcomes: Level 3

Proficiency

Comprehensive assessment reports exist and are completed on a regular basis.

Course SLOs are aligned with degree SLOs.

Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

Student Learning Outcomes

Key Messages

- Colleges should engage in ongoing and systematic assessment of all processes

- Colleges should have clear and meaningful linkage between
  - Student Learning Outcomes
  - Program Review
  - Planning and Resource Allocation

Key Messages

- "Learning outcomes are specifically linked to program reviews"

- "The institution plans and effectively incorporates results of program review in all areas"

- "Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes"

What do we do with this Rubric?

- Use it to guide activities and timelines
  - Will your college be engaged at the appropriate level by Fall 2011?
  - Is your program or service engaged at the appropriate level?
  - If not, what can be done now to get there?

What do we do with this Rubric?

Use it to guide the self study

What are the **progress indicators**?

What is the **documentary evidence**?

Where appropriate, think about using language and citing activities that are in line with rubric examples

Think about what evidence needs to be collected to demonstrate engagement
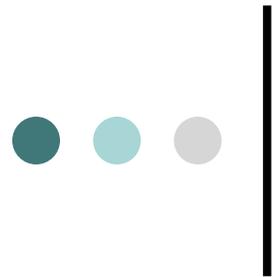
What can YOU do?

Join a shared governance committee

Sign up for an accreditation self-study team

Complete SLO'S

Submit SLO Assessments regularly

Write your Program Reviews

Implement changes/ updates suggested in and resulting from Program Reviews

Accreditation Timelines

○ Anne Argyriou

○ Dolores Davison

Accreditation Timelines

FHDA Opening Day

September 17, 2009

Overview: Accreditation Cycle

- **Annual Reports**
  - Submitted yearly
  - Comprehensiveness: less
- **Midterm Report**
  - Submitted 3 years after Self-Study
  - Comprehensiveness: more
- **Self-Study**
  - Submitted every 6 years
  - Completed prior to Site Visit
- **ACCJC Site Visit**
  - Conducted every 6 years
  - Visit based on Self-Study
  - ACCJC team spends time at the College

Overview: Accreditation Cycle

Year:	6	1	2	3	4	5	6
ACCJC Reports or Events	Annual Report	Annual Report	Annual Report	Annual Report	Annual Report	Annual Report	Annual Report
				Midterm Report			
						Self-Study	
	Site Visit						Site Visit

Current Accreditation Cycle

- Finished Year Six (2005-2006)
  - Site Visit in Fall 2005
  - ACCJC formally reaffirmed Accreditation

- Finished Year One (2006-2007)
  - Annual Report completed
  - ACCJC accepted report

- Finished Year Two (2007-2008)
  - Annual Report completed & accepted
  - Write Mid-Term report

- Finished Year Three (2008-2009)
  - Submitted Mid-Term report
  - ACCJC accepted Mid-Term report, but…
  - ACCJC has requested a Follow-Up report

Current Accreditation Cycle (cont.)

- Anticipating Year Four (2009-2010)
  - Submit Foll0w-Up Report
  - Assemble Self-Study Teams (Standards Committees)
  - Gather info. for Self-Study

- Planning for Year Five (2010-2011)
  - Write initial draft of Self-Study
  - Review and revise Self-Study
  - Submit Self-Study

- Additional requirements
  - Follow-Up Reports (notified February 2009)
  - Due October 15, 2009
  - Both Colleges required to submit

Current Accreditation Cycle for FH & DA

Year:	6 05-06	1 06-07	2 07-08	3 08-09	4 09-10	5 10-11	6 11-12
ACCJC **Reports or Events**	Annual Report	Annual Report	Annual Report	Annual Report	Annual Report	Annual Report	Annual Report
				Midterm Report			
					Follow Up		
						Self-Study	
	Site Visit						Site Visit

Planning: Self-Study → Site Visit

- Planning timelines based on date of Site Visit
  - Site Visit to occur Fall 2011
  - Self-study to be submitted the Spring before Visit
  - Thus, self-study completion drives timelines

- Self-Study tasks
  - Self-study due — Spring 2011
  - Final revision of draft — Spring 2011
  - Review of draft — Winter 2011
  - Writing self-study — Fall 2010 (to be completed January 2o11)
  - Gathering info for self-study —Winter 2010, Spring 2010

Prepare for Self-Study

Quarter:	Fall 2009	Winter 2010	Spring 2010	Fall 2010	Winter 2011	Spring 2011
	Year Four			Year Five		
Prep. Activity for Self-Study	Assemble Teams					
		Gather Info.	Gather Info.			
				Write Draft		
					Review Draft	Final Revision
	Submit Follow Up					Submit Self-Study

Timeline: Year Four 2009-2010

- Submit Follow Up report
- Identify team leaders for Self-Study
- Assemble teams for Self-Study
- Begin gathering info. for Self-Study

Follow-Up Report	**October 15, 2009**
Identify Team Leaders	**Fall 2009**
Assemble Teams	**Fall 2009**
Gather Info.	**Winter 2010, Spring 2010**

Timeline: Year Five 2010-2011

- Write initial draft of Self-Study
- Review draft of Self-Study
- Revise draft as appropriate
- Submit Self-Study to ACCJC

Write Draft	**Fall 2010**
Review Draft	**Winter 2011**
Revise Draft	**Spring 2011**
Submit Self-Study	**Spring 2011**

Quiz Time!

Dolores Davison
Anne Argyriou

Accreditation

Join Us!

Mike Brandy

Join Us!
What can <u>you</u> do in Fall 2009?

Join an accreditation team for one of the standards

Work on your departmental planning documents, SLO's and rubrics to be used in the self study

Document the work of the various participatory governance committees you are on to record agendas and minutes on line in preparation for the self study

Use the accreditation process to move our colleges forward