Foothill College Accreditation Self-Study Update

Andrew LaManque, PhD, Accreditation Liaison Officer

August 29, 2016 – Board of Trustees Study Session
Accreditation: Voluntary System of Self-Regulation

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

- Promotes Institutional Improvement
- Assures Institutional Quality to Taxpayers
- Certifies Value and Legitimacy of Student Award

Source: adapted from http://www.chea.org/
Accreditation Standards
Updated June 2014

Standard 1: Mission, Academic Quality and Institutional Effectiveness and Integrity
   A. Mission
   B. Academic Quality and Institutional Effectiveness
   C. Institutional Integrity

Standard 2: Student Learning Programs and Support Services
   A. Instructional Programs
   B. Library and Learning Support Services
   C. Student Support Services

Standard 3: Resources
   A. Human Resources
   B. Physical Resources
   C. Technology Resources
   D. Financial Resources

Standard 4: Leadership and Governance
   A. Decision-Making Roles and Processes
   B. Chief Executive Office
   C. Governing Board
   D. Multi-College Districts

Note: Self-Study now requires a Quality Focused Essay (QFE)
Standard Assignments – Foothill

Teams are led by a Steering Committee member.

About 75 faculty, staff, and administrators are serving on a team.

Note: ACCJC Standards now require responses related to the awarding of a Bachelor degree.
Foothill College Accreditation Timeline

**Spring 2016** - teams begin meeting

- **Fall 16**
  - Teams review evidence
  - Fall Retreat – decide Quality Focused Essay topics

- **Winter 17**
  - First draft
  - College Review

- **Spring 17**
  - PaRC Approval
  - Board Approval

**Fall 2017** - evaluation team visit
Accreditation Survey Administration
Spring 2016

• Developed jointly by Foothill and De Anza research offices
• Shared with governance groups at both colleges
• Survey included:
  • Questions pertaining to Standards I, II, III and IV
  • Additional student questions regarding overall satisfaction
  • Institutional Core Competencies at each college
  • Opportunity to provide feedback on an open-ended question
• Emailed to students and employees via an on online link in May 2016
  • Open for two weeks with one reminder sent after the first week
## Student Accreditation Survey

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know/Doesn't Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.B.2 - Instructors clearly list and define student learning outcomes (SLOs) on their course syllabi.</td>
<td>48%</td>
<td>42%</td>
<td>7%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>I.C.9 - Instructors present data and information fair and objectively.</td>
<td>39%</td>
<td>50%</td>
<td>8%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>II.A.6 - The college schedules courses in a manner that allows students to complete certificate and degree requirements within a realistic period of time.</td>
<td>39%</td>
<td>41%</td>
<td>9%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>II.B.1 - The college assures buildings and walkways are constructed to ensure access and safety.</td>
<td>46%</td>
<td>36%</td>
<td>6%</td>
<td>0%</td>
<td>12%</td>
</tr>
<tr>
<td>II.C.5 - The college provides sufficient counseling and/or academic advising to support students.</td>
<td>37%</td>
<td>33%</td>
<td>10%</td>
<td>6%</td>
<td>14%</td>
</tr>
<tr>
<td>IV.A.2 - The college makes it known that students are welcome to participate in decision-making processes and considers student views in matters where students have a direct and reasonable interest.</td>
<td>33%</td>
<td>39%</td>
<td>8%</td>
<td>4%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Total responses = 298
## Employee Accreditation Survey

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know/Doesn't Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.A.3 - The college mission statement is used to guide institutional planning and resource prioritization.</td>
<td>19%</td>
<td>56%</td>
<td>9%</td>
<td>1%</td>
<td>15%</td>
</tr>
<tr>
<td>I.B.4 - The college reviews student data to identify achievement gaps.</td>
<td>31%</td>
<td>55%</td>
<td>3%</td>
<td>0%</td>
<td>11%</td>
</tr>
<tr>
<td>IV.A.6 - There is effective (i.e. clear, current, and widely available) communication at the college.</td>
<td>9%</td>
<td>38%</td>
<td>31%</td>
<td>15%</td>
<td>7%</td>
</tr>
<tr>
<td>IV.D.1 - The Chancellor provides leadership in setting expectations of education excellence and the support needed to sustain these efforts.</td>
<td>16%</td>
<td>41%</td>
<td>12%</td>
<td>4%</td>
<td>27%</td>
</tr>
<tr>
<td>IV.D.6 - There is effective (i.e. clear, current, and widely available) communication between the college and the district, allowing the college to achieve its mission and goals.</td>
<td>6%</td>
<td>34%</td>
<td>15%</td>
<td>13%</td>
<td>32%</td>
</tr>
<tr>
<td>IV.C.4 - The Board of Trustees advocates for and defends the college and protects it from undue influence or pressure.</td>
<td>12%</td>
<td>32%</td>
<td>5%</td>
<td>3%</td>
<td>48%</td>
</tr>
</tbody>
</table>

Total responses = 155
Board Involvement in Self-Study Process

Team Evaluation Report, Fall 2011

“The team validated that board members were appropriately involved in the current Self-Study and accreditation process. Board members served as liaisons on Standard IV teams, received regular reports from college representatives on accreditation preparations and the Self-Study process, and approved the Foothill Self-Study Report before its final submission to ACCJC.” p. 45