



FOOTHILL COLLEGE
Accreditation Self-Study Team Meeting
(Standard III)
Thursday, May 25, 2016

MEETING MINUTES

LOCATION: Altos (Room 2019)

TIME: 2:00PM – 3:00PM

MEMBERS PRESENT:

Erin Ortiz, Kamara Tramble, Kurt Heug, Jose Nava, Judy Baker, Romeo Paule, & Teresa Ong.

GUESTS:

Ruby Sodhi

I) Introductions

Erin provided everyone with a folder, note pad, pen, and handouts for this meeting. Erin welcomed the newly formed team members and informed them of her new role as a Team Leader on this Standard III accreditation self-study. She also informed the members that Andrew LaManque is the Accreditation Liaison Officer. Members also briefly introduced themselves.

II) Committee Roles & Expectations

Kurt informed the members that in the previous accreditation self-study (2011) the Tri-chair model did not work well. So this time around the PaRC approved a team leader model for the four standards self-study teams to address the ACCJC's upcoming re-accreditation of the college in 2017. He noted that the team leader model would provide an open and collaborative process for the re-accreditation of the college. The accreditation self-study team leaders are:

1. Andrea Hanstein – Standard I (Mission, Academic Quality, & Institutional Effectiveness, & Integrity)
2. Carolyn Holcroft – Standard II (Student Learning Programs & Support Services)
3. Erin Ortiz – Standard III (Resources)
4. Andrew LaManque – Standard IV (Leadership & Governance)

Kurt also provided an outline of the Accreditation Steering Committee and its oversight responsibility to support and guide the work of the four teams. The Accreditation Steering Committee members are Andrew LaManque, Andrea Hanstein, Carolyn Holcroft, and Erin Ortiz. Ruby provides support for all accreditation related activities including each self-study team. Erin outlined the roles and expectations for members who have volunteered to serve on this team based on ACCJC's [*Manual for Institutional Self Evaluation*](#). There was discussion around Standard III (Resources) and the core areas this standard covers: human resources, physical resources, technology resources, and financial

resources. Kurt noted that this standard is easy and more linear than the other standards to work on. He provided an update of the challenges the college faced during the last cycle of self-study (2011) and shared that this time we know what areas we need to focus on.

III) Accreditation Standards & Institutional Expectations

Erin provided everyone a handout on Standard III from the ACCJC's website on [Accreditation Standards](#) and encouraged everyone to read and understand them. Erin also shared a [PowerPoint presentation](#) about accreditation kick-off at Foothill College in February 2016. Kurt informed members about a new addition to this self-study report - Quality Focused Essay that will be provided by the college to the Commission as one of the new requirements. Ruby shared that information about the self-study teams (including meeting minutes) and accreditation related work will be posted on Foothill College's website soon.

IV) Accreditation Timeline

Kurt provided a timeline of the accreditation self-study work being accomplished between spring 2016 – fall 2017. Erin shared a handout on Accreditation Self-Study Timeline (see Appendix A) and showed members Foothill College's [accreditation 2017](#) webpage that has this and other relevant information. There was discussion around the kinds of evidence needed for this standard and members referred to "[Sources of Evidence](#)" published by the ACCJC as a [Guide to Evaluating and Improving Institutions](#), provided in their folder packet. Suggestions included:

- Operations & Planning Committee (distributing resources on campus).
- Financial evidence bond.
- District Financial Resource Plan

Judy reminded everyone to consolidate the information they collect as evidence. There was discussion about sharing documents online. Ruby suggested using a cloud-based Office 365 OneDrive that could be used for sharing documents of evidence members want to collect and share with others.

V) Key Components of Self Study Teams

Erin provided handouts to members about the key components of self-study teams for members to reflect on (see Appendix B).

I) Next Steps

The homework for all team members is to read the entire Standard III and bring one piece of evidence for discussion at the next meeting.

Appendix A: Accreditation Self-Study Timeline

Foothill College Accreditation Timeline				
Spring 2016	Fall 2016	Winter 2016	Spring 2017	Fall 2017
Assign standards and training to Self Study teams	Gather and organize evidence	Quality Focused Essay (QFE) completed	Draft approval by Board of Trustees	File the Comprehensive Self Study with the ACCJC
Add accreditation info to website	Accreditation survey and results	Teams continue work on Self Study	Incorporate changes, check links	Countdown to site visit
	ACCJC training/workshop?	Continue to incorporate campus feedback; finalize Self Study		Team welcome packets/brochure
	Teams complete first draft	Editor puts document into a single voice and format (as per ACCJC Manual)	Final editing and distribution to constituent groups for approval	
	Website development		Self Study to print; copies to teams; compile hard copies of evidence for team visit	

Appendix B: Key Components of Self Study Teams

- Engage stakeholders in a reflective and structured dialogue and examination of the programs/services.
- Focus on standards and evidence.
- Gather and organize data and analyses (program reviews, assessment reports, SLO data, student achievement data, demographic studies, environmental scan data).
- Use predictors on social and cultural trends (with support from IR).
- Meet regularly to develop the work in addressing the standard.
- Ensure integration of data and processes.
- Attend trainings, webinars, presentations, or other resource opportunities for guidance about preparing the Self Study report.
- Identify core themes (e.g. student success, SLOs, institutional commitments, dialogue, organization, institutional integrity, etc.)
- Refer to institutional reports (previous accreditation reports: self study, midterm, annual fiscal progress, substantive change reports, team reports, commission action letters), and institutional plans (education, facilities, financial, technology, and human resources).
- Set deadlines for all assigned activities in the Self Study process.
- Employ qualitative and quantitative measures.

