Foothill College Accreditation Next Steps

* Teams conduct an evaluation review following completion of institutional self-evaluation in order to determine the extent to which an institution meets the Commission’s Standards.
* Team members, selected for their expertise, make recommendations to meet the Commission’s Standards, make recommendations for improvement, commend exemplary practices, and provide both the college and the Commission with a report of their findings.

After the Site Visit

* Following the team visit and prior to the submission of the final report to the

Commission, the team chair submits a draft of the report to team members for comment.

* After the team chair adds the comments as appropriate, he/she sends a final draft to the CEO of the institution for correction of any factual errors.
* The team evaluation report is reviewed by the Commission at their January meeting.
* The College will receive an action letter (with the Commissions’ decision) in early February.

**Standards Cited During Exit Report**

**To Meet the Standard: Review Policy and Procedures**

**Standard I.B.7**

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

**Standard I.C.5**

The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of mission, programs, and services.

**Standard III.A.3**

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

**To Improve Institutional Effectiveness: Improve use of Assessment Data**

**Standard I.A.2**

The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

**Standard I.B.4**

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

**Standard 1.B.9**

The institution engages in continuous, broad based, systematic evaluation and planning.

The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

**ER 19 Institutional Planning and Evaluation**

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning and improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integreated planning, resource allocation, implementation, and re-evaluation. (Standard I.B.9 and I.C.3)

**Commendation: Innovation and Excellence in Support of Equity**

**Standard IV.A.1**

Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.