



# Accreditation Kick Off

Friday, February 26, 2010



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Welcome from Judy Miner  
President, Foothill College



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# The Accreditation Process Status Report

The January 6-8, 2010 report from ACCJC



**ACCREDITING  
COMMISSION  
for COMMUNITY and  
JUNIOR COLLEGES**

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February 3, 2010

MEMO TO: Chief Executive Officers, Accreditation Liaison Officers,  
Interested Others

FROM: Barbara A. Beno *Barbara A. Beno*

SUBJECT: Report on January 6-8, 2010 Commission Meeting

The Accrediting Commission for Community and Junior Colleges met on January 6-8, 2010, at the Westin SFO Hotel in Millbrae, California. Actions were taken on 59 institutions, including comprehensive evaluations, midterm reports, follow-up reports, show cause reports, closure reports and withdrawals from accreditation. The list of institutional actions is appended to this memorandum.



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# Where is Foothill in context to other colleges?



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Chairperson  
LURELEAN B. GAINES  
East Los Angeles College

Vice Chairperson  
FLOYD K. TAKEUCHI  
Public Member

## REPORT OF THE JANUARY 6-8, 2010 COMMISSION MEETING

At its meeting, January 6-8, 2010, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took the following institutional actions:

### Reaffirmed Accreditation on the Basis of a Comprehensive Evaluation

American River College  
Chabot College  
Citrus College  
Cosumnes River College  
Folsom Lake College  
Las Positas College  
Napa Valley College  
Sacramento City College  
Santa Barbara City College

### Placed on Warning on the Basis of a Comprehensive Evaluation

Taft College

### Placed on Probation on the Basis of a Comprehensive Evaluation

Southwestern College

### Granted Initial Accreditation on the Basis of a Comprehensive Evaluation

Moreno Valley Campus  
Norco Campus



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**Accepted Follow-Up Report**

Cañada College  
College of San Mateo  
Contra Costa College  
Cuyamaca College  
DeAnza College  
Foothill College  
Grossmont College  
Los Medanos College  
Mt. San Jacinto College  
Skyline College  
Yuba College

**Accepted Focused Midterm Report**

Honolulu Community College  
Kauai Community College



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# We are moving forward...

With an open and thorough assessment of our college and its contributions to students and the community.



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"The ACCJC's standards are considered "best practices" by the member institutions of the ACCJC. They also align closely with national best practices...and with federal regulations that impose requirements on accreditors. They are not impossible to comply with; many institutions meet and exceed the Standards."



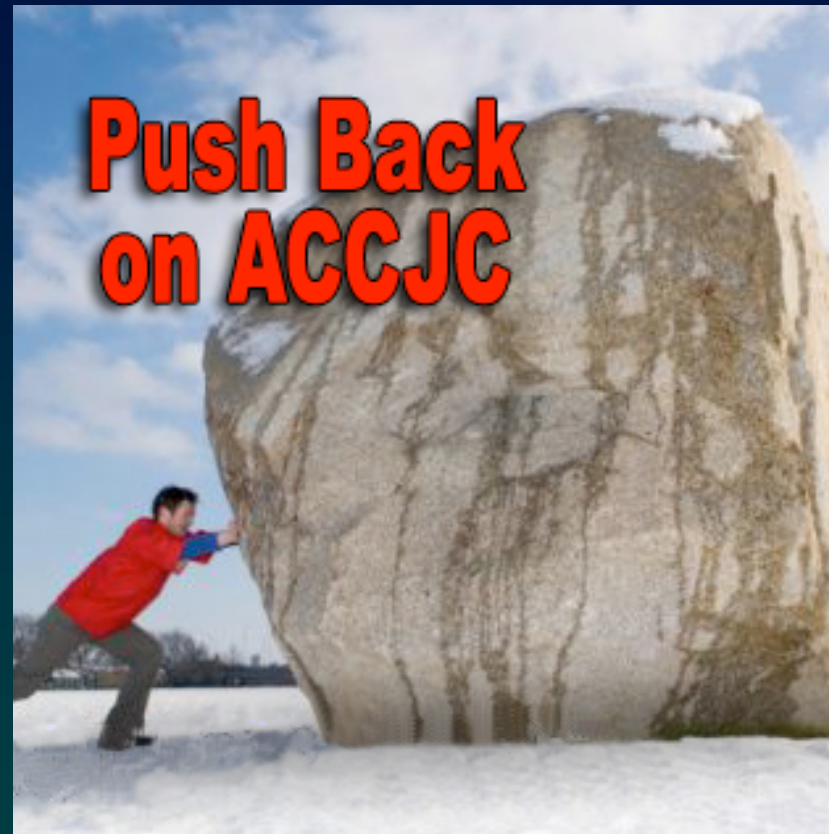
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- Letter to Jack Scott from the ACCJC



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- **The role of the AGCJC**
- **Changes since our last accreditation**
- **New methods of assessment and focus on SLOs, AUOs, and SAOs**



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# 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





# This 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 requested a Follow-Up report



# This Cycle Continued

- Current Year: **Four** (2009-2010)
  - Submitted Follow-Up Report October 15, 2009
  - Follow-Up Report accepted **but...**
    - **second Report requested**
    - notified February, 2010
    - **Due** October 15, 2010
    - Both Colleges required to submit
  - Assemble Self-Study Teams (Standards Committees)
  - Gather info. for Self-Study
- Planning for Year **Five** (2010-2011)
  - Fall: Write initial draft of Self-Study
  - Winter: Revise and Review, Write second draft Self-Study
  - Spring: Final Review and complete Self-Study
  - Summer: Submit Self-Study and prepare for Fall Visit





# Cycle Timeline for Foothill and DeAnza


Year:	1 06-07	2 07-08	3 08-09	4 09-10	5 10-11	6 11-12	
	Annual Report	Annual Report	Annual Report	Annual Report	Annual Report	Annual Report	
ACCJC Reports or Events			Midterm Report		Educational Master Plan	Site Visit	
				Follow Up		Second Follow Up	
	(2005 Reaffirmed Accreditation)					Self-Study Drafts 1 & 2	Self-Study Final Draft
			Strategic Initiatives Task Force Convened	Revised Mission Statement	Campus Wide Program Review	Institutional Learning Outcomes	Continued Cycle of Reflection





# The Purpose 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.



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## A Documented Cycle: Reflection and Change



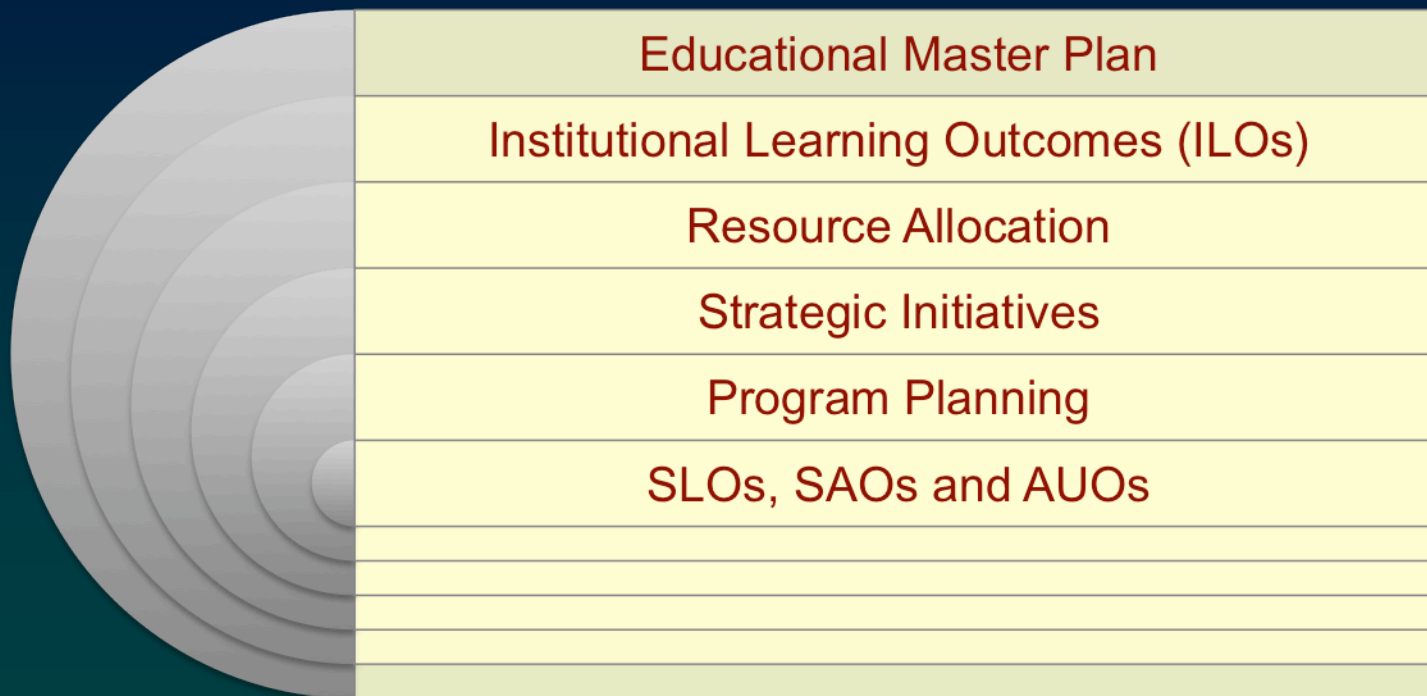
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# Institutional Effectiveness





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# Where are we in our Assessment Cycle?



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## Student Learning Outcome Assessment Cycle (SLOAC)

- First came the SLOs.
- Then came the SLO Assessments.
- Now we are doing the ongoing process of reflections.
- By the way, SLOs can be revisited at anytime.
- Next step....we bring it all together for Institutional Learning Outcomes.





## Institutional Learning Outcomes

### Based on... the 4 C's

- Communication
- Computation
- Critical Thinking
- Community and Global Consciousness



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# FRAMES

Foothill's  
Rubric  
Assessment  
Model for  
Evaluating  
SLOs



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## The Process - Step 1

- The third week of Spring quarter C3MS will have check boxes with the 4 Cs listed.
- At the same time as reflections are due faculty can check the boxes that describe the ILOs related to the SLOs for the course.
- This will allow for collection of data for our Institutional Assessment.







## The Process - Step 2

- Each “C” has a rubric developed by the FRAMES committees.
- Beginning in Spring quarter we will host workshops to look at student work for evidence of ILOs using the FRAMES rubrics.
- **Don't miss the Convocation on March 12, where we will have a trial run of the rubric process.**





## What we need to do..

- Include progress on non-instructional and instructional areas
  - Continue cycles of SLOs, SAOs, AUOs
  - AND*
  - Institutional Learning Outcomes (ILOs)



# ACCJC Rubrics

- Provide “common language” for what is meant by full compliance with the standards
- Increase consistency across college self study narratives and visiting team evaluations
- Three areas have consistently emerged as difficult for colleges and visiting teams in the past
  - Program Review
  - Planning
  - Student Learning Outcomes



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# Four Levels of Implementation

Levels of Implementation	Characteristics of Institutional Effectiveness in Program Review <i>(Sample institutional behaviors)</i>
<b>Awareness</b>	<ul style="list-style-type: none"> <li>• There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review.</li> <li>• There is recognition of existing practices and models in program review that make use of institutional research.</li> <li>• There is exploration of program review models by various departments or individuals.</li> <li>• The college is implementing pilot program review models in a few programs/operational units.</li> </ul>
<b>Development</b>	<ul style="list-style-type: none"> <li>• Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness.</li> <li>• Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness.</li> <li>• Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin. Etc.)</li> <li>• Appropriate resources are allocated to conducting program review of meaningful quality.</li> <li>• Development of a framework for linking results of program review to planning for improvement.</li> <li>• Development of a framework to align results of program review to resource allocation.</li> </ul>
<b>Proficiency</b>	<ul style="list-style-type: none"> <li>• Program review processes are in place and implemented regularly.</li> <li>• Results of all program review are integrated into institution- wide planning for improvement and informed decision-making.</li> <li>• The program review framework is established and implemented.</li> <li>• Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness.</li> <li>• Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples.</li> <li>• The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.</li> </ul>
<b>Sustainable Continuous Quality Improvement</b>	<ul style="list-style-type: none"> <li>• Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.</li> <li>• The institution reviews and refines its program review processes to improve institutional effectiveness.</li> <li>• The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.</li> </ul>



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# What's expected?

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





# Documentation and Evidence

- This is a self-assessment—we have to demonstrate how we arrive at our conclusions
- If we say we do it, we have to prove it!
- We prove it through documentation and evidence
- In some cases, we will need to collect additional information or conduct additional research



# Documentation

- Collect the appropriate evidence for each standard
- Evidence comes in many forms  
*Policies, Agendas, Catalogs, Minutes, even PowerPoints*

**A.7.a**

**Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

**Descriptive Summary**

Board Policy 2520 states that:

*SBCC faculty members are both citizens and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline; however, they should make every effort to indicate that they are not speaking for the institution. When they speak or write as officers of an educational institution, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, and should show respect for the opinions of others (IIA.79).*

Example from SBCC's 2009 Self Study



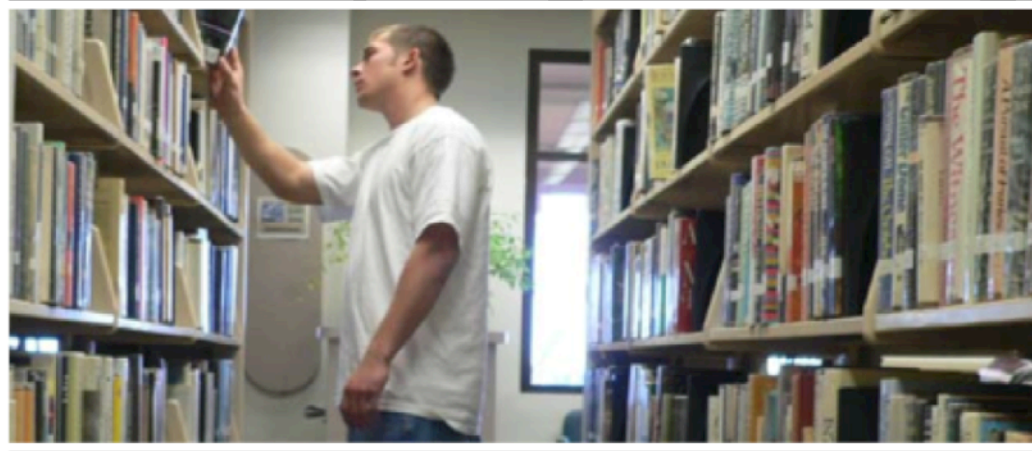
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# Documentation

- Completing Templates
- Taking pictures
- Researching archives



## Self-Evaluation

The College meets the standard. The library collaborates with the entire learning community to build a collection that is sufficient in quantity, currency, depth, and variety, while collection development is informed by department level outreach, individual interactions, library faculty meetings, literature reviews and professional development activities. Students are encouraged to interact with the Library staff and provide ideas and suggestions. This type of interaction drives innovation and helps ensure that the Luria Library is a central learning environment both on campus and at a distance.

Example from SBCC's 2009 Self Study



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# Documentation through Research

- Focus on the standard: what do we need to show?
- Think beyond surveys
  - Example: Safety on campus
    - Students say in survey they feel safe, but what do crime statistics show?*
- Plan ahead: Research will work with committees in Spring to set the agenda





# Committee Structure

## Steering Committee

- Who: ALO, Tri-Chairs, Researcher
- Role: Liaison and Steering chair

## Self-Study Editing Team

- Who: ALO, 3 additional Editors
- Role: Compiling and editing Self-Study drafts

## Standards Committees

- Who: 3 Tri-Chairs, Standards Members
- Role: Collecting evidence, addressing the standards





# The Standards

## Accreditation Standards Annotated for Continuous Quality Improvement and SLOs (Jan 06)

Blue type references assessment, research, planning and continuous quality improvement.

Violet type references responsibilities of the governing board.

**Yellow highlights** reference focus on teaching (instruction) and learning, and SLOs.



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# Each Standard has Sub-committees

## Standard I

A. Mission

B. Institutional Effectiveness

## Standard II

A. Instructional Programs

B. Student Support Services

C. Library & Learning Support

## Standard III

A. Human Resources

B. Physical Resources

C. Technology Resources

D. Financial Resources

## Standard IV

A. Decision Making Processes

B. Board and Administration Organization





## Team Break Outs

Get together with your Standard Team

Look at your Standard and sub-standards

What evidence could you collect?

Where could you find evidence?

Discuss a team meeting schedule

Enjoy lunch!





## Next Steps

March 5: ACCJC Training

March 19: Statewide Academic Senate Training

Creating Campus-wide training materials

Fridays will be a commitment

Spring Working Session April 23

Communications and Newscasts



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