



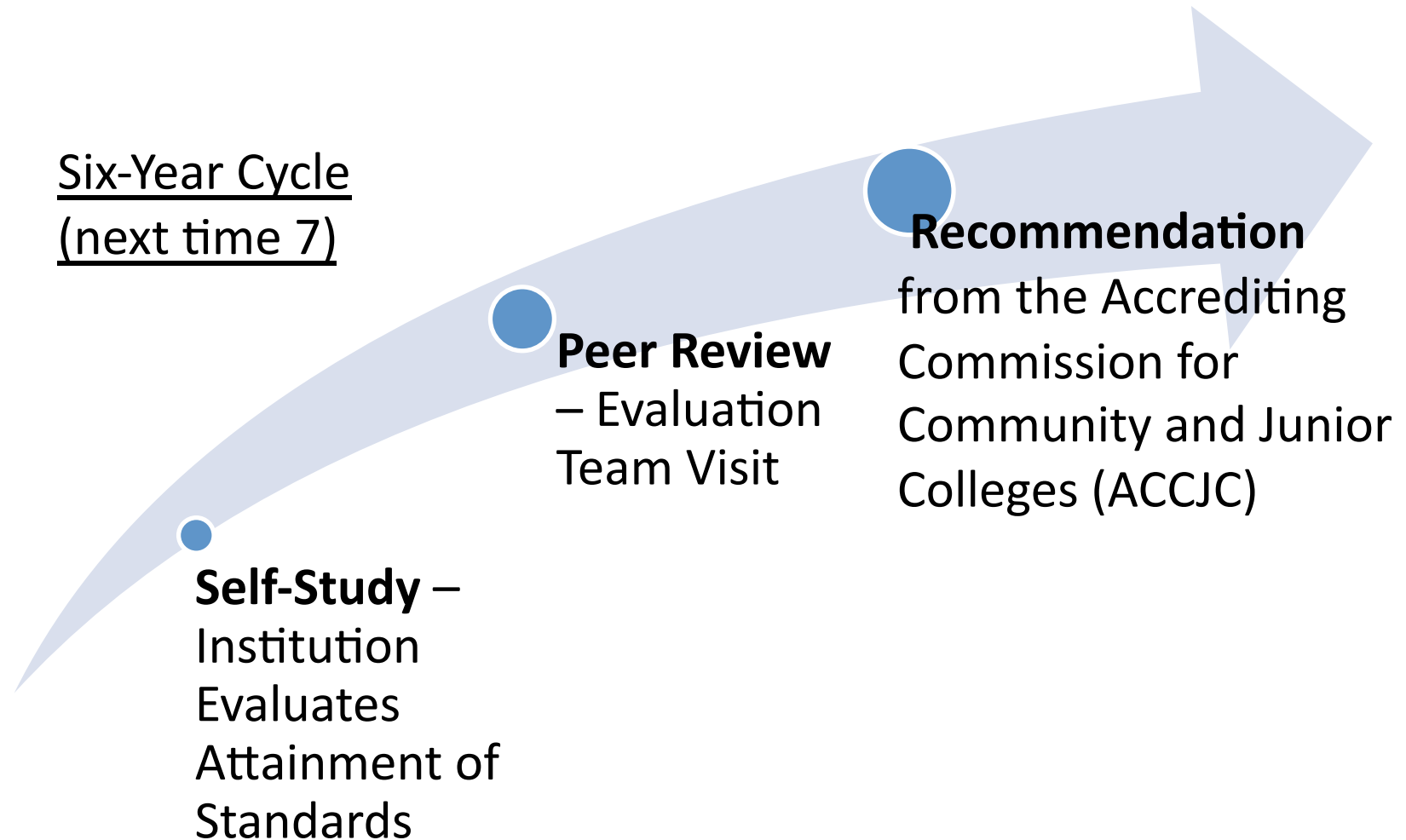
Foothill College Accreditation Self-Study Update

Andrew LaManque, PhD, Accreditation Liaison Officer

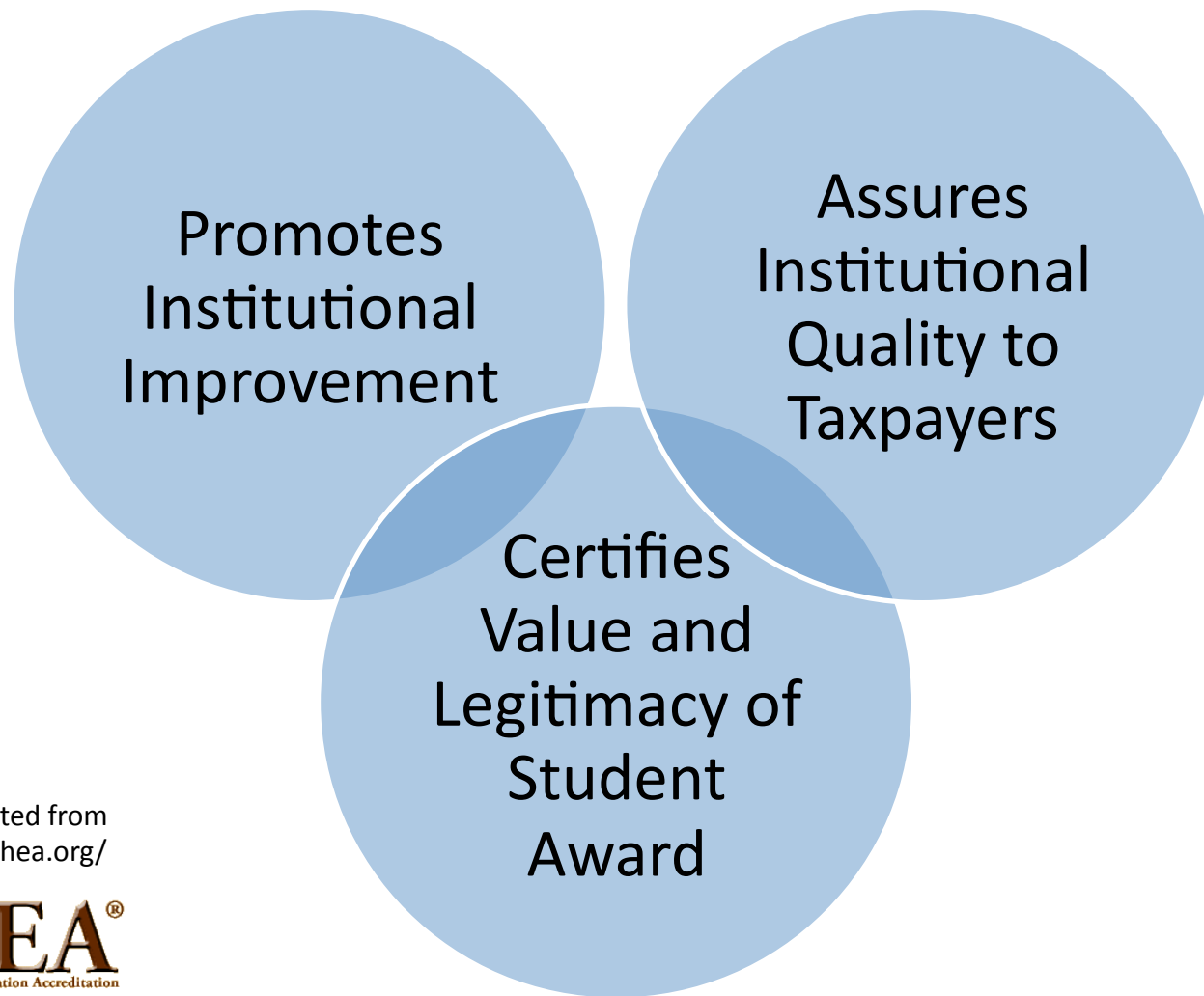
August 29, 2016 – Board of Trustees Study Session

Foothill College, 12345 El Monte Road, Los Altos Hills, CA 94022 | foothill.edu

Accreditation: Voluntary System of Self-Regulation



Purposes of Accreditation



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

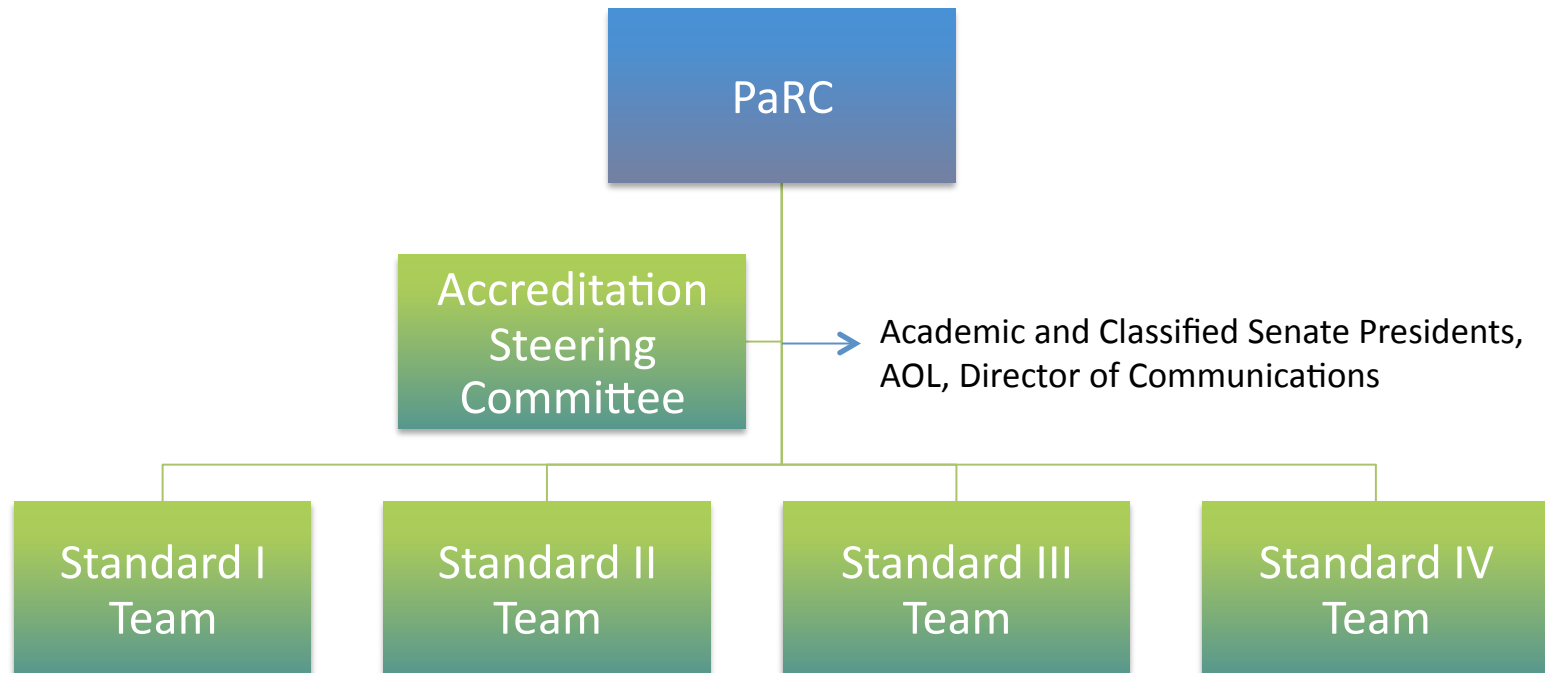
- A. Human Resources
- B. Physical Resources
- C. Technology Resources
- D. Financial Resources

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 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

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ Doesn't Apply
I.B.2 - Instructors clearly list and define student learning outcomes (SLOs) on their course syllabi.	48%	42%	7%	1%	2%
	90%		8%		
I.C.9 - Instructors present data and information fair and objectively.	39%	50%	8%	2%	1%
	89%		10%		
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.	39%	41%	9%	5%	6%
	80%		14%		
II.B.1 - The college assures buildings and walkways are constructed to ensure access and safety.	46%	36%	6%	0%	12%
	82%		6%		
II.C.5 - The college provides sufficient counseling and/or academic advising to support students.	37%	33%	10%	6%	14%
	70%		16%		
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.	33%	39%	8%	4%	16%
	72%		12%		

Total responses = 298

Employee Accreditation Survey

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ Doesn't Apply
I.A.3 - The college mission statement is used to guide institutional planning and resource prioritization.	19%	56%	9%	1%	15%
	75%		10%		
I.B.4 - The college reviews student data to identify achievement gaps.	31%	55%	3%	0%	11%
	86%		3%		
IV.A.6 - There is effective (i.e. clear, current, and widely available) communication at the college.	9%	38%	31%	15%	7%
	47%		46%		
IV.D.1 - The Chancellor provides leadership in setting expectations of education excellence and the support needed to sustain these efforts.	16%	41%	12%	4%	27%
	57%		16%		
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.	6%	34%	15%	13%	32%
	40%		28%		
IV.C.4 - The Board of Trustees advocates for and defends the college and protects it from undue influence or pressure.	12%	32%	5%	3%	48%
	44%		8%		

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



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