



FOOTHILL COLLEGE
Accreditation Self-Study Team Meeting
(Standard I)
Monday, June 13, 2016

MEETING MINUTES

LOCATION: President's Conference Room
TIME: 2:00PM – 4:00PM

MEMBERS PRESENT:

Valerie Fong, Bruce McLeod, Amanda Pitts, Craig Gawlick, Marco Tovar, Elaine Kuo, Kurt Hueg

I) Introductions

Andrea welcomed the members in attendance, most of which had not attended the first meeting. Each briefly introduced themselves and provided information on any past experience in serving on accreditation team/s. Andrea provided the team with a brief overview of the accreditation process, including a description of each of the standards.

II) Homework: Evidence Samples

Some of the team members presented examples of evidence that related to Standard I:

1. Andrea Hanstein presented the meeting minutes from both the Mission Statement Revision Subcommittee and the December 2, 2016 PaRC meeting where the revised statement was approved. She also had a copy of the December 3 *Fusion* staff newsletter which announced the revision.
2. Craig Gawlick
3. Amanda Pitts presented results from students' chemistry assessment scores and minutes from a related Chemistry Department meeting. Faculty in department debated whether or not scores from a student's assessment test are the best of way of determining which level of chemistry a student should be placed in.
4. Via email, Jennifer Sinclair provided several samples of evidence, including program reviews, the current course catalog, and a PDF which details the Resource Allocation Process.

The team had a discussion about what constitutes evidence. *Are they only official documents from meetings or published on the website – or can they be emails between small groups of people.* Andrea clarified that as a general rule of thumb, evidence can include meeting minutes, official policies and procedures, data (both quantitative and qualitative), documents, and . During the evidence process, if committee members find something they think helps illustrate the standards, they are encouraged to include it and its validity can be discussed at a later date.

Andrea reminded the team that all evidence must be posted to the website for the visiting team to review. It will also be linked to from the self-study report. Evidence that is only hard copy must be scanned and uploaded to the website.

III) Previous Recommendations

Andrea provided everyone with a copy of the 2011 Visit Team's recommendations. Only one of the four related to Standard I:

A brief conversation ...

IV) Team Organization

The team voted to form smaller sub-teams of two-three people who will be assigned sections of Standard I. The sub-teams will gather evidence and outline their sections. The larger team will continue to meet once or twice a month once the fall quarter starts. These meetings will serve as a check-in. Andrea will follow up with the sub-teams and assign which sections of the standard each team will focus on.

V) Fall Meeting Schedule

As mentioned above, the larger team will meet one-two times during the fall quarter. Sub-teams will choose whether or not they wish to meet in-person or virtually and how often. Andrea will send out a Doodle poll to determine what dates and times work best for team members.

I) Next Steps

The sub-teams will begin to collect and examine evidence.

Appendix A: Accreditation Volunteers List (Standard I)

Appendix B: Proposal to PaRC on the Organization of the Accreditation Self Study Teams

**Proposal to PaRC on the Organization of the
Accreditation Self Study Teams**

April 14, 2016

Draft for PaRC Discussion

- I. Accreditation Steering Committee
 - a. A total of 4 members
 - b. Academic Senate, Classified Senate, AOL, Marketing and Communications (Carolyn, Erin, Andrew, Andrea)
 - c. Act as leads for each of the 4 self-study teams
 - d. Work to develop consistency across teams – training, approach to data analysis, approach to dividing up the work, similar due dates
 - e. Meet weekly or bi-weekly as needed starting spring 2016
 - f. Other issues for Steering Committee discussion
 - i. Quality Focused Essay
 - ii. District Standards
 - iii. Accreditation Survey
 - iv. District / College Functional Map
 - v. Development of timeline for teams
 - vi. Communications
- II. Self-Study Teams
 - a. Volunteers needed!
 - b. Previous experience not required!
 - c. Not necessary to contribute as a writer – discussion and input is key
 - d. Steering Committee members will act as “leads” – (no tri-chairs)
 - e. Meet 2 times in spring 2016 and then more often (as necessary) in fall 2016 and winter 2017

Appendix C: Foothill College Accreditation Self Study Timeline

Foothill College Accreditation Self Study Timeline

Winter '16	Spring '16	Fall '16	Winter '17	Spring '17	Fall '17
Kick-off*	Self Study Teams begin work: Accreditation Survey conducted by IRP (students and employees)	Teams complete first draft	Campus identifies QFE topics	Submit Self Study to Board of Trustees	ACCJC Site Team Visit
Organize and train self study teams		Teams use Survey Data	Continue to incorporate campus feedback; finalize self study		

*PaRC tri-chairs and ACCJC training attendees

Appendix D: Key Components of Self Study Teams

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.