



FOOTHILL COLLEGE

Institutional Research and Planning

DATE: February 12, 2013

TO: Kimberlee Messina, VP of Instruction and Institutional Research
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Accreditation Liaison Officer

FROM: Elaine Kuo, College Researcher

RE: Accreditation Institute 2013 notes

Overview

The Accreditation Institute, a partnership between the Academic Senate for California Community Colleges (ASCCC) and the Accrediting Commission for Community and Junior Colleges (ACCJC) was held this past Friday and Saturday, February 8-9, 2013.

Highlights:

From Dr. Barbara Beno's opening remarks and responses during the Q&A session

- Purpose of ACCJC is to:
 - Provide quality assurance as stated by college mission and goals;
 - Stimulate and support improvement through individual institutional processes;
 - Demonstrate use of metrics that are contextualize and accessible (e.g. degree applicability, time-to-degree, completion, competencies) both across the system and not just within each institution;
 - Provide a globalized perspective that is applicable beyond California community college system; and
 - Focus on narrowing the achievement gap.
- ACCJC is responding to federal pressures to:
 - Demonstrate metrics for quality;
 - Set standards for student achievement;
 - Demonstrate assessment against these achievement standards;
 - Document the evaluation plan, self-study and assessment processes; and
 - Ensure quality of graduates (such as through documentation and assessment of student learning outcomes (SLOs)).
- As part of the most recent federal regulations, colleges will be required to:
 - Set standards for student achievement. Note that the standards may be tailored to the institution and its mission.
 - Colleges will have to assess their own performance against these institution-set standards for student achievement.

- The ACCJC will examine and evaluate the reasonableness of these institution-set performance standards as well as the institutional data and analysis used in the improvement process. Such evidence will be used to describe how well the institution is fulfilling its mission.
- Student achievement includes the skills and knowledge graduates will get at the end of a program, which she indicated should be included in the course catalog.
- Outcomes for graduates should also somehow be linked to business and workforce needs, this could be measured through assessment tests or exit exams. These will not be in new standards but on its way.
- Consideration of National Student Clearinghouse (NSC) data as one metric for student achievement.
- Dr. Beno mentioned that information regarding the college's accreditation should be no more than one click away from the home page, including achievement data.

Possible implications

- The college will need to set student achievement standards so that longitudinal data can be collected for the next accreditation visit. With the college mission being revisited this year, this process invites the college to think more broadly about how student achievement will be recognized and documented. The current college goals and metrics should also be reexamined.
- ACCJC's interest in using NSC data presents some possible limitations. These data only capture students who have valid social security numbers and who choose not to block access to their personal data. Consequently, Foothill's data excludes international students, who make up a sizeable portion of students who transfer. There is also evidence to suggest that there is an increasing trend of students who are electing to withhold their personal data from third-parties such as the NSC.

Additional information

- New standards will be released in 2014, Fall 2016 will be accountable to new standards; this would include our self-study in 2016-17.
- New standards will be less process oriented and more focused on student outcomes.
- ACCJC will be addressing the role of the Boards differently with an emphasis on making them more supportive of the colleges.