FOOTHILL COLLEGE
Institutional Research and Planning

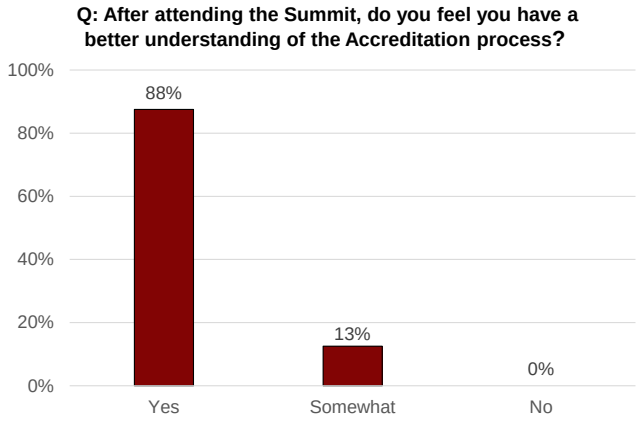
DATE: November 26, 2016
TO: Andrew LaManque, Interim Vice President of Instruction & Institutional Research
FROM: Lisa Ly, Acting College Researcher
RE: Fall 2016 Accreditation Leadership Summit Evaluation

A total of 46 administrators, faculty and staff convened at an Accreditation Leadership Summit on November 18-19, 2016. Attendees were given an online evaluation to complete. This memo reflects responses from 25 respondents.

Summary

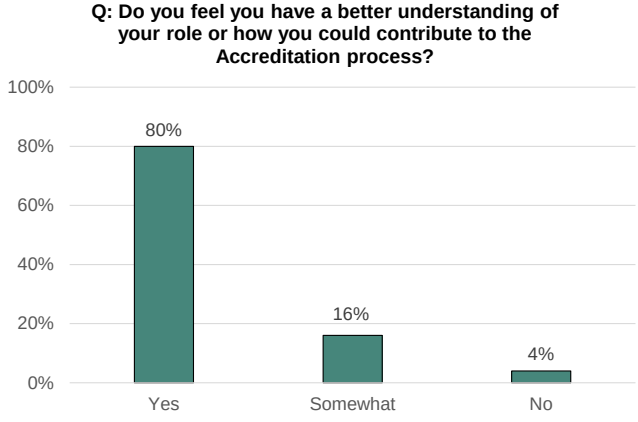
- 88% (21) reported they have a better understanding of the accreditation process after attending the Summit, while 13% (3) reported they somewhat have a better understanding

Figure 1 (N=24)



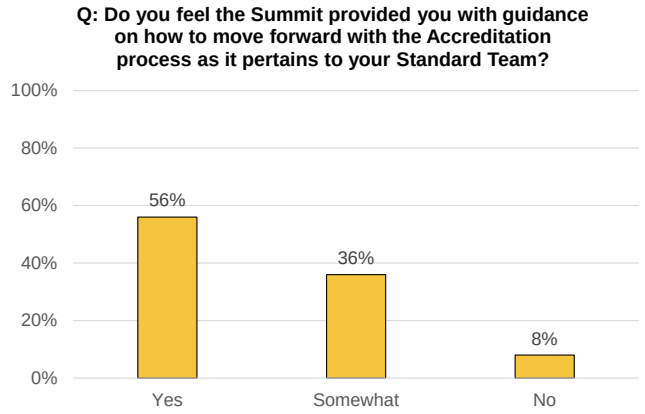
- 80% (20) stated they have a better understanding of their role or how they could contribute to the accreditation process; 16% (4) stated somewhat and 4% (1) stated they do not have a better understanding of their role/contribution

Figure 2 (N=25)



- 56% (14) indicated the Summit provided guidance on how to move forward within their Standard Team, while 36% (9) felt somewhat and 8% (2) felt the Summit did not provide guidance

Figure 3 (N=25)



- 84% (21) of respondents felt having additional Summits would be beneficial, while 12% (3) felt unsure and 4% (1) did not feel another Summit would be beneficial (figure 4)
    - Among the respondents who would like to have additional Summits, they indicated their preference to meet frequently, preferably on a monthly basis and as soon as possible. No spring months was mentioned. Respondents also specified that Fridays and mornings are ideal times for them to meet (table 1).

Figure 4 (N=25)

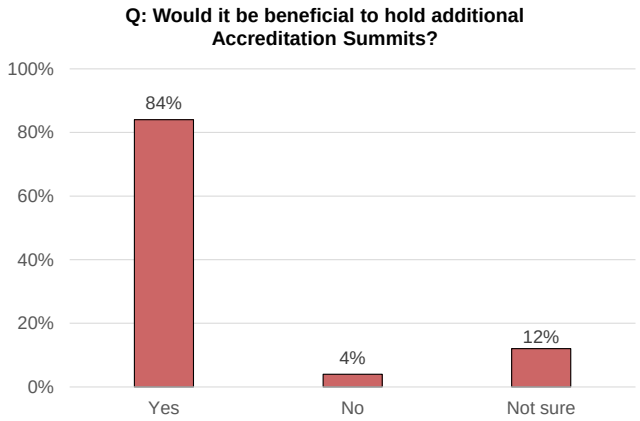


Table 1: Preferred Schedule for Future Summits

	Count		Count
Frequency		**Day**	
1 to 2 times per month	6	Friday	5
1 time per quarter	5	Saturday	1
1 to 2 more meetings	2	Any, except Mondays	1
Defer to Leadership	1	Any, except Tuesdays	1
Month		**Time of Day**	
December	1	Morning	4
January	3	Afternoon	2
February	1		
March	1		

Improvements to Summit

Respondents were asked to provide feedback on how the Summit could be improved. In general, respondents would like more time to complete the accreditation standards, more directions regarding next steps and requested for specific materials to be provided prior to and during the Summit.

Kudos (N=7)

- Summit was productive; productive to have summit off-campus
- Structure and flow was excellent; organized and well done and facilitated
- Great experience to discuss with colleagues the work we do
- Liked that it was off-campus, got people away and helped with team building
- Overall, time was well spent

Improvements/Requests

- More time (N=5)
  - To identify what could be expected from each of the standard's questions
  - To write the accreditation standards
  - To work on productive tasks not just brainstorming
  - To discuss the things we are doing well
  - For Standard Chairs to discuss next steps
- More guidance or directions (N=5)
  - Specifics on how to answer prompts; demonstrate how to address specific standards items and provide more examples from other colleges
  - Present a specific timeline, who is writing the QFE, etc.
  - Unsure of next steps, need Standard Chairs to layout the plan for the upcoming months
  - Not sure there is consensus on how to move forward
- Summit location/duration (N=4)
  - Closer to Foothill; change location to on-campus
  - No overnight
  - Longer summit – there is value in the connection and community building during Summit, made progress with groundwork but more time is needed
- Materials *prior* to Summit (N= 5)
  - Provide agenda and requirements
  - Provide materials to review, consider or reflect on; provide accreditation materials that has been written thus far, provide as attachments or share via Google Docs or Office365
  - Provide brief session for newcomers to know what they could expect and what is expected of them
  - Had some of the breakout work been done in the Standard subcommittees prior to Summit, then group may have reached conclusion on QFE topics
- Materials *during* Summit (N=5)
  - Provide glossary of focusing words (e.g. ACCJC, accreditation, QFE, sanctions, etc.)
  - Provide brief summary of each standard
  - Allow for more people mixing between standards to enrich experience
  - Provide more focus on QFE
  - Provide specific goals and outcomes
  - Provide tables for writing (during breakout session)