



FOOTHILL COLLEGE
Accreditation Steering Committee
Thursday, May 5, 2016
MEETING MINUTES

LOCATION: President's Conference Room (Room 1901)
TIME: 11:00AM – 12:00PM

MEMBERS PRESENT:

Andrea Hanstein, Andrew Lamanque, Carolyn Holcroft, Erin Ortiz, & Ruby Sodhi.

A) Self Study teams

Andrea shared an updated list of names of people who have volunteered to serve on one of the four standards teams. Members further discussed the possibility of inviting more individuals to serve in one of the four teams. The list was updated and it was decided to send out more invitations to join a team.

The team leaders are:

- Andrea Hanstein – Standard I
- Carolyn Holcroft – Standard II
- Erin Ortiz – Standard III
- Andrew LaManque – Standard IV

Ruby shared a draft agenda for the first Self Study team meetings (see Appendix A). Members discussed the draft agenda items and each team leader decided to schedule a different date and/or time during the month of May or June to schedule this first meeting. It was decided that Ruby will provide support in drafting meeting minutes, draft agendas, and posting information online for each team. Team leaders will send out initial correspondence to the members identified for their respective standard and Ruby will send out invite (and cc: team leaders) for the first meeting. Andrea will help create an A360 Drive, a cloud storage and file sharing system to organize documents for the Self Study.

B) Accreditation timeline

Members reviewed the proposed timeline for the Self Study (see Appendix B). Everyone agreed that the timeline is appropriate for the work to be conducted. There was discussion around the possibility of ACCJC offering trainings/workshops this fall (since they offered them last fall). Andrew will look into the possibility of requesting a training should such a need arise within the team members & leaders.

C) Key components of Self Study teams

Ruby shared information on key components of successful Self Study teams (see Appendix C). Members found this information useful in guiding the roles and responsibilities of their teams. Andrew noted that the primary focus for the teams is institutional improvement and documenting current state of programs/services.

Meeting notes from the last meeting were distributed among the members. All documents will be stored on A360 drive as soon as it is set up.

Suggested agenda item/s for next meeting:

- Finalize the list of members on each team.
- Send invite for first Self Study team meeting.

Appendix A: Accreditation Committee Meeting

Draft Agenda

- Introductions
- Orientation and committee roles and expectations.
- Accreditation Standards and Institutional Self Evaluation.
- Accreditation timeline.
- Key components to consider.
- Next steps
 - Schedule accreditation work for Fall 2016

Next Meeting: Time:

Location:

Appendix B: Self Study Timeline

Foothill College Accreditation Draft Timeline				
Spring 2016	Fall 2016	Winter 2016	Spring 2017	Fall 2017
Assign standards and training to Self Study teams	Gather and organize evidence	Quality Focused Essay (QFE) completed	Draft approval by Board of Trustees	File the Comprehensive Self Study with the ACCJC
Add accreditation info to website	Accreditation survey and results	Teams continue work on Self Study	Incorporate changes, check links	Countdown to site visit
	ACCJC training/workshop?	Continue to incorporate campus feedback; finalize Self Study		Team welcome packets/brochure
	Teams complete first draft	Editor puts document into a single voice and format (as per ACCJC Manual)	Final editing and distribution to constituent groups for approval	
	Website development		Self Study to print; copies to teams; compile hard copies of evidence for team visit	

Appendix C: 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.