Accreditation 101:
Same Rules, Different Game

Foothill-DeAnza Opening Day
September 17, 2009
Outcome of Presentation

FHDA employees will have a global understanding of the accreditation process and will volunteer to participate on an Accreditation Standards Team.
Accreditation 101:

○ District & College Planning
○ The changes in FHDA personnel since 2002
○ Same Rules, Different Game
○ State of the State
○ “To Do” List

○ The Four Standards
○ Using ACCJC Rubrics
○ Timelines
○ Quiz Time 😊
○ Join Us!
How does Planning relate to Accreditation?

Fred Sherman
Plans, Plans & More Plans

- District Strategic Plan
- Colleges’ Strategic Plans
- Facilities Master Plan
- Technology Master Plan
- Staffing Plan
- Accreditation Self Studies
- Education Master Plans
- Financial Planning
Accreditation Standards & Institutional Planning

- Integration and Linkages
- Evidence that institutional plans determine priorities
- Information dissemination and participation
How have we changed since the last accreditation cycle?

Lois Jenkins
Christina Espinosa-Pieb
De Anza College Accreditation Committees 2004-05

**Standard I**
Institutional Mission & Effectiveness

Co-chairs: Andrew LaManque
Rich Hansen

Carleen Bruins
Cindy Castillo
Mayra Cruz
Christina Espinosa-Pieb
Pat Fifield
Kevin Glapion
Lydia Hearn
Carolyn Keen
Duane Kubo
Carmen Pereida
Carolyn Wilkins-Greene

**Standard II**
Student Learning Programs & Services

Co-chairs: Dan Mitchell
Judy Miner

Diana Alves de Lima
Margaret Bdzil
Caron Blinick
Kathleen Burson
David Campbell
Nancy Canter
Alicia Cortez
Joan Crandall
Dan Dishno
Christina Espinosa-Pieb
Speranta Georgiou
Mike Gough
Kevin Harral
Barbara Illowsky
Howard Irvin
Paula Israel
Letha Jeanpierre
Lois Jenkins

Anu Khanna
Duane Kubo
Kathy Kyne
Clara Lam
Andrew LaManque
Anne Leskinen
Jim McCarthy
Judy Mowrey
Marilyn Patton
Rich Schroeder
Steve Sellitti
Stephanie Sherman
Jefferson Shirley
John Swensson
T.J. Walton
Carolyn Wilkins-Greene
Cheryl Woodward
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Standard III
Resources

Co-chairs: Judy Mowrey
Jeanine Hawk

David Campbell
Carol Cini
Donna Jones-Dulin
Pippa Gibson
Richard Grove
Joni Hayes
George Hein
Melinda Hughes
Letha Jeanpierre
Shirley Kawazoe
Sally Larson
Kevin Metcalf
Jean Miller
Janny Thai
Renato Tuazon
Marion Winters

Standard IV
Leadership & Governance

Co-chairs: Steve Sellitti
Barbara Illowsky

Nancy Canter
David Coleman
Vicky Criddle
Susan Dean
Mary Ellen Goodwin
Jennifer Myhre
Terri O’Connor
Dennis Shannakian
# Foothill Accreditation Committees 2004-05

**Theme I**
**Student Learning Outcomes**

Co-chairs: Walter Scott  
Penny Patz  
Herlisa Hamp  

Leticia Serna  
Maria Apodaca  
Doren Robbins  
Linda Robinson  
Mary Thomas  
Dolores Davison  
Mike Murphy  
Cori Nunez  
Frances Gusman  
Kate Jordahl  

**Theme II**
**Organization**

Co-chairs: Verley O’Neal  
Warren Hurd  
Leslye Noone  

Jose Nava  
John Mummert  
Joe Ragey  
Marc Knobel  
Janet Spybrook  
David Garrido  
Daphne Small  
Alan Harvey  
Chuck Lindauer  
Jeff Dickard
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Theme III
Dialogue

Co-chairs: Paul Starer
Penny Johnson
Judi Mc Alpin

Scott Lankford
Beckie Urrutia-Lopez
Art Hand
Karen Oeh
Debra Lew
Shawn Townes
Rob Johnstone

Theme IV
Institutional Integrity

Co-chairs: Kurt Hueg
Shirley Barker
Christine Mangiameli

Dan Svenson
Brian Evans
Margo Dobbins
Gertrude Gregorio
Cathy Denver
Don Dorsey
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## Theme V
Planning, Evaluation & Improvement

Co-chairs: Karen Alfsen  
Jay Patyk  
Chris Rappa

Akemi Ishikawa  
Hilary Ciment  
Charlotte Thunen  
Rob Johnstone  
Lisa Lloyd  
Jerry Cellilo

## Theme VI
Institutional Commitment

Co-chairs: Bernie Day  
Duncan Graham  
Gina D'Amico

Jorge Rodriguez  
Brian Lewis  
Diana Cohn  
Valerie Sermon  
Steve Sum

## Theme VII
Follow Up

Co-chairs: Julio Rivera-Montanez  
Don Dorsey  
Sue Gatlin  
Gigi Gallagher

Karen Gillette  
Anne Johnson  
Elaine Burns  
Ikuko Tomita  
Keith Pratt  
Shawna Aced
Same Rules, Different Game

Katie Townsend-Merino
State of the State
Lois Jenkins
Accreditation Status of ACCJC Colleges

- Accredited or Reaffirmed without Sanctions: 10.3%
- Warning, Probation or Show Cause: 49.3%
- Follow-Up, Interim, Progress, or Focused Midterm Report: 40.4%

Source: https://sites.google.com/site/thefollowupreport/
Accreditation Status of ACCJC Colleges
January 2003 - June 2009
The Follow-Up Report, Todd V. Titterud, 07/15/2009

Source: https://sites.google.com/site/thefollowupreport/
Sources: California Community Colleges Chancellor's Office and Accrediting Commission for Community and Junior Colleges (ACCJC)
Sources: California Community Colleges Chancellor's Office and Accrediting Commission for Community and Junior Colleges (ACCJC)
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Accreditation “To Do” List

Maureen Chenoweth
Dolores Davison
Prioritize solutions with the widest impact
Accreditation To Do List

Start early enough to guarantee a well-researched, evidence-based document | Begin with the last focused mid-term report | Review prior institutional goals | Set a reasonable timeline | Read other institutional studies | BE INCLUSIVE - Include all departments & divisions in the process | Converse widely | Gather statements from a variety of sources | Work hard to have representatives from all constituencies – classified, students, faculty, administration, community – on each sub-standard | Pay attention to interpersonal relationships and try to avoid personality-based problems | Use existing governance committee to write reports – they are invested and can implement the planning agenda | Include a broad group of individuals on the steering committee and assure they all attend | Prioritize solutions with the widest impact | Keep copious notes that are sensitive to “what if” scenarios and creative digressions | Seek evidence | Use the chancellors website for data | Be constructive | Delegate and distribute profusely | Construct steps to solutions, search other’s solutions, and make doable solutions for your campus | Be honest | Make assessments based on credible evidence | Get support for incentives | Have fun along the way | Evaluate ALL student services | Keep copies of reports in the library | Ask questions about data | Create a format and logic for the report | Create a Succinctly Written Self Study | Create clear intent