



CLASSIFIED
PROFESSIONALS – YOUR
CRITICAL ROLE IN
ACCREDITATION/
INSTITUTIONAL AND
STUDENT SUCCESS

De Anza College
March 3, 2016

Learning Outcomes:

- Understand the basics of accreditation
- Develop a greater appreciation for classified professionals' contributions
- Identify and contribute ideas for institutional improvement
- Acquire resources for continued engagement

Quick Survey! Group Activity 1

- Form groups of 6 persons and answer the following questions
- Describe your knowledge of and participation in accreditation with one of the following three categories: 1. New/beginner 2. Some experience/competent 3. Very Proficient
- Where do you work (Division/Department)?
- Do you collect/manage any data for your department? Name the project(s).
- Did you participate in the last self-study? If so, what did you do?
- Does your department or work group create time for staff to participate in accreditation reporting/requirements?
- Do you have any ideas for the Quality Focus Essay? Have the classified in your area been asked to contribute ideas for this?
- Summarize the group's answers and be ready to report out

Lessons Learned

What did you learn about your fellow co-workers?

What was your biggest surprise?



Why Participate in the Accreditation Process?

- Federal requirement
- Demands broad participation
- Requires evidence across all institutional divisions
- Is a part of any professional responsibility in a higher education environment
- Is an opportunity to engage in creative and constructional activities to make the college experience better for colleagues and students

Accreditation Basics

- ACCJC is the accrediting body for the 113 community college system in California
- Accreditation requirements EVOLVE and an updated version is now being required as each college enters its next cycle
- Underlying assumptions that govern the process:
 - The institution engages broad participation by all stakeholders
 - The institution is constantly seeking improvement in all areas
 - The institution does what it says it does (operates with integrity)
 - The institution uses quantitative and qualitative data to inform its decisions
 - The institution demonstrates a commitment to student learning

Accreditation Basics (con't.)

- There are 4 Standards:
 - Mission and Institutional Effectiveness
 - Student Learning and Student Services
 - Resources
 - Human
 - Physical
 - Technology
 - Financial
 - Leadership and Governance

Of these four standards, which **do not** involve classified professionals?

New Additions to Accreditation Standards

The standards EVOLVE and change. Going forward, here are some new areas of greater engagement to expect:

1. Evidence of the student learning experience
2. Evaluation of student performance
3. Post-graduation outcomes
4. The Midterm Report will change significantly to focus on institutional quality and improvement, and to provide a data foundation for the next comprehensive evaluation visit.
5. The Institutional Self Evaluation Report prepared at the time of a comprehensive review will change to include a Quality Focus Essay that stems from issues identified in the institutional self evaluation.

Group Activity 2:

Looking at the new requirements consider the following:

1. Which areas do you find the greatest relevance for classified staff in your area?
2. Considering the past self-study, do you see a need to add any data elements and/or reports for your area to meet the new requirements?
3. Are you aware of any sub-group of students that seem to experience less success than others at De Anza?

Summarize your group's answers and be ready to report out.

Group Activity 3:

- Restructure the groups. If you work in Student Services, form groups of 4-6 individuals.
- If you work in any other work area apart from Student Services, form groups of 4-6 individuals for Administrative Unit Outcomes.
- Answer the questions on the next slide and summarize the group's answers.

Questions for reflection

- Administrative Unit Outcomes
 - Identify the data that you currently report on and that contributed to the last self-study.
 - Identify the main function of your administrative service area.
 - Identify any sub functions of your administrative service area.
 - Identify the quantitative data, then the qualitative data.
 - Identify any areas of improvement. Improvement to existing data collection or ideas for additional data collection?
- Student Service Area Outcomes
 - Identify the data that you currently report on and that contributed to last self-study.
 - Identify your student population that you serve as either open-ended or set.
 - List the data that you collect for your service area.
 - Identify the main function of your student service area.
 - Identify sub functions of your student service area.
 - Identify the quantitative data, then the qualitative data.
 - Identify any areas of improvement. Improvement to existing data collection or ideas for additional data collection?

Resources

- Your college's accreditation website
 - All reports, including last self-study
 - Timeline
 - Structure
- The ACCJC website
 - Manuals
 - Self-paced webinar (with a certificate earned at the end!)
 - Newsletters with articles about hot topics
 - All relevant documents to your college's accreditation status

Questions?

- Your Classified Senate
- Your Accreditation Liaison Officer
- Myself: Maureen Chenoweth, chenowethmaureen@foothill.edu