



resources. Kurt noted that this standard is easy and more linear than the other standards to work on. He provided an update of the challenges the college faced during the last cycle of self-study (2011) and shared that this time we know what areas we need to focus on.

Erin provided everyone a handout on Standard III from the ACCJC's website on [Accreditation Standards](#) and encouraged everyone to read and understand them. Erin also shared a [PowerPoint presentation](#) about accreditation kick-off at Foothill College in February 2016. Kurt informed members about a new addition to this self-study report - Quality Focused Essay that will be provided by the college to the Commission as one of the new requirements. Ruby shared that information about the self-study teams (including meeting minutes) and accreditation related work will be posted on Foothill College's website soon.

Kurt provided a timeline of the accreditation self-study work being accomplished between spring 2016 – fall 2017. Erin shared a handout on Accreditation Self-Study Timeline (see Appendix



## Appendix B: 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).

