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Highlighting the purpose and basics of accreditation

The Six Themes

For the self study, in addition to answering standard prompts geared toward institutional evaluation, Reedley College must also be sure to weave several themes throughout these standards. These themes provide guidance and structure to institutional effectiveness.

One theme is that of *Institutional Commitments*. The college must show consistency between its mission and institutional goals and plans and ensure that the mission is more than a statement of intention. It needs to guide institutional action.

Evaluation, Planning, & Improvement is another theme. The self study must provide evidence that the

college engages in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation.

Of course, *Student Learning Outcomes* is also a theme. The college needs to be developing SLOs and assessing them to see how well learning is occurring so that changes to improve learning and teaching can be made.

The self study also emphasizes college *Organization* as a key to support student learning. Adequate staff, resources, and organizational structure should be in place, and these structures are to be systematically evaluated.

The institution must also show that *Dialogue* about college quality and improvement is taking place at all times. Information shared throughout the institution should be clear, meaningfully interpreted, and broadly communicated.

Lastly, the theme of *Institutional Integrity* must reveal that Reedley College demonstrates honesty and truthfulness in the manner in which it presents itself to everyone involved with the college.

The standard committees have worked hard to prove Reedley College's commitment to these themes in the self study.

IMPORTANT DATES:

- ◆ March 2011 — All standard drafts (except IVB, which is still being updated by the district) are under review by constituent groups
- ◆ April 2011 — Final drafts undergo final formatting
- ◆ Summer 2011 — Final draft to Board of Trustees & Chancellor
- ◆ October 2011 — Accreditation team site visit

SURVEY FUN FACT

* 70% of faculty and staff agree that the administration provides leadership and encouragement to faculty in improving instruction.

* Spring 2010 Employee Survey

SELF-STUDY CO-CHAIRS:

— Marilyn Bebringer,
Vice-President of Instruction

— Anna Martinez,
Communication Instructor

Feel free to contact Marilyn or Anna with any questions or comments about accreditation.

Program Review Progress Report Workshops

The Program Review Recommendations Annual Report allows programs to analyze, refine, and improve program practices in an effort to improve student learning and institutional effectiveness. This allows programs to update their goals/recommendations, track the recommendation progress, and state new program needs between the five-year cycle program review reports. Instructional and non-instructional programs will

be submitting reports at the end of every spring semester, beginning 2011.

To help departments complete these reports, workshops have been planned. Each program, instructional and non-instructional, should send at least one representative to just one workshop hour. Choose April 11, 12, 13, or 14 from 2:00 to 3:00 p.m. in the Writing Center computer lab, HUM 59. No need to bring anything; all materials can be accessed via Blackboard.

