Accreditation Update: Institutional Self-Evaluation Report Process (ISER)

Foothill – De Anza CCD

Office of Institutional Research & Planning

September 12, 2022

Accreditation Overview

- **What is accreditation?**
  - Voluntary peer review process by which the institution **reflects on** and **publicly demonstrates** effective use of instruction, services, resources, operations in continuing and ongoing efforts **to serve students better**.
  - Continuous improvement of academic quality and public accountability

It's about improving student success!

Accreditation Overview

■ Why seek accreditation?
  ■ Student transcripts are transferrable
  ■ Student credentials/awards are seen as legitimate and accepted by employers and other higher education institutions
  ■ Maintains federal financial aid eligibility
■ Quality assurance
  ■ Colleges meet the Standards and eligibility requirements

Accreditation Overview

- **Who is our accrediting agency?**
  - Accrediting Commission for Community and Junior Colleges (ACCJC)
  - One of seven regional accrediting organizations
  - Associate degree-granting institutions, with authorization to offer baccalaureate degrees
  - CA, HI, Guam, American Samoa, North Mariana Islands, Palau, Micronesia, Marshall Islands
  - Authorized to operate by the Department of Education

Accreditation Cycle & Reporting

- **Seven-year continuous process**
  - Self-Evaluation Report
  - Peer Team Review
    - Formative: Core Inquiries Report
    - Summative: Visit + Final Report
  - Midterm Reports
  - Ongoing Reports
    - Annual Report
    - Annual Fiscal Report
    - Substantive Change

Institutional Self-Evaluation & ISER Development

We are here

Comprehensive Review

Midterm Report

Institutional Follow-Up & Improvement

What is the ISER?

Institutional Self-Evaluation Report

- Honest evaluation of strengths and weaknesses
- Continuous assessment of areas for improvement
- Reflective, analytical, forward-thinking approach regarding our policies and practices in facilitating student success
- Evidence of meeting the Standards, student achievement of institutional set-standards
- Action Plans
  - Quality Focused Essay (QFE): Improvement plans with action projects embedded

Accreditation Standards

- Four Standard areas
- Standard areas and statements have not changed since previous accreditation cycle
- ACCJC is currently undergoing their regular, 10-year review of the Standards, and subsequent changes will impact our next cycle

Accreditation Standards

FOOTHILL-DE ANZA
Community College District

STANDARD I **27 Statements**	**STANDARD II** **28 Statements**	**STANDARD III** **40 Statements**	**STANDARD IV** **33 Statements**
Mission	**Instructional Programs**	**Human Resources**	**Decision-Making Roles & Processes**
Assuring Academic Quality & Institutional Effectiveness	**Library & Learning Support Services**	**Physical Resources**	**Chief Executive Officer**
Institutional Integrity	**Student Support Services**	**Technology Resources**	**Governing Board**
		Financial Resources	**Multi-College Districts**

QUALITY FOCUSED ESSSAY

Action Plan: 2-3 Improvement Activities (identified by each college)

FOOTHILL COLLEGE
ACCREDITATION

Institutional Self-Evaluation Report (ISER)

Presentation to the Board of Trustees
September 12, 2022
Elaine Kuo, Accreditation Liaison Officer (ALO)

SEVEN-YEAR PLANNING CALENDAR 2017-2024

Year 1 2017-18
- Peer Review Team visit

Year 2 2018-19
- VFS/SEA metrics (CO)
- Program review evaluation
- Revise budget request process

Year 3 2019-20
- Strategic Vision for Equity

Year 4 2020-21
- Write midterm report
- Governance evaluation
- Plan update: facilities master plan

Year 5 2021-22
- Submit midterm report
- ISER kickoff & training
- ISER team formation
- Mission review

Year 6 2022-23
- Write ISER
- Plan updates: EMP, online learning, tech
- Student Equity Plan 2.0 due (CO)

Year 7 2023-24
- Submit ISER
- Core Inquiries report received (formative review)

Year 1 2024-25
- Peer Review Team visit and final report (summative review)

*Annual Assessment/Evaluation & Planning/Resource Prioritization

STANDARDS OF INSTITUTIONAL PRACTICE

STANDARD TEAM MEMBERS	STANDARD TEAM LEADS	LEAD WRITERS	EDITORS
Identify/Document Evidence	**Coordinate/Facilitate Team**	**Write Standard Sections**	**Establish Singular Narrative**
Engage in Standard Discussions	**Consider Improvement Plans**		**Creates Additional Required Content**
	Organize Evidence		**Produces Draft and Final Document**
4 Main Teams	**1 Admin/1 Faculty per team**	**2 Faculty**	**Marketing/PR, 1 Faculty, ALO**

FOUR STANDARD TEAMS + QFE TEAM

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ISER TEAM ROLES TIMELINE

	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sep	Oct	Nov	Dec
Team Members																					
Team Leads																					
Lead Writers																					
Editors																					
Working Group																					
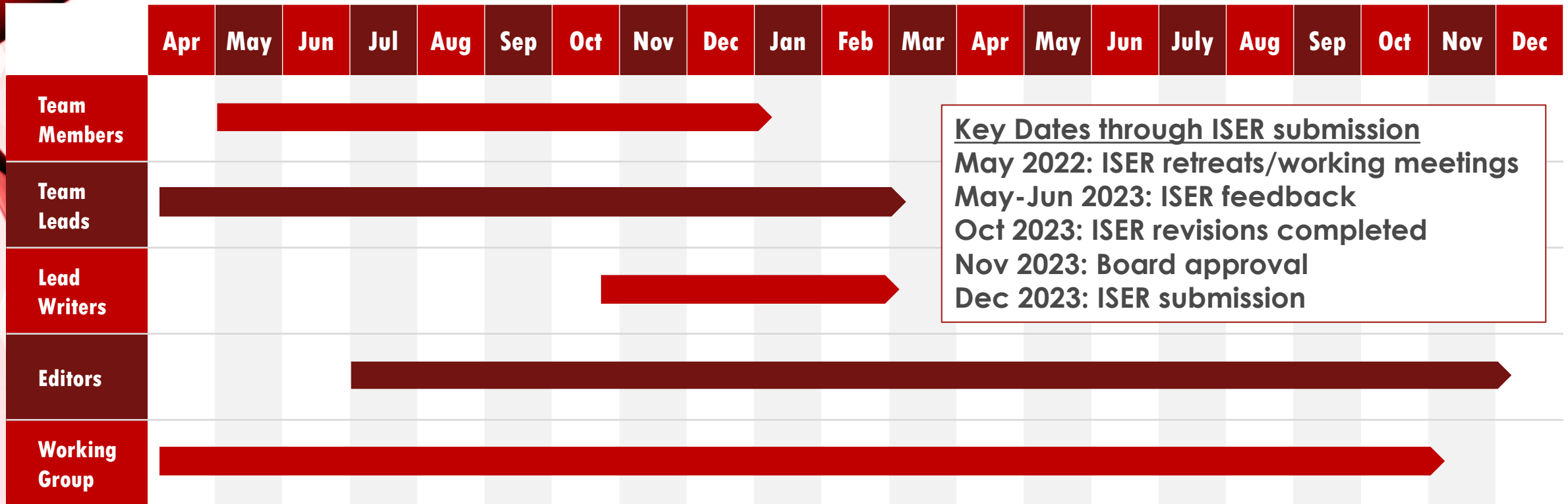
Key Dates through ISER submission
May 2022: ISER retreats/working meetings
May-Jun 2023: ISER feedback
Oct 2023: ISER revisions completed
Nov 2023: Board approval
Dec 2023: ISER submission

Core Inquiries Report from Peer Review Team in Spring 2024
College Response to Core Inquiries due Sept 2024
Peer Review Team Visit in Oct 2024

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ISER TIMELINE

BEGIN WINTER 2022 ISER Development begins	**END WINTER 2022** Teams formed	**BEGIN SPRING 2022** ISER trainings	**BEGIN FALL 2022** Gather evidence	**END WINTER 2023** Draft due

END FALL 2023 Submit To ACCJC	**END FALL 2023** Board Approval	**BEGIN FALL 2023** College Feedback	**BEGIN FALL 2023** Final Draft due	**END SPRING 2023** College Feedback

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KEEPING UP WITH THE ISER PROCESS

- Website
  - https://foothill.edu/accreditation/
- Email
  - fhaccreditation@fhda.edu
  - kuoelaine@fhda.edu

Thank you for your support!

FOOTHILL COLLEGE

Accreditation Update
Presentation to the Board of Trustees, Sept. 12, 2022

Mallory Newell, Accreditation Liaison Officer
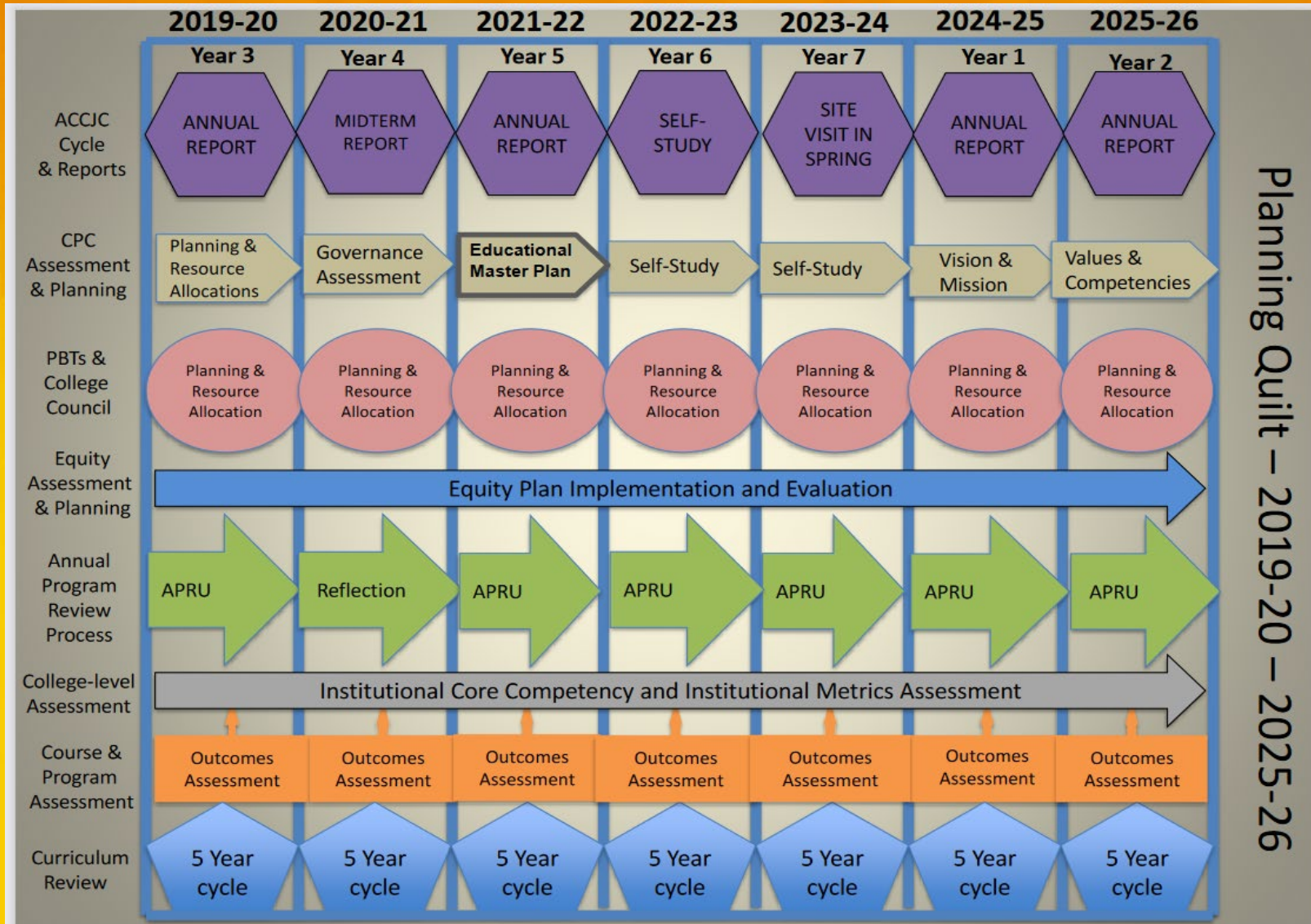
Standards and Writing Teams

Standard I: Mission, Academic Quality and Institutional Effectiveness and Integrity

- College Planning Committee

Standard II: Student Learning Programs and Support Services

- **Instructional Programs**: Instructional Planning and Budget Team (IPBT)
- **Library and Learning Support Services**: Academic Services
- **Student Support Services**: Student Services Planning and Budget Team (SSPBT)

Standard III: Resources

- **Human, Physical and Financial Resources**: Administrative Planning and Budget Team (APBT)
- **Technology Resources**: Technology Committee

Standard IV: Leadership and Governance

- **Decision-Making Roles and Processes**: Academic Senate and Classified Senate

- **Chief Executive Office**: College Planning Committee

- **Governing Board**: College Planning Committee and Chancellor's Office

- **Multi-College Districts**: College Planning Committee and Chancellor's Office

Opening Day 2022: Accreditation Liaison Officer shares with campus community the purpose of accreditation and ISER process

October 2022: Accreditation Liaison Officer reports to shared governance groups about ISER process and solicits a team lead for each section

October 2022-June 2023: College Planning Committee (CPC) meets to work on and monitor standards in conjunction with shared governance groups serving as writing teams.

Timeline

Dec. 1, 2022: Writing teams submit first drafts

Feb. 23, 2023: Writing teams submit second drafts

May 11, 2023: Writing teams submit third drafts

May 25, 2023: Writing teams submit fourth drafts

June 2023: Accreditation Liaison Officer shares combined drafts
- Combined draft is shared with college through a virtual workshop
- Drafts are sent to Office of Communications for editing and design

July 2023: Office of Communications reviews and directs questions to teams and Accreditation Liaison Officer

August-September 2023: Office of Communications continues final editing, formatting and production

Timeline

October 2023: Campus groups and individuals submit feedback on edited draft

- College Planning Committee hosts collegewide event to share edited draft
- Accreditation Liaison Officer shares edited draft with governance groups, seeking formal approval

November 2023: President submits final draft to Board of Trustees for approval

Dec. 15, 2023: College submits report to ACCJC

Spring 2024: Evaluation team conducts site visit and comprehensive review

More Information

- **Comprehensive website**: deanza.edu/accreditation/2023-iser
- For questions or comments, contact Mallory Newell, Accreditation Liaison Officer, at newellmallory@deanza.edu

Institutional Self-Evaluation Report Process (ISER): District's Role

David D. Ulate

Executive Director of Institutional Research & Planning

FOOTHILL-DE ANZA
Community College District

Foothill College

De Anza College

Accreditation Standards + District

- Standard 1: Mission, Academic Quality and Institutional Integrity (27 items)

- Standard 2: Student Learning Programs and Support Services (28 items)

- Standard 3: Resources (40 items)

- Standard 4: Leadership and Governance (33 items)
  - C. Governing Board (13)
  - D. Multi-College Districts (7)

"District" Standards

STANDARD IV.C

- 13 Individual Standard Statements
  - Authority of the board
  - Act as a collective entity
  - Is independent, policy-making body
  - Bylaws and policies are published, evaluated
  - Act in accordance with policies
  - Reviews key indicators of student success
  - Program for board development and evaluation
  - Upholds code of ethics
  - Is informed re: accreditation and supports college efforts to improve

STANDARD IV.D

- 7 Standard Statements
  - CEO provides leadership in setting and communicating expectations; and assures colleges
  - of responsibilities
  - Effective resource allocation policy
  - District CEO delegates to College CEOs to implement district policies
  - Planning and evaluation are integrated with colleges
  - Communication across district is timely, accurate, and complete
  - Regular evaluation

EVIDENCE

"District" Standards: The Evidence

■ Standard IV.C.3: The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

- ■ Board Policy 2431: Chancellor or President selection
  - ▨ Evidence from (https://www.fhda.edu/chancellorsearch/) and upcoming search
- ■ Board Policy 2435: Evaluation of the Chancellor
  - ▨ Evidence from Board Minutes (Aug. 2, 2021; Feb. 14, 2022 Board Meetings)

■ Standard IV.D.2: Delineation of responsibilities by the district/system CEO. Where district/system has responsibility, it is evaluated against the standards.

- ■ Functional Map – *currently under revision.*

Functional Map

■ District and Colleges reviewed all 128 standards.

   ■ Primary (P), Secondary (S), Shared (SH) responsibility of standard. – College *AND* District

   ■ District gets a 'P' if we have independent responsibility.

      ▨ Is this something the district does and _can_ accomplish independently?

      ▨ Primary – 47, Shared - 28

Functional Map Examples

■ **Both College and District are Primary**

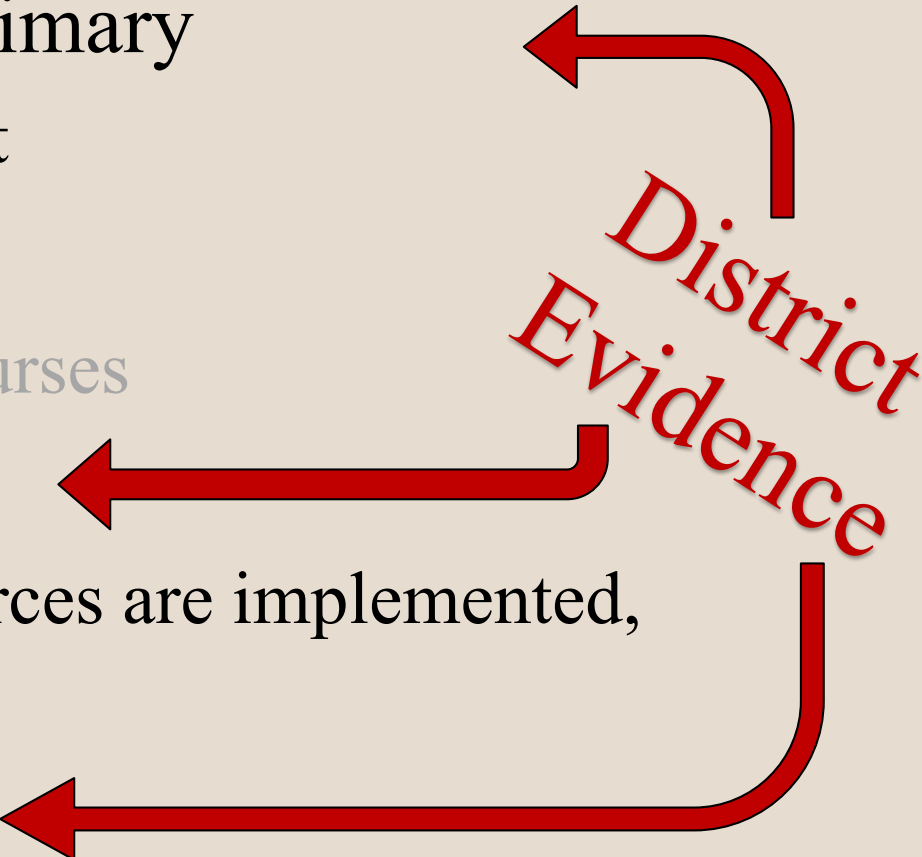   ■ Standard 1A1: Mission Statement

■ Only College is Primary

   ■ Standard 2A6: Scheduling of Courses

■ **Only District is Primary**

   ■ Standard 3C3: Technology resources are implemented, maintained, and secure.

■ **Shared Responsibility**

   ■ Standard 3D7: Effective oversight of finances

District Evidence

Thank You

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Office of Institutional Research & Planning