# Accreditation Update
# District Opening Day | Sept. 20, 2023

## De Anza College

**Mallory Newell, Accreditation Liaison Officer**
**Erik Woodbury, Academic Senate President**
**Marisa Spatafore, Administrative Advisor**

## Foothill College

**Elaine Kuo, Accreditation Liaison Officer**
**Voltaire Villanueva, Academic Senate President**

# What is Accreditation?

Process by which the institution **reflects on** and **publicly demonstrates** effective use of instruction, services, resources, and operations in continuing and ongoing efforts **to serve students better.**
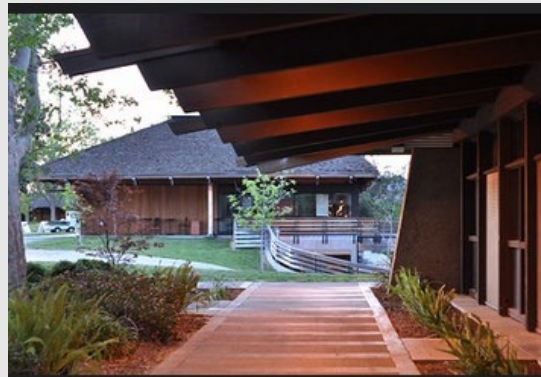
# What is an ISER?

**Institutional Self-Evaluation Report (ISER)**

- Written report

- Institutional strengths and weaknesses

- Evidence of student achievement and learning

- Reflective and forward-thinking look into our processes and practices

- Information and evidence of meeting our mission AND the accreditation standards

- Identification of areas for improvement

    o **Improvement Plans –** actionable improvement plans

    o **Action Projects** – Quality Focus Essay

# Accreditation Overview

**Accreditation Features**

- Voluntary participation
- Peer review process
- Site visit every seven years

**Accreditation Benefits**

- Assures the public that the college meets established standards and federal eligibility requirements
- Assures employers and other higher education institutions that a Foothill-De Anza degree is legitimate
- Satisfies mandatory condition for students to receive federal financial aid

# Who is our accreditor?

**Accrediting Commission for Community and Junior Colleges (ACCJC)**

- One of seven regional accrediting commissions in the U.S.

- Accredits community colleges and other associate degree granting institutions in the Western region

- Part of Western Association of Schools and Colleges (WASC)

- Authorized to operate by the Department of Education



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# Accreditation Standards

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

A.  Mission

B.  Academic Quality and Institutional Effectiveness

C.  Institutional Integrity

**Standard II: Student Learning Programs and Support Services**

A.  Instructional Programs

B.  Library and Learning Support Services

C.  Student Support Services





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# Accreditation Standards

**Standard III: Resources**

   A.   Human Resources

   B.   Physical Resources

   C.   Technology Resources

   D.   Financial Resources

**Standard IV: Leadership and Governance**

   A.   Decision-Making Roles and Processes

   B.   Chief Executive Office

   C.   Governing Board

   D.   Multi-College Districts

# NEW Accreditation Standards

- New Standards go into effect Fall 2023
- Biggest changes include:
  - Extending the accreditation cycle from seven to eight years
  - Elimination of the Quality Focus Essay (QFE)
  - Streamlining the Standards from 127 Standard statements to 30

# De Anza's ISER Process

- Process began on Opening Day, 2022

- Led by tri-chairs – faculty, administrator and classified (ALO)

- Writing teams were assigned through the shared governance process

  - Writing team lead was assigned to each governance team

- Draft was made available and posted in May 2023

- Latest draft posted in September 2023

# Foothill's ISER Process



- Kickoff event in January 2022

- ISER teams formed in Spring 2022-October 2022

- Accreditation Steering Committee included administrative, classified, faculty, and student representatives

- Administrator-faculty co-chairs for each Standard area

- A faculty lead writer assigned to each Standard area

- Three editors (faculty, classified, ALO)

- Draft posted in May-June 2023

- Newest draft posted in September 2023

# Feedback Process

**De Anza:**

- Draft is posted here: https://www.deanza.edu/accreditation/2023-iser.html

- Feedback will be collected through November 3

- Report will be shared and approved by each governance group

**Foothill**

- Draft is posted here: https://foothill.edu/accreditation/iser-2024-rough-draft-feedback.html

- Feedback will be collected through November 17

- Report will be shared at Academic Senate, ASFC, Classified Senate

- Report will be discussed at Mission Informed Planning Council (MIPC)

# Improvement Plans

- Arising from the ISER and cannot be addressed before the ISER is submitted
- Identify areas for improvement to increase institutional effectiveness or better align with ACCJC Standards.
- Include a brief description of expected outcomes and timelines for implementation
- Plans should be integrated into the College's ongoing evaluation and planning processes
- Progress is to be reported in the Midterm Report

## Standard III.D: Financial Resources

- District's allocation model is insufficient to support De Anza's needs leading to a negative carryforward balance. The College is unable to fund existing programs and services without cutting necessary staff and services nor grow in areas that best meet the needs of the changing student populations it serves.

- The College will work with the District's Business Services Office to ensure the formal review, evaluation and updating of the funding allocation model. A review has began in the 2022-2023 academic year, and the revision will need to be implemented by the end of the 2024-2025 academic year.

- The new model should be designed to ensure the College has adequate and proportionate financial resources to support student learning programs and services, and improve institutional effectiveness, without cutting essential programs and services.

# Improvement Plan #2

## Standard IV.A: Decision-Making Roles and Processes

- De Anza is in the early stages of implementing a new shared governance structure for program review and resource allocation. The new Resource Allocation and Program Planning (RAPP) Committee was established in fall 2022 to replace the three planning and budget teams.

- The RAPP Committee has developed a set of charges and norms, along with new processes and criteria for reviewing resource and personnel requests.

- The College will review the new structure, as well as other governance groups and the decision-making process through a governance assessment survey in spring 2024, and every two years after that.

- Survey results will be shared collegewide and used to develop action plans for continuous improvement.

# IMPROVEMENT PLAN #1

**Standard II.A.7 - Instructional Programs**
*The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all its students.*

**Regular and Substantive Interaction (RSI) in online classes**
- Approval for new administrative policy (AP 4105)
- Adoption of RSI documentation model by Academic Senate
- Develop and pilot an RSI documentation cohort
- Discuss evaluation approaches of RSI documentation process

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# IMPROVEMENT PLAN #2

**Standard II.A.11 - Instructional Programs**
*The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.*

**Student Learning Outcomes**
- Discuss Career and Academic Pathways-level outcomes and ILOs
- Support examination and improvement of PLOs
- Establish ongoing conversations about SLOs
- Plan to define a systematic approach for CLOs assessment

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# Quality Focus Essay

- Identify 2-3 quality focus projects
  - GOAL: Improve student learning and achievement
- Project descriptions
  - Specific activities with measurable outcomes
  - Responsible parties
  - Resources needed
  - Timeline
- Not to exceed 4,000 words
- Not considered as part of the College's accreditation status
- Required to provide a progress update in the Midterm Report

# Action Project #1

**Narrowing Equity Gaps (Standards I.B.6 & I.B.8)**
- Focus on implementation of new strategic planning process through campuswide engagement to narrow historic equity gaps
- Focused on ten institutional goals, identified in the Educational Master Plan for 2022-2027, for narrowing equity gaps to within 5 percentage points for seven disproportionately impacted student groups
- Focus on four strategic initiatives:
  - Outreach
  - Student-centered instruction and services
  - Retention
  - Civic capacity for community and social change
- Work has already begun, starting with campuswide engagement on Opening Day, 2023.

**Assessing Shared Governance (Standard IV.A.7)**

- De Anza is in the early stages of implementing a new shared governance structure for program review and resource allocation.

- The new Resource Allocation and Program Planning (RAPP) Committee was established in fall 2022 to replace the three planning and budget teams, with the Budget Advisory Committee replacing the Budget Task Force.

- The College will continue to evaluate its governance and decision-making processes on a regular basis, to assure their integrity and effectiveness.

- Results of these evaluations will be used as the basis for continuous improvement.

# ACTION PROJECT #1

**Race-Conscious Course Outlines of Record (COR)**
*This effort is aligned with the Strategic Vision for Equity (Issue 6, Goals 26 and 27) focusing on curriculum and pedagogy becoming explicitly race conscious.*

**Project Details**
- Academic Senate to establish guidelines
- Curriculum Committee to review/approve COR guidelines
- Professional development workshops and trainings
- In 2021-22, Academic Senate initiated discussions
- Beginning in 2023-24, 20% of CORs will adopt new guidelines; continue at an additional 20% each year until full adoption

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# ACTION PROJECT #2

**Annual Academic Course Schedule**
*This effort is aligned with the Strategic Vision for Equity (Issue 13, Goal 54) focusing on decreasing the average number of units accumulated among degree seekers by 10%.*

**Project Details**
- Planning committee with stakeholders
- Professional development and training for program chairs and schedulers
- In 2023-24, establish guiding principles to scheduling
- In 2024-25, draft annual schedule
- In 2025-26, finalize annual scheduling process and align with program maps

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# Timeline

**October-November 2023**: Feedback period

**December 11, 2023**: Final draft to Board of Trustees for approval

**December 15, 2023**: College submits report to the ACCJC

**March-April 2024**: Colleges receive Core Inquiries Report

**Early September 2024**: Deadline to respond to Core Inquiries Report

**Week of September 30, 2024**: Site visit at each college

# Visiting Team Chairs

**De Anza**
- Chair: Brent Calvin, [Superintendent and President], College of the Sequoias
- Vice Chair: Rick MacLennan, [Chancellor], Ventura County Community College District

**Foothill**
- Chair: Brenda Thames, [President], El Camino College
- Vice Chair: Ashanti Hands, [President], San Diego Mesa College

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# Comprehensive Peer Review Process

- **Step One: Formative Review**
  - Team ISER review in Winter 2024
  - Series of assignments + one-day meeting
  - Peer reviewers review the ISER and prepare the Core Inquiries Report
  - Core Inquiries indicate areas where more information is needed and provided to the College prior to the Focused Site Visit (March-April 2024)
  - The College has 6 months to address the Core Inquiries

# Comprehensive Peer Review Process

- **Step Two: Summative Review**
  - Week of September 30th
  - On-site visit
  - Culminates in a Peer Review Team Report that is submitted to the ACCJC
  - College is notified of its accreditation status within 30 days of the Commission meeting (January 2025)

# More Information

**De Anza**

- [2023 Institutional Self-Evaluation](#)
- Mallory Newell, Accreditation Liaison Officer, [newellmallory@deanza.edu](mailto:newellmallory@deanza.edu)

**Foothill**

- [Reaffirmation of Accreditation 2024](#)
- Elaine Kuo, Accreditation Liaison Officer, [kuoelaine@fhda.edu](mailto:kuoelaine@fhda.edu)