FOOTHILL COLLEGE Institutional Self-Evaluation Report

ACCREDITATION

ASFC | April 21, 2022

E. Kuo
INTRODUCTIONS

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  • Institutional Research & Planning

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  • Office of Instruction & Institutional Research

We support Foothill’s accreditation process!
ACCREDITATION NEEDS YOU!

• Accreditation exists for students
• Share your perspective and opinion
• Ensure Foothill continues to offer high quality education
• Help Foothill identify areas for ongoing improvement

Help with the Institutional Self-Evaluation Report (ISER)!
PART ONE
Accreditation Cycle
Institutional Self-Evaluation Report (ISER)

PART TWO
Student ISER Participation Discussion

PART THREE
Student ISER Participation Options
PRESENTATION TIMELINE

• April 21: Provide Information
• TBD: Discuss the Call to Action
• TBD: Propose Participation Options
PART ONE
Accreditation Cycle
Institutional Self-Evaluation Report (ISER)

PART TWO
Student ISER Participation Discussion

PART THREE
Student ISER Participation Options
PRESENTATION GOALS (FOR TODAY)

• Context and Information
  • What is Accreditation? Why is this process important?
  • What is the Institutional Self-Evaluation Report (ISER)? Why is it important?
SHOULD ACCREDITATION MATTER WHEN CHOOSING A COLLEGE?
WHAT DOES BEING ACCREDITED MEAN FOR STUDENTS?

• You may receive federal loans and other financial aid
• Your earned credits are transferrable to other colleges
• Your transcript is evaluated as one that meets recognized standards—whether for transfer or employment
WHAT DOES BEING ACCREDITED MEAN?

• Quality assurance/control
  • Ensures that colleges meets or exceeds specific educational standards
  • Holds colleges accountable for the programs they offer
  • Documents colleges’ continuing attempts to improve student success and achievement
WHAT IS ACCREDITATION?

• Review process that reflects on and publicly demonstrates our efforts to serve students better.

What does Foothill do well? Where can we improve?
ACCREDITATION CYCLE & REPORTS

• Self Evaluation & Comprehensive Review (every 7 years)
• Follow Up Reports (if required)
• Midterm Reporting (4th year after comp review)
• Ongoing Reporting
  • Annual Report
  • Annual Fiscal Report
  • Substantive Change
THE ISER NEEDS YOU!

• Help with the Institutional Self-Evaluation Report
  • Learn about the college
  • Provide feedback
  • Share your valuable perspective
  • Engage with Admin, Classified, Faculty

You are Foothill, so contribute to telling the story of Foothill!
ISER TIMELINE

BEGIN WINTER 2022
ISER Development begins

END WINTER 2022
Teams formed

BEGIN SPRING 2022
Gather evidence

BEGIN FALL 2022
Write to Standards

BEGIN FALL 2023
College Feedback

BEGIN FALL 2023
Final Draft due

END SPRING 2023
College Feedback

END FALL 2023
Submit To ACCJC

END FALL 2023
Board Approval

BEGIN FALL 2023
College Feedback

BEGIN FALL 2023
Draft due

END WINTER 2023
Submit To ACCJC
ISER TIMELINE WINTER-SPRING 2022

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ISER TIMELINE FALL 2022-SPRING 2023

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FALL 2022
Gather evidence

WINTER 2023
Draft due

SPRING 2023
College Feedback
STANDARDS OF INSTITUTIONAL PRACTICE

STANDARD I
Mission
Assuring Academic Quality & Institutional Effectiveness
Institutional Integrity

STANDARD II
Instructional Programs
Library & Learning Support Services
Student Support Services

STANDARD III
Human Resources
Physical Resources
Technology Resources
Financial Resources

STANDARD IV
Decision-Making Roles & Processes
Chief Executive Officer
Governing Board
Multi-College Districts
QUALITY FOCUS ESSAY (QFE)

- Improve student learning and achievement
- Identify intended outcomes
- Establish a long-term timeline
- Not used by Commission in decision, but teams will provide feedback

2017 QFEs: Participatory Governance and Educational Pathways
NEXT STEPS: FOR CONSIDERATION

• How do we ensure continuity in involvement and information sharing?

• How much time commitment might students realistically commit?

• What are ideal/preferred ways students could participate?
  • Do students want to read then provide feedback?
  • Do students want to focus on discussion opportunities?
  • Do students want to attend (many) meetings?
NEXT STEPS: FOR CONSIDERATION

• What does “meaningful” participation look like?
• Are there discussions that you felt were productive?
• Are there discussions that you felt you were able to make a contribution?
• How do you see yourself contributing to the ISER development process?
NEXT STEPS

• Student ISER Participation Discussion
  • How do we ensure student participation is meaningful?

• Student ISER Participation Options
  • In what ways can the ISER development process be structured to promote meaningful students engagement?

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