



FOOTHILL-DE ANZA
Community College District

Board of Trustees Presentation



Foothill College



De Anza College

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

Foothill – De Anza CCD

Office of Institutional Research & Planning

September 12, 2022

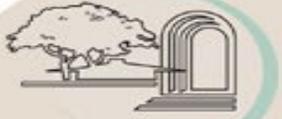


Accreditation Overview

■ 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

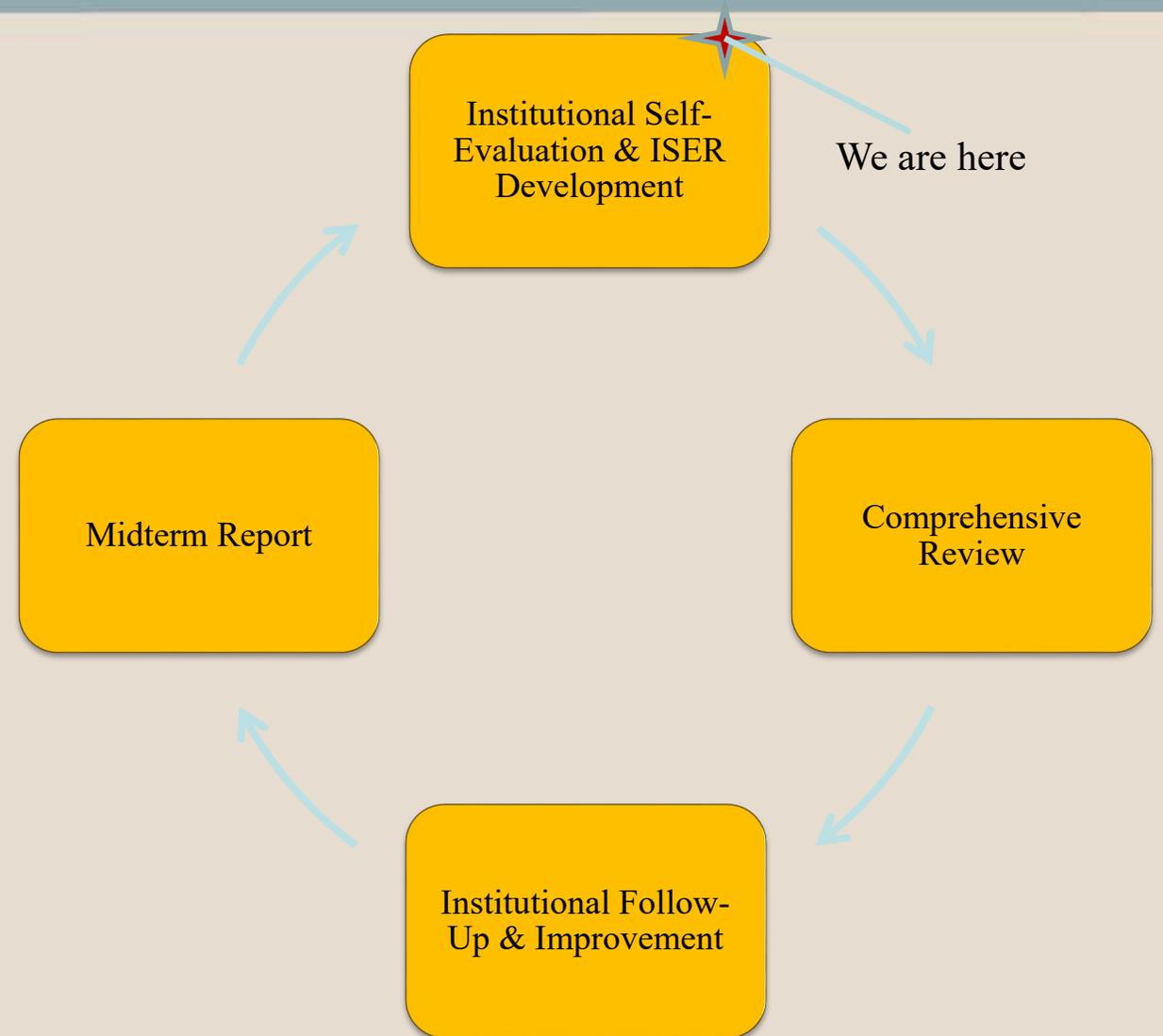
■ Who is our accrediting agency?

- 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

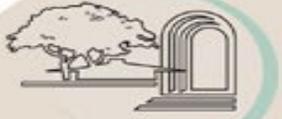




What is the ISER?

■ 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

STANDARD I
27 Statements

Mission

**Assuring Academic
Quality &
Institutional
Effectiveness**

**Institutional
Integrity**

STANDARD II
28 Statements

Instructional Programs

**Library & Learning
Support Services**

**Student Support
Services**

STANDARD III
40 Statements

Human Resources

Physical Resources

Technology Resources

Financial Resources

STANDARD IV
33 Statements

**Decision-Making Roles
& Processes**

**Chief Executive
Officer**

Governing Board

Multi-College Districts

QUALITY FOCUSED ESSAY

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)

STANDARDS OF INSTITUTIONAL PRACTICE

STANDARD TEAM MEMBERS

Identify/Document Evidence

Engage in Standard Discussions

4 Main Teams

STANDARD TEAM LEADS

Coordinate/Facilitate Team

Consider Improvement Plans

Organize Evidence

1 Admin/1 Faculty per team

LEAD WRITERS

Write Standard Sections

2 Faculty

EDITORS

Establish Singular Narrative

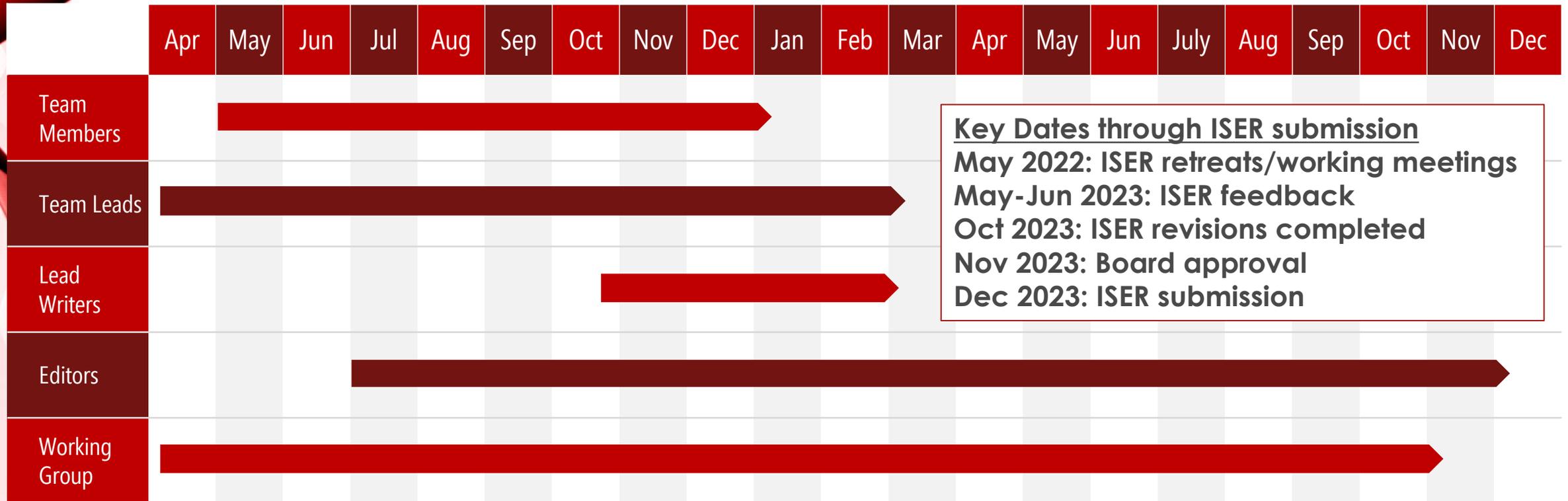
Creates Additional Required Content

Produces Draft and Final Document

Marketing/PR, 1 Faculty, ALO

← FOUR STANDARD TEAMS + QFE TEAM →

ISER TEAM ROLES TIMELINE



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

ISER TIMELINE



KEEPING UP WITH THE ISER PROCESS

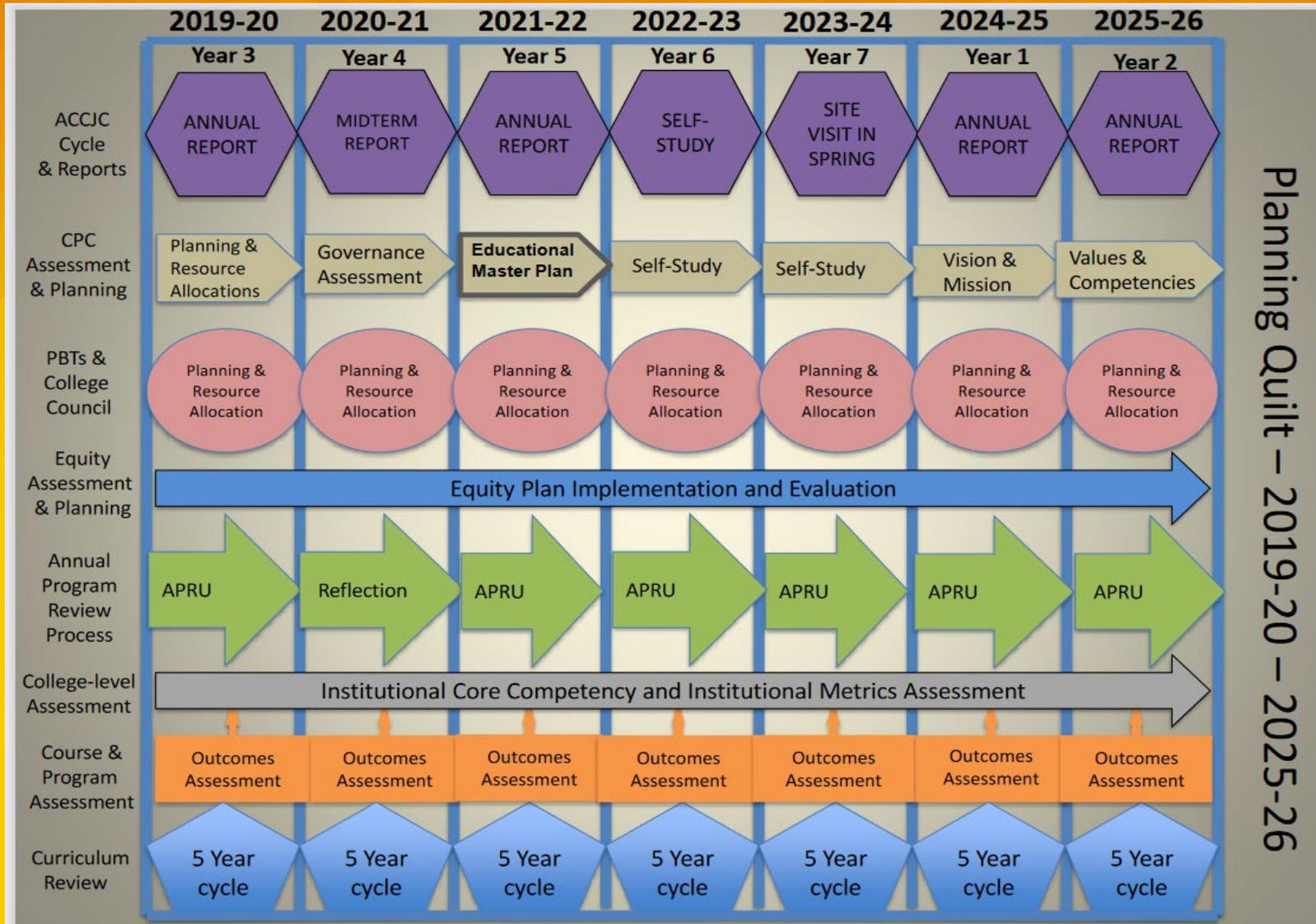
- Website
 - <https://foothill.edu/accreditation/>
- Email
 - fhaccreditation@fhda.edu
 - kuoelaine@fhda.edu

Thank you for your support!



Accreditation Update
Presentation to the Board of Trustees, Sept. 12, 2022
Mallory Newell, Accreditation Liaison Officer

Accreditation and Planning Cycle



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

Standards and Writing Teams

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



Timeline

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





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Foothill College



De Anza College

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

David D. Ulate

Executive Director of Institutional Research & Planning

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 and evaluated
- Act in accordance with district 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
- Clear delineation 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



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De Anza College

Thank You

Foothill – De Anza CCD
Office of Institutional Research & Planning