FOOTHILL COLLEGE

ACCREDITATION

Institutional Self-Evaluation Report (ISER)

Mission Informed Planning Council (MIPC)
October 6, 2023

E. Kuo

WHAT IS ACCREDITATION?

- Voluntary 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**.

WHY ACCREDITATION?

- Assurance that our college meets established standards and federal eligibility requirements
- Recognition by employers and other higher education institutions that our college's courses and awards are legitimate
- Ensures our students are eligible to receive federal financial aid

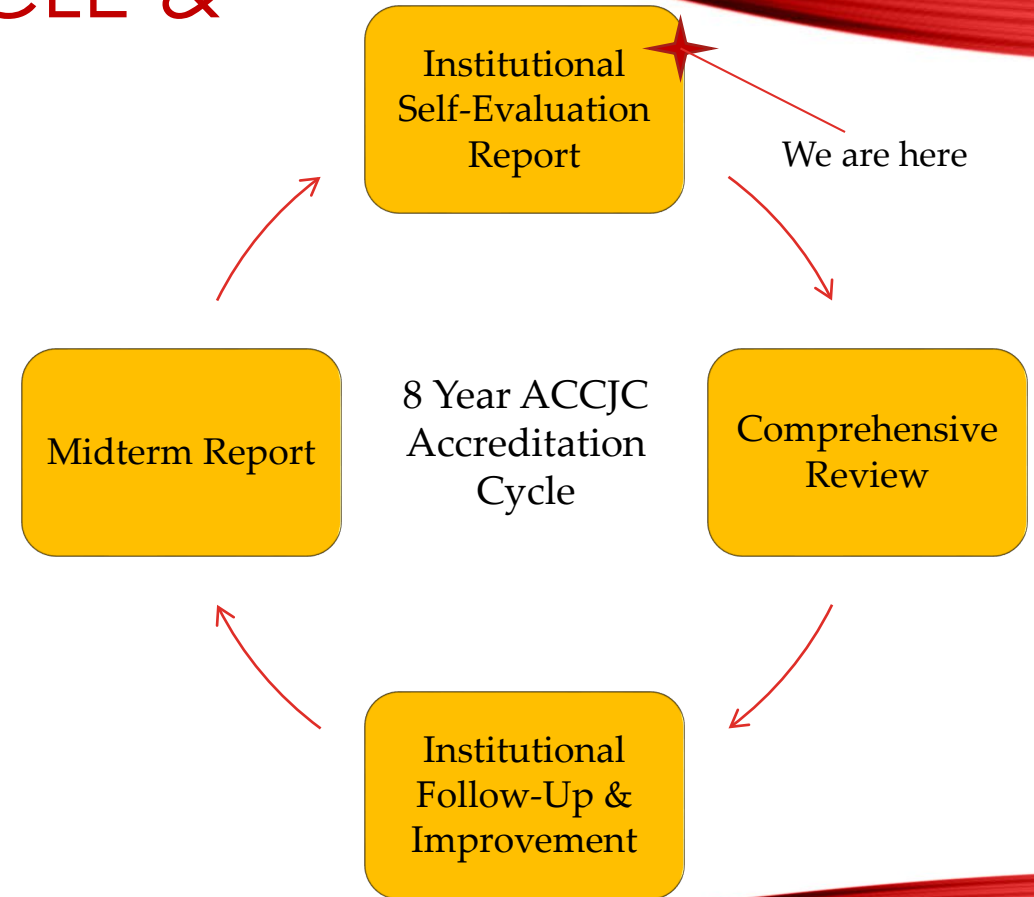Being accredited is a mark of quality

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WHO IS OUR ACCREDITOR?

- Accrediting Commission for Community and Junior Colleges (ACCJC)
  - One of seven regional accrediting commissions in the country
  - Accredits associate degree granting institutions in the Western region
  - Authorized to operate by the Department of Education

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ACCREDITATION CYCLE & REPORTS

- Self Evaluation & Comprehensive Review (every 8 years)

- Follow Up Reports (if required)

- Midterm Reporting (4th year after comprehensive review)

- Ongoing Reporting

  - Annual Report

  - Annual Fiscal Report

  - Substantive Change

Institutional Self-Evaluation Report

We are here

8 Year ACCJC Accreditation Cycle

Midterm Report

Comprehensive Review

Institutional Follow-Up & Improvement

WHAT IS AN ISER?

- Written report

- Complies with the standards

- Evidence of meeting the college mission

- Honest assessment of strengths and weaknesses

- Identify areas for improvement

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

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IMPROVEMENT PLAN

- Identified during the ISER development process

- Issues will not be fully addressed before ISER submission to the ACCJC

- Areas that will increase institutional effectiveness or strengthen alignment with the ACCJC Standards.

- Plans will integrate into our college's ongoing evaluation and planning processes

- Progress will be reported in the Midterm Report

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 (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

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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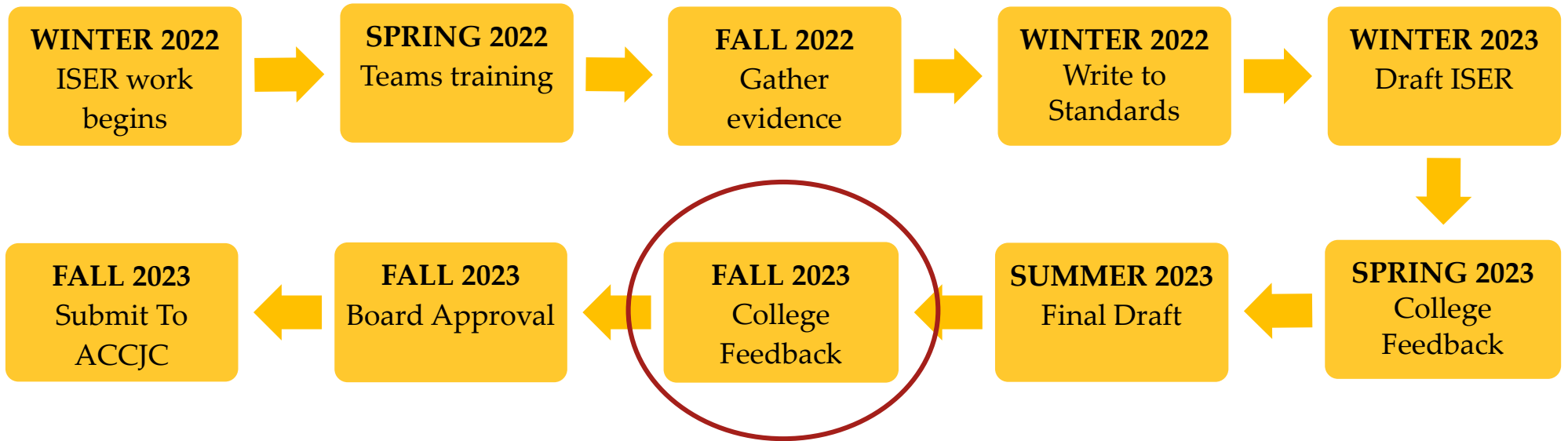
ACTION PROJECT #2

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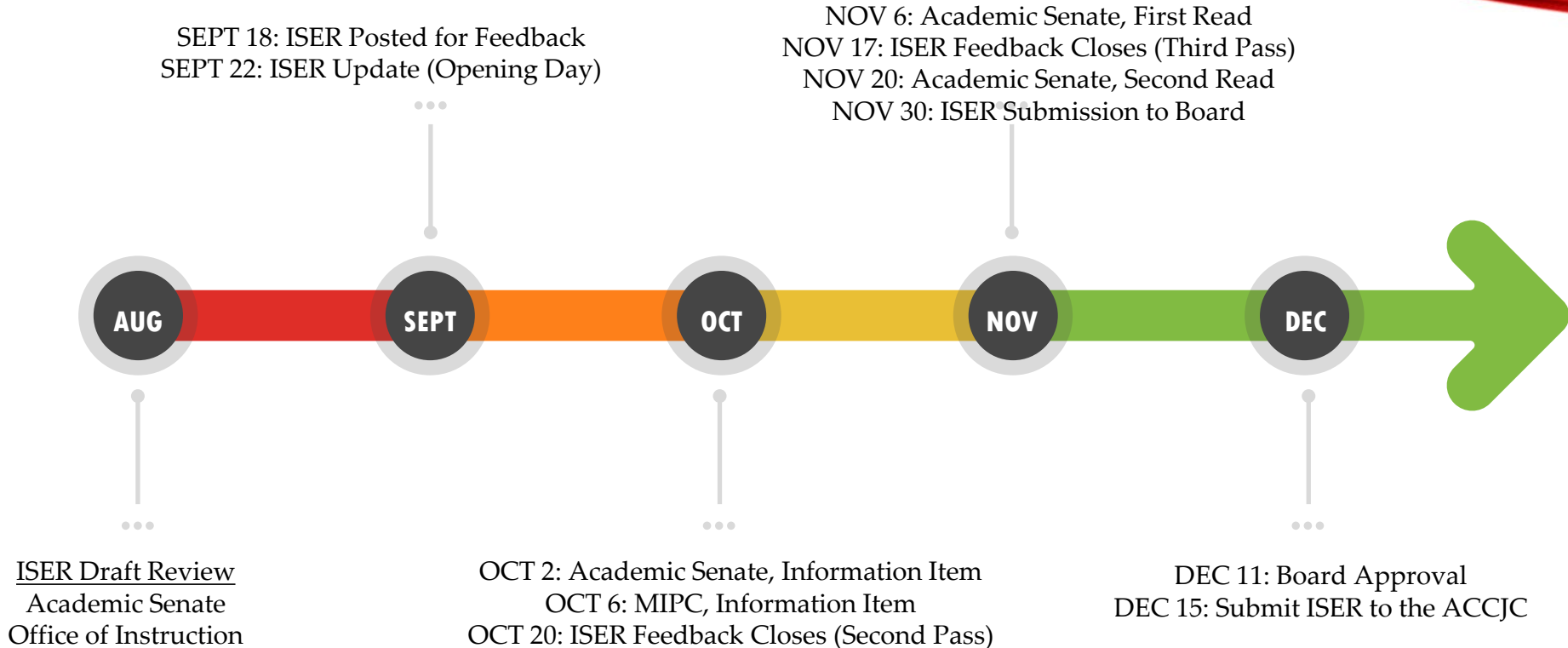
Project Details
- Planning committee with stakeholders
- Professional development and training for program chairs and schedulers
- In 2023-24, establish guiding principles to scheduling
- In 2024-25, draft annual schedule
- In 2025-26, finalize annual scheduling process and align with program maps

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ISER TIMELINE

| WINTER 2022 ISER work begins | → | SPRING 2022 Teams training | → | FALL 2022 Gather evidence | → | WINTER 2022 Write to Standards | → | WINTER 2023 Draft ISER |

| FALL 2023 Submit To ACCJC | ← | FALL 2023 Board Approval | ← | FALL 2023 College Feedback | ← | SUMMER 2023 Final Draft | ← | SPRING 2023 College Feedback |

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ISER TIMELINE: FALL 2023

SEPT 18: ISER Posted for Feedback
SEPT 22: ISER Update (Opening Day)

NOV 6: Academic Senate, First Read
NOV 17: ISER Feedback Closes (Third Pass)
NOV 20: Academic Senate, Second Read
NOV 30: ISER Submission to Board

AUG — **SEPT** — **OCT** — **NOV** — **DEC**

ISER Draft Review
Academic Senate
Office of Instruction

OCT 2: Academic Senate, Information Item
OCT 6: MIPC, Information Item
OCT 20: ISER Feedback Closes (Second Pass)

DEC 11: Board Approval
DEC 15: Submit ISER to the ACCJC

ASFC and Classified Senate dates TBD

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GOVERNANCE ENGAGEMENT

OCT 2022

Information Item

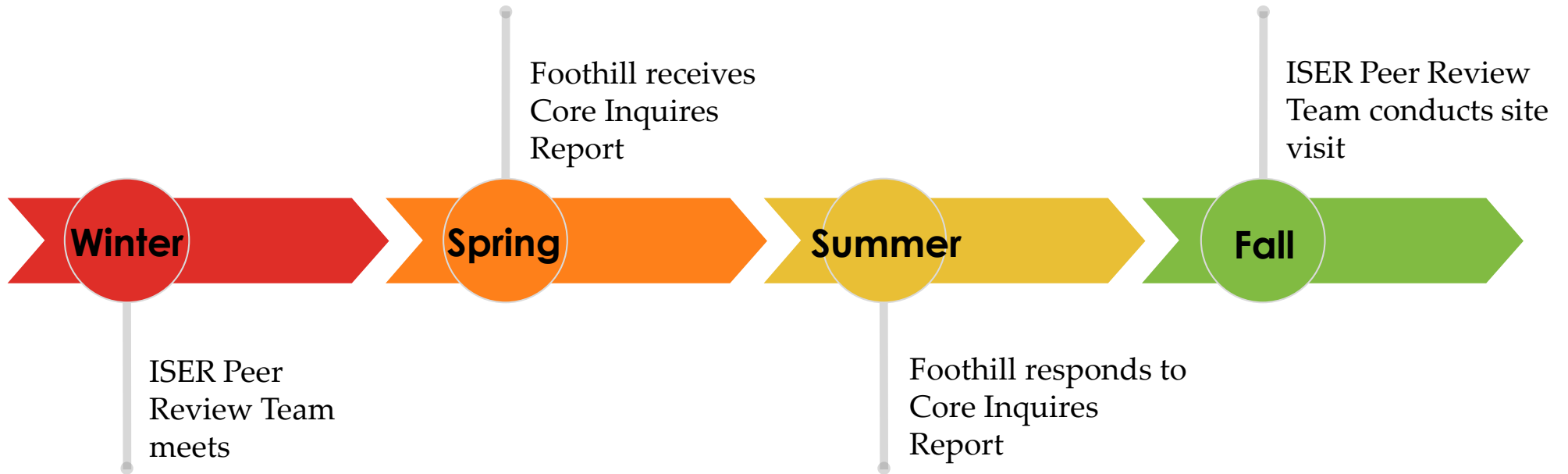*Feedback on 2nd draft closes Oct 20*

NOV 2022

Discussion & Action

Feedback on 3rd draft closes Nov 17

DEC 2022

Board approval & ACCJC submission

Mission Informed Planning Council

ISER TIMELINE: 2024

Foothill receives Core Inquires Report

ISER Peer Review Team conducts site visit

Winter

Spring

Summer

Fall

ISER Peer Review Team meets

Foothill responds to Core Inquires Report

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COMPREHENSIVE PEER REVIEW

- Step One: Formative Review
  - Peer review team review the ISER and prepare the Core Inquiries Report
  - Identified areas require more information and will be a focus of the site visit
  - Report received in March/April 2024
  - Response required by August/Sept 2024

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COMPREHENSIVE PEER REVIEW

- ## Step Two: Summative Review
  - Campus visit by peer review team, week of Sept 30, 2024
  - Focus on areas identified by Core Inquiries Report
  - Peer review team submits a final report
  - ACCJC will take institutional action on our accreditation status, Jan 2025

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VISITING TEAM CHAIRS

CHAIR
Brenda Thames
President
El Camino College

VICE CHAIR
Ashanti Hands
President
San Diego Mesa College

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FEEDBACK PROCESS

- Latest ISER draft is posted HERE

- Feedback form is posted HERE

- Feedback for second draft closes: Oct 20, 2023

- Email: fhaccreditation@fhda.edu

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