



Institutional Self-Evaluation Report (ISER) for Accreditation

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- ❑ Six-Year Integrated Planning and Resource Allocation Model
- ❑ Purpose of Accreditation
- ❑ Institutional Self-Evaluation Report (ISER)
- ❑ The Accreditation Standards
- ❑ Standards Teams
- ❑ Self-Evaluation Drafting Process
- ❑ Timeline for Feedback
- ❑ Next Steps



Planning Quilt – 2015-16 – 2021-22

What is ACCJC (Accrediting Commission for Community and Junior Colleges)?

- Part of WASC (Western Association of Schools and Colleges)
- Accredits community colleges and other associate degree granting institutions in the Western region
- One of seven regional accrediting commissions in the U.S.
- ACCJC is authorized to operate by the Department of Education

What is accreditation?

- Voluntary participation in self-regulation
- Peer review process to ensure overall educational quality and institutional effectiveness
- Site visit every 6 years (moving to every 7 years)

Why do we need it?

- Provides assurance to the public that the college meets set Standards and Federal Eligibility Requirements (ERs)
- Provides assurance to employers and other higher education institutions that the degree is legitimate
- Needed to receive federal financial aid

What is the Institutional Self-Evaluation Report (ISER)?

- An honest evaluation of our strengths and weaknesses
- Continuous self-evaluation of our activities for improvement
- A reflective, analytical and forward thinking look into our processes and practices
- Information and evidence of meeting our mission AND the Standards
- Presentation of evidence of student achievement and learning
- Identification of areas for improvement -
 - **Action Plans:** actionable improvement plans that arise from the ISER
 - **Action Projects:** Embedded in the Quality Focus Essay (QFE)

Standard 1: Mission, Academic Quality and Institutional Effectiveness and Integrity

- A. Mission
- B. Academic Quality and Institutional Effectiveness
- C. Institutional Integrity

Standard 2: Student Learning Programs and Support Services

- A. Instructional Programs
- B. Library and Learning Support Services
- C. Student Support Services

Standard 3: Resources

- A. Human Resources
- B. Physical Resources
- C. Technology Resources
- D. Financial Resources

Standard 4: Leadership and Governance

- A. Decision-Making Roles and Processes
- B. Chief Executive Office
- C. Governing Board
- D. Multi-College Districts

Standards Assignments

College Planning Committee	IPBT	Library	SSPBT	FCOPBT	Technology Committee
Standard 1.A., 1.B., 1.C.	Standard 2.A.	Standard 2.B.	Standard 2.C.	Standard 3.A., 3.B., 3.D. (Liabilities, Contractual Agreements)	Standard 3.C.

Campus Budget	Academic Senate	Classified Senate	President and Senior Staff	District Advisory Team
Standard 3.D. (Planning and Fiscal Responsibility and Stability)	Standard 4.A.	Standard 4.A.	Standard 4.B.	Standard 4.C., 4.D.

January 2016	February - June 2016	July - August 2017	September 2016 - November 2016	December 2016
Assign standards to teams and provide training	Teams work on Accreditation Matrix; Administer employee and student accreditation survey	Analyze results of employee and student accreditation surveys	Teams use matrix to begin writing ISER; share results of accreditation surveys	Teams finalize self-evaluation assignments and submit draft
January - May 2017	April 2017	May 12 - May 30 2017	June 2017	June 12, 2017
Copy edit self-evaluation report	Accreditation Steering Committee drafts Quality Focus Essay (QFE)	Solicit feedback on process, self-evaluation report, and QFE; Present to shared governance groups; Hold town hall meeting	Feedback incorporated into final self-evaluation report	Final draft of self-evaluation presented to Board of Trustees
July - August 2017	September 2017	October 9 - October 12, 2017		
Self-evaluation to printer; Copies sent to team; Accommodations for site visit; Compile hard copies of evidence for team room	Opening Day activities around accreditation	Site visit and interviews with team members		

- 1. Work toward achieving the six identified institutional metrics in order to meet the Education Master Plan goal by 2020. (Standard I.B.3)**
 - In 2016, College Council asked the Academic Senate to take the lead in addressing six institutional metrics that it seemed the college may not meet by 2020. The Academic Senate has identified key stakeholders to develop plans for improving performance on these metrics, including steps for implementation, monitoring and assessment of improvement efforts. The stakeholders will present their plans to College Council and provide a quarterly status report.
- 2. Increase training for institutional planning, program review and resource allocations. (Standard III.A.14)**
 - Work with the Office of Professional Development and the planning and budget teams to provide faculty and staff members with training and information about the institutional planning process, with the goals of improving their understanding and increasing engagement in the process.

3. Continue the college's commitment to Student Learning Outcomes work at all levels: SSLO, SLO, AUO, PLO and ILO. (Standard I.B.2)

- **Make the data submission process easier through steps such as encouraging use of the “Assignments” feature in the TracDat system.**
- **More closely align assessment requirements with the 5-year curriculum review process, so as to ensure consistent and ongoing assessment work**
- **Work with the TracDat developer to improve reports generated by the system.**
- **Promote the need for ongoing assessment cycles through regularly scheduled workshops in conjunction with the Office of Professional Development, as well as Opening Day activities and workshops, weekly “drop-in help” office hours for faculty, and the annual convocation.**

4. Continue to advance the college's commitment to equity. (Standard I.B.2)

- **Develop and better integrate programs and services that directly address issues of equity among our students and within our institution, through collaboration between the offices of Instruction and Student Services.**

5. Improve the dissemination of information from the planning and budget teams (PBTs) to the campus community. (Standard IV.A.5)

- Under the direction of College Council, the College Planning Committee will lead an assessment of how information is currently being disseminated and accessed by various groups.
- Identify ways to improve communication before and after proposed changes take place, as well as communication about how changes will impact other areas.

6. Improve coordination between the PBTs. (Standard I.B.9)

- Improve integration between the PBTs on matters such as resource allocation and hiring, so as to have a college-driven process in which members of College Council provide leadership and guidance as opposed to merely receiving information. This is aimed at helping the campus community better understand how factors such as hiring, reductions and program viability affect the college as a whole. College Council will serve as the lead for integration and ask for a status update from the PBTs at each meeting to increase the sharing and discussion of information.

Action Project 1: Student Equity

- **Goal:** Create a collegewide vision for reaching equitable outcomes for all student groups and a plan to achieve this vision.

A collegewide vision for student equity will enable the college to focus its efforts in one direction with a clear plan for achieving its goal. The plan would include a holistic assessment of current practices and policies, a review of what works nationally in order to implement locally, and a collegewide commitment to the vision.

Action Project 2: Integrated Planning and Communication

- **Goal:** Develop better integration between the planning and budget teams.

By increasing integration between the planning and budget teams, the college will increase opportunities for cross-campus dialogue about resource allocations, hiring, program viability, Student Learning Outcomes assessment and other important issues. Better integration will produce greater transparency, make processes more effective and ultimately contribute to better student outcomes.

Implementation activities and timelines are listed in the report.

- ❑ Look for the collegewide email on May 12 with a link to the ISER
- ❑ Submit feedback through your constituency group leadership
- ❑ Attend a shared governance meeting in May to be part of the discussion
- ❑ Submit feedback directly to Newellmallory@fhda.edu
- ❑ Attend the Town Hall meeting on May 18, 12:00 – 1:00 p.m., ADM 109
- ❑ Submit all feedback, comments, concerns, questions by May 30, 2017
- ❑ Attend Opening Day activities around accreditation
- ❑ Be ready for the Site Visit, October 9-12, 2017