



SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE • MESA COLLEGE • MIRAMAR COLLEGE • CONTINUING EDUCATION

Institutional Accreditation Progress Report

**SDCCD Board of Trustees Meeting
January 31, 2019**

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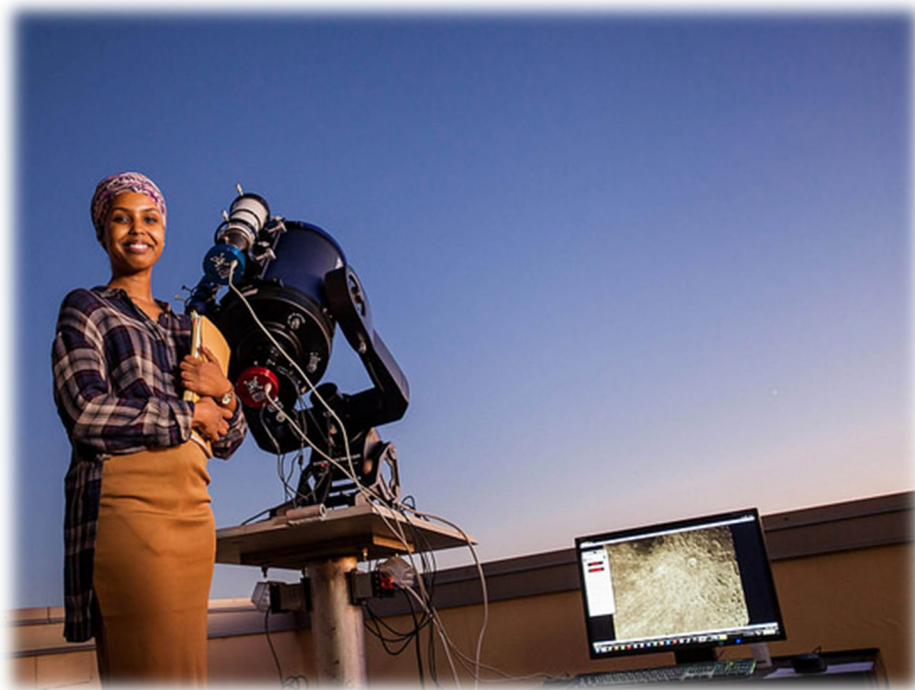
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What is Regional Accreditation?

- Regional Accreditation is a system of voluntary self-regulation, which has evolved as a process of peer review in the American system of quality assurance of educational institutions
- There are six regional accrediting agencies whose purpose is to ensure quality of programs and services, sufficient resources, and structures and processes for continuous support of student learning

Source: Accrediting Commission for Community and Junior Colleges, Guide to Institutional Self-Evaluation, Improvement, and Peer Review, 2017





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Purpose of Regional Accreditation



“Assurance to students and the public that the education one receives at the institution is a quality education and that the degrees one can achieve at the institution have value and meaning to the recipients and to society. “

Source: Accrediting Commission for Community and Junior Colleges, Guide to Institutional Self-Evaluation, Improvement, and Peer Review, 2017, page 2.



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Accrediting Commission for Community and Junior Colleges (ACCJC)

- Three SDCCD Colleges
 - San Diego City College
 - San Diego Mesa College
 - San Diego Miramar College
- Recognized Scope of Accreditation
 - Associate degree-granting institutions
 - Authorization to approve a first career or technically oriented baccalaureate degree
 - Colleges in California, Hawaii, the Territories of Guam and American Samoa, the Commonwealth of the Northern Mariana Islands, the Republic of Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands. (Council for Higher Education Accreditation, 2017)



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Accrediting Commission for Schools (ACS) Western Association of Schools and Colleges (WASC)

- San Diego Continuing Education
- Fosters excellence in elementary, secondary, adult and postsecondary institutions, and supplementary education programs.
- Encourages school improvement through a process of continuing evaluation and recognizes institutions through granting accreditation to the schools that meet an acceptable level of quality in accordance with the established criteria
- Recognized Scope of Accreditation
 - K-12 schools and not-for-profit, non-degree granting postsecondary institutions
 - Worldwide (including California, Hawaii, Guam, Asia, the Pacific Region, the Middle East, Africa, and Europe)



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ACCJC Accreditation Cycle

- 7-year Cycle of Accreditation
 - Internal Self-Evaluation
 - External Peer Review
 - Commission Review and Action
 - Institutional Response and Ongoing Improvement
- Follow-Up Reports (as necessary)
- Midterm Report (4th Year)
 - Status of Improvement Efforts
 - Data Trends
 - Progress on Recommendations to Increase Institutional Effectiveness and Self-Improvement Plans
- Annual Reports and Annual Fiscal Reports
- The next external peer review will be conducted in 2024 for Mesa and Miramar Colleges. City College's next review is determined after the follow up visit in November 2018.





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ASC WASC Accreditation Cycle

- 7-year Cycle of Accreditation (effective October 2018 by ASC WASC)
 - Internal Self-Study
 - External Peer Review
 - Commission Review and Action
 - Institutional Response and Ongoing Improvement
- Annual Internal Progress Reports
- Mid-cycle Report (4th Year – 2021)
- The next external peer review will be conducted in 2024





Summary of Progress

- Progress has been made on all recommendations for Compliance and Improvement
- Evidence has been documented and posted where applicable



2017 Districtwide Accreditation Visit Coordination

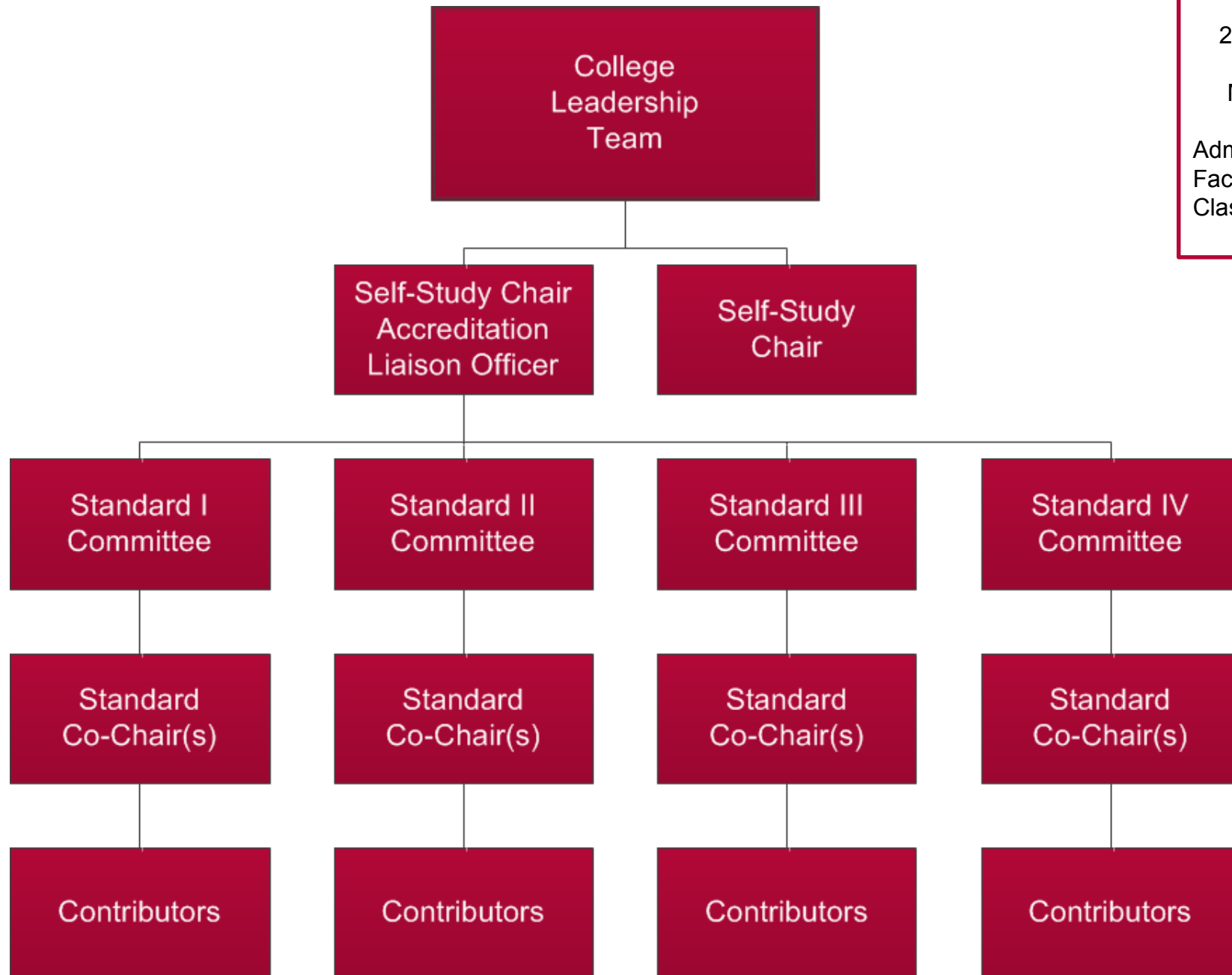


SAN DIEGO CITY COLLEGE

Accreditation Steering Committee

2017 Steering
Committee
Membership

Administrators: 9
Faculty: 4
Classified: 4



Recommendation 1 (Compliance):

Assessment of Program and Institutional Learning Outcomes



- Transitioned to a three-year program review cycle with 100% completion in Year 1 for all administrative and instructional programs
- Embedded annual program outcomes assessment in program plan documentation
- Participatory work group developed recommendations for Institutional Student Learning Outcomes (ISLO) assessment framework which were adopted by Academic Senate and implemented beginning spring 2018
 - Includes a graduating student survey to gather perceptions and experiences; three ISLOs were completed in spring 2018 and the remaining four in spring 2019
 - Engagement in dialogue around ISLO assessment within programs and in collegewide biannual planning summits

Recommendation 2 (Improvement):

Develop Integrated, Documented, and Consistent Planning Processes



- Three-year program planning cycle includes a multi-year comprehensive improvement plan and annual progress updates on program outcomes assessment results
- Resource allocation requests are submitted each year and linked to plan outcomes
- All documentation is captured in Taskstream for administrative and instructional programs

Recommendation 3 (Improvement):

Implement Regular Cycle of Processes

- Design of three-year cycle had broad input through participatory governance groups
- Processes and timelines are consistent across the college
- Planning is supported by professional development, communications, online resources, and annual evaluations for committees and processes
- City College is engaging the Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team to evaluate committee structures and processes



Recommendation 4 (Improvement):

Disaggregate Student Outcomes for Sub-Populations

- Investing in dashboard development to improve access to data and facilitate disaggregation
- Mathematics and English are highly engaged in examining the impact of instructional strategies and curriculum redesign through acceleration work
- Assessment framework for Institutional Student Learning Outcomes (ISLOs) includes disaggregation of data



Recommendation 5 (Improvement):

Provide Detailed Information on Academic Programs and Support Services for Distance Education



- Dedicated resource page for online students will be deployed with the redesigned public website
- This will consolidate existing college and district links into one location
- Launch is expected before spring 2019

Recommendation 6 (Improvement):

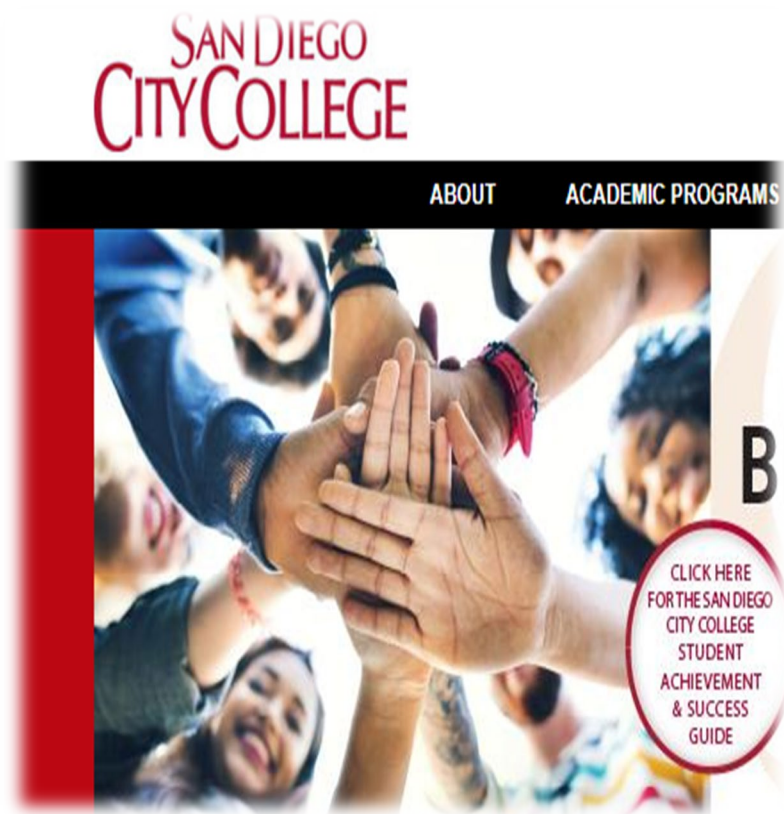
Implement Processes to Ensure Consistency of Student Learning Outcomes Between the Course Outline of Record and Course Syllabus

- Approval processes have been reviewed by the Curriculum Review Committee and Instructional Cabinet
- Information disseminated through professional development, department/ school meetings, and new faculty orientations
- Improved the process for verifying alignment of documentation in shared curriculum system



Recommendation 7 (Improvement):

Move Beyond Assessing Satisfaction for Student Services to Evaluating Outcomes



- Administrators, managers, and supervisors participated in a hands-on workshop to develop a foundation for re-evaluation of program outcomes and documentation of improvement goals in 2017
- Multiple departments have engaged with the Research Office to evaluate the impact of programs and services; these reports are ongoing and updated annually
- The Vice President of Student Services has scheduled regular program outcomes reports to the Student Services Council

SAN DIEGO
MESA COLLEGE

Accreditation Steering Committee

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Faculty: 5
Classified: 4



Recommendation 1 (Improvement):

Improve Student Learning Outcomes Assessment Processes



- Department Outcomes Coordinators assigned for each program
- Investments made in institutional effectiveness training for faculty, staff, and administrators
- Assessing Institutional Level Outcomes (ILOs) with a focus on student feedback
- Sharing best practices at Committee on Outcomes Assessment (COA) meetings
- Modification of student survey of institutional level outcomes

Recommendation 2 (Improvement):

Implementation of Consistent Self-Evaluation Process

- Culling best practices and suggestions for improvement
- Creating a self-evaluation tool
- Posting results on the college's Governance website



Recommendation 3 (Improvement):

Publish Learning Outcomes Assessment Data



- Currently learning outcomes are only published as part of Program Review
- Reviewing optimal locations to publish outcomes assessments
- May also publish all levels of outcomes, after review of Institutional Learning Outcomes are completed

Recommendation 4 (Improvement):

Develop and Updated, Comprehensive Facilities Master Plan to Integrate with Campus Educational Master Plan

- Facilities Management Plan is under development
- Facilities Committee is coordinating the development of the Facilities Master Plan with District Vice Chancellor's Office of Facilities Management
- Integrating with Education Master Plan and Program Review process



Recommendation 5 (Improvement):

Develop a Uniform Template for Meeting Minutes



- Meeting minute templates were created in spring 2018 to meet diverse committee needs
- Formed a governance subcommittee to assess and evaluate streamlining the accreditation evaluation, improvement, and documentation processes

Recommendation 6 (Improvement):

Publish President's Cabinet Documents

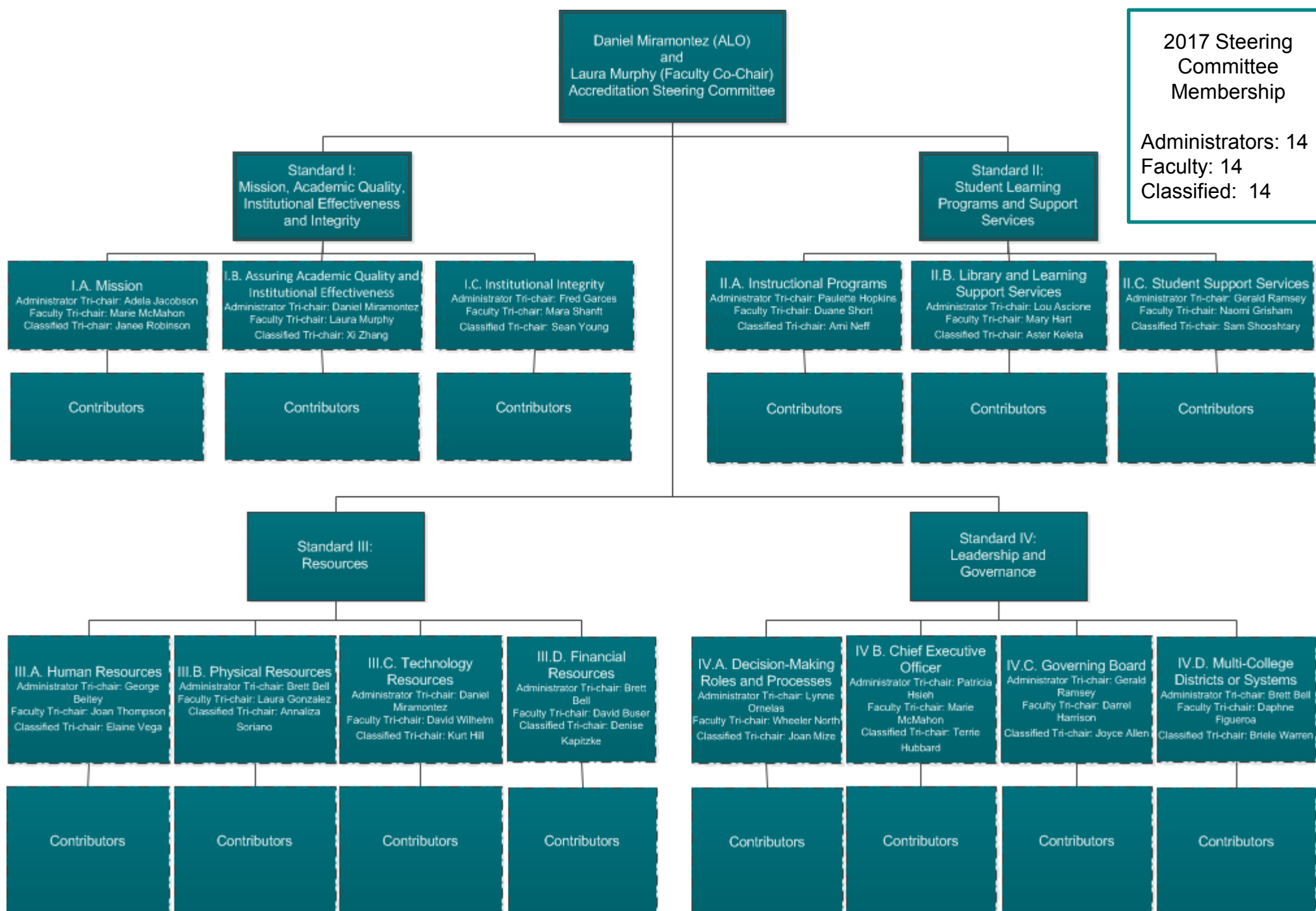
The following information is posted on the college website under “Office of the President”

- President's Cabinet Agenda Outcomes
- Meeting Documents and Minutes
- Planning Documents
- College Reports
- Educational Master Plan
- President's *First Monday on the Mesa* Newsletter



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Accreditation Steering Committee



Recommendation 1 (Improvement):

Engage Administrative, Instructional Support, and Student Services in Program Review

- Administrative Services performed a gap analysis to help align unit level mission statements with the college's mission statement
- Student Services performed a gap analysis to revise and incorporate unit level mission statements into program reviews
- Instructional Support Services will conduct a full review in Fall 2018 in aligning college's mission statement with unit level mission statements



Recommendation 2 (Improvement):

Disaggregate Learning Outcomes in Program Review and Assessment



- Initiated a pilot study using Institutional Effectiveness Partnership Initiative (IEPI) funds to disaggregate course Student Learning Outcomes (SLOs) based on college recommendations
- The dean, faculty, and staff in the Academic Success Center (ASC) reconfigured the tracking system so that individual student level data can be better tracked

Recommendation 3 (Improvement):

Develop a Procedure for Evaluating the Program Review Process for all Divisions

- Student Services, Administrative Services, and Instructional Services developed templates and processes for program review
- Program Review/SLOAC Subcommittees, respectively, reviewed and aligned program reviews by division



Recommendation 4 (Improvement):

Identify and Regularly Assess Learning Outcomes for all Courses, Programs, Certificates, and Degrees



- FLEX events called SLOapalooza and SLO-Day were offered
- Taskstream and SLO training opportunities to faculty and departments workshops were offered
- In February 2018, 100% compliance was achieved in SLOs for courses and programs for the 2015-2018 cycle

Recommendation 5 (Improvement):

Publish Two-Year Sequence Charts in the College Catalog

The Instructional Services Division has created course sequences and posted them on instructional program pages

- Increased communication efforts with Student Services (counseling and advisement) are in progress
- The Vice President of Instruction and the instructional deans are working with the web design office to improve course sequencing displays on the college website



Recommendation 6 (Improvement):

Improve Assessment for All Student Support Services and Implement Annual Assessment Tools in Addition to Three-Year Student Feedback Surveys



- Student Services Program Review/SLOAC Subcommittee reviewed, discussed, and selected assessment tools
- In Summer 2018, Student Services will test, review findings, and implement tools

Recommendation 7 (Improvement):

Align the Plan for Technology Support Staffing Needs with Capital Improvement Projects

- Revised technology operational plan to include references to the 2016-2018 District Technology Master Plan
- Updated College Technology Committee membership to include a District-level supervisor/manager as a voting member
- Formation of a Districtwide Technology Committee will commence in 2018-19



Recommendation 8 (Improvement):

Follow Through on Actionable Improvement Plans and Action Project to Assess Governance Procedures and Practices as Delineated in the Quality Focus Essay



- **College Governance Committee (CGC) has collated the College Governance Evaluation Tool and written a summary report**
 - Reports will be posted to the website and shared with the college
- **CGC recommended institutionalization of governance evaluation on a three-year cycle**
- **CGC is reviewing Taskstream as a warehouse for governance committee information**



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Three District Recommendations for Improvement

Recommendation 1 (Improvement):

Evaluate the District Office's Support for the Colleges' Capacity to Assess Student Learning in Order to Improve Educational Programs and Services

- Discussions at the Chancellor's Cabinet regarding District Office Support for Colleges' capacity to assess student learning
- Ensuing discussions will take place after the Campus Solutions implementation in the PeopleSoft System



Recommendation 2 (Improvement):

Enhance Efforts and Extend Support to Colleges to Strengthen Linkages and Alignment of Institutional Plans

- Districtwide Strategic Plan 2017-2021 districtwide goals were aligned to selected College/Continuing Education priorities
- The annual update process for the Districtwide Strategic Plan includes alignment with the Colleges and Continuing Education's Strategic Planning Committees
- District Office divisions and departments supported institutional planning through governance and ad hoc councils and committees



Recommendation 3 (Improvement):

Complete the Review and Update of Policies and Procedures and Establish a Formal Schedule for Their Regular Review and Publication



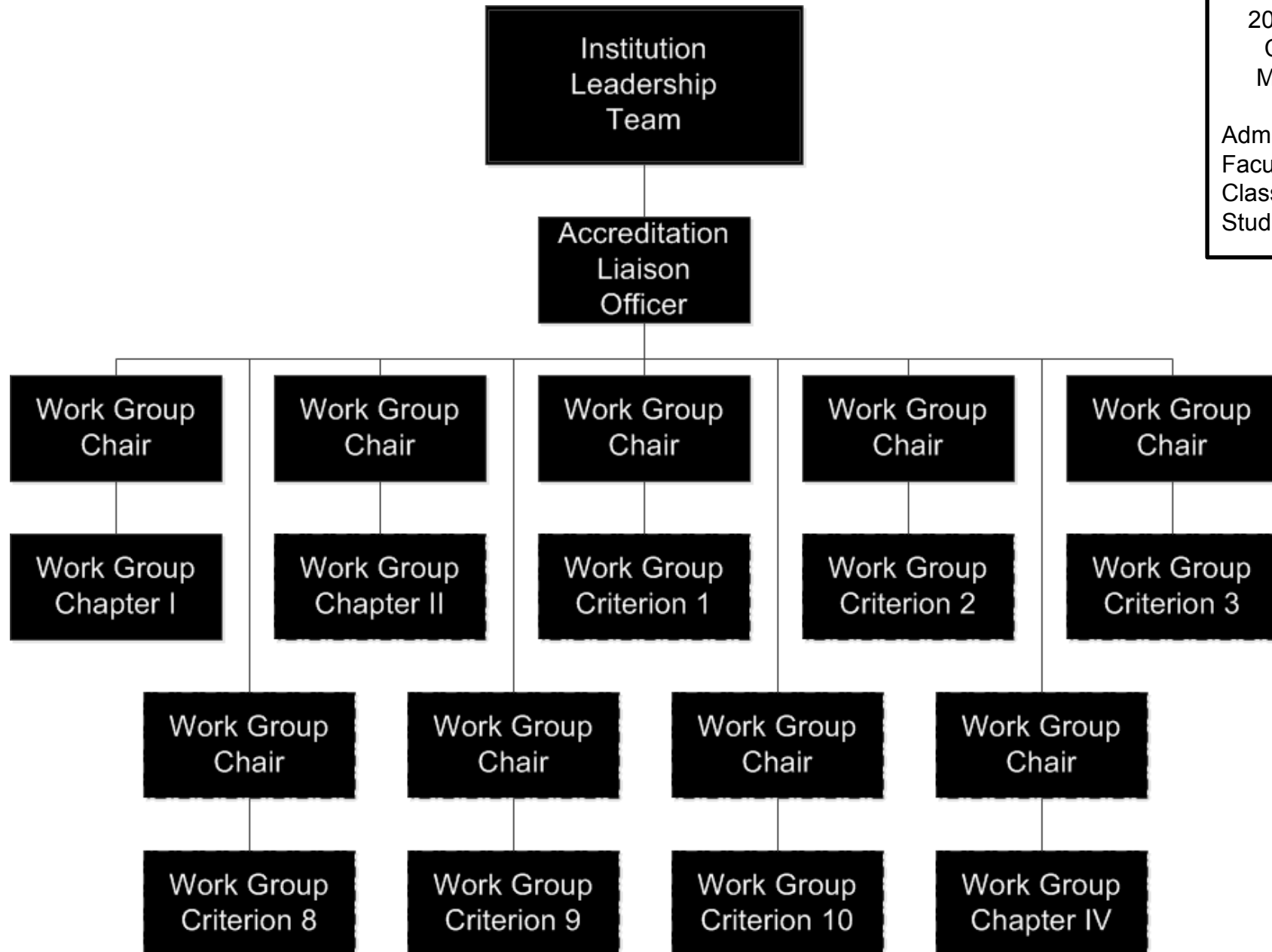
- A formal plan for the regular review and publication of Board Policies and Administrative Procedures is complete
- Board Policies and Administrative Procedures are currently being updated to align with the Community College League of California's (CCLC) Policy and Procedure Service
- The Board Office has been charged with regularly monitoring compliance with the six-year comprehensive review cycle

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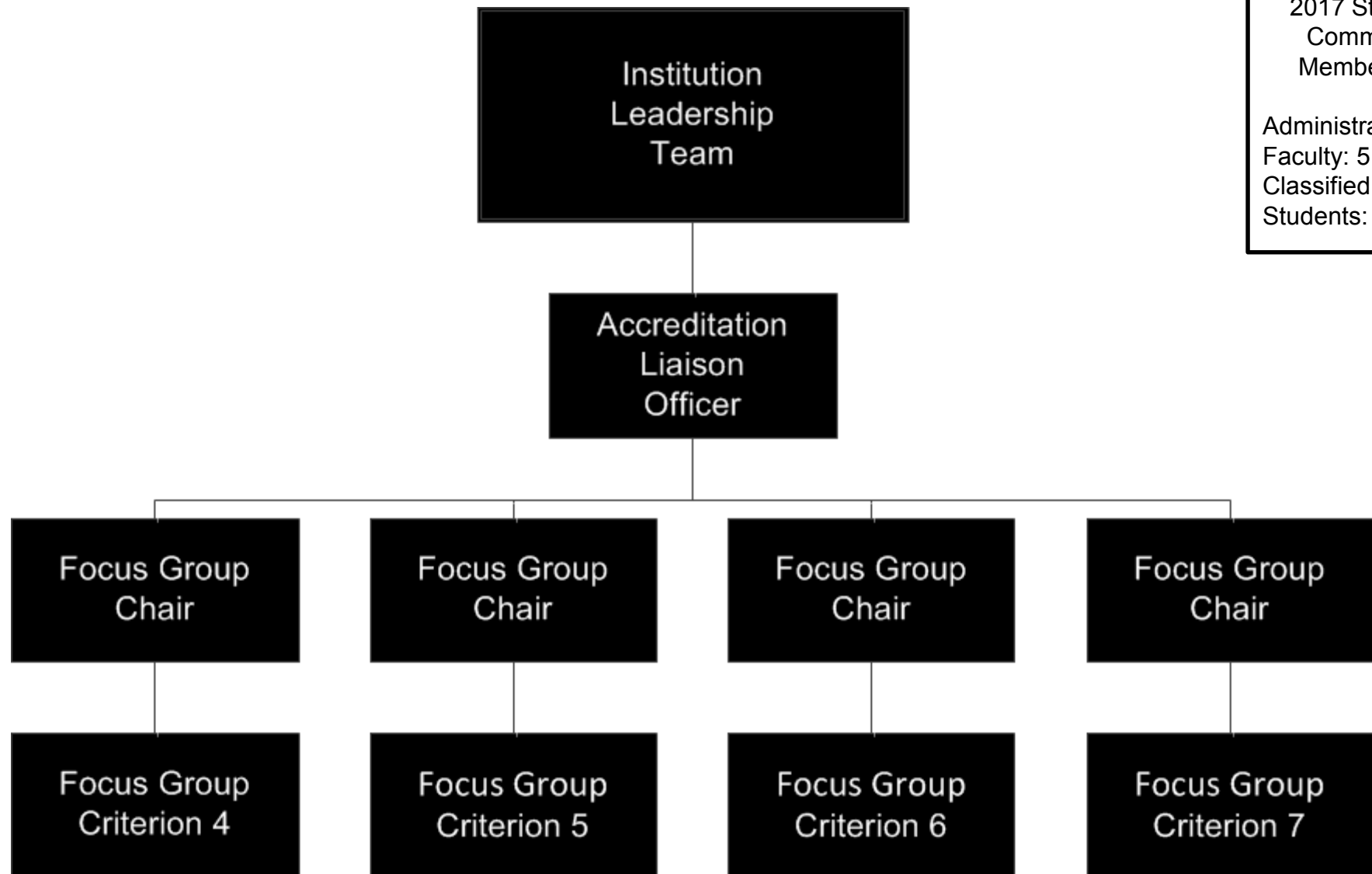
Accreditation Steering Committee

2017 Steering
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Administrators: 8
Faculty: 5
Classified: 2
Students: 1



Accreditation Steering Committee



2017 Steering
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Recommendation 1:

Expand and Increase Access to Course Offerings, Support Services, and Workforce Development Opportunities



- Supporting new CTE programs through Perkins, Strong Workforce, and Adult Education Block Grant (AEBG) funding
- Increased and improved curriculum offerings with four new programs; four revised programs; 17 new courses; and 15 revised courses.
- Implemented a campaign to address poverty and inequity in education through the six pillars for student success
- Student services has also expanded and increased services to support student needs in these areas
- Focused on the expansion of open educational resources (OER)

Recommendation 2:

Increase Internal and External Communication and Collaboration

- Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) visits and funding to support institutional needs
- Developed SDCE's Innovation and Effectiveness Plan (I&EP)



Recommendation 3:

Provide Equal Access to Targeted Professional Development with Mechanisms to Track and Measure Impact



- **FELI: 33 employees completed training in 2017-2018**
- **Held a statewide noncredit conference: The New Age of Noncredit**
- **2017-2018 Flex Day Totals:**
 - 356 Flex sessions were delivered
 - 62 Independent projects were completed
 - 526 Faculty members participated
 - 7,247 Professional development hours were reported by faculty members

Recommendation 4:

Maintain and Secure Technology in Support of Data-Driven Instruction, Decision Making, and Student Services



- **2016-2017: Comprehensive Adult Student Assessment Systems (CASAS) went fully online for English as a Second Language (ESL), Adult Basic Education (ABE), and Adult Secondary Education (ASE) students. Trainings took place between 2016-2017 and 2017-2018**
- **SDCE was granted IEPI PRT support for the development and implementation of SDCE's I&EP:**
 - 2017-2018 and 2018-2019: Implement software systems for planning, SLO, and accreditation data and evidence collection and performance tracking
 - The SLO Taskforce and Accreditation Sub-Committees are currently evaluating or building systems that will improve the collection and use of information for assessment and accreditation

Recommendation 5:

Use Integrated Planning to Support Institutional and Student Success

- Student Success and Support Programs (SSSP) employed high quality and integrity standards in processes for generating SSSP data reporting, conducting research and evaluation of SSSP services, and planning resource allocation
- SDCE was granted IEPI PRT support for the development and implementation of SDCE's I&EP
- SDCE is developing processes and procedures to support the alignment of program review, planning, and resource allocation





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Thank You

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