ACCREDITATION AND STRATEGIC PLAN

2023 END OF YEAR REPORT FOR EXECUTIVE GOVERNANCE COUNCIL

Prepared by:
SDCCE Office of Planning, Research, and Institutional Effectiveness

Jessica Luedtke, Dean of Planning, Research and Institutional Effectiveness
Jesus Rivas, Associate Dean of Research, Planning, and Innovation
Margarita Posner, Accreditation and Strategic Planning Coordinator

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YEAR ONE
2017/18
Revise AAP post Visit

YEAR TWO
2018/19
Shared Governance
Self-Assessment

YEAR THREE
2019/20
Shared Governance
Handbook &
Mission Review

YEAR FOUR
2020/21
Refine AAP; Mid-Cycle
Progress Report and
Visit

YEAR FIVE
2021/22
Shared Governance
Self-Assessment; Set
Self Study Timeline &
Focus Groups

YEAR SIX
2022/23
Comprehensive
Program Review;
Guiding Principles
Review; Write Self Study

YEAR SEVEN
2023/24
**Complete Self-Study
Report, Develop & refine
Accreditation Action Plan
(AAP); Self-Study Visit**

ACCREDITATION CYCLE

Who is *we*?
All SDCCE! All of us
play a key role in
accreditation.

In preparation for this milestone, we continue to write SDCCE's self-study.

Page 1 (cover):

SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION

**SAN DIEGO COLLEGE OF
CONTINUING EDUCATION
SELF-STUDY REPORT**

4343 Ocean View Boulevard

San Diego, CA 92113-1915

San Diego Community College District

<Date of Self-Study Visit>

Page 2 (p. 9):

Professional Development to Support Student Success. Professional development is both an area of strength for SDCCE as well as a continued growth area as we use more data for decision making and support our diverse community demographics. This work allows for the development of programming and services to support student success and growth. Growth in SDCCE's professional development includes increasing best practices professional development activities, increasing knowledge and skills in target subject areas, opportunities to practice skills learned, increasing access to professional development opportunities to all faculty and staff, measuring the impact of professional development activities on student success, increasing learning opportunities for distance and online learning as well as building skills in assessing student outcomes. (Action Plan 2021/22 pp. 24-26)

Maintaining and Securing Technology in Support of Instruction and Student Services to Support Student Success. While one of our strengths has been in rebuilding support staff and full-time faculty, and upgrading technology resources, this is still an additional growth area. Student success is supported with accessibility to technology. Maintaining an Annual Technology Plan demonstrates SDCCE's commitment to implementing current technologies in all learning environments. SDCCE's commitment has led to the expanding of instructional technology including online modes of instruction reflected in the Department of ESL's incremental development of Hyflex courses (2.33). Starting Fall 2021, the Department of ESL opened 25 HyFlex courses, and 8 more throughout the course of the semester. The ESL Technology and Digital Literacy Coordinators developed HyFlex training for faculty (2.34) as well as orientation workshops to prepare students for this new model of learning. Currently, all HyFlex classrooms are equipped with an OWL camera (2.35), tripod, and IPEVO document camera. The implementation of online, hybrid and Hyflex teaching modalities has resulted in increased course and program access students. These technology innovations have impacted student access to courses and improved learning since these technological developments allow for greater access to education for working persons that may not be able to attend in-person classes (2.98).

Integrated Planning to Support Student Success. In Spring, 2016, SDCCE began the development of an infrastructure to support integrated planning with the creation of an office of Institutional Effectiveness consisting of a Dean and Research Analyst. This is a significant area of growth for SDCCE in the coming three years and will include the use of data for decision making including data-based decisions related to student learning outcomes. PRIE Policies and Procedures Manual was generated and shared with constituents. A comprehensive and aligned planning framework for the institution that includes program review, strategic planning, resource allocation, and student outcomes assessment has been implemented. The Program Review timeline was revised to position completion prior to yearly budget planning and the development of a 7-year planning cycle in alignment with accreditation. All programs and departments are now annually reviewed through the Program Review process. Department mission statements and SLO's are included in program review submission which is used as a tool to inform planning and resource allocation. Instructional Review and Administrative Review forms, Resource Request forms (combined), and CTE LMI analysis were established electronically in Campus Labs in 2019/20 to complement the Strategic Planning forms established in 2018/19. Fall trainings redeveloped to support integrated planning.

Meeting Major Student Learner Needs, School Needs, and Areas for Growth

Learner needs. SDCCE has addressed student learner needs, school needs and growth areas by applying various strategies that have impacted student success. For example, in order to facilitate student enrollment, SDCCE implemented strategic enrollment management (SEM) taskforce groups in 2021 to address five focus areas within our institution. These focus areas were student

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Page 3 (p. 26):

Chapter 3: WASC Adult School/ROCP Criteria and Indicators

Criterion 1: School Mission, Culture, and Schoolwide Learner Outcomes/ Completion Profile

Directions

- Evaluate the school's effectiveness in addressing the School Mission, Culture, and Schoolwide Learner Outcomes/Completion Profile criterion and indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the *school mission, culture, and schoolwide learner outcomes/completion profile impact student learning and well-being.*

The school demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Schoolwide learner outcomes are developed and reviewed annually to ensure that they are current and relevant.

Indicator 1.1: The school has a statement of mission that describes its broad educational purpose, its intended student population, and its commitment to high levels of student learning.

Indicator 1.2: The school's mission statement is central to organizational planning and decision-making activities. The mission statement is approved by the governing body, published internally and externally, and regularly reviewed and revised to connect to current student learning needs.

Indicator 1.3: School leadership and staff create a collaborative school culture with an emphasis on personalized learning plans for older students and adults.

Indicator 1.4: The school establishes schoolwide learner outcomes that identify the broad, global goals for all students based on current and future student learning needs and current, research-based concepts.

Commitment to accessible, equitable, and innovative quality education and services

SDCCE's Driving Principles statements (1.3). include the school's Vision, Philosophy, Core Values, and Mission. SDCCE's mission statement encapsulates the school's commitment to student success and well-being. As a part of the San Diego Community College District (SDCCD), SDCCE is committed to fulfilling the promise conferred on California Community Colleges by the 1960 California Master Plan for Higher Education to admit any student capable of benefiting from instruction. SDCCE serves the most vulnerable and underserved sector of the population within the District's service area by providing programs that lead to High School Diploma or equivalency for adults who did not complete high school education, English as a Second Language (ESL) education programs to immigrants, programs for adults seeking job training, programs for individuals with brain injury, and programs for older adults. The ethnic breakdown of the population served by SDCCE between Fall 2017 and Fall 2022 indicates that between 56% and 60% of SDCCE students were from historically underrepresented groups and the rates were constant: 8% were African American, 14%-15% were Asian/Pacific Islanders, 2%-3% were Filipino, and 32%-34% were Latino. The school reviews United States Census Bureau data and student learning data to make sure it reaches those who need educational services and customize the services to their needs. The review of the census data, for example, is included in the 2022-2032 Strategic Plan and had an influence on their goals and objectives. As a result, the school provides very diverse types of programs, including vocational certificate programs, basic academic skills programs, and community education programs, which serve the needs of diverse learners throughout the course of their adult lives.

Several SDCCE campuses are located in areas of low-income population and were designed to serve the local population and to be accessible by public transportation. Two SDCCE sites are located on two SDCCD credit college campuses: San Diego Mesa College and San Diego Miramar College are

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Additionally, we are closing out our Accreditation Action plan from 2016...

San Diego College of Continuing Education Seven-Year Accreditation Action Plan

Growth Area/Overarching Key Issue 1
Growth in Enrollment and Student Success

Rationale: SDCCE expects to have additional growth opportunities in the next three years. Areas for growth include the expansion of course offerings, including online, development, and community collaboration.

Key Issues Associated with Growth Area
- Need more funding to revise and create new courses and programs [criterion 4, priority 2]
- Need to provide more curriculum support staff for the Office of Instructional Services to enable the development of innovative programs that meet the needs of SDC...
- Need to standardize instruction across sites [criterion 4, priority 3]
- Need to reach an untapped population of potential students with literacy needs and find ways to serve the large population of parents who need childcare in order t... 3]
- Need to develop more accelerated/managed enrollment courses [criterion 5, priority 3]
- Need to expand online offerings through the development of more hybrid courses [criterion 5, priority 6]
- Need to increase interdisciplinary collaboration to facilitate student enrollment in multiple programs [criterion 5, priority 7]
- Need to find avenues for CE students to acquire work-related experience [criterion 9, priority 4]
- Need to expand online student support services in line with expanding online program offerings [criterion 7, priority 2]
- Need to strengthen counseling services in areas of access, assessment results, clarification of educational goals, and follow-up [criterion 7, priority 3]
- Need expanded access to DSPS counseling and services [criterion 7, priority 4]
- Need to offer additional opportunities for assessment and orientation [criterion 7, priority 5]
- Need to expand counseling services for evening and ESL students [criterion 7, priority 6]

Aligned Visiting Committee Key Recommendations:
Expand and increase access to course offerings, support services, and workforce development opportunities to support student success (recommendation 1)

Goals Addressed
SDCCE Institutional Goal(s)
o Goal 1: Grow SDCCE Programming through increased access and enhanced instructional and student services
o Goal 3: Increase student academic success and workforce development
SDCCD District Goal(s):
o Goal 1: Maximize student access, learning, and success through exemplary instruction and support services

Impact on Student Learning Outcomes:
The expansion and growth in programming is in support of student success and learning outcomes in the areas of: social responsibility, effective communication, critic... professional development.
Social Responsibility
SDCCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
Effective Communication
SDCCE students demonstrate effective communication skills.
Critical Thinking
SDCCE students critically process information, make decisions, and solve problems independently or cooperatively.
Personal and Professional Development
SDCCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changin...

1 | Page   SDCCE Office of Planning, Research, and Institutional Effectiveness

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San Diego College of Continuing Education Seven-Year Accreditation Action Plan

Objective 1.1 Identify and implement effective strategies, activities, and interventions using data (from new ERP system) and analysis to improve access and persistence (course and program completion) for all SDCCE diversity groups by 5% (overall) annually (SP 3.2) [Complete/Ongoing/In progress]

Evidence: Headcount by demographics (including annual increase) - SDCCE Dashboards - SDCCE continues to serve the needs of underrepresented student groups. SDCCE's ethnic breakdown remained stable between 2015/16 and 2019/20 despite reductions in course offerings. The ethnic groups with the largest representation in 2019/20 were Latino and White (36% and 33% respectively). Asian/Pacific Islander students constituted 16% of the student population, while African American and Filipino students represented 7% and 3% (respectively)

Action Steps	Expected Outcome	Planned / Actual KPI's (Assessment)	Responsible Party	Expected /Actual Start & Completion	Outcome / Evidence
Hire additional Counselors [Complete]	All counseling positions filled Increase the number of counseling staff	7 Counselors hired Fall 2016 2 Counselors hired Fall 2017 Counselor staffing increase 47%	VPSS VPI VPA Dean Counseling [R]	Fall 2016 & Fall 2017	• Counselors hired in 2016 and 2017
Hire additional research staff to lead, manage, and develop institutional data and analysis planning and support [Complete]	Wider access to data Access and Persistence-specific research conducted over next five years	Full-time PRIE Office staff increased from 3 in 2016 to 4 in Fall 2017 Part-time temporary research staff increased from 0 in 2016 to 4 in 2020; SLO/Program Review Coordinator maintained at 0.5 PRIE Website with dashboards and reports Regular and ad hoc reports and projects conducted	Dean PRIE [R]	2016/17 – 2020/21	• PRIE Office established in 2016/17 with dean, analyst, administrative technician; added research associate in fall 2017; temporary part-time staff varies; .5 SLO/Program Review Coordinator maintained; due to hiring freeze in 2019/20 and 2020/21, further growth for research and planning is on hold; with growth in research requested and data-based planning, further department growth is needed • PRIE Office scope expanded in 2018/19 to include accreditation and in 2019/20 to include professional development with a 1.0 Coordinator (split .4 PD coordination under PRIE added to existing .6 FLEX coordination under Office of Instructional Service); A .3 Accreditation/Planning coordinator was onboarded in 2020/21, which is scheduled to be increased to .6 in 2021/22 • Comprehensive PRIE website established • Data dashboards developed in 2017/18; updated and new dashboards developed annually • Program Review data by population - Disproportionate impact added in Fall 2019 • Enrollment Management Tallies provided weekly to managers between 2016/17 and 2018/19; on hold in 2019/20 due to Campus Solutions transition • 2018/19 CTE Enrollment, Retention, and Completion Surveys: PowerPoint - SDCCE Overall - Healthcare - Fashion - Culinary - Skilled Trades - Child Development - BIT • 2019/20 CTE Student Success Focus Groups focus on journey to improve student experience, access and retention • Faculty Institute 2020: Rethinking the Student Experience for Retention and Success - Spring 2020 One-Day Convening - Kickoff event - monthly SDCCE trainings - evidence-based decision making, syllabi and CAV analysis, and classroom action plan training Annual Equity Reports: 2018/19 Retention - Transition - Completion; 2019/20 Report

2 | Page   SDCCE Office of Planning, Research, and Institutional Effectiveness

…with progress in every action item in the plan.

Total
Action Steps: 49

100% In progress or completed, or ongoing

Completed:
17

In Progress:
12

Deferred:
0

Ongoing:
20

Click the links for more details!

What's next? We will continue with the work throughout fall and spring.

Spring 2023
- Evidence Compilation
- Criterion Write-up

Summer 2023
- Self-Study Report Editing
- Self-Study Report Review
- Action Plan Development

Fall 2023
- Self-Study Review & Appendices Write-up
- Finalize Action Plan & Release
- Self-Study Visit Preparation

Spring 2024
- Pre-Visit Training
- **Accreditation Visit**

March 11 – 13, 2024
Mark your calendars!

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Our fall timeline is all about collaborative review and presentation.

∧ Accreditation Steering Committee - 2023/24

Leadership Team

Dr. Tina King, President

Dr. Minou Spradley, Interim VP, Instructional Services; WASC School Principal

Dr. Shakerra Carter, VP, Student Services, Student Support Services Focus Group Lead

Jacqueline Sabanos, VP, Administrative Services

Richard Weinroth, Academic Senate President

Neill Kovrig, Classified Senate President

Richard Gholson, Faculty, Business Information; Curriculum Committee Chair; Curriculum Focus Group Lead

Catherine Shafer, Acting Dean, Healthcare Careers & Community Education; Teaching & Learning Focus Group Lead

Dr. Roberta Krauss, Dean, Counseling; Assessment & Accountability Focus Group Lead

Jessica Luedtke, Dean, Planning, Research & Institutional Effectiveness (PRIE); Accreditation Liaison Officer; ASC Co-Chair

Margarita Posner, Faculty, ESL; Accreditation Coordinator; Chapter 4 & 5; ASC Co-Chair

Jesus Rivas, Associate Dean, PRIE, Chapter 4 & 5

Minutes and Agendas

Past Communications

Timeline:

8/10-8/25   All Dean & Criterion Leads Action Plan/Growth Areas meetings/emails w/ PRIE

9/6-9/22   ASC Leadership Team in depth review/comments: Self Study/Action Plan

9/11   ASC Leadership Team & PIE Committee: Action Plan drafting meeting

9/11-9/29   PRIE: Revisions to Self Study/Action Plan

10/2-10/18   EGC bodies, EPC, Institutional Review/Feedback on Self Study/Action Plan

10/25/23   EGC: Self Study/Action Plan Approval

10/19-10/26 PRIE: Implement feedback/revisions and finalize Self Study/Action Plan

10/27/23   PRIE: Self Study Report to District Innovation and Effectiveness Office

11/9/23   PRIE: Board Accreditation Sub-Committee Presentation - Full

11/22/23   PRIE: Advance copy of Presentation to Board Office for Board of Trustees

12/14/23   PRIE: Board of Trustees Presentation (DO, 4-6pm)*

1/19/24   PRIE: Submit Self Study via email to Visiting Committee

1/29/24   PRIE: Last day to Submit Self-Study in ACS WASC portal

TBD   Spring ASC Leadership Team: meetings (visit prep & w/ WASC Visit Chair)

TBD   PRIE: Self Study Visit Prep Meeting for Visit participants

Virtual ACS WASC Visit - March 11 - 13, 2024

One of our key deliverables is an updated Schoolwide Action Plan.

WASC ADULT SCHOOL/ROCP FOCUS ON LEARNING CONTINUOUS IMPROVEMENT GUIDE
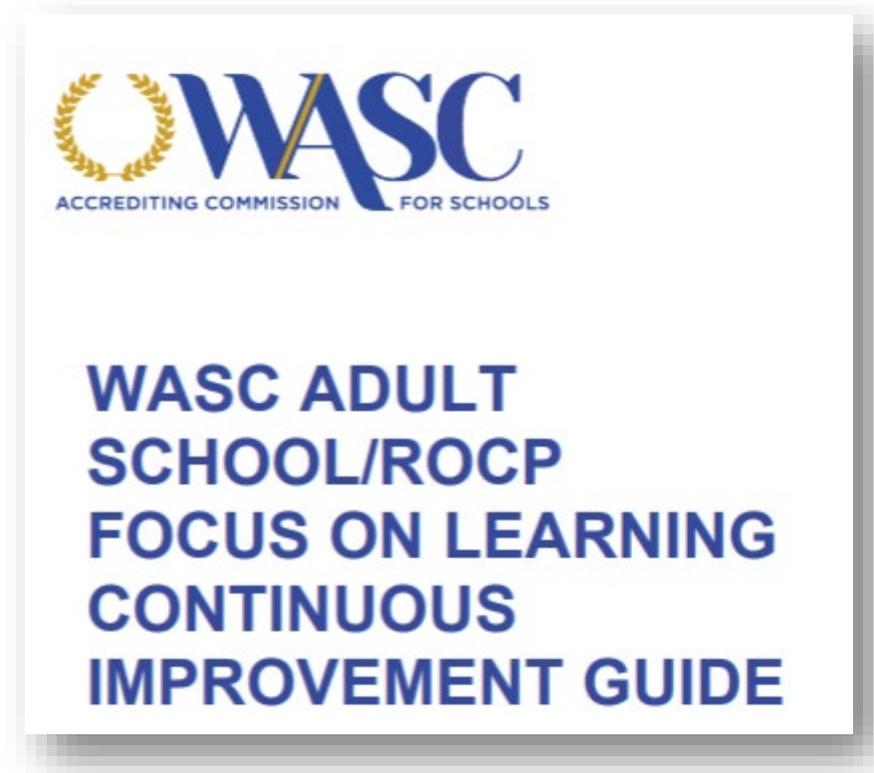
Updating the Schoolwide Action Plan or Continuous Improvement Plan

Using the results of the self-study, the school modifies and implements its schoolwide action plan or CIP and continues the cycle of improvement. After the visit, there may be further refinements, and the school annually reviews data information and evidence of progress. This annual review is guided by the schoolwide action plan or CIP goals to address ongoing needs of students and staff. The school modifies the plan as needed.

This plan will align to areas of strength and growth identified in the process...

Strengths
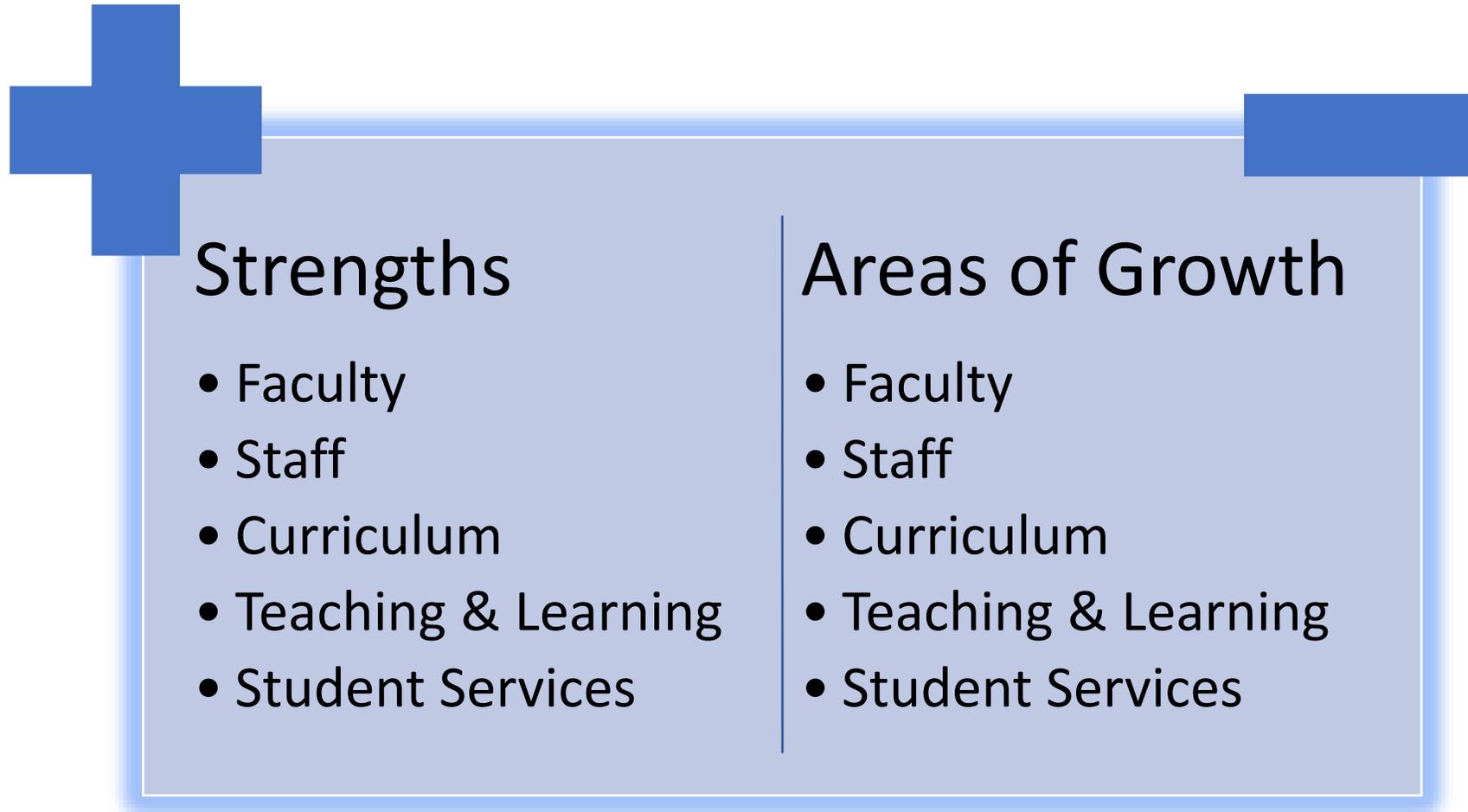
- Faculty
- Staff
- Curriculum
- Teaching & Learning
- Student Services

Areas of Growth

- Faculty
- Staff
- Curriculum
- Teaching & Learning
- Student Services

…and we will keep it up-to-date by leveraging your Strategic Plan information:

Departments must continue reporting progress on their plans.

AS OF JULY 13TH, 2023 THERE WERE:

432

Unit-level Strategic Planning Objectives and Activities in Anthology
Items created by departments and infrastructure committees

Progress Reported
268
62%

No Progress
Reported
164
38%
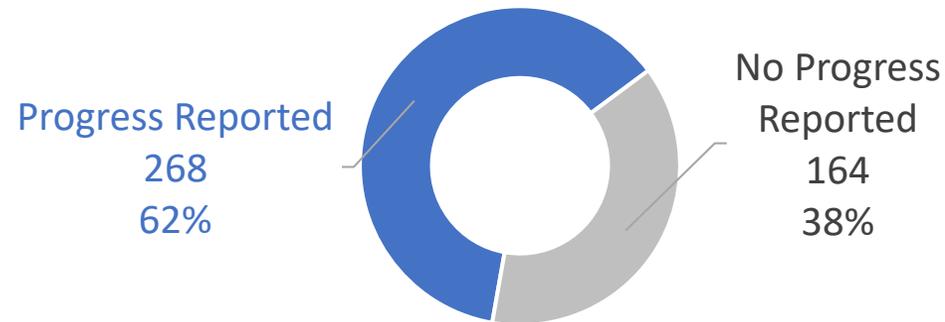
Lastly, to the 90+ people who've participated in accreditation…

Leadership Team
Dr. Tina King, President
Dr. Minou Spradley, VPIS
Dr. Shakerra Carter, VPSS
Jacqueline Sabanos, VPAS
Debi King, Administrative Technician
Desiree Redulla, Executive Assistant to the President
Jessica Luedtke, Accreditation Liaison Officer; Co-Chair
John Bromma, Academic Senate President
Margarita Posner, Accreditation Coordinator; Co-Chair
Neill Kovrig, Classified Senate President

Chapter & Criterion Leads
Dr. Minou Spradley, Interim VP IS
Andrei Lucas, Dean
Carla Grossini-Concha, Faculty
Catherine Shafer, Acting Dean
Desiree Payne, Supervisor
Dr. Jacqueline Hester, Dean
Jacqueline Sabanos, VPAS
Jan Jarrell, Dean
Jessica Luedtke, Dean
Jesus Rivas, Supervisor
Libbier Bakit, Director

Lastly, to the 90+ people who've participated in accreditation…

Chapter I: Progress Report
Andrei Lucas, Co-Lead
Margarita Posner, Co-Lead
Jessica Luedtke
Debi King

Chapter II: School Profile, Data, Findings
Jessica Luedtke, Co-Lead
Jesus Rivas, Co-Lead
Ingrid Greenberg
Juan Salcedo
Marne Foster
Semei Coronado

Criterion 1: Mission, Culture, SLOs
Marne Foster, Lead
Carrie Lewis
Debbie Flores
Diana Vera-Alba
Esteban Alvarado
Jesus Rivas
Kirsten Lachenmayr
Lee Blackmore
Margarita Posner
Marie Doerner
Michael Gracia
Stacy Surwilo

Criterion 2: Governance, Organizational Infrastructure, and Leadership
Dr. Lorie Crosby Howell, Co-Lead
Libbier Bakit, Co-Lead
Desiree Redulla
Ginger Davis
Megan Leppert
Neill Kovrig
Patricia Lopez

Criterion 3: Faculty and Staff
Dr. Jacqueline Hester, Co-Lead
Carla Grossini-Concha, Co-Lead
Marquest Glover
Neill Kovrig
Patti Buse
Rachel Rose

Criterion 4: Curriculum (Focus Group)
Desiree Payne, Co-Lead
Richard Gholson, Co-Lead
Carolyn McGavock
Carrie Lewis
Claudia Tornsäufer
Ildifonso Carrillo
Ingrid Greenberg
Joyce Almario-Greno

Criterion 5: Teaching and Learning (Focus Group)
Dr. Minou Spradley, Co-Lead
Catherine Shafer, Co-Lead
Diana Vera Alba
Brian Perrin
Desiree Payne
Ingrid Greenberg
Megan Leppert
Monica Cueva
Rachel Rose
Tracey Rankin
Veleka Iwuaba

…your collaborative spirit, reflects the institution's commitment to excellence.

Criterion 6: Assessment & Accountability (Focus Group)

Jan Jarrell, Co-Lead

Roberta Krauss, Co-Lead

Amanda Torres

Andrei Lucas

Carla Grossini-Concha

Carolyn McGavock

Cat Prindle

Desiree Payne

Diana Vera Alba

Don Aragon

Edith Quintero

Eric Miller

Criterion 7: Student Support Services (Focus Group)

Dr. Shakerra Carter, Co-Lead

Michele Madrid Novak, Co-Lead

Anagit Traganza

Crystal Saldana

Diana Romero

Jessica de Koekkoek

Jessica Walton

Criterion 8: Resource Management

Jacqueline Sabanos, Lead

Anthony Vargas

Mark Nesbitt II

Criterion 9: Community/Educational Partnerships

Dr. Stephanie Lewis, Co-Lead

Michelle Gray, Co-Lead

Kelly Henwood

Maria Anton

Tavaris Franklin

Valeria Ramirez

Compiling the Self-Study has been like composing a beautiful song of SDCCE collaboration.
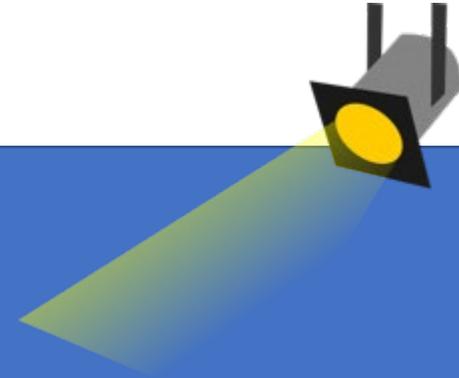
APPENDIX
Significant Development Highlights

Check out the some of the awesome work occurring in SDCCE that will be reflected in the Accreditation Self-Study!

Data Accessibility: ERP Implementation

SDCCE's implementation of the **ERP** system allow for new data metrics that track student enrollment trends.

Retention

Success

Transition

Completion

Increased Distance Education Opportunities

SDCCE's **ICOM Academy** increased distance education opportunities for students, in addition to online, Hyflex and hybrid courses.

Incremented Interdisciplinary Collaboration

In the last three years, SDCCE has strengthened **interdisciplinary collaborations** and increased the promotion of programs across the disciplines.

SDCCE's Interdisciplinary Collaboration

Healthcare Careers

English as a Second Language

Automotive

Skilled Technical Trades
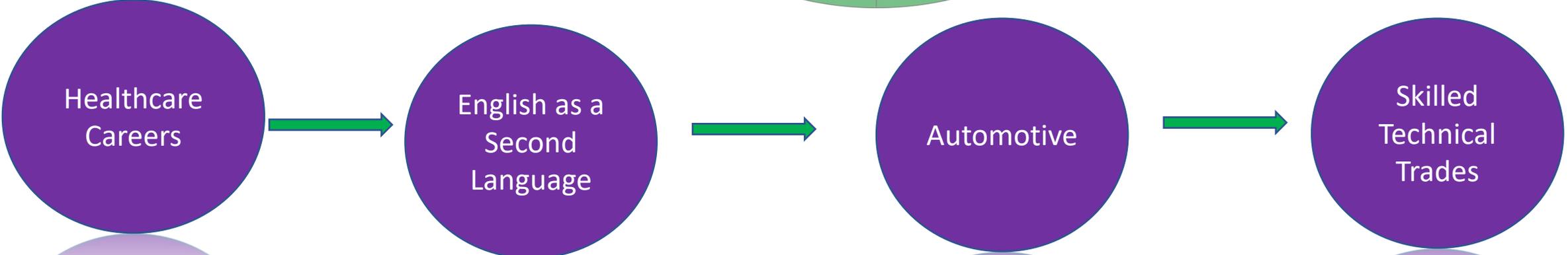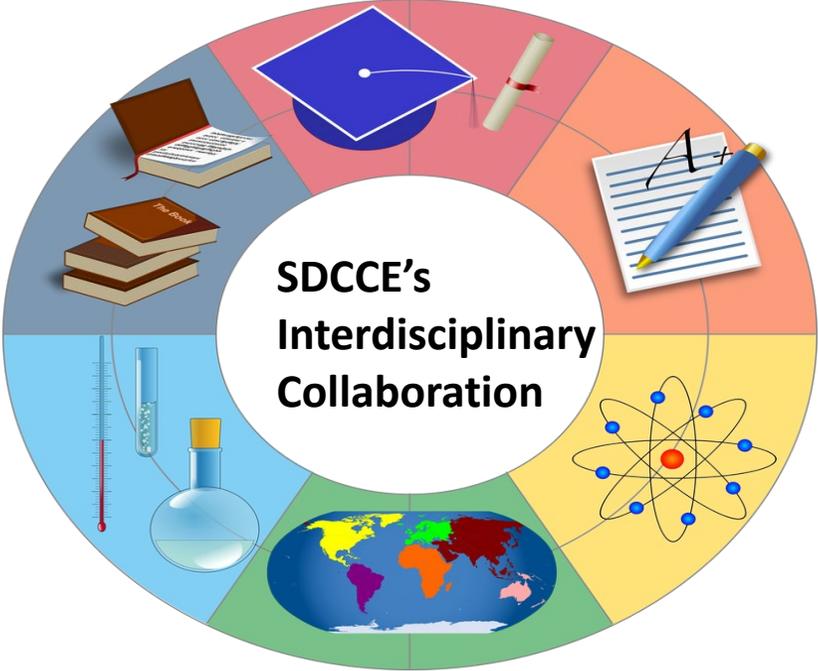
Implemented Virtual Town Hall Meetings and Forums

Held a series of **Virtual Town Hall events** with institution-wide attendance and two **President's Forums** covering a variety of topics:

The Community Voice: Courageous Conversations about Education

Compassionate Communication

Cultural Humility, Equity and Transformation
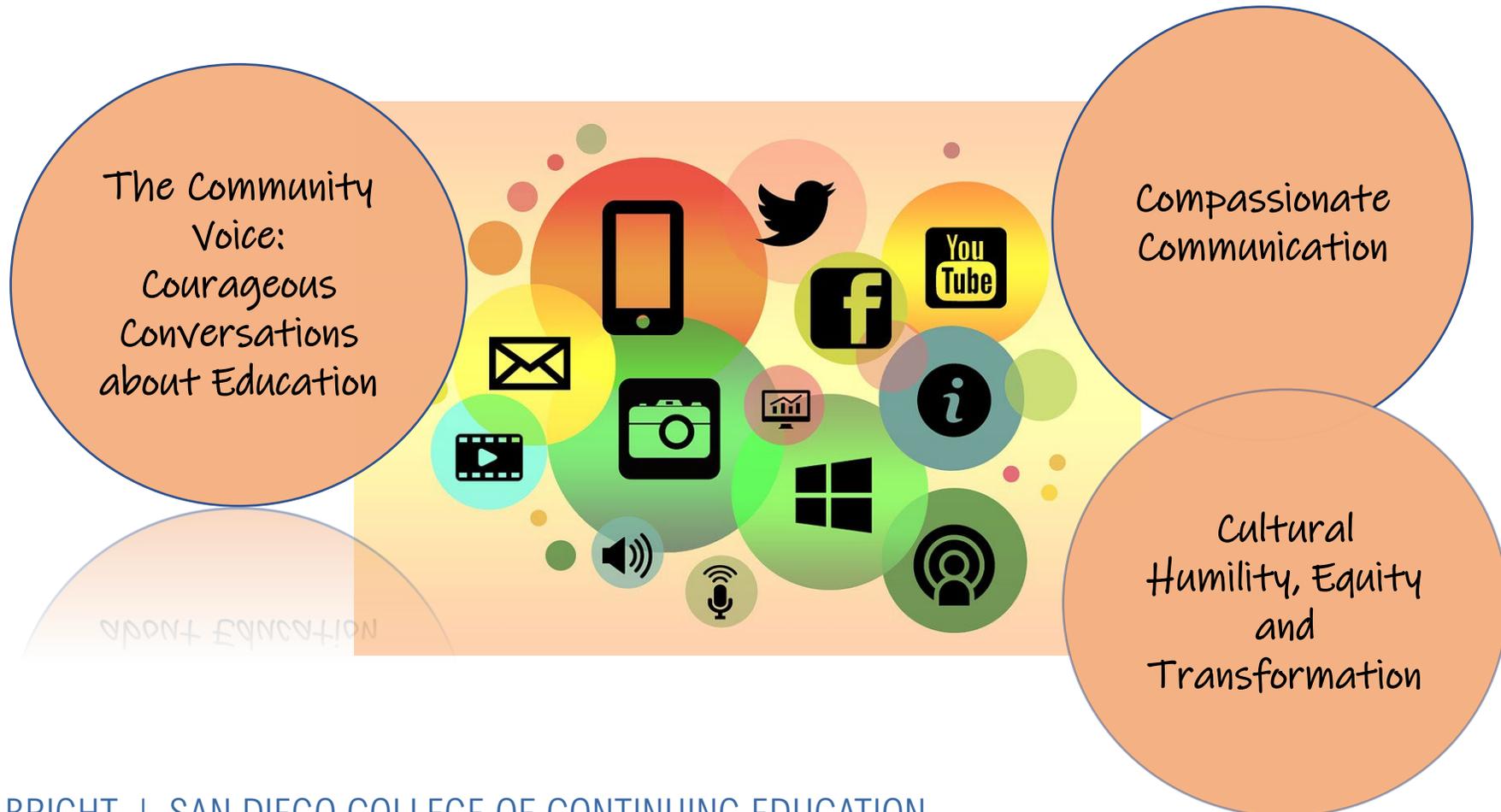
SLO Training and Support

Developed an infrastructure to support faculty focus on assessment through **Student Learning Outcomes (SLO) training** and began preparing for the launch of an assessment system in 2020/21. All programs audited course and program SLOs using the newly devised checklist.

SLO
ASSESSMENT
Week
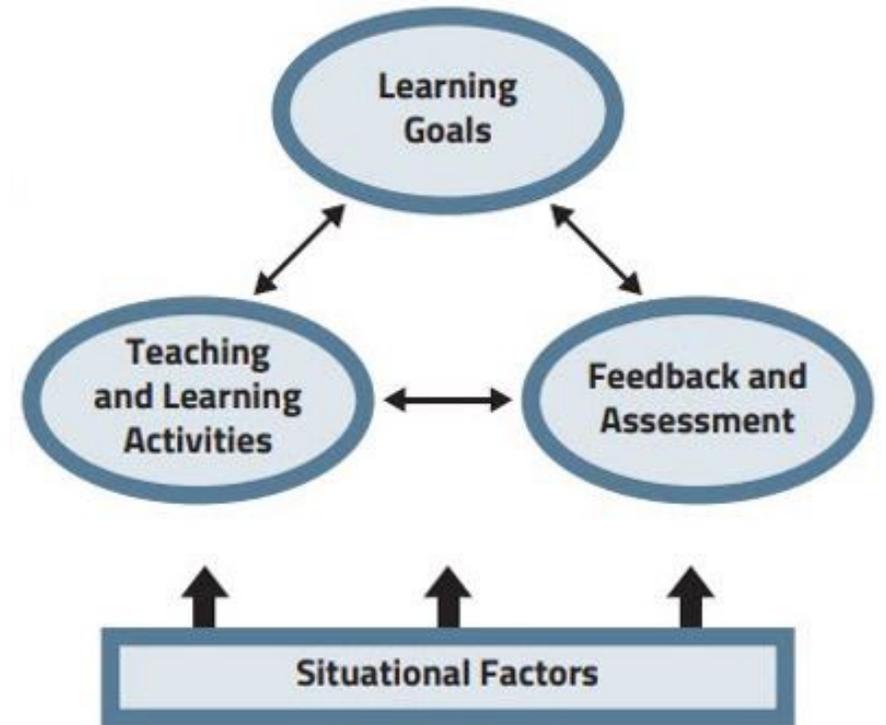
Refined Annual Program Review Templates

Refined annual program review templates to an "Annual Update" design to align with accreditation, planning, and resource allocation; and migrated more than 100 PDF reports for Program Review into a Program Review Data Dashboard, which improved the user experience.

Increased Internal Communication

Transitioned to **PeopleSoft** and created multiple user guides for faculty, staff, and students. Implemented **Campus Labs/Anthology** and began institution-wide use of **Teams** and **Office 365** as internal communication tools and data repositories.

Became a **California Virtual Campus Online Education Initiative (CVC-OEI)** member and developed a pilot Peer Online Course Review faculty team while leading the development of a noncredit CVC-OEI Rubric with noncredit faculty across the state.

Digital Equity Promotion
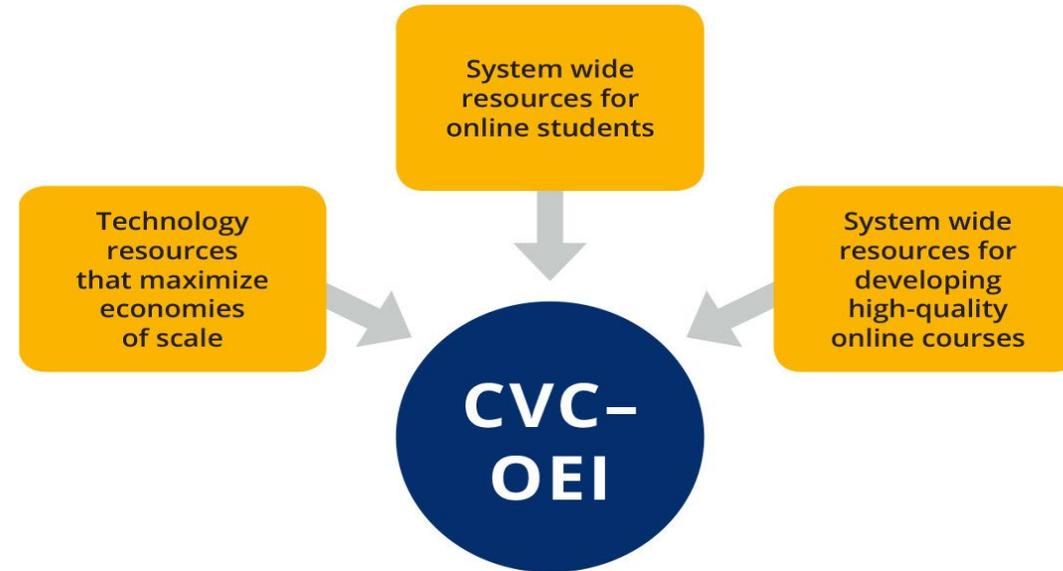
SDCCE's TAP (Technology Access Project) provided students computers to complete classes and programs, transition to credit college, and/or reach their career goals.

RISING TO SUCCESS

SAN DIEGO CONTINUING EDUCATION

Digital Equity

Student Services Accessibility

Online Course Accessibility

Thank you!

https://sites.google.com/view/notableresults/home
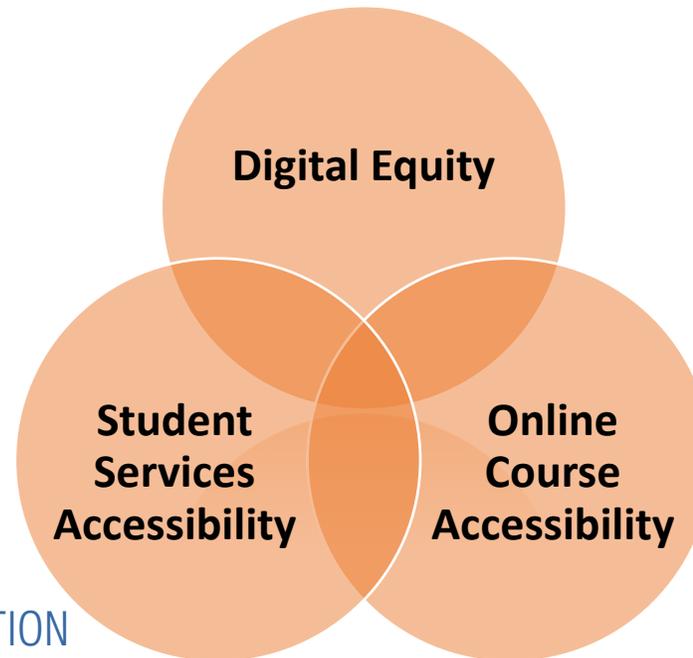
CORE VALUE

Collaboration

CORE VALUE

Participation

CORE VALUE

Communication

The Accreditation Process has provided insights that support innovative departmental and administrative best practices:

Document

Generating a systematic approach to tracking data derived from progress items.

Analyze

Implementing a data-driven focus of impact and needs being met.

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