



SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE • MESA COLLEGE • MIRAMAR COLLEGE • CONTINUING EDUCATION

Institutional Accreditation Progress Report

**SDCCD Board of Trustees Meeting
November 14, 2019**

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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 seven 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





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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

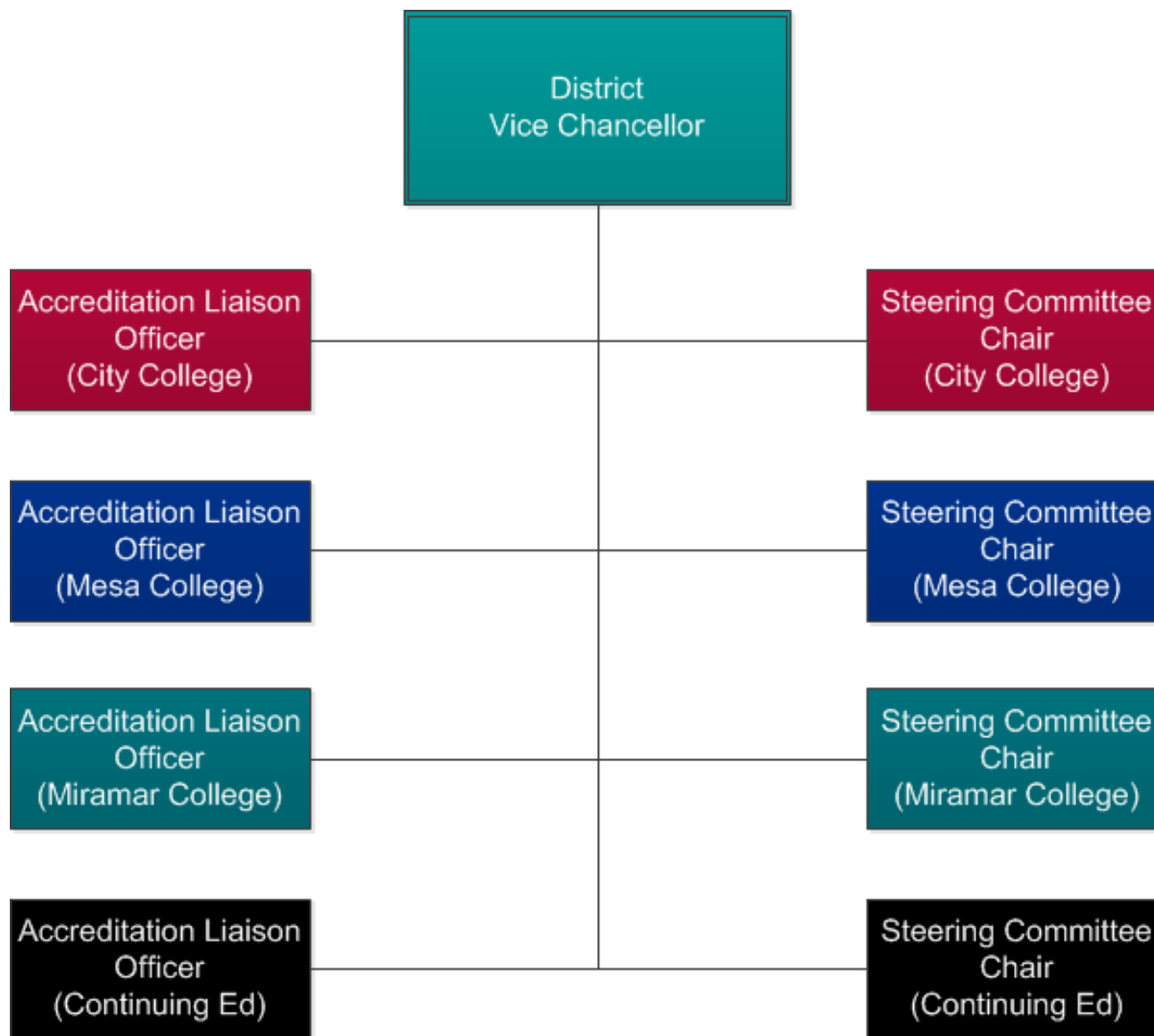
- Progress has been made on all recommendations for Compliance and Improvement
- Evidence has been documented and posted where applicable



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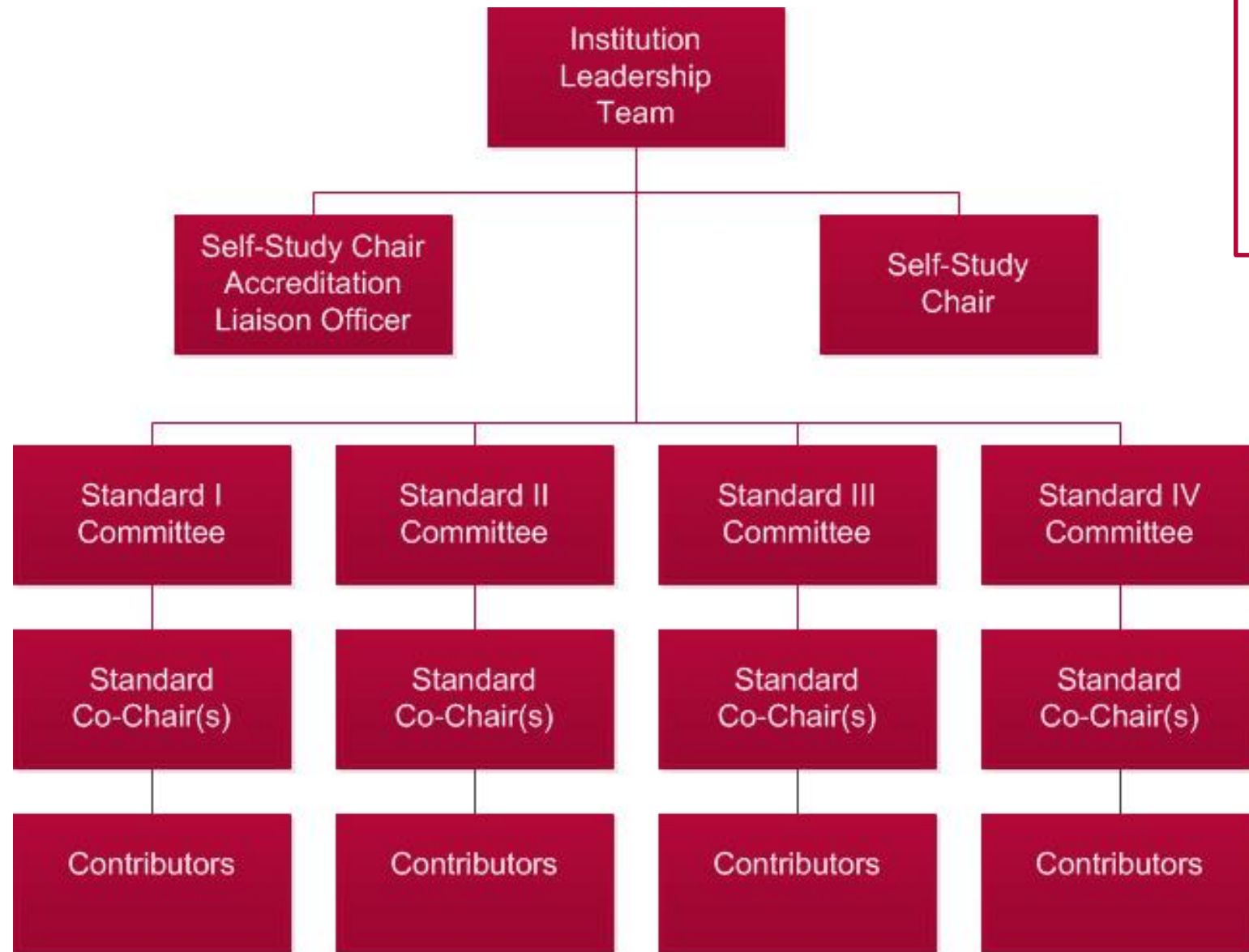
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Districtwide Accreditation Visit Coordination



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

- Continued from 2017-18 Progress
 - Created a three-year cycle for Program Review
 - Multiple training opportunities were provided for faculty department chairs, program supervisors, and administrators during fall 2017 and 2018 semesters
 - Improvements to assessment of Institutional Student Learning Outcomes (ISLOs) were developed through participatory planning beginning in summer/fall 2017
- New for 2018-19
 - Fall 2018 focused visit cleared this compliance recommendation and resulted in reaffirmation through 2024
 - Updated annual program planning and reporting templates
 - In both spring terms of 2018 and 2019, a survey was implemented to gather perceptions and experiences from graduating students on all of its seven ISLOs



Recommendation 2 (Improvement):

Develop Integrated, Documented, and Consistent Planning Processes



- Continued from 2017-18 Progress
 - Revised processes for Program Review have been fully implemented and are ongoing
 - Comprehensive phase is added to the annual activity every three years
 - The three-year cycle is structured so that approximately one-third of the programs are engaged in the comprehensive phase each year
 - Budget requests are supported by Program Review plans and results; this information is reviewed by the Resource Allocation Committee

Recommendation 3 (Improvement):

Implement Regular Cycle of Processes

- Continued from 2017-18 Progress
 - The College Council completed a comprehensive review of the Campus Handbook
- New for 2018-19
 - Institutional Effectiveness Partnership Initiative (IEPI) Resource Team input and grant support focused on improvement opportunities in the number and function of committees, and enhanced communication with constituent groups
 - By streamlining structures, increasing clarity, and strengthening communication, more individuals across the college can be meaningfully engaged in supporting student success



Recommendation 4 (Improvement):

Disaggregate Student Outcomes for Sub-Populations



- Continued from 2017-18 Progress
 - Focus on disaggregation of student learning outcomes for sub-populations is at the program level
- New for 2018-19
 - A new Student Equity Plan, now part of the Student Equity and Achievement (SEA) integrated planning process was implemented
 - Curriculum redesign for mathematics and English have focused on meeting AB 705 to ensure that students succeed in transfer-level courses within their first year

Recommendation 5 (Improvement):

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



- Continued from 2017-18 Progress
 - Began redesign of public website
- New for 2018-19
 - Launched a fully redesigned public website in January 2019
 - Joined the Western eTutoring Consortium, which provides live online tutoring in a range of subjects as well as an online writing lab and a space for quick questions
 - The City College Library began offering online chat with an academic librarian in addition to all of the catalog and database resources available online to enrolled students

Recommendation 6 (Improvement):

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

- Continued from 2017-18
Progress
 - Process reviewed annually with orientations for new contract and adjunct faculty
- New for 2018-19
 - Course outlines and development of syllabi to ensure alignment of student learning outcomes have been reviewed by the Curriculum Review Committee and Instructional Cabinet



Recommendation 7 (Improvement):

Move Beyond Assessing Satisfaction for Student Services to Evaluating Outcomes



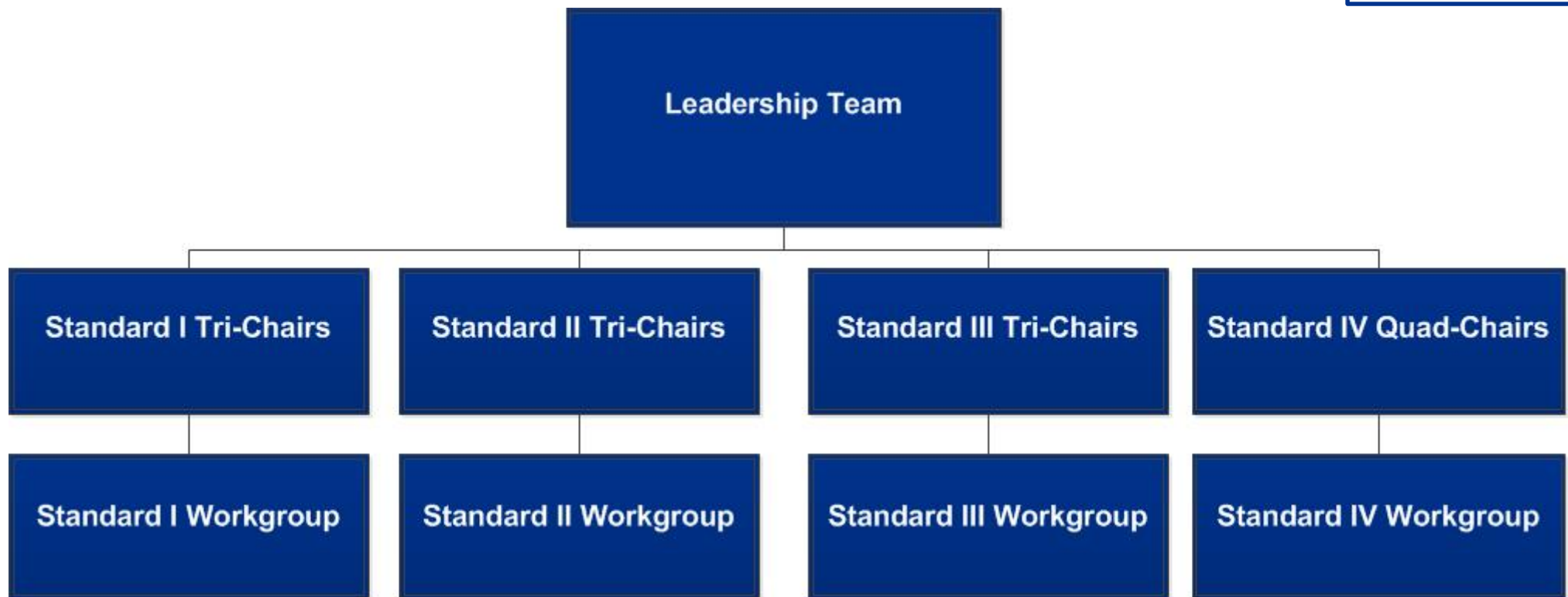
- Continued from 2017-18 Progress
 - Student services programs renewed their outcomes assessment processes
 - Training was provided the foundation for a re-evaluation of program outcomes and documentation of new improvement goals following the revised program review cycle
- New for 2018-19
 - The theme of “ultimate student experience” was developed to support integrated planning, Guided Pathways, and the use of renovated buildings
 - Work group provided guidance to the Student Services Council with the identification of four pillars of focus: 1) data/inquiry; 2) aesthetic experience; 3) campus engagement; and 4) values refinement

SAN DIEGO
MESA COLLEGE

Accreditation Steering Committee

2017 Steering
Committee
Membership

Administrators: 5
Faculty: 5
Classified: 4



Recommendation 1 (Improvement):

Improve Student Learning Outcomes Assessment Processes

- Continued from 2017-18 Progress
 - Progress has continued with a three-part strategy appointing Department Outcomes Coordinators (DOCs) for each program
 - Assessment of Institutional Learning Outcomes (ILOs) **with a focus on student feedback has occurred**
- New for 2018-19
 - Student survey modified to include assessment of their attainment of outcome competencies and other milestones



Recommendation 2 (Improvement):

Implementation of Consistent Self-Evaluation Process

- Continued from 2017-18 Progress
 - The Planning and Institutional Effectiveness Committee (PIE) and the PIE Accreditation Subgroup developed a governance survey, based on examples from other colleges
 - Questions focused on three major topics
 - Degree to which committee activities were integrated in the College at large
 - Culture of the committee
 - Operational aspects
 - Fifteen governance groups were selected for survey participation
 - Responses were tallied by the Institutional Researchers
 - Survey information was reviewed during committee meetings and have been posted on the Committee and Governance websites



Recommendation 3 (Improvement):

Publish Learning Outcomes Assessment Data



- Continued from 2017-18 Progress
 - The PIE committee reviewed outside websites and determined there was no uniform or systematic approach in outcomes assessment data
- New for 2018-19
 - Mesa posted its learning outcomes assessment in the Program Review section under Campus Governance
 - Accessible to students and the community

Recommendation 4 (Improvement):

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

- Continued from 2017-18 Progress
 - A timeline was created for the development of a new Master Plan
 - The Master Plan Task Force has begun the development of a new Master Plan
- New for 2018-19
 - The Master Plan Task Force was constituted
 - This cross-functional team includes faculty from Career and Technical Education (CTE), and non-CTE areas, administrators, classified professionals, students, and District Office representation



Recommendation 5 (Improvement):

Develop a Uniform Template for Meeting Minutes

- Continued from 2017-18
Progress

- Uniform templates were implemented fall 2018
- Three template format choices located on the Governance webpage under Resources
- Effectively communicating the Committee's work

- New for 2018-19

- The Academic Senate Executive Team began developing a Committee Chair Orientation for implementation fall 2019
- A representative team of five members involved with the Leading from the Middle (LFM) Project identified effective communication strategies to disseminate Guided Pathways information and outcomes to the entire campus



Recommendation 6 (Improvement):

Publish President's Cabinet Documents

- Continued from 2017-18 Progress
 - Information was posted on website under Office of the President
 - Includes
 - President's Cabinet Agenda Outcomes and Meeting Documents
 - Planning Documents
 - College Reports
 - Educational Master Plan
 - First Monday on the Mesa newsletter

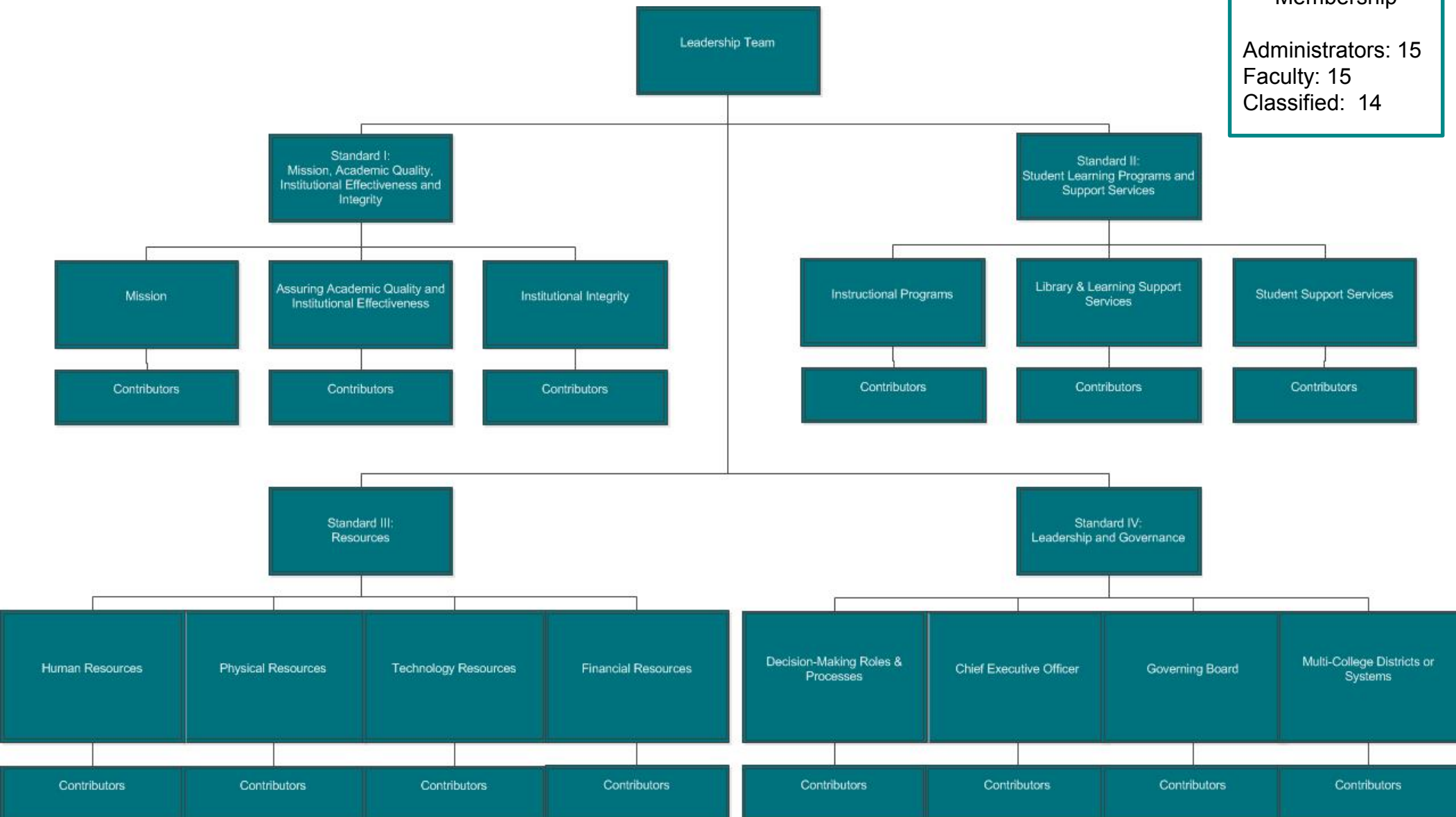


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MIRAMAR
COLLEGE

Accreditation Steering Committee

2017 Steering
Committee
Membership

Administrators: 15
Faculty: 15
Classified: 14



Recommendation 1 (Improvement):

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

- Continued from 2017-18 Progress
 - The Administrative Services Division aligned its unit-level mission statements with the College's mission statement by unpacking both of them and then performing a gap analysis
- New for 2018-19
 - Fall 2018 started a new three-year program review cycle for the Instructional Support Services Area, including a full review of each department's mission statement relative to the College's mission



Recommendation 2 (Improvement):

Disaggregate Learning Outcomes in Program Review and Assessment



- Continued from 2017-18 Progress
 - 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
- New for 2018-19
 - A workshop was offered during the January 2019 FLEX to discuss further tools for course and programmatic improvement within Instructional Services Division
 - The annual report for the Academic Success Center (ASC) now includes disaggregated data regarding individual students who utilized tutoring compared with individual students who did not utilize tutoring

Recommendation 3 (Improvement):

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

- Continued from 2017-18
Progress
 - Discussion on restructuring the Student Services program review took place during spring 2019 under the leadership of the new Vice President, Student Services
- New for 2018-19
 - The Instructional Services Division area has worked through the Instructional Program Review/SLOAC Subcommittee to create and administer a survey to gain feedback from faculty about the Program Review process



Recommendation 4 (Improvement):

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



- Continued from 2017-18 Progress
 - The Instructional Program Review/SLOAC Subcommittee hosted one workshop for budget resource development subcommittee (BRDS) requests during Fall 2018 Flex week and hosted a SLO workshop for faculty on 10/29/18
- New for 2018-19
 - A new 3-year cycle (2018-2021) began in fall 2018. Program workspaces for SLOs were created in Watermark (previously Taskstream) for all programs
 - Offered a FLEX workshop on January 22, 2019 to discuss further tools for course and programmatic improvement

Recommendation 5 (Improvement):

Publish Two-Year Sequence Charts in the College Catalog

- Continued from 2017-18
Progress
 - Efforts to increase communication with Student Services on course sequences have begun
- New for 2018-19
 - Two-year course sequence charts for the College catalog have been completed



Recommendation 6 (Improvement):

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



- Continued from 2017-18 Progress
 - Discussions of the restructuring of the Student Services Program were held, and updates have been provided to stakeholders
 - Student Services Program Review/SLOAC Subcommittee reviewed, discussed, and selected assessment tools
 - In Summer 2018, Student Services tested, reviewed findings, and implemented tools

Recommendation 7 (Improvement):

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

- New for 2018-19
 - Identified recommendations that are important needs of the college in serving students
 - Updates to the Technology Committee membership have been completed, including adding a District-level supervisor/manager as a voting member



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



- Continued from 2017-18 Progress
 - College Governance Committee (CGC) has collated the College Governance Evaluation Tool and written a summary report
- New for 2018-19
 - A Collegiality in Action (CIA) consultant has assisted with governance evaluation
 - CIA conducted workshops to inform the college on progress to date
 - To further address governance matters, two groups have been formed
 - Participatory Governance Committee
 - Academic and Professional Matters Committee



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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

- Continued from 2017-18 Progress
 - Continued implementation of a new student information system



Recommendation 2 (Improvement):

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

- Continued from 2017-18 Progress
 - Discussing alignment practices for strategic planning within the District and the California Community Colleges Chancellor's Office (CCCCO) Vision for Success goals
- New for 2018-19
 - Publication of 2017-2018 Annual Update to the Districtwide Strategic Plan
 - Discussions on aligning Board of Trustee goals to the Districtwide Strategic Plan



Recommendation 3 (Improvement):

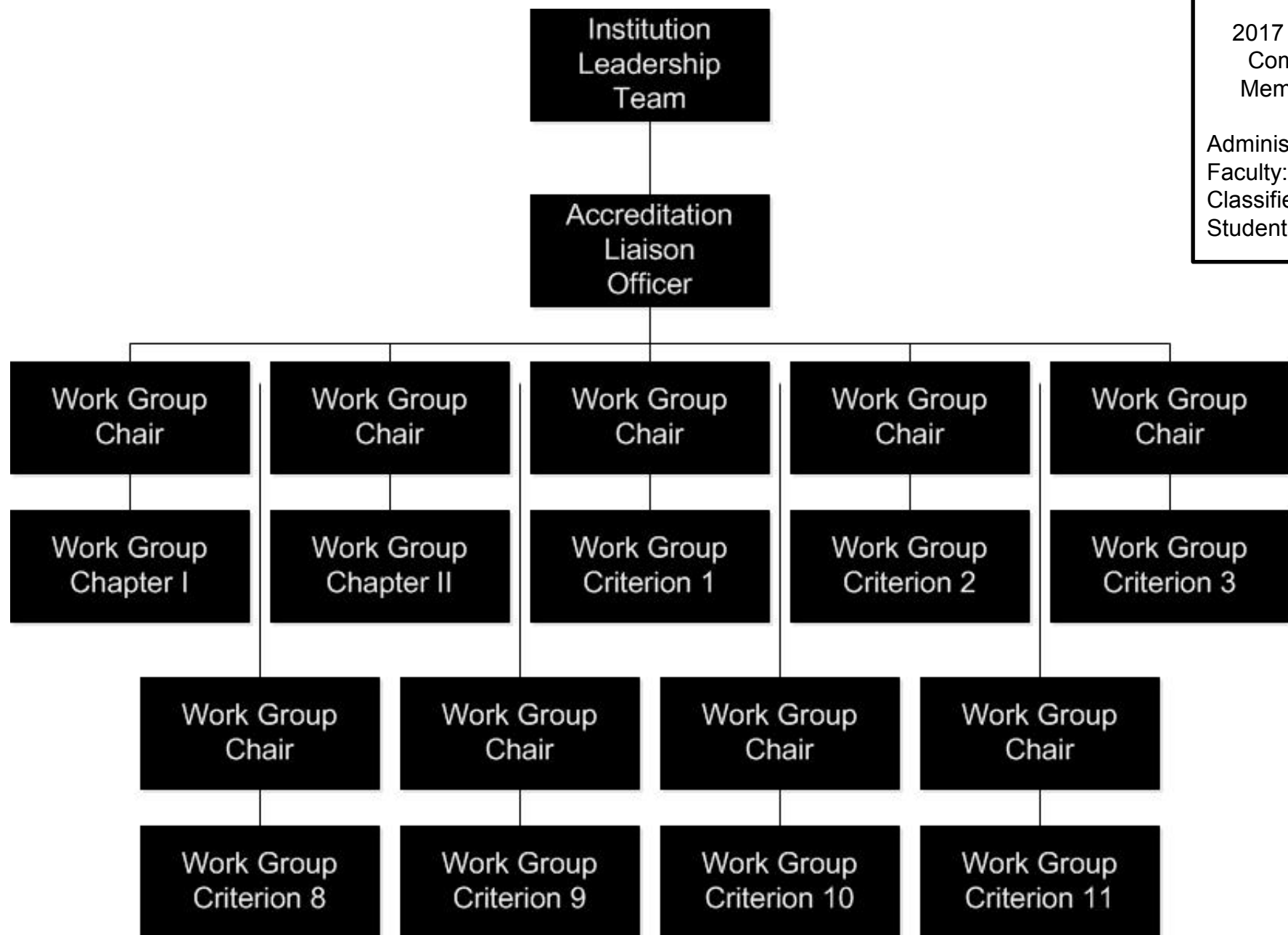
Complete the Review and Update of Policies and Procedures and Establish a Formal Schedule for Their Regular Review and Publication



- Continued from 2017-18 Progress
 - A formal plan for the regular review and publication of Board Policies and Administrative Procedures is complete
 - Board Policies and Administrative Procedures are updated to align with the Community College League of California's (CCLC) Policy and Procedure Service

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Accreditation Steering Committee



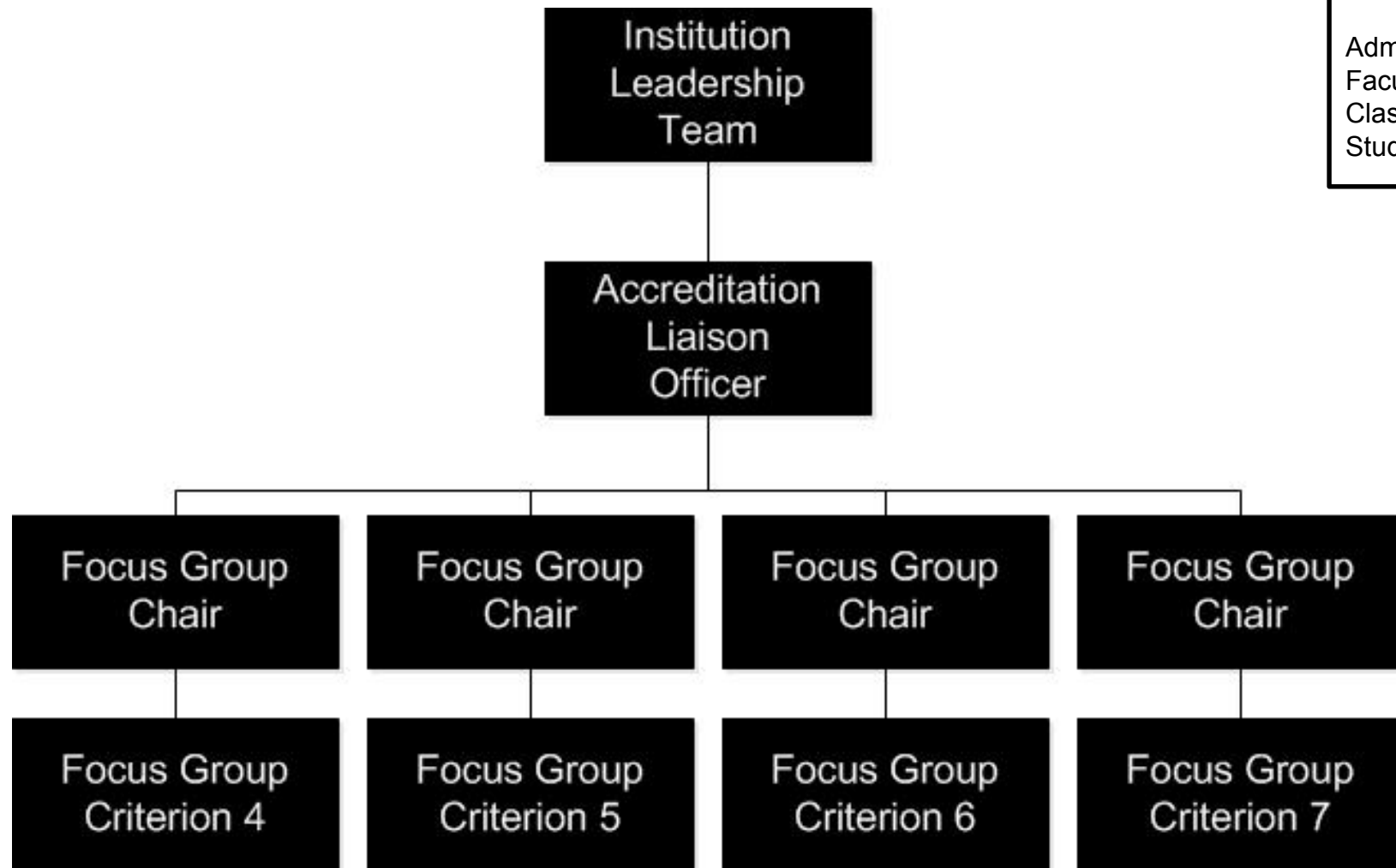
2017 Steering
Committee
Membership

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

Accreditation Steering Committee

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Recommendation 1:

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



- Continued from 2017-18 Progress
 - Implemented a campaign to address poverty and inequity in education through the six pillars for student success
 - Renovated two career centers and implemented a Career and College Transitions Program to increase workforce opportunities for students; a Dean of College and Career Transitions, three job developers, and one Job Placement Coordinator were hired to support this work
- New for 2018-19
 - Added 17 new courses and eight new programs. In an effort to ensure courses are meeting the changing needs of the workforce and the community
 - 24 courses went through the process of revision as well as five programs
 - An increase in distance education courses occurred across several certificate programs including Business Information Worker, Computer Systems and Network Administration, Business, and High School Diploma; Online enrollment (FTES) increased 72.8% between Spring 2017 and 2019, with ESL's growth at 165%

Recommendation 2:

Increase Internal and External Communication and Collaboration

- Continued from 2017-18 Progress
 - The Public Information Office (PIO) continued to place significant focus and resources toward increased communication, including a new weekly message to faculty and staff that centers on updates from the President's Office
- New for 2018-19
 - The distribution of the SDCE Newsletter for Faculty and Staff increased from monthly to twice-monthly
 - Implemented and aligned Adult Basic Education and High School Diploma (HSD) Program course content, including: distance education, online and hybrid content and course materials in partnership with the San Diego Unified School District (SDUSD) Joint HSD Program



Recommendation 3:

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

- Continued from 2017-18 Progress
 - A Five-day Experiential Learning Institute (FELI) was conducted
- New for 2018-19
 - 18 faculty and 22 classified professionals participated in the Passport to Success Faculty & Staff Training, including ten sessions, and a one-on-one mentoring component
 - This year, the Faculty Flex Coordinator established a partnership with the Planning, Research, and Institutional Effectiveness (PRIE) office to deliver a participant satisfaction survey for the annual year-end Flex Report to the President's Office
 - Increased classified professional development activities
 - Hosted a week of activities for Classified Staff, including the S.T.A.R. (Staff Training and Retention Conference), which included a full day of workshops and a keynote address as well as recognition events at several campuses
 - Events were attended by over 200 classified professionals over the course of the week
 - Through the President's Innovation Grant, classified professionals, faculty, and administrators were offered a Trauma Informed Practices in Schools (TIPS) training

Recommendation 4:

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

- Continued from 2017-18 Progress
 - PRIE office supported the redevelopment and testing of the SDCCD Researcher Datamart in connection to the conversion to Campus Solutions
- New for 2018-19
 - Implemented Campus Solutions Student Portal
 - Students gain 24/7 access to their personal and academic information from any electronic device that is internet-accessible
 - Students gain their own portal via the CE Student Dashboard and Student Quick Links, including access to the Electronic Education Plan, Electronic Unofficial Transcripts for both CE and CE High School, and Academic and Event calendars
 - Strong Workforce Plan (SWP) funds were invested in 2018/19 to support the use of Burning Glass, a labor market information (LMI) software



Recommendation 5:

Use Integrated Planning to Support Institutional and Student Success

- Continued from 2017-18 Progress
 - SDCE is developing processes and procedures to support the alignment of program review, planning, and resource allocation
- New for 2018-19
 - Efforts to drive a more integrated planning, program review, and resource allocation process were coordinated by PRIE, the PIE Committee, the Program Review Committee, Resource Allocation committees, the management group, and Administrative Services
 - As part of California Adult Education Program (CAEP), formerly Adult Education Block Grant (AEBG), a three-year strategic plan was required by San Diego Regional Adult Education Consortium (SDAERC) members SDCE and SDUSD





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Thank You

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