

ACCREDITATION NEWS

2021/22 Year 5 of ACS WASC Accreditation Cycle

SAN DIEGO COLLEGE OF CONTINUING EDUCATION

Fall 2021

San Diego College of Continuing Education (SDCCE), an adult education college within the San Diego Community College District (SDCCD), is accredited by the Western Association of Schools and Colleges (WASC) on a seven-year basis. The school is currently accredited through June 2024 and is continually documenting and improving processes to maintain accreditation on an ongoing basis.

Please visit [SDCCE's Accreditation web page](#) on the Planning, Research, and Institutional Effectiveness (PRIE) site for more information.

Mission Statement: San Diego College of Continuing Education commits to student success and community enrichment by providing accessible, equitable, and innovative quality education and support services to diverse adult learners in pursuit of lifelong learning, training, career advancement, and pathways to college.

FIVE VISITING COMMITTEE KEY RECOMMENDATIONS

1. Expand and increase access to course offerings, support services, and workforce development opportunities to support student success.
2. Increase internal and external communication and collaboration.
3. Provide equal access to targeted professional development with mechanisms that track and measure impact.
4. Maintain and secure technology in support of data-driven instruction, decision making, and student services.
5. Use Integrated planning to support institutional and student success.

PROGRESS HIGHLIGHTS ON RECOMMENDATION #4: USING ERP TRACKING TO IMPROVE ACCESS TO STUDENT COMPLETION AND SUCCESS DATA



Photo credit: [imgbin.com](#)

Recommendation #4 aligns with Objective 4.1: Develop specification and identify system for course and program completion tracking to improve access to student completion and success data by 2021. Expectation is to use the new ERP system.

SDCCE's new ERP system has reduced challenges accessing student data for the Office of Planning, Research, and Institutional Effectiveness. Using information from the

Online Attendance Roster in Campus Solutions, part of the ERP, PRIE is now developing a set of metrics that will allow SDCCE stakeholders to assess student outcomes including retention, success, completion, and transition. PRIE is working with program leaders to develop and then regularly measure the following outcomes across programs:

Course based (subject number) metrics

- Success Rate
- Retention Rate
- Successful Course Completion Rate
- Census to census Rate (online only)
- Course Attendance Rate (on-campus only)
- Adjusted Course Attendance Rate (on-campus only)

Pathway based metrics

- Noncredit to credit Transition Rate
- Postsecondary Transition Rate
- Fall-to-Spring Retention Rate
- Term-to-term Retention Rate
- Average Program Completion Time
- Program Completion Rate

Many thanks to Jesus Rivas for this section's article

OTHER TECHNOLOGY-RELATED ACCREDITATION ACTION PLAN OBJECTIVES

Objective 1.7 in the Accreditation Action Plan calls for upgrading of all campus classrooms with smart technology to enhance student learning and active engagement in the learning process. While the majority of that work was completed in 2016, a new project to upgrade classrooms for HyFlex courses is underway as well as training for faculty, thanks to the Administrative Services office.

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Our transition to temporary remote instruction in Spring 2020 inspired innovation, resilience, and flexibility from faculty, staff, and students. SDCCE offered numerous professional development opportunities to assist faculty in quickly and efficiently adopting a completely new model of instruction. Our ESL faculty and staff cumulatively spent thousands of hours learning, designing courses, teaching, training, and providing support and feedback to students. Thanks to their hard work and dedication, we are able to continue offering online instruction.

Although our faculty and staff worked hard to ease students into online learning and promote persistence, enrollment dropped, especially for beginning ESL and Citizenship. Many students do not have the resources, internet access, devices, or digital literacy skills needed to be an online learner. In order to reach former and new students, our ESL program decided to bring registration back to the Mid-City campus and to offer HyFlex classes for Fall 2021. HyFlex (hybrid + flexibility) course design provides a hybrid format for campus-based and online students while adding a flexible participation policy. All students are expected to complete online learning activities on the class learning management system (e.g., Canvas), and students may choose to attend optional synchronous class sessions on campus or via Zoom.

The new HyFlex courses support student learning and active engagement by accommodating student learning needs through innovative technology that allows simultaneous participation of online and in-person students. The HyFlex modality also contributes to the building back of enrollment during the post-pandemic period while demonstrating the benefits of adapting to diverse remote learning environments.

We began Fall 2021 with 25 HyFlex courses, and opened 8 more throughout the course of the semester. In summer 2021, the ESL Technology and Digital Literacy Coordinators developed HyFlex orientation workshops to prepare students for this new model of learning. ESL Project Assistants have administered these workshops throughout summer and fall 2021 to assist students with checking their email, logging into the Canvas Student App, and installing the Zoom App. ESL Leadership team members worked with the SDCCE Online Faculty Coordinator and Mentors in the summer to review literature, pilot a HyFlex Level 2 ESL class with the 360 degree Owl conference video camera, and provide professional development to ESL faculty and instructional assistants. An instructional assistant is assigned to each HyFlex class to take an active role in campus-based sessions, helping students troubleshoot their devices and access the Canvas content,

while also helping the instructor incorporate questions and feedback from remote learners in real time.

Currently, all HyFlex classrooms are equipped with an Owl camera, tripod, and IPEVO document camera. Presently, campuses have several Hyflex classrooms available: Cesar Chavez, 9 classrooms, Midcity, 12 classrooms, ECC, 12 classrooms and West City, 3 classrooms. All faculty and instructional assistants have been trained to use the Owl camera and app. In place of the Owl camera, some instructors have opted to use a personal or district loaner laptop and district loaner web camera as their classroom technology. A permanent HyFlex technology setup has been installed in several classrooms at Cesar Chavez and Mid-City campuses for spring 2022, more are planned for installation in classrooms at the Educational Cultural Complex. As part of the classroom upgrades, handy visuals are now provided for quick reference: [Video Conference Quick Start](#).

Faculty, staff, and students have had to navigate the many challenges that come with adopting another new model of instruction, such as identifying and implementing effective course design, creating an equitable learning experience for both online and campus-based learners, and troubleshooting technology issues as they arise. Bringing on an ESL Digital Literacy Coordinator, starting an ESL HyFlex Meetup Group, and accessing SDCCE professional development and mentoring have greatly contributed to the overall success of the HyFlex model in the SDCCE ESL program.

Many thanks to Monica Cueva for this section's article.



Hyflex Training Video 2021, Teacher Tech Corner Canvas

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UPDATES ON THE SDCCE OPEN EDUCATIONAL RESOURCES INITIATIVE (OERI)

Data driven instruction, as mentioned in Key Recommendation #4 and Objective 4.1 also relates to tracking student course completion rates. An important factor associated with student retention and completion is varied learning content. The SDCCE Open Educational Resources Initiative (OERI) provides instructors with training opportunities that encourage the continued use of OER as a teaching tool aimed at increasing diverse learning content and student engagement.

This fall semester, SDCCE introduced Diana Vera-Alba as our new Faculty OER Coordinator. Diana has created an OER/Free Resources/ZTC Canvas account where faculty can learn about the many facets of OER's and have direct links to free materials that can be used in their own courses. In addition, Diana holds weekly OER office hours where faculty learn about Open Educational Resources (OER's), FREE resources, and how to use our SDCCE OER/Free Resources/ZTC Canvas account. Each week focuses on a different topic but attendees can ask questions on any OER topics of their choice.

According to the U.S. Department of Education many educational institutions are "choosing to #GoOpen and transitioning to the use of openly licensed educational resources to improve student learning in their schools."

Why use Openly Licensed Educational Resources?

Resources that are openly licensed benefit schools in a number of ways, but most notably they help to:

Increase Equity – All students have access to high quality learning materials that have the most up-to-date and relevant content because openly licensed educational resources can be freely distributed to anyone.

Keep Content Relevant and High Quality – Traditional textbooks are perpetually outdated, forcing districts to re-invest significant portions of their budgets on replacing them. The terms of use of openly licensed educational resources allows educators to maintain the quality and relevance of their materials through continuous updates.

Empower Teachers – Openly licensed educational resources empower teachers as creative professionals by giving them the ability to adapt and customize learning materials to meet the needs of their students without breaking copyright laws.

Save Money – Switching to educational materials that are openly licensed enables schools to repurpose funding spent on textbooks for other pressing needs, such as investing in the transition to digital learning. In some districts, replacing just one textbook has made tens of thousands of dollars available for other purposes.

Open Education Resources (OER) not only empower educators in their adaptability to help meet the needs of students, but OER's may also assist SDCCE by fomenting student course completion rates through an increased use of diverse learning content.

Many thanks to Diana Vera-Alba for this section's article.



Photo credit: www.asccc.org/directory/open-educational-resources-initiative-oeri

SUB-COMMITTEE MEMBERSHIP

The Accreditation Sub-Committee meets the first Monday of each month during fall and spring. Guests are welcome. Contact jluedtke@sdccd.edu if interested in attending.

ACCREDITATION SUB-COMMITTEE

Michelle Fischthal, VP of Instructional Services/School Principle (Tri-Chair)

Jessica Luedtke, Dean PRIE/ALO (Tri-Chair)

Margaret Posner, Faculty Accreditation Coordinator (Tri-Chair)

Laurie Cozzolino, Flex/Professional Development Coordinator

Ginger Davis, Administrative Secretary

Marne Foster, Faculty

Debi King, Administrative Technician

Karen King, Sr. Office Manager

Stephanie Lewis, Dean, Career & College Transition

Andrei Lucas, Dean, Automotive, Skilled and Technical Trades

Katie Serbian, Faculty

Sophear Slaketh, Sr. Student Services Assistant

Clark Wilson, Job Placement Coordinator