

FOLLOW-UP REPORT

SAN DIEGO CITY COLLEGE

San Diego City College
1313 Park Blvd.
San Diego, CA 92101

Submitted to the Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Date of Submission: October 1, 2018

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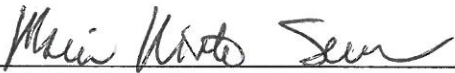

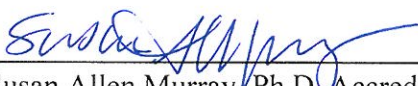



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To the Accrediting Commission for Community and
Junior Colleges
Western Association of Schools and Colleges

From: Ricky Shabazz, Ed.D., President
San Diego City College
1313 Park Blvd., San Diego, CA 92101

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

 _____ Constance M. Carroll, Ph.D., SDCCD Chancellor	9/27/18 _____ Date
 _____ Maria Nieto Senour, Ph.D, President, Board of Trustees	9/27/18 _____ Date
 _____ Ricky Shabazz, Ed.D., San Diego City College President	9/11/18 _____ Date
 _____ Susan Allen Murray, Ph.D, Accreditation Liaison Officer	9/11/18 _____ Date
 _____ Jan Jarrell, President, Academic Senate	9/11/18 _____ Date
 _____ Awana Payne, President, Classified Senate	9/11/18 _____ Date
 _____ Susana Molina-Bibian, President, Associated Students Government	9-19-18 _____ Date

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I. Follow-Up Report Preparation

In June 2017, San Diego City College received the action letter from the Accrediting Commission for Community and Junior Colleges (ACCJC) confirming the outcome of the College's March 13-18, 2017 evaluation. The action letter, dated June 23, 2017, reaffirmed the College's accreditation for 18 months and contained one recommendation for compliance (Recommendation 1). The College was requested to address this recommendation in a follow-up report and visit, with the report to be submitted by October 1, 2018. The Commission acted to change Recommendation 2 from the evaluation team's report to a recommendation to increase institutional effectiveness; Recommendations 3 through 7 for the College and 1 through 3 for the District were additionally identified as areas for improvement.

Immediately following receipt of the letter, Interim President Denise Whisenhunt shared the news of reaffirmation and the recommendation in an email message to the campus (E1). She convened an initial review team consisting of the interim vice president of instruction; acting vice president of student services; faculty assessment coordinator (teaching faculty); past faculty assessment coordinator (student services faculty); administrative services representative (classified supervisor); research analyst; and dean of institutional effectiveness. This group engaged in extended discussion of all recommendations and met throughout summer 2017 to create a draft work plan. A more detailed task list for the compliance recommendation was also created along with target dates to meet the requirement of follow-up report completion by October 1, 2018 (E2). The team also collaboratively planned communications and fall FLEX activities to share information with campus constituencies. (E3)

The review team's initial analysis segmented the recommendation into two areas of focus: assessment of all outcomes at the program level, and assessment of the College's institutional student learning outcomes (ISLOs). The review team's evaluation concluded that improvements to the College's structure and process for program review, as established through the College's Master Planning, Assessment, and Resource Oversight Council (MPAROC) during 2016-2017, would substantively address the aspects of the recommendation dealing with assessment of program outcomes. These improvements were still under development at the time of the evaluation team visit in March. The revised program review model was formally approved through the governance process by the end of the spring 2017 semester, and was operationalized over the summer in preparation for fall 2017 implementation. Specific actions taken by the College to improve program outcomes assessment are detailed in Part II of this report.

The review team concluded that a participative, faculty-centered process was the best approach for the College to address the concerns identified in the recommendation regarding ISLO assessment. To plan this process, a work group was formed to examine models for ISLO assessment and report findings to the Academic Senate and to MPAROC. This ISLO Work Group included the Acting VP of Instruction; the VP of Student Services; Faculty Assessment Coordinator; Faculty representative – Academic Senate; past Faculty Assessment Coordinator (Student Services faculty); Research Analyst; and Dean of

Institutional Effectiveness/Accreditation Liaison Officer (ALO). Regular progress reports were shared with MPAROC and Academic Senate throughout the fall semester (E4), culminating in a summary of options for ISLO assessment. In November 2017, the Academic Senate reviewed these options and formally voted to endorse an initial course of action. These activities to improve assessment of ISLOs are presented in Part II of this report.

During fall semester 2017, the College was also actively recruiting representatives to reactivate the standing Accreditation Committee. This committee was reconvened following completion of the Institutional Self Evaluation Report (ISER) and the transition to a new ALO. The Accreditation Committee reviewed and discussed the proposed ISLO assessment plan and related activities along with outlines and drafts of the Follow-up Report (E5).

Progress reports were provided regularly to the College through the president's monthly newsletter and at meetings of the College Council, MPAROC, Academic Senate, Instructional Cabinet, Instructional Services Council, and Student Services Council (E6). Opportunities for college-wide review and input began in the spring 2018 semester with the circulation of an initial outline of the report content (E7). A draft of the report was reviewed by the 50+ participants in a college-wide planning summit on May 11, 2018 (E8). The timeline for review of the final draft was shared during preparations for the fall 2018 semester, including at the faculty chairs' academy on August 13, an open FLEX workshop on August 15, at convocation on August 17, and in the president's newsletter on August 22 (E9). A final draft incorporating planning and assessment activities for the fall 2018 semester was posted on August 24 and was reviewed and approved by the following representative bodies and participative governance groups:

- Academic Senate (August 27 and September 10, 2018)
- Associated Students Government (August 31, 2018)
- Classified Senate (August 31, 2018)
- MPAROC (August 29, 2018)
- College Council (August 28 and September 11, 2018)

The Board of Trustees approved the final report at its meeting on September 27, 2018 (E10).

EVIDENCE

- [E1](#) *City College Forward* President's Newsletter, June 23, 2018
- [E2](#) Work plan to address Recommendation 1
- [E3](#) Summer 2017 review team meeting agendas and notes, emails, working documents
- [E4](#) Fall 2017 ISLO Work Group meeting agendas and notes, emails, working documents
- [E5](#) Accreditation Committee meeting agendas and minutes
- [E6](#) Agendas and minutes of College Council, Academic Senate, MPAROC, and other groups
- [E7](#) Draft outline of report content, April 2018
- [E8](#) Planning summit agendas, activities, and materials
- [E9](#) Fall 2018 FLEX week activities
- [E10](#) Board of Trustees agenda, September 27, 2018

II. Response to the Commission Action Letter

INTRODUCTION

Following its spring 2017 comprehensive evaluation, the College received one compliance recommendation for Standards I.B.2, I.B.4, I.B.5, I.B.6, I.B.8, and II.A.3:

Recommendation 1 (Compliance): In order to meet the Standards, the Team recommends that the College extend its student learning outcomes assessment beyond the course level to include program and institutional learning outcomes assessment across the College, to broadly share the results, to engage in meaningful dialogue, and to use the results to improve student learning and student success. Processes and results must be documented to demonstrate continuous improvement. (I.B.2, I.B.4, I.B.5, I.B.6, I.B.8, II.A.3)

The College began work immediately to address all aspects of the recommendation and come into compliance, as well as consider the recommendations to improve institutional effectiveness. Among the accomplishments of the College since spring 2017 are the following:

- Completed revisions to the College’s program review process and cycle, planned during 2016-2017, which incorporates assessment of program outcomes for student learning and administrative functions
- Developed and implemented a framework for regular and meaningful ISLO assessment
- Maintained its successful process for assessment of student learning outcomes at the course level
- Adopted and began implementation of a new three-year [institutional strategic plan](#), including an annual update and reporting process
- Transferred ALO responsibilities to the dean of institutional effectiveness, a position created at the College in July 2016
- Established an Enrollment Management Committee to oversee development and implementation of an enrollment management plan
- Initiated collaborative processes for determining the specifics of Guided Pathways implementation at the College
- Examined paths for entry of first-time students and created a new associate dean for outreach and school relations position to coordinate outreach activities and off-campus programs, including high school and dual enrollment offerings
- Held an inaugural college-wide planning summit on May 11, 2018, focusing on the response to the ACCJC recommendation. This event will recur each semester with a new topic; the second planning summit is scheduled for October 5, 2018 featuring cross-discipline dialogue on three ISLOs: critical thinking, communication/interpersonal skills, and computation/analysis
- Initiated a successful request for assistance from an Institutional Effectiveness Partnership Initiative (IEPI) Partnership Review Team to assist the College in reviewing its committee structures and processes to improve effectiveness.

ACTIONS TO ADDRESS RECOMMENDATION AND RESOLVE DEFICIENCIES

Program Outcomes Assessment (I.B.2, ER 11, I.B.4, I.B.5, I.B.6, II.A.3)

The College addressed the components of the recommendation relating to outcomes assessment at the program level by following through with plans to implement revised processes for program review in fall 2017. These changes were developed collaboratively during the 2016-2017 academic year by two work groups – one focused on instructional programs and one on non-instructional programs – that reported through MPAROC. (E11). The work group on instructional models for program assessment included faculty representatives from all schools. This review was prompted by concerns that the existing program review process was complicated and unnecessarily duplicative – and that these characteristics caused departments to focus more on completion of forms and checklists than on meaningful dialogue about assessment plans and results.

The planning process for both work groups was shared with the spring 2017 evaluators and included examination of models from other colleges, feedback from those closely involved with assessment (faculty chairs and assessment liaisons, supervisors and administrators) and the campus at large, and input on how assessment results were used in planning and resource allocation. The process culminated in adoption of revisions to program planning and outcomes assessment that were incorporated into a new program review model.

The updated program review model includes multiple features that clarify expectations and ensure that the College meets the Standards (I.B.2, I.B.4, I.B.5, II.A.3). The program review cycle includes two phases: (1) annual assessment of program outcomes and (2) development of a comprehensive plan that identifies improvement goals addressed over multiple years. Results of program outcome assessments, dialogue about the use of results for improvement, and resource requests to support improvements (e.g., requests for new staffing, equipment, technology, and budget allocations) are documented annually and uploaded to Taskstream, the College's web-based assessment system. These documents are accessible for resource allocation decisions, for future planning, and to provide progress updates and report results. As progress is made toward comprehensive improvement goals, annual updates are submitted. At the end of the cycle, new improvement goals are identified. Figure 1 illustrates the elements of the program planning and assessment cycle, and the flow of planning information from programs up through successively larger units to the institutional level.

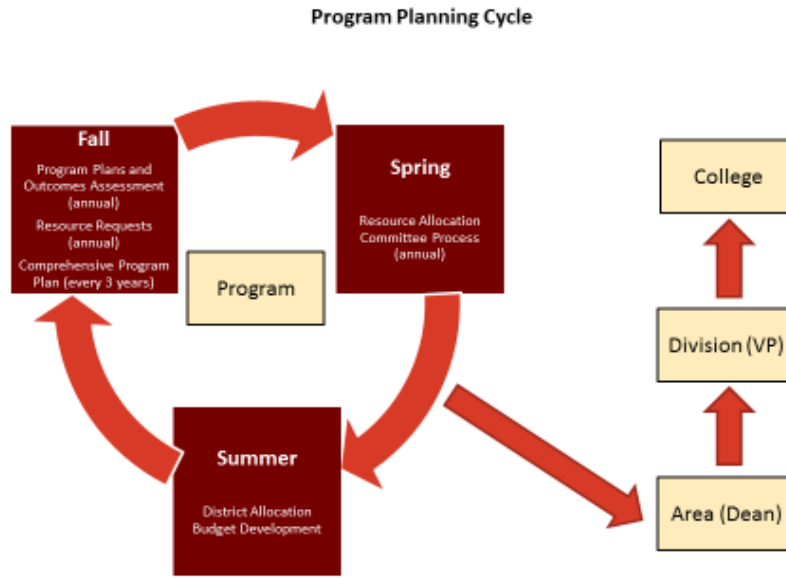


Figure 1: Program Planning Cycle

A three-year cycle was established for program review, with approximately a third of the College’s programs engaged in the comprehensive phase each year. To transition from the existing structure (all programs reporting results and setting new goals each year) to the new cycle, 2017-2018 was designated as a year for all areas to develop a comprehensive plan. In 2018-2019, all programs will complete an annual update, and the staggered rotation will begin in 2019-2020 (I.B.4, I.B.5, II.A.3). ([E12](#))

These revisions were approved through the College’s shared governance process in spring 2017. Following receipt of the ACCJC action letter and recommendation, the proposed revisions were examined to ensure that the identified deficiencies would be addressed by the planned actions. The College confirmed that the revised templates for reporting program outcomes and assessment results would ensure that learning outcomes are defined consistently across the College (I.B.2, II.A.3). A new [program review handbook](#) was developed and published that provides guidance for defining, measuring, and assessing program learning and administrative outcomes. Completed program plans and supporting documents from both the 2017 and 2018 program planning cycles will be available to evaluators on-site during the follow-up visit.

These changes were implemented beginning with the fall 2017 program review cycle and planning process for 2018-2019 resource allocations. The annual calendar calls for each year’s program assessment activities and resource requests to be uploaded to Taskstream by November 1. Beginning with FLEX activities in August 2017 prior to the start of the fall semester, multiple presentations and workshops were offered to explain the changes to program review and provide guidance on completing the new templates and documenting improvement dialogues around program outcomes. The faculty assessment coordinator, with additional support from the institutional effectiveness office, scheduled multiple open labs

each month where individuals could receive personalized assistance with entering results and plans into Taskstream. (E13) As these training sessions were conducted, feedback from participants resulted in development of additional resources that were added to the [website](#).

Program plans and improvement goals were posted in Taskstream by all administrative service departments, instructional programs, and student services programs in fall 2017 (I.B.2). Resource requests included a rationale that was grounded in the program's outcomes attainment or improvement goal. Reports from Taskstream were generated for all areas requesting positions or budget allocations and used in the prioritization of requests for 2018-2019. The standing Resource Allocation Committee (RAC) reviews all requests for funding and hears presentations from departments in a series of budget hearings held each March. The 2018 process included specific reference to program outcomes and rationales presented as part of the program planning process (I.B.6). These result in funding recommendations for each program that are allocated following the adoption of the District budget. Documents from the RAC process, including the compiled budget requests and hearing schedule, are available on-site in hard copy.

The College's inaugural planning summit on May 11, 2018, included discussion questions addressed by cross-functional groups of 10-12 faculty, classified, and students. Groups were asked to share examples of the use of assessment results and generate suggestions for how information could be more widely shared and used to generate college-wide dialogue. (I.B.8) (E8). The College is also using this input in planning for its redeveloped public website, which is expected to launch by the end of 2018, and a new intranet site for internal communications, which will follow. The redesigned website will bring more consistency to the presentation of program outcomes and the use of results across the College, enhancing the visibility of program plans and assessments.

Evaluation of the changes to program review was initiated through discussion with faculty department chairs and MPAROC. These conversations provided preliminary information on what worked well about the new model and areas that needed additional improvement or clarification. These discussions were incorporated into an update to the program review handbook published in August 2018. Following the fall 2018 assessment cycle, all areas of the College will have had experience with both phases of the process, and a more formal evaluation of the revisions will be conducted under the direction of MPAROC. The evaluation plan is expected to be adopted in October 2018 and will be available during the evaluation team visit.

Discussion of the use of assessment data to improve student learning and success also takes place within the context of larger institutional efforts that involve multiple programs and services. These include the College's Title V Hispanic Serving Institutions (HSI) improvement grant, *¡Subir!*; instructional improvements and intervention services as outlined in the integrated plan supporting the equity, SSSP, and basic skills initiatives; and initial planning conversations for Guided Pathways. Examination of outcomes for these efforts includes disaggregation of data by course characteristics (e.g., delivery modality, curriculum structure), student demographics (e.g., race/ethnicity, college preparedness) and/or participation in targeted services (e.g., supplemental instruction, tutoring, cohort-based

programs) to better understand the relationship of these factors to student success (I.B.6). For fall 2018, the student services division has launched a new evaluation and improvement effort to bring the “Ultimate Student Experience” to all aspects of student support. Prompted by an impending move of nearly all student services into newly renovated space, a cross-functional team has published a toolkit of activities organized around four pillars (campus engagement, aesthetic experience, values, and data and inquiry) and developed training to assist program leads in engaging their departments in evidence-based improvement practices. (E14)

EVIDENCE

[E11](#) Program review revision process: work group notes, reports to MPAROC

[E12](#) [Program review website](#), including three-year cycle and rotation calendar

[E13](#) Fall 2017 FLEX calendar, meeting agendas for program review presentations, open lab schedule

[E14](#) Examples of outcomes reports and improvement plans

Assessment of Institutional Student Learning Outcomes (I.B.4, I.B.5, I.B.6, I.B.8, II.A.3)

To address the gaps identified in the evaluation team report regarding systematic assessment of ISLOs, the College engaged in a comprehensive review to define a clear institutional framework. This review was initially led by a work group formed under MPAROC, the College’s planning council. Key individuals were identified by role and a call for faculty participants was issued through the Academic Senate. This group took the following steps to articulate the College’s status regarding ISLO assessment and identify options for moving forward:

- Review of the College’s [seven Institutional Student Learning Outcomes](#) (ISLOs)
- Research on assessment models in use at other California community colleges, and as presented in the assessment literature and by nationally recognized programs
- Identification of assessment strategies for ISLOs in a matrix summarizing activities, types of data/results, responsible parties, and approximate costs
- Creating a structure and cycle for ongoing ISLO assessment

The options for ISLO assessment identified through the work group’s research were shared with the Academic Senate in fall 2017. Following review and discussion, the Academic Senate unanimously endorsed the development of a survey of graduating students regarding learning experiences with ISLOs as the initial step in creating an ISLO assessment model. (E4, E6)

The Accreditation Committee received the recommendation from Academic Senate, which was also endorsed by MPAROC, and worked with the College’s research staff to define the scope of the initial survey, the type and format of questions to be included, and the administration procedure. To keep the survey instrument to a reasonable length, the Accreditation Committee opted to focus on three of the seven ISLOs: communication/interpersonal skills, critical thinking, and analyses/computation. Survey

items asked students to rate their ability levels on dimensions of each ISLO and to rate the impact of their experiences at the College. The survey was distributed via email in May 2018 to 1,060 students graduating with associate degrees. A small incentive (the option to enter a drawing for one of four \$25 gift cards) was offered to students completing the survey. A total of 321 responses were received. The survey design included both structured ratings and open-ended responses. A [full survey report](#) was reviewed by the Accreditation Committee and published in summer 2018, and a summary of results was presented to the fall faculty chairs academy, the adjunct faculty welcome session, and at an open FLEX workshop. (I.B.5, I.B.6, I.B.8, II.A.3). ([E5](#), [E15](#))

An additional source of data is the mapping of course and program learning outcomes to the ISLOs. This mapping is an aspect of the outcomes reporting process for courses and programs that has long been documented in Taskstream. To enable the examination of these relationships college-wide, the faculty assessment coordinator generated a download of the mapping data. College research staff worked with the assessment coordinator to clean the data and format it in a way that made relationships between course, program, and institutional level outcomes more visible. This information was used to generate reports depicting relationships between course and institutional student learning outcomes and the coverage of the ISLOs within a given program. These reports and the survey results were distributed to faculty department chairs in August 2018 along with guidance for facilitating program/discipline conversations about the ISLOs in relation to course and program outcomes. Strategies to evaluate student work for evidence of ISLO attainment are planned in conjunction with the “Block Party,” an annual curriculum and dynamic learning showcase scheduled for December 6, 2018. ([E16](#))

The ISLO assessment framework calls for surveying graduates about the remaining four ISLOs in spring 2019. Once there is feedback on all seven ISLOs, a review of the ISLOs for meaning and relevance is scheduled. Both the survey results and mapping data were used to define the cycle of assessment for the remaining four ISLOs and to engage in dialogue about improving student learning (I.B.8). Feedback on these assessment activities is also shaping the process. The fall 2018 planning summit on October 5 will feature cross-discipline dialogue on the three ISLOs reviewed this year; documents and work products from this event will be available at the time of the follow-up visit.

EVIDENCE

[E15](#) ISLO assessment options matrix, survey instrument, assessment framework

[E16](#) Outcome maps; [ISLO survey report](#)

III. Analysis and Evaluation

The College's actions to improve assessment of outcomes at the program and institutional level have addressed the concerns identified in the evaluation team's report. Processes for reporting outcomes and documenting dialogue in support of continuous improvement are implemented, are widely understood, and are supported by published calendars and resources that will ensure sustained implementation. Faculty members, classified professionals, supervisors, and administrators understand the value of program learning outcome and administrative outcomes assessment and participate in dialogue using the results for improvement planning and resource allocation. A framework for assessing ISLOs is in place and results from each step are documented and used for improvement. The College has met Recommendation 1 and is in compliance with the cited Standards.