

FOLLOW-UP VISIT REPORT

San Diego City College
1313 Park Boulevard
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This report represents the findings of the Follow-Up Team that visited
San Diego City College on November 7, 2018

Submitted to:
The Accrediting Commission for Community and Junior Colleges

Submitted by:

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List of Team Members

Team Member	Title	Institutional Affiliation
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Introduction and Overview

San Diego City College received a June 2017 Action Letter from the Accrediting Commission for Community and Junior Colleges requiring the College to address the following recommendation:

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)

A three-person Follow-up Visit Team visited San Diego City College on November 7, 2018. The team evaluated the San Diego City College Follow-up Report as well as recent evidentiary documents provided before and during the visit by the college. Team members interviewed and had meaningful discussions with the President, Vice Presidents, and Accreditation Liaison Officer; members of the Institutional Learning Outcomes (ISLO) Work Group and Accreditation Committee; Academic Senate Leadership; and Faculty Department Chairs, Program Managers/Supervisors, Deans; and the Faculty Assessment Coordinator. The team acknowledges the significant effort and demonstrated improvement that has occurred across the college to extend student learning outcomes assessment beyond the course level, share results, engage in meaningful dialogue, and use the results to improve student learning and success. The college has developed efficient and inclusive processes for both assessment of student learning outcomes and program review. Assessment is an integral part of the program review process.

Discussion of the Institution's Responses

a. Institution's Response to the Recommendation

San Diego City College addressed the recommendation by developing a process for ISLO assessment that incorporates college-wide review and dialog. The college also implemented changes to the program review process that includes annual assessment of program level outcomes (PLOs). Taskstream software has been locally adapted at the college to map course-level student learning outcomes to PLOs and ISLOs and to effectively serve as the platform for assessment and program review activities. Professional development trainings have been provided for staff on the use of Taskstream and how to conduct effective assessment of student learning outcomes.

The college formed an ISLO work group to examine and consider models for ISLO assessment. The work group reported findings and recommendations to the College's Master Planning, Assessment, and Resource Oversight Council (MPAROC) and the Academic Senate. The Academic Senate endorsed the development and implementation of a survey of graduating students as an ISLO assessment model. The College has seven ISLOs. A survey was developed to focus on three of them including critical thinking, communication/interpersonal skills, and analyses/computation. The survey was distributed in May 2018 by email to 1,060 students graduating with Associate Degrees and 321 responded. Students rated their ability levels relative to each of the three ISLOs. The Accreditation Committee reviewed the survey results during summer 2018. The results were presented and discussed in fall 2018 at the faculty chairs academy, the adjunct faculty welcome session, during a FLEX workshop, and at the October Planning Summit. The remaining four ISLOs will be included in a spring 2019 survey to Associate Degree graduates. Survey results will then again be reviewed and discussed broadly with dialogue on using the results to improve student learning and success. In addition, programs and departments use Taskstream to map course and program level student learning outcomes to the ISLOs.

The College established two work groups for a detailed review of the current program review process. The two work groups worked collaboratively to develop process change recommendations. The college then implemented adjustments to the program review process to improve assessment of program level student learning outcomes. These changes resulted in a more direct and streamlined program review process with a direct focus on dialogue regarding assessment results and plans. The College has established a three year process for program review. One-third of the college's programs conduct the comprehensive program review each year. All programs completed a comprehensive program review in 2017-18, followed by an annual update in 2018-19. The staggered rotation will begin in the 2019-2020 academic year. Professional development activities have occurred since fall 2017 to explain the program review process changes, along with details on documenting program outcomes assessment data review,

discussions, and improvement actions. Resource requests in the program reviews are linked to program outcome attainment or improvement.

b. Evidence Reviewed by the Team

Prior to and during the visit, the team reviewed the new program review handbook; program review website; ISLO survey report; institutional strategic plan; and agendas, minutes, and documents from various work groups, committees, and council meetings. The program review handbook details the updated process that clearly incorporates program outcomes assessment for instructional and non-instructional areas. The team participated in on-site interviews with the executive leadership of the College, the Accreditation Liaison Officer, ISLO work group and Accreditation Committee members, Academic Senate leadership, and faculty, program managers/supervisors, and deans participating in program review and assessment.

Team discussions with the ISLO work group, Accreditation Committee, and Academic Senate leadership, along with review of the ISLO survey report, confirm that the College has established a process and framework to assess student learning at the institutional level. ISLO work group members described the year-long collaborative process used to research and review various ISLO assessment models leading to the final approval by Academic Senate to select and implement the student survey approach. The student survey report data and course/program level mapping to ISLOs are used together during review discussions to assess the effectiveness of the ISLOs and develop recommendations for improvement.

ISLO work group, Accreditation Committee, and Academic Senate meeting minutes provide additional evidence on the extensive review and discussion that has resulted in the new ISLO assessment process. The fall 2018 FLEX week activities included a session for participants to review the ISLO student survey report. ISLO work group members confirmed that additional dialogue on the report occurred during the October Fall Planning Summit. This will be an annual event for the ongoing review of ISLO assessment survey data, mapping information, and development of action plans to improve student learning and success. The College now has an established framework for continuous improvement of ISLOs that is inclusive of all programs, faculty, staff, and administrators.

The program review process has been reviewed and updated to include annual assessment of program outcomes. Program assessment results, dialogue about the use of results for improvement, and aligned resource requests are included in the program review process which has been implemented using the College's Taskstream web-based assessment system. The process is described in the program review handbook and MPAROC meeting minutes confirm discussions on improving program review.

Team discussions during the visit with faculty department chairs, program managers/supervisors, and Deans provided examples on how the changes have improved both program review and

program outcome assessment processes. The Child Development program identified the need to increase the number of students completing certificates/degrees. This resulted in actions to revise curriculum, add a practicum course, connect with external agencies, increase student engagement through a student club, and actively engage with the program advisory committee. The effect of the actions on certificate/degree completions can now be followed with ongoing assessment and adjustments for continuous improvement. The Cosmetology Program observed that student scores on the written portion of the state examination was considerably lower than the practical portion. The program implemented test proctoring which has decreased the gap differential between the written and practical exam scores. Student Services has developed a broad framework of the “Ultimate Student Experience” to which all programs within the division will focus efforts to support instructional improvements and intervention services. Each of these three described improvements occurred through use of the program review process that included the review of data to identify a needed improvement, dialogue to develop strategies, aligned resource requests that were funded, and follow up on the outcomes.

The team acknowledges that there has been considerable change in college-wide engagement and participation in assessment and improvements to institutional effectiveness since the initial accreditation visit. All groups that the team met with were highly appreciative of the efforts of the Dean and staff of the Institutional Effectiveness office, as well as the Faculty Assessment Coordinator, in supporting the implementation of the positive changes that have occurred in program review and student learning outcomes assessment at the course, program, and institutional levels. The team heard numerous comments during the visit that clearly articulate that a culture of inquiry, dialogue, process, and intentionality has emerged throughout the college: All groups view program review and assessment as valuable processes leading to useful dialogue and meaningful improvements. Faculty, staff, and administrators now work collaboratively within an established framework for continuous improvement.

c. Team Findings

The institution has addressed the recommendation, corrected the deficiencies, and now meets the Commission’s Standards.