

ACCJC Follow-Up Report
San Diego City College
First Draft Outline April 2018

- I. *Cover Page*¹
- II. *Certification Page*
- III. *Table of Contents*
- IV. *Report Preparation: Describes the process of report preparation and identifies those who were involved in its presentation.*

TIMELINE AND PROCESS

A. Summer 2017: Initial Review of Recommendations

1. Extended discussion of all recommendations; initial work plan and target dates for all recommendations; detailed task list for compliance recommendation including identification of models and best practices, timelines with identification of responsible parties
2. Participants: VP Instruction; VP Student Services; Faculty Assessment Coordinator; Past Faculty Assessment Coordinator/Student Services; Administrative Services representative; Research Analyst; Dean of Institutional Effectiveness/ALO
3. Evidence: Calendar, meeting notes, emails, working documents, agendas of meetings where information was shared

B. Fall 2017: ISLO Work Group

1. Detailed examination of models for ISLO assessment, culminating in a set of options presented to Academic Senate, MPAROC, and College Council
2. Participants: VP Instruction; VP Student Services; Faculty Assessment Coordinator; Faculty representative – Academic Senate; Past Faculty Assessment Coordinator/Student Services; Research Analyst; Dean of Institutional Effectiveness/ALO
3. Evidence: Calendar, meeting notes, emails, working documents, agendas of meetings where information was shared

C. Spring 2018: College Accreditation Committee reconvened

1. Development of ISLO assessment model following recommendations made by Academic Senate and adopted by MPAROC; oversee preparation of report
2. Participants: VP Instruction; Faculty Assessment Coordinator; Faculty representatives – Academic Senate (3); Research Analyst; Dean of Institutional Effectiveness/ALO;

¹ *Italics* indicate required elements of the report as specified by ACCJC:
<https://accjc.org/wp-content/uploads/Guidelines-for-Preparing-Institutional-Reports-08-2017.pdf>

3. Evidence: Calendar, meeting notes, emails, working documents, agendas of meetings where information was shared

D. Spring/Summer/Fall 2018: College-Wide Review and Input

1. Reports to MPAROC and Academic Senate on activities in response to recommendation
2. Planning Summit 5/11/18
3. Readings by MPAROC, Academic Senate, College Council
4. Draft posted May 2018
5. FLEX activities August 2018
6. Board Agenda and Approval September 2018

V. *Response to the Commission Action Letter: Each deficiency identified by the Commission in its action letter must be resolved. The Report must provide a narrative analysis and evidence that demonstrates the institution has addressed each recommendation and resolved the associated deficiencies. It must also demonstrate that the Standards are met and affirm that the institution will sustain the changes/improvements.*

Text of Recommendation

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)

RESPONSE TO RECOMMENDATION

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

1. Description of relationship between Program Assessment and Program Review
2. Recommendations for change developed during 2016-17
 - a) Process and participants
 - b) New templates and documentation – evidence that learning outcomes are defined consistently across the college (1.B.2)
3. Fall 2017 Program Review Cycle
 - a) Presentations and trainings
 - b) Documentation of dialogue around program outcomes
 - c) Publication of results (I.B.8)
 - d) Taskstream metrics – 100% completion for instruction, student services, and administrative departments (I.B.2, ER 11)
 - e) Calendar for new program review cycle 2018-2022 (I.B.4, I.B.5)
 - f) Evaluation and feedback – Spring 2018, Fall 2018
 - g) Examples of use of results and resource allocation decisions based on program outcomes assessment – Resource Allocation Committee process (I.B.6)
 - h) Examples of dialogue around use of data to improve student learning and success: Title V work, Equity work, Basic Skills work (I.B.6, I.B.8)

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

1. ISLO assessment cycle and methods
 - a) Development of graduate survey and focus group questions
 - b) Review of ISLO Mapping data
 - c) Timeline for ISLO assessment cycle 2018-2022 (I.B.4, I.B.5)
 - d) Presentations and trainings
 - e) Process handbook and responsible persons/groups
 - f) Documentation of dialogue – work group, Accreditation Committee, MPAROC, Planning Summit (I.B.5, I.B.6, I.B.8)
 - g) Publication of results – Fall 2018 (I.B.8)
 - h) Examples of use of results for improvement – Fall 2018 (I.B.4, I.B.6)
 - i) Evaluation and feedback – Fall 2018

C. Conclusion

VI. Appendices: Evidence

- A. Evidence of process to develop response and prepare report (cited above)
- B. Revised Program Assessment and Program Review
 1. New Program Review Handbook
 2. Revised Taskstream Templates
 3. Taskstream reports and supporting documents for programs and initiatives
 4. Resource Allocation Committee process and examples
- C. ISLO Assessment Model
 1. Workgroup process and Academic Senate discussion
 2. Student Survey and Results
 3. ISLO Mapping and Results
 4. Documentation of dialogue on assessment process and use of results for improvement: Planning Summit 5/11/18; FLEX activities and department meetings – August 2018
 5. ISLO Assessment Plan – August 2018