

Organizational Process for the Self Study



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Accreditation Organization:

Anatole France said that “to accomplish great things, we must not only act but also dream.” It’s essential that we act and dream with accreditation, seeing the process as formative as well as evaluative. For the last two years, committees composed of City College faculty, administrators, staff, and students have met regularly to examine every aspect of campus life. From the start, we have reported to the college community via the staff bulletin, campus email, a newsletter, and a website. We also met with governance bodies—Associated Student Government, the Classified Senate, the Chairs Council, the Academic Senate and President’s Council—to report and seek feedback. All involved have agreed that this process would not be a production of “truth and beauty”; we need to applaud our achievements and be realistic about our challenges.

The mechanism for this self study has been a dialogue-involving process and an exchange of viewpoints. Competition has been minimal. We believe that the more voices that were heard, the stronger the self study would be. Approximately 90 faculty, staff, administrators, and students participated in various capacities on our standard committees. More than 100 attended seminars, gave interviews, or provided feedback via email. Several hundred

more participated in a variety of surveys. The result has been a developing sense of collective identity, of institutional perspective, and of collaborative action, all focused on student learning. Having delineated outcomes in instruction, student services, and administrative services, we now have a triangle, each side dependent on the other two. Helping students achieve is at the core of what we do.

Another important result is our planning agenda lists, which are included at the end of the major sections of the four standards. Necessary projects that didn’t meet the criteria of the planning agendas were designated as “tasks.” In dialogue, interviews, survey results, and email responses, our campus participants made significant suggestions. The Steering Committee wanted neither to lose these ideas—now labeled tasks—nor to give the impression that these tasks would be ignored after the site visit. Therefore, we have included the tasks in the self evaluation portion of the self study. Additionally, the President’s Cabinet will re-examine these lists for currency and assign individuals to implement projects, be they agenda items or tasks. Once a semester, the Master Planning and Resource Allocation Council as well as the Standing Accreditation Committee will monitor these tasks and report to the college community the progress that has been made.

1999-2000:

- The 1998 Site Team's recommendations are reviewed and assigned for follow-up actions, including hiring new faculty, re-coordinating off-campus sites, and improving the collections of the Learning Resource Center.

2001:

- In August, the college president appoints Dr. Candace Waltz, Professor of Humanities, and Dr. Larry Brown, Vice President of Student Services, as the accreditation co-chairs.
- In September, the significance of accreditation in general and the newly revised accreditation standards in particular are presented to campus constituencies in various venues and through publication in the Staff Bulletin and via campus email. An open invitation is extended to join the accreditation effort.
- Nine college representatives attend a fall lecture at the Institute on Accreditation in San Diego. The attendees form an ad hoc committee to discuss the accreditation organization and their response to the new WASC standards; in particular, they tackle the new emphasis on Student Learning Outcomes (SLO's).
- In November, the campus constituencies debate the new commission's emphasis on

student learning. A response, drafted after significant input, is sent to the ACCJC.

2002:

- The Accreditation Steering Committee meets monthly.
- In April and throughout the spring, City accreditation representatives meet with co-chairs from Mesa and Miramar Colleges as well as District Research Staff to discuss data needs and to begin drafting various accreditation surveys.
- In April, City College Accreditation Newsletter is published online in Public Folders, in the Staff Bulletin, and in hard copy for those without email. The newsletter explains the purpose of accreditation, listing the Standard Committee Co-Chairs and invites participation. This is followed by an informal effort by Standard Committee Co-Chairs to recruit members, especially from staff and students. The co-chairs begin holding informal meetings with faculty, staff, and administrators who express an interest in participating in the self study.
- In April, the administrative and faculty co-chairs next meet with their counterparts from the sister colleges in the District (Mesa and Miramar) as well as with the District Research Office Staff. They discuss research resources, necessary for a comprehensive self evaluation, and to draft appropriate surveys.

- In May, the College President approves a proposal for the establishment of an Accreditation Steering Committee with reassigned time for each of two faculty members per standard as well as the appointment of one administrator. Their mandate is to begin the self study process around each standard and schedule dialogue that is accessible to all stakeholders who will compile the self study report.
- In August, in expanded accreditation training, Commissioners Barbara Beno and Darlene Pacheco meet with 70 members of the college community to explain the new standards.
- In October, the Faculty Senate ratifies the faculty co-chairs nominated for each standard. The President's Council appoints administrative co-chairs and asks for representatives from the Associated Student Body and the Classified Senate.
- In November and in subsequent monthly meetings, the Accreditation Steering Committee (comprised of students, staff, faculty, and administrators) discuss the self study process, recruitment and training of standard committee members, additional training workshops, and a timeline.

2003:

- The Steering Committee meets monthly to discuss recruitment

strategies, data collection, and the self study timeline. Periodic reports are made to the Associated Student Government, Phi Theta Kappa, and to the student newspaper.

- In January, Faculty and Staff Surveys are distributed in mailboxes, taken to work areas and department meetings; managers encourage Classified Staff to complete the surveys.
- In January, the Janice Denton Presentation on Assessment attracts more than 90 staff, faculty, students and administrators. Denton addresses issues of assessment in instruction and students services, SLO's in relation to Human, Physical, Technical, and Financial Resources, and the development of institutional and general education SLO's. Breakout sessions focus on how to integrate assessment standards with each accreditation standard.
- On February 3, 4, and 5, at a Conference on SLO's sponsored by AAHE and ACCJC, five City College representatives practice writing SLO's and develop a timeline and an institutional template for a Capstone Project on Assessment.
- On February 26, the Master Planning and Resource Allocation Council meets and agrees to serve as the Standard 1 Committee. The self study process is explained as well as the new emphasis on Student Learning Outcomes.
- On February 28, representatives of the Steering Committee agree to

attend a March 21 retreat on Assessment. An Accreditation Newsletter is approved. Members provide progress reports on their standards. Efforts to reach out to the classified staff are discussed. Research Office reports on Accreditation Survey.

- In March, the Institutional Assessment Committee (IAC) is approved by Academic Senate and President's Council and becomes a permanent college committee. Co-chairs are elected; administrative and faculty volunteers join the committee. All work to develop a committee charter and a timeline.
- In August, the Vice-President for Instruction convenes a staff development session attended by faculty from several different disciplines to debate the nature of general education at City College and to respond to concerns about the student learning outcomes emphasis.
- In August at the Opening Convocation, the college president designates the accreditation self study process as one of the key projects of the academic year.
- On August 26, the day following the Opening Convocation, 70 faculty, administrators, students, and staff choose an accreditation standard of interest and join an issue-based discussion with that standard committee.
- On September 25, City College demonstrates its new accreditation website, designed by a student member of the accreditation team, at a meeting of the Board of Trustees.

The purpose of the website is dual: to inform the community about the accreditation process and to be informed by community responses.

- At the Trustees meeting cited above, faculty and administrators explain to the trustees the history and purpose of accreditation, the new emphases of the revised standards, and the general idea behind each standard.
- In early fall, the Standard IV committee drafts questions about shared governance with input from faculty, staff, students, and administrators from City, Mesa, and Miramar colleges.
- In October, the campus community is invited to a seminar organized by the American Federation of Teachers (AFT). "The COM Modification of Education" discussion elicits various concerns about the emphasis on student learning, specifically resistance to mandatory testing and use of SLO's to calculate higher faculty "productivity."
- In October, Faculty Accreditation Co-Chair attends Statewide Faculty Senate meeting in Los Angeles to learn more about faculty issues statewide concerning the new standards and to network with other colleges undergoing accreditation in the same time period as City College. Further debate takes place at the Statewide Academic Senate meeting attended by City representatives. Concerns about mandatory testing, reliance on quantitative criteria and about academic freedom dominate the discussion.

- On October 2, the Board of Trustees convenes a special session on “Leadership and Governance.” During the four-hour session, the trustees respond to questions about shared governance from the Standard IV committee.
- On October 8, fifteen members of the City College Community attend an ACCJC workshop on assessment presented by Barbara Beno and Darlene Pacheco at Mesa College.
- On November 6, the Institutional Assessment Committee meets to announce the approval of its charter by the Faculty Senate on November 3; further ratifications will be required from the President’s Cabinet. A lively discussion ensues on how SLO language will be incorporated in Master Planning forms and on the long-term issue of how data collected from programs and departments will be used to improve the institution.
- On November 6, the Academic Senate approves assessment committee’s charter. Chairs of IAC host roundtable discussion of assessment, presenting City’s ideas and a timeline to representatives of other local colleges. Discussion continues on how to analyze and use assessment data after gathering the information. Drafts of forms to track assessment findings are examined.
- On November 21, the vice presidents report on attending training sessions organized by the ACCJC. Major topics include the nature of evidence that will support college assertions, preparations for the team visits, and integration of themes throughout the

self study. Dr. Joe Moreau, Accreditation Liaison at Mira Costa College, discusses his experiences in developing his college’s self study.

- On November 25, Faculty and Administrative Accreditation Officers attend the President’s Cabinet to discuss drafts of two documents: “Eligibility Requirements” and “Responses to Last Accreditation Visits.”
- In December 2003, planning and publicizing of “Accreditation Dialogues” begins. All stakeholders receive notification via Distribution List e-mail, fliers in mailboxes, contact with classified staff supervisors, and the Staff Bulletin.

2004:

- During the January 27-29 Flex Session, faculty, staff, students and administrators attend the widely publicized “Accreditation Dialogues,” focused on each of the standards. Rough drafts of each standard are posted on the Accreditation Website after January 14. Attendees are invited to read the drafts and to bring comments and questions. Some sessions are held in the evening so that adjuncts and evening staff can be involved. Flex Session Evaluation Forms are distributed at each session.
- On January 30, the Steering Committee members report feedback from the dialogues, establish a timeline for the final drafts, and debate issues of format and documentation.

- On February 28, the Steering Committee examines all planning agenda items. Short-term projects that have been suggested through feedback from the college community are listed separately as “Tasks.” To insure these suggestions are followed, the task items will be presented at President’s Council for assignment and scheduling. The Accreditation Steering Committee and the Master Planning and Resource Allocation Council will also monitor the successful implementation of these tasks.
- In May 2004, City College presents its Self Study to the Board of Trustees, which ratifies the document.
- In May 2004, Accreditation Steering Committee compiles its documentation lists.
- In May 2004, Institutional Assessment Committee co-chairs attend their first international assessment conference in Toronto.
- (Forthcoming) November 10, 2004, Joint Meeting of Master Planning Council and President’s Cabinet with student and classified staff representatives in attendance. Discussion of the Site Team’s recommendations will take place; individuals will be assigned responsibility for implementing each recommendation and integrating them into the Master Planning Process.

Note on Documentation: After considerable discussion, the Accreditation Steering Committee decided to use superscripts to cite

documents. The following system indicates the enumeration:

<u>Standard</u>	<u>Section</u>	<u>Superscript</u>
I	IA	1 – 13
I	IB	14 – 32
II	IIA	51 – 199
II	IIB	201 – 251
II	IIC	301 – 311
III	IIIA	401 – 439
III	IIIB	501 – 525
III	IIIC	601 – 617
III	IIID	701 – 722
IV	IVA	801 – 837
IV	IVB	851 – 872

The documentation in the Team Room is arranged numerically. At the end of this Self Study, there are two Master Document Lists: Numeric and Alphabetical. Documents existing on websites have been hyperlinked. Where feasible, non-electronic documents have been scanned, formatted in “pdf” files, and hyperlinked. The Committee hopes that through this system the Self Study will be more readable and that its assertions will be documented.

In some places, there is a number in parentheses after the citation of a document. This number indicates the page number within a lengthy document where information may be found.

Some of the students, who worked with the Steering Committee, gathered

quotations from students in the cafeteria and from student surveys; a sampling of these have been included in the self study.

San Diego City College Accreditation Self Study, 2004

Team Members (Names of Standard Team Co-Chairs are indicated in **bold**.)

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