

SUCCESSFUL COMPLETION BY HARBOR COLLEGE OF ITS 2012 INSTITUTIONAL SELF-STUDY

*A report to the
Planning and Student Success Committee
of the Board of Trustees
Wednesday, January 27, 2010*

SECURING CAMPUS-WIDE INVOLVEMENT IN THE 2012 SELF-STUDY

In August, 2009, the College Academic Senate adopted a statement specifying eight steps to be implemented for assuring campus-wide involvement in the preparation of the coming Self-Study, including the formation of an Accreditation Steering Committee and the adjustment of flex requirements to facilitate faculty participation.

In the months that followed, individuals representing the campus constituencies were recruited for Standards Teams addressing each of the four accreditation standards. (See **attached list**.) A tentative schedule for team meetings through this spring also been developed. (See **attached schedule**.)

The orientation for the task forces is being done group-by-group and will emphasize in-depth familiarity with the 2006 Self-Study, ACCJC responses to it, resulting College reports, and with the handbooks provided by the ACCJC to guide accreditation participants. The **attached timeline** targets the specific actions to be undertaken, including dates for the completion of preliminary and final drafts of the Self-Study.

Although accreditation will be featured in the fall, 2010, and fall, 2011, opening day activities, the college approach will be based on the premise in the Senate Statement on Campus-Wide Involvement in the Accreditation Self-Study cited above:

The Self-Study, along with everything on which it is based, is this institution's essential tool for defining what Harbor College is and can become. So involvement in the Self-Study process is an essential of working here – for all of us – a form of engagement in the life of the college that should be as exciting as it is continuous.

**WHAT HAS BEEN DONE ALREADY:
ACTIONS ADDRESSING THE RECOMMENDATIONS
RESULTING FROM THE 2006 SELF-STUDY**

These actions – including the College's February-March 2008 Progress Report, its August 2008 District Update, its October 2008 Progress Report, and its 2009 Midterm Report – are posted on the college website.

The 2009 Midterm Report was accepted by ACCJC, with one last recommendation to be addressed in a progress report due in March 2010. This last recommendation reflects a district-level concern, and the response to it is under preparation at the district level, for appropriate adaptation by the colleges involved, making Harbor College one of the few with no pending campus-level recommendations still to be addressed.

**WHAT HAS YET TO BE DONE:
ACTIONS ADDRESSING THE PLANNING AGENDA ITEMS
TO WHICH THE COLLEGE COMMITTED ITSELF
IN THE 2006 SELF-STUDY**

In its 2006 Institutional Self-Study, the College committed itself to over sixty planning agenda items involving every accreditation standard and substandard. Each of these items has been formally incorporated into college plans and assigned to a planning body or other college entity primarily responsible for addressing it. Progress as of a year ago was summarized in the 2009 Mid-term report. Timelines are now being adopted to assure the timely completion of tasks remaining.

SUSTAINING A LEVEL OF

CONTINUOUS QUALITY IMPROVEMENT IN PROGRAM REVIEW

The College is committed to sustaining a level of continuous quality improvement in all components of program review and continuously acts to assure that program reviews

- Apply to all academic, student services, and administrative departments and units
- Are data- and outcomes-driven
- Involve active, documented, “broad based” faculty and staff dialogue and analysis
- Have clear, documented links to strategic planning goals and the goals of all other major master plans
- Involve active analysis of student learning outcomes
- Have robust “validation” or follow-up and “accountability” processes
- Include biennial review for CTE programs in compliance with Title V
- Demonstrate documented impact on programmatic/unit activities & budget allocations
- Demonstrate documented impact on student learning
- Have clearly outlined processes for periodic review and revision
- Includes hard evidence of the completion of all reviews

SUSTAINING A LEVEL OF CONTINUOUS QUALITY IMPROVEMENT IN PLANNING

In its response to the College’s 2008 Progress Report, the visiting team concluded: “At this point, the evidence would indicate that the overall institutional effectiveness of the planning process is solidly positioned at the proficiency level of implementation, with some components of the process at a sustainable continuous quality improvement level. Most importantly, the evidence indicates that the College has made a full commitment to embrace an ongoing, robust, and reflective dialog for evaluating and improving the overall planning process in an ongoing and sustainable manner.”

The College is committed to sustaining a level of continuous quality improvement in all components of the planning process, assuring that all plans reflect

- A direct link to the college mission
- A formal, mutually agreed-upon and flowcharted plan development process with timelines for plan creation, review, and revision extending six to twelve years into the future
- A clearly defined committee structure designating who is responsible for plan creation
- Timelines for plan creation, review, re-evaluation, and revision

- Clear delineation of the roles and responsibilities of those involved in plan creation and revision
- Clear delineation of the data and outcomes measures involved in plan creation and revision
- A clearly delineated mechanism for implementation and monitoring
- Ample evidence of impact on decision making every semester

SUSTAINING A LEVEL OF CONTINUOUS QUALITY IMPROVEMENT IN STUDENT LEARNING

The College is committed to sustaining a level of continuous quality improvement in all components of defining and assessing student outcomes. Despite the scarcity of financial resources, the College has committed .6 release time for SLOs coordination, in addition to the reassigned time being provided for accreditation in general. For purposes of outcomes assessment, programs have been aligned in “pathways” to assure the timely completion of the assessments involved. The College is committed to assuring that these processes

- Demonstrate that faculty and staff have analyzed the results of SLO assessment
- Document specific improvements in course and programs as a result
- Publish SLOs at all three levels in the catalogue and on the college website
- Include SLOs in course syllabi
- Document the inclusion of SLOs in faculty evaluations
- Demonstrate gains in student learning