



# ACCREDITATION MID-TERM REPORT FIRST READ

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This presentation is designed to give highlights of the current version of the ACCJC Mid-Term Report.

Presented to the Classified and Academic Senates on 4.8.24

Presented to SGC on 4.10.24



# PROCESS REVIEW

- Fall 2023, obtained template and developed process with Accreditation Steering Committee on soliciting feedback
- Gave multiple presentations at several major committees for review and feedback including
  - All 3 Senates
  - SGC
  - Curriculum
  - TLC
  - GE
  - Planning
  - LSO
- Utilized feedback from committees and various groups and stakeholders (along with our Aspen application) to draft 1st draft of report.
- Report was edited by Accreditation Steering Committee members, sent to the whole campus for feedback, and edited by marketing director.



## **A. REFLECTIONS ON CONTINUOUS IMPROVEMENT SINCE LAST COMPREHENSIVE REVIEW**

- Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to equitable student outcomes, educational quality, and/or mission fulfillment.
- Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.
- How are the actions described above helping your institution deepen its practices for continuous improvement and transformation in relation to the 2024 Accreditation Standards?



# A. 1

## Major Improvements reported include:

- **Diversity, Equity, Inclusion & Belonging**

- Equity focused events and professional development
- Attendance at equity focused conferences
- Social Justice Studies and Ethnic Studies programs
- Curriculum, GE, LSO, and TLC commitments to equity
- Equity Rubric for Distance Education California Virtual College courses
- Creation of institutional metrics website
- Black Student Success Initiative and Brothers of Excellence programs
- Zero-Text Cost initiative
- Tech Equity program
- LMC Marketplace



# A. 1

## Major Improvements reported include:

- **Shared Governance/Participatory Governance**

- Participatory Governance Assessment Task Group
- Classified, Academic, and Student Senate engagement in decision-making
- Student-centered integration of initiatives in Educational Master Plan, Student Equity Plan, Strategic Enrollment Management plan

- **Curriculum and Pedagogy**

- Increases to non-credit offerings and programs
- Shift to online instruction and use of technology
- CVC/OEI course alignment and the DE Support Hub
- Technology upgrades
- New Early Childhood Education degree pathway
- New articulation counselor



# A. 1

## **Major Improvements reported include:**

- Student Services/Support/Outreach/Engagement
  - Tutoring, Study Slam and Brain Food project
  - Data-informed practices in EOPS
  - Calling campaigns for math and English enrollment



## **A. 2**

### **Actions taken in response to ACCJC recommendations from peer review:**

- Statement provided by the District for all 3 colleges



## **A. 3**

### **How actions from A. 1 are helping the college in relation to 2024 Accreditation Standards**

- Standard 1 - Institutional Mission and Effectiveness
- Standard 2 - Student Success
- Standard 3 - Infrastructure and Resources
- Standard 4 - Governance and Decision-Making



## **B. REFLECTIONS ON INSTITUTION-SET STANDARDS AND OTHER METRICS OF STUDENT ACHIEVEMENT**

- Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.
- When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?
- What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student achievement?



## **B. 1**

### **Review of Student Achievement Metrics:**

- **Process for establishing institution set standards**
- **Review of data for course success, certificates and degrees awarded and transfers**
  - Currently between floor and stretch goals for course success rate, degrees awarded, and number of transfers
  - Below floor goal for number of certificates awarded



## **B. 2**

### **Review of Disaggregated Student Achievement Metrics:**

- Success with our Latine population as an Hispanic Serving Institution (HSI)
- Persistent disproportionate impact for our Black/African American students across several metrics



## **B. 3**

### **Actions in response to patterns in B. 1 and B. 2**

- Targeted Programs and Initiatives
  - Brothers of Excellence Program
  - Black Student Success Initiative
  - NextUP
  - Learning Communities
  - Future Build and My Brothers' Keeper
  - Perkins and ZTC Grants
- Student Success Coaches
- Institutional Metrics Website and Data Review and Discussion
- SEA Plan Implementation and Integration
- Alignment of Human Resources and Fiscal Allocations to Institutional Priorities



## **C. REFLECTIONS ON ASSESSMENTS OF STUDENT LEARNING**

- Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs?
- How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?
- What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student learning?



## **C. 1**

### **Review of Student Learning Outcome Data:**

- **Highlight of the Pedagogy Innovation Project (PIP)**
- **Description of the move to eLumen**
- **Description of LSO (Learning Support Outcomes) process in Student Services**



## **C. 2**

### **Review of Disaggregated Student Learning Outcome Data:**

- Description of the need to utilize eLumen for such data
- Update on discussions (including today's presentation)



## C. 3

### **Actions in response to patterns in C. 1 and C. 2**

- NEXUS
- PIP
- Work of TLC, GE, and CLSO/PSLO eLumen professional development
- Distance Education
- Learning Communities
- LSO Examples (dynamic form implementation)



## **D. LOOKING AHEAD TO THE NEXT SELF-EVALUATION AND COMPREHENSIVE REVIEW**

- Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?



**D.**

## **Looking Ahead**

- Our commitment to equity
- Guided pathways and 1-year scheduling
- Counseling services innovations
- Technological integration in instruction
- Open Educational Resources and Zero Textbook Cost
- Strengthened partnerships with K-12 and local city and industry
- Caring Campus
- Curriculum shifts related to Ethnic Students and Social Justice Studies
- Participatory Governance structural improvements



# NEXT STEPS

Link evidence to report

Edit for redundancy, length, and consistent voice

Add visuals and graphics where necessary

Return for 2nd read 4/24





# QUESTIONS OR COMMENTS?



greatsite  
information



# THANK YOU

Please feel free to contact the Office of Planning & Institutional Effectiveness and/or one of the Standard Captains in your area with any questions.

You can also visit the Accreditation Website at  
<https://www.losmedanos.edu/accreditation/index.aspx>