

**San Diego City College  
Institutional Self Evaluation Report  
In Support of Reaffirmation of Accreditation**

**Submitted by:  
San Diego City College  
1313 Park Blvd  
San Diego, CA 92101**

**Submitted to:  
Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges  
January 13, 2017**

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# CERTIFICATION OF THE INSTITUTIONAL SELF EVALUATION REPORT

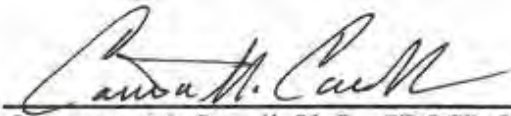
## **San Diego City College, 2017 Institutional Self-Evaluation Report Certification Page**

Date: January 13, 2017

To: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

From: Denise Whisenhunt, Interim President  
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1313 Park Blvd  
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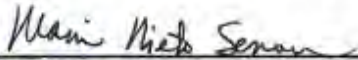
This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status. I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.



Constance M. Carroll, Ph.D., SDCCD Chancellor

12/8/16

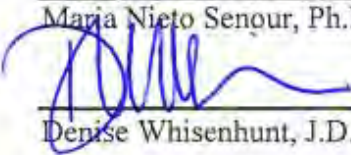
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Maria Nieto Senour, Ph.D., President, Board of Trustees

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Denise Whisenhunt, J.D., San Diego City College President

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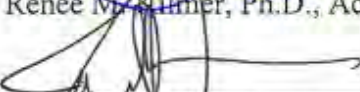
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Renee M. Kilmer, Ph.D., Accreditation Liaison Officer

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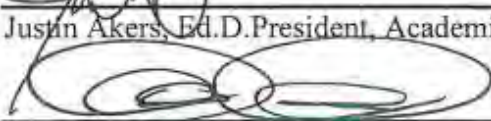
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Justin Akers, Ed.D. President, Academic Senate

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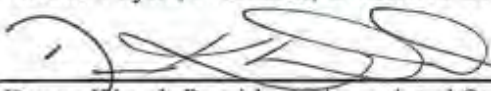
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Awana Payne, President, Classified Senate

12/21/16

Date



Daron Wood, President, Associated Student Government

12/16/16

Date

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## INTRODUCTION

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### History

San Diego City College (known more informally as City College or City) celebrated its 100th anniversary in 2014 and is part of the San Diego Community College District along with San Diego Mesa College, San Diego Miramar College, and San Diego Continuing Education.

City College is located in the heart of the downtown area at 1313 Park Boulevard. It is a campus consisting of 40 buildings and is adjacent to San Diego High School. Courses are provided in general education, lower-division transfer programs, occupational and developmental education.

Serving as the educational cornerstone of downtown San Diego, the College's 60 acres comprises 1/5 of the downtown footprint. The College offers 250 majors and certificate programs and approximately 1,500 classes each semester to more than 16,000 students.

Community college education has its roots directly linked to San Diego City College when in 1914, the Board of Education of the San Diego City Schools authorized post-secondary classes for the youth of San Diego. Classes then opened that fall at San Diego High School with four faculty members and 35 students, establishing San Diego City College as the third community college in California.

In 1921, City College moved from the high school to share facilities with San Diego State Teachers College (now known as San Diego State University). For 25 years, the Junior College program remained at San Diego State University. During this period, in 1938, the San Diego Vocational Junior College was established to offer training in technical-vocational skills to post high school students. The following year, the San Diego Evening Junior College was set up to provide college classes in the evening for adults who were unable to attend classes during the day.

By 1946, City College moved back to San Diego High School and reorganized into three branches: San Diego Vocational High School, San Diego College Arts and Sciences, and San Diego Evening Junior College. City College took its permanent campus at that time and during the 1950s and 60s; land was acquired to allow expansion through various blocks of today's northeast Downtown San Diego. Additional property was added to the campus in the 1970s.

San Diego City College, along with the other two colleges and Continuing Education campuses, are in the final stages of \$1.555 billion in new construction and renovations. The campus has received extensive expansion and renovations in the last 20 years starting with the opening of a 3,000 square-foot Fitness Center in 1992. The Educational Technology Center opened in 2000 along with the Learning Resource Center (LRC) in 2002. The Harry West Gymnasium opened in 2005, the Academic Success Center in 2009 and Career Technology Center was inaugurated in late 2010.

Propositions S and N, passed in 2002 and 2006 respectively, provide a total of \$1.979 billion in funds to be dispersed throughout the District. Construction under Props S and N include a new

Math and Social Sciences building, opened in 2013; an Arts and Humanities building; a Business and Technology building; a Science building, all of which opened in 2014; and a new Performing Arts building, opened in 2016. Currently under construction is the renovation of the Engineering Technology building and Student Services buildings, slated for completion in summer 2018.

## **Exceptional Accomplishments**

Some of the outstanding programs, projects, and events at the college include the following:

### **Programs**

- City Voices for Social Justice, a program that brings together the campus and community through events that promote equity, diversity, and activism. This program is grounded in the belief that education and social justice are inextricably linked and that literacy and self-expression are key components of promoting social justice in a rapidly changing society. Feature events include the City Voices Festival in the fall and the Social Justice Conference in the spring. The featured events also incorporate visiting authors, activists, and educators, student Passion Projects, film screenings, panel discussions, art exhibits, dance and spoken word concerts as well as other programming that fosters partnerships throughout the campus and community.
- The nationally-recognized First Year Experience program at San Diego City College, which was a recipient of the Community College League of Innovation Award in 2016.
- A thriving Sustainable Urban Agriculture program, which features Seeds@City, an Urban Farm/market. The program has implemented a transfer model curriculum to provide graduates of the City College program priority in applying to California State University campuses that offer a Bachelor of Arts degree in agriculture.
- The San Diego City College Cares Volunteer Program, which received the President's Volunteer Service Award for collectively completing more than 1,000 hours of volunteer time in 2014.
- A new Business Information Worker (BIW) Certificate Program offered through the Computer Business Technology department. The BIW Certificate is designed to prepare students for entry-level office and administrative support.
- The Puente Project, an academic preparation program that strives to improve the college-going rate and community engagement of tens of thousands of California's educationally disadvantaged students. Puente is open to students interested in exploring the Latino(a)/Chicano(a) experience and provides students with a strong academic foundation and the support needed to be successful at City College and beyond, emphasizing instruction in leadership and communication skills.
- Umoja, a learning community that seeks to engage, connect, educate, support, and encourage students through a program of math, English, and personal growth courses to prepare students for transfer to 4-year colleges and universities. Course materials, discussions, and activities focus on African-American culture, literature, and experiences.
- The World Cultures Program, which hosts over 30 events each year in collaboration with various departments. The World Cultures Program exposes students, faculty, staff, and the community to a broad array of film, drama, literature, lectures, and music representative of the rich cultural diversity found around the globe and across people,



groups, beliefs, traditions, customs, and the arts. It provides a forum for a rich medley of artists, musicians, singers, dancers, actors, writers, historians, spokespersons for numerous causes, athletes and educators representing diverse cultures each fall and spring semester.

- The Completion Program, A Student Success and Equity Initiative at SDCC, which guides and supports students in their progress towards completion of a two-year degree or certificate and/or transfer. CP provides students with intensive counseling services, career planning, Peer Mentor interventions, and access to workshops and activities that will prepare them for college life and beyond. Working collaboratively with other campus departments, CP targets students who have completed their first year of college and are at-risk in regards to access, success, and completion. Working with groups that are disproportionately impacted, CP also offers services such as transit passes, gas cards, and print cards. Students in the CP benefit from personalized, intensive practices that will provide them with the tools for success. The CP is funded by the campus equity grant.
- The “Knights Scholars Program,” a program coordinated by the San Diego City College Extended Opportunity Programs and Services (EOP&S), which provides assistance to students handicapped by language, social, economic, and educational disadvantages. The mission of the Knights Scholars Program is to provide a comprehensive system of support services to help meet the academic, social, career, emotional, and financial needs of college-bound students who are transitioning out of the foster care system, and to empower these young adults to graduate, transfer, and become self- supporting community leaders and successful professionals in their field of interest with the ultimate goal of obtaining an Associate’s Degree and transferring to one of our partner colleges or universities.

## **Events**

- San Diego City College Literary Series, which includes VAMP, where selected students perform a Visual/Audio Monologue Performance of stories they write. SDCCLS also showcases local and nationally recognized artists who write in English and Spanish as well as authors from Baja California.
- The World Cultures Program, which hosts dozens of multicultural and political events each semester.
- The San Diego City College Annual Social Justice in Education Conference, first hosted in 2015. The conference included more than two dozen sessions covering topics such as “Why Race and Culture Matter in Schools”, “Social Justice 2.0: Nurturing Critical Digital Natives”, and “A History of Black and Brown Resistance”.
- The annual Student Project & Research Symposium (SP&RS), which provides students the opportunity to present their original projects and research through posters, oral presentations, spoken word, video, artistic displays and performances.
- ALICE, a comprehensive emergency training exercise that incorporates police response to an active-shooter situation, offered to faculty and staff

## **Projects**

- Several projects that involve outreach to homeless students and the homeless community at large, such as:

- City College's Fantastique, a boutique developed by the Department of Business Studies, which offers homeless students business-interview clothing for no more than \$7 and school clothes for \$2. Free clothing is provided to students who have upcoming job interviews and come with a coupon for a free haircut, shampoo and style from the college's Cosmetology program.
- Students from the Cosmetology program regularly partner with local charities to provide haircuts to those in need and their families.
- The Pantry, which provides emergency food resources to needy students. The students in the Entrepreneurship Program staff The Pantry and distribute food, household goods, diapers, detergent, and personal hygiene items daily.

### **Points of Pride**

- The San Diego Promise program, piloted this fall by the San Diego Community College District. The San Diego Promise is an extension of the state and national movement to make community colleges free for deserving students, and it waived tuition costs for 186 promising students who were graduates of the San Diego Unified School District. The pilot was immensely successful, and the San Diego Promise will be expanded for the 2017-2018 year.
- The PayScale College Salary Report ranks San Diego City College #2 in the nation among two-year colleges for its alumni earning the highest mid-career median salary of \$70,900 after 10 years in the workforce.
- San Diego City College is the only institution in the country to earn all three Military Friendly designations, the 2015 Military Friendly® Employer, Military Spouse Friendly Employer®, and Military Friendly School® designation by Victory Media, publisher of G.I. Jobs® and Military Spouse.
- San Diego City College is the recipient of two Deputy Sector Navigator Grants for Career Technical Programs, funded by the California Community Colleges State Chancellor's Office: a \$200,000 grant in Advanced Manufacturing through the college's Center for Applied Competitive Technologies and a \$200,000 grant in Information, Communication Technologies/Digital Media.
- The San Diego City College Cosmetology department has a pass rate of 95% on the California Board of Barbering and Cosmetology Board Examination.
- KSDS, San Diego City College's unique non-profit Jazz Station, was named the Jazz Station of the Year for the third time in five years by JazzWeek, earning top honors within large markets, including New York, Denver, and Detroit.
- For its research, community service, leadership, and scholarship, the Phi Theta Kappa Honor Society Chapter at San Diego City College earned the Chapter Excellence Award, the Carol Tracey Chapter Community Service Award, and the Ann. G Robinson College Life Award.
- The City Knights Women's Badminton team won their fourth consecutive Pacific Coast Athletic Conference championship in 2015.

### **Major Construction Projects**

The vision outlined in the 2005 Facilities Master Plan for the San Diego City College campus anticipated a total student population of 25,000 enrolled, and faculty and staff commensurate for

maintenance of academic integrity and excellence. Concurrent with population growth, campus facilities experienced significant growth in teaching and laboratory space, infrastructure networks, and parking.

The 60-acre San Diego City College campus is home to more than 17,000 students and offers 100 majors and 115 certificate programs. Propositions S & N-funded projects for City College include six new instructional and career training facilities, eight major renovations, parking facilities, public safety enhancements and a sweeping infrastructure upgrade. The design and construction will follow the updated master plan as adopted by City College in 2008.

As the 2005 Facilities Master Plan draws to a close, all San Diego City College new construction has been completed and only three remaining buildings slated for renovation are in the construction phase. The college will embark upon a new five-year Facilities Master Plan in the upcoming year. Below is a summary of each building project at San Diego City College, the proposition that funded it, and the phase of development it is in as of November 2016.

#### **San Diego City College Building Project Status by Proposition:**

PROJECT TITLE	PROPOSITION	PHASE
"A" Building Renovation	Proposition N	Construction
"C" Building Renovation (Language/Speech/Visual Arts)	Proposition N	Completed
"D" Building Roof	Proposition N	Design
"L" Building Renovation	Proposition S	Completed
"M" Classroom Building	Proposition N	Completed
"P" Building Renovation	Proposition S	Completed
"R" Building Renovation	Proposition S	Completed
Arts & Humanities Building	Proposition N	Completed
Business & Technology Building	Proposition N	Completed
Campus Site Design & Environmental Review	Proposition S	Completed
Career Technology Center	Proposition S	Completed
Child Development Center	Proposition S	Scheduled
Engineering Technology Building	Proposition N	Construction
Infrastructure Upgrade Phase I	Proposition N	Construction
Infrastructure Upgrade Phase II	Proposition N	Construction
Land Acquisition for Career Technology Center	Proposition S	Completed
Land Acquisition/General Purpose Classroom Building	Proposition S	Completed
Modular Village	Proposition S	Completed
Science Building	Proposition N	Completed

## **INTEGRATED PLANNING**

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### **Districtwide Integrated Planning Framework and Resource Allocation Model**

San Diego City College is part of the multi-college San Diego Community College District and therefore has an integrated planning process that also incorporates the District, San Diego Mesa College, and San Diego Miramar College into the deliberation when determining the distribution of financial resources to each college.

The following is a brief description of the San Diego Community College District regarding the roles and responsibilities and its integrated planning process with its three colleges, according to the SDCCD Administration & Governance Handbook 2015-2016.

The Board of Trustees is responsible for establishing policies that govern all activities related to conducting the business of the District, the Colleges, and Continuing Education. Development and review of policies and procedures are collegial efforts involving a variety of participatory governance groups. For policies and procedures that affect academic and professional matters, the Board relies primarily on the Academic Senates; on matters defined as within the scope of bargaining interests, the Board follows the requirements of negotiations. For administrative matters, the Board relies primarily on the recommendations of staff with input from various constituencies in the development and review process. The general public may comment at public Board meetings on any policy consideration before the Board.

The District Office has the primary responsibility for administering all policies and procedures related to the expenditure of funds, and has responsibility for audit compliance. Once a budget is developed and approved by the Board of Trustees, the Colleges and Continuing Education have autonomy in determining campus expenditures in accordance with their Integrated Planning Framework so that they can fulfill their mission within the scope of their budget allocation. The District Office is responsible for the annual audit and works with the Colleges and Continuing Education to ensure that revenue and expenditure management conforms to generally-accepted accounting practices and statutes. The District Office provides for central coordination of purchasing, accounting, grants and contract management, and accounts payable activities. The District Office is also responsible for monitoring accounting practices and internal controls throughout the organization. The San Diego Community College District is fiscally independent.

Curriculum development, as well as provision of the academic program, is the responsibility of the Vice Presidents of Instruction at the Colleges and Vice President of Instruction and Student Services at Continuing Education. Coordination and alignment of curriculum, including compliance with Title 5 and policy and procedure development related to instruction is the responsibility of the Vice Chancellor, Instructional Services and Planning, in consultation with the Colleges and Continuing Education's academic leadership and administration. Coordination of grants and contracts, economic development, online education, International Education, Military Contract Education, and several categorically funded career technical programs are also the responsibility of the District administration. Grant development is a collaborative responsibility between the Colleges and the District administration with resources provided by

the District Office. The District administration has primary responsibility for developing and maintaining relationships with industry and a Corporate Council to address workforce needs district-wide. Oversight of the District's large online education program, including training, website development, and maintenance, is the responsibility of the District administration in coordination with the Colleges and Continuing Education leadership.

The Curriculum and Instructional Council (CIC) reports to the Chancellor's Cabinet and consists of members who meet to review and coordinate instructional matters. The council is charged with providing for the coordination of the curriculum district-wide and for development of district-wide guidelines for the improvement of instruction in the Colleges and Continuing Education campuses of the District. It is also charged with providing for a district-wide review of all procedures and activities related to instructional programs.

The following is a brief explanation as to what occurs at the District level with regard to budget allocation to the three colleges:

The District develops the criteria related to Enrollment Targets and distribution of FTES across the three colleges and Continuing Education through the District's Research and Planning department. The FTES target for any given fiscal year is based upon the state's projection of how much growth SDCCCD is eligible to earn in a given fiscal year. The proportional distributions of the annual FTES targets have remained consistent from year to year.

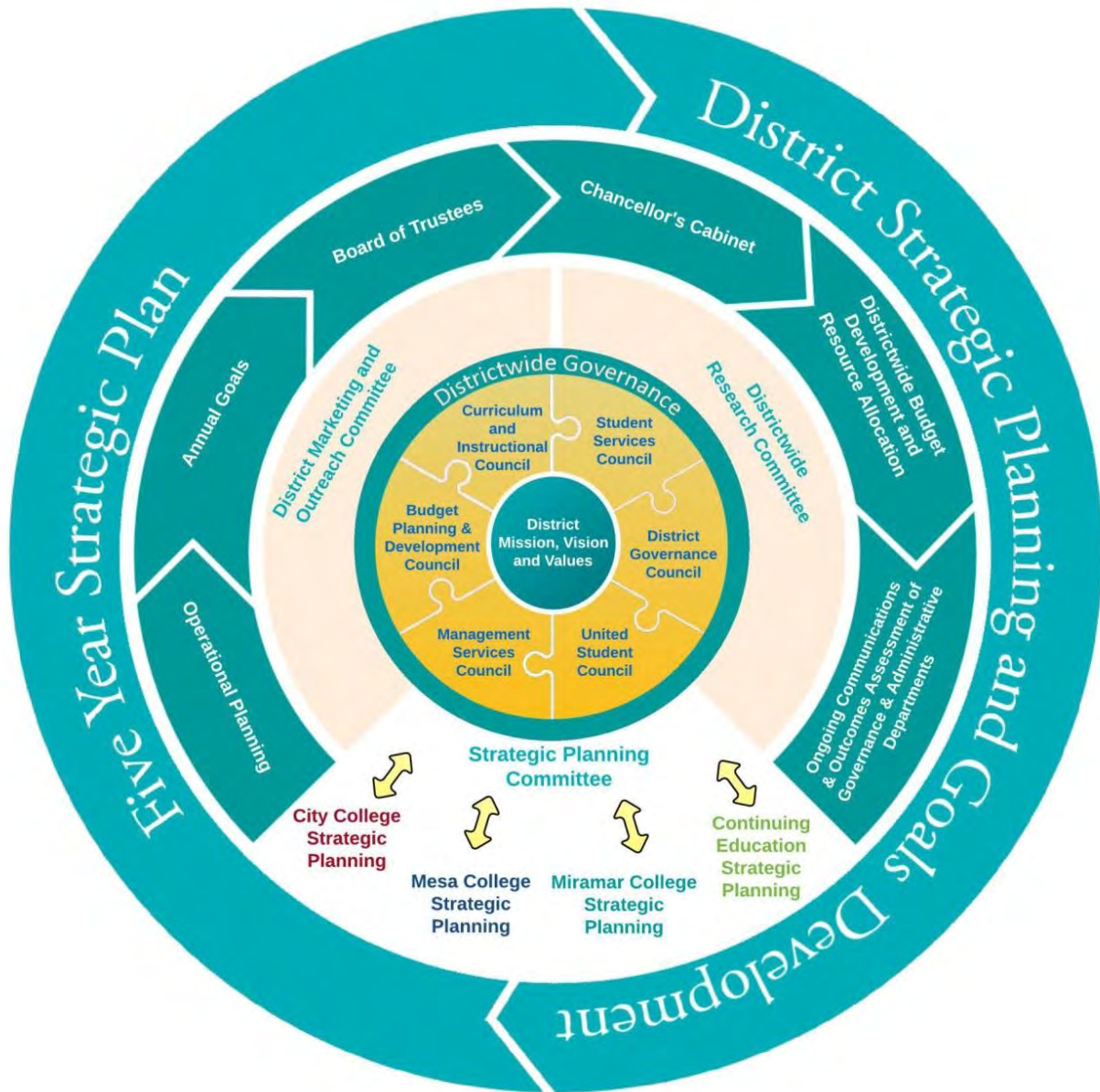
The Chancellor's Cabinet, which is made up of the Chancellor, the four Presidents and five Vice Chancellors, discusses and comes to an agreement regarding the FTES target for the upcoming fiscal year. The FTES targets are then utilized to develop the Campus Allocation funding within the District's General Fund Unrestricted budgets. San Diego City College's budget allocation for 2015-16 is based upon a targeted FTES of 10,971, which resulted in an allocation of \$42,245,635. The College then takes its district budget allocation and develops its college budget.

It is important to note that San Diego Community College District, human resources, facilities, campus police, information technology services, and fiscal services are the responsibility of the District, which is funded separately from the Colleges at the District level for those operational service areas.

The following chart graphically demonstrates the Districtwide Integrated Planning Framework and Resource Allocation Model.



**SAN DIEGO COMMUNITY COLLEGE DISTRICT**  
**DISTRICTWIDE GOVERNANCE AND INTEGRATED PLANNING MODEL**



**Figure 1. Districtwide Governance and Integrated Planning Model**

## **San Diego City College Integrated Planning Model**

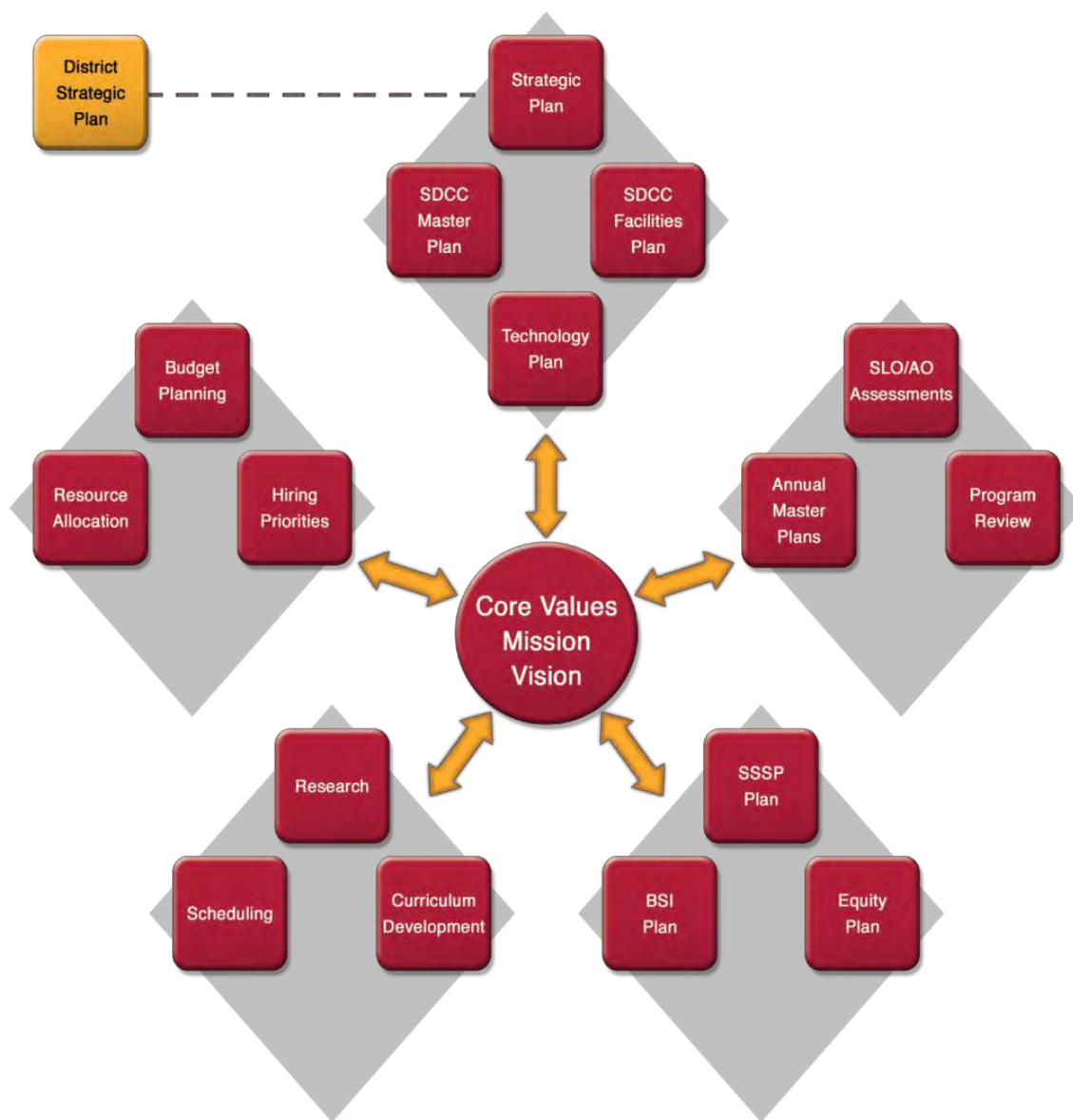
At the college level, there are additional internal processes that capture all the critical elements needed to ensure effective programs and services and to move the institution forward in accomplishing its mission.

San Diego City College is focused on student success, enriching the lives of its students, and lifting them out of poverty. Student success involves many different elements, and the College's planning processes and decisions incorporate all of them to some degree. The Integrated Planning process at San Diego City College is facilitated by the Master Planning, Assessment, and Resource Oversight Council (MPAROC), the major shared governance group of the College, which guides the development of long-term instruction, facilities, technology, and resource planning. The integrated planning model sets the parameters and cycles for program review, annual plans and updates, the assessment of student learning and administrative outcomes, and resource allocation. At the heart of City's planning processes are the mission, vision, values, and institutional priorities of the College. All planning efforts are grounded in that core and rely on institutional research in assessing their effectiveness.

The College has developed a cycle to synchronize the planning efforts for the educational master plan and program review with the accreditation self-evaluation report. The ten- year timeline provides for the analysis of longitudinal studies and data about student success that inform the three-year Strategic Plan, the five-year Facilities Plan, the three- year comprehensive Program Review and annual master plan updates, the three-year Technology plan, and the annual Student Success (SSSP), Equity, and Basic Skills Initiative Plans. Included in those planning efforts are other major institutional processes related to resources, including budget and human resources, specifically faculty and staff hiring.

The MPAROC provides direction to program review and facilitates the development of a faculty and staff-led assessment process of student learning outcomes and administrative outcomes to improve teaching, learning, advising and serving students at the individual, course, program, and institutional level. Given the importance of outcomes assessment, the SLO coordinator, who works directly with faculty and staff, sits on this Council as a liaison. Through this collaboration, faculty and staff receive assistance to articulate, implement, evaluate, and improve educational processes based upon outcomes and evaluations through research data provided by the college Office of Institutional Research.

The following chart graphically demonstrates the College's integrated planning model.



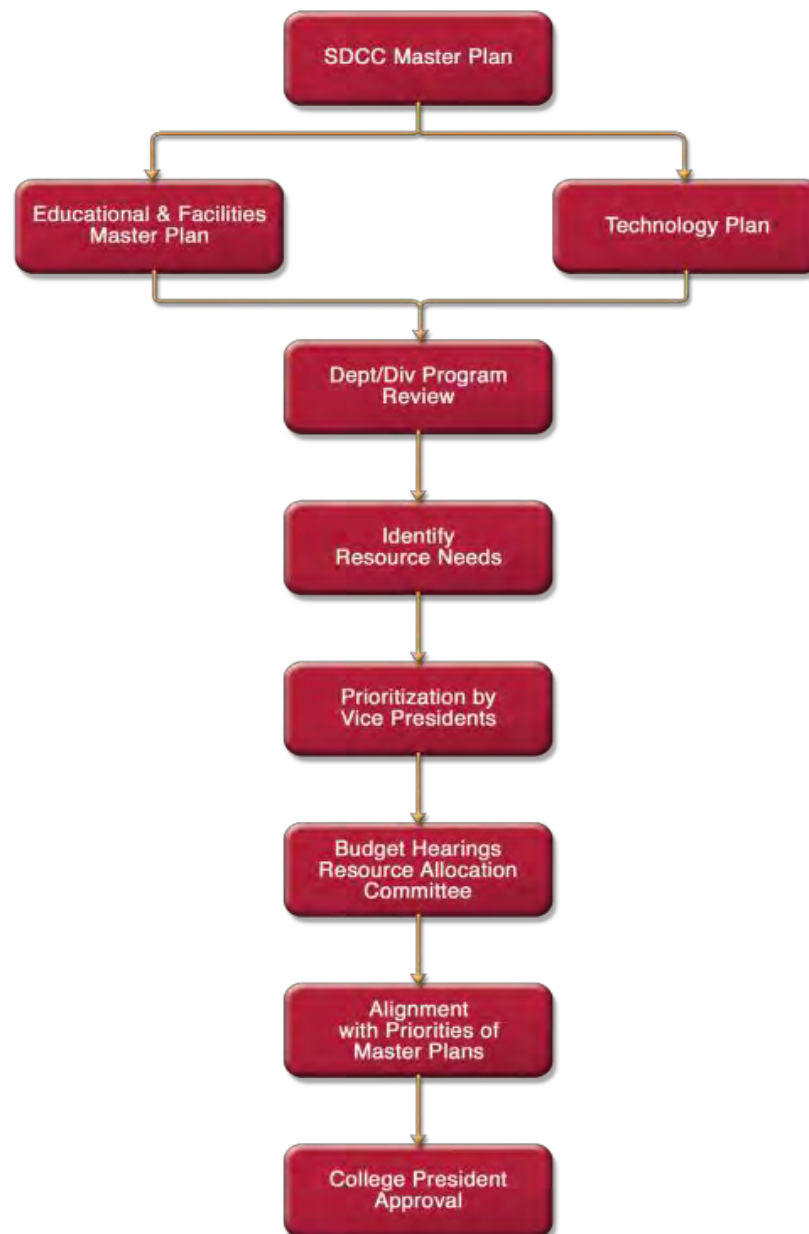
**Figure 2. SDCC Integrated Planning Model**

The Council further integrates accreditation action plans into the relevant college plans in order to maintain sustainable, continuous quality improvement in all college endeavors. Among the most important responsibilities of the MPAROC is the review and evaluation of the Mission Statement, Institutional Priorities, and Institutional Competencies, which occur on a five-year cycle. The Council also integrates recommendations of other councils into the program review, planning, and resource allocation processes.



At the end of each review and approval period for plans and processes, recommendations are forwarded to the President's Council for final review and approval. The communication of all institutional matters under the purview of the MPAROC resides in the members who represent all constituency groups across campus. The College mission, goals and objectives, institutional priorities, and institution-set standards, as well as all of the adopted plans and accountability reports, are communicated to the Academic Senate, Classified Senate, and Associated Student Government, as well as being placed on the college website.

The following chart demonstrates how the SDCC Master Plan is reviewed and approved.



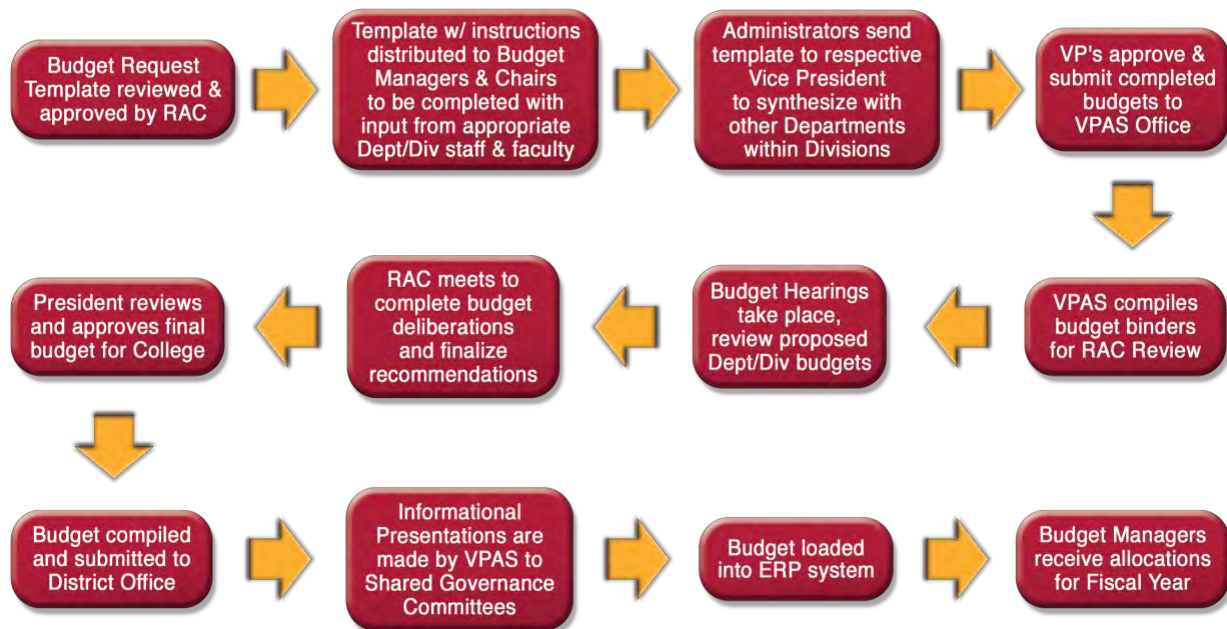
**Figure 3. The SDCC Master Plan review process**

### ***The Resource Allocation Process***

An integral part of the overall planning of the College is the resource allocation process. The purpose of a resource allocation model is to allocate funds to support the College's mission, vision, values, and strategic goals to ensure that allocations are linked to strategic planning and program review, and to utilize accurate data in budget decision-making. Resources are all assets of the College, including its human resources, physical resources, technology resources, and financial resources. Below is the San Diego City College Resource Allocation model.

The purpose of the Resource Allocation Committee (RAC) is to ensure that the College's strategic planning is tied to resource allocation through a demonstrable, collaborative, evidence-based, and sustainable decision-making process. RAC, which is a shared governance committee with representatives from all constituency groups, leads budget hearings to determine the best use of limited funds annually. The committee reviews all department and program requests along with their program reviews and program plans for the following year, and then listens to oral presentations on the needs as requested. The committee reviews and analyzes all documents and testimony provided, then prepares budget augmentation recommendations for submission to the College President. Prior to the budget hearings, the College president indicates the funding priorities for the upcoming year, and after the hearings receives the budget request recommendations from RAC. While relying largely on those recommendations, the ultimate decision to approve or amend the allocations rests with the President. At the end of each year, the RAC evaluates the effectiveness of the hearings and their processes and reports back to MPAROC the results of that evaluation and any recommendations for amending its procedures.

The following chart demonstrates the review process for budget requests.



**Figure 4. The budget review process**

Institutional effectiveness encompasses the implementation and evaluation of mission-based master planning that is aligned with the College resource allocation model. Within the College's Integrated Planning model, program review, master planning, and resource allocation are closely aligned and as such, City College has reached the Sustainable Continuous Quality Improvement level in the accreditation standards:

- The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.
- There is dialogue about institutional effectiveness that is ongoing, robust, and pervasive; data and analyses are widely distributed and used throughout the institution.
- There is ongoing review and adaptation of evaluation and planning processes.
- There is consistent and continuous commitment to improving student learning; educational effectiveness is a demonstrable priority in all planning instructions and processes.

## SERVICE AREA AND DEMOGRAPHICS

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### Description of San Diego City College Service Area

The College's future, both in the short and long-term, is greatly impacted by existing and future conditions which exist in the external environment. The data that follows have been identified as important/significant and will likely impact the future operations of the College. The trends and conditions presented are national, statewide, and local in scope and will either directly or indirectly impact the future direction of the College's programs, enrollments, curriculum, and support services.

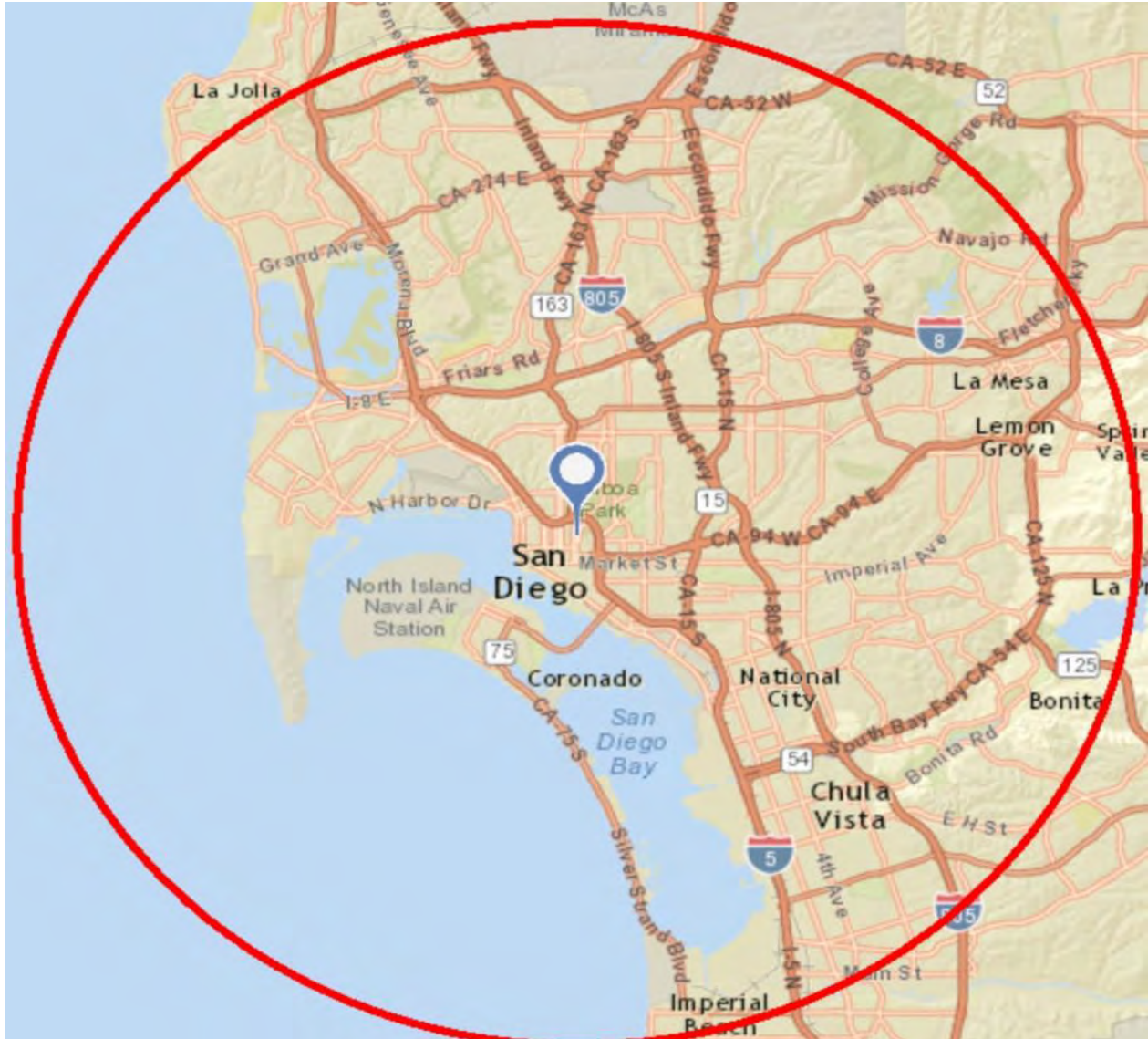
#### *The College in Relationship to the State*

There are numerous initiatives, legislation, and regulative changes that are currently impacting, and will continue to impact, future planning at the College. The National Completion Agenda and California's Student Success Initiative have brought many changes to the community colleges. In an effort to significantly increase completion rates over the next decade, specific actions are being taken to assist colleges and students in reaching this goal. In 2014, the California Community College Board of Governors implemented a statewide priority registration system that is tied to assessment, orientation, and education plan development.

Community colleges are working to strengthen their partnerships and develop pathways with public four-year institutions to increase access and transfer rates for students. The newly offered Associate Degree for Transfer Program, which guarantees students' admission to a CSU, is rapidly growing in popularity and in the 2013-2014 academic year the number of students statewide that received this degree (11,839) doubled the number awarded in the previous academic year. Additionally, in 2014 the governor and legislature significantly expanded the California Community College's mission to directing it to grant bachelor's degrees for the first time in the state's history. These initiatives seek to improve success and access for Californians.

Since the approval of Proposition 30 in November 2012, California community colleges have been receiving additional funds through this temporary tax increase which was allocated to prevent \$6 billion in cuts to the state's schools. However, because these tax increases were only temporary, schools will only receive these additional funds through the 2018-2019 academic year. It is anticipated that additional funding will only be available through local bonds and parcel tax revenues.

Currently, all of the 113 California community colleges are accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). Recent actions taken by the Board of Governors of the California Community Colleges allow for the Board, at the recommendation of the State Chancellor, to specify a different accrediting agency that would be responsible for accrediting California's community colleges. If another agency is recommended in the future, it is anticipated that there would be a period of several years while this transition is fully completed. Additionally, the Board has not ruled out the possibility of working to reform the current structure of the ACCJC and remaining with that agency.



**Figure 1**Figure 5. San Diego City College 10-mile radius  
Source: ESRI Business Analyst

The College service area has a population of 1,239,420 and is growing at an annual rate of .78%. This rate of growth is fairly consistent with the growth rate of both the state (.73%) and the nation (.75%). The overall household size, 2.60, has remained consistent since 2010 and is projected to remain at this number through 2020. The service area reports a slightly higher than average percentage of households (.84%) and families (.82%) than the state average of .74% and .76% respectively. 10,159 students that enrolled in the College resided outside the District Service Area, accounting for 40% of student enrollment. This large percentage of enrollments from outside the District Service area can be partially attributed to other community college districts that are in close proximity to San Diego Community College District. Both Grossmont/Cuyamaca Community College District and Southwestern Community College District are within commuting distance of San Diego City College. Additionally, those students taking courses only through distance education accounted for 13% of enrollments during fall 2014.

*San Diego City College 10-Mile Demographics*

Summary	2010	2015	2020
<b>Population</b>	1,208,434	1,239,420	1,288,729
<b>Households</b>	446,157	458,068	477,567
<b>Families</b>	258,787	265,236	276,225
<b>Average Household Size</b>	2.6	2.6	2.6
<b>Owner-Occupied Housing Units</b>	195,727	190,179	195,261
<b>Renter –Occupied Housing Units</b>	250,430	267,889	282,306
<b>Median Age</b>	33.6	34.2	35.1
Trends: 2011-2016 Annual Rate	Area	State	National
<b>Population</b>	0.78%	0.73%	0.75%
<b>Households</b>	0.84%	0.74%	0.77%
<b>Families</b>	0.82%	0.76%	0.69%
<b>Owner Households</b>	0.53%	0.61%	0.70%
<b>Median Household Income</b>	2.65%	3.36%	2.66%

*Source: ESRI Business Analyst*

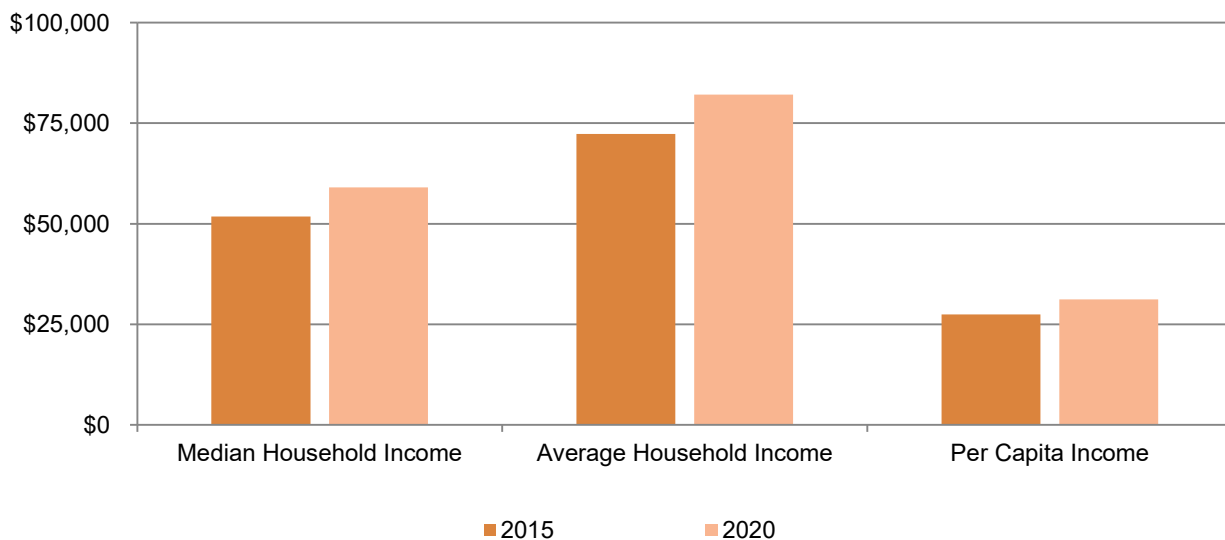


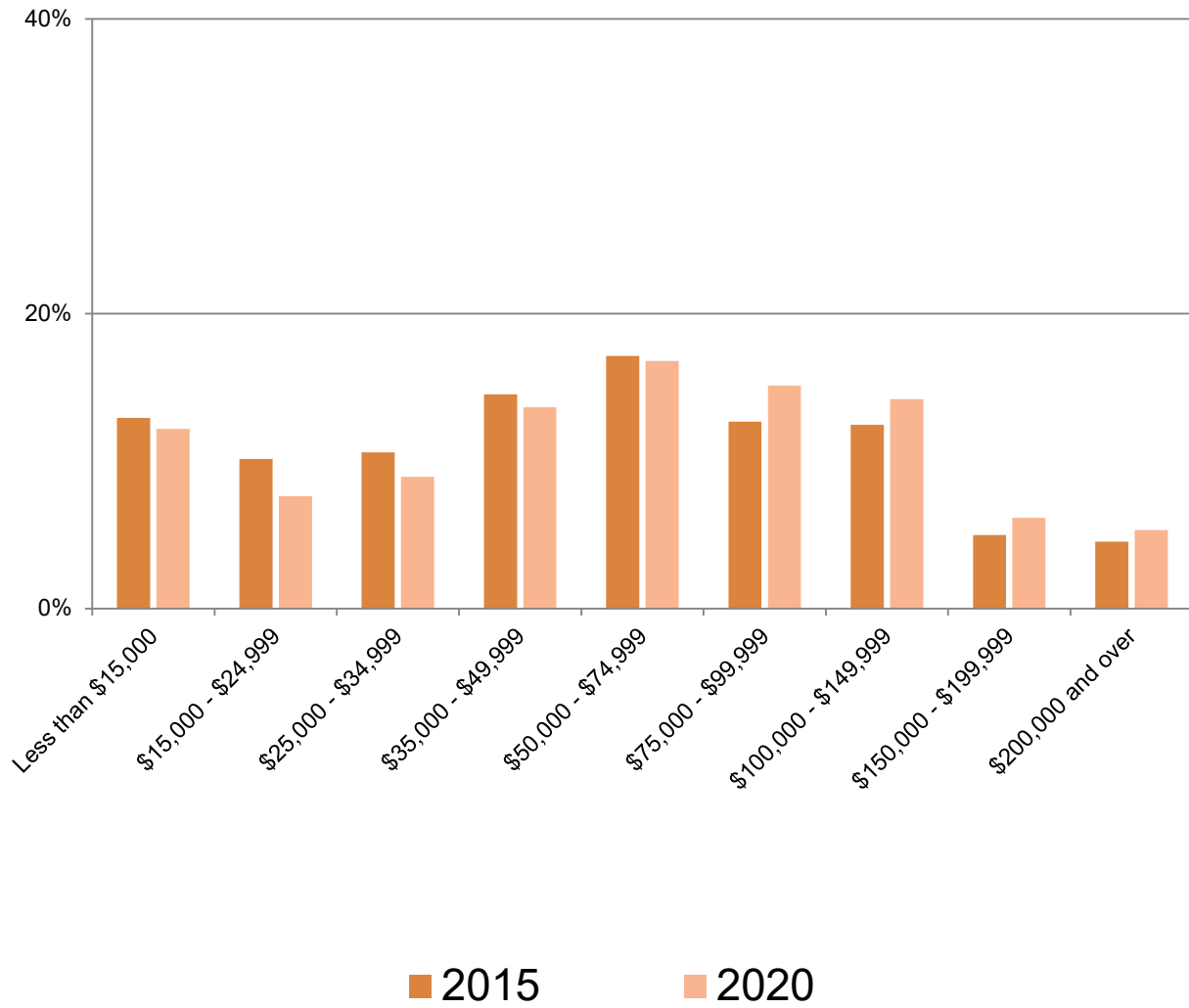
## San Diego City College Service Area Demographics

### HOUSEHOLD INCOME

Households by Income: The average household income for the service area is \$72,302 and the per capita income is \$27,454. The average household income for the state is \$87,152 and per capita income of \$29,788. The nation reports an average household income of \$74,699 and per capita income of \$28,597. The College service area reflects a lower average household income and per capita income than the average of both the state and nation. The average household income for the service area is projected to increase to \$82,115 by the year 2020 and per capita income to \$31,145. Even with the slight increases projected by the year 2020, the service area population will remain below the averages for both the state and nation.

	2015		2020	
Less than \$15,000	59,235	13%	58,247	12%
\$15,000 - \$24,999	46,516	10%	36,424	8%
\$25,000 - \$34,999	48,539	11%	42,690	9%
\$35,000 - \$49,999	66,548	15%	65,169	14%
\$50,000 - \$74,999	78,468	17%	80,244	17%
\$75,000 - \$99,999	58,071	13%	72,184	15%
\$100,000 - \$149,999	57,048	12%	67,840	14%
\$150,000 - \$199,999	22,864	5%	29,361	6%
\$200,000 and over	20,763	5%	25,393	5%
Median Household Income	\$51,805		\$59,034	
Average Household Income	\$72,302		\$82,115	
Per Capita Income	\$27,454		\$31,145	

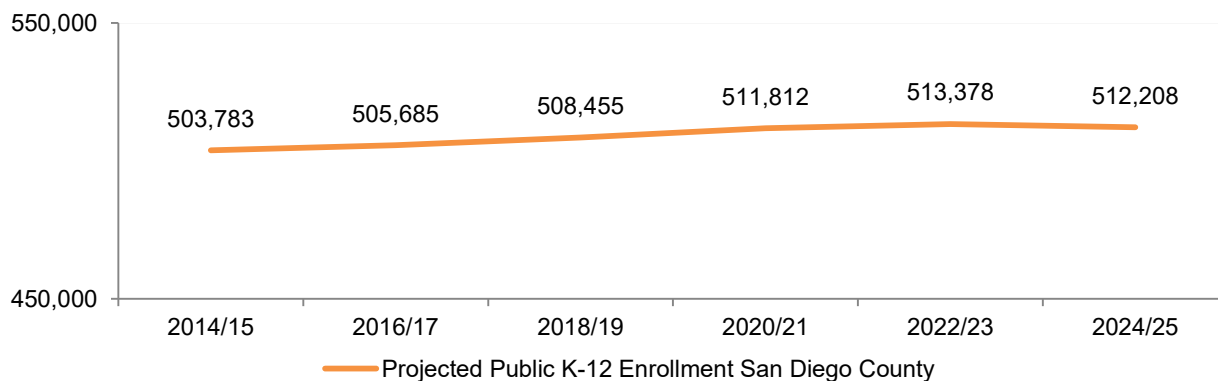
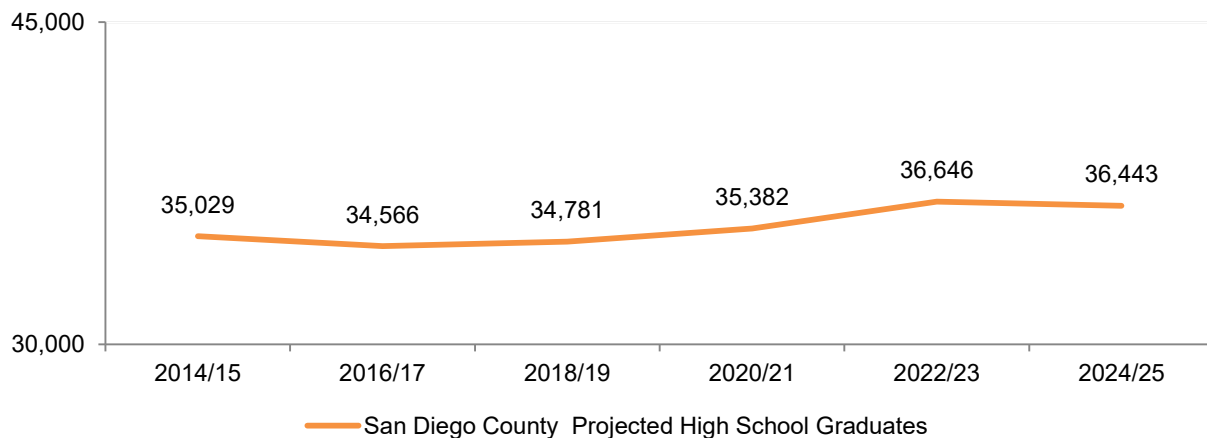
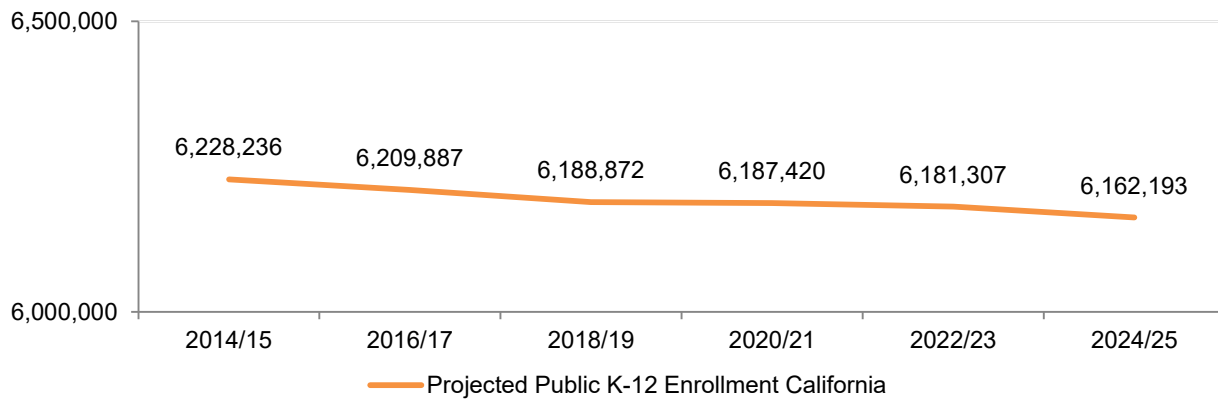






## PUBLIC SCHOOL ENROLLMENT

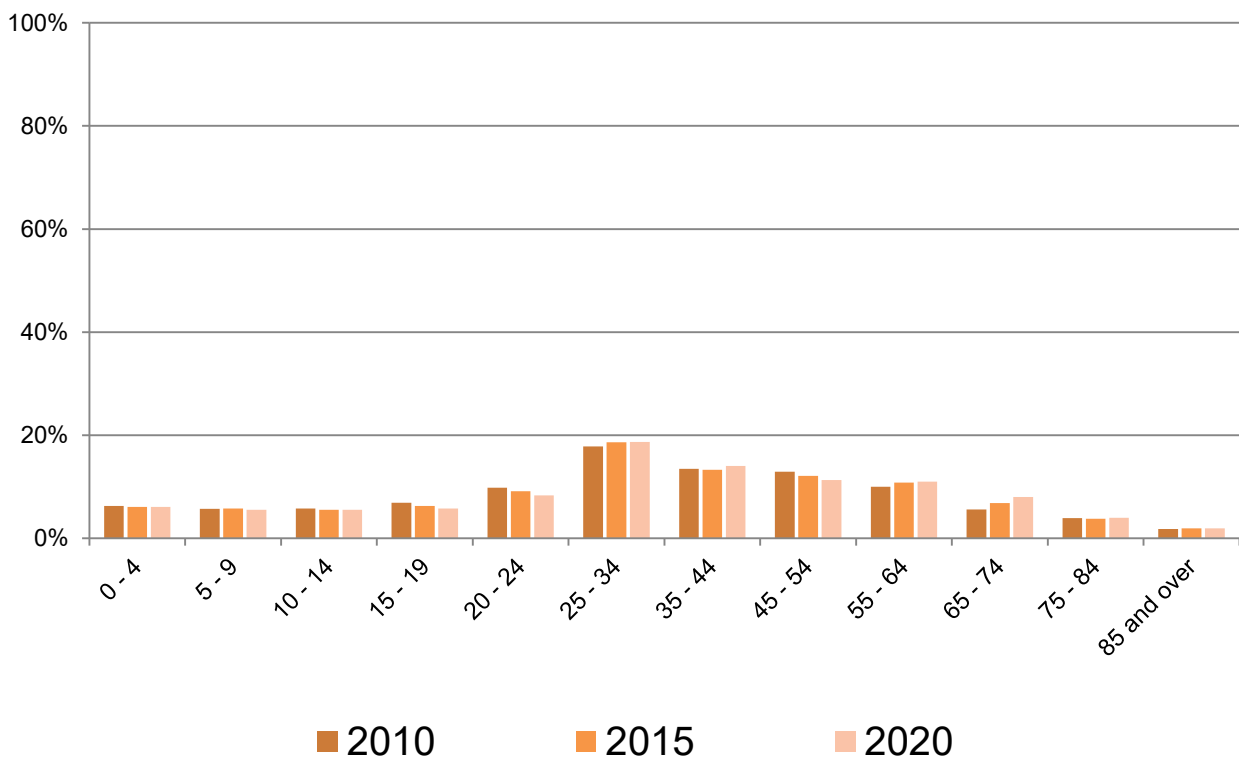
San Diego County Public School Enrollment: The charts reflect the projected public school enrollment in K-12 for San Diego County through the 2024-25 school year. By 2019- 2020, California is projected to decrease overall enrollment from 2014-15 by .69%; while over the same period of time, San Diego County is projected to increase enrollment by 1.25%. By the 2024-25 school year, California is projected to decrease overall enrollment from 2014-15 by 1.06% while San Diego will increase 1.67%. High school graduates for San Diego County are also projected to increase over time. During the 2013-2014 school year, the County reported 34,344 high school graduates from the county's public high schools. This number is projected to increase to 36,443 by the 2024-25 school year.



## AGE PROFILE

Age Profile: The service area population reflects a current median age of 34.2 and a projected median age of 35.1 by the year 2020. This is slightly below the median age for the state (35.7) in 2015 and the projected average for 2020 (36.6).

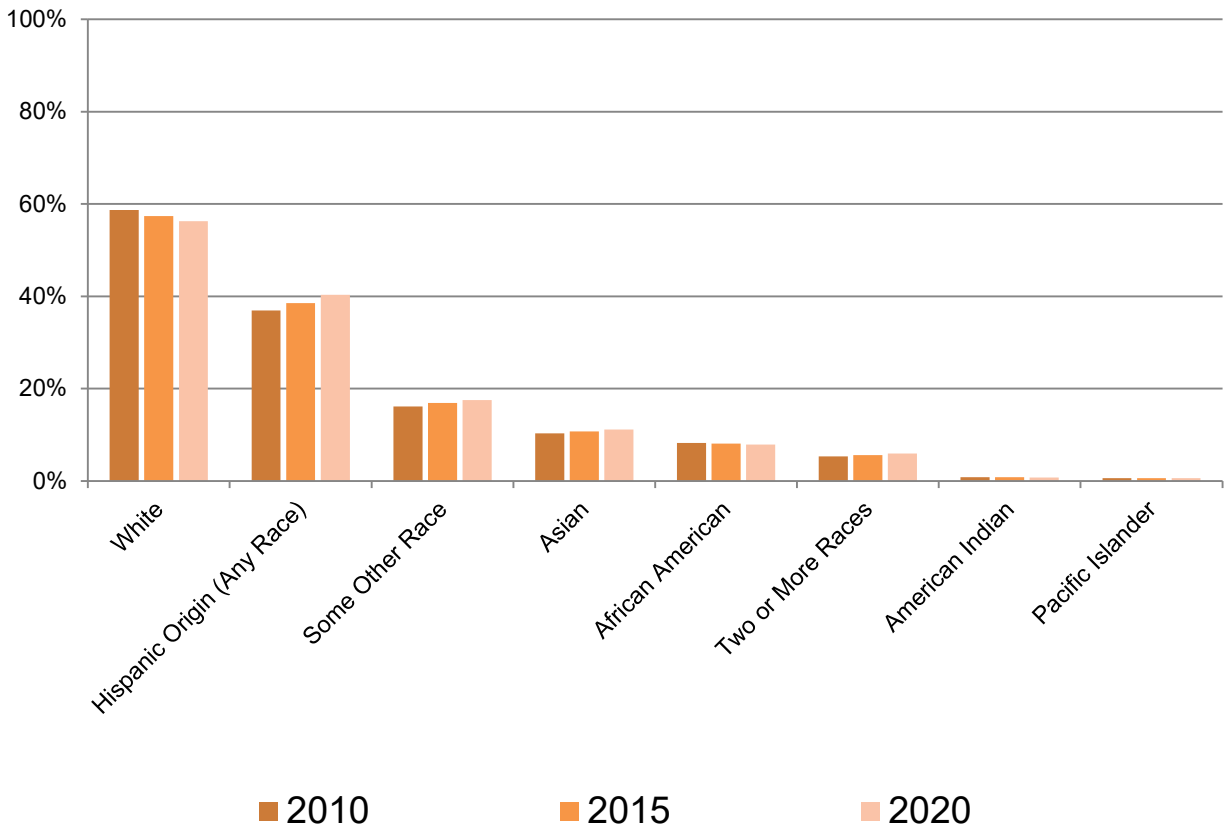
When examining the service area population by age segments, both age groups that represent the largest “college going” category are projected to decrease slightly by the year 2020. The segment of 15-19 year olds will decrease from 6.3% to 5.8% and 20-24 year olds from 9.1% to 8.3%.



## RACE/ETHNICITY

Race and Ethnicity: The San Diego City College service area population is diverse and reflects multiple ethnicities. Whites reflect 57.4% of the population and Hispanics 38.5% of the service area population. Asians reflect the next largest segment with 10.7% of the population followed by African Americans with 8.1%. “Two or More Races” reflects 5.6%, American Indians .8% and Pacific Islanders .6%.

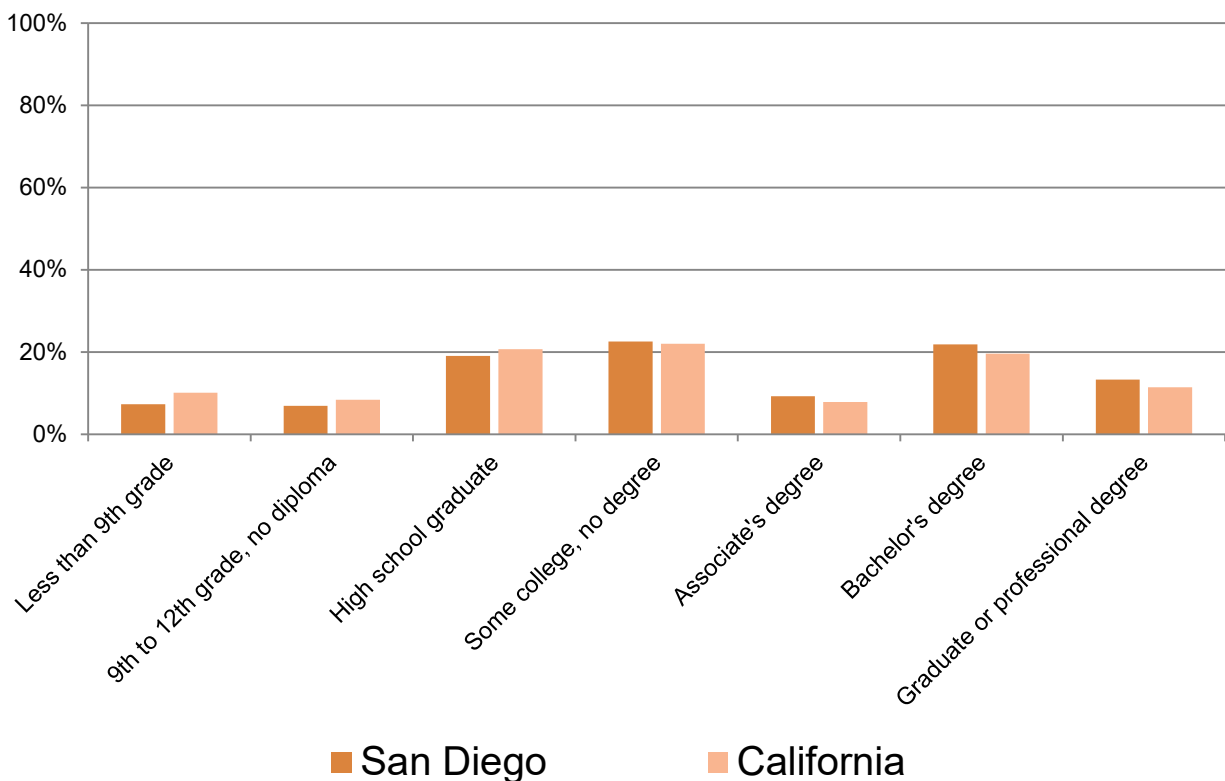
When looking forward to the projected 2020 population by ethnicity, the white population will decrease slightly while the Hispanic population will increase slightly. Overall, the ethnic makeup of the service area is projected to remain fairly consistent over the next four years.



## EDUCATIONAL ATTAINMENT

Educational Attainment: When examining the educational attainment for the county of San Diego in comparison to the state overall, the county reflects a higher percentage of individuals who have completed some level of post-secondary education. The county lies above the state average for individuals who have attended some college but did not receive a degree and those who received an Associates, Bachelors, Masters, Professional School and Doctorate degree. Among the county's 25 and older population, 7.4% have completed less than the ninth grade. This is lower than the average for the state, which is 10.1%. Additionally, the county reports a lower than state average percentage for individuals who attended the 9th to 12th grade but did not receive a diploma. Those who received a high school diploma but did not pursue any further education represent 19% of the county's population, which is fairly consistent with the state average of 20.7%.

When evaluating growth opportunities for the College, the population segment which has attended some college but has not earned a degree and those who have completed high school represent a segment of the population that would be most likely to seek enrollment in a community college. Together, these two segments reflect 41.7% of the county's population for a total of 956,309 individuals. Recruitment efforts targeted at these groups could result in increased enrollment for the College.



## STUDENT ACHIEVEMENT

### Overview

This section will focus on local demographics significant to San Diego City College and student characteristics that have been provided by the 2015 College Fact Book, prepared and updated in August 2015 by the Office of Institutional Research and Planning.

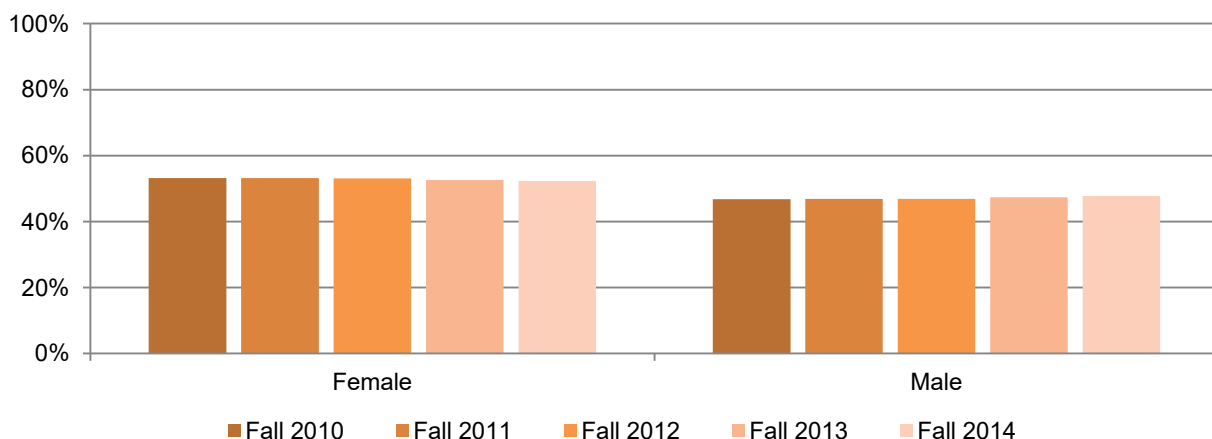
#### *Student Demographic Profile*

The San Diego City College District Office of Institutional Research and Planning has developed a significant amount of research data regarding students who attend classes within the District and specifically San Diego City College. The following section contains key demographic information provided by the Institutional Research Office that is included in the 2015 College Fact Book, which further describes characteristics of students who attend San Diego City College.

### Student Demographics

#### GENDER

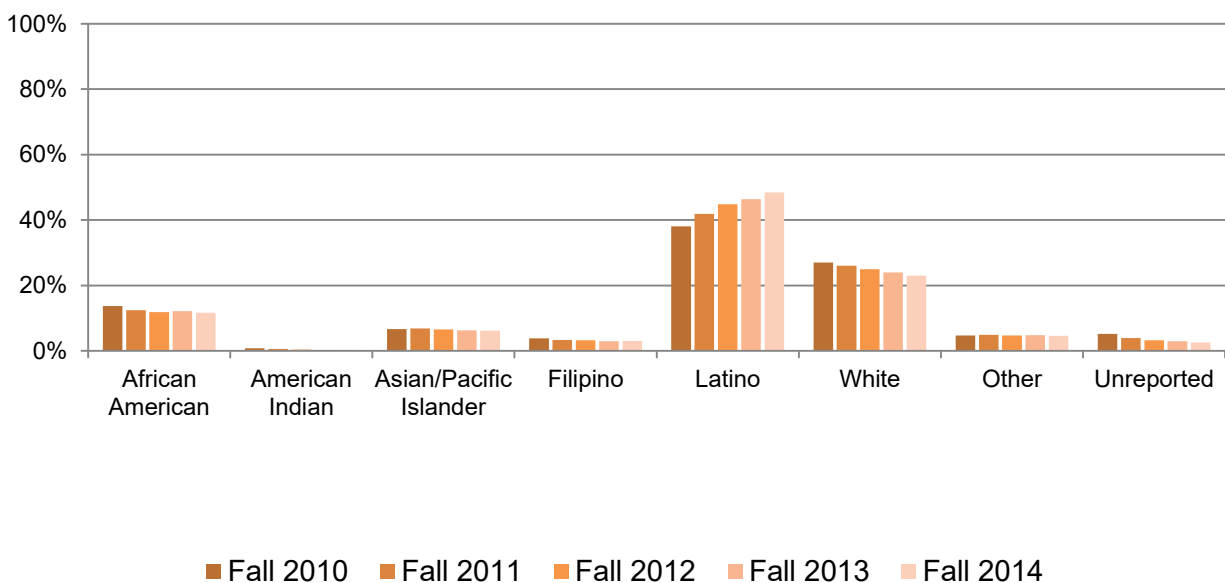
**Headcount by Gender:** On average, the female student headcount (53%) was higher than their male counterpart (47%). This trend has remained fairly consistent between Fall 2010 and Fall 2014. The female and male student headcounts decreased 14% and 11%, respectively, between Fall 2010 and Fall 2014.



	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		% Change	College Average
Female	9,998	53%	9,526	53%	8,993	53%	8,664	53%	8,558	52%	-14%	53%
Male	8,796	47%	8,396	47%	7,927	47%	7,789	47%	7,812	48%	-11%	47%
Unreported	0	0%	2	0%	3	0%	1	0%	0	0%	---	0%
Total	18,794	100%	17,924	100%	16,923	100%	16,454	100%	16,370	100%	-13%	100%

## ETHNICITY

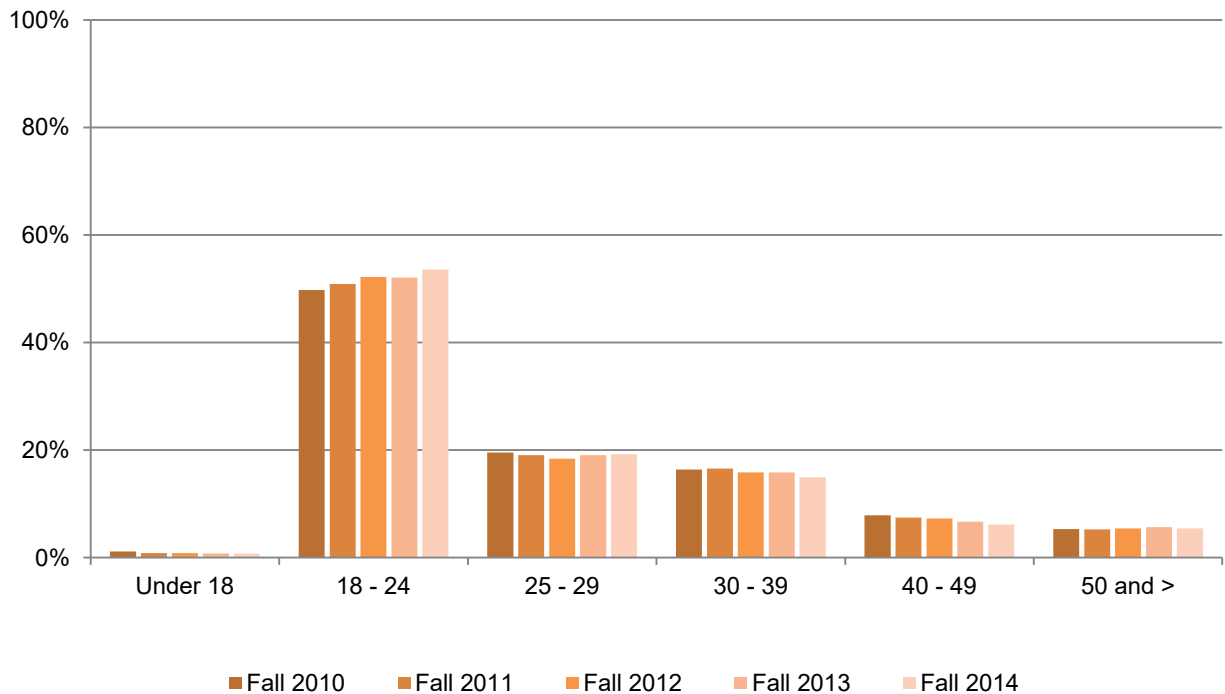
**Headcount by Ethnicity:** The ethnicity profile of the students who attend the College has been gradually shifting over the past five years, mainly with respect to the Latino and White population. These two groups accounted for the largest percentage of the student population between Fall 2010 and Fall 2014. Latino students accounted for (44%), White students (25%), and African American students (12%). At City College/ECC, the Latino student population increased 11% between Fall 2010 and Fall 2014. There was a smaller percentage of White students at City College/ECC (25%) compared to the overall percentage for all colleges in the District (33%). The same was true for Asian/Pacific Islanders students (7%) at City College/ECC and 12% for the District overall. Conversely, there was a larger percentage of African American students at City College/ECC (12%) compared to the overall percentage for all colleges in the District (8%), as well as for Latino students at City College/ECC (44% & 33%, respectively).



	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		% Change	College Average
African American	2,570	14%	2,235	12%	2,012	12%	2,003	12%	1,917	12%	-25%	12%
American Indian	157	1%	106	1%	78	0%	51	0%	60	0%	-62%	1%
Asian/Pacific Islander	1,246	7%	1,237	7%	1,107	7%	1,042	6%	1,020	6%	-18%	7%
Filipino	724	4%	597	3%	550	3%	491	3%	502	3%	-31%	3%
Latino	7,155	38%	7,505	42%	7,592	45%	7,632	46%	7,923	48%	11%	44%
White	5,083	27%	4,662	26%	4,225	25%	3,951	24%	3,766	23%	-26%	25%
Other	881	5%	875	5%	800	5%	792	5%	763	5%	-13%	5%
Unreported	978	5%	707	4%	559	3%	492	3%	419	3%	-57%	4%
<b>Total</b>	<b>18,794</b>	<b>100%</b>	<b>17,924</b>	<b>100%</b>	<b>16,923</b>	<b>100%</b>	<b>16,454</b>	<b>100%</b>	<b>16,370</b>	<b>100%</b>	<b>-13%</b>	<b>100%</b>

## AGE

Headcount by Age: Students who were between ages 18 and 24, on average, constituted about half of the City College/ECC student population (52%). Overall, students in all age groups displayed a downward trend in student headcount between Fall 2010 and Fall 2014; however, students under age 18 had the greatest decline (44%), from 215 students in Fall 2010 to 121 students in Fall 2014.

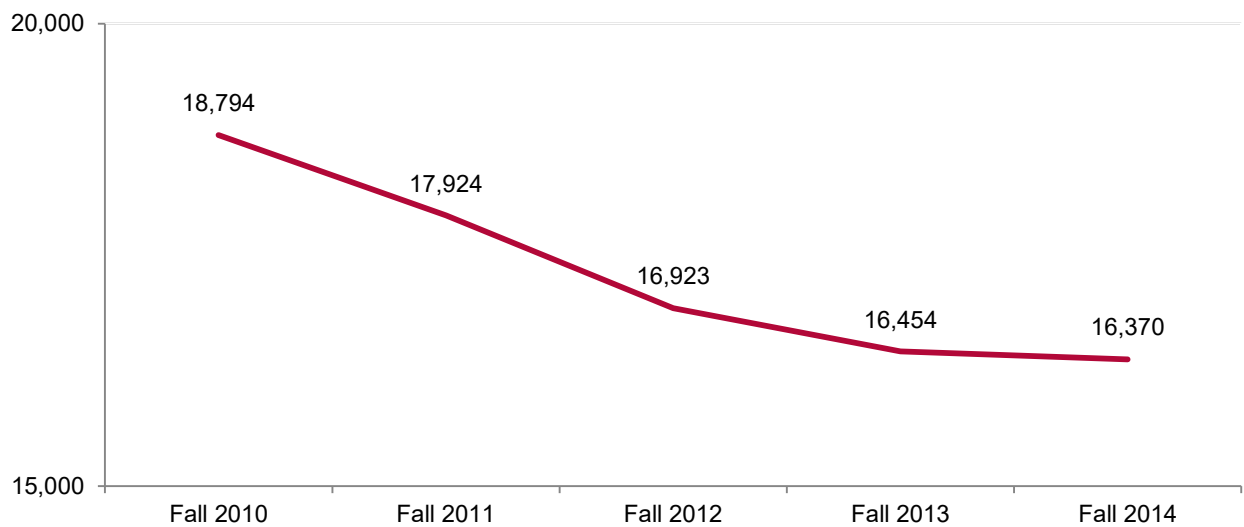


	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		% Change	College Average
Under 18	215	1%	154	1%	145	1%	124	1%	121	1%	-44%	1%
18 - 24	9,352	50%	9,120	51%	8,830	52%	8,568	52%	8,773	54%	-6%	52%
25 - 29	3,675	20%	3,414	19%	3,118	18%	3,130	19%	3,144	19%	-14%	19%
30 - 39	3,082	16%	2,965	17%	2,683	16%	2,607	16%	2,446	15%	-21%	16%
40 - 49	1,473	8%	1,330	7%	1,225	7%	1,096	7%	1,000	6%	-32%	7%
50 and >	997	5%	939	5%	922	5%	929	6%	886	5%	-11%	5%
Unreported	0	0%	2	0%	0	0%	0	0%	0	0%	---	0%
<b>Total</b>	<b>18,794</b>	<b>100%</b>	<b>17,924</b>	<b>100%</b>	<b>16,923</b>	<b>100%</b>	<b>16,454</b>	<b>100%</b>	<b>16,370</b>	<b>100%</b>	<b>-13%</b>	<b>100%</b>

## Enrollments

### HEADCOUNT BY TERM

Headcount by Term: Over the past five years, the College has experienced overall declines in enrollment. Unduplicated headcount for City College/ECC decreased 30%, from 9,087 in Summer 2010 to 6,365 in Summer 2014. (It is important to note that during the summer sessions of 2011, 2012 and 2013, the District significantly reduced the number of offerings due to budget restraints, which accounts for the dramatically lower enrollment totals.) Unduplicated headcount for City College/ECC decreased 13%, from 18,794 in Fall 2010 to 16,370 in Fall 2014. Unduplicated student headcount for City College/ECC decreased 10%, from 18,393 in Spring 2011 to 16,607 in Spring 2015.



	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	% Change
Total	18,794	17,924	16,923	16,454	16,370	-13%

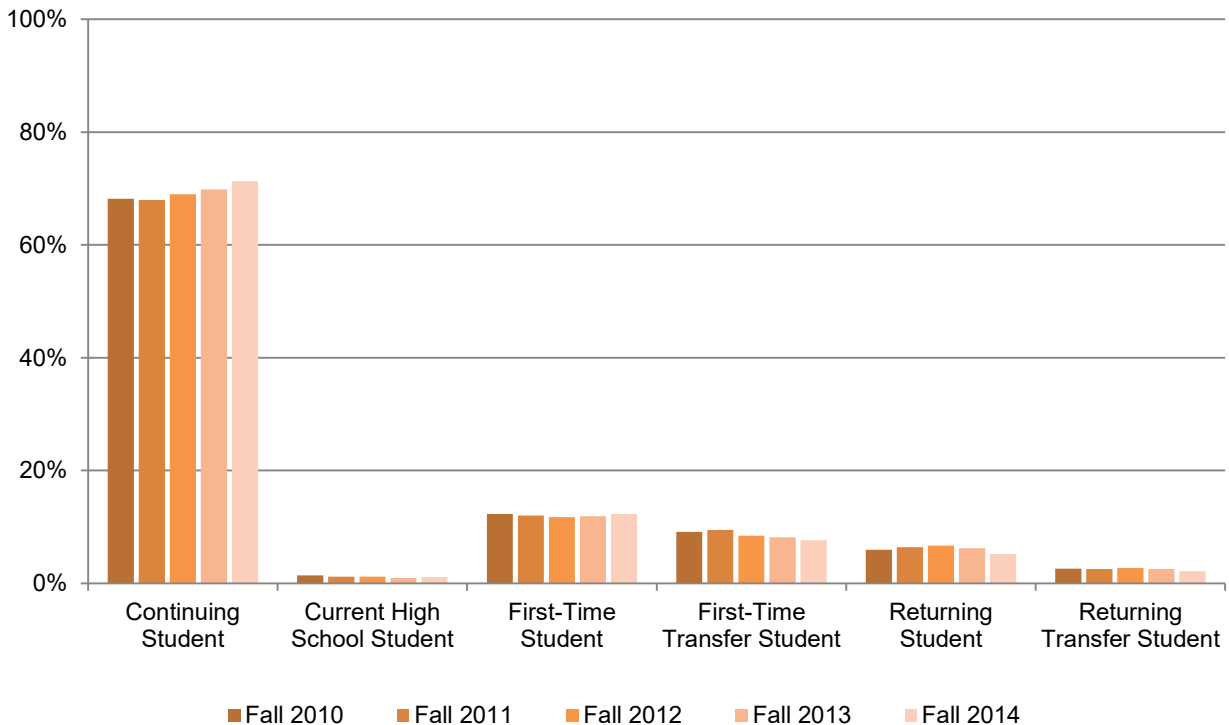
	Summer 2010	Summer 2011	Summer 2012	Summer 2013	Summer 2014	% Change
Total	9,087	1,066	1,342	1,173	6,365	-30%

	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015	% Change
Total	18,393	17,130	16,727	16,738	16,607	-10%



## ENROLLMENT STATUS

Headcount by Enrollment Status: On average, 69% of the City College/ECC student population was continuing students, which has remained relatively stable between Fall 2010 and Fall 2014. All reported groups displayed declines in headcount between Fall 2010 and Fall 2014, with current high school students and returning transfer students demonstrating the largest declines (29% each).



	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		% Change	College Average
Continuing Student	12,813	68%	12,183	68%	11,670	69%	11,492	70%	11,669	71%	-9%	69%
Current High School Student	266	1%	218	1%	202	1%	164	1%	188	1%	-29%	1%
First-Time Student	2,315	12%	2,155	12%	1,991	12%	1,962	12%	2,016	12%	-13%	12%
First-Time Transfer Student	1,721	9%	1,696	9%	1,432	8%	1,349	8%	1,254	8%	-27%	9%
Returning Student	1,121	6%	1,154	6%	1,132	7%	1,030	6%	859	5%	-23%	6%
Returning Transfer Student	497	3%	463	3%	464	3%	423	3%	351	2%	-29%	3%
Unreported	61	0%	55	0%	32	0%	34	0%	33	0%	-46%	0%
<b>Total</b>	<b>18,794</b>	<b>100%</b>	<b>17,924</b>	<b>100%</b>	<b>16,923</b>	<b>100%</b>	<b>16,454</b>	<b>100%</b>	<b>16,370</b>	<b>100%</b>	<b>-13%</b>	<b>100%</b>

## Retention, Success, and Persistence

### AVERAGE RETENTION/SUCCESS/PERSISTENCE

The retention rate is the percentage of students who complete a course with a grade of A, B, C, D, F, P, NP, I or RD out of total official census enrollments. Tutoring and cancelled classes are excluded.

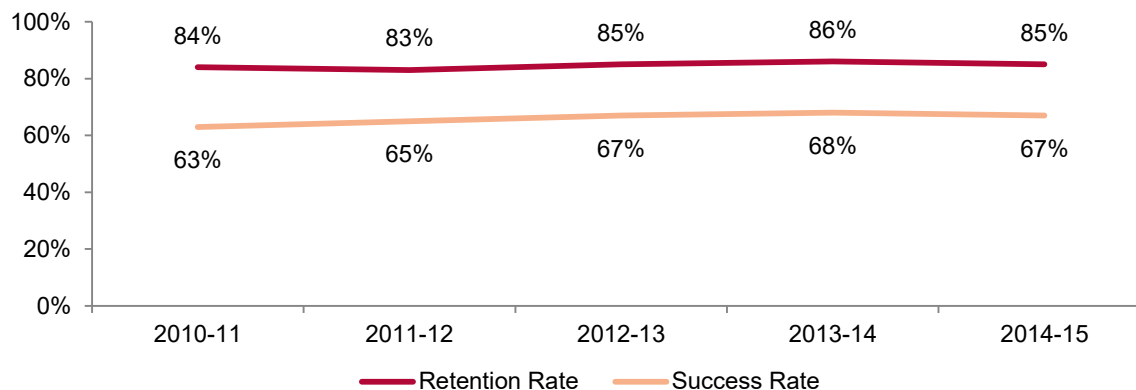
Overall Retention Rates: City College/ECC annual retention rates increased one percentage point between 2010/11 and 2014/15, with a five-year average of 85%. The average retention rate at City College/ECC was comparable to the average retention rate of all colleges in the District (86%).

The success rate is the percentage of students who complete a course with a grade of A, B, C, or P out of the total official census enrollments. Tutoring, non-credit, and cancelled classes are excluded.

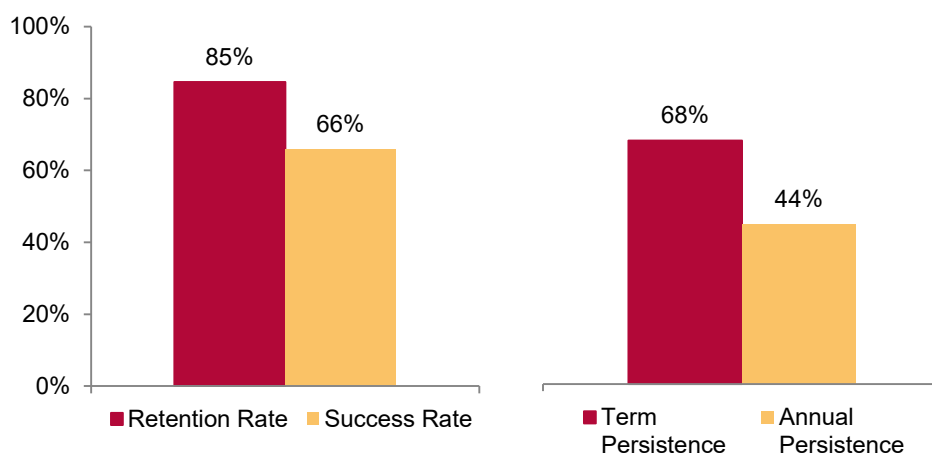
Overall Success Rates: City College/ECC annual success rates increased four percentage points between 2010/11 and 2014/15, with a five-year average of 66%. The average success rate for City College/ECC was below the average success rate of all colleges in the District (69%).

Persistence rate is the percentage of first-time college students who enrolled in a fall term as of official census who received a grade notation of A, B, C, D, F, P, NP, I, or RD and who enrolled in at least one course in the subsequent spring term and received a grade notation of A, B, C, D, F, P, NP, I, or RD (SDSU and UCSD-only students and sections are excluded. Intersession, tutoring, in-service, and cancelled classes are excluded). Annual persistence follows the same operational definition; however, student enrollments are tracked from fall to spring to fall.

Overall Persistence: The average term persistence rate of first-time students at City College/ECC was 68% among the Fall 2009 to Fall 2014 cohorts. The average annual persistence rate among the Fall 2009 to Fall 2013 cohorts was 44%. Overall, term persistence rates increased six percentage points, from 64% in Fall 2009 to 70% in Fall 2014. Annual persistence rates increased five percentage points, from 42% in Fall 2009 to 47% in Fall 2013.



	2010-11	2011-12	2012-13	2013-14	2014-15	% Change	College Average
Retention Rate	84%	83%	85%	86%	85%	1%	85%
Success Rate	63%	65%	67%	68%	67%	4%	66%



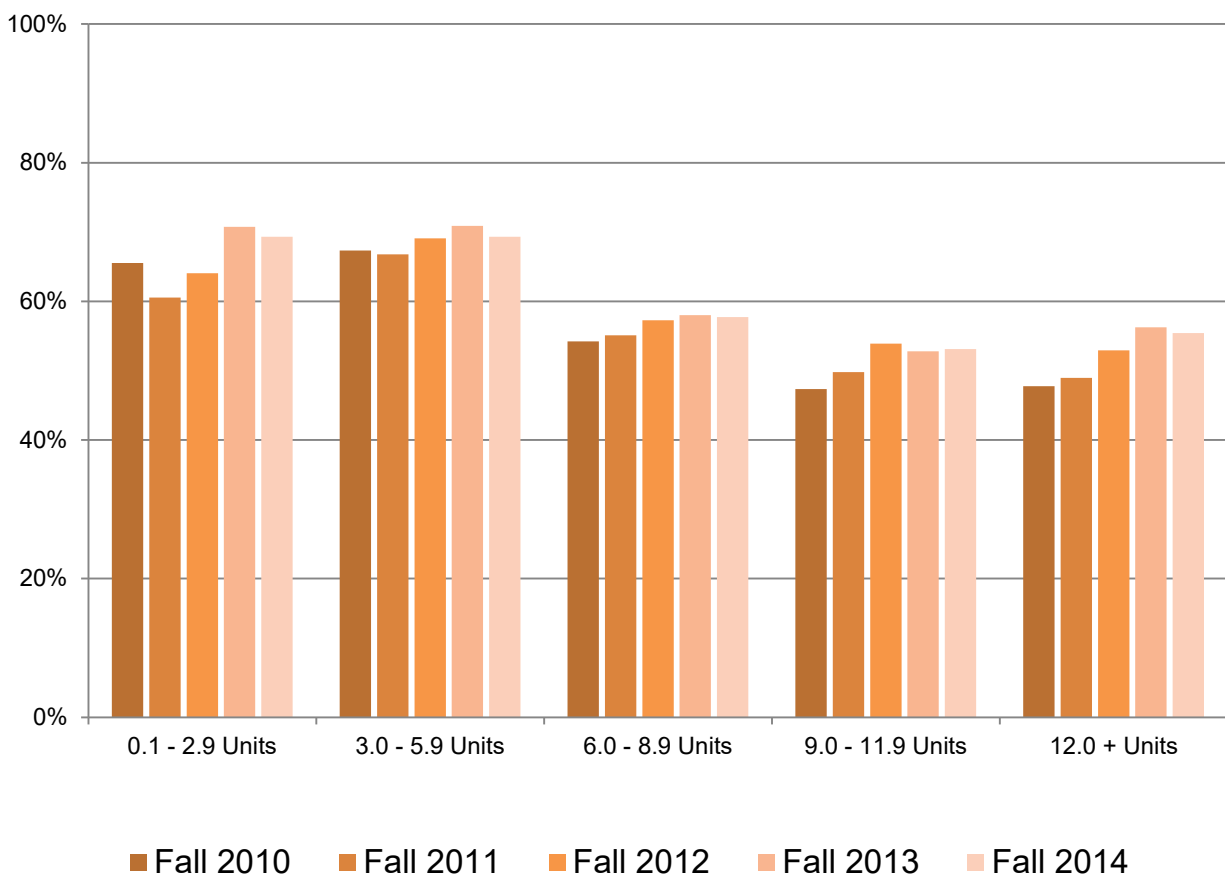
	2010-11	2011-12	2012-13	2013-14	2014-15	% Change	College Average
Retention Rate	84%	83%	85%	86%	85%	1%	85%
Success Rate	63%	65%	67%	68%	67%	4%	66%

	Fall Enrolled Cohort	Term Persistence		Annual Persistence	
		Counts	Rates	Counts	Rates
Fall 2009	1,518	969	64%	634	42%
Fall 2010	1,808	1,191	66%	772	43%
Fall 2011	1,677	1,149	69%	764	46%
Fall 2012	1,673	1,156	69%	758	45%
Fall 2013	1,603	1,121	70%	751	47%
Fall 2014	1,633	1,138	70%	---	---
<b>Total/Average</b>	<b>9,912</b>	<b>6,724</b>	<b>68%</b>	<b>3,679</b>	<b>44%</b>

## Student Units Attempted and Awards

### UNITS ATTEMPTED BY UNITS EARNED

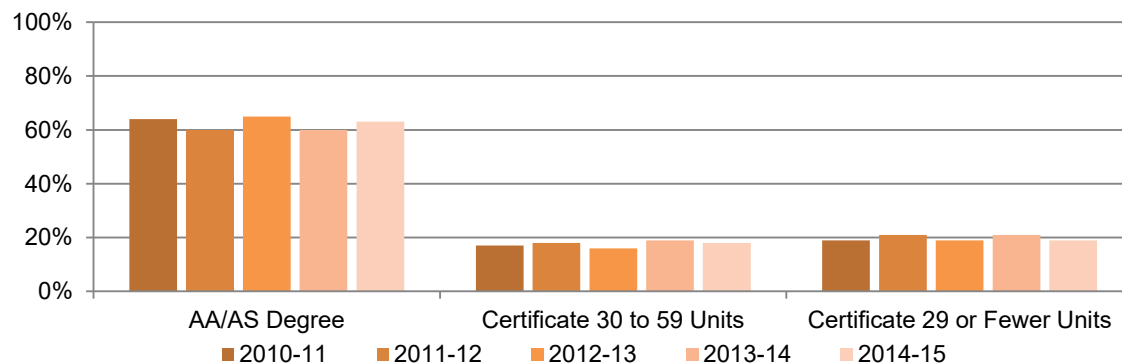
Headcount by Units Attempted by Units Earned: On average, the greatest proportion of students who earned the units attempted were those in the 3.0-5.9-unit range (69%). The smallest proportions of students who earned the units attempted were those in the 9.0-11.9 and 12.0+ unit ranges (51% & 52%, respectively). Students who attempted and earned 12 or more units increased 11%, while students who attempted and earned between 0.1 and 2.9 units decreased 19% between Fall 2010 and Fall 2014.



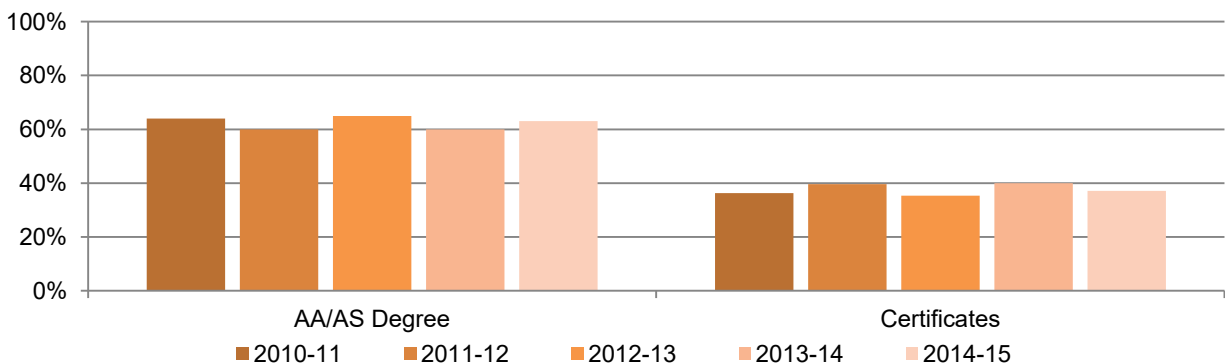
		0 Units	0.1 - 2.9 Units	3.0 - 5.9 Units	6.0 - 8.9 Units	9.0 - 11.9 Units	12.0 + Units
Fall 2010	0.1 - 2.9 Units	34%	<b>66%</b>				
	3.0 - 5.9 Units	31%	1%	<b>67%</b>			
	6.0 - 8.9 Units	20%	2%	24%	<b>54%</b>		
	9.0 - 11.9 Units	15%	2%	16%	21%	<b>47%</b>	
	12.0 + Units	9%	1%	9%	14%	18%	<b>48%</b>
Fall 2011	0.1 - 2.9 Units	39%	<b>61%</b>				
	3.0 - 5.9 Units	32%	1%	<b>67%</b>			
	6.0 - 8.9 Units	21%	2%	21%	<b>55%</b>		
	9.0 - 11.9 Units	16%	2%	14%	19%	<b>50%</b>	
	12.0 + Units	8%	1%	8%	14%	20%	<b>49%</b>
Fall 2012	0.1 - 2.9 Units	36%	<b>64%</b>				
	3.0 - 5.9 Units	29%	1%	<b>69%</b>			
	6.0 - 8.9 Units	20%	2%	21%	<b>57%</b>		
	9.0 - 11.9 Units	13%	1%	13%	18%	<b>54%</b>	
	12.0 + Units	7%	1%	7%	13%	18%	<b>53%</b>
Fall 2013	0.1 - 2.9 Units	29%	<b>71%</b>				
	3.0 - 5.9 Units	28%	1%	<b>71%</b>			
	6.0 - 8.9 Units	20%	2%	21%	<b>58%</b>		
	9.0 - 11.9 Units	13%	1%	14%	20%	<b>53%</b>	
	12.0 + Units	6%	1%	7%	12%	18%	<b>56%</b>
Fall 2014	0.1 - 2.9 Units	31%	<b>69%</b>				
	3.0 - 5.9 Units	30%	1%	<b>69%</b>			
	6.0 - 8.9 Units	20%	2%	21%	<b>58%</b>		
	9.0 - 11.9 Units	13%	1%	13%	20%	<b>53%</b>	
	12.0 + Units	6%	1%	7%	12%	18%	<b>55%</b>
% Change		---	-19%	-15%	-5%	2%	10%
College Average		---	66%	69%	56%	51%	52%

## DEGREES AND CERTIFICATES

**Annual Awards Conferred:** On average, 62% of the total awards conferred at City College/ECC were associate degrees. The number of associate degrees increased 20%, from 701 in 2010/11 to 843 in 2014/15. Certificates that require 30 to 59 units increased 27%, from 187 in 2010/11 to 237 in 2014/15, and certificates requiring 29 or fewer units increased 23%, from 213 in 2010/11 to 261 in 2014/15. The share of associate degrees awarded at City College/ECC, on average, was three percentage points lower than the share of associate degrees conferred within all colleges in the District.



	2010-11		2011-12		2012-13		2013-14		2014-15		% Change	College Average
AA/AS Degree	701	64%	700	60%	626	65%	673	60%	843	63%	20%	62%
Certificate 30 to 59 Units	187	17%	211	18%	158	16%	217	19%	237	18%	27%	18%
Certificate 29 or Fewer Units	213	19%	249	21%	185	19%	232	21%	261	19%	23%	20%
<b>Total</b>	<b>1,101</b>	<b>100%</b>	<b>1,160</b>	<b>100%</b>	<b>969</b>	<b>100%</b>	<b>1,122</b>	<b>100%</b>	<b>1,341</b>	<b>100%</b>	<b>22%</b>	<b>100%</b>



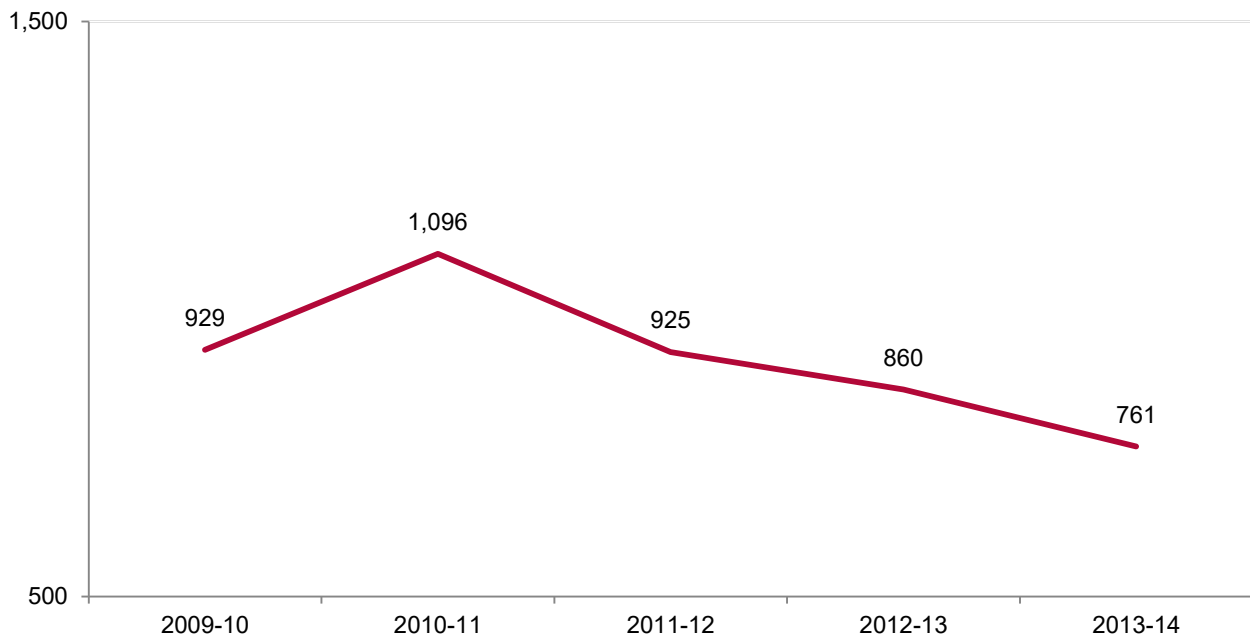
	2010-11		2011-12		2012-13		2013-14		2014-15		% Change	College Average
AA/AS Degree	701	64%	700	60%	626	65%	673	60%	843	63%	20%	62%
Certificates	400	36%	460	40%	343	35%	449	40%	498	37%	25%	38%
<b>Total</b>	<b>1,101</b>	<b>100%</b>	<b>1,160</b>	<b>100%</b>	<b>969</b>	<b>100%</b>	<b>1,122</b>	<b>100%</b>	<b>1,341</b>	<b>100%</b>	<b>22%</b>	<b>100%</b>

## Transfer

### TRANSFER – OVERALL

The annual transfer volume represents the total number of students who transferred to a 4-year institution and were enrolled at an SDCCD college at any time within six semesters prior to transferring (including stop outs). The student must also have completed 12 or more transferrable units from any one of the SDCCD credit colleges within six years prior to transferring to a 4-year institution.

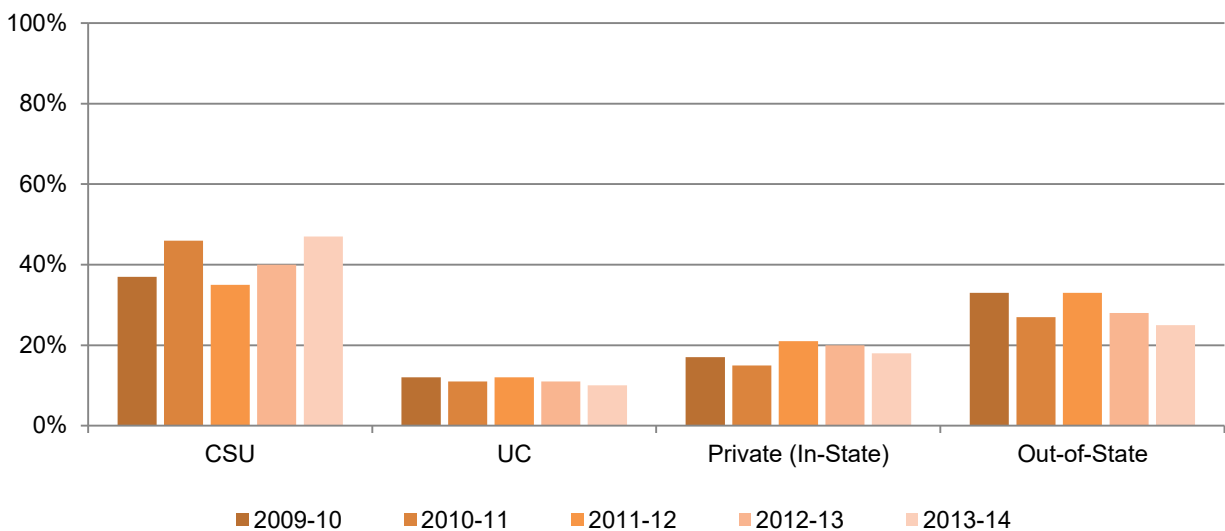
Annual Transfer Volume: The annual transfer volume for City College decreased 18%, from 929 in 2009/10 to 761 in 2013/14.



	2009-10	2010-11	2011-12	2012-13	2013-14	% Change
Total	929	1,096	925	860	761	-18%

## TRANSFER – TYPE

Annual Transfer Volume by CSU-UC/Private (In-State)/Out-of-State: On average, more than one third of the City College transfer volume were students who transferred into the California State University system (CSU; 41%), followed by out-of-state institutions (29%), in-state private institutions (18%), and then the University of California system (UC; 11%). Students who transferred from City College to the UC system decreased in transfer volume (37%) between 2009/10 and 2013/14. However, students who transferred from City College to the CSU system increased in volume over the same years (3%).



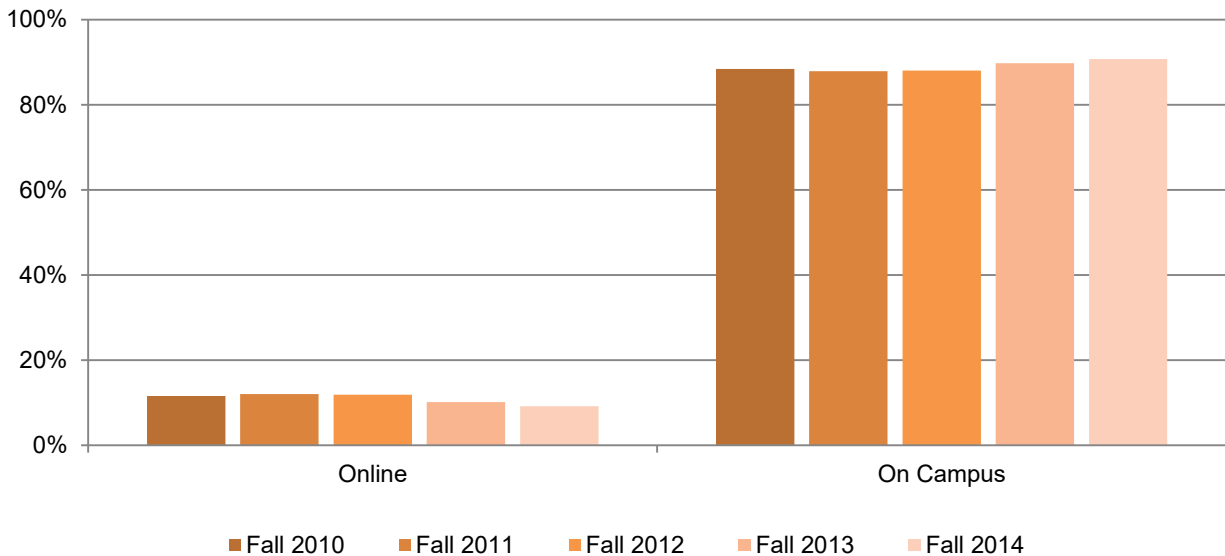
	2009-10		2010-11		2011-12		2012-13		2013-14		% Change	College Average
CSU	346	37%	507	46%	326	35%	347	40%	355	47%	3%	41%
UC	116	12%	123	11%	107	12%	95	11%	73	10%	-37%	11%
Private (In-State)	161	17%	165	15%	191	21%	174	20%	139	18%	-14%	18%
Out-of-State	306	33%	301	27%	301	33%	244	28%	194	25%	-37%	29%
<b>Total</b>	<b>929</b>	<b>100%</b>	<b>1,096</b>	<b>100%</b>	<b>925</b>	<b>100%</b>	<b>860</b>	<b>100%</b>	<b>761</b>	<b>100%</b>	<b>-18%</b>	<b>100%</b>



## Distance Education

### ONLINE SECTIONS AND ENROLLMENTS

Distance Education at City College: On average, 11% of fall sections were offered online and 89% on campus. The number of sections offered online decreased slightly, from 180 in Fall 2010 to 160 in Fall 2014. The number of sections offered on campus increased, from 1,374 in Fall 2010 to 1,581 in Fall 2014.



### City College Enrollments

On average, 14% of Fall enrollments were online and 86% on campus. The number of online enrollments decreased slightly, from 6,095 in Fall 2010 to 5,218 in Fall 2014. The number of enrollments on campus also decreased, from 37,341 in Fall 2010 to 33,248 in Fall 2014.

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		% Change	College Average
Online	180	12%	184	12%	168	12%	158	10%	160	9%	-11%	11%
On Campus	1,374	88%	1,341	88%	1,245	88%	1,394	90%	1,581	91%	15%	89%
<b>Total</b>	<b>1,554</b>	<b>100%</b>	<b>1,525</b>	<b>100%</b>	<b>1,413</b>	<b>100%</b>	<b>1,552</b>	<b>100%</b>	<b>1,741</b>	<b>100%</b>	<b>12%</b>	<b>100%</b>

## **INSTITUTION-SET STANDARDS**

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The San Diego City College Office of Institutional Research submits institution-set standards for student achievement each year as part of the ACCJC Annual Report. During the 2015/16 academic year, the President's Office initiated an expansion of the standards to include additional indicators and to create five-year aspirational goals. City College's Institutional Research Effectiveness Committee (IREC) reviewed historical student data and trends during the Spring 2016 semester to evaluate possible changes to the standard-setting process. The committee recommended reducing the acceptable range of values from one standard deviation above and below the five-year average for each indicator to one standard deviation around the five-year average. In addition to setting the range of acceptable values, the committee also provided recommendations for aspirational goals that are reasonable when actions for achieving them are considered. The recommendations from IREC were then shared with the Master Planning, Assessment, and Resources Allocations Council (MPAROC) for input. A final SDCC Institution-Set Standards document that incorporated the MPAROC's suggestions was presented and approved at the MPAROC before being shared at President's Council.

The SDCC Institution-Set Standards document provides an annual assessment of whether the college is above, in, or below range for each standard. The Office of Institutional Research will update and release a new document that appends the most recent year of data annually after fall term grades are finalized.

### **Course Completion**

*(Percent of students who enroll as of census and successfully complete the course with an A, B, C or P)*

#### **Acceptable Range**

	Acceptable Range		Success Rate	Evaluation
	Low	High		
2015/16	65.6%	67.3%		
2014/15	65.2%	66.6%	68.0%	Above range
2013/14	64.7%	65.8%	67.7%	Above range
2012/13	64.6%	65.0%	67.1%	Above range

*Range: 5-year average  $\pm$  0.5 standard deviation*

#### **Impact Factors.**

- § Long-term success strategies and interventions
- § Enrollment trends
- § Placement trends
- § Evening student enrollment and support services

#### **Assumptions & Considerations**

- § The average success rate over the past five years has been 66%, an increase of 4% over five years.
- § Implementation of SSSP initiatives is expected to help increase rates by 1% per year.

#### **Aspirational Goal**

Increase course completion rate to 72% by 2020/21.

There was a 4% change in the course success rate over the past five years. If 3,416 unsuccessful course attempts from 2014/15 were converted to successes, the course success rate would be 72% (61,504 successes out of 85,415 enrollments).

#### **Actions for Achieving Goal**

- § Professional development activities (e.g., culturally relevant teaching strategies and workshops on student engagement).
- § Increase FYE program participation to all first-time college students.
- § Add accelerated English sections and reduce class sizes.
- § Implement SSSP initiatives: testing, required education plan, orientation and counseling.
- § Expand tutoring services.
- § Expand supplemental instruction in basic skills and gatekeeper courses.

### **Progression from Basic Skills**

*(Percent of students who successfully complete the highest level basic skills course and then successfully complete a transfer level English or associate level math course within 2 years)*

#### **Acceptable Range**

##### ***ENGL 048 or 049 to ENGL 101 or 105***

	Acceptable Range		Subsequent Success	Evaluation
	Low	High		
2013/14	53.0%	56.2%		
2012/13	51.9%	54.3%	58.7%	Above range
2011/12	51.6%	52.6%	57.0%	Above range
2010/11	51.3%	52.5%	51.7%	In range

##### ***MATH 046 to MATH 096***

	Acceptable Range		Subsequent Success	Evaluation
	Low	High		
2013/14	42.4%	44.1%		
2012/13	42.5%	44.9%	45.1%	Above range
2011/12	42.1%	44.5%	44.7%	Above range
2010/11	42.8%	45.5%	42.3%	Below range

*Range: 5-year average  $\pm$  0.5 standard deviation*

#### **Impact Factors.**

- § Course offerings/ availability
- § Placement trends

#### **Assumptions & Considerations**

- § Accelerated English and math classes remove students from the standard pathway.
- § The implementation of the multiple measures assessment project (MMAP) will advance students to associate/ transfer level who would have been placed into the basic skills pathway.

#### **Aspirational Goal**

##### **ENGL**

Increase subsequent success in ENGL 101/105 to 63% by 2020/21.

There was a 14% change in subsequent success in the past five years. If an additional 56 students from the 2012/13 cohort had subsequent success (a change of 7%), for a total of 808 of 1,282, the subsequent success rate would be 63%.

### **Progression from Basic Skills (Continued)**

*(Percent of students who successfully complete the highest level basic skills course and then successfully complete a transfer level English or associate level math course within 2 years)*

#### **Aspirational Goal (Continued)**

##### **MATH**

Increase subsequent success in MATH 096 to 50% by 2020/21.

There was a 4% change in subsequent success in the past five years. If an additional 45 students from the 2012/13 cohort had subsequent success (a change of 10%), for a total of 498 of 1,005, the subsequent success rate would be 50%.

#### **Actions for Achieving Goal**

- § Professional development activities (e.g., culturally relevant teaching strategies and workshops on student engagement).
- § Curriculum redesign for basic skills courses.
- § Increase supplemental instruction in basic skills and transfer level courses.
- § Expand tutoring services and availability.
- § Implementation of 8-week sessions.

### **Annual Persistence**

*(Percent of official census enrolled students in a fall term who received a grade notation of A, B, C, D, F, P, NP, I, or RD and who enrolled in at least one course in the subsequent spring and fall terms within SDCCD and received a grade notation of A, B, C, D, F, P, NP, I, or RD in each term)*

#### **Acceptable Range**

	Acceptable Range		Success Rate	Evaluation
	Low	High		
2015/16	65.6%	67.3%		
2014/15	65.2%	66.6%	68.0%	Above range
2013/14	64.7%	65.8%	67.7%	Above range
2012/13	64.6%	65.0%	67.1%	Above range

*Range: 5-year average  $\pm$  0.5 standard deviation*

#### **Impact Factors.**

- § Long-term success strategies and interventions
- § Enrollment trends
- § Placement trends
- § Evening student enrollment and support services

#### **Assumptions & Considerations**

- § The average success rate over the past five years has been 66%, an increase of 4% over five years.
- § Implementation of SSSP initiatives is expected to help increase rates by 1% per year.

#### **Aspirational Goal**

Increase course completion rate to 72% by 2020/21.

There was a 4% change in the course success rate over the past five years. If 3,416 unsuccessful course attempts from 2014/15 were converted to successes, the course success rate would be 72% (61,504 successes out of 85,415 enrollments).

#### **Actions for Achieving Goal**

- § Professional development activities (e.g., culturally relevant teaching strategies and workshops on student engagement).
- § Increase FYE program participation to all first-time college students.
- § Add accelerated English sections and reduce class sizes.
- § Implement SSSP initiatives: testing, required education plan, orientation and counseling.
- § Expand tutoring services.
- § Expand supplemental instruction in basic skills and gatekeeper courses.

## **Degree Completion**

*(Number of Associate degrees awarded in a given year)*

### **Acceptable Range**

	Acceptable Range		AA/AS Degrees	Evaluation
	Low	High		
2015/16	635	714		
2014/15	607	649	806	Above range
2013/14	594	640	635	In range
2012/13	586	637	599	In range

*Range: 5-year average  $\pm$  0.5 standard deviation*

### **Impact Factors.**

- § Course offerings
- § Successful course completion
- § Student support services
- § Evening students' enrollment and support services
- § Course sequencing and enrollment management

### **Assumptions & Considerations**

- § There was a concerted effort to confer degrees to students who meet degree requirements.
- § ADT/TMC degrees will increase the number of transfer students who also get an Associate degree.
- § Greater participation of students in the FYE program will increase degree completion.
- § The implementation of the Student Success Act SSSP will increase the number of degrees conferred.

### **Aspirational Goal**

Increase AA/AS degrees awarded to 967 by 2020/21. There was a 21% increase in AA/AS degrees awarded in the past five years. A 20% increase in the next five years would yield an additional 161 degrees.

### **Actions for Achieving Goal**

- § Professional development activities (e.g., culturally relevant teaching strategies and workshops on student engagement).
- § Implement student success initiatives, including the SSSP matriculation interventions.
- § Continue efforts to confer degrees to students who meet the requirements, but may not have applied (degree audit).
- § Increase online course offerings.
- § Professional development for faculty to assist students with degree completion advising.
- § Examine course sequencing and enrollment management.
- § Expand Extended-Year Experience pilot as the City College Completion Program.

**Certificate Completion**  
(Number of certificates awarded in a given year)

**Acceptable Range**

	Acceptable Range		Certificates	Evaluation
	Low	High		
2015/16	351	410		
2014/15	345	387	457	Above range
2013/14	347	392	393	Above range
2012/13	357	392	295	Below range

*Range: 5-year average  $\pm$  0.5 standard deviation*

**Impact Factors.**

- § Course offerings
- § Successful course completion
- § Student support services
- § Evening students' enrollment and support services

**Assumptions & Considerations**

- § There was a concerted effort to confer certificates to students who meet certificate requirements.
- § The implementation of the Student Success Act SSSP will increase the number of certificates conferred.

**Aspirational Goal**

Increase certificates awarded to 571 by 2020/21.

There was a 27% increase in certificates awarded in the past five years. A 25% increase in the next five years would yield an additional 114 certificates.

**Actions for Achieving Goal**

- § Professional development activities (e.g., culturally relevant teaching strategies and workshops on student engagement).
- § Implement student success initiatives.
- § Continue efforts to confer certificates to students who meet the requirements but may not apply for graduation.
- § Increase online course offerings.
- § Professional development for faculty to assist students with certificate completion advising.
- § Examine course sequencing and enrollment management.
- § Expand Extended-Year Experience pilot as the City College Completion Program.



### **Transfer Volume**

*(Number of students who transfer to a university in a given year)*

#### **Acceptable Range**

	Acceptable Range		Transfer Volume	Evaluation
	Low	High		
2014/15	853	975		
2013/14	853	975	761	Below range
2012/13	822	964	860	In range
2011/12	775	932	925	In range

*Range: 5-year average  $\pm$  0.5 standard deviation*

#### **Impact Factors.**

- § Student readiness for college (social and academic expectations)
- § Educational objectives
- § Availability of transferable and Basic Skills courses
- § Transfer agreements with 4-year institutions (Associate Degree for Transfer and Transfer Agreements)
- § Change to transfer eligibility requirements of 4-year institutions
- § Financial aid availability (time limits)
- § Support services that support transfer
- § Internal policies and practices that create obstacles or delays to transfer
- § Return of summer term
- § Evening students' enrollment and support services

#### **Assumptions & Considerations**

- § Transfer volume will increase by 1-3% over next 3-5 years as a result of improved state economy, which will help increase the number of entering students seeking transfer as a goal as a percentage of overall student body.
- § Impact of new SSSP resources.
- § Return of summer schedule will increase availability of transferable and Basic Skills courses.
- § Mandates tied to new resources will have positive impact on transfer volume (e.g., Equity Plan and Student Success Act).

#### **Aspirational Goal**

Increase the transfer volume to 929 by 2020/21.

If the difference between the 2013/14 transfer volume and the highest transfer volume in the past 5 years was split in half, there would have been an additional 168 transfers in 2013/14.

### **Transfer Volume (Continued)**

*(Number students who transfer to a university in a given year)*

#### **Actions for Achieving Goal**

- § Increase first-year services to all students by institutionalizing FYE.
- § Increase knowledge and enthusiasm for transfer by having the Transfer Center do classroom presentations and engage more faculty in the transfer effort.
- § Target students who are transfer-prepared with services in support of their transfer.
- § Implement SSSP initiatives: assessment, required education plan, orientation and counseling.
- § Use enrollment management to ensure availability of transferable and Basic Skills courses.
- § Professional development for faculty to assist students with transfer advising.
- § Provide informational workshops on financial strategies and scholarship opportunities.
- § Expand Extended-Year Experience pilot as the City College Completion Program.

### **Licensure/Certification Exam Results**

*(Percent of students who passed each licensure/ certification exam)*

#### **NCLEX**

*Nursing is the only program identified with external requirements for licensure exam results.*

#### **Acceptable Range**

	Acceptable Range		Pass Rate	Evaluation
	Low	High		
2015/16	75.00%	97.00%		
2014/15	75.00%	97.00%	87.50%	In range
2013/14	75.00%	97.00%	92.31%	In range
2012/13	75.00%	97.00%	96.55%	In range

#### **Impact Factors.**

- § High scores on the ATI comprehensive predictor exam correlates to first-time NCLEX success
- § Completing an NCLEX review course increases likelihood of passing NCLEX on the first attempt
- § The more time that elapses from graduation to examination has a negative impact on first-time exam pass rates.

#### **Assumptions & Considerations**

- § Use of “Flipped Classroom” instructional style is likely to improve problem solving abilities
- § Increasing cognitive level of program test items improves graduate preparation for licensure

#### **Aspirational Goal**

Above 98%

#### **Actions for Achieving Goal**

- § Adapt program exams to mirror NCLEX test plan
- § Increase utilization of critical thinking and problem solving activities in the classroom
- § Utilize ATI assessments and remediation tools to improve test taking skills and content retention

## ORGANIZATION OF THE SELF-EVALUATION PROCESS

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### Timeline

<b>July 29, 2014</b>	Review new accreditation standards with Board of Trustees
<b>September 2014</b>	Begin self-evaluation process at colleges/Continuing Education
<b>October 2014</b>	Board Subcommittee review of self-evaluation planning process and expectations for the process
<b>November 13, 2015</b>	Standard IV Meeting with Board Subcommittee
<b>January 29, 2016</b>	Meeting with Chancellor
<b>April 14, 2016</b>	Report on Institution-Set Standards to Board of Trustees – District Website
<b>May 12, 2016</b>	Status Report to Board of Trustees Status Report to District Governance Council (DGC) Status Report to Chancellor's Cabinet
<b>October 2016</b>	Vice Chancellors' review of drafts of relative sections for fact check
<b>First week of November 2016</b>	Chancellor Review of Draft Self-Evaluation Reports
<b>November 21, 2016</b>	Board Subcommittee review of final draft Self Evaluation Reports for all colleges and Continuing Education with Chancellor and Presidents
<b>November 29, 2016</b>	Chancellor's Cabinet summary review of Self-Evaluation Reports
<b>December 7, 2016</b>	District Governance Council (DGC) overview of Self-Evaluation Reports
<b>December 8, 2016</b>	Board approval of Self-Evaluation Reports for all colleges and Continuing Education
<b>January 2017</b>	Submission of Self-Evaluation Reports to Accrediting Commission for Community and Junior Colleges
<b>March 12, 2017</b>	Visiting Team luncheon hosted by the Chancellor - District Overview for Accreditation Team Chairs and Standard Leads
<b>March 13-16, 2017</b>	Accreditation Site Visits

## Accreditation Steering Committee

### Accreditation Co-Chairs

Renee Kilmer, Vice President of Instruction, ALO

Catherine Shafer, Professor of Nursing, faculty Co-Chair

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Member	Title/Department
Denise Whisenhunt	Interim President
Minou Spradley	Dean, School of Engineering Technologies, Mathematics Science & Nursing
Trudy Gerald	Dean, School of Arts, Humanities, & Communications
Salley Deaton	Professor, Business
Angela Testado	Administrative Technician
Jeanie Tyler	Acting Dean, Equity, and Director, Off Campus Programs
Gail Rodriguez	Senior Secretary, Student Affairs
Rose LaMuraglia	Dean, School of Business, Information Technology, & Cosmetology
Glori Lyon	Professor, Child Development
Seher Awan	Vice President, Administrative Services
Neary Sim	Senior Secretary, School of Behavioral & Social Sciences, & Consumer & Family Studies
Lori Erreca	Dean, School of Behavioral & Social Sciences, & Consumer & Family Studies
Pete Haro	Professor, History
June Cressy	Lead Production Services Assistant, Digital Print
Robbi Ewell	Dean, Information & Learning Technology

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## **Standard Committee Members and Contributors**

### **Standard I**

#### *Co-chairs:*

Salley Deaton, Faculty, Accounting/Business

Trudy Gerald, Dean, Arts, Humanities, Communication & Telecommunication

Minou Spradley, Dean, School of Engineering, Technologies, Math, Science & Nursing

#### *Contributors:*

Fred Julian, Faculty, Engineering/Technology

Michael Leboffe, Faculty, Biology

Ryan McWey, Instructional Lab Tech, Biology

Angela Testado, Instructional Assistant

Terry Wilson, Faculty, Dance

### **Standard II**

#### *Co-chairs:*

Gail Rodriguez, Sr. Secretary

Jeanie Tyler, Acting Dean, Equity and Director, Off-Campus Programs

Denise Whisenhunt, Interim President

#### *Contributors:*

Randy Barnes, Dean, Health Exercise Science & Athletics

Chris Baron, Coordinator, English Center

Cecelia Cheung, Faculty, Learning Resource Center Sara Collier, former Campus-Based

Researcher Dotti Cordell, Director, Student Health Clinic

Robbi Ewell, Dean, Learning Technologies

Jesse Garber, Research Associate

Marilyn Harvey, Director, Transfer and Career Center

Josolyn Hill, *Supervisor, Counseling*

Brianne Kennedy, *Director, DSPS*

Roberta Krauss, *Counselor, First Year Services*

Rose LaMuraglia, *Dean, Business Information, Technology and Cosmetology*

Bernice Lorenzo, Acting Dean, Student Development and Matriculation

Dora Meza, Supervisor I, Admissions

Marciano Perez, Dean, Student Affairs

Nesha Savage, Faculty Department Chair, Counseling Megan Soto, Supervisor II,

Admissions/Records Lance Soukhaseum, Supervisor, Tutoring Center

Desiree van Saanen, Administrative Secretary, Student Services Beverly Warren, Director,

EOPS/CARE, CalWORKs & Outreach Paul Young, Math Center Coordinator

Chris Baron, English Center Coordinator

Lance Soukhaseum, Tutorial Center Supervisor

### **Standard III**

#### *Co-chairs:*

Seher Awan, Vice President of Administrative Services  
Gloria Lyon, Faculty, Child Development  
Neary Sim, Senior Secretary

#### *Contributors:*

Adamu Walelign, Faculty, English  
Aileen Gum, Faculty, ESOL  
Angela Testado, Financial Aid Manager  
Charles Rogers, CPA, Controller, Fiscal Services  
Cody Goddard, Administrative Secretary, Administrative Services  
Edwin Hiel, EEO Site Compliance Officer  
Greg Sanchez, Financial Aid Manager  
Gwyn Enright, Faculty, English  
Jan Jarrell, Chair of Chairs, English and Humanities  
Minou Spradley, Dean, Engineering, Technologies, Math, Science & Nursing  
Randy Barnes, Dean, School of Health Exercise and Athletics  
Robbi Ewell, Dean, Information & Learning Technology  
Rose LaMuraglia, Dean, Business Information Technology & Cosmetology  
Roxann Solis-Aubrey, Business Services Supervisor

### **Standard IV**

#### *Co-chairs:*

June Cressy, Classified Senate Senator, Digital Print department  
Lori Erreca, Dean, Behavioral & Social Sciences & Family & Consumer Studies  
Peter Haro, Faculty, History & Political Science

#### *Contributors:*

Susan Fontana, Faculty, Child Development Berta Harris, Faculty, Child Development John Markley, Emeritus Faculty, English Kim Sweeney, Faculty, Psychology

#### **Editors:**

Dr. Wayne Bass, Adjunct Faculty, Humanities  
Christina Galeano, Adjunct Faculty, English & ESOL

## ORGANIZATIONAL INFORMATION

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### District Institutional Organization Chart

#### San Diego Community College District Institutional Organization



The San Diego Community College District Board of Trustees: from left, back row: Peter Zschiesche, Mary Graham; front row: Bernie Rhinerson; Maria Nieto Senour, Ph.D.; Rich Grosch



Dr. Constance M. Carroll  
Chancellor

District Operations  
(619) 388-6957

SAN DIEGO  
CITY COLLEGE



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SAN DIEGO  
MESA COLLEGE



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SAN DIEGO  
MIRAMAR  
COLLEGE



Dr. Patricia Hsieh  
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SAN DIEGO  
CONTINUING  
EDUCATION



Dr. Carlos O. Turner Cortez  
President

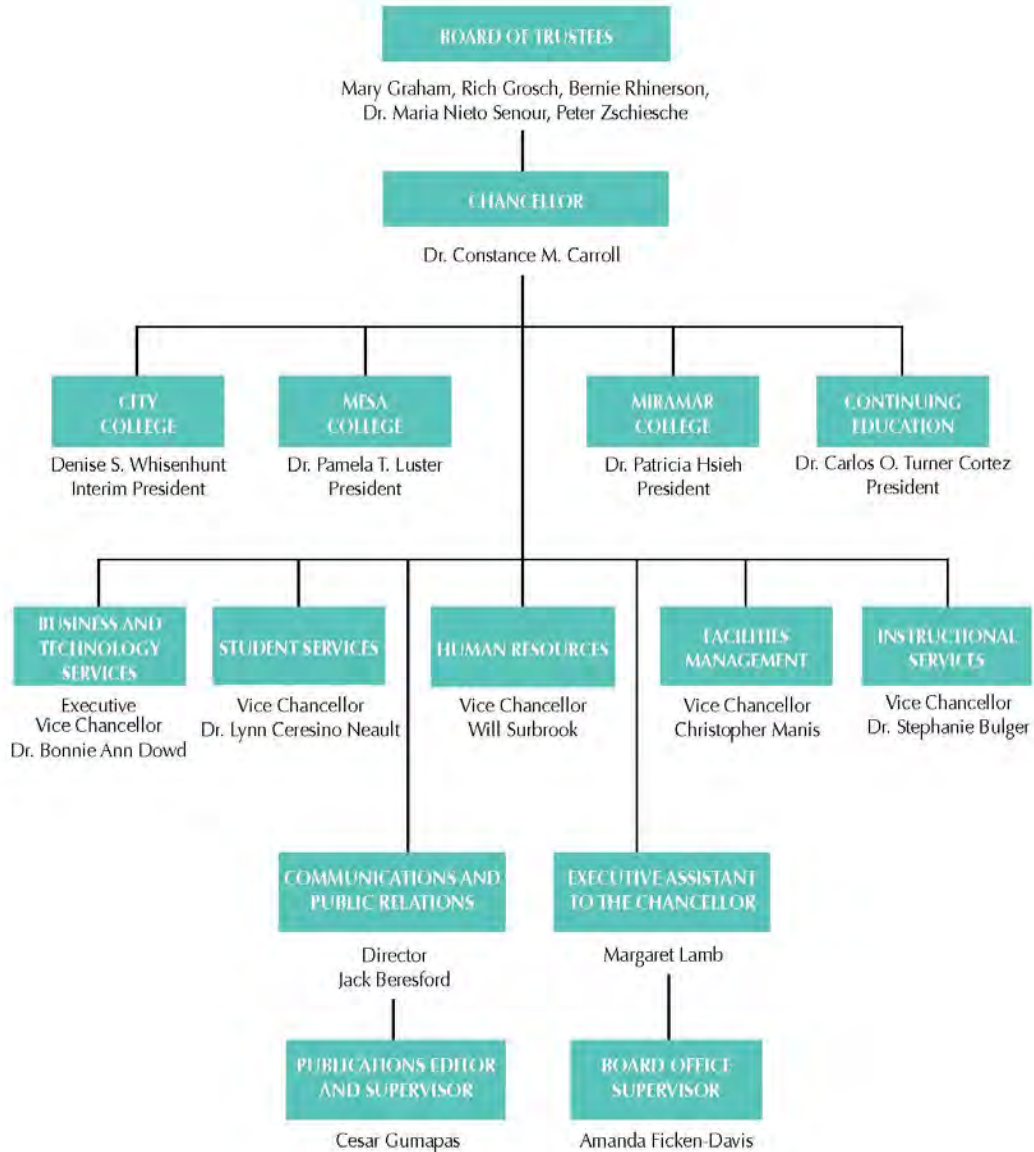
Campus Operations  
(619) 388-4990



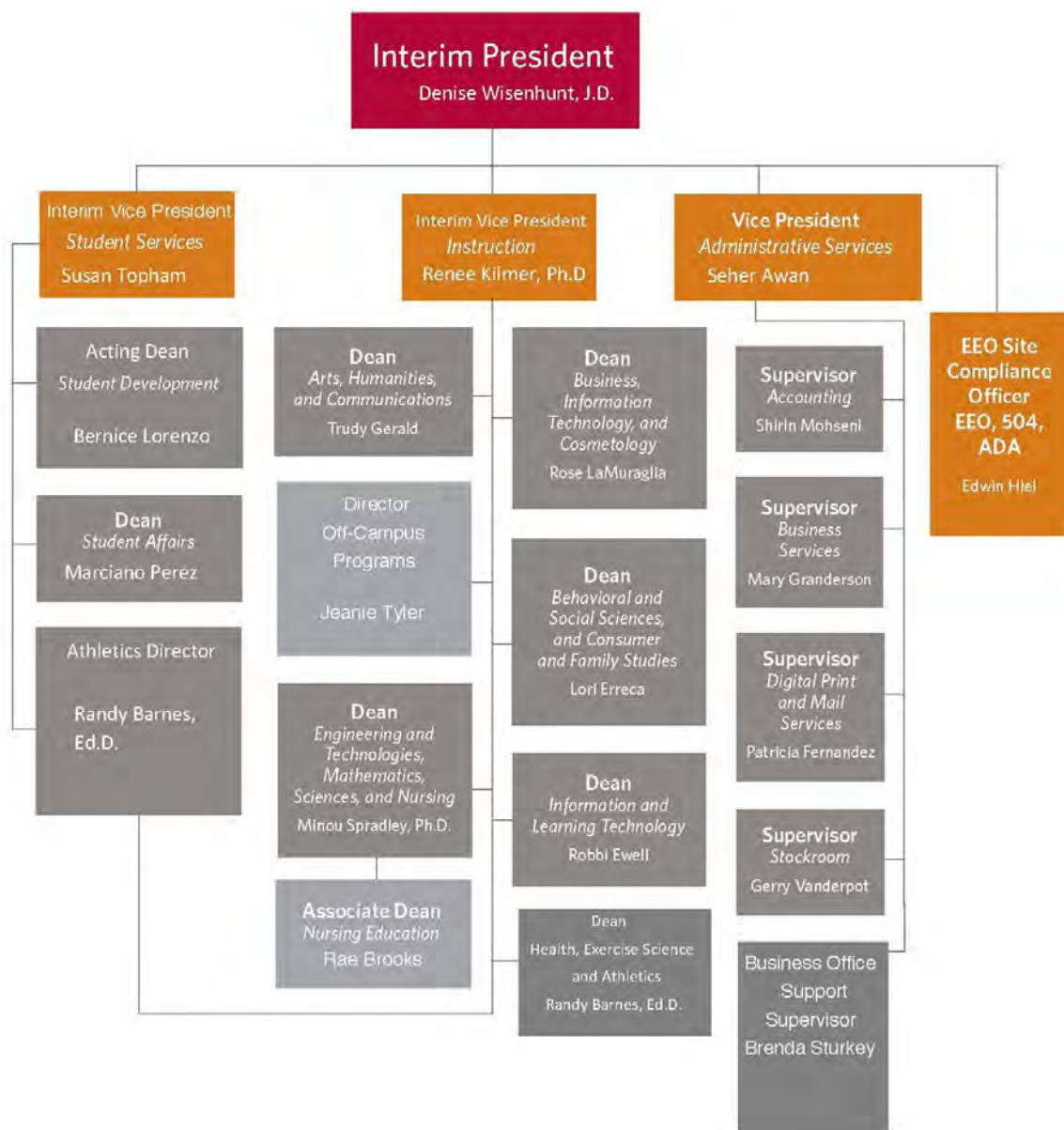
# San Diego Community College District Administration

## DISTRICT ADMINISTRATION ORGANIZATION CHART

### San Diego Community College District Administration



## College Administration



## **DELINEATION OF FUNCTIONS**

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*From the San Diego Community College District Administration and Governance Handbook  
2014-2015*

### **Map of District and College/Continuing Education Functional Organization**

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#### **Description**

The San Diego Community College District is comprised of five major operational units: City College, Mesa College, Miramar College, Continuing Education, and the District administrative departments. The District departments that support campus and overall operations include Business and Technology Services, Facilities Management, Human Resources, Instructional Services and Planning, and Student Services.

Functions that are the responsibility of the District administrative departments are intended to provide for efficiency and continuity of services and programs. Compliance and functions that are statutorily required are also the responsibility of various District operations. The provision of educational programs, student support services, staff development, direct campus operations, and various ancillary functions are the responsibility of each college and Continuing Education.

What follows is a delineation of the areas of functional responsibility between the District administrative departments, the colleges, and the Continuing Education program within the San Diego Community College District.

It should be understood that all administrative departments and operations in the District Office are under the final authority of the Chancellor, and the operation of the College/Continuing Education is under the authority of the President, who reports to the Chancellor. The Board of Trustees is the final level of authority for all functions within the District.

#### **Board Policy and Administrative Procedures**

##### **Board of Trustees**

The Board of Trustees is responsible for establishing policies that govern all activities related to conducting the business of the District, the colleges, and Continuing Education. Development and review of policies and procedures are collegial efforts involving a variety of participatory governance groups. For policies and procedures that affect academic and professional matters, the Board relies primarily on the Academic Senates; on matters defined as within the scope of bargaining interests, the Board follows the requirements of negotiations. For administrative matters, the Board relies primarily on the recommendations of staff with input from various constituencies in the development and review process.

The general public may comment at public Board meetings on any policy consideration before the Board.

### **Chancellor**

The Chancellor is the Chief Executive Officer of the District and is responsible for the administration of the District in accordance with the policies established by the Board of Trustees. The execution of all decisions made by the Board of Trustees concerning operations of the District is the responsibility of the Chancellor.

### **Presidents**

The President of each college and the Continuing Education program is the institutional Chief Executive Officer of the college/Continuing Education. The Presidents report to the Chancellor. The President is responsible for the day-to-day operation of the total college/Continuing Education program and provides leadership and coordination for all programs, services, and operational matters. The Presidents and Chancellor provide overall leadership and operational authority on all of the functional areas that follow.

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### **Bookstore/Cafeteria (ABSO)**

*District- Executive Vice Chancellor, Business and Technology Services  
Colleges/Continuing Education - Vice President of Administrative Services*

The cafeteria and bookstore are managed and operated as a separate business enterprise of the District identified as the Auxiliary Business Services Organization (ABSO). Management and oversight of ABSO is the responsibility of the Executive Vice Chancellor, Business and Technology Services. All cafeteria and bookstore operations are managed centrally and have indirect consultative relationships with the Vice President of Administrative Services at each college and Continuing Education. The Vice President of Administrative Services is responsible for indirect oversight of the orderly, day-to-day operation of the bookstore and cafeteria on campus.

### **Budget Development**

*District- Executive Vice Chancellor, Business and Technology Services  
Colleges/Continuing Education - Vice Presidents of Administrative Services*

The Board of Trustees delegates budget development to the District administration, under the leadership of the Executive Vice Chancellor, Business and Technology Services. While the Board retains its fiduciary responsibility for fiscal oversight, the District office is responsible for establishing and maintaining the budget, in consultation with the Vice Presidents of Administrative Services, as well as the college and Continuing Education leadership. The annual budget is developed in a collaborative manner. A formula for the distribution of funds to the colleges, Continuing Education, and other District operations established through a participatory process is used in the annual budget development process. This formula has been refined annually with input from the Budget Development and Institutional Planning Advisory Committee, comprised of faculty leaders and administrators from throughout the District. Once funds are distributed, the colleges and administrative departments are responsible for the

expenditure and monitoring of funds within the constraints of local, state, and federal laws. Audits and fiscal controls are the responsibility of the District administration.

### **College Police**

*District - Chief of Police; Vice Chancellor, Facilities Management*

*Colleges/Continuing Education - Police Lieutenant; Vice President of Administrative Services*

Campus safety and parking operations are the overall responsibility of the District administration. The College Police Department is a centralized function reporting to a Chief of Police who reports to the Vice Chancellor, Facilities Management. The Police Department includes P.O.S.T. Certified Police Officers assigned to each college and Continuing Education and a central dispatch for 24/7 emergency operations. There is also a police sub-station located on each college campus. The College Police staff at the colleges and Continuing Education interface directly with the President, as well as the Vice President of Administrative Services, who serves as the college administrative officer responsible for campus safety and parking operations. Resources are managed and deployed centrally to the colleges/Continuing Education as well as the District Office, with twenty-four hour coverage, seven days a week. The Chief of Police is also responsible for the development, maintenance, and execution of emergency response operations for the District and reporting requirements under the Clery Act.

### **Facilities Planning and Operations**

*District - Vice Chancellor, Facilities Management*

*Colleges/Continuing Education - Vice Presidents of Administrative Services*

The District administration has responsibility for procurement, construction, maintenance, and operations of all District facilities and construction projects. The Vice Chancellor, Facilities Management coordinates contracts, leases, facilities planning, construction, maintenance, and operations. The District uses the consultation process to provide broad participation in the oversight of maintenance and construction of all facilities to ensure campus needs are met. The colleges and Continuing Education develop facilities master plans and scheduled maintenance priorities that reflect the educational and student support needs of each institution. These plans form the basis for facilities master planning and facilities development in the District.

The Vice President of Administrative Services is responsible for facilities maintenance and operations, along with facilities planning at each college and Continuing Education. The Vice President of Administrative Services oversees the daily operation of the physical plant of the campus, including maintenance and operations of all facilities, as well as construction projects.

The District administration is also responsible for two major construction bond projects (Propositions S and N), including the procurement and construction management of several major facilities throughout the District. The District Office works very closely with the colleges and Continuing Education, under the leadership of the President and Vice President of Administrative Services, as well as faculty and staff, in the design, planning and build-out of each project. The District administration is also responsible for reporting and responding to the

Propositions S and N Citizens' Oversight Committee on all matters pertaining to the bond projects.

### **Fiscal Oversight**

*District- Executive Vice Chancellor, Business and Technology Services*

*Colleges/Continuing Education - Vice President of Administrative Services*

The District Office has the primary responsibility for administering all policies and procedures related to the expenditure of funds, and has responsibility for audit compliance. Once a budget is developed and approved by the Board of Trustees, the colleges and Continuing Education have autonomy in determining campus expenditures in accordance with their Integrated Planning Framework so that they can fulfill their mission within the scope of their budget allocation. The District Office is responsible for the annual audit and works with the colleges and Continuing Education to ensure that revenue and expenditure management conforms to generally-accepted accounting practices and statutes. The District Office provides for central coordination of purchasing, accounting, grants and contract management, and accounts payable activities. The District Office is also responsible for monitoring accounting practices and internal controls throughout the organization. The San Diego Community College District is fiscally independent.

### **Human Resources**

*District- Vice Chancellor, Human Resources*

*Colleges/Continuing Education - Vice President of Administrative Services*

The Board of Trustees has delegated the responsibility for Human Resources management to the District administration. The functional responsibilities include negotiations, contract management, hiring procedures and processes, workers' compensation, employee benefits, employee records, payroll, legal services, and risk management. The Vice Chancellor, Human Resources, serves as the chief negotiator for the District, representing the Board of Trustees. Policy and procedure development affecting Human Resources is also coordinated through this department. Job classifications and descriptions are developed and maintained by the District Office. The hiring process also is managed and monitored by the District administration. The Presidents, Chancellor, and Board of Trustees are responsible for final hiring decisions and other personnel actions. Each college, Continuing Education, as well as the various District departments have defined responsibilities for participating in hiring procedures, staff evaluation, and contract administration as it relates to supervisory responsibilities. Payroll is also a collaborative effort between the District Office and the Vice Presidents of Administrative Services at each college and Continuing Education. Legal services are coordinated through the Vice Chancellor, Human Resources, in consultation with the Chancellor.

### **Information Technology**

*District- Executive Vice Chancellor, Business and Technology Services*

*Colleges/Continuing Education- President; Director of Information Technology*

The District Information Technology department is responsible for the District's administrative computing, network data and voice services, data center operations, web services, desktop computing, and a 24/7 Help Desk. Application support for the District's library is provided under contract by the vendor of the library system. Support for the instructional labs at the colleges and Continuing Education is provided by technicians from Information Technology that report to the leadership at the colleges and Continuing Education. Additional Instructional Technicians are located on the campuses to provide support for instructional computing.

The Director of Information Technology reports to the Executive Vice Chancellor, Business and Technology Services. Operational responsibility for the Administrative Finance System, the Human Resources System, and the Student Information System resides with the respective Vice Chancellor for each functional area.

### **Institutional Research and Planning**

*District- Vice Chancellor, Student Services; Director, Institutional Research and Planning*

*Colleges/Continuing Education - President; College Researcher*

Institutional Research is a district-wide operation that reports to the Vice Chancellor, Student Services. It consists of a central component responsible for district-wide studies and information and maintenance of a complex data mart, as well as college-based researchers at each college and Continuing Education that support college data and information needs. The college-based researchers report to the colleges and Continuing Education for work direction and research priorities, along with a formal reporting relationship with the District Office for training, evaluation, research protocols, database management, and support or projects that are district-wide in scope. The central office is responsible for annual accountability reporting, enrollment projections, state reporting and developing a culture of evidence for the District. The District Institutional Research staff and college-based researchers work collaboratively to identify and provide data and information support to District and college/ Continuing Education planning efforts, including program review, accreditation, basic skills, student success and equity outcomes, strategic planning, the Student Success Scorecard, and enrollment management. The office maintains a comprehensive website and the staff provide support to the Chancellor and Board of Trustees. The department is also responsible for establishing an annual research agenda for the District and supporting the colleges and Continuing Education in development of their research agendas.

### **Instructional Services and Planning**

*District- Vice Chancellor, Instructional Services and Planning*

*Colleges/Continuing Education- Vice President of Instruction/Vice President of Instruction and Student Services (Continuing Education)*

Curriculum development, as well as provision of the academic program, is the responsibility of the Vice Presidents of Instruction at the colleges and Vice President of Instruction and Student Services at Continuing Education. Coordination and alignment of curriculum, including compliance with Title 5 and policy and procedure development related to instruction is the responsibility of the Vice Chancellor, Instructional Services and Planning, in consultation with the colleges and Continuing Education's academic leadership and administration. Coordination of grants and contracts, economic development, online education, International Education, Military Contract Education, and several categorically funded career technical programs are also the responsibility of the District administration. Grant development is a collaborative responsibility between the colleges and the District administration with resources provided by the District Office. The District administration has primary responsibility for developing and maintaining relationships with industry and a Corporate Council to address workforce needs district-wide. Oversight of the District's large online education program, including training, website development, and maintenance is the responsibility of the District administration in coordination with the colleges and Continuing Education leadership.

### **Legal Services and EEO**

*District- Vice Chancellor, Human Resources; Director, Legal Services and EEO*

*Colleges/Continuing Education - Site Compliance Officer*

The Director, Legal Services and EEO is responsible for legal mandates related to compliance and employment. EEO reporting, monitoring, and training are the responsibility of the District administration. Discrimination complaint investigations and formal resolutions are also the responsibility of the District Office in consultation with the Site Compliance Officer at each college and Continuing Education. The Site Compliance Officer is the first responder to complaints and issues on campus, in consultation with the President, and may resolve certain complaints informally, as appropriate. The Director, Legal Services and EEO also coordinates all of the legal and contractual matters of the District including working with outside counsel on various matters as required.

### **Communications and Public Relations**

*District - Director, Communications and Public Relations*

*Colleges/Continuing Education - Public Information Officer*

The District has substantial involvement with city, county, state, and federal agencies along with other representatives that interact with and impact the needs of the District. The Director of Communications and Public Relations works directly with the Chancellor to build partnerships, guide legislative advocacy, and maintain relations with federal, state, and local agencies and officials, including media relations. Direct assistance is also provided to the colleges and



Continuing Education to enhance public awareness and ensure consistent branding. Each college and Continuing Education has a Public Information Officer who works closely with the President and also maintains liaison with local, city, and county organizations, as well as state and national agencies, to promote public and media relations and activities. The District Office is responsible for several major publications designed to ensure that the community is informed of college and Continuing Education operations and initiatives, including an Annual Report, an Economic Impact Report, Propositions S and N Report, Board and Chancellor's Cabinet Reports (monthly), and the WE- With Excellence, a magazine produced three times a year featuring news from throughout the District. District administration also maintains the content of the District website, a source of information for both external and internal constituents.

### **Risk Management**

*District- Vice Chancellor, Human Resources; Risk Manager*

*Colleges/Continuing Education - Vice President of Administrative Services*

Risk management, including workers' compensation claims and legal matters related to District operations, is the responsibility of the Vice Chancellor, Human Resources. The Risk Management office works in consultation with the Chancellor's Cabinet for all legal matters, as well as with the Vice President of Administrative Services at each college and Continuing Education for workers' compensation and liability matters.

### **Student Services**

*District - Vice Chancellor, Student Services*

*Colleges/Continuing Education - Vice President of Student Services/Vice President of Instruction and Student Services (Continuing Education)*

Student Services program development and operations are the responsibility of the Vice Presidents of Student Services at the colleges and the Vice President of Instruction and Student Services at Continuing Education. Policy development and oversight, program development, student records maintenance and disposition, state reporting, state and federal compliance and audit, Institutional Research, District Outreach and Disability Support Programs and Services are the responsibility of the Vice Chancellor, Student Services. Policy review and development is coordinated with the colleges and Continuing Education's academic and student services leadership. Administrative computing related to students and services, including self-service systems (web-based) and access to student information is also the responsibility of the Vice Chancellor, Student Services, in coordination with the Vice Presidents of Student Services. Compliance with state and federal laws, including legal matters related to students and records are also the responsibility of the District administration.

## FUNCTIONAL MAP

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### *San Diego Community College District Accreditation Functional Map*

The following pages provide a delineation of the primary, secondary, or shared responsibility of each Standard by the District and the College.

<b>P=Primary Responsibility</b>	Leadership and oversight of a given function including design, development, implementation, assessment and planning for improvement
<b>S = Secondary Responsibility</b>	Support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility
<b>SH = Shared Responsibility</b>	The district and the college are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function—district and college mission statements

\*For purposes of this map, the term College refers to City College, Mesa College, Miramar College, and Continuing Education.

## Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

<b>A. MISSION</b>		
	<b>College*</b>	<b>District</b>
1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.	P	-
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	-
3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	-

College*	District
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4. The institution articulates its mission in a widely-published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.	P	-
<b>B. ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS</b>		
<b>Academic Quality</b>	P	S
1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning outcomes.		
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.	P	-
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.	P	-
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	-
<b>Institutional Effectiveness</b>	P	S
5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.		
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	SH	SH

P: Primary Responsibility  
S: Secondary Responsibility  
SH: Shared Responsibility

College*	District
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8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	-
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.	SH	SH
<b>C. INSTITUTIONAL INTEGRITY</b>		
1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.	P	S
2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements."	SH	SH
3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.	P	-
4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	S
5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	SH	SH
6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	S	P

P: Primary Responsibility  
S: Secondary Responsibility  
SH: Shared Responsibility

	College*	District
7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.	SH	SH
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	SH	SH
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	-
10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	N/A	N/A
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A	N/A
12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.	SH	SH
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.	SH	SH

College*	District
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14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	N/A	N/A
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## Standard II: Student Learning Programs and Support Services

A. INSTRUCTIONAL PROGRAMS		
1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.	P	S
2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	-
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	P	-

	College*	District
4. If the institution offers pre-collegiate curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	S
5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.	SH	SH
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.	P	-
7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	-
8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	-
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.	P	S

P: Primary Responsibility  
S: Secondary Responsibility  
SH: Shared Responsibility

College*	District
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10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	S	P
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	-
12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.	P	S
13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	-



	College*	District
14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	-
15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	SH	SH
16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	-
<b>B. LIBRARY AND LEARNING SUPPORT SERVICES</b>		
1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.	P	S
2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S Bond Measures

	College*	District
3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	-
4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.	P	-
<b>C. STUDENT SUPPORT SERVICES</b>		
1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.	P	S
2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	S
3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	S

College*	District
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4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	S	-
5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	-
6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.	SH	SH
7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	S	P
8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	-	P

## Standard III: Resources

### A. HUMAN RESOURCES

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH
2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.	P	S
3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	SH	SH
4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	S	P

College*	District
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5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	SH	SH
7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.	SH	SH
8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	P	S
9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.	SH	SH
10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.	SH	SH

P: Primary Responsibility  
S: Secondary Responsibility  
SH: Shared Responsibility

	College*	District
11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	S	P
12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	S	P
14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
<b>B. PHYSICAL RESOURCES</b>		
1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	S	P
2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	S	P

College*	District
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3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH
4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	P
<b>C. TECHNOLOGY RESOURCES</b>		
1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	SH	SH
2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	S	P
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	P	S
4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	P	S
5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	SH	SH

College*	District
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<b>D. FINANCIAL RESOURCES</b>		
<b>Planning</b> 1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.	S	P
2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	P	S
3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
<b>Fiscal Responsibility and Stability</b> 4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	S	P
6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	S	P

P: Primary Responsibility  
 S: Secondary Responsibility  
 SH: Shared Responsibility



	College*	District
7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	-	P
8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	-	P
9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	-	P
10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
<b>Liabilities</b> 11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	S	P
12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	-	P
13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	-	P

	College*	District
14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	SH	SH
15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	SH	SH
<b>Contractual Agreements</b> 16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	SH	SH

## Standard IV: Leadership and Governance

A. DECISION-MAKING ROLES AND PROCESSES		
1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	P	S

	College*	District
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	SH	SH
3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	SH	SH
4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S
5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	SH	SH
6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	SH	SH
7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	SH	SH

College*	District
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<b>B. CHIEF EXECUTIVE OFFICER</b>		
1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: <ul style="list-style-type: none"> <li>a. establishing a collegial process that sets values, goals, and priorities;</li> <li>b. ensuring the college sets institutional performance standards for student achievement;</li> <li>c. ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;</li> <li>d. ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;</li> <li>e. ensuring that the allocation of resources supports and improves learning and achievement; and</li> <li>f. establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.</li> </ul>	P	S
4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S

P: Primary Responsibility  
S: Secondary Responsibility  
SH: Shared Responsibility

	College*	District
5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S
6. The CEO works and communicates effectively with the communities served by the institution.	P	S
<b>C. GOVERNING BOARD</b>		
1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.	-	P
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	-	P
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	-	P
4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.	-	P
5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	-	P
6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	-	P

	College*	District
7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	-	P
8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	-	P
9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	-	P
10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	-	P
11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.	-	P
12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	-	P

P: Primary Responsibility  
S: Secondary Responsibility  
SH: Shared Responsibility

	College*	District
13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	-	P
<b>D. MULTI COLLEGE DISTRICTS OR SYSTEMS</b>		
1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	-	P
2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	-	P
3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.	-	P
4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	-	P

	College*	District
5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	SH	SH
6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	SH	SH
7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	-	P



## **CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH ELIGIBILITY REQUIREMENTS**

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### **1. Authority**

San Diego City College is authorized by the state of California to operate as a public community college. As such, the college is authorized under Title 5 of the California Code of Regulations to offer Associate in Arts and Associate in Science degrees, Certificates of Achievement, and Certificates of Performance. This authority includes the approval to develop and offer courses in the distance education modality. This authority has remained in continued compliance with all standards and requirements of the Accrediting Commission for Community and Junior Colleges (ACCJC) ([ER1<sup>1</sup>](#)). This authority is published in the College catalog ([ER1<sup>2</sup>](#)).

### **2. Operational Status**

San Diego City College has been in continuous operation since its opening in 1914. Between 2010 and 2014, the College enrolled between 16,000 and 18,000 students in a variety of courses leading to the associate degree, occupational certificates and degrees, basic skills, and/or university transfer. The current schedule of classes is available online. Almost half of the City College/ECC student population, 47% on average, selected transfer to obtain a BA/BS, with or without completing an AA/AS degree, as their educational objective, which increased from 46% in Fall 2010 to 50% in Fall 2014. While students who selected AA/AS without transfer increased 3% from Fall 2010 to Fall 2014, all other selections decreased during the same timeframe ([ER2<sup>1</sup>](#)).

### **3. Degrees**

The College offers a broad range of degree and certificate programs, all of which are described in the College catalog. A general list of degrees and certificates offered can also be found on the College website ([ER3<sup>1</sup>](#)). Requirements for Associate Degrees and Certificates are listed in the College Catalog, including general education requirements and requirements for the major. Degrees require at least 60 units ([ER3<sup>2</sup>](#)). A student enrolled full-time in most majors can expect to complete the requirements in two academic years.

### **4. Chief Executive Officer**

City College's chief executive officer is Denise Whisenhunt, J.D., who was selected as the Interim President in August 2016 and will remain an interim for one year until a permanent president is selected. The new president will begin in summer 2017. The chief executive officer is appointed to the role as President by the Board of Trustees, and her primary responsibility is to the institution. The Board delegates to the President the authority to administer Board policies for the college. Neither the college President nor the district Chancellor serves on the Board of Trustees ([ER4<sup>1</sup>](#)).

### **5. Financial Accountability**

Annual financial audits are conducted by externally contracted certified public accountants using generally accepted accounting principles. The San Diego Community College District Board of

Trustees reviews these audit reports on an annual basis. The financial audit and management responses to any exceptions are reviewed and discussed in public sessions. Audit reports are filed with the County Department of Education and other public agencies as required ([ER5<sup>1</sup>](#)). The College is in full compliance with federal requirements as outlined in Title IV. The Audit Report is posted on the college website. The College separates responsibilities for approval, disbursement, and delivery of student financial aid and utilizes appropriate checks and balances as stipulated in Title IV. The College's Financial Aid Office coordinates the approval process and provides assistance to students completing and submitting their Free Application for Federal Student Aid (FAFSA) forms. Business Services disburses financial aid to students.

#### **Eligibility Requirements Evidence**

- [ER1<sup>1</sup>](#) Letter Affirming Accreditation
- [ER1<sup>2</sup>](#) Catalog page – Accreditation Status
- [ER2<sup>1</sup>](#) 2016 SDCC Fact Book
- [ER3<sup>1</sup>](#) SDCC Web Page – Programs & Academic Information
- [ER3<sup>2</sup>](#) Catalog - Degree & Certificate Requirements
- [ER4<sup>1</sup>](#) Board Policy 0010 Delegating Duties to President
- [ER5<sup>1</sup>](#) 2014 SDCCD Audit Report

## CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

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### **Policy on Rights and Responsibilities of the Commission and Member Institutions**

*Development and Promulgation of Standards*—The SDCC Accreditation Liaison Officer (ALO), on behalf of the college's Chief Executive Officer, communicates directly to the Commission. The current ACCJC Standards and pertinent communication from the ACCJC are posted on the College Accreditation web page ([CCP<sup>1</sup>](#)).

*Institutional Records of Accreditation*—The SDCC ALO maintains records of accreditation activities and correspondence, including previous self-evaluation reports, midterm reports, and substantive change communications. Hard copies are filed in the Office of Instruction and electronic copies are downloaded to the Accreditation folder of the Vice President Instruction/ALO on the college's shared drive. Copies of current and previous reports are posted on the SDCC Accreditation web page. The College utilizes an Accreditation Steering Committee, chaired by the ALO and a faculty member, to coordinate activities related to the accreditation process.

*Information Collection*—The College's Accreditation Steering Committee includes representatives from staff, faculty, and management in the areas of instruction, student support, and learning support services. The Accreditation Steering Committee directed the formation of working teams to collect information for the preparation of the Institutional Self-Evaluation Report. These teams included representatives from constituent groups across campus.

SDCC maintains records of formal student complaints and grievances—Maxient. The Maxient system allows for a more streamlined and effective system to process grievances and concerns brought forward by students. The complaint process is made available to students via a link on the Student Services web page. Records of student complaints and grievances are available to the Commission and evaluation team upon request.

*Site Visits and Reviews*—SDCC makes available to the public on its Accreditation Webpage past evaluation team reports as follows: 2016 Annual Report, 2015 Annual Report, 2013 Midterm Report, 2011 ACCJC Action Letter, 2010 Evaluation Team Report, 2010 Self Study ([CCP<sup>2</sup>](#); [CCP<sup>3</sup>](#)).

Drafts of the 2016 Institutional Self Evaluation Report (ISER) are posted on the accreditation web page with a link to an email to the co-chairs of the Accreditation Steering Committee. This allows the opportunity for input in the development of the ISER from a variety of campus constituents and the public ([CCP<sup>2</sup>](#)).

*Accreditation Decisions*—The College makes available to the public on its Accreditation webpage all Commission action letters and team reports as stated above, as well as the ISER. Furthermore, the College makes public all accreditation actions taken on the institution and

responds to evaluation team or Commission recommendations within the specified time parameters set by the Commission ([CCP<sup>2</sup>](#)).

*Third Party Comment*—The College has a link to the full ACCJC website on its accreditation web page. Additionally, the college has provided a link for the Third Party Comment Form, with instructions for completing that form ([CCP<sup>1</sup>](#)).

*Follow-up*—SDCC has been in full compliance with all past ACCJC.

*Special Report and Visit*—SDCC has received no requests for a special report or visits from the Commission.

### **Policy on Institutional Degrees and Credits**

The college complies with the Commission Policy on Institutional Degrees and Credit. The college awards course credit, baccalaureate degrees, associate degrees, and certificates in compliance with state and federal laws and in accordance with standard practices in higher education. All degrees consist of units required for the major or area of emphasis, general education, and degree-applicable elective units to reach the 60 semester-unit minimum requirement for associate degrees.

The college determines the appropriate units of credit for each course during the curriculum approval process based on the formula that is compliant with federal regulations (34CFR 600.2) and California Code of Regulations, Title 5, sections 55002.5 and BP 5020, *Curriculum Development* ([CCP<sup>4</sup>](#); [CCP<sup>5</sup>](#)). The college formula is based on a minimum 16-week semester to maximum 18-week semester, with the assumption that every unit of credit represents a minimum of 48 hours and a maximum of 54 hours of student learning hours, including of in-class and outside-of-class hours. The relationship between hours and units follows the standards for credit hour calculations contained in California Code of Regulations, Title 5, sections 55002.5, 55002(a)(2)(B), and 55002(b)(2)(B). With the exception of a few courses that are offered for 0.2 unit, course credit is calculated in 0.5 increments, with 0.5 unit being the lowest allowed unit value. The college prorates weekly hours for courses that meet for fewer than 16 weeks to ensure that no matter the term length, a maximum of 54 hours of total student work earns one unit of academic credit.

The College does not award credit based on the clock-to-credit hour conversion formula. Units of credit, expected hours of student contact, and total student work are identical for distance education and face to face courses.

Every credit course and academic program includes learning outcomes that are appropriate to the discipline and academic rigor of the course and/or program. Course-level student learning outcomes (SLOs) are recorded on the course report (CR), a component of the official course outline of record. The SLOs are integrated with the course objectives, course content, method of evaluation, and grading standards.

## **Policy on Transfer Credits**

SDCC implements District policies related to transfer credits. The San Diego Community College District is in full compliance with the Commission's policy on transfer credits. Board policies and procedures for transfer credits including advanced placement exams, International Baccalaureate, CLEP and Dantes, international coursework, high school articulated credits, upper division coursework, and credits for military experience are published in the college catalogs and on Student Web Services, the District's student portal ([CCP<sup>6</sup>](#); [CCP<sup>7</sup>](#)). The colleges have numerous articulation agreements with other institutions of higher education where there are mutual patterns of student enrollment. These agreements are developed under the leadership of the college articulations offices with broad input from faculty. The catalogs and websites contain a Transfer Guide section that includes comprehensive information about articulation agreements as well as various transfer agreements. In addition, information about transfer and articulation is posted on the college department website ([CCP<sup>7</sup>](#)) and Student Web Services ([CCP<sup>8</sup>](#)). The college has a Transfer Center that provides students assistance with navigating the complex transfer pathway. The Transfer Center staff routinely hold transfer workshops and events to inform students about the many transfer opportunities and provide assistance with applications, requirements, and processes.

## **Policy on Distance Education and on Correspondence Education**

Distance Education courses follow practices that are common in higher education, including the breadth, length, depth, rigor, and synthesis of learning, and are under the purview of the faculty through the curriculum review processes ([CCP<sup>5</sup>](#)). Distance education courses go through the same rigorous curriculum approval process as traditional courses although approved through a separate review. Information required for curriculum review includes techniques to ensure quality, evaluation method, additional resources, and contact type. The department of Curriculum Services ensures that policies and procedures for defining and classifying a course as offered by distance education exist and are in alignment with USDE definitions. Furthermore, the department of Curriculum Services follows title 5 regulations, sections 55200, 55202, 55204, 55206, 55208, 2210, and 58003.1. In an effort to ensure consistency and academic rigor in all courses offered, all courses delivered through distance education are based on the same course outlines of record as face to face courses ([CCP<sup>26</sup>](#)).

Determination and judgments about the quality of distance education under the course quality standards are made with full involvement of faculty in accordance with District policy ([CCP<sup>5</sup>](#)) and California regulations, title 5, section 55374. Competency levels and measurable student learning outcomes for distance education are developed by faculty as part of the approved curriculum development process. Courses and/or sections delivered by distance education conform to state regulations and guidelines and have the same standards of course quality applied to them as traditional classroom courses. Distance education courses are separately approved by the college curriculum review committees, but they follow the same official course outline of record.

Students taking distance education courses are assessed in the same manner as face to face courses via the learning management system and/or on-campus examinations. Student learning

outcomes are stated in the syllabus of the course and are developed by faculty as part of the approved curriculum development process.

Distance education students have the same availability of resources as do students taking on-campus courses. Resources available for distance education students include access to library materials, online tutoring, online counseling, online registration and class enrollments, as well as grade posting.

SDCC has filed for substantive changes through the Commission for programs, degrees, or certificates in which 50% or more of the courses are via distance education.

According to AP 5105 ([CCP<sup>26</sup>](#)), the Vice Chancellor of Instructional Services or designee in collegial consultation via the District Governance Council shall utilize one or more methods of secure credentialing/login and password, proctored examinations or new or other technologies and practices that are effective in verifying student identification. Currently, each student who is enrolled in a distance education course has a secure login. In addition, instructors ensure the identity of the student by using a variety of strategies such as plagiarism detection tool (SafeAssign), weekly written assignments, quizzes, projects, portfolios or group work.

The institution must also publish policies that ensure the protection of student privacy and will notify students at the time of class registration of any charges associated with verification of student identity.

### **Policy on Representation of ACCJC Accredited Status**

The College catalog notes ACCJC accreditation as follows ([CCP<sup>9</sup>](#)):

San Diego City College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Council on Postsecondary Accreditation and the U.S. Department of Education. The college is accredited by the Office of Private Postsecondary Education for the training of veterans as well as by the U.S. Department of State and the U.S. Immigration Service for international student education. Courses paralleling university level work are accepted by the University of California, California State University, and by other universities and colleges. Persons interested in the institution's accreditation and program approvals may review documents describing these activities in the President's Office. These documents will be available for such review at a mutually convenient time during regular business hours, and an appropriate interpretation of their contents will be provided if requested.

Additional information about the College accreditation status is available on the accreditation web page ([CCP<sup>1</sup>](#)). The Alcohol and Other Drug Studies, Cosmetology, and Nursing programs are approved and/or accredited by specific professional agencies. The approval/accreditation status of these programs is listed in the College catalog and on the program web pages ([CCP<sup>10</sup>](#); [CCP<sup>11</sup>](#); [CCP<sup>12</sup>](#); [CCP<sup>13</sup>](#); [CCP<sup>14</sup>](#)).

## **Policy on Student and Public Complaints Against the Institution**

The San Diego Community College District has clear policies and procedures for addressing various student and public complaints and these policies and procedures are implemented at San Diego City College. A description of the student complaint process, along with an online form to file a complaint is posted on Student Web Services ([CCP<sup>15</sup>](#)), which functions as a one-stop student portal. Information about filing a complaint is also contained under the Student Consumer Information link in the District website in compliance with the Higher Education Act ([CCP<sup>16</sup>](#)). The SDCC Accreditation page and the District Accreditation webpage contain a direct link to the ACCJC webpage for filing a complaint ([CCP<sup>1</sup>](#)).

A number of other Board policies and procedures also address student complaints. AP 3100.1 ([CCP<sup>17</sup>](#)) Student Grievance provides students with a prompt and equitable process for resolving grievances. AP 3435 *Discrimination and Harassment Investigations* ([CCP<sup>18</sup>](#)) provides a process to address complaints alleging discrimination or harassment.

AP 3540 *Sexual and Other Assaults on Campus* ([CCP<sup>19</sup>](#)) addresses complaints about sex or gender based assaults. AP 3105.1 *Academic Accommodations and Disability Discrimination for Students with Disabilities* ([CCP<sup>20</sup>](#)) provides a process for students to resolve disputes regarding academic accommodations, including formal complaints.

Complaints regarding allegations of unlawful sexual harassment/discrimination are the responsibility of the District Equal Opportunity and Diversity Officer. Complaints regarding Title IX matters are the responsibility of the District Title IX Coordinator. The District Office maintains files on student complaints pertaining to both discrimination and Title IX. Complaints regarding 504 compliance, as well as other general complaints about programs and services are maintained in the office of the Vice President of Student Services at each campus.

## **Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status**

### **Advertising, Publications, Promotional Literature**

The College utilizes print and electronic methods to provide information to the public. Advertising, publications, and other promotional literature is reviewed by the Office of Communications for accuracy and currency. The focus of these materials is the educational programs and services offered by the College.

The District website provides information for current and future students. Students can use this site to access District information related to online services, admissions, registration, financial aid, and key resources. Similarly, the College website contains information for current and future students specific to City College. Included on the website is a faculty directory ([CCP<sup>21</sup>](#)) indicating faculty name, department, and assigned courses as well as degrees held and the conferring institution. The College catalog is available in electronic format on the College website and in print format in the Admissions office. The District also produces a College Fact Book prepared by the Office of Institutional Research and Planning. It is designed to provide



information to the college community with a primary focus on student enrollment, demographics, and outcomes.

Catalogs and other official publications accurately describe the College mission, purpose and institutional priorities. The catalog specifically includes information related to the following:

- entrance requirements and procedures;
- basic information on programs and courses with required sequences and frequency of course offerings explicitly stated;
- degree, certificate, and program completion requirements, including length of time required to obtain a degree or certificate;
- rules and regulations for conduct;
- the institution's academic freedom statement;
- tuition, fees, and other program costs;
- opportunities and requirements for financial aid;
- policies and procedures for refunding fees and charges to students who withdraw from enrollment;
- policies related to the transfer of credits from other institutions;
- statements of nondiscrimination;
- location or publications where other institutional policies may be found;
- members of the Governing Board; and
- the accredited status of the institution, including any specialized or program accreditation that may be required for licensure or employment in the field, or the lack thereof.

Where appropriate, programs also provide information related to requirements for eligibility for licensure in the College catalog and/or program web page.

### **Student Recruitment for Admissions**

The College employs qualified professionals in admissions that have education and experience sufficient to guide recruitment and management of student admissions. The Vice President of Student Services guides recruitment and management of admissions. Areas of responsibility include Student Development such as counseling, admissions, registration, veterans certification, student health and matriculation services, and Student Affairs such as student government, financial aid/Extended Opportunity Programs and Services (EOPS), job placement, student grievance, and college disciplinary process. Minimum qualifications for the position include a master's degree in an area related to education and formal training, internship, or leadership experience related to the assignment. The Vice President of Student Services is assisted by classified staff within the student services departments, including staff designated specifically for financial aid/EOPS. No assurances of employment or job placement are made while recruiting and admitting students. Program costs are clearly published and no assurances of reduced costs are made during recruitment and admission. The College and Student Services staff do not offer inducements or money to any individual or agency in exchange for student enrollment. Awards of endowed restricted funds, grants or scholarships are offered on the basis of merit and/or financial need, and criteria for those awards are clearly defined and published.



## **Representation of Accreditation Status**

The College catalog notes ACCJC accreditation as follows:

San Diego City College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Council on Postsecondary Accreditation and the U.S. Department of Education. The college is accredited by the Office of Private Postsecondary Education for the training of veterans as well as by the U.S. Department of State and the U.S. Immigration Service for international student education. Courses paralleling university level work are accepted by the University of California, California State University, and by other universities and colleges. Persons interested in the institution's accreditation and program approvals may review documents describing these activities in the President's Office. These documents will be available for such review at a mutually convenient time during regular business hours, and an appropriate interpretation of their contents will be provided if requested.

The Alcohol and Other Drug Studies, Cosmetology, and Nursing programs are approved and/or accredited by specific professional agencies. The approval/accreditation status of these programs is listed in the College catalog and on the program web pages.

## **Policy on Contractual Relationships with Non-Regionally Accredited Organizations**

Neither the District nor the College has any contractual relationships with non-regionally accredited organizations.

## **Policy on Institutional Compliance with Title IV**

The District carefully monitors and manages student loan default rates to ensure compliance with federal requirements. The District Office is responsible for ensuring federal funds are used appropriately and that funds are not drawn down in excess of cash received by the agencies through regular review of the Student Financial System. The District Student Services office coordinates a bi-monthly meeting of Financial Aid Officers from all three colleges—City College, Mesa College and Miramar College—to coordinate and address the financial aid system and business processing needs, including monitoring program balances, compliance with the Higher Education Act and loan defaults ([CCP<sup>22</sup>](#)).

In 2014, as a result of an increase in the loan default rate at one of the colleges, the team created an administrative plan that included proactive steps to reduce the percentage of students in default ([CCP<sup>23</sup>](#)). The plan included the requirement that all students who intend to pursue student loans complete an entrance counseling session in accordance with federal regulations and college financial aid policy. In addition, the individual colleges have incorporated various other measures to proactively reduce students' risk of defaulting on their loans. Measures include: contracting with a third-party agency for assistance with case management of students who are delinquent; adding staff in the financial aid offices to focus on providing assistance to students'

delinquent on their loans; and a plan to conduct a series of workshops on student loans and academic success.

Following are the loan default rates for the past three years:

CDR Year	3 Year Rate
2013	19.0 %
2012	26.7 %
2011	28.0 %

Other evidence of the District's efforts to ensure compliance with federal regulations includes:

- Creation of Student Loan Default Report ([CCP<sup>23</sup>](#));
- Creation of Consumer Information website in compliance with the Higher Education Re-Authorization Act ([CCP<sup>16</sup>](#));
- Creation of Drug and Alcohol Prevention Program (DAAPP) website, including online training ([CCP<sup>24</sup>](#));
- Creation of Title IX website, including online student training ([CCP<sup>25</sup>](#));
- Creation of a streamline online complaint process ([CCP<sup>15</sup>](#)).

## Compliance with Commission Policies Evidence

<a href="#"><u>CCP<sup>1</sup></u></a>	SDCC Accreditation Web Page
<a href="#"><u>CCP<sup>2</sup></u></a>	SDCC Accreditation Web Page with Annual Reports
<a href="#"><u>CCP<sup>3</sup></u></a>	SDCC Accreditation Web Page with Self-Evaluation Reports
<a href="#"><u>CCP<sup>4</sup></u></a>	BP 5020 – <i>Curriculum Development</i>
<a href="#"><u>CCP<sup>5</sup></u></a>	BP 5302 – <i>Courses of Instruction &amp; Educational Program Approval</i>
<a href="#"><u>CCP<sup>6</sup></u></a>	SDCC Catalog – Transfer of Credits
<a href="#"><u>CCP<sup>7</sup></u></a>	SDCCD Student Web Services – Transfer Information
<a href="#"><u>CCP<sup>8</sup></u></a>	SDCC Transfer Services Web Page
<a href="#"><u>CCP<sup>9</sup></u></a>	SDCC Catalog – Accreditation
<a href="#"><u>CCP<sup>10</sup></u></a>	AODS Web page – Program Accreditation
<a href="#"><u>CCP<sup>11</sup></u></a>	SDCC Catalog – Cosmetology Accreditation
<a href="#"><u>CCP<sup>12</sup></u></a>	Cosmetology Web Page - Accreditation
<a href="#"><u>CCP<sup>13</sup></u></a>	SDCC Catalog – Nursing Program Accreditation
<a href="#"><u>CCP<sup>14</sup></u></a>	Nursing Program Web Page - Accreditation
<a href="#"><u>CCP<sup>15</sup></u></a>	SDCCD Student Complaint Web Page
<a href="#"><u>CCP<sup>16</sup></u></a>	SDCCD Consumer Information Web Page
<a href="#"><u>CCP<sup>17</sup></u></a>	AP 3100.1 – <i>Student Grievance</i>
<a href="#"><u>CCP<sup>18</sup></u></a>	AP 3435 – <i>Discrimination &amp; Harassment Investigations</i>
<a href="#"><u>CCP<sup>19</sup></u></a>	AP 3540 – <i>Sexual and Other Assaults on Campus</i>
<a href="#"><u>CCP<sup>20</sup></u></a>	AP 3105.1 <i>Academic Accommodations &amp; Disability Discrimination</i>
<a href="#"><u>CCP<sup>21</sup></u></a>	SDCC Web Page - Faculty Directory Link
<a href="#"><u>CCP<sup>22</sup></u></a>	SAM Meeting Notes
<a href="#"><u>CCP<sup>23</sup></u></a>	Financial Aid Student Loan Reports
<a href="#"><u>CCP<sup>24</sup></u></a>	Drug & Alcohol Abuse Prevention Program (DAPP) Web Page
<a href="#"><u>CCP<sup>25</sup></u></a>	Title IX & Campus SaVE Act Web Page
<a href="#"><u>CCP<sup>26</sup></u></a>	AP 5105 – <i>Distance Education</i>

## **STANDARD I—MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY**

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### **I.A. Mission**

#### **I.A.1**

The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

#### **Evidence of Meeting the Standard**

The SDCC Mission and Values Statement describes our broad educational purposes, intended student population, types of degrees and certificates offered, and commitment to student learning and achievement. The SDCC Mission and Values Statement was adopted and published by the Board of Trustees on February 19, 2015 ([IA1<sup>1</sup>](#)). The Mission and Values statement reads:

##### ***Mission***

San Diego City College has as its highest priority student learning and achievement. The college provides lower division and general education courses that lead to certificates, associate degrees or transfer to a four-year college or university; career technical education programs that meet specific industry needs, upgrade the employment skills of students and fulfill licensing requirements of the state of California as well as contribute to the economic development of our region; basic skills instruction to assist all students in meeting their educational goals; and essential student support services for all students.

##### ***Values***

San Diego City College is a multicultural institution committed to providing open access to all who can benefit from instruction and to meeting the diverse and ever-changing educational, cultural, and economic needs of the urban core and surrounding communities of San Diego. We are committed to the tradition of academic freedom and responsibility, to employee empowerment, and to maintaining a climate that promotes learning, understanding and respect for students, faculty, staff, community, and the environment. The following are core tenets of our value system:

- The development of informed, active individuals who will be engaged in the global community, lifelong learners, social justice advocates, and literate in information technology;
- Institutional community involvement, community development, and community service;
- Equity, inclusiveness and diversity in all of its manifestations;
- High quality instructional programs emphasizing creative and critical thinking;
- Essential student support services, including co-curricular and cultural activities;
- Environmental sustainability and a campus culture of conservation; and
- A continuous campus-wide cycle of assessment and program review with integrated planning and resource allocation.

*Broad Educational Purposes:* SDCC's mission states that the college provides lower division and general education that lead to certificates, associate degrees or transfer to a four-year college or university. In addition, SDCC offers students career technical education programs that meet specific industry needs or provides students with upgrades in employment skills to fulfill licensing requirements of the state of California as well as contribute to the economic development of our region. Lastly, SDCC provides basic skills instruction to assist all students in meeting their educational goals.

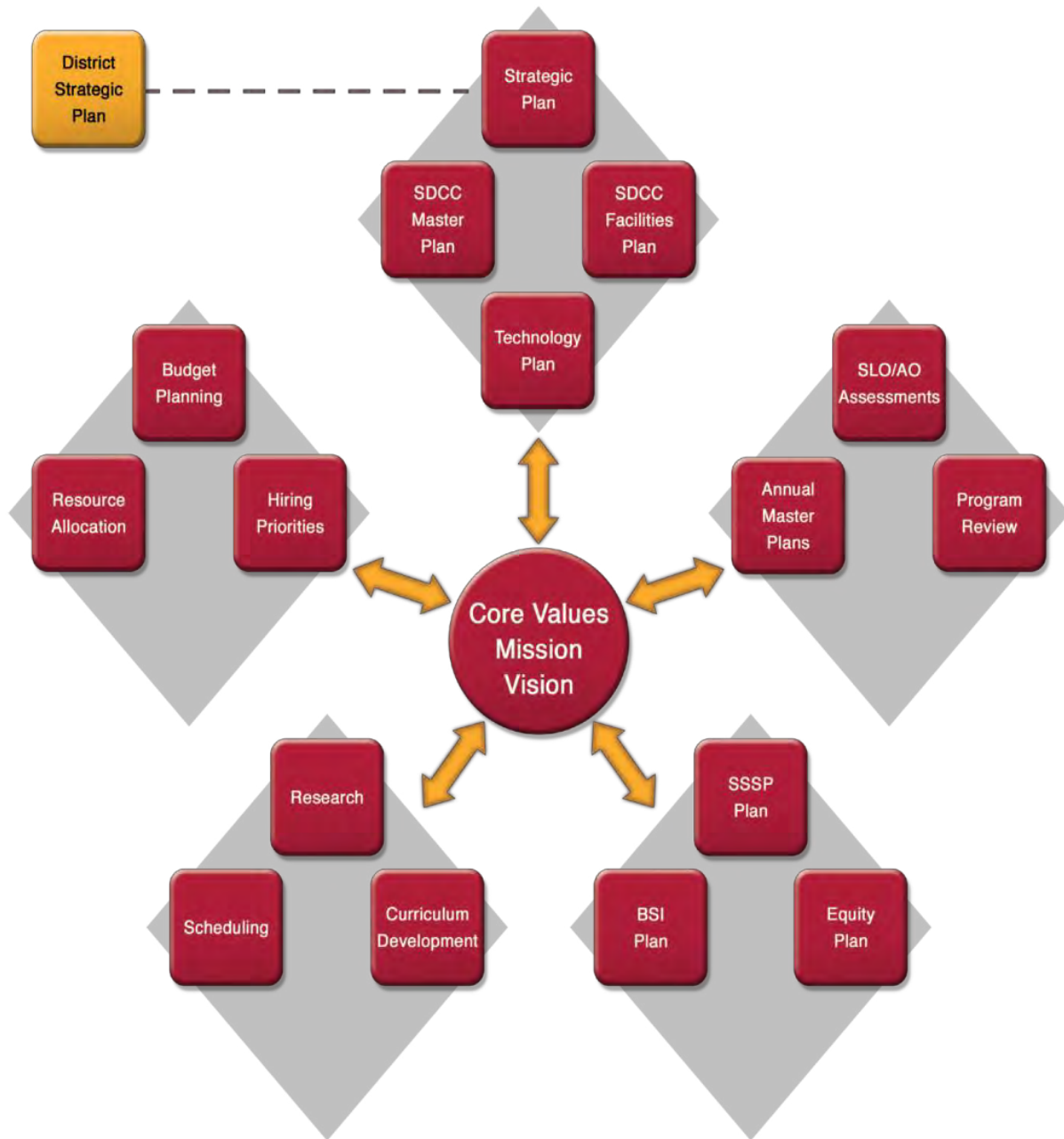
*Intended Student Population:* Honoring the values of the Community College system, SDCC is an open access institution. As described in the mission statement, “SDCC is a multicultural institution committed to providing open-access to all who can benefit from instruction...” The SDCC’s primary service area is reflected in the geographic regions from which the Board of Trustees is elected. While the mission statement specifically identifies the “urban core and surrounding communities of San Diego,” any students seeking education and training in areas of degrees, certificates, transfer, career-technical education, basic skills, and life-long learning constitute the intended student population.

*Types of Degrees/Credentials Offered:* The mission statement identifies SDCC as a degree and certificate granting institution. As a California Community College, SDCC confers Associate of Arts and Associate of Science degrees, Associate Degrees for Transfer to California State University and certificates of completion and achievement. All degrees and certificates offered are described in detail in the SDCC College Catalog.

*Commitment to Student Learning and Achievement:* SDCC's commitment to student achievement is reflected in the mission statement and enhanced by its values statement. (“SDCC has as its highest priority student learning and achievement.”) Additionally, the Values statement identifies several core tenets that reinforce the college commitment to student learning and achievement (“The development of... lifelong learners”; “High quality instructional programs emphasizing creative and critical thinking” and “A continuous campus-wide cycle of assessment and program review...”). SDCC conveys its commitment to student learning through its stated Institutional Competencies: communication and interpersonal skills; critical thinking, analyses and computation; information management and information literacy; personal responsibility; civic and environmental responsibility; and cultural sensitivity and global awareness. These Institutional Competencies/Learning Outcomes are published in the College Catalog and on the College website ([IA1<sup>2</sup>](#); [IA1<sup>3</sup>](#)). During the process of preparing the Institutional Self-Evaluation Report, the College identified that the Institutional Competencies/Outcomes were in need of revision and clarification. The Institutional Competencies/Outcomes were re-written and new measures of achievement identified. The Institutional Outcomes and measures were approved by the Master Planning, Assessment, and Resource Oversight Committee (MPAROC) in September, 2016 ([IA1<sup>4</sup>](#)).

The Mission Statement serves as the basis to inform institutional planning and is reflected in the College planning documents and curriculum. During curriculum development and review, faculty are prompted to identify how the new/reviewed course or program meets the mission; courses, programs and services are mapped to the mission using the Taskstream assessment management application ([IA1<sup>5</sup>](#); [IA1<sup>6</sup>](#)).

The graphic below represents how the College core values and mission guide institutional planning:



**Figure 1. SDCC Integrated Planning Model**

The Mission Statement, with the Statement of Values, and the Institutional Competencies apply to all students attending SDCC, either in the traditional face to face format or online format.

## **Analysis and Evaluation**

SDCC meets this Standard and the requirements of Eligibility Requirement # 6. The Mission Statement, together with the Statement of Values, and Institutional Competencies describe SDCC's educational purpose as a degree and certificate granting institution, identifies the intended student population, and lists the types of courses offered. Most importantly, the Mission Statement and statement of values and Institutional Competencies convey the institutional commitment to student success, student learning, and student achievement.

The Mission is included in the Educational Master Plan which serves as the foundation of institutional planning for the College ([IA1<sup>7</sup>](#)). SLOs and AOs are mapped to the mission using the Taskstream software application ([IA1<sup>6</sup>](#)). While the mission statement itself is not directly included in the Basic Skills Plan or Student Equity Plan, the activities included therein directly relate to the stated mission to provide basic skills instruction to assist all students in meeting their educational goals and upholds the College core value of equity, inclusiveness, and diversity in all of its manifestations ([IA1<sup>8</sup>](#); [IA1<sup>9</sup>](#)).

### **I.A.2**

The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

## **Evidence of Meeting the Standard**

SDCC uses a variety of data to determine how effectively it is accomplishing its mission and to assess how well the mission is used to direct institutional priorities. SDCC gathers data related to course completion, progression from basic skills, annual persistence, degree and certificate completion, transfer volume, and licensure exam results (from appropriate programs). SDCC has established standards for achievement in these areas, and compiles this data annually ([IA2<sup>1</sup>](#); [IA2<sup>2</sup>](#); [IA2<sup>3</sup>](#)). District and campus researchers participate in gathering and interpreting of data used to evaluate how effectively SDCC is meeting its mission. Data related to student characteristics (e.g., age, ethnicity, and educational objective), persistence, student completion (course completion rates, retention rates, GPA, awards conferred, and transfer volume) and productivity and efficiency (enrollment and fill rates) provide vital information to inform evaluation of institutional effectiveness. SDCC also gathers data related to student achievement of institutional, administrative service unit, instructional program and course student learning outcomes. Student Feedback, Employee Feedback and Point of Service surveys provide additional data to be used when assessing how well the College meets its mission ([IA2<sup>4</sup>](#); [IA2<sup>5</sup>](#); [IA2<sup>6</sup>](#)).

Equity planning has formally existed at SDCC since 1993. With funding from the state in 2014, efforts to enhance and integrate equity planning on campus were driven by a prescribed methodology of linking institutional research data to equity indicators in an attempt to close achievement gaps for students that are disproportionately impacted. Two committees, Student Equity Workgroup and the Student Success Initiatives Committee, were created to close achievement gaps for students that are disproportionately impacted. Key indicators include access, course completion, ESL and basic skills, degree and certificate completion, and transfer.



Goals were established for each area to be completed by 2019. Activities were created in each area to meet the established goals ([IA2<sup>7</sup>](#)).

In 2016, the Master Planning, Assessment, and Resource Allocation Council (MPAROC) concentrated efforts on the development of the 2016-2025 Educational Master Plan to ensure institutional planning reflects the college mission, core values, and vision. Data related to the College achievement of Institution Set Standards and evaluation results are reported campus wide via a variety of reports from the campus and District research departments, including:

- City College Fact Book;
- Facts on File;
- Annual FTES report;
- Basic Skills report;
- Transfer Annual report;
- Student Equity report; and
- Tutoring Report.

This data is evaluated and analyzed by various College departments and divisions, including Instructional Services, Admissions, Counseling, Student Services, Tutoring, and Learning Support services. The data in these reports is also used to guide decisions during the program review process. Additionally, the Student Equity Workgroup and the Student Success Initiatives Committee use data related to the Institution Set Standards when evaluating student equity gaps.

### **Analysis and Evaluation**

SDCC meets this Standard. Institutional, program, course, and administrative outcomes identified by the College reflect the Mission and Values Statement and Institutional Priorities ([IA2<sup>8</sup>](#); [IA2<sup>9</sup>](#); [IA2<sup>10</sup>](#)). Results of assessment of outcome achievement and analysis of findings are recorded in Taskstream and addressed in departmental annual program reviews. Another example of using data to drive decision making comes at the point of faculty hiring priorities. Criteria for faculty hiring include consideration of student and program need, using quantitative and qualitative data for establishing the impact on student achievement, program need, and productivity ([IA2<sup>11</sup>](#)).

The development of the 2016-2025 Educational Master Plan included review of a large amount of data related to student achievement and success, including, but not limited to, student characteristics, enrollment status, class attendance status, and persistence rates ([IA2<sup>12</sup>](#)). The 2015 Student Equity Plan reflects Analysis and Evaluation of key indicators of student achievement, including access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer volume ([IA2<sup>13</sup>](#)). The report not only indicates raw data, but also includes gap analysis as well as evaluation of data disaggregated by student characteristics. Similarly, the Supporting Student Success Program (SSSP) plan relied on data regarding enrollment in various services (e.g. First Year Experience, Tutoring, etc.) The SSSP plan relied on a wide range of data, including FTES data, data reflecting utilization of services, FYE enrollment data, and transfer volume, in order to develop a comprehensive plan to enhance student success. The 2011-2016 Basic Skills Report utilizes data related to the success of students enrolled in basic skills programs, including analysis of comparisons of student



achievement for students utilizing various learning support services (Supplemental Instruction, tutoring, English writing and acceleration coordination) provided by the Research Office ([IA2<sup>14</sup>](#)).

In 2015, the Employee Feedback survey was reviewed and items were added to assess how well the College identifies achievement gaps and meets its mission ([1A2<sup>15</sup>](#)). The results reflect the success of SDCC in these areas. Item #15 of that survey asks respondents to rate agreement with the following statement: “The college implements strategies to mitigate performance gaps for subpopulations of students (e.g., ethnicity and age)” 62% of respondents agreed. Item #16 states, “The college routinely evaluates strategies for efficacy of closing student performance gaps”; 63% of respondents agreed. Item #17 states, “The college is, above all, committed to high quality education, student learning, and achievement.” This item reflects the College’s mission, 82% of respondents agreed ([IA2<sup>16</sup>](#)). In order to assess perception of how well the College uses data to evaluate effectiveness in meeting its mission, a new item was added to the Employee Feedback survey. Item #13 states, “The college has a culture of using data to determine how effectively it is accomplishing its mission.” 68% of respondents agreed with that statement ([IA2<sup>17</sup>](#)).

As with the Employee Feedback survey, in 2015, the Student Feedback survey was updated with item #9, which states, “The college is, above all, committed to high quality education, student learning, and achievement.” 84% of respondents agreed with the statement ([IA2<sup>18</sup>](#)).

As SDCC progressed in the self-evaluation process for the preparation of this report, it was noted in the Fall of 2015 that the Institution Set Standards were not widely distributed on campus. This led to an overall review and update of those institution set standards. The process of revision and approval of the standards resulted in campus-wide dialog ([IA2<sup>19</sup>](#); [IA2<sup>20</sup>](#)). The College added standards related to progression from basic skills courses as well as program set standards for licensure pass rates, as appropriate. These standards are now posted on the City College web page ([IA2<sup>21</sup>](#)).

### **I.A.3**

The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

#### **Evidence of Meeting the Standard**

SDCC develops and administers academic and student programs and activities based on its Mission and Values Statement regardless of whether courses and services are offered via distance education or face to face ([IA3<sup>1</sup>](#)). The mission guides decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. Program review is based on the institutional priorities, which are directly linked to the mission and values statement ([IA3<sup>1</sup>](#)). The Program Review process requires reporting on a variety of factors that reflect the College’s Mission and Values Statement. Program review criteria include assessment of student achievement of course and program learning outcomes, an evaluation of student success, reports related to equity, inclusiveness and diversity, and environmental stewardship. Needs for fiscal and technology resources are also reflected in section of program review related to financial adequacy and efficiency ([IA3<sup>2</sup>](#)). Instructional services, student

services, and administrative services participate in the annual program review and planning process ([IA3<sup>2</sup>](#)). Resource allocation is linked to the mission through the program review process: resource allocation requires that requests for funding are supported by the annual program review/planning process.

### **Analysis and Evaluation**

SDCC meets this Standard. Instructional programs and all service areas of the college align with the Mission and Values Statement. This alignment is documented through the regular planning and evaluation processes. For example, during Technical and Curriculum review, courses and programs are evaluated for congruence with the College's mission and vision. Items on the curriculum checklist include assessing for articulation to a four year institution, and categorization as career technical education or basic skills ([IA3<sup>3</sup>](#)). In 2016, SDCC developed the Educational Master Plan (EMP) which is designed to unite institutional goals and practices into long range planning consistent with the College mission and values ([IA3<sup>4</sup>](#)).

Strategies for ensuring continuous improvement strategies and financial needs are recorded in program review and campus plans, including, but not limited to, the Supporting Student Success Program plan, the Student Equity Plan, and the Basic Skills plan. Resource allocation is linked to these plans through the work of the Resource Allocation Committee (RAC) and the Master Planning, Assessment, and Resource Oversight Council (MPAROC) ([IA3<sup>5</sup>](#)).

By offering courses in an online format, SDCC fulfills its mission to provide access to all who can benefit from instruction, and to meet the diverse and ever-changing educational, cultural, and economic needs of the San Diego community.

### **I.A.4**

The institution articulates its mission in a widely-published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

### **Evidence of Meeting the Standard**

SDCC articulates its mission and core values in a statement that is widely published and approved by the governing board. SDCC reviews the Mission and Values Statement on a yearly basis. The Mission and Values Statement is revised when major changes in campus priorities are identified through the participatory governance processes. The review and revision process begins with the Master Planning, Assessment, and Resource Oversight Council (MPAROC), which examines input from participatory governance bodies as well as external and internal data generated during the planning process.

Participation by key stakeholders in the development of the Mission and Value Statement has been a consistent practice at SDCC. Prior to Board approval, the Mission and Values Statement draft is discussed in the Academic and Classified Senates and Chairs Council. Feedback obtained from these constituent groups is presented and discussed in the MPAROC, where the statement is finalized and forwarded to the Presidents Council for approval ([IA4<sup>7</sup>](#)). After the Presidents Council approves the revised mission statement, it is presented to and approved by the Board of Trustees. Minutes of the meetings where the mission is discussed are posted on the College

website ([IA4<sup>1</sup>](#); [IA4<sup>2</sup>](#); [IA4<sup>3</sup>](#); [IA4<sup>4</sup>](#)). The college mission statement was most recently reviewed beginning in 2014, with final Board approval in February, 2015 ([IA4<sup>5</sup>](#)).

The Mission and Values Statement is published in the College Catalog, on the College website, and in the 2016-2025 Educational Master Plan ([IA4<sup>6</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard and the requirements of ER #6. Current practices are sufficient to ensure continuous review and updating of the mission statement. The mission statement, known as the Mission and Values Statement, is approved by the governing board and widely published through the catalog, college website, and is incorporated into SDCC planning documents. The mission statement is reviewed annually, with the most recent review in Fall 2016.

Review of data related to the mission is conducted annually to monitor the achievement of the mission during program review, curriculum updates, and planning document reports (i.e. Basic Skills report, Student Equity Plan update, Supporting Student Success Program plan updates, etc. ([IA4<sup>8</sup>](#), [IA4<sup>9</sup>](#), [IA4<sup>9</sup>](#), [IA4<sup>10</sup>](#))).

The 2015 Employee Feedback Survey indicates that 89% of respondents are familiar with the mission, with 59% of respondents to the Student Feedback Survey agreeing with the statement “I am familiar with the mission statement of my college” ([IA4<sup>11</sup>](#), [IA4<sup>12</sup>](#)).

## **Standard I.A. Evidence**

### **I.A.1**

- [IA1<sup>1</sup>](#): SDCC Mission and Values Board Approval 02-19-15 w/attachment
- [IA1<sup>2</sup>](#): SDCC 2016 – 2017 Catalog Institutional Competencies/Outcomes (pg. 14-15)
- [IA1<sup>3</sup>](#): SDCC Institutional Competencies/Outcomes website
- [IA1<sup>4</sup>](#): SDCC Institutional Outcomes MPAROC Approval 09-28-2016
- [IA1<sup>5</sup>](#): SDCC Checklist for Technical and Curriculum Review – Credit Course
- [IA1<sup>6</sup>](#): SDCC Sample SLOs Mapped to Mission
- [IA1<sup>7</sup>](#): SDCC 2016 – 2025 Educational Master Plan Mission in Institutional Planning (pg. 4-5, 44-48)
- [IA1<sup>8</sup>](#): SDCC 2015 – 2016 Basic Skills Initiative and Expenditure Plan
- [IA1<sup>9</sup>](#): SDCC 2015 Student Equity Plan

### **I.A.2**

- [IA2<sup>1</sup>](#): SDCC 2015 – 2016 Institution Set Standards
- [IA2<sup>2</sup>](#): SDCC 2016 Fact Book Results (pg. 26, 34, 38, 46, 55, 59-61)
- [IA2<sup>3</sup>](#): SDCC Student Success Scorecard (CCC webpage)
- [IA2<sup>4</sup>](#): SDCC Sample Student Satisfaction Survey (blank)
- [IA2<sup>5</sup>](#): SDCC Sample Employee Satisfaction Survey (blank)
- [IA2<sup>6</sup>](#): SDCC Sample Point of Service Survey (Admissions blank)
- [IA2<sup>7</sup>](#): SDCC 2015 Student Equity Plan Activities (pg. 22-24, 33-37, 68-77, 86-89, 98-108, 110-112, 115-116)
- [IA2<sup>8</sup>](#): SDCC Sample Courses & Programs Mapped to Mission
- [IA2<sup>9</sup>](#): SDCC Sample Courses & Programs Mapped to Institutional Priorities
- [IA2<sup>10</sup>](#): SDCC Sample Courses & Programs Mapped to Institutional Competencies
- [IA2<sup>11</sup>](#): SDCC Faculty Hiring Criteria (Approved 05-20-2013)
- [IA2<sup>12</sup>](#): SDCC 2016 - 2025 Educational Master Plan Data (pg. 12-29, 31)
- [IA2<sup>13</sup>](#): SDCC 2015 Student Equity Plan Key Indicators (page 2-4)
- [IA2<sup>14</sup>](#): SDCC 2011 – 2016 Basic Skills Report
- [IA2<sup>15</sup>](#): SDCC Fall 2015 Employee Feedback Survey
- [IA2<sup>16</sup>](#): SDCC Fall 2015 Employee Feedback Survey Item# 15, 16, 17 (pg. 9)
- [IA2<sup>17</sup>](#): SDCC Fall 2015 Employee Feedback Survey Item# 13 (page 8)
- [IA2<sup>18</sup>](#): SDCC Fall 2015 Student Feedback Survey Item# 9 (pg. 35)
- [IA2<sup>19</sup>](#): SDCC Institutional Research & Effectiveness Committee (IREC) Summaries (06/16/16, 02/28/16, 01/28/16, 10/15/15)
- [IA2<sup>20</sup>](#): SDCC MPAROC Summaries (03/09/16, 02/24/16)
- [IA2<sup>21</sup>](#): SDCC Institutional Research & Effectiveness Committee website

### **I.A.3**

- [IA3<sup>1</sup>](#): SDCC About San Diego City College Mission Statement and Institutional Priorities website
- [IA3<sup>2</sup>](#): SDCC Taskstream Program Review and Master Planning Prompts
- [IA3<sup>3</sup>](#): SDCC Checklist for Technical and Curriculum Review - Credit Course
- [IA3<sup>4</sup>](#): SDCC 2016 - 2025 Educational Master Plan
- [IA3<sup>5</sup>](#): SDCC MPAROC Summaries (02-24-16, 03-09-16, 03-23-16, 04-13-16, 04-27-16)

**I.A.4**

- [IA4<sup>1</sup>](#): SDCC Mission and Values President's Council Approval 02-03-15
- [IA4<sup>2</sup>](#): SDCC Mission and Values MPAROC Approval 01-28-15
- [IA4<sup>3</sup>](#): SDCC Mission and Values Academic Senate Approval 12-08-14
- [IA4<sup>4</sup>](#): SDCC Mission and Values Classified Senate Approval 11-20-14
- [IA4<sup>5</sup>](#): SDCC Mission and Values Board Approval 02-19-15 w/attachment
- [IA4<sup>6</sup>](#): SDCC Mission and Values in publication (SDCity & Accreditation website, 2016 - 2017 Catalog, 2016 Fact Book, 2016 - 2025 Educational Master Plan)
- [IA4<sup>7</sup>](#): SDCC Institutional Outcomes MPAROC Approval 09-28-2016
- [IA4<sup>8</sup>](#): SDCC 2011 - 2016 Basic Skills Report
- [IA4<sup>9</sup>](#): SDCC 2015 Student Equity Plan
- [IA4<sup>10</sup>](#): SDCC 2014 - 2015 Student Success and Support Program (SSSP) Plan
- [IA4<sup>11</sup>](#): SDCC Fall 2015 Employee Feedback Survey Item #7 (pg. 7)
- [IA4<sup>12</sup>](#): SDCC Fall 2015 Student Feedback Survey Item #6 (pg. 35)

## **I.B. Assuring Academic Quality and Institutional Effectiveness**

### **I.B.1**

The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness and continuous improvement of student learning outcomes.

#### **Evidence of Meeting the Standard**

SDCC maintains an ongoing, constructive and self-reflecting dialogue focusing on student outcomes, equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The College has a substantial number of committees and councils, consisting of personnel representing administrative levels of instruction, student services, and administration, as well as faculty, classified staff, and student representatives. The committees and councils utilize the College website to post minutes, agenda, etc. in order to communicate their activities to College constituencies ([IB1<sup>1</sup>](#)). All committees are committed to the participatory governance process and engage in dialog about the College mission, institutional priorities, and activities that advance student success. Committee dialogs are reflected in minutes, and committee actions are reported, reviewed through the various constituencies, and then presented at the President's Council.

SDCC dialogs are structured in both formal and informal formats. Formal discussions occur during the various campus committee and council meetings. These committees and councils meet at least monthly, and some, for instance, Master Planning, Assessment, and Resource Oversight Council (MPAROC) and Academic Senate, meet twice per month and are documented with agendas and minutes ([IB1<sup>2</sup>](#)). Informal discussions take place among faculty and department chairs, division personnel, work groups and Dean's meetings, and may focus on equity, academic quality, and institutional effectiveness.

In the 2015-2016 academic year, SDCC engaged in review of the charge of the Master Planning Committee. Through discussions and collaboration, the committee charge was updated, and the name changed to the Master Planning, Assessment, and Resource Oversight Council (MPAROC). The MPAROC charge is comprehensive, and includes, "...Facilitates the development of a faculty and staff-led assessment process of Student Learning and Administrative Outcomes for City College to improve teaching, learning, advising and serving students at the individual, course, program, and institutional level" ([IB1<sup>3</sup>](#)).

#### **Student Learning Outcomes**

Course, program, and service outcomes and assessments are discussed and designed by faculty and staff to facilitate the process of student learning, instruction, and student support services and administrative services. Discussions relating to SLOs, AOs, and corresponding assessments of those outcomes are an integral part of College discussions. They occur during informal and formal meetings, among faculty, departments, Academic Senate, and all committees as needed and appropriate. The program review process incorporates SLOs and AOs, which have been developed through all avenues of instruction and student services. In order to support faculty and staff in SLO and AO development, assessment, and related discourses, the SLO-AO Liaison Committee was created in 2014 ([IB1<sup>4</sup>](#)). The SLO-AO Liaison Committee is dedicated to

providing faculty and staff with assistance with data collection and entry of data into Taskstream and provides a platform for discussions, sharing results, concerns, and effective practices.

### **Equity**

One of SDCC's institutional priorities focuses on equity, diversity, and inclusiveness: to strengthen and support an inclusive and diverse campus culture which enhances student, faculty, and staff success and closes the equity gap. In response to the State Chancellor's office update and student success mandates, the College engaged in significant campus wide discussions resulting in the formation and implementation of the College Student Equity Plan ([IB1<sup>5</sup>](#)). In August 2015, an Associate Dean of Student Success and Equity was hired to lead the colleges' effort in equity planning. The Student Equity Plan reflects the College's commitment to eliminating barriers to student success. Key indicators in our equity plan include: access; course completion; ESL and basic skills completion; degree and certificate completion; and transfer ([IB1<sup>6</sup>](#)).

### **Academic Quality**

The Academic Senate, Chairs Council, Instructional Cabinet, Instructional Services Council and the President's Council are the primary committees that lead the College's campus dialog on academic quality. Academic quality is ensured through the program review and evaluation of student learning achievement and data. All program reviews, including departmental and institutional master plans, are submitted to the MPAROC. In addition to the MPAROC process, the Curriculum Review Committee reviews and approves all courses and programs including curriculum proposals, catalog changes for new and revised courses and programs, and course activation and deactivation for compliance with state regulations and district policy ([IB1<sup>7</sup>](#)). After approval by the SDCC Curriculum Review Committee, course approvals, revisions, and deactivations are reviewed by the District Curriculum and Instructional Council (CIC) and presented to the Board of Trustees for approval ([IB1<sup>8</sup>](#); [IB1<sup>9</sup>](#)).

### **Institutional Effectiveness**

Through distribution and analysis of point of service, employee feedback and Student Feedback surveys, Program Review, and assessment of student learning and administrative outcomes, SDCC sustains a substantive and collegial dialog to ensure institutional effectiveness. In the 2015-2016 academic year, the college initiated activities designed to improve institutional effectiveness. First, SDCC participated in a peer review process offered by the State Chancellor's office as part of the Institutional Effectiveness Partnership Initiative. Peer visitations and reviews have led to recommendations that the college has begun addressing ([IB1<sup>10</sup>](#)). In addition, the College developed a new management position: Dean of Institutional Effectiveness, who reports directly to the President, with an effective date of July, 2016 ([IB1<sup>11</sup>](#)). Also in the 2015-2016 Academic year, the College engaged the services of a consultant to assist in the development of an Educational Master Plan. This plan integrates instructional services, student support services, administrative services, and enrollment management practices to provide a road map for institutional effectiveness. The plan was approved by the MPAROC and the President's Council in May, 2016 and by the Board of Trustees in September, 2016.



## **Continuous Improvement of Student Learning and Achievement**

Program review allows a continuous dialog addressing ways of improving student learning and achievement, while also aligning with the college mission. The office of Institutional Research provides data related to student learning and achievement, including course completion, persistence, and degree and certificate conferrals ([IB1<sup>12</sup>](#)). This data informs decisions during annual Program Review, Master Planning, and other discussions designed to improve student learning and achievement. SDCC also has an established philosophy statement that guides the assessment of student achievement of outcomes ([IB1<sup>13</sup>](#)).

## **Distance Education**

There is a District Distance and Distributed Learning Steering Committee comprised of administrators, faculty, and staff from all colleges in the District (SDCCD Districtwide Distance Education Steering Committee) that meets monthly ([IB1<sup>14</sup>](#)). Additionally, SDCC has an active Distance Learning Committee, a standing committee of the Academic Senate, which meets monthly. The charge of the Distance Learning Committee is to provide a cross departmental forum to discuss issues related to distance learning and to disseminate current information about online learning ([IB1<sup>15</sup>](#)). Through the activities of these two Distance Learning committees, SDCC engages in active dialog about the continuous improvement of student learning through the Distance Education (DE) mode. The minutes are posted on the Academic Senate's website. SDCCD Learning Pathways provides a faculty online mentor who meets with faculty weekly to help them with the pedagogical aspects of their online teaching. Workshops are also offered to faculty by the Districtwide Online Learning Pathways instructional designers to show faculty ways to improve their online classes for student success and retention. Departmental review of student achievement of SLOs for courses offered via DE is another opportunity for discussions of student learning and academic quality.

## **Analysis and Evaluation**

SDCC meets this Standard. SDCC councils and committee's meeting minutes reflect engagement in meaningful dialog related student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning outcomes ([IB1<sup>16</sup>](#)). The College Scorecard, various point of service surveys, and Student Feedback surveys indicate that the College is meeting/exceeding its institution set standards, as well as serving the student population effectively through provision of quality instruction and student services ([IB1<sup>17</sup>](#); [IB1<sup>18</sup>](#); [IB1<sup>19</sup>](#)). The Student Feedback Survey asks respondents to rate their agreement with the following statement, "The college is responsive in helping students improve academic performance." The 2015 survey results indicate 61% of respondents agree ([IB1<sup>20</sup>](#)). The Employee Feedback Survey contains items #8 and #9: "Improving institutional effectiveness is valued throughout the college" and "The college facilitates an ongoing dialogue about improving student learning and institutional processes", respectively. Both items have a majority 74% and 82%, respectively) of respondents agreeing ([IB1<sup>21</sup>](#)).

Substantive dialog at SDCC has led to an enhanced understanding of the meaning of evidence, data and research. One example of the success of this dialog is the updating of Institution Set Standards and the research agenda by the Institutional Research and Effectiveness Committee (IREC) ([IB1<sup>22</sup>](#); [IB1<sup>23</sup>](#); [IB1<sup>24</sup>](#)).



Another example occurred during the development of the SDCC Student Equity Plan (IB1<sup>5</sup>). Here, the Student Equity Workgroup used data related to student achievement to identify gaps and develop strategies to reduce those achievement gaps.

Online Student Learning is monitored through the annual Student Online Course Satisfaction Survey. Results can be accessed through the research reports posted on the District Website. In addition, reports of the Success and Retention Rates of Online Students are also determined and reported on the District Website. The most recent report for City College shows a steady increase in retention rates for online students (IB1<sup>25</sup>).

SDCC developed an Innovation and Effectiveness Plan based upon recommendations resulting from the peer visit that occurred in February, 2016 as part of the Institutional Effectiveness Partnership Initiative (IEPI) (IB1<sup>26</sup>). Several of the action steps have already been accomplished, including: hiring of the Dean of Institutional Effectiveness, who began employment in the summer of 2016; the MPAROC has begun the process of reevaluating the process surrounding hiring classified staff, including prioritization and requests; and the MPAROC has approved changing the outcome assessment cycle from an annual to a three-year cycle to provide more meaningful data and manage workload. The IEPI Plan also contains recommendations related to the program review process, which are included as part of the Quality Focus Essay, included in this report.

Further evidence of the efforts SDCC directs towards continuous improvement is noted in the Institution Set Standards. SDCC has established benchmarks that reflect goals for student achievement. Moreover, the SDCC Institution Set Standards include aspirational goals, thus guiding future activities with an eye to continuously identify strategies to ensure effectiveness of college practices. The Institution Set Standards spark meaningful dialog on campus, which leads to plan development and implementation as well as improved student achievement and learning. This process is clearly seen in the area of progression from Basic Skills. In this area, SDCC has consistently performed above established benchmarks since 2012. Factors contributing to this consistent improvement include professional development activities, curriculum redesign for basic skills courses, increased supplemental instruction in basic skills and transfer level courses, and the expansion of tutoring services and their availability (IB1<sup>24</sup>). These successes were the driving force in developing the aspirational goal to increase progression in basic skills English to 63% and MATH 96 to 50%. Similar findings (i.e. falling above range) are noted in annual persistence, course completion, and certificate and degree completion.

## **I.B.2**

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

### **Evidence of Meeting the Standard**

SDCC has established and defined student learning outcomes for courses, programs, and student learning and support services, and regularly uses student achievement data to evaluate instructional services, program and course offerings, and student support services. Student learning outcomes at the course level are published in the College curriculum development

system (CurricUNET,) and published in course syllabi. Program level outcomes are published in the College Catalog and in the Educational Master Plan. Student learning outcomes are assessed on a schedule approved by the Master Planning, Assessment, and Resource Allocation Council (MPAROC) (beginning in 2017, the cycle will be every three years) and assessment data are reviewed as part of Program Review, Master Planning, and other institutional planning activities. The program review and master plan documents are required by the Campus Resource Allocation Committee and the Career Technical Education Committees during their funding allocation processes. SDCC utilizes a variety of disaggregated data to assess student learning and inform decisions related to improvement of courses, programs, and student and learning support services. The campus research office provides data disaggregated by a variety of criteria, including but not limited to gender, age, ethnicity, veteran and military status, and disability. Decisions to add or deactivate courses occur as a result of program review, and are consistent with established policy and procedure ([IB2<sup>1</sup>](#)).

The College engages in regular assessment of its student and learning support services through assessment of administrative outcomes, review of student achievement data, and the distribution of Point of Service surveys and analysis of survey results. Additionally, student services departments participate in a review process similar to that of course and program review.

Distance Education courses go through the same rigorous curriculum development, approval, and review process as traditional courses. Information required for curriculum review includes techniques to ensure quality, evaluation method, additional resources, and contact type.

### **Analysis and Evaluation**

SDCC meets this Standard and the requirements of ER #11. All of the courses and programs offered at SDCC have established SLOs, and each program or course has been assessed using faculty defined measures of outcome achievement. Similarly, service divisions at SDCC have established outcomes by which division effectiveness can be measured.

Program review is documented using the Taskstream software application. 2016 is the final year in which instructional programs and student support services complete program review every year. Beginning 2017, program review will be on a three-year cycle. The program review process uses specific criteria that include assessment of achievement of outcomes ([IB2<sup>2</sup>](#)). Additional Program Review for instructional programs occurs every 2 years for career technical programs and every 6 years for non-career technical programs in the CurricUNET curriculum management program ([IB2<sup>3</sup>](#); [IB2<sup>4</sup>](#)). Certificate and degree programs are evaluated every six years for academic programs, and every two years for career technical education programs using the CurricUNET curriculum management program. The review is also documented as part of the established Program Review process. Updates to programs are developed by discipline faculty, and reflect up-to-date content consistent with the discipline, commonly accepted standards in higher education, articulation agreements, advisory board recommendations, and industry needs.

An example that illustrates the successful application of the SLO assessment process to enhance instructional programs comes from the department of Business Studies. In May, 2016, the department identified that the Real Estate program was under performing in established measures for outcome achievement. Examination of data related to enrollment, class scheduling, fill rates,

retention, success, and GPA average led to changes in course scheduling, including timing and class location, review of grading rubrics, and content to enhance critical thinking. As a result of those discussions, course offerings were adjusted to enhance fill rates, and program course sequencing to improve program completion ([IB2<sup>5</sup>](#)).

### **I.B.3**

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

#### **Evidence of Meeting the Standard**

SDCC has established standards for student achievement that are appropriate to the College's mission and institutional priorities, and consistent with and appropriate for higher education. SDCC has defined standards for student achievement based upon Federal regulations and the College's established mission, values and institutional competencies. SDCC has also identified program level student outcomes and regularly assesses the College's performance against those standards.

SDCC has an established Institutional Research and Effectiveness Committee (IREC), a subcommittee of Master Planning, Assessment, and Resource Oversight Council (MPAROC). The IREC members include the Vice President of Student Services, Campus Based Researcher, classified staff, and faculty. As outlined on the Research website the purpose of the IREC is "...to promote and facilitate a culture of evidence and inquiry in which accurate data and information is generated and developed into useful information for institutional assessment, planning, and to improve student learning and institutional effectiveness" ([IB3<sup>1</sup>](#)). This committee makes recommendations on the establishment of institution set standards, and communicates those recommendations to the President and members of the MPAROC. Upon MPAROC approval, the Institution Set Standards are reviewed and finally approved by the President's Council. SDCC uses these standards as a benchmark to assess the College's performance and accomplishment of the College's mission. These standards are published on the SDCC website ([IB3<sup>2</sup>](#); [IB3<sup>3</sup>](#)).

Each program has established student learning and other achievement outcomes and goals which are published in the SDCC Educational Master Plan, on the specific program websites, and in the College catalog ([IB3<sup>4</sup>](#); [IB3<sup>5</sup>](#); [IB3<sup>6</sup>](#)). Through the Program Review process and integrated planning activities such as the development of the Educational Master Plan, Student Success and Support Program Plan, and Student Equity Plan, SDCC regularly assesses student achievement through the review of achievement data, and analyzes how effectively goals and institution set standards are met. Data used to establish goals and benchmarks is obtained from review of reports prepared by the research department at the College and District level such as the City College Fact Book, Facts on File, and Awards Conferred report, and through the SDCC Scorecard report ([IB3<sup>7</sup>](#); [IB3<sup>8</sup>](#); [IB3<sup>9</sup>](#); [IB3<sup>10</sup>](#)). Data related to student achievement is gathered for all students, regardless of how courses are offered (face to face vs. distance education).

## **Analysis and Evaluation**

SDCC meets this Standard, and the requirements outlined in ER #11. In 2016, the IREC reviewed and updated the institution set standards, comprised of the following:

- Course completion;
- Progression from Basic Skills;
- Degree completion;
- Certificate completion;
- Transfer volume; and
- Registered Nursing licensure exam pass rates.

The posted document containing the Institution Set Standards also shows the acceptable performance range, as well as aspirational goals, factors that impact achievement of the range, and established actions for meeting goals ([IB3<sup>3</sup>](#)).

As reflected in the Employee Feedback survey of 2015, 74% of respondents agree that improving institutional effectiveness is valued throughout the College ([IB3<sup>11</sup>](#)). Review of Institution Set Standards over the past 2 years indicates that the College has either met or exceeded its institutional set standards ([IB3<sup>3</sup>](#)).

### **I.B.4**

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

#### **Evidence of Meeting the Standard**

SDCC conducts robust research designed to organize and inform institutional processes that support student learning and achievement. Research themes are established by the Institutional Research and Effectiveness Committee (IREC), led by the Dean of Institutional Effectiveness and the Campus Based Researcher, and consisting of representatives from administration, faculty, and classified staff. The IREC is responsible for promoting and facilitating a culture of evidence, inquiry, and action for institutional assessment and planning. These responsibilities include development of a campus wide research agenda, determining institution set standards, coordinating data accumulation through surveys, reporting on survey findings, and distributing research reports from the campus and District levels ([IB4<sup>1</sup>](#)). The purpose of a research agenda is to help organize and prioritize research requests and to improve the quality of the data and information used on campus. It serves as a vehicle for dialog and a way to move beyond a culture of evidence to a more integrated culture of inquiry. The research agenda is structured to address all institutional priorities including: 1) Student Success; 2) Collaborative and Outreach Ventures Priority; 3) Fiscal Adequacy and Efficiency; 4) Accountability; 5) Equity, Inclusiveness, and Diversity; 6) Environmental Stewardship; 7) Innovative Approaches; and 8) Long-Range Strategic Planning. The research that is included in the research agenda supports the major activities and initiatives that serve the broader functions on campus (e.g., strategic planning, enrollment management, budget development, program review, accreditation, grant development, Basic Skills and SLO and assessment) ([IB4<sup>2</sup>](#)).

The research data is reviewed regularly during Program Review by the Master Planning, Assessment, and Resource Allocation Council (MPAROC) when developing and updating College planning documents, including, but not limited to, the Education Master Plan, Student Equity Plan, Technology Master Plan, and when developing student success and support programs and activities ([IB4<sup>3</sup>](#); [IB4<sup>4</sup>](#); [IB4<sup>5</sup>](#)). Significant sources of data are the City College Fact Book and Facts on File, which serve the information needs of the campus with a focus on student enrollment, demographics, and student achievement data including persistence rates, completion rates, retention rates, GPA, awards conferred, and transfer rates ([IB4<sup>6</sup>](#); [IB4<sup>7</sup>](#)). This data is disaggregated by multiple factors, including student demographic characteristics such as age, gender, ethnicity, and educational objectives. Data can be further filtered according to specific parameters, including socioeconomic status. Program and course specific data, including course completion rates, are included in data packages prepared for program review. Program specific data can also be disaggregated by demographic data, veteran status, and a variety of other criteria as requested ([IB4<sup>8</sup>](#)).

Beginning in 2015, the MPAROC engaged in extensive efforts to coordinate and organize institutional planning and processes to support student learning and student achievement. These efforts resulted in the SDCC 2015-2025 Educational Master Plan (EMP). The EMP reflects analysis and evaluation of data from a variety of sources, including internal and external scans and achievement of institutional set standards. During the development of the EMP, review and analysis of data, including the institution set standards, led to the following recommendations to improve institutional effectiveness:

- Develop a Strategic Plan with reviews scheduled every 3 years;
- Revise Facility Master Plan; and
- Consider use of enrollment management plan to assist in resource allocation.

### **Analysis and Evaluation**

SDCC meets this Standard. The research department provides programs and service departments with quantitative and qualitative data on student achievement that is incorporated into program and budget planning through the activities of MPAROC. In 2015, SDCC has expanded its Institution Set Standards to include aspirational goals in the institution set standards. Also in 2015, the IREC made the decision to continue to use the 2013-2014 research agenda to prioritize research requests while re-evaluating the agenda. A new research agenda draft was developed and presented for approval in Fall, 2016 ([IB4<sup>2</sup>](#)). Also in 2016, licensure certification pass rates information for appropriate programs were added as part of the institution set standards. Each year, the Institutional Research and Effectiveness Committee reviews the benchmark range, which is updated based upon the previous 5 years of data. Established 5 year goals are reviewed every 5 years. At each of these reviews, additions and/or deletions for standards can be discussed and amendments made as appropriate.

The EMP provides necessary data, and serves as the foundation, for instructional and support service planning. The EMP further serves to facilitate the creation or update of other College plans, including the College Strategic Plan, and Technology and Facilities plans. The EMP serves as the platform to support the revisions and updates to these plans undertaken by the College subsequent to the EMP approval. The Student Success Initiative Committee and Student

Equity Workgroup have utilized achievement data in the development of the Student Success and Support Program (SSSP) Plan and Student Equity Plan, which include interventions to improve student success and minimize equity gaps ([IB4<sup>10</sup>](#); [IB4<sup>11</sup>](#)). Data from the Basic Skills report is used to inform activities to support student learning as is the Accelerated English annual report, and the Freshman Year Experience (FYE) Annual report ([IB4<sup>12</sup>](#); [IB4<sup>13</sup>](#); [IB4<sup>14</sup>](#)).

### **I.B.5**

The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

#### **Evidence of Meeting the Standard**

SDCC regularly assesses the accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Assessments used to improve student services and achievement of learning outcomes require coordination, planning, measurement, reflection, and action. Taskstream, the online platform SDCC uses to document and house information related to program review, offers a means for strategic assessment planning, data collection, action planning, curriculum mapping, reporting, and analytics to create a coordinated and robust assessment system. This tool supports the college's integrated planning and institutional effectiveness. Program Review is completed in the fall semester. Results of Program Review are presented at meetings of the Master Planning, Assessment, and Resource Oversight Committee (MPAROC) for further action.

Taskstream is the online platform SDCC utilizes to document the annual cycle of assessments used during program review and master planning. Taskstream promotes campus-wide collaboration and communication regarding institutional effectiveness by providing a communication and resource hub for the institution's accountability, outcomes assessment, and continuous improvement initiatives. Using the Taskstream software, student learning and administrative outcomes are assessed using criteria and measures developed by faculty and key personnel within the student learning and support service division.

Consistent with the College's mission, SDCC Program Review includes:

- Assessment of progress made toward priorities identified in the prior year's Master Plan;
- Analyzing program review data to identify how student success is reflected;
- Review of course Student Learning Outcome (SLO) assessments;
- Review of budgetary needs;
- Description of collaborative projects & how those projects aid student success;
- Review of equity, inclusiveness and diversity & description of related projects;
- Description of environmental stewardship projects and related objectives;
- Description of innovative projects and how those projects reflect on the program; and
- Description of how the program Academic Plan was used to maintain comprehensive and current fiscal adequacy and efficiency ([IB5<sup>1</sup>](#)).



The process for program review for programs offered via distance education are identical to that used for traditional, face to face programs. Data specific to online courses, programs and services is provided in the Online Course Satisfaction Survey report and the Online Student Success and Retention report ([IB5<sup>2</sup>](#); [IB5<sup>3</sup>](#)). When appropriate, SDCC personnel work with the institutional research team to develop and implement surveys to gather data specific to online courses, programs, and services.

Institutional Research provides program and course level data related to student achievement (including characteristics, success, retention, and productivity). Program level data is disaggregated into groups by gender, race/ethnicity, and age reported by students ([IB5<sup>4</sup>](#)). The Program Review process is identical for all courses and programs, regardless of mode of delivery (i.e. on campus or via distance education). SDCC also uses data from student and employee feedback surveys and gathers quantitative and qualitative data through point of service surveys ([IB5<sup>5</sup>](#); [IB5<sup>6</sup>](#); [IB5<sup>7</sup>](#)). Anecdotal data, informal observations, and comments from students are also considered during assessment of outcome achievement.

### **Analysis and Evaluation**

SDCC meets this Standard. The Program Review process provides the opportunity for a comprehensive review and assessment of student achievement. Additionally, Program Review allows personnel at SDCC to assess how well the College is meeting its mission. Data provided by the Research department and through SLO assessment is both quantitative and qualitative. Prompts for analysis of the data include:

- What does student demographic data say about your students? About student equity?
- What does the success and retention data say about student achievement?
- What does the degrees and certificates data say about student outcomes?
- What does proficiency data say about your program's efficiency?

The College researcher provides data disaggregated for analysis by faculty in a program. Data provided includes outcomes, productivity and College Awards. Districtwide Award data is separately provided on the District research web page ([IB5<sup>8</sup>](#)). At instructor request, data that is disaggregated by mode of delivery can be provided by college researcher. Additional information related to online students can be found in the District report "Success and Retention of Online Students" posted on the District Research site ([IB5<sup>9</sup>](#)). The Institution Set Standards document contains data that indicate whether the College has met each established benchmark ([IB5<sup>10</sup>](#)). On an annual basis, the Office of Institutional Research updates and releases a document that appends the most recent year's data and indicates whether the college is above, in or below range for each standard.

Assessments used to improve student services and achievement of student learning outcomes require coordination, planning, measurement, reflection, and action. Taskstream, the online platform SDCC uses to document and house information related to program review, offers a means for strategic assessment planning, data collection, action planning, curriculum mapping, reporting, and analytics to create a coordinated and robust assessment system. This tool supports the college's integrated planning and institutional effectiveness ([IB5<sup>11</sup>](#); [IB5<sup>12</sup>](#)).

In 2015, the MPAROC reviewed and revised its charge to include a revision of membership and a review of each item noted in the charge. The purpose of this review and revision was to ensure the charge was relevant to current and future college planning needs. The new MPAROC charge focuses on matters deemed by the college to be most important related to planning and assessment. Review of minutes indicates robust discussion related to the development of the Educational Master Plan as well as discussions related to Program Review ([IB5<sup>13</sup>](#); [IB5<sup>14</sup>](#)).

The 2015 Employee Feedback survey results reflect Employee Feedbacks related to how effectively SDCC assesses accomplishment of the College's mission. 73% of respondents agree that Program Review is integrated in to the College planning process ([IB5<sup>15</sup>](#)) and 64% agree that student learning outcomes and administrative outcomes are considered in Program Review ([IB5<sup>16</sup>](#)). The survey results indicate a slight decrease in agreement of respondents from previous survey cycles. Several factors may have contributed to this decrease in agreement. At the time the survey was conducted, the college was experiencing changes in campus leadership (search for a permanent President and transition from an Interim President), revisions to SLO assessment processes, and restructuring of the role of the Master Planning, Assessment, and Resource Oversight Council. The survey also reflects that 59% of respondents agree that their department, program or service area has sufficient research data to assess progress toward achieving stated student learning and/or administrative outcomes. These survey results also indicate a slight decrease in agreement from past assessment cycles. The College recognized the need to enhance its culture of evidence, and developed a new Office of Institutional Effectiveness, including hiring a Dean of Institutional Effectiveness. The role of the Dean of Institutional Effectiveness is to supervise the activities of the office, including coordinating the efforts of the campus research team, coordinating a systematic and integrated institutional planning process that is aligned with accreditation, the campus strategic and master plans, and other planning related requirements, and sustaining and further developing the College's culture of inquiry within the institution and support the development and assessment of college-wide institutional goals, student learning outcomes, and administrative support outcomes.

While fully compliant with this standard, the self-evaluation conducted by SDCC presented the opportunity to improve institutional effectiveness by establishing more direct linkages between program review and planning activities. The plan to accomplish this formalization is fully outlined in the Quality Focus Essay attached to this document.

#### **I.B.6**

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

#### **Evidence of Meeting the Standard**

SDCC disaggregates and analyzes achievement for subpopulations of students in several situations and this disaggregation depends on the service area. The Student Success Scorecard reflects student achievement measures for students and the data can be obtained from the California Community Colleges Chancellor's office ([IB6<sup>1</sup>](#)). Disaggregating student data into



subpopulations helps SDCC identify important trends in behavior and achievement, plan appropriate programs, decide which evidence-based interventions to select (i.e. have they been evaluated with the target population), and effectively direct resources to where they are needed most.

One of SDCC's institutional priorities focuses on equity and inclusiveness: to strengthen and support an inclusive and diverse campus culture which enhances student, faculty, and staff success and closes the equity gap ([IB6<sup>2</sup>](#)). In response to the State Chancellor's office updated student success mandates, the College engaged in significant campus wide discussions and defined 2014-2015 as a Year of Inquiry in regards to its student equity efforts. To that end, the College engaged in significant assessment and evaluation of its existing programs, proposed activities, and benchmarks of student equity achievements to provide a framework to ensure that the College moves the needle. As a result, SDCC designed and implemented the Student Equity Plan based on disproportionate impact research, disaggregation of student achievement data by subpopulations, establishment of achievement goals, and development of a plan to implement activities to achieve those goals.

### **Analysis and Evaluation**

SDCC meets this Standard. The analysis of SLO assessment data occurs within the program area and occurs both within and outside the Program Review process. Students who successfully complete a course have met the identified SLOs for that course. Accordingly, data related to completion rates reflect achievement of established course SLOs. This data can be disaggregated by student characteristics to assist in the identification of achievement gaps and the development of improvement strategies to mitigate those gaps. The research office on the SDCC campus and at the District office regularly provides data related to student achievement disaggregated by student characteristics. Additionally, the District provides data disaggregated by campus, allowing SDCC to compare student performance and achievement indicators to SDCC's sister colleges. Characteristics for disaggregation include, but are not limited to:

- Student demographics (i.e. age, gender);
- Ethnicity;
- Socioeconomic status;
- Veteran status; and
- Enrollment in various support services, including basic skills, learning communities (MESA, Puente, etc.), tutoring services ([IB6<sup>3</sup>](#)).

The SDCC Student Equity Scorecard produced by Institutional Research contains student achievement program and course data (including success, retention, enrollment) that is disaggregated among equity group categories defined by gender, race/ethnicity, age, probationary/disqualification, disability status, economically disadvantaged status, foster youth status and Veteran/active duty military status reported by students ([IB6<sup>4</sup>](#)). Each equity group is then assessed for course completion, degree and certificate completion, and transfer status. For example, Basic Skills disaggregates Student Outcomes: Retention and Success by ethnicity ([IB6<sup>5</sup>](#)). Also, data is disaggregated and evaluated for subpopulations in the area of Transfer, Transfer Volume: Top Transfer Destinations by Ethnicity ([IB6<sup>6</sup>](#)).

Through the development of the Student Equity Plan, SDCC completed an analysis of data gathered during disproportionate impact research. Using this analysis, SDCC established goals to improve access, success and retention, basic skills, degree and certificate completion and transfer for identified populations ([IB6<sup>7</sup>](#)). The Student Equity Plan also includes descriptions of activities designed to achieve the established goals, and tools and methods to evaluate achievement of the established outcomes ([IB6<sup>8</sup>](#)). The plan established goals through 2019, and was implemented following approval in November, 2015. Data analysis to evaluate the effectiveness of the Student Equity Plan in reducing achievement gaps will be analyzed periodically from 2016-2019.

The Employee Feedback survey was updated in 2015 in order to capture Employee Feedbacks related to the gathering and analysis of data for subpopulations for students. Three new survey items were added, asking respondents to rate agreement with the following: “The college routinely identifies performance gaps for subpopulations of students (e.g., ethnicity and age)”, “The college implements strategies to mitigate performance gaps for subpopulations of students (e.g., ethnicity and age)”, and “The college routinely evaluates strategies for efficacy of closing student performance gaps.” In all areas, over 60% of respondents agreed with those statements ([IB6<sup>9</sup>](#)).

#### **I.B.7**

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

#### **Evidence of Meeting the Standard**

SDCC regularly evaluates its policies and practices across the institution through processes developed by the Academic Senate, committees approved by the Academic Senate, College cabinets and councils, and committees at the District level. All meetings are open so that participatory governance is supported across all divisions. While the Academic Senate, committees, cabinets and councils have various different charges specific to their endeavors, all are active in supporting academic quality and accomplishment of the College mission. The following is a list of such committees, cabinets, and councils: ([IB7<sup>1</sup>](#))

<a href="#">AB1725/Travel</a>	<a href="#">Elections</a>	<a href="#">Matriculation Advisory</a>
<a href="#">Academic Senate</a>	<a href="#">ESOL</a>	<a href="#">President’s Council</a>
<a href="#">Academic Standards</a>	<a href="#">Facilities Master Plan</a>	<a href="#">Professional Development</a>
<a href="#">Basic Skills</a>	<a href="#">Foundation Board</a>	<a href="#">&amp;Tenure Review</a>
<a href="#">Catalog Review, Ad Hoc</a>	<a href="#">Health &amp; Safety</a>	<a href="#">Puente</a>
<a href="#">Chairs Cabinet</a>	<a href="#">Honors</a>	<a href="#">Institutional Research and</a>
<a href="#">Classified Senate</a>	<a href="#">Institutional Technology</a>	<a href="#">Effectiveness</a>
<a href="#">CTEA/Career Technical</a>	<a href="#">Instructional Cabinet</a>	<a href="#">Resource Allocation</a>
<a href="#">Education</a>	<a href="#">Instructional</a>	<a href="#">Review of Services (RS)</a>
<a href="#">Curriculum Review</a>	<a href="#">Improvement/Flex</a>	<a href="#">SLO/AO Liaison's Committee</a>
<a href="#">Design, Campus</a>	<a href="#">Instructional Services</a>	<a href="#">Social Courtesy/Retirement</a>
<a href="#">District Governance Council</a>	<a href="#">Learning Communities</a>	<a href="#">Tea</a>

[District Research Committee  
Diversity](#)

[Master Planning, Assessment  
& Resource Oversight Council  
\(MPAROC\)](#)

[Student Disciplinary  
Student Services  
Textbook Affordability  
World Cultures](#)

SDCC programs and services spanning all areas of the organization – instructional programs, learning and student support services, and administrative services – are evaluated on a regular cycle through Program Review. Program Review ensures that practices at the program/service level are evaluated regularly and that improvement plans are based on evidence. (For a detailed description of Program Review, see I.B.5 above.)

In the 2015-2016 academic year, the Master Planning, Assessment, and Resource Oversight Council (MPAROC) embarked on an extensive review of campus wide processes related to planning efforts. This review included, among other items, evaluation of program review, faculty, and classified hiring prioritization ([IB7<sup>2</sup>](#)).

SDCC policy and practice evaluation is supported by the District. The District's process for regularly evaluating its policies and practices encompasses all areas including instructional programs, student learning support services, resource management, and governance. All Board Policies and Administrative Procedures undergo a comprehensive review every six years in accordance with AP 2410 ([IB7<sup>3</sup>](#); [IB7<sup>4</sup>](#)) to ensure currency and compliance with state and federal law. The review process involves broad input from the various constituent groups throughout the organization. All Board Policies and Administrative Procedures are posted on the District website ([IB7<sup>5</sup>](#)) in the following areas: Board Operations, Information Technology, District Governance, Instructional Services, Student Services, Human Resources, Business Services, and Facilities and Equipment Services. The Chancellor's Cabinet comprised of the Presidents, Vice Chancellors, Director of Communications and Public Relations and Executive Assistant to the Chancellor each establish annual goals and provide an overall assessment of accomplishments and effectiveness of operations that is individually discussed with the Chancellor. Collectively, these goals reflect priorities across all areas of the organization including instructional programs, student and learning support services, facilities management and resource management.

The District Administrative Offices regularly evaluate their practices to assure effectiveness in supporting academic quality and the accomplishment of the District's mission within its District divisions and participatory governance councils and committees. An annual comprehensive assessment of the governance councils and committees allows members to address concerns and recommend improvements. The District divisions and departments engage in an annual planning and self-assessment process that involves the establishment of planning goals, and objectives, and annual assessment of outcomes, along with recommendations for future action to ensure support for academic quality and accomplishing the District's mission. (See also I.C.5 and IV.A.7.)

There is no difference from the evaluation and assessment processes of SDCC and District divisions, departments, councils, and committees in the review and evaluation of distance education policies, practices, and procedures. Board Policy 5020 *Curriculum Development* ([IB7<sup>6</sup>](#)) and Administrative Procedure 5105 *Distance Education* ([IB7<sup>7</sup>](#)) define and classify a

course offered through distance education and outline practices that support academic quality and the mission of the District.

For example, in both District and college practices there is an accurate and consistent application of the distance education policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade). In an effort to ensure consistency and academic rigor in all courses offered, all courses delivered through distance education are based on the same course outlines of record as face to face courses.

Additional District policy and procedure address the process for awarding credit for distance education programs. Curricula and program standards are consistent for all courses and programs of study regardless of location or mode of delivery. Furthermore, course credit, degrees and certificates are linked to student learning and grading standards established through the curriculum review and approval process as stated on the official course outline of record for each course and the approved program requirements for each certificate and degree. The last reviews of BP 5020 and AP 5020 were conducted according to BP 2410 and AP 2410 in 2016 ([IB7<sup>11</sup>](#); [IB7<sup>3</sup>](#); [IB7<sup>6</sup>](#)).

SDCC uses several means to assess the effectiveness of its cycle of evaluation, integrated planning, resource allocation, and re-evaluation. The program review and outcome assessment process includes evaluating the results for incremental program improvement through an identified Action Plan and reviewing progress on Action Plans to ensure continuous improvement. Additionally, the various campus committees and councils review their processes to assess for effectiveness. The Academic Senate regularly evaluates policies and practices across all areas of the institution, including instructional programs and other areas in its "10+1" purview. SDCC also uses Employee and Student Feedback surveys to provide data that can be used in evaluation and analysis of the effectiveness of college practices ([IB7<sup>12</sup>](#); [IB7<sup>13</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard. SDCC has learning and administrative outcomes and assessment in place at the course, program, degree, and institutional level. Evaluation of these outcomes allows SDCC to evaluate its practices in each area. Program Review and Master Planning is in the final year of annual reviews. Program review is informed by the results of institutional, program and course outcome findings. Effective Fall, 2017, program review will be moved to a 3 year cycle as indicated in the Educational Master Plan ([IB7<sup>14</sup>](#)).

Evaluation of processes leading to an improvement in College practices is best illustrated by the work of College personnel in the 2015-2016 academic year. Through the process of self-reflection, the College embarked upon the process to review and update campus planning documents. The first step in the process occurred during the 2015-2016 academic year with the development of a new Educational Master Plan (EMP). The College engaged the services of a third party consultant to meet with the MPAROC over the course of the academic year and the Educational Master Plan was developed ([IB7<sup>15</sup>](#)). During the course of the development of the Educational Master Plan, other existing plans were reviewed and evaluated. For example, the Facilities Master Plan was noted to be in need of updating; however, as construction of new

facilities in accordance with bond construction plans has not been completed, updating of the Facility Master Plan at this time would not be effective until after completion of construction projects. Rather, a timeline for plan review and updating was agreed upon. The campus Strategic Plan will be developed in the 2016-2017 academic year, and implemented through 2020.

The Employee Feedback Survey addresses several areas related to effectiveness of institutional processes. In the 2015 report, 82% of respondents agree that “The college facilitates an ongoing dialogue about improving student learning and institutional processes.” 63% of respondents in that survey also agreed with the statement, “The college routinely evaluates strategies for efficacy of closing student performance gaps” ([IB7<sup>16</sup>](#)). Review of the Distance Learning Committee minutes reflect robust dialog related to the results of the online Student Feedback survey, issues related to continued quality assurance, and effectiveness of services related to online courses and programs ([IB7<sup>17</sup>](#)).

### **I.B.8**

The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

#### **Evidence of Meeting the Standard**

SDCC broadly communicates the results of all of its assessment and evaluation activities to ensure a shared understanding of the College’s strengths and weaknesses, and to share appropriate institutional priorities. The various committees, cabinets and councils noted in I.B.7 above are open to all to ensure participation and communication in assessment, evaluation, and planning of institutional effectiveness to all College constituencies, including students, faculty, classified staff and administrative staff, and any other interested party. Minutes of these meetings are posted (see I.B.7). Additional communication is in the form of the college-wide research reports available on the College web. This site provides additional assessment and evaluation data through a link to the Student Success Scorecard and Degrees and Certificates as well as other important information ([IB8<sup>1</sup>](#)). SDCC shares its self-evaluation through posting its accreditation status and other reports related to the accreditation process, including the College’s Self-Evaluation Report and Quality Focused Essay.

SDCC keeps administration, faculty and classified employees informed of assessment and evaluation findings through discussions at open committee and council meetings. Through e-mail announcements from the President, and use of campus wide distribution lists, campus personnel are kept up-to-date on college assessment and evaluation activities. In addition, announcements on the College’s accomplishments are released from the Communications Officer District wide distribution lists, enabling campus personnel to be updated with announcements and communication from the Board of Trustees, Chancellor, and Vice Chancellors.

#### **Analysis and Evaluation**

SDCC meets this Standard. The College accreditation website has the most current transmittals, actions, etc. from the ACCJC ([IB8<sup>2</sup>](#)). Minutes of planning committees and councils are posted on respective web pages on the SDCC site, and reflect attendance of members from campus

constituencies. The campus and District research departments include a copious amount of data related to college performance, including reports of achievement of institution set standards, student success scorecard data, reports related to degree and certificate awards, transfer volume, and basic skills performance (IB8<sup>3</sup>). The College Interim President, Communications Officer, and District Chancellor and Vice Chancellor regularly use distribution lists to update campus personnel on issues of interest, including spotlights on strengths and challenges for both SDCC and the District. In addition, the District's Report to the Community (IB8<sup>4</sup>) includes data related to student achievement and strengths of the college in "Points of Pride." During the development of this self-evaluation report, SDCC personnel identified a need to update information available on the College website. Specific plans to improve communication in general, and to ensure that accurate, up-to-date information is available on the website and is addressed in the Quality Focus Essay included in this report.

### **I.B.9**

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

#### **Evidence of Meeting the Standard**

SDCC engages in continuous evaluation and planning. Program review, planning and resource allocation are integrated in a comprehensive process that enables SDCC to accomplish its mission and improve institutional effectiveness and academic quality. SDCC planning addresses short and long range needs of programs and service encompassing human, physical, technology, and financial resources.

The College's integrated process of planning, program review, learning outcome assessment, budget development, and resource allocation is coordinated through the actions of the Master Planning, Assessment, and Resource Allocation Council (MPAROC). The MPAROC integrates all long-term planning including instructional, facilities, technology, budget, communication, Student Success and other Institutional plans. In addition, the MPAROC conducts the following strategic planning functions for the institution:

- facilitates the development of a faculty and staff-led assessment process of Student Learning and Administrative Outcomes for City College to improve teaching, learning, advising and serving students at the individual, course, program, and institutional level;
- periodically reviews SDCC student competencies for currency;
- integrates accreditation action plans into relevant College plans;
- reviews and evaluates the:
  - Educational Master Plan and annual updates;
  - The Mission;
  - Institutional Priorities;
  - Institutional Competencies;

- Processes for resource allocation and equipment acquisition;
- develops, reviews, and evaluates the processes and criteria for faculty and classified hiring; and
- integrates recommendations of other councils into the program review, planning, and resource allocation processes, including technology needs and resources.

In addition, the MPAROC works to:

- enhance faculty and staff development guidelines to integrate SLOs in department program review and planning processes;
- participate in the development of a District strategic master plan and incorporate review of the district-wide plan into SDCC's planning process;
- establish spending and hiring priorities for all schools in Instruction, all departments in Student Services and all departments in Administrative Services;
- complete the budget development process; and
- incorporate other activities into the planning process that impact outcomes during the academic year.

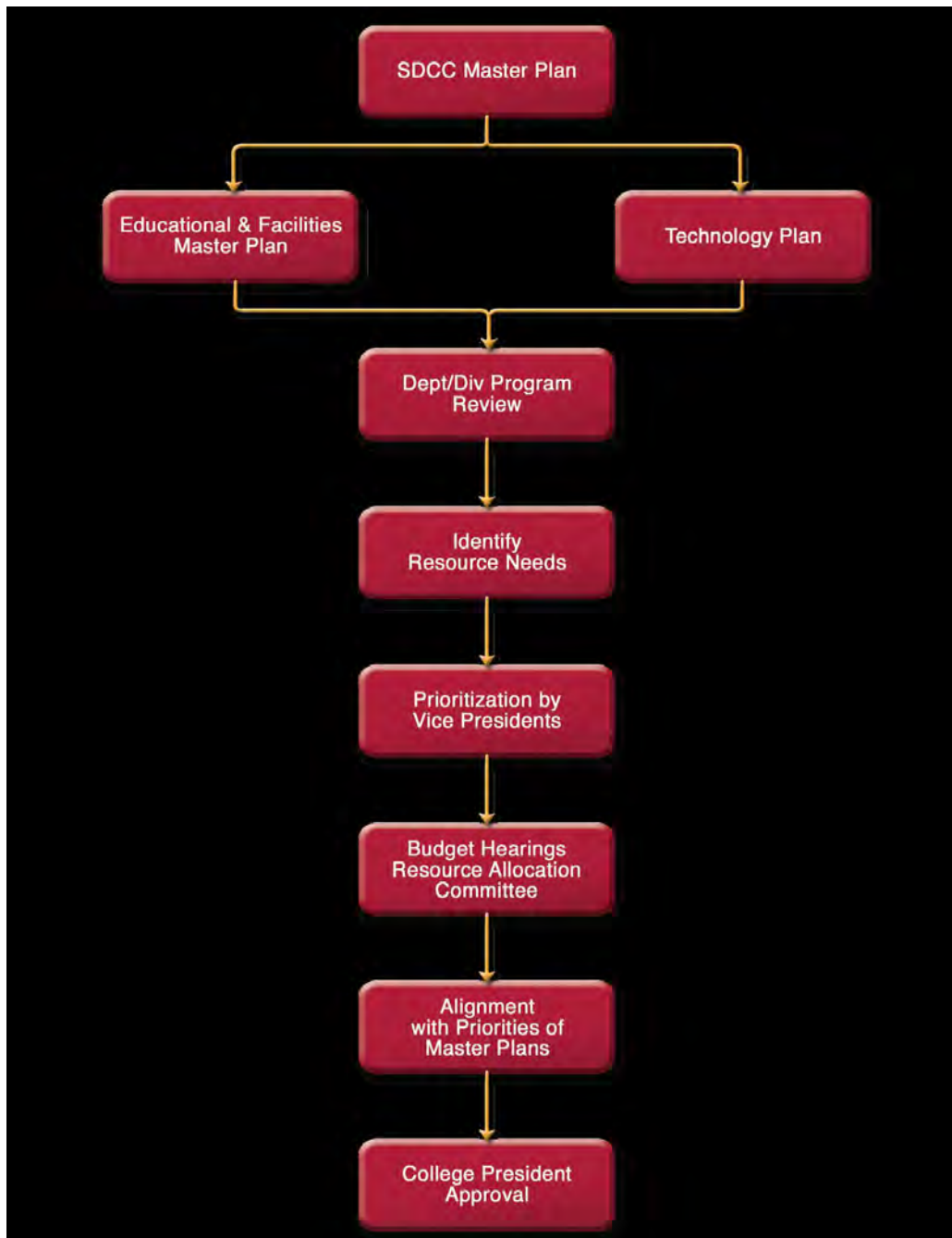
The planning activities of the MPAROC are supported through data and evidence obtained from a variety of resources. Using information related to student achievement, achievement of institution set standards, equity reports, assessment of established student learning and administrative outcomes, and results of employee feedback and Student Feedback surveys, SDCC identifies and plans for short and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

SDCC utilizes several mechanisms for gathering information related to how well it is meeting its mission. One such mechanism is review of data reports from campus and District research offices. Such reports provide quantitative data, including comparison reports, related to student achievement. Another mechanism used by SDCC is the process of assessment of the achievement of student learning outcomes and administrative unit outcomes. Through this review, campus personnel are able to assess how effectively instructional and student learning and support division are meeting the educational needs of the College's students. A third mechanism of data analysis and evaluation is the program review process. Program review affords the opportunity to review a wide array of data related to division effectiveness, including findings from outcome assessment. The program review process also links assessment findings and plans to budget and resource allocation. Finally, the College utilizes feedback surveys from students in traditional and online programs, and employees. These surveys provide vital information related to the perceptions held by students and employees of SDCC practices. Feedback surveys are also distributed by the District office to obtain data on the how effectively the District supports the needs of the College and its student population.

SDCC publishes ways it is accomplishing its mission in several ways. The first is as part of the Institution Set Standards. The Institution Set Standards document itself contains data that indicates whether SDCC has met the standard each year. On an annual basis, the Office of Institutional Research will update and release a document that appends the most recent year's data and indicates whether the college is above, in or below range for each standard (including



success, persistence, and transfer). It is this data that will indicate whether the College has met the standard (IB9<sup>1</sup>). SDCC also publishes ways it is accomplishing its mission in the form of updates to existing planning documents. Planning documents are posted on the SDCC website (IB9<sup>2</sup>) and include a section reporting on status of actions planned in previous reports and planning cycles.



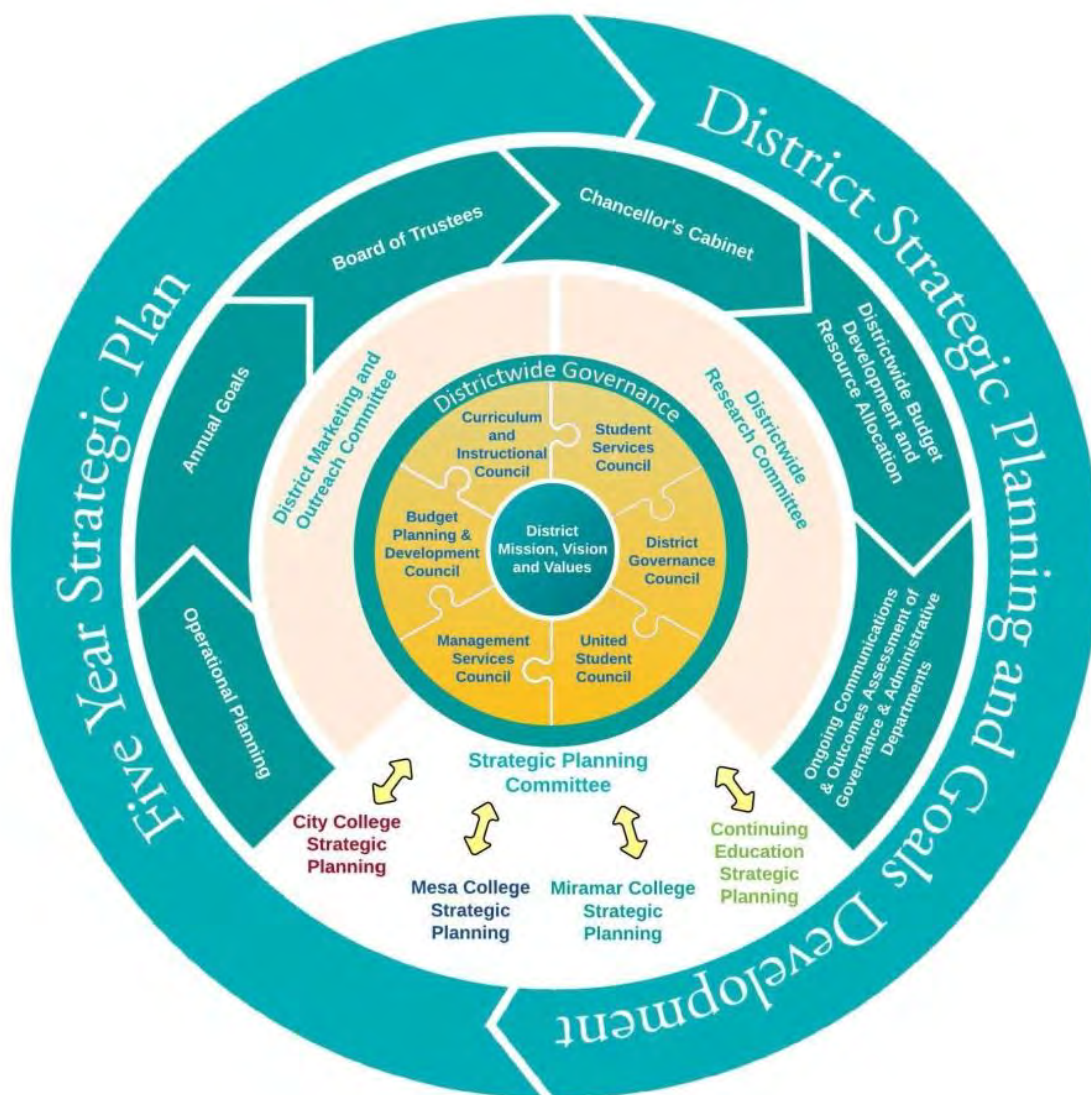
**Figure 2. The planning process utilized at SDCC**

SDCC evaluation and planning efforts are coordinated with and supported by the San Diego Community College District (the “District”). Based on the evaluation of its planning practices,



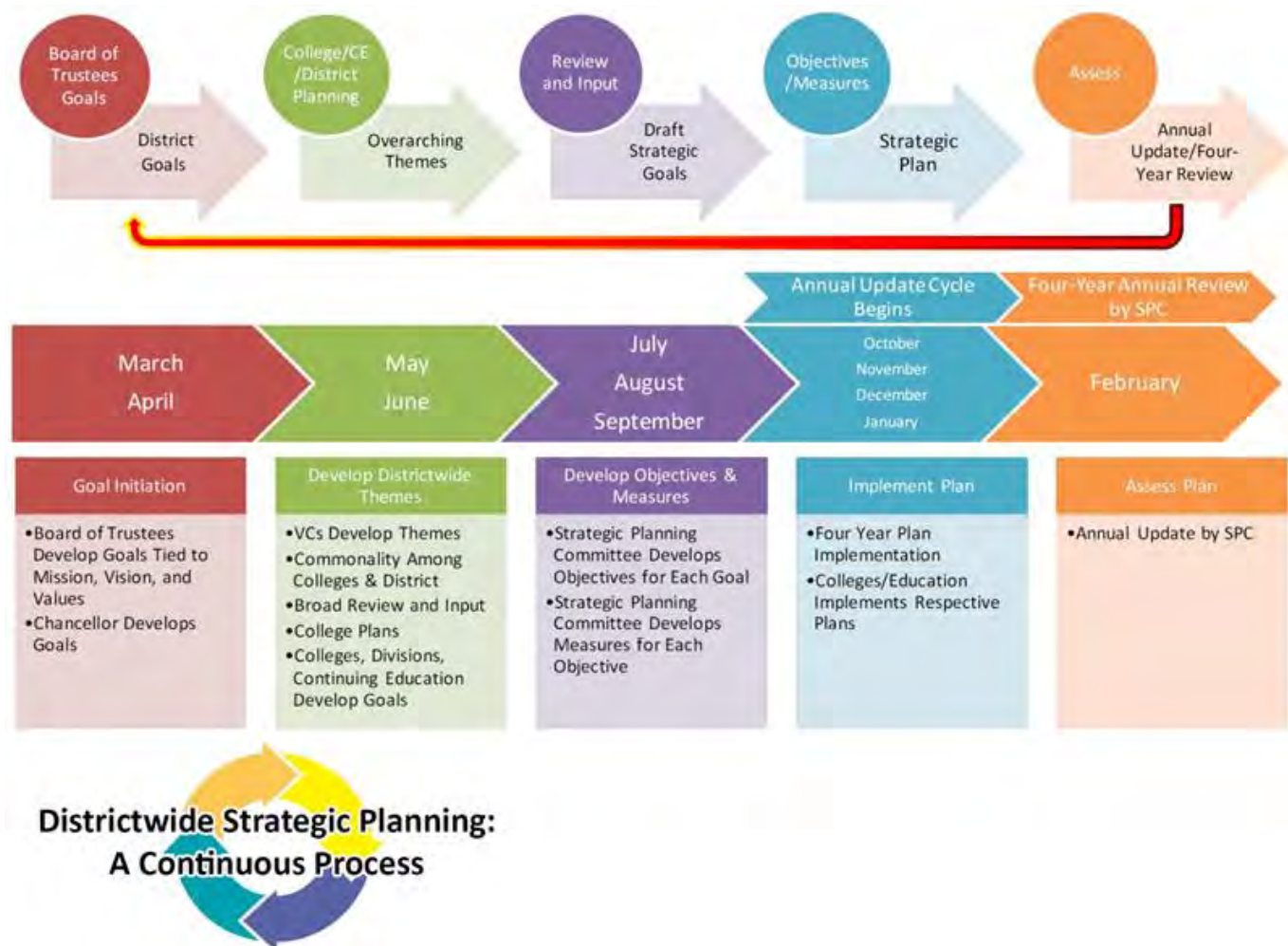
the Chancellor's Cabinet and District Governance Council developed a "District-wide Integrated Planning Framework Model" to visually represent its planning processes in a comprehensive framework (IB9<sup>4</sup>). The District's framework model describes its concept of integrated planning, including the participation by stakeholder groups in the development of strategic plan goals, operational planning, budget development and resource allocation, and continuous improvement. The framework in Figure 3 is the overarching system by which ongoing planning in human resources, facilities, finance, technology, student services, and instructional services occurs at the District Office and links to the fulfillment of the mission of the District and to its effectiveness. The model was approved by the District Governance Council (DGC) and Chancellor's Cabinet in November 2015.

**Figure 3. Districtwide Integrated Planning Framework**



The Districtwide Integrated Planning Framework Model addresses short-range and long-range needs in the development and review of the four-year Strategic Plan. As outlined in Figure 4,

Strategic Plan and Development Cycle, the Strategic Plan development involves the Board of Trustees goals, District priorities, and a consideration of District, College, and Continuing Education plans by the Chancellor's Cabinet, which results in an articulation of broad themes. The Districtwide Strategic Planning Committee, comprised of faculty representatives appointed by the Academic Senates, administrators, and staff represents these broad themes in goals, objectives, and measures for a four-year period. Each year, the Districtwide Strategic Planning Committee coordinates a review of the strategic plan objectives and publishes an Annual Update and four-year assessment ([IB9<sup>5</sup>](#)).



**Figure 4. Strategic Plan Development & Evaluation Cycle**

The SDCCD's integrated planning model and strategic planning process demonstrate that it has a framework for integrated planning and resource allocation, and evaluates short-range and long-range objectives.

The Districtwide Integrated Planning Framework model in Figure 3 includes district-wide budget development and resource allocation, and outcomes assessment of governance and administrative departments. The Strategic Plan Development & Evaluation Cycle in Figure 4

illustrates the process by which the District evaluates short-range and long-range objectives for educational services as well as human, technological, and financial resources in an annual assessment and a four-year assessment conducted at the conclusion of each Districtwide Strategic Plan.

The assessment of distance education courses is no different than on-campus courses. Each proposed or existing course offered by distance education is reviewed and approved separately by the college Curriculum Review Committee (CRC). The review and approval of new and existing distance education courses follow established curriculum approval procedures. All distance education courses are approved under the same conditions and criteria as all other courses, but they require additional documentation including how the instructor will maintain regular and effective contact to ensure that online sections of courses maintain the quality and rigor of face to face sections. Determination and judgments about the quality of distance education under the course quality standards are made with full involvement of faculty in accordance with District policy BP 5020 ([IB9<sup>7</sup>](#)) and California regulations, title 5, section 55374.

The District's Online & Distributed Learning department through the development of the SDCCD Online Learning Pathways program assesses staff needs through workshop surveys ([IB9<sup>8</sup>](#)). Online students are surveyed every other year (annually prior to 2014) ([IB9<sup>9</sup>](#)). Through these practices which are evaluated regularly, distance education courses (and programs) are continuously improved to meet the highest standards of quality.

### **Analysis and Evaluation**

SDCC meets this Standard and the requirements of ER #19. The College engages in planning activities that result in improvement in programs and services. With funding from the State of California in 2014, efforts to enhance and integrate equity planning on campus were driven by a prescribed methodology of linking institutional research data to equity indicators in an attempt to close achievement gaps for students that are disproportionately impacted. In October 2014, SDCC submitted an equity plan to the State Chancellor's Office that was a result of participatory governance work culminating in a plan that would address achievement gaps at SDCC. With representation from all campus constituencies, the Student Equity Workgroup and the Student Success Initiatives Committee worked diligently over Spring 2015, Summer 2015, and Fall 2015 to review and analyze data, develop priorities and activities that will address achievement gaps, and generate a Student Equity Plan for the entire campus community ([IB9<sup>10</sup>](#)).

Similarly, in response to mandates from the California Community College Chancellor's Office, SDCC developed and implemented its Student Success and Support Program (SSSP) Plan with the goal to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study ([IB9<sup>11</sup>](#)). With the additional resources (both human and fiscal) resulting from SSSP funding, the student services division was able to increase the number of students served from 12,000 to 15,000 in the 2015-2016 academic year.

Publication of how well the College achieves its mission is included in planning documents published on the College website. For example, The Information Technology Plan update is

posted on the College website and includes a description of how well the College met the goals established in the initial plan ([IB9<sup>13</sup>](#)). The 2015-2016 Institution Set Standards are posted on the Research website ([IB9<sup>14</sup>](#)) include performance measures, acceptable ranges and aspirational goals. The College has been consistently at or above the acceptable range in course completion, progression from basic skills, annual persistence, and certificate degree completion for the past 3-4 years; the same is true for transfer volume with the exception of the 2013-2014 academic year.

During the process of self-evaluation, SDCC recognized the need to formalize planning processes to maximize institutional effectiveness, and has taken several steps towards such formalization. First, SDCC developed and Educational Master Plan to guide the development and integration of future plans. In addition, SDCC created and filled the position of Dean, Institutional Effectiveness. Further steps to formalize integrated planning are addressed in the Quality Focus Essay, attached.

SDCC employees agree that the College engages in systematic evaluation and planning. As reflected in the 2015 Employee Feedback survey, 74% of respondents agree that the College values improving institutional effectiveness and 73% agree that Program Review is integrated into the college planning process ([IB9<sup>15</sup>](#)).



## Standard I.B Evidence

### I.B.1

- [IB1<sup>1</sup>](#): SDCC Staff Resources Committees website
- [IB1<sup>2</sup>](#): SDCC MPAROC and Academic Senate Meeting Agendas and Summaries websites
- [IB1<sup>3</sup>](#): SDCC MPAROC Charge (11-18-2015)
- [IB1<sup>4</sup>](#): SDCC Student Learning and Administrative Outcomes website
- [IB1<sup>5</sup>](#): SDCC 2015 Student Equity Plan
- [IB1<sup>6</sup>](#): SDCC 2015 Student Equity Plan Key Indicators (pg. 2-4)
- [IB1<sup>7</sup>](#): SDCCD Administrative Procedure 5500.1 Curriculum and Program Review Process
- [IB1<sup>8</sup>](#): SDCCD Board Policy 5020 Curriculum Development
- [IB1<sup>9</sup>](#): SDCCD Administrative Procedure 5020 Curriculum Development (draft)
- [IB1<sup>10</sup>](#): SDCC Institutional Research & Effectiveness Committee (IREC) Summary 06-16-16 and 2016 Institutional Effectiveness Partnership Initiative Plan
- [IB1<sup>11</sup>](#): SDCC Dean of Institutional Effectiveness Position Description
- [IB1<sup>12</sup>](#): SDCC Fall 2011 - Spring 2016 Sample Program Review Packet
- [IB1<sup>13</sup>](#): SDCC Philosophy Statement Assessment of Student Learning and Administrative Outcomes (SLOAC)
- [IB1<sup>14</sup>](#): SDCC Distance Learning Committee website
- [IB1<sup>15</sup>](#): SDCC Distance Learning Committee Charge
- [IB1<sup>16</sup>](#): SDCC Sample Minutes from Curriculum Review Committee (CRC), Distance Learning Committee (DLC), Master Planning, Assessment, and Resource Oversight Council (MPAROC), Student Equity Planning Committee (SEPC), Student Equity Workgroup (SEW), Student Success Equity Taskforce (SSET)
- [IB1<sup>17</sup>](#): SDCC 2015 Student Equity Scorecard
- [IB1<sup>18</sup>](#): SDCC 2015 - 2016 Sample Point of Service Survey Results (Outreach)
- [IB1<sup>19</sup>](#): SDCC Fall 2015 Student Feedback Survey
- [IB1<sup>20</sup>](#): SDCC Fall 2015 Student Feedback Survey Item #43 (pg. 24)
- [IB1<sup>21</sup>](#): SDCC Fall 2015 Employee Feedback Survey Item #8 & 9 (pg. 7)
- [IB1<sup>22</sup>](#): SDCC Institutional Research & Effectiveness Committee (IREC) Summaries (06-16-16, 02-28-16)
- [IB1<sup>23</sup>](#): SDCC Institutional Research & Effectiveness Committee (IREC) Research Agenda\_2016-17 (draft)
- [IB1<sup>24</sup>](#): SDCC 2015 - 2016 Institution Set Standards
- [IB1<sup>25</sup>](#): SDCCD 2015 Online Student Success and Retention City College (pg. 8-12)
- [IB1<sup>26</sup>](#): SDCC 2016 Institutional Effectiveness Partnership Initiative Plan

### I.B.2

- [IB2<sup>1</sup>](#): SDCCD Administrative Procedure AP 5021 Instructional Program Discontinuance (draft)
- [IB2<sup>2</sup>](#): SDCC Taskstream Program Review and Master Planning Prompts
- [IB2<sup>3</sup>](#): SDCCD Administrative Procedure AP 5500.1 Curriculum and Program Review Process
- [IB2<sup>4</sup>](#): SDCC Curriculum Review Procedure Six-Year Review Criteria and Instructions
- [IB2<sup>5</sup>](#): SDCC Sample Taskstream Program Review (Business Studies)

### I.B.3

- [IB3<sup>1</sup>](#): SDCC Institutional Research & Effectiveness website

- [IB3<sup>2</sup>](#): SDCC Institutional Research & Effectiveness Committee Research News and Reports website
- [IB3<sup>3</sup>](#): SDCC 2015 - 2016 Institution Set Standards
- [IB3<sup>4</sup>](#): SDCC Sample Program Outcomes Engineering 2016 - 2025 Educational Master Plan (pg. 67)
- [IB3<sup>5</sup>](#): SDCC Sample Program Outcomes Engineering 2016 -2017 Catalog (pg. 212)
- [IB3<sup>6</sup>](#): SDCC Sample Program Outcomes Engineering (website)
- [IB3<sup>7</sup>](#): SDCC 2016 Fact Book
- [IB3<sup>8</sup>](#): SDCC 2015 - 2016 Facts on File (pg. 8-11)
- [IB3<sup>9</sup>](#): SDCC 2015 Degrees and Certificates (Awards) Conferral Report
- [IB3<sup>10</sup>](#): SDCC Student Success Scorecard (CCC webpage)
- [IB3<sup>11</sup>](#): SDCC Fall 2015 Employee Feedback Survey Item# 8 (pg. 7)

#### **I.B.4**

- [IB4<sup>1</sup>](#): SDCC Institutional Research & Effectiveness (IREC) Makeup & Charge, Research News & Reports, and Point of Service Surveys (websites)
- [IB4<sup>2</sup>](#): 2016 - 2017 Institutional Research & Effectiveness Committee (IREC) Research Agenda (draft)
- [IB4<sup>3</sup>](#): SDCC 2016 - 2025 Educational Master Plan
- [IB4<sup>4</sup>](#): SDCC 2015 Student Equity Plan
- [IB4<sup>5</sup>](#): SDCC 2012 - 2016 Institutional Technology Plan
- [IB4<sup>6</sup>](#): SDCC 2016 Fact Book
- [IB4<sup>7</sup>](#): SDCC 2015 - 2016 Facts on File (pg. 8-11)
- [IB4<sup>8</sup>](#): SDCC Fall 2011 - Spring 2016 Sample Program Review Packet
- [IB4<sup>9</sup>](#): SDCC 2016 – 2025 Educational Master Plan (pg. 85)
- [IB4<sup>10</sup>](#): SDCC 2014 - 2015 Student Success and Support Program (SSSP) Plan
- [IB4<sup>11</sup>](#): SDCC 2015 Student Equity Plan
- [IB4<sup>12</sup>](#): SDCC 2015 - 2016 Basic Skills Initiative and Expenditure Plan Data (pg. 8-10)
- [IB4<sup>13</sup>](#): SDCC 2014 - 2015 Accelerated English Report
- [IB4<sup>14</sup>](#): SDCC 2015 First Year Experience (FYE) Annual Report

#### **I.B.5**

- [IB5<sup>1</sup>](#): SDCC Taskstream Program Review and Master Planning Prompts
- [IB5<sup>2</sup>](#): SDCC Fall 2014 Online Course Satisfaction Survey Report
- [IB5<sup>3</sup>](#): SDCCD 2015 Online Student Success and Retention City College (pg. 8-12)
- [IB5<sup>4</sup>](#): SDCC Fall 2011 - Spring 2016 Sample Program Review Packet
- [IB5<sup>5</sup>](#): SDCC Student Satisfaction Survey (blank)
- [IB5<sup>6</sup>](#): SDCC Employee Satisfaction Survey (blank)
- [IB5<sup>7</sup>](#): SDCC Sample Point of Service Survey (Admissions)
- [IB5<sup>8</sup>](#): SDCCD Institutional Research and Planning Outcomes website
- [IB5<sup>9</sup>](#): SDCCD 2015 Online Student Success and Retention
- [IB5<sup>10</sup>](#): SDCC 2015 - 2016 Institution Set Standards
- [IB5<sup>11</sup>](#): SDCC Student Learning and Administrative Outcomes Charge, Assessment Cycle, and Using Taskstream websites
- [IB5<sup>12</sup>](#): Taskstream website
- [IB5<sup>13</sup>](#): SDCC MPAROC Charge (11-18-2015)

[IB5<sup>14</sup>](#): SDCC MPAROC Summaries (11-18-15, 11-04-15, 10-07-15, 03-11-15)

[IB5<sup>15</sup>](#): SDCC Fall 2015 Employee Feedback Survey Item #10 (pg. 7)

[IB5<sup>16</sup>](#): SDCC Fall 2015 Employee Feedback Survey Item #32 (pg. 15)

#### **I.B.6**

[IB6<sup>1</sup>](#): CCC 2016 SDCC Student Success Scorecard Report

[IB6<sup>2</sup>](#): SDCC 2016 - 2017 Catalog Institutional Competencies & Outcomes (pg. 14-15)

[IB6<sup>3</sup>](#): SDCC 2015 Sample Disaggregated Data Report (Tutoring Center Report)

[IB6<sup>4</sup>](#): SDCC 2015 Student Equity Scorecard

[IB6<sup>5</sup>](#): SDCC 2009 - 2015 Basic Skills Report

[IB6<sup>6</sup>](#): SDCCD 2009/2010 – 2013/2014 Transfer Report Comprehensive Perspective (pg. 5-6, 8-20, 22-29)

[IB6<sup>7</sup>](#): SDCC 2015 Student Equity Plan Key Indicators (pg. 2-4)

[IB6<sup>8</sup>](#): SDCC 2015 Student Equity Plan Activities (pg. 22-24, 33-37, 68-77, 86-89, 98-108, 110-112, 115-116)

[IB6<sup>9</sup>](#): SDCC Fall 2015 Employee Feedback Survey Item# 14, 15, 16 (pg. 8-9)

#### **I.B.7**

[IB7<sup>1</sup>](#): SDCC 2014 - 2015 Campus Handbook

[IB7<sup>2</sup>](#): SDCC MPAROC Summaries (10-26-16, 10-12-16)

[IB7<sup>3</sup>](#): SDCCD Administrative Procedure AP 2410 Board Policies and Administrative Procedures (draft)

[IB7<sup>4</sup>](#): SDCCD Policy and Procedure Flowchart

[IB7<sup>5</sup>](#): SDCCD Board Policies and Procedures

[IB7<sup>6</sup>](#): SDCCD Board Policy BP 5020 Curriculum Development

[IB7<sup>7</sup>](#): SDCCD Administrative Procedure AP 5105 Distance Education (draft)

[IB7<sup>8</sup>](#): SDCCD Board Policies 2410 Policy and Administrative Procedure

[IB7<sup>9</sup>](#): SDCCD Administrative Procedure AP 5020 Curriculum Development (draft)

[IB7<sup>11</sup>](#): SDCCD Board Policies 2410 Policy and Administrative Procedure

[IB7<sup>12</sup>](#): SDCC Employee Satisfaction Survey (blank)

[IB7<sup>13</sup>](#): SDCC Student Satisfaction Survey (blank)

[IB7<sup>14</sup>](#): SDCC 2016 – 2025 Educational Master Plan

[IB7<sup>15</sup>](#): SDCC MPAROC Summaries (02-24-16, 11-18-15)

[IB7<sup>16</sup>](#): SDCC Fall 2015 Employee Feedback Survey Item #9, 14 (pg. 7-8)

[IB7<sup>17</sup>](#): SDCC Distance Learning Committee Meeting Minutes (10-16-15, 04-10-15)

#### **I.B.8**

[IB8<sup>1</sup>](#): SDCC Institutional Research & Effectiveness Charge, Research News & Reports, and Point of Service Surveys (websites)

[IB8<sup>2</sup>](#): SDCC Accreditation Welcome and ACCJC Communication and Reports (website)

[IB8<sup>3</sup>](#): SDCC Institutional Research & Effectiveness Committee Research News and Reports (website)

[IB8<sup>4</sup>](#): SDCCD 2015 - 2016 Annual Report to the Community

**I.B.9**

[IB9<sup>1</sup>](#): SDCC 2015 - 2016 Institution Set Standards

[IB9<sup>2</sup>](#): SDCC Strategic Planning (website)

[IB9<sup>3</sup>](#): SDCCD District Governance Council (DGC) Agendas and Minutes

[IB9<sup>4</sup>](#): SDCCD Chancellor's Cabinet Meeting Agendas

[IB9<sup>5</sup>](#): SDCCD Strategic Planning Committee Meeting Agendas and Minutes

[IB9<sup>7</sup>](#): SDCCD Board Policy BP 5020 Curriculum Development

[IB9<sup>8</sup>](#): SDCCD Online Learning Pathways Workshop Surveys

[IB9<sup>9</sup>](#): SDCCD Online Student Surveys

[IB9<sup>10</sup>](#): SDCC 2015 Student Equity Plan

[IB9<sup>11</sup>](#): SDCC 2014 - 2015 Student Success and Support Program (SSSP) Plan

[IB9<sup>13</sup>](#): SDCC 2012 - 2016 Institutional Technology Plan (pg. 6-15)

[IB9<sup>14</sup>](#): SDCC Institutional Research & Effectiveness Committee Research News and Reports (website)

[IB9<sup>15</sup>](#): SDCC Fall 2015 Employee Feedback Survey Item #8, 10 (pg. 7)



## **I.C. Institutional Integrity**

### **I.C.1**

The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

#### **Evidence of Meeting the Standard**

SDCC utilizes various methods to inform students/potential students, campus personnel, the public and outside organizations about its mission, educational programs, outcomes, and services offered. These methods include an annual print and online College Catalog, the SDCC website, and bulletin boards on campus. Many electronic newsletters are also sent to campus constituencies, including the Chancellor's Update, President's Forward, and news updates and information from the communications officer ([IC1<sup>1</sup>](#); [IC1<sup>2</sup>](#); [IC1<sup>3</sup>](#); [IC1<sup>4</sup>](#); [IC1<sup>5</sup>](#)). Reports related to the state of the College and the services provided are produced and published in the Facts on File and the City College Fact Book. Annual reports made to ACCJC regarding issues of accreditation are published on the College website. Information about student achievement is included in the Student Success Scorecard, published on the District and College websites. Information specifically related to online courses is included in the online services page of the College website.

SDCC and the District office collaborate for a thorough review of the information provided for the catalog on an annual basis. The collaboration of the Faculty, Curriculum Chair, Instructional Deans, Articulation Officer, Vice Presidents of Instruction and Student Services, Instructional Service staff, Public Information Officer, and District personnel (Systems Support Analyst, Student Services Technicians, Curriculum Technician, Instructional Services Multimedia Technician, Director of District Communications and Public Relations Office, and Evaluators) see to it that the catalog is up-to-date and includes pertinent information to fulfill the educational needs of a diverse student population and the community.

The College mission is clearly displayed in the College Catalog, on the website and in published college planning documents ([IC1<sup>6</sup>](#)). The College's accreditation status is also clearly published in the catalog and on the website ([IC1<sup>7</sup>](#)). Individual program accreditations, where applicable, are included in the program section of the catalog, and on the program specific location on the website ([IC1<sup>8</sup>](#)).

#### **Analysis and Evaluation**

SDCC meets this Standard and the requirements of ER #20. Existing processes enable a comprehensive and accurate College Catalog to be produced and published annually. The SDCC Catalog includes general information about the College, the College accreditation status, program and degree offerings, student learning outcomes for programs, the academic calendar, and all the information required by ER #20. SDCC offers a variety of courses in online format and information related to online courses and services are available on the SDCC website under "Online Services" tab. Here, SDCC publishes information on distance education offerings,

including but not limited to links to the Online Web Services page, application information, class schedules, and online counseling ([IC1<sup>9</sup>](#)). Information about student achievement in distance education courses is available in the City College Fact Book ([IC1<sup>10</sup>](#)).

Currently, each department is responsible for ensuring accurate and up to date information on the appropriate pages of the College website. While this practice ensures departmental information is accurate, updating information in a timely manner has proven to be challenging. A plan to improve the accuracy of information and timely updates to the College website is included in the Quality Focus Essay included in this report.

## **I.C.2**

The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the Catalog Requirements.

### **Evidence of Meeting the Standard**

SDCC provides a comprehensive catalog each academic year in both print and electronic formats. Complimentary print copies are provided to new students during the matriculation process; the catalog is also available for purchase in the college bookstore. An electronic version is available online on Student Web Services, which functions as a one-stop portal for students. A downloadable portable version (PDF) is also available. An electronic version of historical catalogs is available online dating back to 2004-2005 ([IC2<sup>1</sup>](#)). The college catalogs can also be accessed from each college website ([IC2<sup>2</sup>](#); [IC2<sup>3</sup>](#); [IC2<sup>4</sup>](#)).

To ensure accuracy and currency, the catalog undergoes an extensive review each academic year in accordance with an agreed-upon production timeline developed and monitored by the District Instructional Services department, which is responsible for the overall production of the college catalogs ([IC2<sup>5</sup>](#)). Review and updates to the content for the academic programs and course sections of the catalog is coordinated by the District Instructional Services department with review, input and campus coordination by the college Vice Presidents of Instruction, relying upon the college faculty, along with the District evaluators to ensure accuracy. In addition, the Curriculum and Instructional Council's College Catalog Taskforce, composed of faculty and District and college administrators, performs a systematic review of the production of the catalogs ([IC2<sup>6</sup>](#)).

The student support services, admissions and registration, and policies and procedures sections of the catalog are reviewed, updated, and coordinated by the District Student Services department with review, input and campus coordination by the Vice Presidents of Student Services. Changes to content that is consistent in the catalogs for all three colleges of the District—City College, Mesa College and Miramar College—are reviewed by the various subcommittees of the District Student Services Council (Financial Aid, Admissions and Records, DSPS, Evaluators, etc.), as well as the District Student Services Council.

The catalog includes detailed information about the college's programs, locations, requirements, policies and procedures as follows:

<b>1. General Information</b>	<b>Page</b>
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	1
Educational Mission	14
Representation of accredited status with ACCJC, and with programmatic accreditors if any	4
Course, Program, and Degree Offerings	133
Student Learning Outcomes for Programs and Degrees	15
Academic Calendar and Program Length	9
Academic Freedom Statement	5
Available Student Financial Aid	36
Available Learning Resources	43
Names and Degrees of Administrators and Faculty	559
Names of Governing Board Members	3
<b>2. Requirements</b>	
Admissions	17
Student Tuition, Fees, and Other Financial Obligations	28
Degrees, Certificates, Graduation and Transfer	87 102 105 133
<b>3. Major Policies and Procedures Affecting Students</b>	
Academic Regulations, including Academic Honesty	49
Nondiscrimination	79
Acceptance and Transfer of Credits	57
Transcripts	56
Grievance and Complaint Procedures	83
Sexual Harassment	80
Refund of Fees	30
<b>4. Locations of Publications Where Other Policies may be Found</b>	<b>84</b>

There is no differentiation in the accuracy or currency of the information in the college catalogs based upon delivery mode. The College's catalog includes a statement informing students of the availability of courses that may be taken in the distance education delivery mode ([IC2<sup>7</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard and the requirements of ER #20. Existing processes enable a comprehensive and accurate College Catalog to be produced and published annually. The college completes an initial internal review of the catalog from October to December. The revisions are sent to the District office for implementation in the first catalog draft. The first catalog draft is delivered to the campus for a secondary review in February. Additional edits made to the first catalog draft is returned to the District office for implementation in the second catalog draft. The second catalog draft is reviewed, edited and returned to the District office for the final draft (or blueines). Blueines are reviewed in June, and distribution of the catalog is done in August.

Edits made to the catalog after print and before the semester can be included in an addendum for the college. Addendums are posted online with the calendar.

### **I.C.3**

The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

#### **Evidence of Meeting the Standard**

SDCC uses documented assessment of student learning as well as evaluation of student achievement to communicate matters of academic quality to its constituencies, including current and prospective students, and the public. Through the Education Master Plan, SDCC provides information related to college and campus improvement, the College's educational goals, and processes to enhance student learning and achievement. SDCC is committed to ongoing assessment of progress towards meeting the College's goals and use assessment findings to inform decision regarding improvement. Currently the college is in the process of developing a new Strategic Plan that will refine and more finely integrate the processes of evaluating student achievements and resource allocations.

SDCC collects demographic data on all students who apply and register. These demographic data include but are not limited to, age, race, gender, socioeconomic information. In addition, SDCC compiles success, retention, and persistence rates for all students. These data can then be sorted and viewed by demographic information. The college also collects data on special populations such as students enrolled in basic skills classes, receiving financial aid, tutoring, and those participating in a learning community or pathway. Data are also collected on the number of degrees and certificates awarded as well as transfer data. This data is published in the City College Fact Book, Facts on File, and the City College Scorecard.

Faculty within each academic program develop, assess and report on student learning outcomes for their own courses and programs. These data are housed in Taskstream and can be reviewed and analyzed by the faculty members within the department. The data collected by the district and college along with those collected by programs are regularly used as part of Program Review and Master Planning. All program reviews and master plans for each program are housed on Taskstream and are available for viewing by college faculty and administrators.

The quality, quantity, and variety of data produced by the institutional research on campus and at the district are reviewed on a yearly basis by the Institutional Research and Effectiveness Committee (IREC). The committee has representatives from different constituents on campus that make decisions on institution wide data needed for data-driven decision making. Minutes of the IREC are published on the committee's website ([IC3<sup>1</sup>](#)). Student achievement data is used to develop Institution Set Standards (evidence) to aid in the valuation of student achievement ([IC3<sup>2</sup>](#)). The College makes data and analyses available externally, to the public, through the posting of planning documents, statistical reports, and meeting minutes on the College website ([IC3<sup>3</sup>](#)).

## **Analysis and Evaluation**

SDCC meets the requirements of this Standard and ER #19. Data collected by SDCC, along with the corresponding analyses, are publicly available on the District website under “Institutional Research” ([IC3<sup>4</sup>](#)). Also available on the District Institutional Research site is the Institutional Effectiveness Scorecard ([IC3<sup>5</sup>](#)). Course and program specific data are disaggregated by program and provided to division deans and programs for the purposes of program review and master planning annually. The extensive data gathered by and relating to SDCC is published in the City College Fact Book, the SDCCD Facts on File, and the SDCC Student Success Score Card ([IC3<sup>6</sup>](#); [IC3<sup>7</sup>](#); [IC3<sup>8</sup>](#)).

Minutes of the Master Planning, Assessment, and Resource Oversight Committee (MPAROC) are published on the MPAROC website ([IC3<sup>9</sup>](#)). The quality, quantity, and variety of data the colleges produce for the purposes of decision making are improving. Academic programs can request specific program related data from the campus research office. The extent to which data are used to drive the decision-making process varies by program. This reflects the agility, comfort, and trust faculty and staff possess with data and the relative usefulness of the data in the decision-making process. The collection of student learning data, its assessment and analysis is strictly done within a program. Those data are available to the faculty within the program to use and make improvements.

In Spring 2016, the IREC updated the SDCC Institutional Set Standards, and reviewed and updated the Research Agenda. The college also hired a Dean of Institutional Effectiveness in the summer of 2016. This position has been essential for the oversight of measuring institutional effectiveness using data, assisting departments with data gathering, management and interpretation as well as training faculty and staff to increase the agility, trust, and comfort level of faculty and staff with data-driven decision making. The position reports directly to the office of the president.

The Educational Master Plan, Technology Master Plan, Strategic Plan, Student Equity Plan and Supporting Student Success Program Plan are posted on the website ([IC3<sup>10</sup>](#)). These plans include data analysis as well as status updates from previous plans and cycles.

### **I.C.4**

The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

#### **Evidence of Meeting the Standard**

SDCC accurately describes the degrees and certificates offered, including purpose, content, course requirements, and expected learning outcomes. Degrees and certificates are described in the printed and online catalog, and a link to the appropriate descriptions is posted on the College website ([IC4<sup>1</sup>](#); [IC4<sup>2</sup>](#)). Program information is published in both the printed and online catalog and reviewed on a yearly basis for accuracy. All programs have a description in the catalog and include:

- a) a list of requirements including the number of units and potential electives;

- b) broad course descriptions that includes articulation information with CSU and UC or other transferring institutions; and
- c) program learning outcomes.

The online catalog is available on SDCC's website, making it easily available to students enrolled in online courses and programs. The catalog is also produced in a print version, and copies are available in the Admissions Office and can be purchased in the bookstore. In accordance with the SDCC Faculty Handbook (page 4), all faculty must provide students a syllabus on the first day of class, whether a traditional face to face course or an online course. Departmental deans verify that each instructor has prepared a syllabus that includes SLOs by collecting syllabi at the beginning of each semester. Instructors are free to construct their own syllabi but all faculty teaching the same course use and assess the same student learning outcomes. Program and course student learning outcomes are included as part of the official course record. The Faculty Evaluation process, which includes a peer evaluator visiting a class, is used to verify that identical sections of courses adhere to the course learning outcomes.

### **Analysis and Evaluation**

SDCC meets this Standard. Existing processes enable a comprehensive and accurate College Catalog to be produced and published annually. The catalog pulls information from CurricUNET, where faculty regularly revise course and program information to assure accuracy. Syllabi are collected by instructional deans and department chairs either in electronic or print form. These are spot checked each semester by deans to ensure that a syllabus has been prepared and that it includes the student learning outcomes ([IC4<sup>3</sup>](#)).

Students enrolled in distance education courses and programs can access the information about SDCC degrees and certificates through the website and review of the online catalog. The processes to ensure that distance education students receive a syllabus, and that course sections adhere to the objectives and outcomes is no different than those identified for traditional, face to face courses.

### **I.C.5**

The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

### **Evidence of Meeting the Standard**

SDCC regularly reviews policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. The District, under the leadership of the Chancellor, also regularly reviews institutional policies, procedures and publications to assure integrity and alignment with the mission. This review includes broad consultation and communication through the District and college participatory governance groups in which SDCC participates.

### **Policies and Procedures**

The Chancellor and Vice Chancellors are responsible for ensuring that Board Policies and Administrative Procedures that fall under their respective area of responsibility are current and



align with State and Federal regulations, as well as District business processes in accordance with Board Policy 2410 and Administrative Policy 2410. In addition to ongoing review, a comprehensive review of all policies and procedures is conducted every six years ([IC5<sup>1</sup>](#); [IC5<sup>2</sup>](#); [IC5<sup>3</sup>](#)).

Changes to policies and procedures undergo thorough review and consultation by the district-wide councils, which include college faculty, staff and students, college constituents, the Chancellor's Cabinet, and the District Governance Council, comprised of the presidents of the academic and classified senates, the student leaders, the college presidents, Vice Chancellors, and representatives from the labor organizations, with final approval by the Board of Trustees. In accordance with BP/AP 2410, changes to Board Policies undergo two readings at the Board of Trustees meetings, prior to approval. Once approved, they are posted to the District's website ([IC5<sup>2</sup>](#); [IC5<sup>3</sup>](#); [IC5<sup>4</sup>](#); [IC5<sup>5</sup>](#); [IC5<sup>6</sup>](#)). Changes to administrative procedures are approved by the Chancellor after comprehensive review and consultation by the governance councils and committees, as well as constituent groups throughout the institution. To ensure integrity and compliance with state and Federal law, the District subscribes to the Community College League of California Policy and Administrative Procedure Service, which provides semi-annual updates to policies and procedures, based upon changes to laws and regulations.

Once reviewed (and amended as needed) by the District committee, policies and procedures are sent to the College for approval through the participatory governance process ([IC5<sup>7</sup>](#)). Policies are viewed publicly on the district website and procedures are published on the board of trustee's website available for internal viewing ([IC5<sup>8</sup>](#)). There are no differences between the review of policies and procedures related to distance education and policies related to traditional, face to face instruction.

### **Publications**

SDCC publishes, in print and electronic format, information about all if its program in the SDCC catalog. This catalog is accessible from both the SDCC and District websites. Each semester the schedule of classes is published both in print and online as well. The schedule of classes is available in print and electronic formats, and includes the day, times, location and any other pertinent information. Some programs publish information in the form of rack cards, which are reviewed for accuracy by the College Information Officer. SDCC also produces the Annual Report to the Community which presents a recap of the year's events, awards, highlights ([IC5<sup>9</sup>](#)). The Annual Report to the Community also presents data about the college's performance and achievement of its mission. The report is printed in hard copy (small run) for distribution by the President to community, as well as shared online with the College's campus/district distribution lists, and posted on the SDCC website. Additional information about the activities of SDCC are published via the "In the NEWS" web page on the SDCC website ([IC5<sup>10</sup>](#)).

The District offers a number of publications that support and promote the SDCC mission. These publications are updated annually to ensure effective communication throughout the organization and the community. All publications are broadly available to the campus/District community including: Annual Report to the Community; the District Administration and Governance Handbook; Endless Possibilities: A Guide to Majors and Programs of Interest at the San Diego Community College District; Safe and Sound, the District's Annual Safety Report; the WE (With

Excellence) the District's news magazine, the Student Veterans Handbook; and the Financial Aid Bulletin. All major publications are available in both print and electronic format. Review and update of these major District publications includes consultation with various District departments, committees, councils, and the Chancellor's Cabinet as appropriate, to ensure their accuracy, currency and integrity ([IC5<sup>5</sup>](#); [IC5<sup>6</sup>](#); [IC5<sup>9</sup>](#); [IC5<sup>10</sup>](#); [IC5<sup>11</sup>](#); [IC5<sup>12</sup>](#); [IC5<sup>13</sup>](#); [IC5<sup>14</sup>](#); [IC5<sup>15</sup>](#)). Review and update of these major District publications includes consultation with various District departments, committees, councils, and the Chancellor's Cabinet as appropriate, to ensure their accuracy, currency, and integrity in representing the mission, programs and services of the District.

### **Analysis and Evaluation**

SDCC meets this Standard, and is in compliance with the Commission policy on institutional advertising. The District has established a schedule for review of policies and procedures ([IC5<sup>2</sup>](#); [IC5<sup>3</sup>](#)).

Educational programs and services are listed in the Catalog. Program costs and time needed to complete a program are clearly cited on the program website and in the catalog ([IC5<sup>16</sup>](#)). The college's accreditation status and other independently accredited programs are published in the catalog ([IC5<sup>17</sup>](#)). All information about the class schedule is produced in print and on the district website. The schedule of classes undergoes several rounds of review by the department chair, and the dean's office to make sure information printed is accurate. Changes to the schedule after the paper printing deadline are made to the online/electronic version of the schedule. These measures are in place to assure the accuracy of the course schedule as well as the information provided in the catalog both in print and on line.

Information and in the Report to the Community is reviewed for accuracy by the Office of Communication and approved by the President prior to publishing.

### **I.C.6**

The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

### **Evidence of Meeting the Standard**

SDCC informs current and prospective students of the total cost of education including all required fees and other expenses through implementation of policies and procedures developed by the District. Board Policy 3300, *Fees–Direct Costs to Students* specifies that all fees charged to students are established in accordance with the Education Code, and requires that all fees charged to students be approved by the Board of Trustees ([IC6<sup>1</sup>](#)). In addition, BP 3300 requires that all fee information be included in the college catalogs and class schedules, including any exemptions to fees and the refund policy. Attachment A of BP 3300 contains the Student Fee Schedule which includes a detailed listing and description of all mandatory and optional fees, as well as the consumer fees charged of patrons of services for the various Career Technical Programs such as Cosmetology, Biology, and Chemistry ([IC6<sup>2</sup>](#)). The Student Fee Schedule is



reviewed by various stakeholders and updated each academic year with final approval by the Board of Trustees ([IC6<sup>3</sup>](#)).

All student fees are printed in the college catalogs as well as the schedule of classes, in both print and electronic formats ([IC6<sup>4</sup>](#); [IC6<sup>5</sup>](#); [IC6<sup>6</sup>](#)). A comprehensive list of fees is also listed on Student Web Services, the online student portal ([IC6<sup>7</sup>](#)). Various instructional materials fees for specific classes are also listed in the printed and online class schedule ([IC6<sup>4</sup>](#); [IC6<sup>5</sup>](#); [IC6<sup>6</sup>](#)).

In accordance with the Higher Education Act, the online class schedule contains a listing and cost for all textbooks and other instructional materials for each class. This information is updated each semester. In addition, the total cost of education for Career Technical Certificate Programs is listed on the Gainful Employment webpage which is available on the District webpage under the Consumer Information link, as well as on the college web page ([IC6<sup>8</sup>](#)). The Gainful Employment webpage includes the total cost of each certificate program, the length of the program, jobs related to each program and the job placement rate. The webpage is updated annually by the District Instructional Services Division in collaboration with the colleges within the District. SDCC and the District are in full compliance with all state and Federal laws and regulations pertaining to accounting fees and informing current and prospective student of the total cost of instruction.

### **Analysis and Evaluation**

SDCC meets this Standard. Program costs and time needed to complete a program are clearly cited on the program website and in the catalog. The total cost of education is made available to students in multiple publications and at least two different mediums, print and via the web. SDCC publishes the following costs in its catalog (2015/2016 on page 26-27): enrollment, health services, non-resident tuition, parking, student representation, and returned check. In addition to the publication of fees, students are provided with instructions on the Board of Governor's waiver and the SDCC refund policy ([IC6<sup>9</sup>](#)). In 2015, an item to assess how well SDCC informs students of educational costs was added to the Student Feedback Survey. 77% of students who responded to the survey agreed that they were adequately informed of the total cost of education at SDCC ([IC6<sup>10</sup>](#)).

### **I.C.7**

In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

### **Evidence of Meeting the Standard**

SDCC assures institutional and academic integrity through the publishing and use of policies on academic freedom and responsibility approved by the governing board. SDCC implements Board Policy 4030 on academic freedom and responsibility. The policy clearly identifies the college and District commitment to the pursuit and dissemination of knowledge. This policy is also published in the catalog both in print and online ([IC7<sup>1</sup>](#)). The implementation of the Academic

Freedom policy ensures a campus culture of intellectual freedom, where students and faculty are free to examine, discuss, and test knowledge appropriate to the discipline.

The College and the District honor its policy on Academic Freedom. Board Policy 4030 makes clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty, staff, and students ([IC7<sup>2</sup>](#)). Specifically, the Board policy on Academic Freedom outlines the fundamental rights of faculty within academic freedom and of faculty, staff, and students with respect to freedom of expression. The board policy on academic freedom is reviewed on every six years. The last review was in 2016.

The policy on Academic Freedom is implemented and monitored for distance education courses and programs at the District level through the Online & Distributed Learning department. There is no difference between distance education and face to face instruction with regard to the District's policy on academic freedom and freedom of expression. For example, determination and judgments about the quality of distance education under the course quality standards are made with full involvement of faculty in accordance with district policy and California regulations, Title 5, section 55374. All distance education courses are approved under the same conditions and criteria as all other courses, but they require additional documentation including how the course will maintain regular and effective contact to ensure that online sections of courses maintain the quality and rigor of face to face sections. Online courses demonstrate that faculty use various tools within the course management system to assess student learning. Discussion boards, chat features, tests, and assignments are included in their methodology. These online tools are evidence that faculty teach in an environment that embraces academic freedom and freedom of expression.

### **Analysis and Evaluation**

SDCC meets this Standard, and the requirements of ER #13. SDCC has faculty and staff that epitomize the concept of freedom of expression and academic freedom as outlined in Board Policy 4030:

The San Diego Community College District is committed to an academic environment that embraces the principles of academic freedom and freedom of expression. This commitment is based upon the value that free expression is essential to excellence in teaching, learning, critical inquiry and service to the community.

The campus has a designated free speech area for students and the community at large. SDCC has social justice as one of its core values. The campus has organized a conference around the issue of social justice for the past two years ([IC7<sup>3</sup>](#)). Additionally, the World Cultures program brings presenters on campus from differing viewpoints ([IC7<sup>4</sup>](#)). The freedom of expression policy of the district affords the faculty staff and students the right to speak and write freely in accordance with the constitutional protections of free speech. In the recent Campus Cultural Climate survey 80% of faculty and staff who responded strongly agreed that the campus supports academic freedom. These results are similar to those of the Employee Feedback Survey, where 82 % of respondents agreed with the statement, "The college supports academic freedom" ([IC7<sup>5</sup>](#)). Data from the 2015 Student Feedback Survey demonstrates that 86% of students who

responded to the survey felt respected on campus ([IC7<sup>6</sup>](#)). It is evident that the SDCC constituencies agree that this is a campus where respect, collegiality, diversity and freedom are highly valued.

### **I.C.8**

The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

#### **Evidence of Meeting the Standard**

SDCC implements District established policies to promote honesty, responsibility and academic integrity in students, faculty, and the Board of Trustees. These policies apply to all constituencies, and align with all State and Federal regulations. The policies are published in the college catalogs, Student Web Services, and SDCC and District websites. In addition, the Student Code of Conduct, which includes expectations for honest academic conduct, is posted in various locations on campus including the classrooms ([IC8<sup>1</sup>](#)).

#### **BP Policy 3100 – *Student Rights, Responsibilities, Campus Safety and Administrative Due Process*** ([IC8<sup>2</sup>](#))

This policy enumerates the rights and responsibilities of all students, including the Student Code of Conduct ([IC8<sup>1</sup>](#)). The Student Code of Conduct establishes clear standards and expectations for students, a violation of which is subject to disciplinary action. These standards include expectations for honesty, academic integrity and overall responsibility at all times. In accordance with the Student Code of Conduct, students are subject to charges of misconduct concerning, but not limited to the following acts:

- a) Academic misconduct;
- b) Forgery, alteration, falsification or misuse of campus/District documents, records, electronic devices, or identification; or
- c) All forms of nonacademic dishonesty, including but not limited to fabricating information, any form of bribery or knowingly furnishing false information, or reporting false information, or reporting a false emergency to officials acting in an official capacity.

#### **Administrative Procedure 3100.3, *Honest Academic Conduct*** ([IC8<sup>3</sup>](#))

In accordance with Board Policy 3100 ([IC8<sup>2</sup>](#)), students are expected to be honest and ethical at all times in their pursuit of academic goals. AP 3100.3 ensures that honesty and integrity are an integral component of the academic program and provides for both an academic sanction, such as grade modification, as well as an administrative sanction via the disciplinary process as outlined in AP 3100.2 for violations.

#### **Administrative Procedure 3100.2, *Student Disciplinary Procedures*** ([IC8<sup>4</sup>](#))

This policy provides uniform standards to assure due process when a student is charged with a violation of the Student Code of Conduct, including charges of academic dishonesty.

**BP 7150, *Civility and Mutual Respect* ([IC8<sup>5</sup>](#))**

This policy communicates the expectation that all members of the District community are expected to treat each other with civility and respect.

**BP 4030, *Academic Freedom and Freedom of Expression* ([IC8<sup>6</sup>](#))**

This policy ensures faculty work in an academic environment that embraces the principles freedom of expression and participation in governance processes that impact the teaching environment.

SDCC and the District promote academic honesty and integrity in the development and delivery of online courses through student identity and verification processes. The College, through the District, is in compliance with Higher Education Opportunity Act (HEOA), Section 496. The District offers to faculty the use of a plagiarism detection tool, requires written work from students, uses various assessments, and provides unique student logins. The student information system tracks students who are out-of-state residents. SDCCD has state authorization for 37 states and one U.S. Territory. Students who register from states not authorized are notified that they are not eligible for Federal Financial Aid. A State Authorization statement is also posted on the web on the Student Web Services web page ([IC8<sup>7</sup>](#)). Students have a secure log-in and access is restricted to enrolled students, ensuring that student information is protected.

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

The above mentioned policies serve to delineate the expected behaviors and responsibilities of all members of the campus and district community and promote an environment that respects the dignity of individuals and groups.

**Analysis and Evaluation**

SDCC meets this Standard. The standards of student conduct are referred to and summarized in the College Catalog and faculty are to include statements regarding academic honesty and classroom decorum in their course syllabi. In addition, policies related to issues of honesty and decorum exists for all constituencies and can easily be found on both the campus and district websites.

**I.C.9**

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

### **Evidence of Meeting the Standard**

The faculty of SDCC distinguish between personal convictions and professionally accepted views in a discipline and therefore present course information fairly and objectively. BP 4030, *Academic Freedom and Freedom of Expression* establishes the district's commitment to free expression as an essential element of teaching, learning, critical inquiry and service to the community ([IC9<sup>1</sup>](#)). At the same time, it balances the faculty's right to speak and write freely without unreasonable restrictions with the responsibility to do so within commonly held principles of fairness, integrity, professionalism, safety, and respect for others.

The curriculum approval and review processes are used to ensure that course outlines reflect accurate and current content, including professionally accepted views and principles appropriate for the discipline. Curriculum approval and review allow concerns related to the curriculum, including those related to academic freedom and/or personal viewpoints that may have integrated into a course outline or syllabi, to be reviewed by the campus curriculum committee. The Curriculum Committee reviews and approves all courses and programs; including curriculum proposals, catalog changes for new and revised courses and programs, and course activations and deactivation for compliance with state regulations and district policy. The committee also reviews credit courses throughout the District to determine duplication in content, recommends policies and procedures regarding academic and professional matters ([IC9<sup>2</sup>](#); [IC9<sup>3</sup>](#); [IC9<sup>4</sup>](#)).

The faculty evaluation process also provides a vehicle to observe and review a faculty member's syllabi, course materials, lesson plans, and classroom delivery. Through the evaluation process, college faculty are evaluated to assess teaching effectiveness and to encourage professional growth. As part of the evaluation process, the evaluation committee has the opportunity to provide feedback and suggest corrections if it believed the evaluatee has not sufficiently distinguished between their personal convictions or points of view and professionally accepted views within that discipline ([IC9<sup>5</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard. The academic freedom policy communicates the responsibility of faculty to teach fairly and objectively, while supporting the right of faculty to express individual and diverse viewpoints ([IC9<sup>1</sup>](#)). Review of curriculum by division chairs, deans, the curriculum committee, and discipline faculty in the curriculum review process provides an effective mechanism to verify that the official course content represents professionally accepted views in a discipline ([IC9<sup>2</sup>](#); [IC9<sup>3</sup>](#); [IC9<sup>4</sup>](#)). Review of course materials and teaching pedagogy during the faculty evaluation process also verifies class instruction reflects the appropriate principles set out in the approved course outline ([IC9<sup>5</sup>](#)).

In the 2015 Student Feedback Survey, 87% of respondents agreed with the statement, "In general, instructors attempt to be fair and objective in their presentation of course materials." The students' overall ranking on a 1 to 5 point ascending scale was 4.19 ([IC9<sup>6</sup>](#)).

### **I.C.10**

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

#### **Evidence of Meeting the Standard**

SDCC does not require conformity to specific beliefs or world views, or conduct related to any specific belief or world view. However, SDCC has developed policies related to ethics and standards of practice. BP 3100, *Student Rights, Responsibilities, Campus Safety and Administrative Due Process* defines the expected conduct and responsibilities of students ([IC10<sup>1</sup>](#)). BP 2715, *Code of Ethics/Standards of Practice* calls on the board of trustees to exhibit a high level of ethical behavior ([IC10<sup>2</sup>](#)). In addition, each employee group has developed a handbook which outlines due process procedures including causes for disciplinary action along with codes, of professional ethics ([IC10<sup>3</sup>](#); [IC10<sup>4</sup>](#); [IC10<sup>5</sup>](#); [IC10<sup>6</sup>](#)). Beyond that SDCC does not require any specific beliefs or world views or conduct based on those beliefs.

#### **Analysis and Evaluation**

SDCC meets this Standard. Board policies, statements in the Catalog, and employee Handbooks outline expectations for conduct of staff, faculty, administration and students ([IC10<sup>1</sup>](#); [IC10<sup>2</sup>](#); [IC10<sup>7</sup>](#); [IC10<sup>3</sup>](#); [IC10<sup>4</sup>](#); [IC10<sup>5</sup>](#); [IC10<sup>6</sup>](#)).

### **I.C.11**

Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

#### **Evidence of Meeting the Standard**

Individual foreign language or other discipline course sections at SDCC include travel to foreign locations, but the College does not offer any educational, learning, or support programs in foreign locations.

#### **Analysis and Evaluation**

This Standard does not apply to SDCC.

### **I.C.12**

The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.

#### **Evidence of Meeting the Standard**

SDCC complies with eligibility requirements, accreditation standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior



approval of substantive changes. Previous self-studies, timely submission of midterm and annual reports, response to team visits and recent substantive change submission(s), all of which can be found on the City college website, reflect SDCC's commitment to meeting standards and expectations of the Commission. The District also complies with all Eligibility Requirements, Accreditation Standards, Commission policies, guidelines for public disclosure, institutional reporting, team visits, and prior approval of substantive changes.

BP 0005, *Accreditation*, articulates the Board of Trustees' commitment to adhering to all eligibility requirements and accreditation standards ([IC12<sup>1</sup>](#)).

The Chancellor and Board of Trustees closely monitor the colleges' accreditation and compliance with all requirements. When SDCC is directed to act by the Commission, the Chancellor and Board of Trustees ensure a timely and comprehensive response to the Commission.

The Board of Trustees also has a number of structures in place that demonstrate a commitment to comply with Eligibility Requirements and Accreditation Standards:

- The Board of Trustees has a subcommittee on Student Success and Accreditation that reviews periodic reports on the progress of the college's accreditation. The subcommittee is comprised of two Board members who meet at least once a semester along with the Vice Chancellor, Student Services who provides staff support to the subcommittee. The committee also receives regular reports on various aspects of institutional effectiveness, including ongoing reports on student outcomes and accreditation ([IC12<sup>2</sup>](#)).
- The Board of Trustees receives periodic reports on the status of Accreditation, at public meetings and at Board of Trustees Retreats ([IC12<sup>3</sup>](#); [IC12<sup>4</sup>](#)).
- The annual goals for the Board of Trustees are aligned with various accreditation standards ([IC12<sup>5</sup>](#)).
- The District publishes information on accreditation in its catalogs and on college and District websites ([IC12<sup>6</sup>](#)). A public notice of disclosure and the student complaint process is also posted online with links to file complaints ([IC12<sup>7</sup>](#)).
- The Chancellor's Cabinet agenda has a standing agenda item on accreditation where the leadership reviews status reports and monitors the accreditation process ([IC12<sup>8</sup>](#)).
- The Chancellor's Cabinet Retreat in August 2016 included an agenda item on Accreditation where the leadership team had the opportunity to discuss the status of meeting the Accreditation Standards and plan for the team visits ([IC12<sup>9</sup>](#)).
- The Board of Trustees receives regular reports on various student outcomes and other measures of institutional effectiveness. Reports include: student demographics, student and employee diversity, enrollment, transfer, degrees conferred, learning communities, Student Success Scorecard, graduation rates, student loan defaults, Honors Program

outcomes and institution-set standards. All of these reports are posted on the District website, as well as the District's Institutional Research website ([IC12<sup>10</sup>](#); [IC12<sup>11</sup>](#); [IC12<sup>4</sup>](#); [IC12<sup>12</sup>](#)).

The Chancellor and Board of Trustees closely monitor the colleges' accreditation and compliance with all requirements. When the College is directed to act by the Commission, the Chancellor and Board of Trustees ensure a timely and comprehensive response to the Commission.

### **Analysis and Evaluation**

SDCC meets this Standard and the requirements of ER #21. SDCC maintains a positive relationship with the ACCJC, characterized by clear and timely communication. The College complies with all Commission policies, eligibility requirements, standards, guidelines, and requirements for public disclosure. SDCC communicates its accreditation status to the public via the Catalog and the College website. SDCC submits annual and midterm reports in a timely manner and has complied with recommendations made by the Commission during team visits

In March, 2011 the college submitted a Follow Up report to the Accrediting Commission in response to the Commission's Action Letter of January 31, 2011. The follow up report provided a thorough assessment and response to the committee's recommendation that the college more fully articulate its system wide integrated planning process. In October, 2013, the college submitted the mid-term report which provided a thorough response to the accrediting team's four recommendations and the Commission Action Letter. Both documents satisfied the Commission's requirement. The college continues to post official communications from the ACCJC on the Accreditation page of the SDCC web page.

As indicated throughout this Self-Evaluation Report, SDCC has maintained compliance with all Commission policies and eligibility requirements. Consistent with Eligibility Requirement #21, SDCC uses identical terms to describe itself to all its accrediting agencies. The college catalog and website are sufficient to provide accurate, current, and appropriately detailed information to students and the public about its programs, locations, and policies. As outlined in this Self-Evaluation Report, Standard I.C.5, the College complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

### **I.C.13**

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

### **Evidence of Meeting the Standard**

SDCC demonstrates honesty and integrity in its relationships with external agencies. SDCC is in compliance with all regulations and statutes. SDCC is consistent in how it represents itself to all external agencies including the Commission and other accrediting agencies. SDCC responds to requests and meets timelines in order to comply with regulations and statutes. In addition, SDCC



maintains compliance with regulations and requirements established by the US Department of Education. The College has relationships with the following accrediting agencies:

- **Nursing:** The nursing program is approved by the California Board of Registered Nursing (BRN) and accredited by the Accreditation Commission for Education in Nursing (ACEN).
- **Cosmetology:** The cosmetology department is approved by the California Board of Barbering and Cosmetology.
- **Radio Station:** Station KSDS reports to the Federal Communications Commission (FCC) and the Corporation for Public Broadcasting (CPB).
- **Child Development:** The child development center lab school is overseen by the State of California, Department of Social Services, Community Care Licensing which enforces child care center regulations found in Title 22.
- **Drug and Alcohol Program (AODS):** The SDCC AODS program is accredited by California Association of Alcohol and Drug Educators (CAADE) and accredited by the California Association of Alcohol/Drug Educators.
- **Athletics:** The athletic sport programs comply with sport codes, policies, procedures, and bylaws established and administered by the California Community College Athletic Association (CCCCAA), State Education Code Section 67360-67365, and Federal Register of Title IX. Required annual financial reports and reports related to gender equity are submitted to the U.S. Department of Education (Equity in Athletics Disclosure Act) as well as to the CCCCCAA in an effort to publish statistics and information about the programs.

In Spring 2014 the Athletics department discovered errors in the consistency of reviewing eligibility for student athletes. It was discovered that a Men's Volleyball player lacked sufficient units to continue to participate, and furthermore it was determined that the system of weekly review of eligibility had not been consistently followed. As a result of this, the Athletics program was placed on three years' probation by the California Community Colleges Athletic Association (CCCCAA). In Spring 2015, it was discovered that a Women's Cross Country runner had not completed eligibility paperwork and thus was not eligible to participate in meets. This sanction added one year to the program probation and prevented the team from competing in postseason competition.

As a result of these sanctions, the college took decisive action to ensure that processes were followed according to CCCCCAA standards. First, the Dean/Athletic Director was removed from oversight of the Athletics program and reassigned to another management position. An Acting Athletic Director was assigned program oversight for a period of approximately 14 months. This Athletic Director worked with the Pacific Coast Athletic Association (PCAC) commissioner to formulate a detailed plan for eligibility review and specific instructions for eligibility review of the Men's Volleyball program ([IC13<sup>1</sup>](#)). No action was taken against the Women's Cross Country coach as she had left the country and did not respond to inquiries.

In July 2015, a new, permanent Athletic Director and Dean of Health and Exercise Science was appointed to oversee the instructional department and the Athletics department. In August and September 2015, the PCAC commissioner was retained to review eligibility processing and to

make recommendations for ongoing program planning. The department is in the process of establishing a Master Planning committee to develop strategies to improve the Athletics program and facilities. This committee will integrate department planning with the greater college master planning efforts ([IC13<sup>2</sup>](#)).

The District is fully compliant with the regulations of the United States Department of Education with regards to all of its accrediting agencies.

### **Analysis and Evaluation**

SDCC meets this Standard and the requirements of ER #21. The Nursing Education Department participates fully in regularly scheduled self-evaluation and agency site visits to maintain program approval and accreditation. The approval and accreditation status of the program is posted on the department website and College catalog ([IC13<sup>3</sup>](#)).

The Cosmetology faculty communicate with the State Board offices each quarter to identify any changes to licensing requirements and areas of emphasis during the examination processes. Both instructional labs and client services comply with the salon rules set forth by the Department of Consumer Affairs, division of Barbering and Cosmetology ([IC13<sup>4</sup>](#)).

KSDS, the College radio station, is in full compliance with FCC requirements. Regulatory documents are kept in a public file which is available for review during business hours. In addition, the station maintains a daily station log, monitors power output, and monitor tower lighting and Emergency Alert System (EAS) information. Additionally, the station website includes other public information, including the Authorization to Operate Station/ Station License, FCC Applications that are in process, Contour Maps, Ownership Report, Specific Contract and Agreements, Program Lists, the publication titled “The Public and Broadcasting” (This publication has to be mailed to any listener who requests it), Annual Employment Reports, Equal Employment Opportunity (EEO) Report Audit, and materials related to FCC Investigations or complaints. In order to maintain compliance with the Corporation for Public Broadcasting, SDCC keeps updated information on its website, including financial statements, donor lists, and political activity and EEO Reports. The station maintains a Community Advisory Board which holds regular meetings that are open to the public ([IC13<sup>5</sup>](#)).

The Child Development Center is overseen by the Early Education and Support Division in the California Department of Education, and in compliance with child care guidelines as noted at <http://www.cde.ca.gov/sp/cd/lr/> under Laws, Regulations, & Requirements. The guidelines for compliance conform to the basic health and safety guidelines for all preschools, private and public ([IC13<sup>6</sup>](#)).

SDCC AODS program is SDCC is current and compliant in the College’s accreditation by California Association of Alcohol and Drug Educators ([IC13<sup>7</sup>](#)).

#### **I.C.14**

The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

#### **Evidence of Meeting the Standard**

SDCC commits its highest priority to high quality education, student learning and achievement, as affirmed in the first line of the College's mission statement. Furthermore, the core tenets of the College's value system assert a commitment to high quality instructional programs emphasizing creative and critical thinking. These efforts are further supported through dedication to a continuous campus-wide cycle of assessment and program review that ensures that all planning systems and resource allocations have a direct link and are prioritized based on the College's mission and core values.

The institution does not have any external investors. As a member of a multi-college district, SDCC has a shared vision and mission with its District office. The interests and expectations of the district office are not in conflict with the expectation or interest of SDCC.

#### **Analysis and Evaluation**

SDCC meets this Standard. The College's values and priorities are clearly defined, and posted on the College website. Institutional priorities include student success, integration of innovative approaches to higher education, equity, inclusiveness and diversity, collaborative outreach ventures, environmental stewardship, and institutional accountability. Human Resources policies and procedures ensure personnel are appropriately qualified for positions they fill. BP 37120, *Recruitment and Hiring* states that academic employees shall possess the minimum qualifications prescribed for their positions, and the criteria and procedures for hiring academic employees conform to district policy and procedures ([IC14<sup>1</sup>](#)). The 2015 Student Feedback survey reflects the commitment of the College to its students: 84% of respondents agree that the College, is, above all, committed to high quality education, student learning, and achievement ([IC14<sup>2</sup>](#)). This commitment is also supported by results of the Employee Feedback survey, where 82% of respondents agreed with the same statement ([IC14<sup>3</sup>](#)).

District policies BP 2715, *Code of Ethics/Standards of Practice* and BP 2710, *Conflict of Interest* reflect a commitment to a code of ethics and standards that support the core tenets of the College priorities which include maintaining high standards of ethical conduct ([IC14<sup>4</sup>](#); [IC14<sup>5</sup>](#)).

The institution receives the vast majority of its funding from state apportionment. It receives no funding from sources that hope to benefit in ways other than a more educated population within the college district.

## **Standard I.C Evidence**

### **I.C.1**

- [IC1<sup>1</sup>](#): SDCCD Sample Chancellor's Cabinet Update (Sept 2016)
- [IC1<sup>2</sup>](#): SDCC Sample President's Waypoints (04-04-2016, 02-08-2016, 10-26-2015)
- [IC1<sup>3</sup>](#): SDCC Sample In the News (11-18-2016, 05-07-2016)
- [IC1<sup>4</sup>](#): SDCCD News Release (09-23-2016)
- [IC1<sup>5</sup>](#): SDCCD Sample WE (Sept 2016, May 2016)
- [IC1<sup>6</sup>](#): SDCC Mission and Values in publication (2016 - 2017 Catalog, Web, 2016 - 2025 Educational Master Plan, 2016 Fact Book)
- [IC1<sup>7</sup>](#): SDCC Accreditation (2016 - 2017 Catalog and website)
- [IC1<sup>8</sup>](#): SDCC AODS, Cosmetology, Nursing (2016 - 2017 Catalog & Cosmetology Addenda Errata)
- [IC1<sup>9</sup>](#): SDCC College Services Online Services (website)
- [IC1<sup>10</sup>](#): SDCC 2016 Fact Book Student Achievement in DE (pg. 20, 67-69)

### **I.C.2**

- [IC2<sup>1</sup>](#): SDCCD College Catalogs (website)
- [IC2<sup>2</sup>](#): SDCC 2016 - 2017 Catalog
- [IC2<sup>3</sup>](#): SD Mesa College Catalog 2016-17
- [IC2<sup>4</sup>](#): SD Miramar College Catalog 2016-17
- [IC2<sup>5</sup>](#): SDCC 2016 - 2017 Catalog Production Timeline
- [IC2<sup>6</sup>](#): SDCC CIC Catalog Taskforce 2015-16
- [IC2<sup>7</sup>](#): SDCC 2016 - 2017 Catalog Distance Education (pg. 51-52)

### **I.C.3**

- [IC3<sup>1</sup>](#): SDCC Institutional Research & Effectiveness Committee Summaries (website)
- [IC3<sup>2</sup>](#): SDCC 2015 - 2016 Institution Set Standards
- [IC3<sup>3</sup>](#): SDCC Institutional Research & Effectiveness Committee Research News and Reports website
- [IC3<sup>4</sup>](#): SDCCD Institutional Research and Planning (website)
- [IC3<sup>5</sup>](#): SDCCD Institutional Research and Planning Scorecards (website)
- [IC3<sup>6</sup>](#): SDCC 2016 Fact Book
- [IC3<sup>7</sup>](#): SDCCD 2016 - 2017 Facts on File Report on Academic Year 2015 - 2016
- [IC3<sup>8</sup>](#): SDCC Student Success Scorecard CCC webpage
- [IC3<sup>9</sup>](#): SDCC MPAROC (website) & Sample Minutes (03-23-16)
- [IC3<sup>10</sup>](#): SDCC Institutional Planning (website)

### **I.C.4**

- [IC4<sup>1</sup>](#): SDCC 2016 - 2017 Catalog Associate Degrees and Certificate Programs Descriptions
- [IC4<sup>2</sup>](#): SDCC Programs of Instruction (website)
- [IC4<sup>3</sup>](#): SDCCD College Faculty Appraisal Guide \_ Evidence of Effectiveness (pg. 26)

### **I.C.5**

- [IC5<sup>1</sup>](#): SDCCD Policy and Procedure Flowchart
- [IC5<sup>2</sup>](#): SDCCD Board Policies 2410 Policy and Administrative Procedure

- [IC5<sup>3</sup>](#): SDCCD Administrative Procedure AP 2410 Board Policies and Administrative Procedures (draft)
- [IC5<sup>4</sup>](#): SDCCD Board of Trustees Agendas (Dec. 10, 2015; Jan. 28, 2016; Feb. 18, 2016; Mar. 10, 2016; Mar. 24, 2016)
- [IC5<sup>5</sup>](#): SDCCD Annual Reports to the Community (website)
- [IC5<sup>6</sup>](#): SDCCD 2015 - 2016 Administration and Governance Handbook
- [IC5<sup>7</sup>](#): SDCCD District Governance Council (DGC) Sample Minutes (11-02-2016; 10-19-2016; 09-21-2016; 09-07-2016; 07-20-2016)
- [IC5<sup>8</sup>](#): SDCCD Board Policies (website)
- [IC5<sup>9</sup>](#): SDCC 2016 Annual Report to the Community
- [IC5<sup>10</sup>](#): SDCC Office of Communications In the News (website)
- [IC5<sup>11</sup>](#): SDCCD 2015 - 2016 Endless Possibilities
- [IC5<sup>12</sup>](#): SDCC 2013 - 2015 Annual Security Report Safe and Sound
- [IC5<sup>13</sup>](#): SDCCD WE With Excellence (website) and Sample WE magazine (Sept 2016)
- [IC5<sup>14</sup>](#): SDCCD 2015-16 Student Veterans Handbook
- [IC5<sup>15</sup>](#): SDCCD 2016-17 Financial Aid Bulletin
- [IC5<sup>16</sup>](#): SDCC Sample Program Cosmetology website and Catalog (2016- 2017 Catalog, pg. 198-201)
- [IC5<sup>17</sup>](#): SDCC Accreditation and Programs AODS, Cosmetology, Nursing (2016 - 2017 Catalog, pg. 4, 147-148, 198-199, 258-263 & Cosmetology Addenda Errata)

#### **I.C.6**

- [IC6<sup>1</sup>](#): SDCCD Board Policy BP 3300 Fees
- [IC6<sup>2</sup>](#): SDCCD Board Policy BP 3300 - Student Fee Scheduled Attachment A\_ Fee Schedule for 2016-2017 School Year Effective Fall 2016
- [IC6<sup>3</sup>](#): SDCCD Board Agenda 07-16-15\_Student Fee Schedule
- [IC6<sup>4</sup>](#): SDCC Student Fees (2016 - 2017 Catalog, pg. 28 - 30 & Admissions & Records Tuition & Fees websites)
- [IC6<sup>5</sup>](#): SD Mesa College Student Fees (2016-17 Catalog, pg. 29 - 30 & website)
- [IC6<sup>6</sup>](#): SD Miramar College Student Fees (2016-17 Catalog, pg. 26 - 28 & website)
- [IC6<sup>7</sup>](#): SDCCD Student Web Services\_ Admissions Tuition & Fees (website)
- [IC6<sup>8</sup>](#): SDCCD Gainful Employment (website)
- [IC6<sup>9</sup>](#): SDCC Board of Governors (2016 - 2017 Catalog, pg. 35 - 36, 38)
- [IC6<sup>10</sup>](#): SDCC Fall 2015 Student Feedback Survey Item #8 (pg. 35)

#### **I.C.7**

- [IC7<sup>1</sup>](#): SDCC Academic Freedom & Freedom of Expression (2016 - 2017 Catalog, pg. 5 & website)
- [IC7<sup>2</sup>](#): SDCCD Board Policies BP 4030 Academic Freedom and Freedom of Expression
- [IC7<sup>3</sup>](#): SDCC Sample Conference Agenda - 2nd Annual Social Justice and Education Conference
- [IC7<sup>4</sup>](#): SDCC Sample World Cultures Fall 2016 Program
- [IC7<sup>5</sup>](#): SDCC Fall 2015 Employee Feedback Survey Item #33 (pg. 16)
- [IC7<sup>6</sup>](#): SDCC Fall 2015 Student Feedback Survey Item #51 (pg. 27)

#### **I.C.8**

- [IC8<sup>1</sup>](#): SDCCD Student Code of Conduct Classroom Poster

[IC8<sup>2</sup>](#): SDCCD Board Policy 3100 Student Rights, Responsibilities, Campus Safety and Administrative Due Process

[IC8<sup>3</sup>](#): SDCCD Administrative Process 3100.03 Honest Conduct

[IC8<sup>4</sup>](#): SDCCD Administrative Process 3100.02 Student Disciplinary Procedures

[IC8<sup>5</sup>](#): SDCCD Board Policy BP 7150 Civility and Mutual Respect

[IC8<sup>6</sup>](#): SDCCD Board Policy BP 4030 Academic Freedom and Freedom of Expression

[IC8<sup>7</sup>](#): SDCCD State Authorization Statement

[IC8<sup>8</sup>](#): SDCCD Curriculum and Instructional Council (website)

### **I.C.9**

[IC9<sup>1</sup>](#): SDCCD Board Policy BP 4030 Academic Freedom

[IC9<sup>2</sup>](#): SDCCD Board Policy 5020 Curriculum Development

[IC9<sup>3</sup>](#): SDCCD Administrative Procedure AP 5020 Curriculum Development (draft)

[IC9<sup>4</sup>](#): SDCCD Administrative Procedure 5500.1 Curriculum and Program Review Process

[IC9<sup>5</sup>](#): SDCCD College Faculty Appraisal Guide Faculty Evaluation Forms (pg. 51, 53, 55, 57-64)

[IC9<sup>6</sup>](#): SDCC Fall 2015 Student Feedback Survey Item #13 (pg. 10)

### **I.C.10**

[IC10<sup>1</sup>](#): SDCCD Board Policy BP 3100 Student Rights, Responsibilities, Campus Safety and Administrative Due Process

[IC10<sup>2</sup>](#): SDCCD Board Policy BP 2715 Code of Ethics - Standards of Practice

[IC10<sup>3</sup>](#): SDCC 2016 - 2017 Faculty Handbook SDCC 2016 - 2017 Faculty Handbook Due Process Procedures for Disciplinary Action (pg. 4-5, 35, 47-49, 54)

[IC10<sup>4</sup>](#): SDCCD 2014 - 2017 Supervisory & Professional Administrators Association Handbook Due Process (pg. 50-51)

[IC10<sup>5</sup>](#): SDCCD 2014 - 2017 Management Employees Handbook Due Process (pg. 5)

[IC10<sup>6</sup>](#): SDCCD 2008 - 2011 Association of Confidential Employees Due Process (pg. 41-42)

[IC10<sup>7</sup>](#): SDCC 2016 - 2017 Catalog Student Rights, Responsibilities, Campus Safety and Administrative Due Process (pg. 82-83)

### **I.C.12**

[IC12<sup>1</sup>](#): SDCCD Board Policy 0005 Accreditation

[IC12<sup>2</sup>](#): Student Learning Outcomes and Accreditations Subcommittee Agendas

[IC12<sup>3</sup>](#): SDCCD Board of Trustees Retreat Agendas (October 13, 2016, October 22, 2015 and May 26, 2016)

[IC12<sup>4</sup>](#): SDCCD Board Meeting Presentation to the Board of Trustees on new Accreditation Standards (July 29, 2014) w attachments

[IC12<sup>5</sup>](#): SDCCD Board of Trustee Goals 2015-16

[IC12<sup>6</sup>](#): SDCCD Accreditation (website)

[IC12<sup>7</sup>](#): SDCCD Student Complaint Process

[IC12<sup>8</sup>](#): Chancellor's Cabinet Agendas 2016

[IC12<sup>9</sup>](#): SDCCD Chancellor's Cabinet Annual Retreat Agenda (08-12-2016)

[IC12<sup>10</sup>](#): SDCCD Student Services website showing Board Reports

[IC12<sup>11</sup>](#): SDCCD Institutional Research and Planning website

[IC12<sup>12</sup>](#): SDCCD Board Agenda Web Links

**I.C.13**

[IC13<sup>1</sup>](#): SDCC 2016 Athletic Program Review Eligibility Process (pg. 11-13)

[IC13<sup>2</sup>](#): SDCC 2016 Health, Exercise Science, and Athletics Master Plan & Program Review and Site Improvement Plans  
Apogee Consulting reports

[IC13<sup>3</sup>](#): SDCC Nursing (2016 - 2017 Catalog and website)

[IC13<sup>4</sup>](#): SDCC Programs of Instruction Cosmetology Department Cosmetology Program  
(website)

[IC13<sup>5</sup>](#): SDCC KSDS 2013 - 2014 Audit Financial Statements

[IC13<sup>6</sup>](#): SDCC Child Development (2016 - 2017 Catalog & website)

[IC13<sup>7</sup>](#): SDCC AODS (2016 - 2017 Catalog & website)

**I.C.14**

[IC14<sup>1</sup>](#): SDCCD Board Policy 7120, Recruitment and Hiring

[IC14<sup>2</sup>](#): SDCC Fall 2015 Student Feedback Survey Q9 (pg. 35-36)

[IC14<sup>3</sup>](#): SDCC Fall 2015 Employee Feedback Survey Item# 17

[IC14<sup>4</sup>](#): SDCCD Board Policy 2715, Code of Ethics-Standards of Practice

[IC14<sup>5</sup>](#): SDCCD Board Policy 2710, Conflict of Interest



## **STANDARD II—STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES**

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### **II.A. Instructional Programs**

#### **II.A.1**

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

#### **Evidence of Meeting the Standard**

SDCC instructional programs, regardless of location or means of delivery, are offered in fields of study consistent with the College's mission, are appropriate to higher education, and culminate in student attainment of SLOs, and the achievement of degrees, certificates, employment, or transfer. SDCC utilizes an integrated planning process for decision-making related to the creation and maintenance courses and programs that meet its mission and adhere to higher educational standards. As described in Standard I.A, the SDCC Mission Statement affirms the institution's commitment to student learning and achievement. The College is also committed to (1) preparing students for transfer to four year institutions through the completion of general and lower division courses, (2) delivering career technical education to prepare students for licensing and/or entry to the local workforce in high-demand and high-wage jobs, (3) contributing to the region's economic and workforce development, and (4) providing students with access to basic skills instruction to assist in their pursuit of higher education. The College's courses and programs are aligned with one or more of the four domains outlined in the Mission Statement ([IIA1<sup>1</sup>](#)). In fact, on Taskstream each course SLO is mapped to at least one or more of the four domains identified in the institution's mission.

Selecting and developing new courses and programs begins with SDCC faculty. Using a variety of resources including but not limited to data from course/program review, identified needs from community stakeholders, transfer requirements, and requirements of accrediting bodies, faculty identify the need for new or revised offerings. As an example, courses and programs in career technical education are discussed during advisory board meetings with community stakeholders. The courses and programs are informally discussed in department meetings and formally evaluated in the Program Review process to assure that courses and programs are appropriate to higher education. In addition, the institution requires industry advisory minutes for all proposed career technical education courses to comply with the curriculum approval processes of career technical courses and programs. The curriculum approval process using CurricUNET includes the steps required to complete the state approval processes. This step in course/program approval requires evidence of relevance, need, and, for career technical programs, minutes from advisory meetings reflecting industry support ([IIA1<sup>2</sup>](#)). Upon course or program approval, the college catalogue publishes the new courses or programs, and the SLOs associated with these new additions. In addition, the integrated process described above includes distance education as a mode of delivery, with faculty proposing the shift to online delivery.



To evaluate student progress and achievement of outcomes, SDCC utilizes regularly scheduled assessment of course and program level SLOs. The frequency of these reviews is determined by the Master Planning, Assessment, and Resource Oversight Council (MPAROC).

### **Analysis and Evaluation**

SDCC meets this Standard, and the requirements of ER #9 and #11. Courses and programs are based upon established fields of study in higher education and mapped directly to the College mission. The checklist used during technical review of curriculum verifies that the course falls within the College's mission. The same checklist involves a review of methods of instruction to verify that courses are of the highest quality regardless of the mode of delivery ([IIA11<sup>3</sup>](#)). After courses are approved and activated, they are evaluated using the SLOs identified for each class. The Curriculum Committee minutes ([IIA1<sup>4</sup>](#)) provide evidence that all courses are evaluated during the curriculum proposal phase to ensure quality and alignment with the College's mission ([IIA1<sup>5</sup>](#)). The evaluation process adopted by SDCC uses Taskstream, an online application, to facilitate this evaluation process. All courses are entered into Taskstream and the first step in this evaluation process is to map each course to one or more of the domains identified in the College's Mission Statement. A sample of this mapping is provided through a Taskstream report ([IIA1<sup>6</sup>](#)).

SDCC has established Institution Set Standards for student achievement. These standards address course completion, degree/certificates awarded, and transfer to four-year institutions. SDCC consistently meets the benchmarks established in the Institution Set Standards ([IIA1<sup>7</sup>](#)). Courses of study are consistent with SDCC's mission to provide quality instruction that prepares students for the workplace and/or transfer to four year institutions. This is supported by data from the Student Feedback Survey conducted in 2015. The majority of students responding to the survey agreed with the following statements: "I believe my courses will prepare me well for future employment," "I believe my courses will prepare me well for transfer to a 4-year university," "I am satisfied with the overall quality of instruction," "I am satisfied with the flexible course scheduling offered (e.g., 8-week, short-term, weekend, and summer sessions)," and "Courses are offered at days and times that are convenient for me" ([IIA1<sup>8</sup>](#)). The majority of respondents also agreed that online courses provide an effective way to complete educational objectives and that the availability of online courses was sufficient ([IIA1<sup>8</sup>](#)).

### **II.A.2**

Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

### **Evidence of Meeting the Standard**

All SDCC faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. All the college's courses and programs go through a rigorous curriculum approval and review process in CurricUNET as described in Standard II.A.1. As per the official curriculum review cycle, all academic courses are reviewed

every six years and career technical courses are reviewed every two years adhering to the official curriculum review cycle ([IIA2<sup>1</sup>](#)). This process includes a comprehensive peer-review process where the originator's department chair, dean, and District's discipline dean evaluate the course on currency, relevance, and instructional pedagogy. The campus committee reviews the course. Then Mesa and Miramar's curriculum committees review the course. Finally, it is reviewed by the District's Curriculum Committee for approval. The Course Outline of Record is then taken to the Board of Trustees for final review and approval, and then it is promoted to its last review body, the California State Chancellor's Office.

### **Analysis and Evaluation**

SDCC meets this Standard. The SDCC faculty engage in continuous course and program review on a regular basis. Through program review, faculty have the opportunity to evaluate currency of content as well as teaching and learning strategies employed in course or program instruction. This process requires, among other things, an analysis of establishing and assessing goals, student achievement of learning outcomes, and financial needs. The Program Review process also calls for the development of a plan for subsequent program offerings ([IIA2<sup>2</sup>](#)). In order to facilitate a comprehensive review of programs, the campus research department provides data related to course enrollment, student characteristics, productivity (including capacity and fill rate) and outcomes (including retention and success data). This data is compiled by term, and disaggregated by gender and ethnicity to aid in the identification of equity gaps ([IIA2<sup>3</sup>](#)). The process of Program Review is identical for traditional, face to face courses and distance education courses.

The college relies on faculty expertise to determine the appropriateness of course delivery modes, including face to face, distance education and hybrid courses. The faculty is engaged in various professional development activities related to innovative instructional strategies and online instruction methods. Through San Diego Online Learning Pathways (SDOLP), SDCC faculty can complete a training course in teaching methodologies for distance education courses.

SDCC faculty review and evaluate distance education courses and programs with the same level of rigor as traditional face to face courses. Instructional methods in distance education courses are selected by the faculty, and include but are not limited to reading assignments, threaded conferencing, journaling, blogging, synchronous and asynchronous chats, written assignments, and online quizzes and exams. Data from the Online Student Success report ([IIA2<sup>4</sup>](#)) issued to evaluate the effective presentation of online courses and programs. Data included in the Online Student Success report includes comparison of student achievement in fully online courses, hybrid courses, and face to face courses.

The results of program review are taken into consideration during the Master Planning process. As indicated in Standard I, during the process of self-evaluation, SDCC noted an opportunity to enhance institutional effectiveness by strengthening the link between program review and campus wide planning. The plan to accomplish this is addressed in the Quality Focus Essay (QFE) included in this report.

### **II.A.3**

The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

#### **Evidence of Meeting the Standard**

SDCC identifies and regularly assesses SLOs for courses, programs, certificates, and degrees. SDCC has a handbook available that defines SLOs and provides guidance for developing outcomes and for selecting measures to assess achievement of outcomes ([IIA3<sup>1</sup>](#)). Taskstream is the online platform that SDCC utilizes to document the annual cycle of assessments for SLOs. Taskstream serves as a hub for the institution's accountability, outcomes assessment, and continuous improvement initiatives. SDCC has been using Taskstream since 2009. The faculty members are responsible for developing and assessing achievement of SLOs. The process flows as follows:

- 1) Faculty identify a goal for a course and/or program SLO achievement.
- 2) Faculty identify and develop measures to assess student achievement of SLOs.
- 3) After a course ends, faculty collect student SLO achievement data and provide an assessment of whether the students have achieved the SLO.
- 4) If the SLO achievement goal was not met, or assessment leads faculty to identify an area for improvement, an action plan is developed by the faculty and department after they evaluate the assessment findings.
- 5) The last step is for the faculty assigned to complete a status report that includes but is not limited to the action plan developed in the previous phase. This plan includes strategies for improvement, cost and requirements to implement the improvement strategies, a timeline to implement the action, the person or people responsible for the implementation, a ranking of the action's priority, the status of the action proposal, the budget items required to achieve the proposed action, and an outline of the steps to include in the program's Master Plan and Program Review.

SLOs are included in the official course outline of record, and students receive a class syllabus that includes the course objectives and SLOs in accordance with established guidelines for syllabus development ([IIA3<sup>2</sup>](#)).

#### **Analysis and Evaluation**

SDCC meets this Standard. The College has processes in place to identify and assess SLOs. Response to the 2015 Employee Feedback survey indicates agreement that the College has implemented effective plans and strategies for identifying SLOs and administrative unit outcomes. Additionally, the majority of respondents agree that the results of assessment of outcomes are used to make improvements in instruction, student services, or administrative services ([IIA3<sup>3</sup>](#)). Review of Taskstream reports demonstrates that all courses and programs clearly identify and assess SLOs. SDCC requires that course syllabi contain SLOs ([IIA3<sup>4</sup>](#), [IIA3<sup>5</sup>](#), [IIA3<sup>6</sup>](#)). Furthermore, SLOs are included in the course outline of record on CurricUNET.

Expected student performance and learning outcomes are sufficiently communicated to students. This is reflected in that the majority of students surveyed in the 2015 Student Feedback survey agree that they are informed about the types of learning outcomes they are expected to master through classroom activities and assignments ([IIA3<sup>7</sup>](#)).

#### **II.A.4**

If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

#### **Evidence of Meeting the Standard**

SDCC acknowledges students' needs for basic skills courses and offers pre-collegiate level curriculum meant to support students in acquiring the knowledge and skills necessary to advance to, and succeed in, college-level curriculum. All pre-collegiate, preparatory or basic skills courses are numbered below the 100 level to distinguish them from the college-level courses, which starts at the 100 level. Pre-collegiate courses include basic skills English and mathematics courses designed to address gaps in English and mathematics identified during assessment testing processes. The SDCC catalogue identifies offering basic skills courses as part of the institution's mission ([IIA4<sup>1</sup>](#)), and lists the English ([IIA4<sup>2</sup>](#)) and Mathematics ([IIA4<sup>3</sup>](#)) basic skills classes. In addition to English and mathematics, the college offers various pre-100 level courses in programs such as Cosmetology ([IIA4<sup>4</sup>](#)). Such courses are identified as non-transfer applicable courses and classified as clearly occupational. All pre-collegiate courses are proposed, reviewed, and approved through the campus and district curriculum committees and are evaluated using the standard SLO assessment cycles. In addition, some pre-college courses are offered through distance education as in the case of the keyboarding class offered through the Computer Business Technology program.

#### **Analysis and Evaluation**

SDCC meets this Standard by offering pre-collegiate level courses that give students the knowledge and skills necessary to succeed in a college-level curriculum. The college acknowledges the need for basic skills education throughout all divisions. The Student Success and Support Program Plan (SSSP) 2014-2015 outlines support services for students enrolled in all courses, including pre-collegiate and basic skills courses ([IIA4<sup>5</sup>](#)). These services include but are not limited to outreach, SDCC orientations (in person and online), assessment testing, advising, supplemental instruction, and counseling. Treatment plans for student success include in person and electronic synchronous communication, asynchronous communication, E-appointments, and E-Workshops. Additionally, the SSSP outlines extensive research priorities related to student success, including but not limited to Basic Skills Course Sequence data: a) Basic Skills Successful Course Completion; b) Subsequent Enrollment in College-level Courses; and c) Subsequent Success in College-level Courses.

Both the English and Mathematics departments offer basic skills courses. The English department offers ten basic skills courses addressing writing and reading ([IIA4<sup>6</sup>](#)) and the Mathematics department offers eleven basic skills classes ([IIA4<sup>7</sup>](#)).

In addition to offering basic skills courses, SDCC has evaluated the effectiveness of their basic skills programs since 2008. The most recent basic skills report ([IIA4<sup>8</sup>](#)) quantifies the size of City College's students enrolled in these pre-collegial courses with the following distribution:

1. 4,290 students in pre-collegial English
2. 959 enrolled in English as a Second Language classes
3. 3807 enrolled in Mathematics basic skills courses

In addition to the basic skills population size, the report measured persistence, completion, and student outcomes. This data is utilized during course and program review to inform decisions and make continuous adjustments to courses in the pursuit of student success.

## **II.A.5**

The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.

### **Evidence of Meeting the Standard**

SDCC's degrees and programs follow practices common to American higher education including appropriate length, breadth, depth, rigor, course sequencing, time to completion and synthesis of learning. The District's Board Policies 5025 ([IIA5<sup>1</sup>](#)) and 5020 ([IIA5<sup>2</sup>](#)) also validate the role of faculty in the realm of curriculum development, including the provisions of Title V. The SDCC faculty, as subject matter experts, determine the course length, depth, breadth, rigor, and sequencing. The curriculum checklist ([IIA5<sup>3</sup>](#)) used during the curriculum approval and review process outlines the criteria used to evaluate proposed programs, including but not limited to requiring evidence that the course adheres to national, state, or local accrediting agencies (as in the case of Nursing); that the course falls within the college's mission; that the course's units are accurate and appropriate; and that pre-requisites and co-requisites are appropriate and validated. The District's Board Policy 5100 outlines requirements for degrees and certificates, indicating that "...The San Diego Community College District's Colleges grant the degrees of Associate in Arts and Associate in Science to those students who have completed the requirements for graduation as prescribed by Title 5 regulations" ([IIA5<sup>4</sup>](#)).

SDCC Associate Degrees require a minimum of 60 semester credits and criteria for degree awards are listed in the College Catalog and on the College website. All SDCC associate degree programs incorporate an average of 30 units of general education, thus ensuring a breadth of knowledge and the promotion of intellectual inquiry. The general education component includes an introduction to some of the major areas of study and is consistent with levels of quality and rigor appropriate to higher education. The general education requirements for the associate degree are outlined in the college catalog ([IIA5<sup>5</sup>](#)). SDCC does not offer baccalaureate degrees.

Distance Education (DE) courses follow practices that are common in higher education, including the breadth, length, depth, rigor, and synthesis of learning. DE courses are also subject

to review by the faculty through the curriculum review process. DE courses go through the same rigorous curriculum approval process as traditional courses, although approved through a separate review. Information required for the curriculum review process includes techniques to ensure quality, evaluation method, additional resources, and contact type. The District's Curriculum Services division ensures that policies and procedures for defining and classifying a course offered by DE are in alignment with USDE definitions. Furthermore, the department of Curriculum Services follows Title 5 regulations: Sections 55200, 55202, 55206, 55208, 55210, and 58003.1. In an effort to ensure consistency and academic rigor in all courses offered, all courses delivered through distance education are based on the same course outlines of record as face to face courses.

Determination and judgments about the quality of DE under the course quality standards are made with full involvement of faculty in accordance with the District's Board Policy 5020 and California regulations, Title 5, Section 55374. Competency levels and measurable SLOs for DE courses are developed by faculty as part of the approved curriculum development process. Courses and/or sections delivered by DE conform to state regulations and guidelines and have the same standards of course quality applied to them as traditional classroom courses. DE courses are separately approved by the SDCC Curriculum Review Committee, but follow the same official course outline of record.

Faculty members determine whether DE courses are appropriate for their particular program. In addition, SDCC faculty participate in the district-wide Curriculum and Instruction Council (CIC). Faculty members in a particular subject discipline confer and decide which programs/courses to offer via DE. Each proposed or existing course offered by DE is reviewed and approved separately by the SDCC Curriculum Review Committee, the review and approval of new and existing DE courses follows curriculum approval procedures. All DE courses are approved under the same conditions and criteria as all other courses, but require additional documentation concerning how the course will maintain regular and effective contact between student and instructor to ensure that online sections of a course maintain the quality and rigor of the face to face sections.

SDCC awards course credit, associate degrees, and certificates in compliance with state and federal laws and in accordance with standard practices in higher education. Every credit course and academic program includes learning outcomes that are appropriate to the discipline and academic rigor of the course and/or program. Course-level SLOs are recorded on the Course Report, a component of the official course outline of record. The SLOs are integrated with the course objectives, course content, method of evaluation, and grading standards.

### **Analysis and Evaluation**

SDCC meets this Standard and the requirements of ER #12. The curriculum process outlined in sections II.A.1 and II.A.2 above ensures that courses meet the requirements of this Standard through the comprehensive review of all curriculum proposals. SDCC particularly follows this rigorous review as the campus's Curriculum Committee members check all proposals against the SDCC Checklist for Technical and Curriculum Review Credit Course Outlines of Record form ([IIA5<sup>3</sup>](#)). The checks and balances during the curriculum review process ensure that the course



adheres to lower division and baccalaureate academic standards as stipulated in CSU's Executive Order 167 ([IIA5<sup>6</sup>](#)).

All degree programs use the same standards to ensure breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. These standards are outlined in the checklist used as part of curriculum review ([IIA5<sup>3</sup>](#)). In addition, the curriculum approval process using CurricUNET ensures consistency in standards for degree programs.

The curriculum process addressing distance education now includes standard language for all DE courses that identifies the type and frequency of contact, the assessment and evaluation techniques to be used in the DE course, and the additional resources to be used in such courses. The language reads as follows:

- I. **Type and frequency of contact may include, but is not limited to:** 1. E-mail as needed  
2. Chat Rooms once or twice per week  
3. Threaded Conferencing once or twice a week
- II. **List of Techniques:** Timed On-line quizzes and tests. Class participation through chats and threaded discussions. Written assignments analyzing a variety of issues related to problem solving with computer information systems, especially in business situations.
- III. **How to Evaluate Students for Achieved Outcomes:** Performance on timed-online quizzes and tests. Performance on class participation through threaded discussions. Performance on written assignments.
- IV. **Additional Resources/Materials/Information:** Provide text alternatives for any non-text content; make it easier for users to see and hear content including separating foreground from background; make text content readable and understandable. Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA). Distance education techniques used in this course will be accessible to individuals with disabilities (Sections 504 and 508 of the Rehabilitation Act). Requests for technology accommodations will be met by working with the Adaptive Technology Specialist to ensure compliance with the Americans with Disabilities Act (ADA).

## II.A.6

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

### Evidence of Meeting the Standard

SDCC schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with expectations in higher education. SDCC uses the Enrollment Management System (EMS) provided by the District. The system calculates and provides enrollment information derived from the Class Schedule. For example, the EMS supports analysis of individual courses sections and enrollment by day of the week and time of the day. These results, in turn, help to guide the class schedule decisions, so that course sections

are optimized for students. Additionally, the EMS supports the creation of “what if” scenarios to see how different schedules are likely to impact enrollment. Administrators are able to access information regarding enrollment and share this information with department chairs to plan section offerings. The EMS stores approximately three years of data, making longitudinal studies possible.

In compliance with Eligibility Requirement #12, SDCC defines and incorporates a substantial component of general education into all of its degree programs. These general education courses are consistent with levels of quality and rigor appropriate to higher education. During the curriculum development process, the college utilizes a rubric that ensures programs and courses are aligned with its mission and fall within recognized educational fields of study ([IIA6<sup>1</sup>](#)). The rubric also provides the mechanism to ensure that programs are of appropriate content, length, quality, and rigor. The SDCC catalog presents information related to general courses required for a degree ([IIA6<sup>2</sup>](#)) and provides students the list of courses required to complete their chosen degree or certificate ([IIA6<sup>3</sup>](#), [IIA6<sup>4</sup>](#)). In addition, the catalog lists courses sequentially to assist students in course selection during the enrollment period.

SDCC evaluates the effectiveness of learning at each level of a course sequence or program through the evaluation of SLOs, Program Outcomes, and Program Review. The full evaluation of SLOs and Program Outcomes allows the faculty to determine the effectiveness of strategies, content, and pedagogy. The outcome evaluation process is described in detail in the response to Standard II.B.3 below. The data used in outcome evaluation includes the data from the Research Department that quantifies completers, retention, success, and other demographic information ([IIA6<sup>5</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard and ER #9. The schedule of courses demonstrates 633 course offerings for the Fall 2016 semester for a total of 1876 sections ([IIA6<sup>6</sup>](#)). Taskstream features allow mapping of course and program SLOs, thus enabling SDCC to ensure courses and programs are congruent with SDCC’s mission ([IIA6<sup>6</sup>](#)). SDCC evaluates the effectiveness of learning using numerous tools and process, including the evaluation of SLOs, rigorous program review, analysis of data related to course and program outcomes. This information and data are analyzed and applied in a continuous improvement process.

The SDCC Catalog describes in detail the academic requirements for degrees and certificates ([IIA6<sup>7</sup>](#)). The requirements outlined reflect sufficient breadth, depth and rigor consistent with widely-recognized expectations and standards in higher education. General education requirements are consistent with Title V, section 55063, and are defined in the Catalog as follows:

General Education courses should contribute to the broad education of career technical and transfer students in the areas of critical thinking, writing, and oral communication skills, understanding of and the ability to use quantitative analysis, and awareness of the arts and humanities; and of the physical, social and behavioral sciences as they affect one’s interaction with the diverse local and global communities.



In order to improve enrollment management, the Vice President of Instruction implemented a change in data discovery and analysis. With the support of the campus research department, data related to students' need for classes (based upon education plans, fields of study, general education needs, etc.) This information is shared with school Deans for comparison to course offerings and projected future courses. Use of this data will allow for more comprehensive enrollment planning and enable SDCC to meet student needs.

The College addresses time to completion in a number of ways. District Procedure AP 5025, *Criteria for Associate Degrees and General Education* states that all Arts and Science transfer degree programs should require between 18 and 21 units of coursework in the major. With the exception of a few high-unit transfer majors, such as the Nursing Program, the college follows that guideline. Deans and department chairs work together to schedule adequate course offerings. To make courses more accessible to students the college offers them at a variety of times, with varying modes of delivery, and at a number of off-campus sites. The college recognizes that registration may be lower than desired for advanced or capstone courses. These are kept on the schedule after consultation between chairs and deans to facilitate student completion of the required degree-applicable courses in a reasonable time. When required courses are not offered, students may petition for modification of majors and/or course substitutions may be approved to allow students to achieve their academic goals in a timely manner ([IIA6<sup>8</sup>](#)).

## **II.A.7**

The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

### **Evidence of Meeting the Standard**

SDCC effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of students. The SDCC faculty utilizes a variety of course delivery modes including face to face and non-traditional delivery modalities to accommodate the various learning needs of the students. Non-traditional delivery modes include fully online, partially online (more than 50 percent is offered online), hybrid (50 percent or less offered online), and web-enhanced on-campus courses. Each mode of delivery utilizes Blackboard, the SDCC learning platform. The District's Online Learning Pathways (SDOLP) staff supports students and faculty utilizing Blackboard for all course delivery modes.

The SDCC faculty identify instructional methodologies during the curriculum development process and faculty assigned to teach the course select from the identified methodologies to customize instruction and meet the students' needs. SDCC faculty apply numerous teaching pedagogies including group projects, discussions, hands-on assignments, short tests, projects to maximize the students' learning experience, and so on ([IIA7<sup>1</sup>](#)). Faculty also identify various assessment methods for each course offered at SDCC in the Course Outline of Record (COR). As with instructional methodologies, faculty assigned to teach the course apply assessment strategies as appropriate to the students in each section. The course syllabus outlines instructional methodologies and assessment strategies for each course section ([IIA7<sup>2</sup>](#)).

Courses delivered through the distance learning model are required to meet the same depth, scope, and rigor of the same course delivered face to face. This is addressed from the onset of the course's proposal through the curriculum process as outlined in the Distance Education section of the course Curriculum Report. This section of the Curriculum Report also outlines the methodologies used when the class is taught through distance learning.

SDCC faculty are provided with faculty development activities addressing syllabus development, pedagogical tools, teaching methodologies, mechanisms to engage students in the classroom, distance education platforms, and so on. As additional support to online faculty, SDCC has an online faculty mentor. This professor maintains a 20% reassigned time and is available to assist and coach those that teach online courses in the use of effective tools and pedagogical approaches.

Several measures are utilized to evaluate the extent to which course instructional methods and assessment methods meet the needs of SDCC students. The Student Feedback Survey ([IIA7<sup>3</sup>](#)) addresses several areas related to meeting student needs, including instruction, course scheduling, assessment, and other resources. The Online Course Satisfaction survey ([IIA7<sup>4</sup>](#)) provides data related to issues specific to distance education students and includes factors such as assessing online readiness, Blackboard orientation, and use of the help desk. Additionally, each program's student characteristics and outcomes are provided each semester. The data included in these reports includes per-class retention, completion, and demographics ([IIA7<sup>5</sup>](#); [IIA7<sup>6</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard. Course Outlines of Record (CORs) are developed through CurricUNET, and include statements of instructional methodologies and assessment strategies. Course curriculum is approved through a comprehensive process by the Curriculum Committee at the College and District, with final approval from the State Chancellor's Office. Identified instruction methods include lecture, distance education, computer assisted instruction, discussion, audio-visual materials, and collaborative learning assignments. Course activities include reading assignments, writing assignments, and- assignments designed to stimulate critical thinking. Examples of assessment and evaluation methods include quizzes and exams, class presentations, research projects, journals, and so on. In addition to course methods of evaluation, SDCC evaluates student achievement of identified SLOs.

The College assesses all courses, including those delivered through distance learning. Reports addressing course outcomes are generated each semester by the research department and shared with the discipline dean, department chair, and faculty. One example of the use of SLO assessment driving changes in instructional and assessment methods is in NRSE 235, LVN to RN Transition. In this course, the SLO assessment process led faculty to expand classroom and homework assignments to enhance student achievement of SLOs ([IIA7<sup>7</sup>](#)).

SDCC provides ample opportunities for faculty development related to instruction, pedagogy, assessment, and evaluation for both face to face and distance education ([IIA7<sup>8</sup>](#)). One example of a flex program for face to face and online courses is the Promising Syllabus series that provides faculty with examples and techniques to create a syllabus that is both encouraging and informative. The Promising Syllabus series is offered every year ([IIA7<sup>9</sup>](#)). SDOLP provides

training in the latest technologies used in distance education as well as in instructional design. Technology support is provided to both faculty and students 24/7. In February 2016, the College offered a 2-day faculty development workshop on accelerated learning to address the changing needs of technology savvy students and how faculty can develop and apply instructional methodologies to meet those needs.

Employee Feedback and Student Feedback surveys were conducted to assess the College's use of effective teaching methodologies, delivery modes, and learning support services. The majority of respondents to the Employee Feedback survey agree that they are satisfied with the overall quality of technical support, audio-visual support, and departmental teaching resources (IIA7<sup>10</sup>). The majority of survey respondents also agreed with the following statements: "The college identifies and seeks to meet the varied educational needs of its students through diverse programs and services" and "Instructors use teaching methodologies that reflect the diverse needs of the students" (IIA7<sup>10</sup>). Student survey results show that the majority of students agree that online courses are an effective way to meet educational objectives and that the availability of online courses is sufficient for their needs (IIA7<sup>11</sup>).

To assess how well SDCC meets the learning needs and styles of students in distance education courses, the College utilizes an online student survey. In the 2014 survey, 70% of the students surveyed felt that the number of students in the course was appropriate. The survey also showed that, given the choice, more than half of the online students (59%) felt it would be likely that they would take another online course rather than a traditional on-campus course. The survey results also support Student Feedback with the instructional tools provided, with 77% of respondents agreeing that they had a positive experience using the online course tools (such as discussion boards, class email, quizzes, and calendar). Moreover, three out of four online students (74%) felt that the online format was an effective way to learn (IIA7<sup>4</sup>).

## **II.A.8**

The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

### **Evidence of Meeting the Standard**

SDCC ensures that assessment instruments for department-wide course and/or program examinations are valid, reliable and without test bias. The College has two departments that utilize department-wide examinations: Math and Nursing. The Math department uses a common final exam for Math 38, 46, and 96. The exam is developed by the faculty using findings from SLO assessments. Each instructor teaching in the courses provides feedback and recommendations for the development of the exam questions. Once the templates for the final exams are developed, four or five versions of that exam are prepared. The exams are used over a course of two years, and data related to student performance are gathered during that time. The data are then used to make major revisions to the exam. Changes to the exams are piloted in a selected four or five sections of the course before being implemented for all sections of the course.

In the Nursing department, program applicants are required to take the Test of Essential Academic Skills (TEAS), developed by ATI Testing ([IIA8<sup>1</sup>](#)). ATI established cut scores after compiling and reviewing data from 31 nurse educators ([IIA8<sup>2</sup>](#)). The TEAS exam itself was vetted and reviewed for bias, and validated by ATI ([IIA8<sup>3</sup>](#)). The Nursing department also utilizes comprehensive assessment tools provided by ATI to assess student mastery of content in specific subject areas. As with the TEAS, the assessment instruments are reviewed for bias and validated by ATI ([IIA8<sup>4</sup>](#)).

Additionally, SDCC uses an approved set of second-party assessment instruments for evaluating and placing incoming students into English, reading, math and English-as-a-second language courses including:

- Computerized Accuplacer for Math and English
- CELSA for ESL
- MDTP for Math (paper version)
- Accuplacer Companion for English (paper version)

All of the assessment instruments are on a recurring cycle of validation and are currently in compliance with statewide recommendations ([IIA8<sup>5</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard. Using a common final, Math department faculty assigned to the same course submit data to the department chair and co-chair for analysis. This data includes each student's score on the final exam, each student's letter grade in the class, the number of students that would have passed the class if the student had scored the minimum 60% required to pass the class, and the success rate of only those students that did take the final exam. Next, a correlation is drawn between the students' grades in the class and their grade on the final exam. The chair and co-chair also correlate the overall average final exam score with the expected success rate set as a benchmark by department faculty. Faculty identify specific questions for analysis of impact to the student, and subsequent adjustments to the exam are made. These adjustments vary in scope and include communicating course SLO's to students more clearly, altering the type of directions and language chosen for the final exam, rewriting the way a question is posed, clarifying content for the instructors, and focusing on the items in question.

The ATI assessment instruments utilized by the Nursing department are evaluated for bias and validated through a rigorous process of content and item review conducted by ATI. For the TEAS, this review included a compilation of required high school graduation objectives across 13 states. The list was then distributed to nurse educators for review. The inter-rater reliability coefficient for the responses provided by these educators was greater than 0.99 in each of the four content areas. This indicates that the measurement error was low for this sample and that ratings from a similarly drawn sample of nurse educators would likely produce results consistent with this study. The accepted objectives were then reviewed by a diverse committee of nurse educators from nursing education programs of all levels of practice ([IIA8<sup>6</sup>](#)). The Nursing Department also uses a series of content mastery exams prepared by ATI. Successful performance on these exams is required for progression in the program. The exams are carefully

prepared and vetted for accuracy and validity, including an Angoff study for each of the content mastery exams used ([IIA8<sup>7</sup>](#); [IIA8<sup>8</sup>](#)).

The instrument validation for Accuplacer and MDTP placement tests is conducted at the District, and includes three specific validation processes: 1) Content-related validity to determine appropriateness of the test for placement into a course or course sequence, 2) Criterion-related and/or consequential validity to determine appropriate cut-scores, and 3) Disproportionate impact to determine test bias.

## **II.A.9**

The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.

### **Evidence of Meeting the Standard**

SDCC awards course credit, degrees, and certificates based on student attainment of learning outcomes. All courses and programs have SLOs and such were developed collaboratively among department members as outlined in Standard II.A.2. All courses have approved Course Objectives that reflect the SLOs included in the Course Outline. Course credit is awarded based on demonstrated proficiency with all elements of the official Course Outline of Record (COR), SLOs, course objectives, content, and methods of evaluation ([IIA9<sup>1</sup>](#); [IIA9<sup>2</sup>](#); [IIA9<sup>3</sup>](#); [IIA9<sup>4</sup>](#); [IIA9<sup>5</sup>](#)). Course syllabi contain evaluation methods and course grading standards.

Assessment of course SLO achievement is conducted in a variety of ways. Professors may evaluate based on performance on course assignments, class work, tests, quizzes, and/or other assessment methods that are also used to determine mastery of content and student grades. All such methods are outlined in course syllabi. Students who successfully complete coursework that is identified as criteria for a passing grade, including coursework that is used as a measure of SLO attainment, are awarded units of credit as specified on the course outline. Degrees and certificates are awarded to students successfully completing all required and elective courses specified on the degree or certificate template and published in the College Catalog ([IIA9<sup>6</sup>](#)).

At SDCC, a “credit hour” shall not be less than: one hour of classroom or direct faculty instruction and a minimum of two hours of student work each week for approximately 15 weeks for one semester or trimester hour of credit; or the equivalent amount of work over a different amount of time; or at least an equivalent amount of work as required in the above. This definition for other academic activities as established by the college includes laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours. With the exception of a few courses that are offered for 0.2 units, course credit is calculated in 0.5 increments, with 0.5 units being the lowest allowed unit value. The college prorates weekly hours for courses that meet for fewer than 16 weeks to ensure that no matter the term length, a maximum of 54 hours of total student work earns one unit of academic credit. The Cosmetology program converts clock hours to credits in accordance with the Code of Federal Regulations 668.8(l)(2).

Units of credit, expected hours of student contact, and total student work are identical for distance education and face to face courses.

Faculty develop course exams and assignments consistent with established course SLOs. As such, students who successfully complete the course, according to the standards established by faculty, have been successful in meeting the course SLOs and are awarded credit for the course. Similarly, students successfully completing courses in a program have met established SLOS and are awarded degrees and/or certificates appropriate for the program.

### **Analysis and Evaluation**

SDCC meets this Standard. The College follows the processes described above and utilizes the curriculum approval process to determine appropriate units of credit for each course. The formula used is compliant with Federal regulations (34CFR 600.2) and California Code of Regulations, Title 5, sections 55002.5 and BP 5020, *Curriculum Development* ([IIA9<sup>7</sup>](#)). The formula is based on a minimum 16-week semester to maximum 18-week semester, with the assumption that every unit of credit represents a minimum of 48 hours and a maximum of 54 hours of student learning, including both in-class and outside-of-class hours. Forty-eight hours divided by 16 weeks equals three hours of student learning per week, per unit of credit earned. Likewise, fifty-four hours divided by 18 weeks equals a minimum of three hours of student work per week. A minimum of 48 hours = 1 unit of credit with a maximum of 54 hours for 1 unit of credit for both lecture and laboratory courses. Because completing a specific number of clock hours is a requirement for licensure to practice, courses in the Cosmetology program convert clock hours to credits in accordance with CFR section 668.8(l)(2). The student work completed outside of class, combined with the clock hours of instruction, exceed the 37.5 clock hours per credit required by CFR 668.8(l)(1). The Cosmetology curriculum, approved by the State Chancellor's Office, has approved the use of 36.36 hours per credit to convert clock hours to credits.

SDCC awards course credit, associate degrees, and certificates in compliance with state and federal laws and in accordance with standard practices in higher education. Courses and academic programs include learning outcomes appropriate to the discipline and academic rigor of the course and/or program. Course-level SLOs are recorded on the course report (CR), a component of the official course outline of record. The SLOs are integrated with the course objectives, course content, method of evaluation, and grading standards.

The relationship between hours and units follows the standards for credit hour calculations contained in Title 5 of the California Code of Regulations, sections 55002.5, 55002(a)(2)(B), and 55002(b)(2)(B). Course credit calculation is rounded down to the nearest 0.5 unit increment or to the nearest fractional unit award used.

### **II.A.10**

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses



are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

### **Evidence of Meeting the Standard**

SDCC has clearly stated policies for transfer of credit, and makes these policies readily available to its students. When accepting transfer credits, SDCC assures that transferred courses are comparable to the College's own courses. The College maintains articulation agreements with local educational institutions, including the California State University (CSU) system and the University of California (UC) system.

The District has a centralized records and evaluations department that is responsible for evaluating transfer credits. Credits transferred into the District are reviewed by the District records office in accordance with District policies and procedures, expected comparable learning outcomes, consultation with faculty discipline experts, as well as generally accepted practices in higher education. Acceptance of transfer credits aligns with CSU Breadth and the Intersegmental General Education Transfer Curriculum (IGETC) general education patterns. All credits earned by students at the three colleges of the District—City, Mesa, and Miramar—are posted on a single District transcript to facilitate the mobility of students within the District and to transfer institutions ([IIA10<sup>1</sup>](#)).

Transfer of Credit policies and procedures have been developed through a collaborative process relying primarily on the faculty and follow all District and state guidelines and generally accepted practices. These policies and practices are regularly reviewed and updated to ensure they remain current and align with state guidelines and District policies and business practices. One example is a recent change to AP 3900.1, *Credit by Exam* ([IIA10<sup>2</sup>](#)) that was modified to clarify the timeline for petitioning for credit for articulated noncredit courses. Policies and information are included in the college catalog as well as on Student Web Services, the online portal for students as follows:

### **Credits from Other Regionally Accredited Institutions**

Credits from other regionally accredited institutions may be accepted for transfer credit after evaluation by District evaluators. The District will not accept the transfer credits from another institution if the evaluation by the District evaluators determines that the credits received from another accredited institution do not meet the equivalent standards and learning outcomes for a similar course taken at one of the colleges in the District.

### **Upper Division Coursework**

The District accepts all lower division courses taken at U.S. regionally accredited colleges. All lower division courses deemed equivalent will be counted toward the associate degree. The District does not accept upper division coursework. Petitions to use upper division courses from regionally accredited colleges in the United States will only be accepted if needed to meet minimum associate degree requirements for the major or District requirements. All petitions for exception must be approved by the faculty in the discipline or an appropriate designee, and/or college committee.

### **International Transfer Credit**

Students who elect to submit transcripts from international colleges and universities must first submit their transcripts to an approved credential evaluation service. Credit for transfer courses taken at an institution outside the United States are evaluated dependent upon course equivalency and learning outcomes on a course by course basis.

### **Academic Credit for Nontraditional Education**

In accordance with Administrative Procedure AP 3900.4 academic credit may be available to currently enrolled students for skills or knowledge not obtained by formal scholastic experience, or for prior course work with content determined equivalent to District courses ([IIA10<sup>3</sup>](#)). Credit is available through the following:

- Advanced Placement Examinations (AP)
- College-Level Examination Program (CLEP)
- Defense Activity for Non-Traditional Education Support (DANTES)
- International Baccalaureate (IB)

### **Credit by Examination**

In accordance with Administrative Procedure AP 3900.1 students may receive Credit by Examination for courses designated and approved by the faculty in individual disciplines. The term “examination” means any written, oral or performance standards determined by the individual departments. Students must meet specific criteria to be eligible for credit by examination ([IIA10<sup>2</sup>](#)).

### **Credit for non-college credit vocational courses**

Students who successfully complete non-college credit articulated courses that are equivalent in subject matter, content, educational objectives, length of course, and performance standards, and pass a college faculty approved examination for the course offered by the college, may have these courses converted to college credit, via credit by exam, in accordance with an agreed-upon articulation agreement with the high school district ([IIA10<sup>2</sup>](#)).

### **Articulated Non-Credit Continuing Education Courses**

Students who successfully complete articulated non-credit continuing education courses at San Diego Continuing Education may have these courses accepted for college credit via credit by exam. Students must complete the college application for admission and certification form, successfully complete the articulated Continuing Education course, and pass a college faculty-approved examination ([IIA10<sup>2</sup>](#)).

### **Acceptance and Application of Military Credit**

Credit for educational experiences completed during military service is applied toward the associate degree in accordance with the associate/baccalaureate credit recommendations contained in A Guide to the Evaluation of Educational Experiences in the Armed Services, published by the American Council on Education (ACE) ([IIA10<sup>4</sup>](#)). Students must submit documentation of educational experiences during military service.



Military service credit may be granted upon verification of six (6) months of continuous active duty, or completion of basic training for National Guard/Reservists. Four (4) units of credit may be awarded to meet the District graduation requirements in Health and Physical Education/Exercise Science. Three (3) of those units may also be used to satisfy Area E of the CSU General Education Breadth pattern.

Other educational experiences during military service may also fulfill additional major, general education, or elective degree requirements based upon the ACE Guide, and faculty approval ([IIA10<sup>5</sup>](#)).

### **High School Courses for College Credit (Credit by Exam)**

High school students may earn college credit equivalence for approved articulated courses in accordance with AP 3900.1 ([IIA10<sup>2</sup>](#)). To receive credit, students must: demonstrate acquisition of the college student learning outcomes by earning a grade of 'B' or better in the approved course and on the college-approved examination ([IIA10<sup>6</sup>](#), [IIA10<sup>7</sup>](#)).

### **Articulation Agreements**

The colleges have numerous articulation agreements with local institutions, as well as higher education institutions throughout the state and nation, based upon patterns of enrollment between institutions. Articulation agreements are developed by the Articulation Officer at each college, in consultation with the faculty.

The College uses ASSIST as the official repository of articulation information for California's public colleges and universities ([IIA10<sup>8</sup>](#)).

### **Distance Education**

The College and the District do not differentiate courses taken via Distance Education. Credit is granted in the same manner as traditional courses.

### **Analysis and Evaluation**

SDCC meets this Standard and the requirements of Eligibility Requirement #10. Transfer of credit policies and procedures have been developed collaboratively and follow all federal and state guidelines, as well as generally accepted practices in higher education. Transfer of credit policies are made available to students both electronically and in print form in the catalog ([IIA10<sup>9</sup>](#)) and on the college website. Records and evaluation are centralized functions in the District responsible for evaluating transfer credits in consultation with faculty discipline experts. Transferred courses are reviewed in accordance with District policies and procedures, and expected learning outcomes, relying primarily on the faculty. Acceptance of transfer credits also aligns with the CSU and IGETC general education patterns. The college has numerous articulation agreements with higher education institutions throughout the country based upon patterns of enrollment between institutions and the mission of the college. All agreements are developed in consultation with the faculty discipline experts to facilitate mobility of students between institutions.

The college Articulation Officer works with faculty to create and maintain articulation agreements that promote student success and transfer opportunities. Long-standing articulation

agreements promote strong relationships with transfer institutions to benefit students. For example, the SDCC Nursing Department recently reached out to Point Loma Nazarene University, a four-year institution with which the college has maintained strong articulation agreements for many years, to initiate a Memorandum of Understanding that facilitates the transfer of SDCC Associate Degree Nursing graduates to the Point Loma Nazarene baccalaureate program ([IIA10<sup>10</sup>](#)). Additionally, because SDCC is part of a multi-college district with aligned curriculum, the Articulation Officer continually works with the Articulation Officers at its sister colleges to ensure that all students in the district benefit from comparable articulation agreements. This allows students to complete preparation for major and general education courses at any of the three campuses.

Strong articulation agreements allow many SDCC students to transfer to four-year colleges and universities with their preparation for major complete. The college maintains articulation agreements with all UC and CSU campuses. The college also provides a strong inventory of major prep and general education courses that count toward IGETC and/or CSU Breadth requirements. Certification for the IGETC transfer pattern assures that students have met all lower division general education requirements for either the CSU system or the UC system; certification for the CSU GE Breadth transfer pattern assures that students have met all general education requirements for the CSU system. Many private colleges also accept SDCC students certified in either of the IGETC or CSU GE Breadth transfer patterns. All IGETC and CSU GE Breadth courses are listed in the college catalog. SDCC offers 20 Associate Degrees for Transfer (AA-T/AS-T) intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. In addition, SDCC offers a number of Guaranteed Admissions Programs (GAPs). Information regarding GAPs is available in the SDCC Transfer Center or from an academic counselor.

Course work completed at SDCC may be transferred to four-year colleges and universities through a number of articulation agreements described in the college catalog. The IGETC program allows a student to earn a certificate meeting all the lower division general education requirements at either the CSU system or at the UC system.

SDCC has transfer agreements with 23 CSU campuses through the Certificate of General Education Breadth Requirements (CSUGEB) agreement, which assures that CSU lower division general education requirements have been met. The IGETC and CSUGEB courses included in these agreements are itemized in the college catalog ([IIA10<sup>11</sup>](#)). In addition, SDCC offers a number of Guaranteed Admissions Programs (GAPs). Information on GAPs is available in SDCC's Transfer Center or from an academic counselor. SDCC also has the Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T). The degrees are intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus.

## **II.A.11**

The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

### **Evidence of Meeting the Standard**

SDCC programs include student learning outcomes (SLOs) specific for the program and related to communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and engagement in diverse perspectives. The curriculum development and review process, coupled with the Program Review process, helps SDCC to assure appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning in all programs. Board policy 5020, *Curriculum Development* establishes that “...curriculum committees are recognized as the primary decision-making bodies that offer recommendations regarding courses, degrees and certificates to the Curriculum and Instructional Council (CIC), the Board of Trustees, and the California Community Colleges Chancellor’s Office, as appropriate” and assures “Regular review and justification of courses, degrees and certificates” ([IIA11<sup>1</sup>](#)). Administrative Procedure 5260, *Requisites, Corequisites, Limitations and Advisories* establishes parameters for the establishment of prerequisites and corequisites, course advisories, and limitations on enrollment. The procedure also establishes levels of scrutiny, which include sequential courses within and across disciplines, and Title V compliance standards. Administrative Procedure 5020 Curriculum Development- establishes the approval process for courses of instruction and educational programs. This procedure assures compliance with Title V and that the courses that meet the general education requirements for degrees develop skills for oral and written communication, scientific and quantitative analysis, critical and logical thinking, information competency, computer literacy, interpersonal abilities, creative approaches to problem solving, and various ways to acquire knowledge. SDCC’s general education courses also instill the value of ethics, civility, cultural diversity, and the responsibilities of local, national, and global citizenship.

SDCC has established course and program SLOs for all courses and programs offered. Through use of the Taskstream application, course and program SLOs are mapped to institutional competencies. Through this linkage, student attainment of the institutional competencies is assessed, reviewed, and evaluated ([IIA11<sup>4</sup>](#)).

SDCC also provides and supports a variety of programs designed to enhance global and cultural awareness among SDCC students and personnel. These programs include the World Cultures Program, Umoja and Puente learning communities, and the MESA program. The college’s Diversity Committee fosters a campus environment that welcomes and respects diverse backgrounds and life experiences. There is a discernible commitment to promote a broader awareness of diversity through policies, programs, and employment practices that support the mission of the college.

### **Analysis and Evaluation**

SDCC meets this Standard. Ever mindful of its mission and values, the college consistently provides opportunities for students, faculty, and staff to engage in activities that incorporate diverse and inclusive perspectives. As outlined in the college catalog ([IIA11<sup>5</sup>](#)), all students are required to complete at least one course that enhances an appreciation of diversity. To meet this degree requirement, students may choose a course from a variety of electives in programs such as Black Studies, Chicano Studies, Gender Studies, or Peace Studies.

The breadth of degree programs is assured through the inclusion of general education requirements and district requirements. Synthesis of learning is assured through the inclusion of critical thinking as an institutional competency, and the assessment of student learning. SDCC offers 44 courses classified as communication and analytical thinking courses (included in the Language and Rationality category of courses). These courses include English composition, mathematics, information systems, and speech. The English composition requirement is reinforced as a district requirement for reading and writing competence. In addition to the general education requirement for analytical thinking, the district reinforces the necessity for quantitative reasoning as a district requirement for mathematics competence. This requirement may be fulfilled by completion of one of ten mathematics or statistics courses included in the general education requirement.

Since 2014, with State funds to support equity initiatives, the college has invested in a college-wide plan to promote and foster equity for disproportionately impacted student populations. Equity funding also provides for robust professional development for faculty and staff to ensure cultural competencies are an inherent piece of the college's culture ([IIA11<sup>6</sup>](#)).

The College endeavors to include diverse perspectives and activities that improve self-awareness and identity, develop individual talents and prepare students to function as members of a global society. Success in this endeavor is reflected in responses to the Student Feedback survey. Most of the respondents agree with the following statements: "My experience at this college has given me a better understanding and appreciation of diversity," "My college education has helped me to understand myself better," and "I have gained knowledge in different subject areas." The majority of individuals responding to the survey also agree that they have learned about other parts of the world and other cultures, and that they have improved their interpersonal skills through interacting with people on campus ([IIA11<sup>7</sup>](#)).

## **II.A.12**

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

### **Evidence of Meeting the Standard**

SDCC requires a component of general education in all of its degree programs. Board Policy 5025 outlines the criteria for general education courses, and includes "...the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding" ([IIA12<sup>1</sup>](#)).

The SDCC community has established a General Education Philosophy that states the “general education program is designed to broaden students’ knowledge and their understanding of methods of gaining knowledge in a variety of disciplines and to develop students’ abilities in critical thinking, in oral and written communication, and in mathematics” ([II.A.12<sup>2</sup>](#)). The district’s definition and procedures for general education are contained in board-approved Procedure 5300.2, “Courses of Instruction and Educational Program Approval” ([II.A.12<sup>3</sup>](#)). Consistent with Title 5, Section 55806, general education courses provide students with an understanding of the basic methods and content of the natural sciences, the social and behavioral sciences, and the humanities and fine arts.

The SDCC Institutional Competencies as outlined in the 2015-2016 catalog also support a commitment to general education ([IIA12<sup>2</sup>](#)), and include:

- Communication/Interpersonal Skills
- Critical Thinking
- Analyses/Computation
- Cultural Sensitivity/Global Awareness
- Information Management/Information Literacy
- Personal Responsibility
- Civic and Environmental Responsibility

SLOs are designed for each program and listed in the course catalog. The course-level outcomes link to the larger institution via program outcomes which map to the Institutional learning outcomes, institutional priorities and SDCC’s mission.

### **Analysis and Evaluation**

SDCC meets this Standard, and the requirements of Eligibility Requirement #12. Administrative Procedure 5300.2 defines general education courses as follows:

...contribute[s] to the broad education of career technical and transfer students in the major areas of knowledge--quantitative reasoning; arts and humanities; the physical, natural, social, and behavioral sciences. The courses will introduce the student not only to content and methodology but also to historical and aesthetic contexts and implications. These courses will develop a life-long learning capability and the skills for a productive life such as oral and written communication, scientific and quantitative analysis, critical and logical thinking, information competency, computer literacy, interpersonal abilities, creative approaches to problem solving, and various ways to acquire knowledge. General Education courses will also instill the value of ethics, civility, cultural diversity, and the responsibilities of local, national, and global citizenship. General Education Requirements Title 5: Section 55806.

AP 5025, *Philosophy and Criteria for Associate Degrees and General Education* also establishes the requirement of 18 semester units of general education as a requirement for Associate Degrees. Section 2.18 of District Procedure 5300.2 requires credit courses to “fulfill the requirements for submission as general education courses to Intersegmental General Education

Transfer Curriculum (IGETC), California State University (CSU), and University of California (UC) or meet the transfer standards for electives and major requirements to campuses of CSU, UC, and/or other postsecondary colleges and universities.” The General Education philosophy is published in the SDCC Catalog ([IIA12<sup>2</sup>](#)) and requirements for the degree, including general education requirements, are also published in the catalog ([IIA12<sup>5</sup>](#)).

SDCC offers sections of general education courses in the online format ([IIA12<sup>6</sup>](#)). The list of courses approved to be offered through distance education are listed on the District Instructional Services website. Additionally, all courses offered through distance education are clearly listed in the printed and online class schedules. DE courses are subject to the identical curriculum review and approval process as traditional courses, thus ensuring the DE courses meet collegiate standards and rigor. Student attainment of the skills embedded in general education courses offered in DE mode is measured through faculty evaluation of student performance on assignments and exams as outlined in the syllabus, and through assessment of student achievement of established learning outcomes. DE courses in general education are subject to SLO assessment and course/program review in a manner identical to traditional, face to face courses.

SDCC offers general education courses in a number sufficient to allow students to attain their educational goals. In the 2015 Student Feedback survey, 59% of respondents agreed that there were a sufficient number of general education courses available. This represents an increase in agreement by 15% over responses in the previous survey cycle. Additionally, the majority of respondents agree that they have gained knowledge in different subject areas (93%) ([IIA12<sup>7</sup>](#); [IIA12<sup>8</sup>](#)).

SDCC program level SLOs reflect the commitment of SDCC to offer programs of study that prepare students for responsible participation in society, skills for lifelong learning and application of learning with a broad understanding the arts and humanities, sciences, mathematics and social sciences. These program level SLOs are published in the SDCC catalog and the Educational Master Plan ([IIA12<sup>9</sup>](#); [IIA12<sup>10</sup>](#)).

### **II.A.13**

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

#### **Evidence of Meeting the Standard**

SDCC degree programs include focused study in at least one area of inquiry or established interdisciplinary core. Specialized courses in an area of inquiry or interdisciplinary core include mastery of key theories and practices within the field of study. Each degree program specifies at least 18 units of coursework in a focused area of inquiry for the major. In some cases, these major requirements are designed to facilitate transfer to University of California (UC) or California State University (CSU) schools. In other cases, major requirements prepare the student for one of several career options.



The Associate of Arts degree is awarded in the social sciences, humanities, the arts, and similar disciplines. The Associate in Science degree is awarded in engineering, physical and biological sciences, and occupational curricula. The Associate in Arts and Science for Transfer (AA-T or AA-S) degrees are intended for students who plan to transfer to a four-year college or university to pursue a bachelor's degree in a similar major at a CSU campus ([IIA13<sup>1</sup>](#)).

The requirements for SDCC degrees consist of general education components and courses in the major area of study and are established through SDCC's standard, rigorous Curriculum Review process. Mapping features are used to illustrate the relationship of degree courses within the program of study and to show the relationship of courses and programs to the SDCC mission, values, and priorities. Program SLOs are published in the SDCC Catalog with other program information ([IIA13<sup>2</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard. As stated above, all degrees include focused study in an area of inquiry or interdisciplinary core aligned with key theories and practices within the field of study. All degrees have established Program SLOs, which are published in the program description in the SDCC Catalog and are also included in the Educational Master Plan ([IIA13<sup>3</sup>](#)). The existing curriculum development and review process ensures placement and content of courses meet standards commonly accepted in higher education and are appropriate for the degree core and level.

### **II.A.14**

Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

### **Evidence of Meeting the Standard**

SDCC is home to a range of vocational and occupational programs that offer career-technical certificates and degrees that meet technical and professional competencies established by the College, professional standards, and licensure and certification requirements. These programs prepare students for entry into the job market or allow students to upgrade their skills in areas of current employment.

A Certificate of Achievement requires a student to complete a minimum of three courses in residence at SDCC and 6 semester units at a college within the District (San Diego City College, Mesa College, or Miramar College). Students must also earn a minimum grade of 2.0 in all courses required for the certificate. A Certificate of Performance is designed to prepare students for employment, job enhancement, or job advancement. It requires the completion of at least two courses in a specific career field, and completion of all required courses at one of the colleges within the District with a grade of 2.0 or higher ([IIA14<sup>1</sup>](#)).

One example of a SDCC career-technical program is Cosmetology. The Cosmetology Program at SDCC is a licensure program composed of an Associate in Science Degree and a Certificate of

Achievement. This program provides the 1,600 hours of instruction required for state licensing, including laboratory instruction, small business practices, salon management, client relations, marketing skills, and basic employment skills. Completing the program prepares students to take the California State Bureau of Barbering and Cosmetology exam required for licensure ([IIA14<sup>2</sup>](#)).

SDCC also has a career-technical program in the area of Manufacturing Engineering Technology (MFET). Here, SDCC developed a program in response to industry needs. The program culminates in an Associate in Science Degree and students can transfer to a baccalaureate degree program. The MFET program provides students the opportunity to acquire skills in a hands-on learning environment. The program provides integrated experiences through which students participate in all aspects of a manufacturing enterprise. MFET graduates can pursue careers in machining and other high-value manufacturing sectors ([IIA14<sup>3</sup>](#)).

Other programs preparing students for licensure or certification by external agencies include Child Development ([IIA14<sup>4</sup>](#)), Alcohol and Other Drug Studies (AODS) ([IIA14<sup>5</sup>](#)), and Nursing Education ([IIA14<sup>6</sup>](#)). Each of these programs offers Certificates of Achievement and Performance, an Associates Degree, or preparation for transfer to a four-year program. The Child Development Program provides the training and supervised practicum to meet state licensing requirements for employment in many childcare settings. Completing the AODS program satisfies the academic requirements for seven state credentialing agencies and prepares students for credentialing exams given by the California Association of Alcohol and Drug Abuse Counselors. Upon successful completion of the Nursing Education program, graduates obtain an associate degree, and are eligible to sit for the national registered nurse licensing exam (NCLEX-RN).

SDCC offers an Occupational Work Experience Program and a variety of apprenticeship programs. Each apprenticeship program provides the technical instruction and on-the-job training required to attain the position of journey person in one of several programs approved by the State of California under the terms of the Apprenticeship Labor Standards Act. Each is administered by an apprenticeship committee, which includes representatives from the trade or industry as well as a representative from the state's Division of Apprenticeship Standards (DAS). Completing an apprenticeship program may entail two to five years, depending on the particular trade. The program culminates in a Certificate of Achievement; some programs offer the option of an Associate in Science Degree. The quality of each program is monitored through the same curriculum review process applied to transfer programs. In addition, the DAS must approve the training standards and the apprenticeship committee. This committee meets monthly, monitors the apprenticeship, and serves as the approval body for apprenticeship matters ([IIA14<sup>7</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard. SDCC does an outstanding job of working with industry partners to ensure it is using the most up-to-date labor data and safety guidelines, so that students are poised competitively to enter the workforce. The Cosmetology program licensure exam pass rate is 100% for graduates on the practical portion of the exam, and 94% on the written portion of the exam, exceeding the state requirements. The Nursing licensure exam pass rate is 87.5%, exceeding the 75% pass rate required by the Board of Registered Nurses. The AODS pass rate is 85%.



## **II.A.15**

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

### **Evidence of Meeting the Standard**

When programs are eliminated or program requirements are significantly changed, SDCC makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. The College has a clearly defined policy for the review of its programs ([IIA15<sup>1</sup>](#)). In accordance with the policy of the Board of Trustees, and through mutual agreement with the SDCC Academic Senate, program discontinuance procedures include a detailed plan and recommended timeline for phasing out a program with the least impact on students, faculty, staff, and the community ([IIA15<sup>2</sup>](#)).

### **Distance Education**

Courses within a program may or may not be offered online. There are no differences in procedure for the elimination or change in program requirements for distance education ([IIA15<sup>2</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard. SDCC follows District policy and procedure with regard to program discontinuances. There are rarely cases of program discontinuance at SDCC. Generally, if a program is discontinued, it is replaced with a more current, updated offering. One recent instance of this was the Vocational Nursing Program offered at SDCC, through the San Diego Community College District Regional Occupation Program (ROP) in 2011. The program was discontinued because changes in the mandated eligibility for enrollment in ROP programs was inconsistent with program requirements under the Board of Vocational Nurses and Psychiatric Technicians (BVNPT). ROP funding for the program was discontinued in the 2011 academic year, with one cohort of students midway through the program. The BVNPT was notified of the loss of funding and pending discontinuance of the program. Program information was removed from the course catalog, and a notice that the program would be discontinued was posted on the college website. SDCC utilized funding from an endowment to the vocational nursing program through the City College Foundation to support the cost of administering the program to allow the cohort to complete all required courses. The students enrolled in the program at the time ROP funding ended were therefore able to complete the program and meet all requirements for licensure examination established by the BVNPT.

## **II.A.16**

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievements for students.

### **Evidence of Meeting the Standard**

SDCC regularly evaluates the quality, currency, and effectiveness of its courses and programs through a well-established systematic program review and master planning process. All instructional programs—collegiate, pre-collegiate, career-technical programs, and so on—follow the Program Review process. In compliance with the State Chancellor’s Office guidelines, transfer courses are reviewed and/or revised at least once every six years. Career technical courses must be reviewed and/or revised every two years. Career Technical Advisory Committees, consisting of faculty, administration, and representatives from business and industry, meet at least yearly, and in some cases more frequently, to review courses and programs for relevancy and currency.

A broad base of data is utilized to evaluate the effectiveness of SDCC’s programs. District Instructional Services provides a list of courses that have not been offered within the past three years. Discipline faculty review these courses for possible deactivation and removal from the catalog if they are no longer a vital part of the program. The Campus Research office provides data related to enrollment and productivity. Additionally, advisory boards for various CTE programs review content and make recommendations related to relevancy and currency to the workplace. Course SLO assessment data is also reviewed to ensure data-based decision making.

The process for review of distance education programs is identical to that of on campus programs.

### **Analysis and Evaluation**

SDCC meets this Standard. The Program Review process enables a thorough evaluation of currency, quality, and effectiveness of instructional programs. Program review is well integrated in the planning process. Upon the completion of program review, SDCC departments develop plans that include requests for new faculty and staff positions, equipment and materials, technology, and facilities renovations as necessary. The initial dialogue takes place within each department and then department chairs meet together with their school dean to review department plans and develop prioritized lists of school needs. Effectiveness of integration is shown in the 2015 Employee Feedback survey; results indicate the majority of respondents (73%) agree with the statement, “Program Review is integrated into the college planning process” ([IIA16<sup>1</sup>](#)).

## **Standard II.A Evidence**

### **II.A.1**

- [IIA1<sup>1</sup>](#) Example – Course mapped to Mission
- [IIA1<sup>2</sup>](#) CurricUNET User Guide
- [IIA1<sup>3</sup>](#) Checklist for Technical and Curriculum Review
- [IIA1<sup>4</sup>](#) Sample Curriculum Committee Minutes
- [IIA1<sup>5</sup>](#) SDCC Curriculum Committee Website
- [IIA1<sup>6</sup>](#) Sample Course Mapped to Mission
- [IIA1<sup>7</sup>](#) SDCC Institution Set Standards
- [IIA1<sup>8</sup>](#) SDCC Student Feedback Survey – Items 19-29

### **II.A.2**

- [IIA2<sup>1</sup>](#) Six Year Review Criteria & Instructions
- [IIA2<sup>2</sup>](#) SDCC Taskstream Program Review & Master Planning Prompts
- [IIA2<sup>3</sup>](#) SDCC Sample Program Review Packet Information
- [IIA2<sup>4</sup>](#) Online Student Success & Retention Report

### **II.A.3**

- [IIA3<sup>1</sup>](#) SDCC SLO-AO Handbook
- [IIA3<sup>2</sup>](#) Syllabus Guidelines – Faculty Handbook
- [IIA3<sup>3</sup>](#) Employee Feedback Survey Items 28 & 31
- [IIA3<sup>4</sup>](#) English 101 Syllabus – online offering
- [IIA3<sup>5</sup>](#) History 123 Syllabus – Online Class
- [IIA3<sup>6</sup>](#) History 109 Syllabus
- [IIA3<sup>7</sup>](#) Student Feedback Survey Items 17 & 18

### **II.A.4**

- [IIA4<sup>1</sup>](#) Mission Statement – SDCC Catalog
- [IIA4<sup>2</sup>](#) Basic Skills Catalog Listing – English
- [IIA4<sup>3</sup>](#) Basic Skills Catalog Listing – Math
- [IIA4<sup>4</sup>](#) Basic Skills Catalog Listing – Cosmetology
- [IIA4<sup>5</sup>](#) SSSP Plan 2014-2015
- [IIA4<sup>6</sup>](#) SDCC English Basic Skills Webpage
- [IIA4<sup>7</sup>](#) SDCC Math Basic Skills Webpage
- [IIA4<sup>8</sup>](#) Basic Skills Report – City College

### **II.A.5**

- [IIA5<sup>1</sup>](#) BP 5025 – Philosophy & Criteria for Associate Degrees & General Education
- [IIA5<sup>2</sup>](#) BP 5020 – Curriculum Development
- [IIA5<sup>3</sup>](#) Checklist for Technical & Curriculum Review
- [IIA5<sup>4</sup>](#) BP 5100 – Graduation Requirements for Degrees & Certificates
- [IIA5<sup>5</sup>](#) CSU Chancellor's Office Executive Order 167
- [IIA5<sup>6</sup>](#) Exec Order-167-Chancellors Office

## **II.A.6**

- [IIA6<sup>1</sup>](#) Checklist for Technical & Curriculum Review
- [IIA6<sup>2</sup>](#) SDCC Statement of General Education Philosophy
- [IIA6<sup>3</sup>](#) Example – SDCC Catalog – Business Studies
- [IIA6<sup>4</sup>](#) Example – SDCC Catalog – Spanish
- [IIA6<sup>5</sup>](#) Example – Program Review Data
- [IIA6<sup>6</sup>](#) Example – Course Mapped to Mission
- [IIA6<sup>7</sup>](#) SDCC Catalog – Academic Requirements
- [IIA6<sup>8</sup>](#) Petition – Modification of Major

## **II.A.7**

- [IIA7<sup>1</sup>](#) Syllabus Example – History 123 Online
- [IIA7<sup>2</sup>](#) Syllabus Example – History 109
- [IIA7<sup>3</sup>](#) SDCC Student Feedback Survey
- [IIA7<sup>4</sup>](#) Online Course Satisfaction Survey
- [IIA7<sup>5</sup>](#) Sample Program Outcomes data by Gender
- [IIA7<sup>6</sup>](#) Sample Student Outcomes by Ethnicity
- [IIA7<sup>7</sup>](#) Sample Course Action Plan
- [IIA7<sup>8</sup>](#) SDCC Flex Calendar Fall 2016
- [IIA7<sup>9</sup>](#) Promising Syllabus
- [IIA7<sup>10</sup>](#) Employee Feedback Survey Items 19-27
- [IIA7<sup>11</sup>](#) Student Feedback Survey Items 28 & 29

## **II.A.8**

- [IIA8<sup>1</sup>](#) TEAS V Summary Packet
- [IIA8<sup>2</sup>](#) TEAS V National Cut Score Study
- [IIA8<sup>3</sup>](#) TEAS V National Cut Score Results
- [IIA8<sup>4</sup>](#) TEAS V Content Validation Study
- [IIA8<sup>5</sup>](#) Placement Test Validation Timelines
- [IIA8<sup>6</sup>](#) TEAS V Content Validation Study Executive Summary
- [IIA8<sup>7</sup>](#) RN CMS Cut Score Summary
- [IIA8<sup>8</sup>](#) RN CMS Summary Statistics

## **II.A.9**

- [IIA9<sup>1</sup>](#) Sample of Course Outline
- [IIA9<sup>2</sup>](#) Example of Award of Credit in History 109
- [IIA9<sup>3</sup>](#) Example of Award of Credit in History 123 Online
- [IIA9<sup>4</sup>](#) Example English 101 Online Syllabus
- [IIA9<sup>5</sup>](#) Example English 205 Online Syllabus
- [IIA9<sup>6</sup>](#) SDCC Catalog: Academic Requirements
- [IIA9<sup>7</sup>](#) BP 5020 Curriculum Development

## **II.A.10**

- [IIA10<sup>1</sup>](#) Sample Student Transcript
- [IIA10<sup>2</sup>](#) AP3900.1 Credit by Examination
- [IIA10<sup>3</sup>](#) AP 3900.4 Credit Available for Standardized Testing Programs

- [IIA10<sup>4</sup>](#) ACE Website
- [IIA10<sup>5</sup>](#) SDCC Catalog – Military Credit
- [IIA10<sup>6</sup>](#) SDCC Catalog – Credit by Exam
- [IIA10<sup>7</sup>](#) SDCC Catalog – Academic Credit – Non-Traditional Education
- [IIA10<sup>8</sup>](#) ASSIST prompts web page
- [IIA10<sup>9</sup>](#) SDCC Catalog – Transfer of Credits
- [IIA10<sup>10</sup>](#) SDCC & Pt. Loma Nazarene Memorandum of Understanding
- [IIA10<sup>11</sup>](#) SDCC Catalog – Academic Requirements

#### **II.A.11**

- [IIA11<sup>1</sup>](#) BP 5020 – Curriculum Development
- [IIA11<sup>4</sup>](#) Sample – Course SLOs mapped to Institutional Competencies
- [IIA11<sup>5</sup>](#) SDCC Catalog – Diversity requirements
- [IIA11<sup>6</sup>](#) SDCC Student Equity Plan
- [IIA11<sup>7</sup>](#) Student Feedback Survey Items 44-49

#### **II.A.12**

- [IIA12<sup>1</sup>](#) BP 5025 General Education
- [IIA12<sup>2</sup>](#) SDCC Catalog – Statement of General Education Philosophy & Learning Outcomes
- [IIA12<sup>3</sup>](#) AP 5300.2 – Courses of Instruction & Educational Program Approval
- [IIA12<sup>5</sup>](#) SDCC Catalog – Requirements for the Degree
- [IIA12<sup>6</sup>](#) DE Approved Course List
- [IIA12<sup>7</sup>](#) Student Feedback Survey Item 10
- [IIA12<sup>8</sup>](#) Student Feedback Survey Item 45
- [IIA12<sup>9</sup>](#) Example – PSLOs in Catalog
- [IIA12<sup>10</sup>](#) SDCC Educational Master Plan

#### **II.A.13**

- [IIA13<sup>1</sup>](#) SDCC Catalog – Transfer Guide
- [IIA13<sup>2</sup>](#) Sample – PSLOs in Catalog
- [IIA13<sup>3</sup>](#) SDCC Educational Master Plan

#### **II.A.14**

- [IIA14<sup>1</sup>](#) SDCC Catalog – Certificates of Achievement & Performance
- [IIA14<sup>2</sup>](#) SDCC Catalog – Cosmetology Description
- [IIA14<sup>3</sup>](#) SDCC Catalog Description – Manufacturing Engineering Technology
- [IIA14<sup>4</sup>](#) SDCC Catalog – Child Development Program
- [IIA14<sup>5</sup>](#) SDCC Catalog – Alcohol and Other Drug Studies Program
- [IIA14<sup>6</sup>](#) SDCC Catalog – Nursing Program
- [IIA14<sup>7</sup>](#) Example – SDCC Catalog – Apprenticeship Program

#### **II.A.15**

- [IIA15<sup>1</sup>](#) AP 5019 – Instructional Program Review
- [IIA15<sup>2</sup>](#) AP 5021 – Instructional Program Discontinuance

## **II.A.16**

[IIA16<sup>1</sup>](#) Employee Feedback Survey Item 10

## **II.B. Library and Learning Support Services**

### **II.B.1**

The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

### **Evidence of Meeting the Standard**

SDCC is committed to the support of student learning and achievement. This commitment is fulfilled through the provision of library and other learning support services. These services are provided in sufficient quantity, currency, depth and variety to support educational programs, wherever and however the programs are offered. SDCC maintains significant library collections, tutoring and learning centers, computer laboratories, and a variety of learning technologies. In accordance with ACCJC Eligibility Requirement #17, the College provides its students with long term access to information and learning support services that are adequate to achieve the College's mission and support instruction.

SDCC supports student learning through a variety of services. The Learning Resource Center (LRC) includes the Library, the Office of Classroom Technology Management (OCTM, formerly known as the Multimedia Center), the Independent Learning Center (ILC), and a Professional Development Center called CitySITE. Tutoring support services are available through three Learning Centers in the Colleges' Student Success Building: The English Center, the Math Center, and the Tutorial Center. These centers support student learning and achievement through individual and group consultations as well as student access to learning resources. The College's Technical Services Group (TSG) supports instructional computing laboratories, manages instructional software for computing laboratories, and handles technical support for the College's "Pay to Print" services for students. The District's Online Pathways Department (SDOLP) affords both students and faculty online training for online courses and the use of the District's course management system (which is currently Blackboard). Disability Support Program (DSPS) resources, including access to assistive technologies, are available in the LRC and DSPS' High Tech Center.

### **Learning Resource Center (LRC)**

The resources available within the LRC include: library collections, ongoing instruction on information literacy and library services, open lab academic computing, and technology-mediated professional development support through CitySITE.

The LRC's Library features 55,227 square feet of assignable space. It has 904 seat; 33 seats are assigned to the facility's five study rooms. The library has the capacity to hold approximately 70,000volumes and it actually contains 65,000 volumes ([IIB1<sup>1</sup>](#)). There are 205 student-use computer workstations in the LRC. A videophone provided by DSPS is available in one of the LRC's study rooms.

The library owns 67,800+ print books, 961 DVD/VHS media titles, and has single-user permanent licenses to over 30,000 e-books. The library subscribes to 170 print periodical titles, which are renewed annually through EBSCO. The library subscribes to over 50 online databases, including a streaming media database (Films on Demand); database subscriptions are renewed annually through the library's membership in the Community College Library Consortium (CCLC). The library subscribes to QuestionPoint, an online chat reference service that provides 24/7 access to a professional reference librarian. This service is also renewed annually via CCLC. The library is a member of the San Diego and Imperial Counties Community Colleges Learning Resources Cooperative (SDICCLRC), a regional consortium providing holdings for 3,000 more physical media titles (DVD/VHS) with a weekly delivery service. The library is currently negotiating a 5-year contract to add access to 200-300 streaming video titles. The library also provides students access to 70 internet-enabled computer terminals, a Wi-Fi network, and a copy/print system with two print stations and three copy machines.

In order to assess the effectiveness of resources, the SDCC library collects usage statistics among patrons accessing databases and library web pages. Usage statistics inform decisions on selection and purchases. Point of Service surveys ([IIB1<sup>2</sup>](#)) are conducted, and items related to satisfaction with LRC resources are included in Employee Feedback Surveys ([IIB1<sup>3</sup>](#)) and Student Feedback surveys ([IIB1<sup>4</sup>](#)).

### **Tutoring**

SDCC has dynamic tutoring services located at three key centers: the English Center, the Math Center, and the Tutorial Center. These centers are open five days a week for face to face services. The English Center provides a community in which SDCC students become more effective, confident, and independent readers, writers, and critical thinkers. It offers assistance to students in all disciplines through a variety of services, including: one-on-one peer tutoring sessions, group tutoring, supplemental instruction, workshops for students and faculty, one-unit refresher courses, orientations to the services of the English Center, consultations for faculty, and opportunities for qualified students to gain experience as peer tutors and mentors ([IIB1<sup>5</sup>](#)).

The Math Center offers tutoring services in two formats: 1) On-the-fly support—an on-demand service for any student who has a quick question and 2) One-on-one support—one-to-one sessions with a tutor to address math support in greater depth. Sessions run between 25 - 40 minutes. Similar to the English Center, the Math Center also offers one-unit refresher courses and supplemental instruction. Other services offered include weekly review sessions, a Math Center YouTube channel, and a computer lab ([IIB1<sup>6</sup>](#)). SDCC's Math 15 course affords students a one-unit, pass/no-pass way to refresh their math skills without the commitment, cost, and academic risk of a full math course. In addition, the course can also be used to remove a block from re-taking a course or to waive a course prerequisite. Math 15 courses have no prerequisite, can be taken simultaneously with other math classes, and can be re-taken several times.

The Tutorial Center offers comprehensive services to assist student in all subjects. As with the Math and English Centers, walk-in tutoring, study groups and one-on-one appointments are available. The Tutorial Center also provides a computer lab consisting of 20 computers, supplemental instruction, and academic skills workshops ([IIB1<sup>7</sup>](#)). Critical to student success, the



Tutorial Center also provides a “Cram Jam”, which provides opportunities for students to participate in Math review sessions prior to department final exams.

The College’s tutorial centers offer both face to face and online tutoring support services for SDCC students. For face to face tutoring, students and tutors use computer labs equipped with specialized, discipline-specific software to assist with tutoring and also to allow students to work independently. The centers also leverage cutting edge software, tablets, stylus, and document cameras to reach students outside of the tutorial centers both in providing tutoring support and creating resources for students to access online. English online tutoring is accessed via a link in Blackboard that students can log into via the Online Tutoring Whiteboard. Additionally, the Tutorial Centers utilize social media—such as Twitter, YouTube, and Facebook—to disseminate up-to-date information to students.

### **Learning Technology**

The LRC is equipped with free Wi-Fi access, and the tutoring centers provide a broad range of technologies to support instruction, student learning, and student achievement. SDCC uses technology to develop content and make information accessible and comprehensible ([IIB1<sup>8</sup>](#)). Such technology includes productivity software (including Microsoft Office and Adobe Creative Suite,) a high-tech lab available to students in Learning Services and DSPS, and smart classrooms equipped with LCD projectors, computer stations, and laptops for student use.

### **Computer Labs**

The LRC’s Independent Learning Center has three computer labs on the first floor level that afford student access to 106 computers. The LRC’s second floor also contains 76 student-use computers. The LRC represents one of the largest concentrations of open-lab computers on campus and contributes greatly to the Library’s overall use. In addition, the LRC has a classroom on the second floor featuring 24 computers. Professional development, including in-service training for college employees, is facilitated by 10 computer workstations in CitySITE on the LRC’s first floor, and 16 workstations on the LRC’s third floor.

### **Ongoing Instruction for Users of the Library and Other Learning Support Services**

SDCC supports information-competent students through classroom orientation sessions, one-on-one assistance, and ongoing workshops through the LRC and other tutoring services ([IIB1<sup>9</sup>](#)). Distance education students and other students who visit the library virtually are supported through digital resources such as electronic research databases, LibGuides, instructional websites, online demonstration videos, information literacy tutorial modules, and Ask Us Now! (SDCC’s system for connecting students and librarians through digital chat) ([IIB1<sup>10</sup>](#)). SDCC librarians act as liaisons to faculty and promote the acquisition of new databases and library resources through formal and informal communication with individual faculty, division chairs, deans and program coordinators.

### **The Disability Support Programs and Services Department**

Through the Disability Support Programs and Services (DSPS) Department, SDCC meets the requirements of federal laws (Section 504 of the Rehabilitation Act and the ADAA) and District policies that require equal access to educational opportunities. The mission of DSPS ([IIB1<sup>11</sup>](#)), in partnership with qualified students with disabilities, is to facilitate student success by

providing reasonable accommodations and support services necessary for equal access to the Colleges' programs and services. DSPS supports student learning by providing a variety of services to students, including but not limited to disability management counseling, DSPS support classes, note-taking assistance, sign language interpretation, and test proctoring.

### **Analysis and Evaluation**

SDCC meets this Standard, as well as the requirements of ER #17. The learning support services provided are consistent with the educational mission of the College to develop and support information-competent students. Ongoing instruction for users of the library is provided in the form of library instruction sessions (90 minutes in a classroom setting); LIBS 101 credit course; group library tours; one-on-one reference service; a one-on-one online chat reference service called Ask Us Now!; and Flex presentations to faculty. SDCC learning support services and programs participate in the College's Program Review and Master Planning process. These self-evaluative processes help to ensure that SDCC's support programs align with the college's goals and objectives ([IIB1<sup>12</sup>](#)).

Instructional faculty and staff provide information about student learning needs to inform the selection of library resources. While curriculum is the foremost component in collection development criteria, the library recognizes that close collaboration with the faculty is required to maintain the most relevant collection possible. Faculty librarians are assigned to specific instructional departments as subject liaisons. Regular interaction (telephone, email, face to face, department meetings) with instructional faculty in this manner affords insights as to student learning needs as those needs pertain to collection management. Other factors that inform the selection of library resources include student questions to librarians during interactions at the information desk, online chat reference service, library instruction sessions, faculty syllabi, assignment prompts, and instructional faculty requests to cover certain subject areas/topics during library instruction sessions. Specialized student information needs, such as those of Basic Skills and ESOL students, are addressed in collaboration with instructional faculty in those departments with customized tours, library instruction, and a special collection of high-interest, low-vocabulary readers. Faculty librarians are also kept informed of student learning needs by representing SDCC library interests during the campus master planning process, and at meetings state, regional, and District levels.

An example of using input from students to improve services came in Fall 2015. The faculty librarians coordinated with a marketing class to develop better promotional strategies for the library. The class became an informal focus group for the library. Information gathered from this collaboration contributed to the overall institutional interest in improving LRC and library signage at the College. It is expected that the addition of temporary signage will be completed within the 2016-2017 academic year, with permanent signage to be obtained as part of an overall campus initiative.

Faculty as well as student survey results indicate that the College is meeting student and faculty needs. The library uses the results of these evaluations as the basis for improvement. Results of the SDCC Point of Service survey indicate that a majority of students rated the book collection as "good" and the quality of online databases as "excellent" ([IIB1<sup>13</sup>](#)). The 2015 Employee Feedback survey shows that 63% of respondents are satisfied with library resources ([IIB1<sup>14</sup>](#)).

Items 43, 44, and 45 on the survey ask respondents to rate agreement with the following statements, respectively: “The college provides ongoing training for users of learning support services (e.g., library and tutoring centers)”, “I use library and related support services in my teaching or work function”, and “The library’s collection of books, periodicals, media, electronic databases, and other resources is adequate to meet the needs of my program or work function.” In all statements, more respondents agreed than disagreed. In the 2015 Student Feedback survey, 75% of respondents agree with the statement, “The campus library has an adequate selection of books, periodicals, and other resource materials for my needs.” This represents an improvement over the two previous survey cycles.

To assess effectiveness of services, the Tutorial, English, and Math Centers utilize point of service surveys as well as collaboration with academic departments. The surveys are completed by students who have utilized the services provided by the various centers ([IIB1<sup>15</sup>](#)). In order to determine the effectiveness of supplemental instruction (SI), electronic surveys are distributed to Faculty, SI tutors, and students who participated in the SI supported courses at the end of each semester. The surveys assess the value of SI from the point of view of students, faculty, and SI tutors. The surveys used for the Tutorial, Math, and English Centers include items where students can rate satisfaction with a number of areas, including attributes of tutors and student ability to understand content after a tutoring session. The surveys also provide a place for students to document workshops attended and suggestions for changes. The surveys used to assess the effectiveness of supplemental instruction ([IIB1<sup>16</sup>](#); [IIB1<sup>17</sup>](#)) include items to address perception of effectiveness of SI tutor, group study sessions and space for comments. In addition, the surveys also gather data related to interest in online offerings.

Looking at the results of the student surveys, more than 75% of all students surveyed agree that the SI sessions contributed positively to their learning. When asked how SI tutorial support affected their motivation and attitude toward the course, 4 out of 5 students agree that their SI tutor motivated them to take responsibility of their own learning. More than 80% of the respondents agree that SI tutorial support improved their academic performance, with 50% strongly agreeing to this claim. The survey results from faculty respondents closely mirror student feedback: 85% of faculty agree that their SI tutor helped their class improve. 88% of the faculty surveyed believe that the SI tutor helped their students to be better prepared in the next level of Math or English. When the faculty were asked about the logistics of working with the tutoring centers, more than 75% of the faculty believe that it was easy to coordinate outside-of-class tutoring sessions ([IIB1<sup>16</sup>](#)).

In order to assure sufficient depth and variety of library materials, library faculty and staff conduct inventory and review reports from the integrated library system. These reports include age of collections, call numbers, a list of materials are checked out for use, and generally information on how well the collections align with collection management guidelines ([IIB1<sup>18</sup>](#)).

## **II.B.2**

Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

### **Evidence of Meeting the Standard**

At SDCC, the selection and maintenance of educational equipment and materials to support student learning and enhance the achievement of the institutional mission relies on the expertise of faculty, librarians, and learning support services professionals. The College provides formal and informal processes for faculty and learning support services professionals to provide input on the selection of instructional equipment and materials. The Institutional Technology Committee, which includes library faculty and learning support services personnel, develops the SDCC Institutional Technology Plan, which provides a guideline for addressing the information and technology needs required support the library and other learning support services ([IIB2<sup>1</sup>](#)). As new construction and facility renovations are considered, personnel from the various learning support services are consulted for input as appropriate. Collection development, including the identification, purchasing, processing, and delivery of educational materials resources, is a crucial function of the SDCC Library ([IIB2<sup>2</sup>](#)). Librarians, learning support services professionals, and faculty work as a team to secure and maintain effective educational equipment and materials to support student learning ([IIB2<sup>3</sup>](#)).

SDCC employs several strategies to ensure the acquisition and maintenance of educational materials and equipment. The annual planning and budgeting cycle allows for the identification and prioritization of educational materials and equipment. The College takes full advantage of the California Community College state-wide consortium to ensure best vendor deals for e-resources. Library faculty and staff participate in the Resource Allocation Committee (RAC) and the creation of necessary planning and budget documents through which funding is requested. The RAC also works in collaboration with staff in the Business Office and District purchasing to implement budgets ([IIB2<sup>7</sup>](#); [IIB2<sup>8</sup>](#)).

SDCC faculty librarians have developed Library Collection Management Guidelines ([IIB2<sup>2</sup>](#)), which outline the following:

Materials will be selected according to the following criteria:

- support of the academic curriculum
- currency when applicable
- appropriate academic level for community college students
- contribution to the balance of the overall collection
- contribution to the balance of the collection in all District libraries
- availability of item in alternative formats
- cost of material relative to the budget
- materials other than those in English will be acquired only in support of foreign language programs
- multiple copies of the same titles will be acquired only when appropriate
- textbooks are acquired only when the material covered is not available in any other resources
- review sources are used when available and/or appropriate
- juvenile, children, and curricular materials are not collected
- low reading level materials for English Speakers of Other Languages

- (ESOL) classes are selectively collected (p. 1)

Instructional faculty provide faculty librarians with input on student learning needs in their discipline areas by emailing, calling, or talking with their designated faculty librarian liaison. Librarians also attend faculty department meetings occasionally. Faculty librarians ask instructional faculty for examples of assignments, topics that need more materials, and input on appropriate format (for example, book or DVD). Instructional faculty post course information to CurricUNET, which lists topics covered in classes and student learning objectives.

Librarians receive information about the learning needs of distance education students in the same manner as they receive information about the learning needs of students in traditional, face to face courses. In addition, QuestionPoint is an online 24/7 chat ([IIB2<sup>5</sup>](#)) reference service that allows distance education students to ask a librarian the same questions they might ask face to face. QuestionPoint is available on the library homepage (as Ask Us Now!), and on several other pages such as the databases page, where the librarians might expect a student to have a research question.

Technology has been utilized successfully at the SDCC tutoring centers—the English Center, the Meth Center, and the Tutorial Center—for both face to face and online tutoring. For face to face tutoring, students and tutors use computer labs with specialized, discipline-specific software to assist with tutoring and also to allow students to work independently. The centers also utilize current technology and media including projectors and document cameras for use in supplemental instruction (SI) study sessions, academic study skills workshops, and tutor training classes. The centers also use cutting edge software, tablets, styluses, and document cameras to assist with online tutoring. The use of this equipment helps to reach students outside of the tutorial centers to provide tutoring support and resources for students to access online. Additionally, the centers utilize social media—such as Twitter, YouTube, and Facebook—to disseminate up-to-date information to students.

To support students with disabilities, the DSPS office provides equipment and technology, including training in the use of adaptive computer software and hardware, alternate text media, speech to text captioning, a computer center, and other adaptive equipment and materials based upon student need.

The Information Technology plan includes the SDCC Technology Acquisition and Replacement Program (TARP), a framework that informs the campus' technology acquisition process and identifies technology resources that are targeted for replacement and/or re-allocation ([IIB2<sup>1</sup>](#)). In addition, the Information Technology Council (ITC) recommends technology staffing levels for learning support areas to ensure adequate support of the technology utilized in those areas and maintenance protocols for technology. The ITC also provides leadership for developing guidelines for computer-assisted instruction, including instructional media and technology-mediated student evaluation tools.

### **Analysis and Evaluation**

SDCC meets this Standard. SDCC faculty, librarians, and learning support services professionals select and maintain educational equipment and materials to support student learning and enhance

the achievement of the College mission. The use of surveys, informal discussions, and operational procedures, along with the Program Review process, all help to ensure the quality, quantity, depth, and variety of educational materials held by the institution. The librarians select materials for student learning using information gathered through discussions with instructional faculty and questions presented by students during library instructional activities and online communication. SDCC librarians also analyze curriculum and various usage reports and read reviews of materials under consideration for selection.

Currency reports indicate the age of the collection by call number. Subjects range from American Literature to Zoology. Reports also indicate how many titles are available in over 190 major subject areas. For example, the largest number of titles is 5,535 in American Literature. In addition, reports can be generated to detail the number of books/DVDs in the major subject areas.

SDCC assesses the effectiveness of its library and learning support equipment and materials in several ways, such as monitoring the number of times a book, DVD or periodical is checked out or used, the number of times the reference chat service is used, and the number of hits on web pages.

In the 2015 Employee Feedback survey, the majority of respondents agreed that, “Librarians consult with campus faculty and other campus stakeholders to select and maintain books, periodicals, audio-visual materials, and other learning resources” ([IIB2<sup>6</sup>](#)).

### **II.B.3**

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

#### **Evidence of Meeting the Standard**

SDCC regularly evaluates the Library/Learning Resource Center (LRC) and other learning services to ensure their adequacy in identifying and meeting student needs. This is accomplished through regular tracking of patron’s library access, circulation records, gate counts, patron database usage analysis, and online satisfaction surveys. The unit’s program review ([IIB3<sup>1</sup>](#)), which contains both Student Services Outcomes (SSOs) and Administrative Unit Outcomes (AUOs), serves as the primary reference for evaluating library and other support services ([IIB3<sup>2</sup>](#)). The tracking of students’ use of library services, tutoring services, and other electronic resources is ongoing.

Identifying students’ needs related to the LRC is accomplished through a multi-pronged effort. Faculty librarians have in place a liaison program that designates a specific librarian to work with each department. Face to face contact with library patrons at the reference desk and use of QuestionPoint (24/7 reference service) provide a means of communication between faculty librarians and patrons. Active participation of librarians in the curriculum process allows the librarians to anticipate student needs based on curricular changes.



The faculty librarians have in place SLOs that evaluate the one-unit class (LIBS 101), the 90-minute course-specific information-literacy sessions, tours, and reference desk interactions ([IIB3<sup>3</sup>](#)). The SLOs are measured the eleventh week of the fall semester and the results are evaluated in the spring semester by the full-time librarian faculty. Usage statistics are collected for QuestionPoint which is available for use by all SDCC students. This provides equal access to library reference service to online and distance education students.

Items #21 of the Employee Feedback Survey ([IIB3<sup>4</sup>](#)) asks employees to rate their satisfaction with LRC resources on a scale of 1-5, with the option of noting “I have not used this service/resource.” Additionally, items 18-21 ([IIB3<sup>4</sup>](#)) ask employees to rate agreement with statements about the library and learning resources on a scale of 1-5, with an option to indicate if the service had not been used. The statements in the survey are:

- Librarians consult with campus faculty and other campus stakeholders to select and maintain books, periodicals, audio-visual materials, and other learning resources.
- The college provides ongoing training for users of learning support services (e.g., library and tutoring centers).
- I use library and related support services in my teaching or work function.
- The library's collection of books, periodicals, media, electronic databases, and other resources is adequate to meet the needs of my program or work function.

The Student Feedback survey assesses factors specific to student utilization of library/LRC resources. Item 24 of the survey asks students to rate agreement with the following statement: “The campus library has an adequate selection of books, periodicals, and other resource materials for my needs” ([IIB3<sup>5</sup>](#)). Item 54 references the availability of computer labs: “The availability of open computer labs is sufficient to meet my educational needs.” Item 57 addresses availability of study space: “There is adequate study space on campus”.

In addition to the Employee and Student Feedback surveys, the LRC conducts a survey specific to its function. This survey ([IIB3<sup>2</sup>](#)) asks users to rate satisfaction with 19 areas of service, including such areas as print and online resources, circulation desk, multi-media center, computer lab, orientation and research training sessions, and hours of operation.

To assess effectiveness of services, the Tutorial, English and Math Centers utilize point of service surveys as well as collaboration with academic departments. The surveys are completed by students who have utilized the services of the Tutorial, English, and Math Centers. In order to determine the effectiveness of supplemental instruction (SI), electronic surveys are distributed to faculty, SI tutors, and students who participated in the SI supported courses at the end of each semester. The surveys assess the value of SI from the point of view of students, faculty, and SI tutors. The surveys used for the Tutorial, Math, and English Centers include items where students can rate satisfaction with a number of areas, including attributes of tutors and student ability to understand content after a tutoring session. The survey also provides a place for students to document workshops attended and suggestions for changes ([IIB3<sup>6</sup>](#)). The survey used to assess the effectiveness of supplemental instruction ([IIB3<sup>7</sup>](#), [IIB3<sup>8</sup>](#)) includes items to address perception of effectiveness of SI tutor, group study sessions, and a space for comments. In

addition, these surveys also gather data related to interest in online offerings. As with other programs at SDCC, the Tutorial, English, and Math Centers participate in the rigorous Program Review process. During this time, achievement of established student outcomes is analyzed and evaluated.

### **Analysis and Evaluation**

SDCC meets this Standard. The library's liaison program enables library faculty to interact with other programs across the campus. Using a number of methods, library faculty are made aware of what faculty members expect of their students. These methods include collection development ideas, course syllabi, writing prompts, and so on. These are obtained for collection management decisions and/or to develop information literacy sessions. At the reference desk and through QuestionPoint (the LRC 24/7 reference service), librarians hear student needs directly from the students.

The library faculty have established two SLOs related to information literacy and information resources: "Students will be able to identify the most appropriate resource to access needed information," and "Students will be able to find materials (besides required textbooks) that are useful in their classes." Achievement of these SLOs is measured using a multiple choice assessment tool. During the 2012-2013 assessment cycle, it was identified that the assessment tool did not capture information related to quality of resources. Therefore, another question was added: "How often do you find current relevant articles on your research at City College Library?"

During review of survey results in the Tutorial Center, personnel noted a consistent request for more open hours. In Spring 2016, the Tutorial Center changed hours of operation from 9AM-6PM to 8AM-6PM, thus providing an extra 4 hours of available tutoring each week. Also, to meet the needs of students taking evening Biology courses, 4 more hours of evening tutoring per week at the Biology Resource Center were also added in the Spring 2016. Review of survey results related to academic improvement, an overall improvement of up to a full letter grade was reported by students after receiving tutoring services. This finding supports achievement of the established program outcome "Students will improve in course mastery and necessary skills after consistent utilization of Tutorial Center services."

### **II.B.4**

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

### **Evidence of Meeting the Standard**

The College holds memberships in statewide, regional, district-wide organizations that are responsible for leadership training programs and learning support services for its instructional



programs. SDCC maintains formal agreements and takes responsibility for and assures the security, maintenance and reliability of services provided by those organizations.

The Community College League of California (CCLC) is a nonprofit public benefit corporation whose voluntary membership consists of all the 72 local community college districts in California. SDCC participates and benefits from the CCLC's many services and programs that promote student access and success and strengthen colleges through leadership development, advocacy, policy development and district services ([IIB4<sup>1</sup>](#), [IIB4<sup>2</sup>](#)).

### **Council of Chief Librarians California Community Colleges**

Under the auspices of the CCLC, the libraries of all the community colleges in California all belong to the Council of Chief Librarians (CCLCCC). Membership in CCLCCC makes SDCC eligible to participate in the cooperative purchasing program and to be a part of the standing Committee Electronic Access & Resources Committee (CCL-EAR) ([IIB4<sup>3</sup>](#)).

### **Electronic Access & Resources Committee (CCL-EAR)**

The Electronic Access & Resources Committee is a standing committee of the CCLCCC. Under the direction of the Consortium Executive Director, libraries participate in a cooperative purchasing program of electronic and digital information resources. Two times each year, renewals and new order notices are sent out with cut-off dates. Individual libraries choose the products from a list of vendors selected by the review committee. Individual libraries also order databases from different vendors directly from the CCLC office. However, invoicing and subscription payments are consolidated into two invoices per year. The SDCC library subscribes to more than 50 databases through the consortium, including QuestionPoint, a 24/7 chat service and a streaming video database (Films On Demand). The products offered by the Library Consortium have been vetted by review committees from all the regions of California ([IIB4<sup>4</sup>](#)).

### **California Community Colleges Chancellor's Office**

The California Community Colleges Chancellor's Office, through its Academic Affairs Instructional Programs and Service Unit, Library and Learning Resources, provides resources related to learning resources and library programs. Its advocacy role for the community colleges has resulted in state-wide funding for electronic resources and enhanced the College's network telecommunications infrastructure. SDCC has received funding for an aggregate database at no cost to the College.

### **San Diego & Imperial Counties Community College Learning Resources Cooperative**

SDCC is a member of the San Diego & Imperial Counties Community College Learning Resources Cooperative (SDICCCCLRC). The SDICCCCLRC is the administrative body for a Joint Powers Agreement whereby five Community College Districts and the San Diego County Superintendent of Schools agreed to purchase, secure, establish, maintain, and distribute a common depository for educational media and informational services. The common Joint Powers Agreement revised in 2006 set forth guidelines for the administration of the agreement and set down procedural amplifications necessary for the consistent and effective handling of consortium business ([IIB4<sup>5</sup>](#)).

**Sirsi-Dynix**

The District has a multi-year contract with Sirsi/Dynix, a vendor which provides SDCC with a stable, supported, and integrated library system. Annual maintenance provides software upgrades and backups at the District data security center ([IIB4<sup>6</sup>](#)).

**Other Contracted Services**

The SDCCD Online Pathways (SDLOP) contracted with Blackboard for the course management system that is used by the College. The College and its sister institutions (Mesa College and Miramar College) are part of a joint contractual arrangement with TracSys for its Pay to Print services. The College has contracted with Taylor Pond for Webmaster services. The Library subscription to Spring Share affords a friendly interface for the Library's homepage.

**Analysis and Evaluation**

SDCC meets this Standard. The cooperative purchasing programs named above continue to provide valuable resource sharing. SDCC participates in and supports these various entities. The SDICCCLRC executive board sends capable representatives to regional review committees, thus ensuring that the SDCC library has representation in decision-making bodies. This provides an effective, efficient, and economical method for SDCC librarians to choose appropriate resources.

## **Standard II.B Evidence**

### **II.B.1**

- [IIB1<sup>1</sup>](#) SDCC LRC Volume Count
- [IIB1<sup>2</sup>](#) SDCC LRC Point of Service Blank Survey
- [IIB1<sup>3</sup>](#) SDCC Employee Feedback Survey
- [IIB1<sup>4</sup>](#) SDCC Student Feedback Survey
- [IIB1<sup>5</sup>](#) SDCC English Center website
- [IIB1<sup>6</sup>](#) SDCC Math Center website
- [IIB1<sup>7</sup>](#) SDCC Tutorial Center website
- [IIB1<sup>8</sup>](#) SDCC Learning Technologies
- [IIB1<sup>9</sup>](#) SDCC Tutoring Presentation for IC - (SP15 - FA15) - All 3 Centers
- [IIB1<sup>10</sup>](#) SDCC Ask Us Now
- [IIB1<sup>11</sup>](#) SDCC DSPS webpage
- [IIB1<sup>12</sup>](#) SDCC LRC Program Review and Master Planning
- [IIB1<sup>13</sup>](#) SDCC 2015 LRC POS Survey Results
- [IIB1<sup>14</sup>](#) SDCC Employee Survey items #21, 24, 43, 44, 45
- [IIB1<sup>15</sup>](#) SDCC Tutoring Center Report 2014-15
- [IIB1<sup>16</sup>](#) SDCC SI Student Survey Results SP15 - SU16
- [IIB1<sup>17</sup>](#) SDCC SI Faculty Survey Results
- [IIB1<sup>18</sup>](#) SDCC Collection Management Guidelines

### **II.B.2**

- [IIB2<sup>1</sup>](#) SDCC Institutional Information Technology Plan
- [IIB2<sup>2</sup>](#) SDCC Collection Management Guidelines
- [IIB2<sup>3</sup>](#) SDCC Librarian Class Description
- [IIB2<sup>5</sup>](#) SDCC QuestionPoint/Ask Us Now
- [IIB2<sup>6</sup>](#) SDCC Employee Feedback Survey item #42
- [IIB2<sup>7</sup>](#) LRC Program Review and Master Planning
- [IIB2<sup>8</sup>](#) 2015-2016 RAC Binder with Budget Examples

### **II.B.3**

- [IIB3<sup>1</sup>](#) SDCC LRC Program Review and Master Planning
- [IIB3<sup>2</sup>](#) SDCC LRC Point of Service Survey
- [IIB3<sup>3</sup>](#) SDCC Library/LRC SLO
- [IIB3<sup>4</sup>](#) SDCC Employee Feedback Survey item #21
- [IIB3<sup>5</sup>](#) SDCC Student Feedback Survey items 24, 54, 57
- [IIB3<sup>6</sup>](#) Tutorial Center Student Survey
- [IIB3<sup>7</sup>](#) SDCC SI Faculty Evaluation
- [IIB3<sup>8</sup>](#) SDCC SI Student Evaluation

### **II.B.4**

- [IIB4<sup>1</sup>](#) Community College League of California Governing Policies
- [IIB4<sup>2</sup>](#) LRC Membership Evidence - Governance - Community College League of California
- [IIB4<sup>3</sup>](#) Council of Chief Librarians - California Community Colleges Membership List
- [IIB4<sup>4</sup>](#) Electronic Access Resources Committee (CCL-EAR) Membership List

[IIB4](#)<sup>5</sup> SDICCLRC Membership List  
[IIB4](#)<sup>6</sup> Siri Dynix in Technology Master Plan

## **II.C. Student Support Services**

### **II.C.1**

The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

#### **Evidence of Meeting the Standard**

SDCC regularly evaluates the quality of student support services to ensure that such services support student learning and enhance the accomplishment of the SDCC mission. Such ongoing evaluation of student support services includes all locations where SDCC students are attending classes, regardless of location or means of delivery. Locations for services include the main downtown campus in San Diego, off campus sites such as The Educational Cultural Complex, San Diego State University, military locations in the county, and high schools.

Student support services offered at SDCC include diverse and comprehensive services that allow SDCC faculty and staff to fully support students in their academic pursuits. Counselors are available to meet with students in person, via telephone, e-mail, and online counseling appointments. SDCC College Student Services are enumerated on the college website ([IIC1<sup>1</sup>](#)). To assure continued attention and quality, each area is under the direction of a coordinator, manager, or director charged with ensuring that student needs are met with high-quality programs. Programs are designed to foster student learning and development, and include, but are not limited to, MESA (Math, Engineering, Science Achievement), CalWorks, Career Services, Completion Project, and First Year Services (formerly the First Year Experience Program). The First Year Services and Completion Project initiatives were created based upon careful analysis of quantitative and/or qualitative data to fill existing gaps in services, and to ensure that the college comports with its mission to, "...have at its highest priority student learning and achievement". In its commitment to improve student support services, and to support student success initiatives campus-wide, SDCC established the Student Success Initiatives Committee (SSIC). Established in the fall of 2015, the primary charge of the SSIC is to "support and lead innovative campus initiatives in order to strengthen student access, success and equity" ([IIC1<sup>a</sup>](#)). The committee reports directly to the SDCC President's Council, and serves as a platform for broad-based collaboration between student-based initiatives. The committee's key responsibilities are to provide a clearinghouse for student success initiatives/activities, support the development of workgroups as needed, oversee reporting requirements to insure data is being tracked, insure activities and related resources are not duplicated elsewhere, and promote alignment and integration of student success initiatives. The SSIC is currently working with the Institute for Evidence-based Change (IEBC) in developing a "Student Success Services & Intervention Matrix." This document will identify all student-based campus initiatives, the target populations they serve, and their primary functions (i.e., connect/recruitment, entry, progress, completion, and follow-up). Once complete, the Matrix will also assist in determining gaps and/or overlap in services to students, as well as open collaborative opportunities for sharing, innovation, discussion, and integration.

SDCC evaluates student support services through the Program Review process, interpretation of survey results and reports, divisional self-assessment, updates on established plans, and analysis of student achievement data.

### **Program Review**

Student Services engages in evaluation of the effectiveness of services provided to traditional, face to face, online, and off campus students through its annual program review process. Program review incorporates program or department self-reflection, evaluation, planning, and budgeting, and is conducted by Student Services in alignment with the college planning framework for both Instruction and Administrative Services. Taskstream is the online repository of Program Review information ([IIC1<sup>2</sup>](#); [IIC1<sup>3</sup>](#)). Program review highlights the strengths of the program, together with opportunities for improvement, while undergirding the college's planning goals and serving to inform resource allocation. Using established outcomes, information related to the needs of online students is reviewed and analyzed ([IIC1<sup>4</sup>](#)).

### **Use of Surveys, Reports, and Plans**

SDCC utilizes data from various surveys, reports and plans to evaluate the effectiveness of services offered.

Student and Employee Feedback surveys ([IIC1<sup>5</sup>](#)) are distributed every three years and include several questions directly related to evaluating the Student Services division. Evaluative feedback is also obtained from a variety unit/department specific surveys, both hardcopy and online ([IIC1<sup>6</sup>](#); [IIC1<sup>7</sup>](#)). These surveys, coupled with SDCC's student grievance/complaint process administered through Student Affairs, allows students the opportunity to evaluate services, raise questions, concerns, comments, or suggestions regarding Student Services. Review of the exiting student grievance/complaint process indicated a more streamlined process was indicated. As a result of this review, SDCC implemented the online Maxient system in 2016. The online student grievance/complaint process was moved to the Maxient system in 2016. The grievance/complaint process is available to students via a link on the Student Services web page ([IIC1<sup>8</sup>](#)). State, federal, program, and grant reporting, and campus-wide committees integrating Student Services, instruction, and administrative work also provide the opportunity for evaluation of services provided.

To evaluate the effectiveness of orientations provided to online students, the students are asked to complete an online student orientation survey to assess students' level of satisfaction with the orientation ([IIC1<sup>9</sup>](#); [IIC1<sup>10</sup>](#)). The survey is designed to assess whether or not students felt more informed about student programs and services, campus life, college success, instructional programs and majors, and the matriculation process after completing the orientation

The Vice President of Student Services hosts annual retreats and monthly meetings to facilitate review of reports and engage in dialogue related to program improvement. Reports reviewed include the DSPS Annual Report, EOPS Annual Report, the Title IX Gender Equity Report. One improvement developed from these meetings and retreats was the development of a "Buddy System" developed in 2014. The Buddy System paired programs across the Student Services division to raise engagement and increase dialogue and meaningful analysis of the respective programs.

### **Use of Plan Updates**

Since 2013, the College has integrated Student Success and Support Program (SSSP) and Student Equity planning into assessment and evaluation of student support initiatives. In 2014, a campus wide SSSP summit was held to review data and assess existing practices ([IIC1<sup>11</sup>](#)). Subsequent meetings and Flex sessions were held to disseminate the findings. The College uses the Completion By Design framework, with an emphasis on key momentum points ([IIC1<sup>12</sup>](#)). This input informed the decision making that lead to increased staffing in targeted areas. These efforts led to significant achievements, including but not limited to, the following:

- increased permanent staffing in counseling, assessment and outreach;
- increased student support service hours;
- the integration of First Year Experience (FYE) into First Year Services; and
- increased collaboration with General Counseling, Athletics, categorical divisions (EOPS and DSPS), Mental Health, MESA, Umoja and Puente Program.

Similar to SSSP, annual summits, retreats, continued dialogue, flex sessions, and committee efforts lead to marked changes in student support programs as part of the SDCC Student Equity Plan. Reviewing data in the state identified targeted populations enabled SDCC to determine equity gaps, and make significant changes in the services provided to students. Those efforts have included expanding supplemental instruction by 42%, creating the Knights Scholars foster youth program, implementation of the Completion Project for post first year students, and Equity in Transfer initiative.

The College also convened a large committee to analyze gaps in achievement for Latino students in preparation of a Title V grant proposal. The Title V Committee focused on disparities in both student service and instruction for Latino students. Identification of disparities in course completion and success led to increased emphasis on course redesign, professional development, counseling engagement, and cultural competency.

### **Analysis and Evaluation**

SDCC meets this Standard and the requirements of ER #15. Student support services are evaluated regularly to ensure that services are of high quality, accessible, meet the needs of SDCC students, and support the mission of the College.

The SSIC, the Student Equity Workforce, departmental program review teams, and the FYE Integration Committee work to evaluate and improve SDCC's student support services.

Some areas of Student Services have experienced decreased participation with electronic surveys and are considering a return to pencil and paper evaluations. Other measures, such as texting a link to students, are also being explored. Additionally, in the area of counseling, a review of the survey tool is in process to provide more meaningful data related services provided.

One example of SDCC using assessment and evaluation data to ensure support of student learning, resulted from the review of the Title V report in 2014. The data indicated a disproportionate impact on student success in students historically underrepresented, including

but not limited to Latino students. As a result, Counseling updated the online orientation process, including updating the Spanish translation, adding orientation facilitators that matched the diversity of the student population, and improving the ability for data collection.

In the spring of 2015, point of service surveys were no longer cycled in accordance with accreditation activities and so the College decided to adapt the survey method. In order to obtain data on a regular, more frequent basis, point of service surveys are now posted online, and remain open throughout the semester. When the semester concludes, the data is compiled into a report that is shared with the appropriate department. Web-based only surveys resulted in a decreased response from students. As a result, some department and programs—such as the Counseling Department, Transfer and Career Center, and Admissions and records—returned to use of paper and pencil surveys in addition to the web based survey.

Results of the Employee Feedback survey indicate that 73% of respondents agree that SDCC encourages holistic development (e.g., personal, aesthetic, and intellectual) in students, and 83% of respondents agree that SDCC implements programs, practices, and services that enhance student appreciation of diversity ([IIC1<sup>13</sup>](#)). Less than 50% of respondents agreed that Student Services at SDCC have sufficient staff/resources and facilities to meet student needs ([IIC1<sup>13</sup>](#)). Since that survey was conducted, SDCC has added staff in the Student Services department, and is in the process of renovating facilities on campus designated for the various Student Services divisions. The Student Satisfaction survey results indicate that greater than 60% of respondents agree with all statements (#35-38) related to the services provided by the department ([IIC1<sup>14</sup>](#)).

Even with the staffing and facilities challenges, the Student Services division is able to meet the needs of students and enhance accomplishment of the mission. Established Institution Set Standards show steady increases in the areas of course completion and degree and certificate completion ([IIC1<sup>16</sup>](#)).

## **II.C.2**

The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

### **Evidence of Meeting the Standard**

SDCC identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. As with course and program student learning outcomes, outcomes for the Student Services area are documented and assessed using the Taskstream software application ([IIC2<sup>1</sup>](#)).

Assessment of outcome achievement includes review and analysis of data from a variety of sources, including the Institutional Set Standards, the DSPS Annual Report, EOPS Annual Report, the Title IX Gender Equity Report, the Student Equity Report, Student and Employee Feedback Survey Reports, and Point of Service Surveys. The various reports provide a variety of data and survey results assist in the identification of areas for improvement and new areas where student services are needed.



One outcome established by the division is to increase the number of education plans. The Student Services department reviewed data related to the number of students with education plans. With analysis from the District research department, the Counseling department identified that the number of students with education plans was not acceptable for the College. This led to the initiation of the “Got an Ed Plan?” campaign ([IIC2<sup>2</sup>](#)). Through this effort, the College has realized success in a demonstrated increase in the number of education plans by 50% from Fall, 2012 to Fall, 2016.

An example of using data to improve services is the efforts of SDCC to assist students in danger of disqualification from the Board of Governor’s Waiver. Using the College’s information tracking system, ISIS, SDCC was able to identify students in danger of disqualification due to academic performance. As a result of a discussion at the District level, during meetings of the Student Services Council, and counseling staff meetings, proactive measures were taken to improve intervention for these students. A campus-wide effort was initiated to offer informational sessions to students at risk for disqualifications, including information regarding improvement of academic performance and consequences if performance did not improve ([IIC2<sup>3</sup>](#); [IIC2<sup>4</sup>](#)).

Outcomes are identified and assessed on a cycle approved by the Master Planning, Assessment, and Resource Oversight Council (MPAROC) in conjunction with the Program Review process; additionally, outcome achievement assessment is also conducted outside of Program Review. Throughout the year, program areas utilize student surveys, anecdotal evidence, and student artifacts to gather data on the effectiveness of services provided. Each program area within Student Services reflects upon collected data, identifies areas for improvement and outlines action plans with targeted strategies to improve. Taskstream software is utilized to document assessment findings and action plans ([IIC2<sup>5</sup>](#)).

As part of the continuous cycle of improvement, actions implemented to aid improvement are reassessed to determine whether the department effectiveness of the changes. Outcome achievement data is also used to assess and improve departmental resources, including human, monetary and technology resources. This is embedded in the College’s Resource Allocation Committee process.

Considerable analysis of outcomes data related to the previous First Year Experience (FYE) program report resulted in the College’s decision to invest in the First Year Services (FYS) offered at SDCC. The 2011-2015 analysis demonstrated that FYE resulted in a term difference of 81% for FYE cohort versus 64% non-cohort students, a difference in retention of 90% for FYE versus 85% non-FYE, and a success difference of 69% versus 61% ([IIC2<sup>6</sup>](#)). These data were pivotal in the FYE Integration meetings. These meetings lead to the development of an expanded FYS hybrid model which was launched in 2016 and projects more than 500 students by the end of the 2016-2017 academic year. Equity analysis through ongoing efforts have led to the development and/or enhancement of a Completion Program, Supplemental Instruction, Learning Disability services, and increased efforts to retain and support men of color ([IIC2<sup>7</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard. Faculty, staff, and administrators have an opportunity to review and reflect upon data, both quantitative and qualitative, to identify opportunities for improving student success. One of the best examples of evaluation and improvement of existing programs is the work done by SDCC's Student Success Initiatives Committee (SSIC), which is working to develop a Matrix of Student Services using the Completion By Design model ([IIC2<sup>7a</sup>](#)). This system will help inventory and assess whether the college is effective in providing services. This is a joint effort with Student Services, Instruction, and Administrative Services participation.

Institutional research reports are sufficient to provide meaningful data to inform decisions related to continuous quality improvement of student services to enhance student learning and better integrate the College's services into the institutional mission. SDCC uses data in research reports to effectively evaluate student achievement and to design and implement strategies to have a positive impact on student outcomes. One example is the Got An Ed Plan? campaign. Data revealed the number of certificates awarded in the 2012-2013 academic year to be 295 (below the established Institution Set Standards), with 599 degrees awarded that same year. As a result of the Got an Ed Plan? campaign, SDCC saw a dramatic increase in the number of certificates awarded: 457 and 806, respectively, exceeding established Institution Set Standards in both areas ([IIC2<sup>8</sup>](#)).

Another example of data-driven improvement can be seen in the development of SDCC's services for the veteran population. Beginning in 2009, student input was solicited from workshops to assess student interest in a Veterans Center. The need for a designated space for Veteran students was identified using information related to anecdotal student feedback and perception of services offered to veterans. In 2012, a Veterans Task Force was structured to develop strategies to improve veteran services and support on campus. Via this process, the vision of the Veterans Resource Center was developed and implemented. In 2013, the center was built by utilizing available space, furniture, computers, printers, a refrigerator, and books. The center is staffed by Veterans Administration work study students. In Visitor Surveys from Fall 2014, 100% of respondents indicated that the center met their needs, that they received friendly customer service, that they planned to return and to refer other veteran students to the center ([IIC2<sup>9</sup>](#); [IIC2<sup>10</sup>](#)).

Although significant gains have been made through continuous assessment of learning outcomes, dialogue and intentional planning and evaluation, the Student Services division will actively participate in the activities outlined in the Quality Focus Essay (QFE) to more fully integrate the program review process with campus wide planning.

### **II.C.3**

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

### **Evidence of Meeting the Standard**

SDCC provides equitable access to appropriate, comprehensive and reliable services to all its students, regardless of service location or delivery method. The college provides robust counseling services for all students in online and in person formats; orientation is mandated, including online orientation, and tutoring is available both face to face and online.

The College offers comprehensive services for students online, on campus, and at off campus sites. On campus services offered under the Student Services Division include Admissions/Records, Assessment, Transition Services, Counseling, Financial Aid, Student Health Clinic, Mental Health Counseling, Outreach, Student Affairs (student life and conduct), Veterans Affairs, Extended Opportunity Programs and Services (EOPS), Disabled Student Programs and Services (DSPS), First Year Services, and Completion. Additional resources offered under the Instructional Services Division include Tutoring, English and Math Lab, MESA (Mathematics, Engineering and Science Achievement), and the Learning Resource Center. Each of these departments have an online presence via the SDCC website ([IIC3<sup>1</sup>](#)). The on-campus Student Food Pantry and Fantastique Ready for Work/Play Clothing boutique provides free to low cost food and clothing and accessories, as well as community resources, for underserved students.

Upon discussion at both the District and campus-based Student Service Councils, SDCC Student Services have expanded service hours to include evenings Monday through Thursday. The expansion of service hours accommodates evening students seeking assistance in key areas including Admissions/Records, Financial Aid and Accounting, Counseling, and DSPS.

### **Key Student Services**

Online services are available for students who use SDCC's off-campus locations or take classes online. Information, forms, and services are available by telephone, social media, email, by mail request on the College's website. Students can apply for admission, financial and scholarships online. Online orientation is offered in both English and Spanish. Counseling is available face to face and online ([IIC3<sup>2</sup>](#); [IIC3<sup>3</sup>](#)). Online students and students taking courses at off campus sites with health care needs can be served at the Student Health Clinic and Mental Health Counseling Center. Collaboration with community resources augments access to wellness care for summer and evening students ([IIC3<sup>4</sup>](#)).

Personnel from SDCC Student Transition Services and Mental Health Counseling are actively participating in a pilot program sponsored by the State Chancellor's office to develop a robust online counseling program that includes online mental health services. Online students do have access to online services in person, or via phone. Information for these departments is available for these students online.

### **Tutoring**

Online tutoring is available in two key subject areas—Math and English (including reading, writing, and critical thinking across the curriculum)—which gives students the freedom to receive assistance from a tutor during extended hours. Students can also access tutoring services at their own convenience from their home or any other location where they may have access to the internet ([IIC3<sup>5</sup>](#); [IIC3<sup>6</sup>](#)). Since the inception of online tutoring in Fall 2005, there has been an increase in usage from less than 50 students per semester to more than 100 students per semester.

The online tutoring platform was recently upgraded to be consistent with the platform used by the District's online programs. The new platform also provides more tutoring modalities to students.

### **Off Campus Services**

Military Education Advisors at Naval Base San Diego, Marine Corps Recruit Depot, and Naval Air Station North Island are liaisons for students between base and campus. The Advisors facilitate residency and priority registration processing with Admissions, administer assessment tests on base, and provide students with information on all enrollment processes. A counselor from the general counseling department works ten hours per week at Naval Base San Diego to provide the same counseling services that students receive on campus. A general counselor is provided at the Educational Cultural Complex (ECC) for 13 hours per week for students taking college courses.

SDCC offers remedial math and English courses for SDSU in Fall and Spring semesters. A Senior Student Services Assistant in Admissions is assigned as a liaison for Off-Campus programs. The SDCC liaison travels to SDSU campus each semester to assist students with admissions applications and enrollment, as well as work with students and faculty to address questions and resolve problems. The Admissions liaison also manually enrolls Apprentices in the proper courses, and ensures proper accounting methods are applied so that students are not charged inappropriate fees. A part-time apprenticeship counselor completes education plans and works with Admissions to facilitate prerequisite overrides and petitions to challenge.

The office of Admissions assists distance students by providing assistance with the admissions applications over the phone or via email. By coordinating with staff at other California community colleges, they can resolve questions of physical presence in California for residency purposes. Incoming students may take math and English assessments at other California community colleges and send them to SDCC Counseling to determine placement levels. Students with transfer coursework may submit transcripts through the mail and request their evaluation via phone.

### **Accessibility for Students-DSPS**

The campus is accessible to students with disabilities. Representatives from the Office of DSPS are engaged in campus bond renovation planning with the Office of Administrative Services. Administrative Services has hired an adaptive furniture coordinator to assist with the purchase and placement of specialized furniture to improve access and timeliness of specialized furniture needs in the classroom. Adaptive computer technology hardware and software is also available for student use in the high-tech center and various labs across campus. Students are given take-home rights to the software so that they can utilize it both on and off campus. In addition, the DSPS office produces course materials in alternate formats as needed for access of students with disabilities. The DSPS office also offers a test proctoring service to students with disabilities. This service is primarily offered in person but is coordinated online as needed.

### Analysis and Evaluation

SDCC meets this Standard and the requirements of ER #15. Students enrolled in courses at off campus sites and through distance education have access to all the services provided through the SDCC Student Services division. Counseling is available face to face and online.

The following chart outlines student support services available in traditional and online formats:

Student Support Service Office/Unit	Information Availability		Service Availability	
	In Person	Online	In Person	Online
Admissions & Records	✓	✓	✓	✓
Assessment	✓	✓	✓	✓
Bookstore	✓	✓	✓	✓
Student Transitions (Transfer Center)	✓	✓	✓	✓
Counseling (General)	✓	✓	✓	✓
DSPS	✓	✓	✓	✓
EOPS/CalWORKs/CARE	✓	✓	✓	✓
Financial Aid	✓	✓	✓	✓
First Year Services	✓	✓	✓	✓
Student Health Services	✓	✓	✓	✓
International Students	✓	✓	✓	✓
Mental Health Services	✓	✓	✓	✓
Library Services	✓	✓	✓	✓
Outreach Orientation	✓	✓	✓	✓
Student Affairs	✓	✓	✓	✓
Tutoring Center	✓	✓	✓	✓
Veterans Affairs	✓	✓	✓	✓

\*Online includes several modalities including phone, email, Skype, CCC confer and texts.

Distance education students and students taking courses at off campus sites with health care needs can be served at the Student Health Clinic and Mental Health Counseling Center.

Through ongoing program review and outcomes assessment the need for an expanded online presence for DSPS and expanded services for ECC students was identified. In addition, Tutoring Services are not yet offered at the ECC location. The College is planning to implement a tutoring center in that location. SDCC is in the process of developing a new web design that will include online representation from the DSPS office, and also plans to explore expanding Fantastique and Food Pantry to include evening hours.

## **II.C.4**

Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

### **Evidence of Meeting the Standard**

The co-curricular and athletics programs at SDCC are suited to and support the mission of the college by providing a cohesive system of support for student athletes and visual and performing arts students that enables them to reach their educational goals. SDCC co-curricular and athletics programs are reviewed in the same manner as all other academic programs to ensure that program components are consistent with sound educational policy, standards of integrity, and that they meet the expected standards for higher education. SDCC assumes the responsibility for the control of these programs, including financial management. All of the co-curricular programs have pages on the SDCC website from the "Campus Life" main page ([IIC4<sup>1</sup>](#)).

### **Athletics**

A high level of academic commitment is required to participate as student athletes. Athletes are required to sustain full-time (12+ units) enrollment as a condition of participation, and must maintain a grade point average of 2.0 or higher for continued participation. SDCC's athletic programs are a part of the School of Health, Exercise Science, and Athletics, with direct supervision and oversight by the Dean of that School. Courses associated with the athletics program have been reviewed and approved by the campus and District Curriculum Committees, the District Board of Trustees, and by the California Community Colleges Chancellor's Office (CCCCO).

The athletic sport programs comply with sport codes, policies, procedures, and bylaws established and administered by the California Community College Athletic Association (CCCAA), State Education Code Section 67360-67365, and Federal Register of Title IX. Required annual financial reports and reports related to gender equity are submitted to the U.S. Department of Education (in accordance with the Equity in Athletics Disclosure Act) as well as to the CCCAA in an effort to publish statistics and information about the programs.

The Athletics Department is engaged in the College's Program Review and Master Planning processes, and budget allocations are reviewed and approved by the Resource Allocation Committee (RAC). In addition, the department conducts a five-year program review and self-study for the Pacific Coast Athletic Conference (PCAC).

The SDCC Athletics program offers the following sports:

- Badminton
- Baseball
- Basketball (men's and women's)
- Cross Country (men's and women's)
- Soccer (men's and women's)

- Softball
- Tennis (men's and women's)
- Volleyball (men's and women's)

### **Drama**

The SDCC Drama program supports the mission of the college through degrees and certificates in Technical Theatre, Theatre, and Musical Theatre. Additionally, the program contributes to cultural awareness by teaching students to be able to work effectively within an ensemble. The Drama program also encourages students to present themselves and their personal artistic talents with clarity and confidence. The Drama program provides an opportunity to gain practical experience in professional and community theatre work and to prepare for continued higher education. Major theatre productions are offered each year, allowing students to develop practical skills and talents while earning college credit for transfer to universities.

The Drama program promotes multiculturalism by employing “color blind casting.” Every play at SDCC features a multiracial cast. The program features original plays by students, which gives them the opportunity to have their voices heard both as playwrights and as actors. Performances explore issues of race, gender, sexuality, and religion.

### **Dance**

In keeping with the SDCC's mission statement and general education philosophy, the dance department is committed to providing a diverse experience in dance techniques, forms, history, and performance, as well as choreographic opportunities. Emphasis is placed on technique, choreography, and performance. The program encourages both critical and abstract thinking, adaptation, and personal expression. The program also provides a background in the historical, cultural, and political aspects of dance and classes that focus on ethnic dance forms and the integration of anatomy and body modalities. Students in the dance program can complete an AA degree and transfer to a four-year institution or they may choose to become a part of a local, national, or international dance community.

### **Journalism**

Journalism, the City Times student newspaper, and the Legend student magazine support the college mission as a vocational program with an associate degree for transfer in the major to several California State University (CSU) institutions. As a recognized co-curricular activity, journalism requires direct student involvement in the process of creation and management of content, as well as educational opportunities through involvement in conferences and professional organizations. As a media institution on campus, these publications and the program help serve as a conduit of information, campus culture, and continuity. City Times and Legend serve connect students and keep students and faculty informed on issues involving the campus community. This includes general news, critical analysis, campus arts, culture, history, campus sports teams, and commentary. Members of the campus community have the opportunity to submit letters to the editor and longer commentaries as part of that coverage. These publications are also active on social media, which adds an interactive dimension for the campus community. Students in the program have gone on to graduate and have successful careers at such employers as The San Diego Union-Tribune, San Diego Latino Film Festival public relations, Casper (Wyoming) Star Tribune, Univision, and local weekly community newspapers.



### **CityWorks**

CityWorks Press is a non-profit press, funded by local writers and friends of the arts, committed to the publication of fiction, poetry, creative non-fiction, and art by members of the SDCC community and the community at large. CityWorks publishes poetry, fiction, prose, and artwork of SDCC students along with the work of local, national, and international writers and artists. Over 50% of the work in the journal is by student writers, poets, and artists.

CityWorks provides students with real-life work experience. Students are involved in all aspects of the production of this literary journal. Students read and judge over two hundred manuscripts that are submitted annually. They learn to edit and select the best quality of work. Students then help compile and determine the layout and art for the journal. Moreover, the students advertise, promote, and produce CityWorks readings, thus developing workforce competencies and creating a final product that showcases their learning and achievement. CityWorks promotes diversity and supports a positive campus culture by serving as a literary voice for the community. CityWorks publishes writers of all ethnicities and social classes. The stories, poems, and essays published in this journal are a lasting testament to the diversity of the campus and the everyday struggle and experiences of SDCC students.

### **Student Affairs (Associated Students Government)**

The Office of Student Affairs oversees and coordinates non-athletic co-curricular programs at the College, including Associated Students Government (ASG), the official governing body of the students, and the Inter-Club Council (ICC), the official governing body of all student clubs. The Dean of Student Affairs approves new clubs and oversees the programmatic activities of ASG and student clubs, including finances. ASG supports the College's mission by providing students with opportunities to engage in leadership roles in student clubs, participatory governance committees, and other campus activities. ASG has established academic requirements and clear expectations for students participating in elected leadership roles, as stated in the ASG Constitution. To participate, students must have a 2.0 GPA and maintain enrollment in a minimum of twelve units, which is full-time status. The Dean of Student Affairs conducts verification of enrollment and GPA during the election process to ensure all candidates running for elected office meet the criteria set forth via the ASG Election Code.

### **Analysis and Evaluation**

SDCC meets this Standard and has sufficient processes in place to ensure co-curricular and athletics programs are consistent with the College's mission and that they contribute to the social and cultural components of the educational experience of its students.

### **Athletics**

Enrollment is monitored on a weekly basis to ensure continued eligibility for participation in athletics programs. The Athletics Department has a dedicated, full-time academic counselor to support student athletes.

The Athletics Department has a mission and statement of strategic goals that is consistent with the College mission. This mission is posted on the department website ([IIC4<sup>2</sup>](#)). The most recent reviews by the Pacific Coast Athletic Conference (PCAC), in 2005 and 2010, have led to



significant increases in staffing and facilities in support of the program. In 2015, the program utilized Apogee Consulting, led by the long-time former Athletic Director at Palomar College, John Woods, for a review of eligibility monitoring and staffing. Results of this review helped to formulate objectives for the 2015-2016 academic year which include, but are not limited to, improved CCCAA communication, monitoring for CCCAA compliance, and review of departmental organizational structure and staffing. The review conducted by Apogee Consulting also resulted in the establishment of a Master Planning committee for the athletics department ([IIC4<sup>3</sup>](#)).

Title IX Gender Equity compliance in Athletics is monitored by the CCCAA and United States Department of Education (USDE). Annual reports to ensure compliance include the CCCAA Form R-4 report, Statement of Compliance of Title IX Gender Equity, and the USDE Equity in Athletics Disclosure Act (EADA) report.

### **Drama, Dance, Journalism, CityWorks and Student Affairs**

Drama, Dance, Journalism, and CityWorks are housed within the School of Arts, Humanities, and Communications. Broad oversight is provided by the Dean of the School. Department chairs and program faculty and staff members provide specialized oversight of budgets and co-curricular functions. These programs are reviewed on a regular basis as part of the department Program Review and Master Planning processes.

In order to more accurately assess how well co-curricular and athletic programs align with the SDCC mission, an item was added to the Employee Feedback Survey in 2015. This item asked respondents to agree or disagree with the statement, “Co-curricular and athletic programs (e.g., student clubs) are aligned with the college’s mission to enhance the student’s educational experience”; 62% agreed ([IIC4<sup>4</sup>](#)). Similarly, an item was added to the 2015 Student Feedback Survey, asking respondents to agree or disagree with the following statement: “I believe that the co-curricular activities (e.g., clubs, service learning), or athletic programs have enhanced my educational experience at the college”; 68% agreed. In that same survey, 70% of respondents agreed with the statement, “I am satisfied with student life such as college athletics, clubs, and activities” ([IIC4<sup>5</sup>](#)).

### **II.C.5**

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

### **Evidence of Meeting the Standard**

SDCC provides counseling and academic advising programs to support student development and success. Counseling and advising services include College orientation and information related to academic requirements, graduation, and transfer. Counselors are available to meet with students in person, via telephone, e-mail, and through the College’s nationally recognized online

counseling services. The online format contains the key elements found in regular appointments including workshops, appointments, and frequently asked questions ([IIC5<sup>1</sup>](#)).

Orientation is a strong component of the student development process. All new students, whether traditional or distance education students, are required to attend an online orientation session prior to registering for classes. New students complete an Admissions Application, and then complete the online orientation and assessment ([IIC5<sup>2</sup>](#); [IIC5<sup>3</sup>](#)). Once completed, the first semester education planning occurs via structured Student Success Day opportunities. Student Success Days serve as a welcome orientation for first year students, promote student development, and provide a comprehensive discussion of academic requirements. (Two Student Success Days are scheduled each term. If students are unable to attend the scheduled days, they may schedule attendance at one of several group New Student Education Planning sessions that are scheduled throughout the academic year. In circumstances where students are unable to attend the scheduled group sessions, individual appointments with counselors in the various counseling programs can be made. After analysis of the relatively high numbers of students who apply late to the college, the Student Success Days are aligned to serve both timely and late applicants ([IIC5<sup>4</sup>](#)).

Certain student support programs (Extended Opportunity Program and Services (EOPS), Disabled Student Program and Services (DSPS), and CalWorks) have customized face to face orientations ([IIC5<sup>5</sup>](#); [IIC5<sup>5a</sup>](#)). Orientation provides important information to students about the programs, requirements and services available at the college, as well as strategies for student success. In orientation, counselors review assessment results and recommend appropriate courses based upon the student's goal. All students in attendance are expected to complete a first semester plan with required completion of online orientation.

Counseling services are provided in five key areas. Those areas are: General Counseling, DSPS, EOPS, Transfer Center, and Mental Health Counseling. The General Counseling Department is the largest of all of the counseling offices, and works in collaboration with the other counseling areas to provide a standardization of services. General Counseling also provides career and educational planning for students enrolled for disability services and for active duty and veteran students. In collaboration with off-campus programming, the SDCC Counseling Department provides services to students at off-campus sites including the Educational Cultural Complex (ECC) and military bases. San Diego City Counseling offers online counseling appointments which provide the same services as one-hour in-person appointments but is conducted as a live e-appointment with an assigned counselor. E-counselors are assigned specific weekday hours to answer emails within a forty-eight (48) hour timeframe. To minimize breaches of confidentiality, the counselor solely provides general information, and does not share specific student information such as student identification or records via email. Counseling and academic advising services include a counseling department blog ([IIC5<sup>6</sup>](#)), Saturday counseling services, New Student Group Education Planning Sessions, First Semester Group Education Planning Sessions, and the First Year Experience (FYE) program. To support the overall success of at risk students, counselors annually perform Academic Success Workshops and develop individual success plans for nearly 1200 students on probation and/or disqualified from the College. Additionally, Counseling has spearheaded a "Save our BOG-W" program to provide support for

students in danger of losing their Board of Governors Waivers due to academic and progress status ([IIC5<sup>7</sup>](#)).

### **SDCC Student Transition Services**

Student Transition Services is the focal point of transfer/career services and activities on campus. Student Transition Services' mission is to assist students in the successful transition from SDCC to a four-year institution, or immediately into the career of their choice. Student Transition Services has a variety of resources and services including: transfer workshops, transfer fairs, connection to college representatives, campus tours, a library of catalogs and college publications, information on important dates and deadlines, information on private colleges, and computer software for college research. Career services include: resume/cover letter writing and job search assistance, career preparedness, and internship opportunities ([IIC5<sup>8a</sup>](#), [IIC5<sup>9a</sup>](#)). An annual job fair/Career EXPO, is held once a year ([IIC5<sup>10a</sup>](#)). A variety of workshops are also held throughout the Fall and Spring semesters to provide students with current employment trends, occupational development, career development, and job search information.

### **Disabled Student Program and Services (DSPS)**

DSPS provides services and courses to support students with disabilities in the achievement of their academic and vocational goals. The instructional component promotes equal participation in mainstream academic programs through preparatory and skill maintenance courses, and offers courses for personal growth. Counselors support students in achieving their educational objectives.

### **Extended Opportunity Program and Services (EOPS)**

EOPS provides special recruitment, retention, and transition services to eligible students. The primary services include assistance in the following areas: priority enrollment, counseling/advisement, and preparation for transition to four-year colleges and universities. EOPS also present the Summer Readiness Program (SRP), an 8-week summer program designed to assist first-time and re-entry students in making a successful transition into college. SRP gives college students the opportunity to jump-start their educational career at SDCC.

### **Student Mental Health**

The Student Mental Health team is composed of a Licensed Clinical Social Worker and qualified graduate students available to support students. The program provides mental wellness counseling, and has special support groups, including groups for healthy relationships and smart recovery. The office also helps students develop success skills and supports students in crisis. The SDCC Student Mental Health program is a recipient of a federal suicide prevention grant.

### **Title IX**

The College also has an on-campus contact person for students in crisis due to Title IX concerns ([IIC5<sup>11</sup>](#)). When there is an alleged Title IX violation, the reporting party completes an online reporting/complaint form ([IIC5<sup>12</sup>](#)). A reporting form is automatically routed to Title IX representatives at the District office for evaluation and follow up. If after reviewing the report, and/or initial investigation determines that the incident does not fall within Title IX criteria, information is forwarded to the Dean of Student Affairs for follow in accordance with

established processes ([IIC5<sup>12</sup>](#)). All student leaders, student employees and any students travelling overnight must complete Title IX training available on the web page.

### **Professional Development**

Counselors participate in continuing education and professional development activities offered through the University of California, California State University and District-wide opportunities. Professional development opportunities are also part of the Student Equity and Student Success and Support Programs (SSSP), and supported by the Student Success Initiative Committee.

### **Analysis and Evaluation**

SDCC meets this Standard. Counseling services provide complete educational, career, and personal counseling through appointments, walk-in counseling, new student orientations, and success workshops for transfer admission guarantee (TAG), transfer, math anxiety, probation/disqualified students, classroom behavior, effective resumes, and more. The College conducts presentations in CBTE, cosmetology, and Basic Skills classes. Furthermore, the counseling department provides career and educational planning for students enrolled in DSPS and active duty and veteran students. General Counseling also provides counseling to students at SDCC off-campus sites—Education Cultural Center and Military Bases—in collaboration with off-campus programs. E-counselors are also assigned specific hours throughout the week to answer emails and are expected to do so within forty-eight (48) hours.

To support the overall success of students, counselors conduct Academic Success Workshops and assist in the development of individual success plans. In addition, Counseling conducts in-classroom presentations surrounding student success and transfer awareness. Counseling and advising programs and services are regularly assessed as described in II.C.1 and II.C.2 to determine effectiveness and student perceptions related to their experience with counseling and advising.

The Employee Feedback survey completed in 2015 indicates that 93% of respondents refer students to the various services available on campus ([IIC5<sup>13</sup>](#)). The Student Feedback Survey completed in 2015 addresses areas related to advisement for academic pathways, graduation and transfer, and assistance with academic progress ([IIC5<sup>14</sup>](#)), with more than 60% of respondents indicating satisfaction with the services provided. More significantly, comparison of survey results from previous survey cycles in 2009 and 2012 show an improvement in the overall Student Feedback with services provided.

The counseling-specific point of service survey addresses areas related to overall perception of office/personnel interactions (items #6-12) as well as areas of academic and personal growth (items #16-20). Survey results of students who received Counseling Services and completed the Point of Service Surveys were analyzed and based on the data reported, 51% of students ‘Strongly Agreed’ that they were satisfied with the overall service received from the Counseling Department, and 40% of students ‘Strongly Agreed’ that the office hours were convenient to meet their needs ([IIC5<sup>15</sup>](#)). Given the data reported, the Counseling Department began offering extended hours on Saturdays in order to meet the needs of students, particularly SDCC’s working student population.

In some cases, student response to online point of service surveys has been minimal. Therefore, in Spring of 2016, the campus research department began sending surveys directly to students who had utilized services available. Beginning Fall of 2016, paper and pencil surveys are offered to students who have completed visits in specific departments. Paper and pencil surveys are also utilized to evaluate the effectiveness of workshops conducted by personnel in the counseling department.

## **II.C.6**

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

### **Evidence of Meeting the Standard**

In accordance with its mission, SDCC provides open access to all who can benefit from instruction.

SDCC adheres to the District's admission policies which are consistent with the SDCC mission. Admissions policies fully comply with state regulations and are published in the college catalog as well as on college and District websites, including Student Web Services, the one-stop student portal ([IIC6<sup>1</sup>](#); [IIC6<sup>2</sup>](#); [IIC6<sup>3</sup>](#)). In accordance with Board Policy 3000, admission is open to all persons who possess a high school diploma or California High School proficiency exam certificate, or high school equivalency certificate ([IIC6<sup>4</sup>](#)). Persons 18 years of age or older and emancipated minors who do not possess a diploma or equivalent are admitted provisionally. The District also has a number of policies and procedures specific to admission of special categories of students.

### **Special Admission High School Students**

The District admits concurrently enrolled high school students as special part-time students in accordance with District policy and state law as follows:

- Students must have completed the 10th grade.
- High school students must satisfy course prerequisites and eligibility requirements.
- Enrollment in Exercise Science classes is not permitted.
- The course is advanced scholastic or technical (college degree applicable).
- The course is not available at the school of attendance.
- Students are given college credit for all courses. Grades will be part of the student's permanent college record.
- Concurrently enrolled high school students whose college grade point average falls below a 2.0, or who do not complete 60% of all units attempted, will not be permitted to re-enroll without approval from a college counselor.

Concurrently enrolled high school students must complete a special admissions form signed by the parent and high school principal.

### **F-1 Visa Students**

SDCC accepts applications from international students who wish to study in the United States. Students must provide all required evidence as noted in the college catalog. Admission is granted based upon the following criteria: prior to acceptance into a college program and subsequent issuance of a Form I-20 by the United States Citizenship and Immigration Service; minimum TOEFL score, demonstrated financial independence, health clearance and program of study ([IIC6<sup>5</sup>](#); [IIC6<sup>6</sup>](#)).

### **Special Program Admission**

The Department of Nursing Education has an additional admission process for students. Detailed admissions information is available on the departmental website. There is also a general overview of the process in the college catalog, which offers links to the department website ([IIC6<sup>7</sup>](#)).

The SDCC catalog fully describes all student requirements for admission, fees and other financial obligations, as well as information on degrees, certificates, graduation, and transfer. The college incorporated a comprehensive Transfer Guide into the catalog ([IIC6<sup>8</sup>](#)). The Transfer Guide explains a number of important features of transfer programs, including: requirements for transfer into to the California State University system, the University of California system, and private independent universities; the process to prepare for transfer, transfer coursework; transfer services available to students; and specific steps to transfer including tips to help students be successful once they transfer.

### **Analysis and Evaluation**

SDCC meets this Standard and the requirements of ER #16. Board Policy 3000, most recently reviewed, updated, and adopted in December 2014 ([IIC6<sup>4</sup>](#)), outlines admission criteria. This information is reiterated in the SDCC Catalog and on the Admissions website. The criteria for admission are consistent with the SDCC mission in its commitment "...to providing open access to all who can benefit from instruction..." ([IIC6<sup>9</sup>](#)). Admission policies and practices meet and are consistent with the requirements of Title V. SDCC does not deny admission to any student other than those identified in Board Policy 3000. The Admissions department has specifically designated personnel to assist students with special admission considerations, including international students and concurrently enrolled high school students. An admission counselor is also designated specifically for the nursing education department. The Admissions department has established administrative outcomes to evaluate effective delivery of services, which is more fully described in Standard II.C.7.

The admissions application is online and applicants can receive technical support over the phone or in person from the Admissions staff. Persons with limited computer skills, or who do not have access to a computer may use the computers available in targeted locations on campus including the Admissions office, the Learning Resource Center, the Outreach Office, the Student Affairs office, and the recently developed First Year Peer mentor lab. Students may also access the "6 Steps for New Students" via the Admissions and Records web page. This information is also included in flyers distributed in key offices on ([IIC6<sup>10</sup>](#)). The SDCC website provides "Helpful Hints" in English, Spanish and Vietnamese. The Admissions office is open until 7pm Monday through Thursday to accommodate students who work during the day.



SDCC Counseling (including General Counseling, Extended Opportunity Programs and Services (EOPS), and Disability Support Programs and Services (DSPS) counselors) collaborates with students to develop education plans upon admission to the college. Instructional department chairs inform counseling personnel about updates and changes to program curriculum to ensure counselors utilize the most up to date information when advising students on progression towards degree and certificate completion and transfer requirements. Counselors also conduct classroom presentations related to completion and transfer. The Transfer Center organizes fairs and special events to expose students to career options. Working in collaboration with the Center for Urban Education, the College has engaged in a series of summits in its Equity in Transfer effort to further the College's mission to provide access to all. These efforts specifically target support for underrepresented transfer populations.

The College offers a wide range of Associate Degree for Transfer (ADT) programs, and maintains transfer relationships with the University of California and California State University systems, as well as private institutions. SDCC has also built relationships with Historically Black Colleges and Universities (HBCUs), including Fisk University, Morehouse, and Howard University

The 2015 Employee Feedback survey indicates that the majority of respondents agree that students are accurately advised on pathways for degree and certificate completion and transfer ([IIC6<sup>11</sup>](#)). These results are mirrored in the 2015 Student Feedback survey, which indicates that the majority of students agree that they have received accurate advisement and counseling related to pathways to completion of programs, certificates, degrees and transfer ([IIC6<sup>12</sup>](#)).

## **II.C.7**

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

### **Evidence of Meeting the Standard**

SDCC regularly evaluates admissions and placement instruments and practices. Information on admissions and placement instruments and practices are clearly outlined in the College catalog. The admissions and placement process includes tests and other measures and is intended to assist students in meeting course prerequisites. Factors such as past educational achievements in mathematics and English, or course completion, and other standardized tests are also considered in student placement. All students are encouraged to go through assessment, unless they have already received a degree; students are exempt from the English and math placement tests if they have earned an Associate degree or higher. After reviewing the need for improved placement data of SDCC students through Student Success and Support Program (SSSP) planning, the college Outreach team developed an Assessment preparation video that is used on campus and in area high schools ([IIC7<sup>1</sup>](#)). Certain exemptions apply based upon meeting requisite-qualifying scores in SAT, ACT, EPT, ELM, or EAP test scores ([IIC7<sup>2</sup>](#)).

SDCC uses an approved set of second-party assessment instruments for evaluating and placing incoming students into English, reading, math and English-as-a-second language including

Computerized Accuplacer for Math and English, CELSA for ESL, MDTP for Math (paper version), and Accuplacer Companion for English (paper version).

All of the assessment instruments are on a recurring cycle of validation and are currently in compliance with statewide recommendations ([IIC7<sup>3</sup>](#)). The instrument validation conducted at the District includes three specific validation processes: 1) content-related validity to determine appropriateness of the test for placement into a course or course sequence, 2) criterion-related and/or consequential validity to determine appropriate cut-scores, and 3) disproportionate impact to determine test bias ([IIC7<sup>4</sup>](#)).

In addition to the state approved standardized instruments listed above, SDCC employs a variety of multiple measures that help to more fully assess students' preparation levels. These multiple measures are self-reported and include:

#### Math

1. High school GPA
2. Years since last math class

#### English

1. High school GPA
2. Reading Comprehension score
3. Sentence Skills score
4. Primary language

#### Optional Questions

1. The length of time the student has been out of school
2. The number of years of English that the student completed in high school
3. The grade the student received in the last English class completed
4. The students high school grade point average
5. The highest level of math class completed
6. The grade received in the last math class completed
7. What is the highest level of education attained by either of your parents?

#### **Common Assessment and the Multiple Measures Assessment Program (MMAP)**

SDCC will comply with the statewide Common Assessment Initiative. Beginning academic year 2016-2017 the District colleges, working with discipline faculty will begin validating the statewide Common Assessment, CCCAssess. Instrument validation (e.g., content mapping) will be completed prior to implementation of the new assessment instrument. In addition, the District plans to work with other colleges in the San Diego/Imperial Valley region to establish common cut scores and policies on recency and repeatability so that students may easily matriculate from one college to another within the region as needed. In addition to CCCAssess, the District has already piloted and fully implemented the Multiple Measures Assessment Program (MMAP) protocols. Students from the feeder high schools that share their student transcript data with CalPASS are eligible for placement using high school transcript information (e.g., GPA and math and English grades). The MMAP protocols were fully implemented in Fall 2015. Evaluation of the protocols will continue through 2016-2017 with longitudinal analyses of each



cohort, as well as snapshot analyses and surveys. Detailed information is archived in the Assessment Plan for Placement on the Research website ([IIC7<sup>5</sup>](#)).

More extensive information on placement validation tests, including consequential validity and disproportionate impact studies, and the MMAP assessment plan and analyses, available on the Institutional Research and Planning page of the SDCCD website ([IIC7<sup>4</sup>](#)).

There is no differentiation in the assessment and placement practices or evaluation of admissions and placement instruments for Distance Education courses.

### **Analysis and Evaluation**

SDCC meets this Standard. The established placement assessments are engineered to minimize bias and are evaluated according to a state-wide schedule every five years. Standardized assessments often place SDCC students in remedial courses that would require a longer sequence for students to enroll in a college-level course. Because these standardized assessments did not take into account student performance and aptitudes in other areas, the College implemented the use of multiple measures to truly capture student abilities and reduce the amount of time for a student to progress to college-level courses.

Data gathered from the Consequential Validity Study indicated that students frequently placed lower than expected on assessment tests. This information was confirmed using anecdotal reports directly from students. In 2015, the re-assessment practice was changed from retesting after three years to retesting after only one year ([IIC7<sup>6</sup>](#)).

The College has also engaged in alternative practices to increase student performance in testing to increase student success. In the summer of 2014, SDCC participated in a joint venture with University of California, San Diego and the Price Scholars program. This collaboration resulted in a summer “boot camp” to focus on strengthening math skills before students were formally assessed for placement in SDCC math courses. Based upon the review and success of the pilot, this pilot program served as the basis of a request for Title V funding to institutionalize the “boot camp.” SDCC was notified in Spring 2016 that the funding request had been approved and it is expected that the next “boot camp” offering for math will be in Summer 2017. The College was also the first in the District to engage in an Accuplacer test preparation pilot model with the District’s Continuing Education division in 2014. This led to gains in terms of assessment outcomes for a limited number of students. The College has, through its diligent efforts, significantly improved its gains in Assessment from 2012. In Fall 2012, 4553 were not assessed, and Fall 2016 data indicates that 2,790 were not assessed ([IIC7<sup>7</sup>](#)).

The Student Feedback survey contains four items to assess respondent satisfaction with the assessment test process. In all four items, the majority of students agreed that they were informed of the importance of assessment tests, the assessment tests were helpful in enrolling them in appropriate level courses, and that they had a clear understanding of placement level ([IIC7<sup>8</sup>](#))

## **II.C.8**

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

### **Evidence of Meeting the Standard**

SDCC maintains student records permanently, securely, and confidentially. The District has provisions for secure backup of all files. Through adherence to policies and procedures established at the District, SDCC complies with all state and federal law as well as District policy with regard to confidentiality, classification, retention, release, and destruction of student records. Access to student records is strictly monitored and all student records are maintained in a secured database, including nightly backups and off-site storage. The District's Records Retention Manual ([IIC8<sup>1</sup>](#)) identifies the various classifications of student records along with the process for disposition and destruction in accordance with state regulations. Information about release of student records is published in college catalogs, websites, and Student Web Services, the District's student portal ([IIC8<sup>2</sup>](#); [IIC8<sup>3</sup>](#); [IIC8<sup>4</sup>](#)).

### **Secure Storage**

Student records are permanently maintained by Ellucian's ISIS (Student System) Cobol application which has full application security in addition to running on IBM's DB2 database, which supports full page and row security. The District uses Tivoli Storage Manager (TSM) to schedule and catalog all student records' backups which are written to a Luminex's virtual tape device, a high-speed disk device with a redundant fiber connection. The DB2 database is backed up multiple times during the day, as well as during key steps in nightly batch processing updates. The daily backups also include all copies of flat files, program libraries, VSAM files (Student Aid Module), archive and transaction logs. The entire mainframe volumes, including full operating system files, are backed up weekly. All backups are first written to the virtual tape device, and then they are written to two simultaneous LT06 Ultrium tape drives. One of those tapes is kept in the local data center safe, the other is sent off site to Corodata's digital media storage vault. All backup tapes are numbered and electronically cataloged prior to being sent off-site to Corodata's local, climate controlled vault storage facility, which is specially built for long term electronic media storage. Corodata also provides daily secure tub pickup and delivery services to and from the District's data center for secure tape rotations, as scheduled by Data Center Operations.

The ISIS Student System is also integrated with a records imaging system provided by Imagesource, which maintains key document images indexed by the corresponding student identification number or the course reference number. Examples of these images are official class rosters, student transcripts from other institutions submitted for transfer credit, official grade and attendance forms, as well as various Student Aid Management forms (Financial Aid related). The Imagesource system is on an imaging application server which is used to scan, save or search for the electronic images and a backend Microsoft SQL Server which stores and serves up the images to the application server. Both of the imaging system servers are backed up every night on high speed LT06 tape drives. The tapes are numbered and electronically cataloged and then picked up by Corodata to be stored in their digital media storage vault, similar to the ISIS

tape backups. These backups would allow the District IT staff to perform a complete server (or full image system) restore for either server should any server hardware or software fail. The backup tapes are rotated as scheduled by Data Center Operations using Corodata's secure pickup and delivery services.

### **Confidentiality**

Student record information is contained in a centralized student information system (ISIS) that is accessible to users, with approved access throughout the District. Users are granted access based upon role and responsibilities, and must have approval of their supervisor. Requests for user access are maintained by the Vice Chancellor Student Services in accordance with District policy. All users must sign a Confidentiality Acknowledgement before they are given access to the student records systems. Student workers are not provided online access to student records information, other than to data that would otherwise be classified as directory information ([IIC8<sup>5</sup>](#)).

User and department passwords are changed annually. In addition, Department Security Supervisors are required to review and delete inactive users on an ongoing basis. As part of the annual password change process, all users are also required to reaffirm their understanding of the confidentiality of student records, and sign a new confidentiality statement ([IIC8<sup>6</sup>](#)). Periodic trainings on the confidentiality of student records are provided by the Vice Chancellor of Student Services at department meetings, at workshops and at the leadership development academies provided by Human Resources ([IIC8<sup>7</sup>](#)).

### **Release of Student Records**

Release of student records is strictly monitored and enforced in accordance with Board Policy BP 3001, *Student Records*, and AP 3001.1, *Student Records, Release, Correction and Challenge* ([IIC8<sup>7</sup>](#); [IIC8<sup>8</sup>](#)). Board policies and procedures are fully compliant with the Family Education Rights and Privacy Act (FERPA) and the California Education Code. The District does not classify any student records information as directory information. SDCC adheres to District policies regarding student records and follows established guidelines for the retention/removal of student records ([IIC8<sup>9</sup>](#)). Policies about access to student records are included in the college catalogs, websites and on Student Web Services, the student portal ([IIC8<sup>10</sup>](#); [IIC8<sup>11</sup>](#)).

### **Student Records Classification and Destruction**

The District adheres to procedures which provide expectations and guidelines for the classification, storage and destruction of student records. The District produces a Records Retention Manual ([IIC8<sup>1</sup>](#)), in consultation with the colleges that contains a listing and classification for all student records. The manual is maintained in the District Student Services office and is strictly adhered to. All Class 1 records are stored electronically and a backup is stored in an off-site location as described previously.

Paper records stored on the SDCC campus are maintained in a locked storage room located in the Admissions/Records offices. Access to the storage area is limited to only contract staff from the Admissions, Records and Veterans departments. Paper records in the Student Affairs Office are maintained in the same manner as student academic records. Additional records related to student complaints and student conduct are stored electronically within the Maxient system. The

Maxient system includes the capability to limit access to confidential records on a “need to know” basis as appropriate and allows for electronic backup and storage.

### **Analysis and Evaluation**

SDCC meets this Standard. To ensure the security and confidentiality of records stored on the SDCC campus, designated staff from the Admissions, Records and Veterans departments are provided a room key and password to the record storage area. Paper records are retained and destroyed according to policies established by the District. Records for destruction are sealed and identified as confidential before being transported to the District office for appropriate destruction.

Release of student records by campus personnel is in accordance with established District policy and only occurs after the completion of an authorization form ([IIC8<sup>12</sup>](#)) that includes the student’s signature approving the release.

The District’s procedures for Classification, Retention, Release and destruction of student records is in full compliance with state and federal law. All permanent records are securely maintained and backed up nightly and stored in a secure off-site facility.

The confidentiality of student records is closely monitored. Students must provide a written request to provide access to their records to a third party, in accordance with Federal and State law. Staff are granted access based on a “need to know” basis with approval of the appropriate manager. All employees must sign an acknowledgement of the confidentiality of student records when receiving access to the student records data base, and annually thereafter. Training on the confidentiality of student records is provided periodically by the Vice Chancellor, Student Services who serves as the custodian of student records in the District. The District broadly publishes policies and procedures for release of student records in all publications and on the District and college websites.

## **Standard II.C Evidence**

### **II.C.1**

- [II.C1<sup>1</sup>](#) Counseling Web Page
- [II.C1<sup>1a</sup>](#) SSIC Charge
- [II.C1<sup>2</sup>](#) SDCC Program Review Prompts
- [II.C1<sup>3</sup>](#) SDCC Taskstream Program Review & Master Planning Instructions
- [II.C1<sup>4</sup>](#) Administrative Outcomes – online students
- [II.C1<sup>5</sup>](#) Employee & Student Feedback Surveys – items related to Student Services
- [II.C1<sup>6</sup>](#) Sample – POS Survey – EOPS
- [II.C1<sup>7</sup>](#) Sample – POS online Survey – Mental Health
- [II.C1<sup>8</sup>](#) Complaint Web Page & Process Flow Chart
- [II.C1<sup>9</sup>](#) Online Orientation Survey
- [II.C1<sup>10</sup>](#) Student Orientation (online)
- [II.C1<sup>11</sup>](#) Student Equity Summit Flyer
- [II.C1<sup>12</sup>](#) SSSP Equity Flex Workshop
- [II.C1<sup>13</sup>](#) Title V Project Plan
- [II.C1<sup>14</sup>](#) Employee Feedback Survey Results – Student Services
- [II.C1<sup>15</sup>](#) Student Feedback Survey Results – Student Services
- [II.C1<sup>16</sup>](#) SDCC Institution Set Standards

### **II.C.2**

- [II.C2<sup>1</sup>](#) Student Services Administrative Outcomes
- [II.C2<sup>2</sup>](#) Got an Ed Plan? Flyer
- [II.C2<sup>3</sup>](#) How to Keep your BOG Waiver Flier
- [II.C2<sup>4</sup>](#) Save Your BOG Waiver Information Sessions
- [II.C2<sup>5</sup>](#) Sample – Taskstream Administrative Outcome Assessment – Counseling
- [II.C2<sup>6</sup>](#) FYE Report – Retention & Persistence
- [II.C2<sup>7</sup>](#) Equity Plan pp 7-9
- [II.C2<sup>7a</sup>](#) Completion by Design Matrix
- [II.C2<sup>8</sup>](#) SDCC Institution Set Standards
- [II.C2<sup>9</sup>](#) Veterans Center Survey
- [II.C2<sup>10</sup>](#) Veterans Center Survey Results Summary

### **II.C.3**

- [II.C3<sup>1</sup>](#) Student Services Web Page
- [II.C3<sup>2</sup>](#) Counseling Web Page
- [II.C3<sup>3</sup>](#) Online Counseling Web Page
- [II.C3<sup>4</sup>](#) Mental Health Web Page – Community Resources
- [II.C3<sup>5</sup>](#) English Center Web Page – online tutoring
- [II.C3<sup>6</sup>](#) Math Online Tutoring Web Page

### **II.C.4**

- [II.C4<sup>1</sup>](#) Campus Life – Web Page Screen Shot
- [II.C4<sup>2</sup>](#) Athletics Web Page
- [II.C4<sup>3</sup>](#) Athletics Master Planning & Leadership recommendations from Apogee Consulting

- [IIC4<sup>4</sup>](#) Employee Feedback Survey item #40
- [IIC4<sup>5</sup>](#) Student Feedback Survey items 52 & 53

## **II.C.5**

- [IIC5<sup>1</sup>](#) SDCC Counseling Web Page
- [IIC5<sup>2</sup>](#) Online Orientation & Assessment
- [IIC5<sup>3</sup>](#) New Student Orientation Web page
- [IIC5<sup>4</sup>](#) FYS Welcome Letter
- [IIC5<sup>5</sup>](#) EOPS & CalWorks Orientations
- [IIC5<sup>5a</sup>](#) DSPS Service Agreement for Orientation
- [IIC5<sup>6</sup>](#) Counseling Connection Blog – Saving Students Money
- [IIC5<sup>7</sup>](#) Save Your BOG Waiver Information Sessions
- [IIC5<sup>8a</sup>](#) Career Services\_ Student Support Resources
- [IIC5<sup>9a</sup>](#) Career Services\_ Jobs and Internships
- [IIC5<sup>10a</sup>](#) Career Expo
- [IIC5<sup>11</sup>](#) Title IX Web Page
- [IIC5<sup>12</sup>](#) AP 3540 – Sexual Harassment on Campus
- [IIC5<sup>13</sup>](#) Employee Feedback Survey Item #39
- [IIC5<sup>14</sup>](#) Student Feedback Survey items 39, 42, 43
- [IIC5<sup>15</sup>](#) Counseling Point of Service Survey

## **II.C.6**

- [IIC6<sup>1</sup>](#) Student Web Services – Admissions Web Page
- [IIC6<sup>2</sup>](#) SDCC Catalog – Admission Requirements
- [IIC6<sup>3</sup>](#) Admissions & Records Web Page
- [IIC6<sup>4</sup>](#) BP 3000 – Admission of College Students
- [IIC6<sup>5</sup>](#) AP 3000 – International Students
- [IIC6<sup>6</sup>](#) SDCC Catalog – International Students
- [IIC6<sup>7</sup>](#) Nursing Program & Workshop Information
- [IIC6<sup>8</sup>](#) SDCC Catalog – Transfer Guide
- [IIC6<sup>9</sup>](#) Mission Statement
- [IIC6<sup>10</sup>](#) 6 Steps for New Students
- [IIC6<sup>11</sup>](#) Employee Feedback Survey item #41
- [IIC6<sup>12</sup>](#) Student Feedback Survey Item #39

## **II.C.7**

- [IIC7<sup>1</sup>](#) New Student Orientation Video – example
- [IIC7<sup>2</sup>](#) SDCC Catalog – Assessment
- [IIC7<sup>3</sup>](#) Placement Test Validation Timelines
- [IIC7<sup>4</sup>](#) IRP Instrument Validation Processes Reports
- [IIC7<sup>5</sup>](#) Assessment Plan for Replacement
- [IIC7<sup>6</sup>](#) Assessment Testing Web page
- [IIC7<sup>8</sup>](#) Student Feedback Survey Items 34-38

## **II.C.8**

- [IIC8<sup>1</sup>](#) SDCCD Student Records Manual

- [IIC8<sup>2</sup>](#) SDCC Catalog – Records Release
- [IIC8<sup>3</sup>](#) Review of Records – SDCC Web page
- [IIC8<sup>4</sup>](#) FERPA Notice – Student Web Portal
- [IIC8<sup>5</sup>](#) Employee Confidentiality Acknowledgement
- [IIC8<sup>6</sup>](#) Password Change Memo
- [IIC8<sup>7</sup>](#) BP 3100 – Student Records
- [IIC8<sup>8</sup>](#) AP 3001 – Student Records, Release, Correction & Challenge
- [IIC8<sup>9</sup>](#) Guidelines for the Retention-Removal of Records
- [IIC8<sup>10</sup>](#) SDCC Catalog – Release of Student Records
- [IIC8<sup>11</sup>](#) Review of Student Records – Web page
- [IIC8<sup>12</sup>](#) Release of Records Form

## STANDARD III—RESOURCES

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### III.A. Human Resources

#### III.A.1

The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

#### Evidence of Meeting the Standard

SDCC assures the integrity and quality of its programs and services by employing personnel who are qualified through appropriate education, training and experience. As defined in Administrative Procedure 4001.1 Personnel Administration, all positions are created by the Board and all appointments are made by the Board ([IIIA1<sup>1</sup>](#)). The College, with the support of the District, uses methods that are consistent with California education laws, District policy, and bargaining agreements to ensure that personnel are qualified by education, training, and experience to provide and support programs and services.

As outlined in SDCCD Board Policy 7120, *Recruitment and Hiring* ([IIIA1<sup>2</sup>](#)):

The criteria and procedures for hiring academic employees shall be established and implemented in accordance with board policies and procedures regarding the Academic Senate's role in local decision-making. The criteria and procedures for hiring classified employees shall be established after affording the classified organizations an opportunity to participate in the decisions under the Board's policies regarding local decision making.

This policy is implemented following the guidelines in Procedures 4200.1-6, which are established for the recruitment and selection of Faculty (contract and adjunct), classified staff, and managers. These policies & procedures include the implementation of an Equal Employment Opportunity Plan and compliance with state regulations ([IIIA1<sup>3</sup>](#)). The College utilizes hiring procedures that are outlined in District Policy 7120, *Recruitment and Hiring* and procedures 4200.1-6 related to employment of faculty, staff, and administrators ([IIIA1<sup>4</sup>](#), [IIIA1<sup>5</sup>](#), [IIIA1<sup>6</sup>](#), [IIIA1<sup>7</sup>](#), [IIIA1<sup>8</sup>](#)). The District also has a HR Hiring Guide, which is emailed to all Hiring Managers and Chairs ([IIIA1<sup>9</sup>](#)) and outlines procedures for hiring College personnel. District Human Resources policies and procedures are posted on the District website, under Board Policies.

Minimum qualifications for faculty positions are established by the State Chancellor's Office and reaffirmed through Board Policy 7120, *Recruitment and Hiring* including those job descriptions for faculty teaching within baccalaureate degree programs or positions teaching within distance education and continuing education. Throughout the entire recruitment and hiring process, these qualifications are upheld as the benchmark for programmatic needs and processes following AP 4200.1, *Employment of College Faculty* ([IIIA1<sup>10</sup>](#)) and AP 4200.5, *Continuing Education*



*Contract Faculty Hiring Procedure* ([IIIA1<sup>11</sup>](#)). These procedures mandate the inclusion of faculty in the assessment and screening of applicants for all faculty positions. All job announcements are developed by screening committees, facilitated by the hiring chair, to include these minimum qualifications as well as criteria specifically related to the program's needs. All job announcements include these minimum qualifications as well as information related to Equivalency by the applicant. Requests for Equivalency follow formal protocol outlined in Education Code 87359 ([IIIA1<sup>12</sup>](#)), Assembly Bill 1725 (1988) ([IIIA1<sup>13</sup>](#)), and AP 7211, *Equivalency Determination Procedure* ([IIIA1<sup>14</sup>](#)), as developed by the Academic Senates, as a means for discipline college faculty, as part of the Equivalency Subcommittee, to determine equivalency based upon a strict set of criteria. Under AP 7211, *Equivalency Determination Procedure*, the governing board relies on the "advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications." In addition to minimum qualifications, job postings include specific qualifications, such as licensure or certifications, needed in order to meet specific programmatic needs.

There is a consistent process whereby an applicant is required to have their foreign degree evaluated by an agency approved by the National Association of Credential Evaluation Services (NACES). The screening committee can use that evaluation in the same manner as a transcript to determine if the applicant meets the minimum qualifications or equivalency ([IIIA1<sup>15</sup>](#)).

In the case of adjunct faculty, hiring is done by the College per AP 4200.2, *Employment of Instructional Staff - Adjunct*. The District accepts applications via the Human Resources (HR) website and compiles a file for use by the College deans and chairs that screen the applications for program or service area needs and minimum qualifications. Once the hiring manager makes the determination and recommends a candidate for hire, the District HR department verifies the minimum qualifications and processes the employment ([IIIA1<sup>16</sup>](#)).

Classified positions are defined in BP 7230, *Classified Employees*. Job classifications are based on duties and responsibilities in relation to the programs and services the position serves. In direct support of the hiring process for classified positions, Human Resources assures that qualifications for each position are closely matched to the specific programmatic needs by relying on requirements identified by the hiring manager, requirements contained in bargaining agreements, review of work to be performed, and review of the job description. As duties and responsibilities change, the position may be reviewed and reclassified ([IIIA1<sup>17</sup>](#)).

The hiring for vacant management positions is guided by District procedures and the provisions of the Management Employees Handbook. Like other academic positions, minimum qualifications, and equal employment opportunity principles along with specially developed job descriptions are used for the recruitment of qualified candidates. Applications are submitted to the District's Employment Office and then reviewed by a College Screening committee. Qualified candidates are forwarded for a second interview by the College President who makes a recommendation to the Chancellor, with the successful individual confirmed by the Board of Trustees ([IIIA1<sup>18</sup>](#)).

All job announcements and the employment website include the minimum qualifications, as well as information related to requests for equivalency. Each recruitment process follows a comprehensive approach by providing world-wide Internet access to the College's online job postings. In addition, the District routinely utilizes a broad advertising campaign for each position that targets a very diverse population; advertising sources focused on employment in higher education; and niche advertising for highly specialized and hard-to-fill disciplines. However, the costs associated with specialized marketing are the responsibility of the campus. Further encouragement for qualified academic applicants is provided in the form of travel reimbursement for interviewees, and potential of relocation reimbursement for selected candidates. This comprehensive approach is in support of reaching the most qualified candidates for all positions within the District. There is no difference between distance education and face to face faculty qualifications ([IIIA1<sup>19</sup>](#); [IIIA1<sup>20</sup>](#); [IIIA1<sup>21</sup>](#)). When preparing questions for faculty interviews, personnel with experience in distance education can be included in the process, and can be consulted for input during the development of questions in regards to distance education.

The College posts job openings on the Human Resources (HR) page of its website, as well as in numerous publications and electronic media, including the California Community College Registry ([IIIA1<sup>22</sup>](#)). Additionally, job openings are e-mailed District-wide utilizing a District Distribution List, to all employees.

### **Analysis and Evaluation**

SDCC meets this Standard. Existing College and District policies, procedures and practices are effective to ensure administrators, faculty and staff are qualified to provide and support instructional programs and student services. The college relies upon program review plans to determine personnel needs based upon mission-driven program and service area plans. At the faculty level, programs and service areas submit annual proposals to the Faculty Hiring Priority Committee, which is a subcommittee of President's Cabinet. Proposals are evaluated using established guidelines, and positions are ranked for funding and the President's cabinet approves the final list.

Minimum qualifications for faculty positions are established by the State Chancellor's Office and District Board policy. In addition to minimum qualifications, job descriptions, written by the screening committee include specific qualifications needed for the position to meet programmatic needs. Throughout the recruitment and hiring process, these qualifications are upheld as the benchmark criteria for faculty. As with other academic positions, minimum qualifications and affirmative action/equal opportunity principles, along with specially developed job descriptions, are used for the recruitment of qualified administrative/management personnel. Existing faculty play a critical role in the recruitment and hiring of new members of the College faculty. As outlined in Procedure 4200.1, and consistent with the AFT Collective Bargaining Agreement, "...Composition of the Selection Committee (includes): a. The Dean; b. The Department Chairperson or other program coordinator; c. Up to three discipline specialists certified by the Dean and the Department Chairperson from the Department or from related Departments as defined by the Academic Senate..." ([IIIA1<sup>23</sup>](#)).

The District HR department and College hiring committees assess the degree to which applicants meet the minimum and desirable qualifications for positions, both through the screening of

applications and interviews. This assessment includes verification of degrees from U.S. institutions and equivalency of degrees from non-U.S. institutions. The process for degree verification is more fully described in the response to Standard I.A.4.

Both program and subject-matter experts participate with administrative staff in the development of job descriptions, to ensure that positions support the institutional mission and goals and that the job descriptions accurately reflect the duties, responsibilities, and authority of specific positions.

The job announcement for each faculty position serves as the job description for the faculty member who is hired. Job descriptions, in general, are standardized by constituency, varying only in the subject matter expertise and job requirements.

The 2015 Employee Feedback Survey indicates that the majority of respondents believe that the criteria for hiring employees are clearly stated and the procedures for hiring employees are strictly followed. Additionally, a majority of respondents indicated satisfaction with staffing resources in the areas of student learning, programs, and services ([IIIA1](#)<sup>24</sup>).

### **III.A.2**

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

#### **Evidence of Meeting the Standard**

SDCC assures the integrity and quality of its academic programs and services by employing faculty who meet the qualifications for academic positions that are either tenure-track, restricted or adjunct, and who are qualified through appropriate education, training and experience. As defined in BP 7120, *Recruiting and Hiring*, all academic employees shall possess the minimum qualifications for their positions. Each faculty member, regardless if classroom or non-classroom, is required to meet the qualifications as prescribed in the State Minimum Qualifications Handbook and adopted by the Board of Governors and San Diego Community College District Board of Trustees. Per the initial salary placement rules, vocational positions are required to provide a minimum of six years of professional experience plus the appropriate license or certificate, if required for that discipline or Bachelor's degree or equivalent foreign degree ([IIIA2](#)<sup>1</sup>; [IIIA2](#)<sup>2</sup>).

Consistent with California Education Code standards, faculty qualifications include appropriate degrees or degree equivalent, professional experience, appropriate teaching skills, and scholarly activities. The minimum and desirable qualifications for faculty are cited in job announcements and include the appropriate degree(s), professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution ([IIIA2](#)<sup>3</sup>). Each job announcement indicates the minimum educational requirements for the position pursuant to the Minimum Qualifications for Faculty and Administrators in California

Community Colleges ([IIIA2<sup>2</sup>](#)) and a description of the position, including faculty responsibilities. Each Instructional Dean reviews the unofficial transcripts of applicants to ensure that the minimum educational qualifications are met, which verifies discipline expertise. These minimum qualifications are then submitted to the District Human Resources Employment Department for formal verification using official transcripts. A resume or curriculum vitae is required as part of the application process, thus allowing selection committees to review and assess professional experience, discipline expertise, and scholarly activities. A scoring rubric is utilized by the selection committee to score applications and interview responses. Selected applicants meet with the College President for a second interview. The final hiring decision is made by the Chancellor.

As an alternative to meeting the specific qualifications outlined in the State Minimum Qualifications Handbook, the Academic Senate developed AP 7211, *Equivalency Determination Procedure*, whereby an applicant who requests a review for equivalency must provide conclusive evidence that he or she has qualifications that are equivalent to the required minimum qualifications. The request is reviewed for consideration by the College Equivalency Committee. Approved equivalency requests are forwarded to Human Resources for a secondary procedural review, initial salary placement determination, and placement in the personnel file ([IIIA2<sup>4</sup>](#)).

All applications for the job posting are forwarded to the screening committee for assessment and evaluation of adequate and appropriate knowledge of their subject matter which includes positions teaching within distance education. Search committees evaluate applicants for effective teaching through application evaluation, interviews, and teaching demonstrations.

Throughout the entire recruitment and hiring process, these qualifications are upheld as the benchmark for programmatic needs and processes follow AP 4200.1, *Employment of College Faculty*, AP 4200.5, *Continuing Education Contract Faculty Hiring Procedure*, and AP 4200.2, *Employment of Instructional Staff - Adjunct*. The District strongly encourages faculty to continue their education in pursuit of higher degrees, certifications, licensures and any measures that enable the faculty member to be a life-long learner, and well prepared to serve the academic needs of the College's student population ([IIIA2<sup>5</sup>](#); [IIIA2<sup>6</sup>](#); [IIIA2<sup>7</sup>](#)).

Faculty are hired according to their expertise within their fields and other criteria set out by the hiring committees. There is no difference between distance education and face to face criteria. Once hired, faculty are then assigned distance education courses at the discretion of the department chairs. Faculty who are assigned to teach online must complete the Online Faculty Certification Program ([IIIA2<sup>8</sup>](#)). The Dean of Online and Distributed Learning also assists with the creation of supplemental questions to assist with identifying faculty expertise relevant to faculty positions. The San Diego Community College District Online Learning Pathways (SDOLP) identifies the instructional design and distance education guidelines for the District. These guidelines are used as a framework for identifying faculty qualifications and minimum standards ([IIIA2<sup>9</sup>](#)).

Effective teaching is measured using a robust evaluation process including teaching demonstrations observed by the Dean and Evaluation Committee, and student evaluations. The

Student Evaluations that are collected during the evaluation process are weighted heavily in identifying “effective teaching”.

### **Analysis and Evaluation**

SDCC meets this Standard and the requirements of Eligibility Requirement 14. Based on the 2015-2016 Facts on File, the College employs 162 contract faculty and 595 part-time (adjunct) faculty members, which is sufficient to achieve the institutional mission. The faculty hiring practices are well suited to ensure faculty have appropriate knowledge and experience to achieve the College mission, including knowledge of subject matter and requisite skills for the service to be performed.

Faculty job announcements describe the position, and include information related to faculty responsibilities. The job announcement also includes a description of the position; including a statement that faculty have the responsibility for development and review of curriculum as well as assessment of learning.

Experience related to curriculum development and assessment of student learning is assessed by selection committees both through supplemental questions and interview questions ([IIIA2<sup>10</sup>](#); [IIIA2<sup>11</sup>](#)). Minimum experiential qualifications include teaching, which applicants demonstrate by providing lists of their past and current teaching assignments and through a teaching demonstration during the interview.

Scoring rubrics are comprehensive and allow the selection committee to recommend, recommend highly, recommend with reservation, or not recommend an applicant. Individual committee member scores are discussed and totaled, and candidates receiving the highest scores continue in the hiring process ([IIIA2<sup>12</sup>](#); [IIIA2<sup>13</sup>](#)). After the initial interview with the selection committee, applicants selected to continue have an opportunity to meet with the College President and other administrative personnel as indicated. The purpose of this second interview is to assist in determining the applicant’s potential to achieve the mission of the College. Once the selection committee and President have made hiring recommendations, candidate names are put forward to the District Chancellor for the final approval. The Chancellor receives the entire employment packet, the final candidate’s information, and a letter of support for the College President. The Chancellor then evaluates all of the information to make a final decision about offering a conditional employment offer.

Faculty continue to expand their knowledge and skills through sabbaticals as well as attending conferences and other opportunities for professional development ([IIIA2<sup>14</sup>](#); [IIIA2<sup>15</sup>](#)). There are also many trainings, resources, tutorials, and workshops available for faculty on the online Blackboard platform.

### **III.A.3**

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

### **Evidence of Meeting the Standard**

The District employs administrators and other employees for SDCC. Through a comprehensive hiring process, administrators and other employees responsible for education programs and services are screened to assure they possess qualifications necessary to perform duties to sustain institutional effectiveness and academic quality. Qualifications for all administrators and other employees are clearly stated in job announcements and the educational and experiential requirements for academic administrators are in compliance with laws and regulations ([IIIA3<sup>1</sup>](#)). Desirable qualifications for academic and classified administrators are determined based on the needs, goals, and priorities of the department and College, and developed with the intent for sustaining and/or improving the institution's effectiveness and the quality of its programs. These goals and priorities align with the institutional priorities and aspirational goals as discussed in Standard I. The hiring manager, chair, and committee work collaboratively to review and approve job descriptions for the College before they are posted publicly. All constituencies are represented on hiring committees and the size of the committee is determined by the position posting.

As defined in BP 7120, *Recruiting and Hiring* ([IIIA3<sup>2</sup>](#)), all academic and classified employees are hired in accordance with the criteria and procedures for their positions. Each administrator, who may be an executive manager, manager, or supervisor, is required to meet the qualifications as stated in the job announcement. BP 7250, *Educational Administrators* ([IIIA3<sup>3</sup>](#)) specifically addresses the employment process for academic administrators, and with specific reference to academic employment contracts. BP 7260, *Classified Supervisors and Managers* ([IIIA3<sup>4</sup>](#)) specifically addresses the employment process for classified supervisors and managers.

The process of annual performance evaluations and careful review of employment contract renewals are performed with the goal of sustaining institutional effectiveness and academic quality. This process of evaluations and contracts is outlined in the Management Employees Handbook ([IIIA3<sup>5</sup>](#)). Similar to faculty, all administrators are encouraged to continue life-long learning and to pursue higher education, and licensure or certification, as appropriate. The District supports this quest through professional study leave and, separately, pre-authorized paid management leave for the purpose of study or other projects which would directly benefit the District's mission, all of which is also noted in the Handbook.

If an individual has a foreign degree, there is a consistent process whereby an applicant is required to have their foreign degree evaluated by an agency approved by the National Association of Credential Evaluation Services (NACES) ([IIIA3<sup>6</sup>](#)). The screening committee can use that evaluation in the same manner as a transcript to determine if the applicant meets the academic qualifications for the position.

Each recruitment process follows a comprehensive approach by providing accessibility to online job postings. In addition, the District routinely utilizes a broad advertising campaign for each position that targets a very diverse population; advertising sources focus on employment in higher education; and niche advertising for highly specialized and hard-to-fill positions. Further encouragement for qualified management applicants is provided in the form of travel reimbursement for interviewees, and potential of relocation reimbursement for selected



candidates. This comprehensive approach is in support of reaching the most qualified candidates for administrative positions within the District.

The knowledge and abilities required for each classified professional position are identified in the advertised job description ([IIIA3<sup>1</sup>](#)). Each supervisor identifies desirable qualifications for classified professional positions based on the scope of the assignment and the goals and priorities of the department. The Supervisor seeks input from the appropriate faculty and staff when determining these desirable qualifications.

Qualifications necessary to perform duties stated in the job descriptions are first assessed during the paper screening process of applicants and further assessed during the interview process ([IIIA3<sup>7</sup>](#); [IIIA3<sup>8</sup>](#)). Administrators, classified staff, and faculty continue to expand their qualifications through participation in conferences and other professional development activities.

### **Analysis and Evaluation**

SDCC meets this Standard. Administrators and other employees responsible for education programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. Screening and interview processes are applied to assess the degree to which applicants possess the necessary qualifications to perform the duties of the position being filled. Minimum and desirable qualifications take into account the institution's needs related to effectiveness and program quality. Opportunities for expansion of knowledge and skills are available through conferences and other professional development activities ([IIIA3<sup>9</sup>](#); [IIIA3<sup>10</sup>](#)).

### **III.A.4**

Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

### **Evidence of Meeting the Standard**

SDCC assures the integrity and quality of its academic programs and services by employing administrators and other employees who meet the qualifications through appropriate education, training and experience for academic and classified positions. To ensure that required degrees of College personnel are from appropriately accredited institutions, or from non-U.S. institutions, equivalence has been established. The District Office of Human Resources works collaboratively with the College Divisions when hiring personnel to review transcripts ensuring that applicants meet the minimum educational requirements as stated in job announcements ([IIIA4<sup>1</sup>](#); [IIIA4<sup>2</sup>](#)). Only degrees from accredited institutions are considered to meet the education requirement ([IIIA4<sup>3</sup>](#)).

As defined in BP 7120, *Recruitment and Hiring* ([IIIA4<sup>4</sup>](#)), all academic and classified employees are hired in accordance with the criteria and procedures for their positions.

Required degrees held by faculty, administrators and other employees must be from a U.S. accredited institution. The resource used by the District to ensure compliance is the U.S.

Department of Education Database of Accredited Postsecondary Institutions and Programs ([IIIA4<sup>5</sup>](#)). If an applicant states on their application that they possess a degree, even if a degree is not a requirement for the position, they are notified that the selected candidate must be prepared to submit the official transcript to provide proof of possession of the degree upon hire.

If an individual has a foreign degree, there is a consistent process whereby an applicant is required to have their foreign degree evaluated by an agency approved by the National Association of Credential Evaluation Services (NACES) ([IIIA4<sup>2</sup>](#)). The screening committee can use that evaluation in the same manner as a transcript to determine if the applicant meets the academic qualifications for the position.

In the case of non-credit faculty, the administrator of the area coordinates with the Office of instruction to verify that minimum qualifications are met. When a request for equivalency by the applicant is made, consistent with Education Code 87359 ([IIIA4<sup>6</sup>](#)) and AB 1725 ([IIIA4<sup>7</sup>](#)), per current Procedure 42001.3, there is a formal protocol for establishing equivalency. The applicant must complete the Application for Equivalency Determination and attach the form to the job application before submission ([IIIA4<sup>8</sup>](#)). Only those candidates who have requested equivalency at the time of application will have their application reviewed for equivalency.

Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Faculty who are involved in offering distance education courses meet the same standard degree requirements as those who teach on-campus. SDCCD Online Learning Pathways offers an Online Faculty Certification Program. Upon completion of the program, faculty will be able to identify strategies to promote academic integrity, communication strategies, and best practices in instructional design. The Online Faculty Certification Program is designed using various research on best practices in the field, pedagogy, and implementation of state and accreditation requirements ([IIIA4<sup>9</sup>](#); [IIIA4<sup>10</sup>](#)).

Requests for Equivalency follow formal protocols outlined in Education Code 87359, Assembly Bill 1725 (1988), and AP 7211, *Equivalency Determination Procedure*, as developed by the Academic Senates. These protocols are a means for discipline college faculty, as part of the Equivalency Subcommittee, to determine equivalency based upon a strict set of criteria. Under AP 7211, *Equivalency Determination Procedure*, the governing Board relies on the “advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications.”

### **Analysis and Evaluation**

SDCC meets this Standard. Established policies, procedures and practices are sufficient to ensure that faculty, administrators, and other employees hold degrees from appropriately accredited U.S. institutions, that foreign degrees are equivalent to U.S. degrees, and/or that appropriate equivalence has been established.

The members of the screening committee who are faculty members in the discipline may review requests for equivalency only if there are two or more discipline members on the screening committee. If there are not at least two full-time members of the discipline in question on the



screening committee, the screening committee may call on full-time or part-time discipline faculty within the college to help in this task. These discipline faculty members shall constitute the Equivalency Subcommittee of the Screening Committee. This Committee uses the Minimum Qualifications for Faculty and Administrators in California Community Colleges as a guide ([IIIA4<sup>11</sup>](#)).

The Equivalency Subcommittee of the Screening Committee sends its recommendations concerning equivalency to their college's Academic Senate Equivalency Committee (ASEC) using the approved Equivalency Evaluation Form ([IIIA4<sup>8</sup>](#)). Once an applicant has been deemed by the ASEC of any college in the District to meet minimum qualifications in a discipline via this equivalency process, the equivalency will apply district-wide. No department is under any obligation to hire someone based solely upon his or her having been granted an equivalency.

Applicants who have earned degrees from institutions outside of the United States must provide official evaluations of the foreign degrees at the time of application as required by the Minimum Qualifications for Faculty and Administrators in California Community Colleges ([IIIA4<sup>11</sup>](#)). These evaluations must be completed by a professional association that is a member of the National Association of Credential Evaluation Services (NACES). This is stated in the "Foreign Degree" section of the online application process ([IIIA4<sup>2</sup>](#)). The District HR website guides applicants to the agencies that provide this service. Further verification of required degrees occurs during the application screening process, where members of the hiring committee review all documents submitted to establish that minimum qualifications have been met, either through attainment of the specified degree from a U.S. institution, evaluation of a foreign degree, and/or equivalency.

The District utilizes the U.S. Department of Education Database of Accredited Postsecondary Institutions and Programs to ensure required degrees held by faculty are from a U.S. accredited institution. In the event an applicant states that they possess a degree, they are notified that the selected candidate must be prepared to submit the official transcript to evidence possession of the degree. Foreign degrees held by individuals are evaluated by an agency approved by the National Association of Credential Evaluation Services. The District uses that evaluation in the same manner as a transcript to determine if the applicant meets the academic qualifications for the position.

### **III.A.5**

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

### **Evidence of Meeting the Standard**

SDCC assures effectiveness of human resources by evaluating personnel at regular established intervals. Evaluations are determined by District policies and procedures, the Human Resources

Instruction Manual, the various collective bargaining agreements, and the Meet and Confer Handbooks. Performance Evaluations are a constructive, ongoing process which focuses on performance effectiveness and encourages improvement. The parameters governing each evaluation are dependent, in part, upon the classification of the individual and the permanency of the position.

Evaluation procedures for academic employees employed as faculty are codified in Article XV – Evaluation of Faculty of the AFT Faculty Collective Bargaining Agreement and implemented as part of the evaluation process ([IIIA5<sup>1</sup>](#)). The evaluation of faculty, as detailed in Article XV, outlines committee coordination, timelines, frequency and evaluation instruments. In addition, mandatory student evaluations are completed on a yearly basis. Faculty are evaluated using different domains and criteria depending upon whether they are teaching faculty, counselors, or librarians. Teaching faculty are reviewed using fifteen criteria within five domains, which include Subject Matter Mastery, Preparation for Teaching, Teaching, Coaching and Counseling Skills, and SDCCD Knowledge and Involvement. The Teaching domain includes the criteria of Presentation Skills, Adaptability/Flexibility, Facilitation Skills, Testing and Measurement; Assessment of Student Learning Skills; Skill in Creating the Learning Environment, Skill in Managing Class Time, and Skill in Making Content Relevant. All faculty are evaluated using the same evaluation instruments whether they teach in the classroom, online, or by using a combination of both instructional modes.

Evaluation procedures for classified employees employed in Office Technical, Food Service, and Maintenance and Operation positions are codified in Article XVI of the AFT Guild, Local 1931 American Federation of Teachers AFL-CIO Classified Staff Bargaining Unit Agreement ([IIIA5<sup>2</sup>](#)). Although timelines for evaluation differ between probationary and permanent employees, the evaluation and appraisal forms remain consistent for all unit members. Unit members are evaluated using the Performance Appraisal Report Form, which encompasses both a self-appraisal and supervisor/manager appraisal ([IIIA5<sup>3</sup>](#); [IIIA5<sup>4</sup>](#)).

Procedures for supervisory and professional employees are outlined in Chapter XVIII of the Supervisory and Professional Administrators Association Handbook ([IIIA5<sup>5</sup>](#)) utilizing both an evaluation instrument (Supervisory and Professional Administrators Association Evaluation Form) and adhering to stated timelines ([IIIA5<sup>6</sup>](#)).

In contrast, Management employees follow a survey process outlined in Chapter XVII and Appendix 4-A of the Management Employees Handbook ([IIIA5<sup>7</sup>](#)). The process utilizes an external firm to disseminate and collect survey results based on twenty-three statements listed on the Management Feedback Survey ([IIIA5<sup>8</sup>](#)). The survey is disseminated to a list of individuals developed by the manager in collaboration with his/her supervisor. The results are provided to the manager and the employee for discussion. The manager's supervisor completes a comprehensive evaluation, consistent with the guidelines and time frames in the Management Employees Handbook.

Results of formal evaluations are used as mechanisms for growth, to assess effectiveness and identify measures necessary to correct deficiencies in areas needing improvement.

## **Analysis and Evaluation**

SDCC meets this Standard. Personnel evaluation policies, procedures and practices at the College are vigorous, and assure that personnel are effective in their positions. The inclusion of a personal statement or self-evaluation by the individual being evaluated creates dialog that enhances continued growth and improvement of personnel. The domains on appraisal tools reflect a commitment to institutional effectiveness and improvement. For example, on the faculty evaluation, the teaching domain includes the criteria of Presentation Skills, Adaptability/Flexibility, Facilitation Skills, Testing and Measurement; Assessment of Student Learning Skills; Skill in creating the Learning Environment, Skill in Managing Class Time, and Skill in Making Content Relevant. All Administrator and Supervisor evaluations measure institutional effectiveness, accountability, and overall performance within their role at the College.

Faculty are evaluated by administrators, peers, and students to assess teaching effectiveness, to encourage professional growth, and to make informed decisions regarding retention, tenure, promotion, and salary advancement. The actions taken are based on the outcomes of the evaluation. They are formal, timely, and documented. In the case of tenure and promotion evaluations, the Academic Senate's Tenure and Promotion Review Committee (TPRC) assures that correct procedure was followed and that College and District Standards were met. The District Human Resources office monitors the timely completion of administrator evaluations, and the College Business Services Office ensures that Classified and Supervisor evaluations are completed in a timely manner.

The 2015 Employee Feedback Survey contains 2 items by which employees can rate their perceptions with the evaluation process. Item #20 relates to staffing resources, and most of the respondents agree staffing resources are sufficient. Item #59, "My performance evaluations have been conducted according to my contract guidelines" shows a majority of respondents agree ([IIIA5<sup>9</sup>](#)).

Evaluations focus on performance effectiveness and encourage improvement. Personnel in each of the classification groups are evaluated on a cycle that is specified in the bargaining agreement or Meet and Confer Handbook.

In the case of faculty, the cycle is related to tenure and rank: tenure track faculty are evaluated annually during their probationary period (four years in most cases), tenured faculty are evaluated every two years after the award of tenure, and faculty with the rank of professor are evaluated every three years. Adjunct faculty are evaluated during their first year of employment and then at least once every six semesters after that ([IIIA5<sup>10</sup>](#)).

Per the AFT Classified Contract, Classified Staff are evaluated accordingly ([IIIA5<sup>5</sup>](#)). All evaluators shall have supervised the staff member's work for no less than ninety (90) calendar days prior to the evaluation. Prior to the start of the formal evaluation process as described in Sections 16.2.3 through 16.2.5 of the agreement, the supervisor may ask the evaluatee, or the evaluatee may volunteer, to complete a self-evaluation. If the evaluatee elects to complete a self-evaluation, it is completed and submitted to the supervisor prior to the supervisor completing the evaluation. However, the supervisor must independently also complete the evaluation instrument

independently. Probationary members are evaluated by their immediate supervisor prior to the end of the third month of service and prior to the completion of the tenth month of service. Permanent unit members with five to eight years of service within their current job classification are evaluated every two years or twenty-four months. Permanent unit members with more than nine years of service within their current job classification shall be evaluated every thirty-six months. The College Business Services office regularly notifies the supervisor of the staff member's evaluation due date ([IIIA5<sup>11</sup>](#)).

Per the Supervisory and Professional Administrators Association Handbook, probationary employees are evaluated between the fifth and tenth month of their employment. After the first year of employment, permanent administrators will be evaluated annually for the first four years of employment within their position. After the four years, the administrator will be evaluated every three years; however an interim evaluation can be initiated at any time ([IIIA5<sup>12</sup>](#)).

Per the Management Employees Handbook, all managers will be evaluated annually for the first four years of their employment within their position. After the four years, the manager will be evaluated every three years thereafter; however an interim evaluation can be initiated at any ([IIIA5<sup>13</sup>](#)).

Appraisal forms reflect criteria for performance of duties, and appraisal forms and processes are specific to position. Faculty, for example, are evaluated using different domains and criteria depending upon whether they are teaching faculty, counselors, or librarians. Teaching faculty are evaluated using five domains, which include Subject Matter Mastery, Preparation for Teaching, Teaching, Coaching and Counseling Skills, and SDCCD Knowledge and Involvement. There are unique evaluation instruments for each constituency group that can be found in the appendix of each AFT Agreement and Meet and Confer Handbook ([IIIA5<sup>10</sup>](#), [IIIA5<sup>11</sup>](#), [IIIA5<sup>12</sup>](#), [IIIA5<sup>13</sup>](#)). All evaluations are proactive in nature to assure an effective appraisal process.

All evaluations identify areas for improvement in a cooperative manner. As needed, professional development and improvement plans are crafted in collaboration with the supervisor and staff member being evaluated.

### **III.A.6**

The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

#### **Evidence of Meeting the Standard**

Each instructional and student service program is required to develop Student Learning Outcomes/Administrative Outcomes appropriate for their area as a part of the Master Planning and Program Review Process ([IIIA6<sup>1</sup>](#)). SLOs at the program and course levels are also developed. Once the outcome is developed, appropriate personnel (faculty for course and program SLOs, staff and administrators for appropriate administrative service outcomes) identify methods/measures to assess student achievement of the outcome. Because many factors

unrelated to faculty, staff and administrator job performance can impact student achievement of outcomes, the evaluation process does not utilize data related to student achievement of outcomes directly. Rather, the evaluation process addresses the involvement of the personnel being evaluated in the outcome assessment process. The Student Evaluations from the faculty evaluation process are weighted heavily in determining how well faculty engage in the process of evaluation of student achievement and attainment of identified learning outcomes.

The District supports SDCC in the evaluation process through the establishment of policies and procedures for evaluation of personnel. The District assures that evaluation results relating to teaching and learning outcomes are identified in Article XV – Evaluation of Faculty of the AFT Faculty Collective Bargaining Agreement ([IIIA6<sup>2</sup>](#)) and implemented as part of the evaluation process. One of the purposes in evaluating faculty is to assess teaching effectiveness. The evaluation of faculty, as detailed in Article XV, outlines committee coordination, timelines, frequency and evaluation instruments. In addition, mandatory student evaluations are completed on a yearly basis. Faculty are evaluated using different domains and criteria depending upon whether they are teaching faculty, counselors, or librarians. Teaching faculty are reviewed using fifteen criteria within five domains, which include Subject Matter Mastery, Preparation for Teaching, Teaching, Coaching and Counseling Skills, and SDCCD Knowledge and Involvement. The Teaching domain includes the criteria of Presentation Skills, Adaptability/Flexibility, Facilitation Skills, Testing and Measurement; Assessment of Student Learning Skills; Skill in Creating the Learning Environment, Skill in Managing Class Time, and Skill in Making Content Relevant ([IIIA6<sup>3</sup>](#)).

Evidence of effectiveness is determined through class visit and observation, and careful reading and evaluation of current syllabi, updated vita, self-evaluation, statistical profiles and written comment sheets from student evaluations. All class syllabi are required to contain student learning outcomes. Other materials provided by the faculty member may include a brief description of all courses taught since initial assignment, course materials, description of teaching methods, description of grading practices, and description of committee professional and public service activities.

An Evaluation Committee is assembled to review the action and the Performance Review Files of the faculty member. All tenure/tenure-track and/or promotional recommendations are further reviewed by the Tenure and Promotional Review Committee (TPRC). The purpose of the TPRC is to verify that recommendations are procedurally correct and meet general college and District standards. Any action taken is based on the outcomes of the evaluation. In cases where the decision is to recommend a denial of promotion, or when the committee's overall summary rating is less than competent, a development plan is established.

The District assures that evaluation results relating to teaching and learning outcomes are identified in Article XVII A–Manager Evaluation of the Management Employees Handbook and implemented as part of the evaluation process. The Management Feedback Survey includes assessment of learning outcomes as one of the items listed for feedback ([IIIA6<sup>4</sup>](#)). One of the purposes in evaluating managers is to assess managers' effectiveness. The evaluation of management employees, as detailed in Article XVII, Appendix 3 Management Evaluation Form,

and Appendix 4 Management Feedback Survey Procedures outlines timelines, frequency, and evaluation instruments ([IIIA6<sup>4</sup>](#); [IIIA6<sup>5</sup>](#); [IIIA6<sup>6</sup>](#)).

For faculty and personnel in distance education courses and services, the process of evaluation is the same as for those personnel engaged in traditional, face to face instruction and services. Faculty are evaluated in the physical classroom and in their online classes when appropriate. When requested, the Dean of Online and Distributed Learning provides resources for online pedagogy and if faculty are referred for training, SDCCD Online Learning Pathways staff will assist faculty in improving their online course.

### **Analysis and Evaluation**

SDCC meets this Standard. The teaching effectiveness of full-time credit faculty is currently evaluated through the contract and regular faculty evaluation processes, using peer observation, self-evaluation, and student evaluations. This process is outlined in depth in Standard III.A.5. The college requires the same standards for all faculty, regardless of traditional or distance education methods.

The process of outcome assessment is documented by the College using Taskstream software. Here, responsible personnel enter established student outcomes, measures developed to assess achievement of those outcomes, and plans to improve outcome achievement as indicated. In the case of course level student learning outcomes, development of SLOs, assessment measures, and action plans result from collegial discussions about student learning and success. In addition to using SLO assessment data, faculty rely on various methods to assess how well students are learning, including student performance based on the syllabus and course outcomes, course evaluations, and informal discussions with students and faculty ([IIIA6<sup>7</sup>](#); [IIIA6<sup>8</sup>](#)). This information is also included in the Program Review process, and discussed by appropriate personnel in the department ([IIIA6<sup>1</sup>](#)).

In regards to distance education, faculty teaching courses with more computer related domains have reassessed course content for online courses. Most face to face courses use an online component or supplement, similar in content and structure for distance education courses. Many departments test outcomes class by class, changing publishers with more supportive online course content for distance education courses. Every two years, all programs evaluate the online materials available from publishers including, but not limited to: videos, simulators, and virtual environments. This cyclical assessment is to determine if changes are needed or if the current books/materials should be retained. One example of this approach was in the 2014 Course Redesign Flex course that was offered. This course led to substantial changes in an economics class. All economics instructors moved to the Pearson solution and began to include new videos and virtual labs that provide students with immediate answers to questions related to graphing and supply/demand formulas. This change triggered a significant increase in economic course retention and completion, from 60% to 85%, which is higher than the campus average.

Overall, faculty are expected to include identified SLOs in course syllabi. Review of syllabi is included within the full-time faculty evaluation process, & verifying the inclusion of SLOs in syllabi is another part of the faculty evaluation process. Through ongoing analysis and



discussions at the campus level, decisions were made to require all distance education faculty to complete the online teaching training provided by the District.

### **III.A.7**

The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

#### **Evidence of Meeting the Standard**

Through its hiring practices, the College ensures that a sufficient number of qualified faculty are available to teach in their respective disciplines and fulfill faculty responsibilities essential to ensure the quality of educational programs and services and to enable the College to achieve its mission. BP 7210, *Academic Employees* requires compliance with its goals under the Education Code regarding the ratio of full-time faculty to be employed by the District with a goal of making progress toward the standard of 75% of total faculty work load hours taught by full-time faculty ([IIIA7<sup>1</sup>](#); [IIIA7<sup>2</sup>](#)).

Human Resources provides an annual analysis to the Chancellor's Cabinet using data from the Full Time Faculty Obligation (FON) Report. The California Code of Regulations (CCR) title 5 section 51025 requires the District to increase the number of full-time faculty over the prior year in proportion to the amount of growth in funded credit FTES ([IIIA7<sup>3</sup>](#)).

The process and criteria for determining the full-time faculty to be hired each year includes consideration of full-time/part-time faculty ratios, enrollment growth, current or projected community and student need, and the College's Mission. Program review data is also weighted heavily in the prioritization process as well as other specified criteria ([IIIA7<sup>4</sup>](#)). The process for determining faculty hires begins with the Master Planning, Assessment, Resource Oversight Council (MPAROC) faculty hiring priority list development ([IIIA7<sup>5</sup>](#)). This is an annual process to keep the list current with the continuously changing educational environment that exists within the College.

The institution maintains a sufficient number of qualified full-time and part-time faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve the institutional mission and purposes. Qualified faculty, are assigned courses delivered via the distance education mode as appropriate within the program ([IIIA7<sup>6</sup>](#)). SDCC includes Distance Education (DE) faculty within the full-time faculty assignments; there is no differentiation between the two. Any faculty member assigned to teach an online course is required to first complete the District's DE training. The faculty are evaluated per the requirements as discussed in Standard III.A.6. Depending on the course, the course content can be reassessed for online course use. Outcomes are tested class by class and publisher changes can be made if necessary to further support DE courses. Every two years, all programs evaluate the online materials available from publishers such as videos, simulators, and virtual environments to determine whether to retain or change their current instructional materials. An example of this approach was demonstrated in the 2014 Course Redesign Flex Course that led to substantial

changes in Economics classes. All Economics instructors moved to the Pearson Solution and included new videos and virtual labs that provided students with immediate answers to questions related to graphing supply and demand formulas. This led to an increase in retention and completion of all Economics classes from less than 60% to 85%, which is higher than the campus average.

As there is no differentiation with DE compared to face to face courses, staffing is provided to the Department/Subject as a whole. Additional staffing with both faculty and classified staff follow campus processes for hiring prioritization lists, program review, and participatory governance processes. Persistence, retention, and student success rates are examined continuously for all courses to determine effectiveness of all programs across the campus.

### **Analysis and Evaluation**

SDCC meets this Standard. The College meets its state determined Full-Time Faculty Obligation Number (FON) and actually exceeds the obligated number of faculty required ([IIIA7<sup>4</sup>](#)). In 2015 City College hired 14 new faculty members to continue to support the restoration of faculty positions from the previous economic recession. There are sufficient faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services. Full-time faculty members have duties beyond the classroom and office hours. They are required to participate in Academic Senate Committees as part of the participatory governance process and they participate in District committees to ensure appropriate representation. Faculty also fulfill responsibilities for which they have primacy, including academic standards, curriculum development and revision of SLOs. In addition, faculty have a primary role in the evaluation of regular (tenured) and contract (tenure-track) faculty members, as well as in the hiring of new full-time and part-time faculty.

As a result of these additional responsibilities, it is essential for the College to continue to meet or exceed the FON to ensure that workload is distributed in a reasonable and equitable manner so that essential functions for which faculty are responsible can be completed. As of July 1, 2015, 60% of the City College budget was dedicated to instructional salaries alone, exceeding compliance with the 50% law ([IIIA7<sup>5</sup>](#)).

### **III.A.8**

An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

### **Evidence of Meeting the Standard**

The College has established clear and precise policies and practices to provide for the orientation, oversight, evaluation and professional development of adjunct faculty. Consistent with Administrative Procedure 4200.2, *Employment of Instructional Staff-Adjunct*, and in accordance with the faculty Collective Bargaining Agreement, and the AFT Guild Faculty Appraisal Guide (pp 48-50), adjunct faculty members receive a peer evaluation within the first year of employment and at least once every six regular semesters thereafter ([IIIA8<sup>1</sup>](#), [IIIA8<sup>2</sup>](#),



[IIIA8<sup>3</sup>](#)). The College also conducts an all Adjunct Faculty Welcome & Orientation every semester, ensuring adjunct faculty are integrated within the College culture and informed of processes and resources ([IIIA8<sup>4</sup>](#)).

Adjunct faculty peer evaluations are conducted by a tenured/tenure-track faculty member selected from a list of three candidates submitted by the faculty member being evaluated. If no campus tenured/tenure track subject matter expert is available, one can be recruited from: (1) the other district colleges; (2) an outside/community subject matter expert; (3) or the adjunct's department chair will conduct the peer evaluation. The subject matter expert makes at least one class observation and completes an appraisal form and a letter of appraisal ([IIIA8<sup>5</sup>](#)).

In accordance with the AFT Faculty Appraisal Guide, student evaluations are completed at least once during the first term of assignment and at least once during every three (3) semesters within each discipline the faculty member holds an assignment. Peer and student evaluation instruments are then reviewed by the department chair and appropriate manager and discussed with the adjunct faculty member if requested by the faculty member or manager. The appropriate manager maintains files of each adjunct faculty member's evaluation materials.

The College provides ample opportunities for professional development through Flex activities offered to all faculty. Additionally, adjunct faculty may request funds for professional development activities off campus through established policies for faculty travel ([IIIA8<sup>6</sup>](#)).

SDCCD provides incentives for part-time and adjunct faculty to continue their education in pursuit of higher degrees, certification, licensure and any measures that enable them to continue to succeed and grow as part of the District's academic community. Experiential opportunities to serve on committees, interact with student functions, and consider application for tenure-track positions is supported at all levels.

The college provides orientation to new faculty. In addition, professional development opportunities are available for adjunct faculty through Flex workshops at the beginning of each semester. These vary in topic and are designed to enhance faculty skills, growth, and professional development.

### **Analysis and Evaluation**

SDCC meets this Standard. As described above, the College has employment policies and practices for part-time and adjunct credit and non-credit faculty which provide for their orientation, evaluation, and professional development ([IIIA8<sup>1</sup>](#); [IIIA8<sup>2</sup>](#); [IIIA8<sup>3</sup>](#); [IIIA8<sup>4</sup>](#); [IIIA8<sup>5</sup>](#); [IIIA8<sup>6</sup>](#)). The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution through participation in Flex Day activities, including meetings intended specifically for adjunct faculty, department/division meetings, and other trainings and activities on campus. Specifically, the All Adjunct Welcome each semester is an event for Adjunct Faculty to become acclimated with the College culture, resources, and for faculty to orient themselves with their Divisions ([IIIA8<sup>4</sup>](#)). Numerous professional development courses, including online only courses, are offered by the college for adjunct professional growth. Oversight of the quality of adjunct instruction, as well as accessibility of campus resources to and for adjunct faculty is provided by the department chair as well as the office of Instructional

Services. The College encourages full participation of adjunct faculty in campus life, including participation in various campus organizations and committees, and opportunities to voice concerns and suggestions about campus operations and their role in the campus community. Adjunct faculty are also represented in the Academic Senate. The established process for adjunct faculty evaluations are effective to ensure adjunct faculty perform their assigned duties competently ([IIIA8<sup>3</sup>](#); [IIIA8<sup>5</sup>](#)).

The 2015 Employee Feedback Survey asked participants to rate their agreement with the following statements (items #62 and 63): “As a group, the members of my department or program stay current in their fields of expertise” and “The college fully integrates adjunct faculty by providing them orientation, oversight, evaluation, and professional development.” In both items, the majority of participants agreed with the statements. In a desire to assess how well the College supports adjunct faculty, item #63 “The college fully integrates adjunct faculty by providing them orientation, oversight, evaluation, and professional development” was added to the survey in 2015 ([IIIA8<sup>7</sup>](#)).

### **III.A.9**

The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

#### **Evidence of Meeting the Standard**

SDCC has sufficient number of staff with appropriate qualifications to support the educational, technological, physical, and administrative operations of the institution. In fact, many classified professionals possess degrees beyond the education and experience required for their positions ([IIIA9<sup>1</sup>](#)).

The District supports SDCC by assuring the integrity and quality of its academic programs and support services by employing a sufficient number of staff members at the campuses and administrative offices who meet the qualifications for the non-academic positions. The District recognizes that providing a high quality of instruction and non-instructional support for the students necessitates a team of employees for daily operations and long-term planning. In addition, there are numerous non-academic staff members who directly serve the needs of the current students, potential registrants and general public.

The SDCC administrators regularly review current staff vacancies submitted by programs and service areas, requests for reorganization by administrators, and requests for reclassification and reallocation submitted by individual employees, to ensure that staffing levels are sufficient to meet the evolving needs from throughout the District. If necessary, any employee may be transferred to another location at the discretion of the Chancellor, in order to balance the service needs and workload for the programs.

In August 2016, the Chancellor led the effort to articulate a systematic process for adding new positions and allocating additional resources in the District divisions. Working with the Vice Chancellors and Director of Communications and Public Relations, the process was documented and agreed upon ([IIIA9<sup>9</sup>](#)). The process included linking all requests for additional resources, both

one time and continuous, including requests for new position, to the respective Division's annual Action Plans and assessment, which is similar to the College's program review ([IIIA9<sup>10</sup>](#)). Requests are also linked to the District mission and strategic goals. In addition, requests for additional funding also must include identification of other possible funding sources, as appropriate. All requests are reviewed by the Chancellor, Vice Chancellors and Director of Communications and Public Relations, as well as the Chancellor's Cabinet, with final approval by the Chancellor.

As defined in BP 7120, *Recruitment and Hiring* ([IIIA9<sup>2</sup>](#)), all classified and academic employees shall possess the qualifications for their positions. BP 7230, *Classified Employees* ([IIIA9<sup>3</sup>](#)) further defines the category defined as the Classified Service. Each staff member is required to meet the qualifications as stated in the job announcement. A careful and balanced review of qualifications is conducted by screening committees in accordance with Equal Employment Opportunity (EEO) policy and procedures and the mission statement ([IIIA9<sup>4</sup>](#)).

If an applicant states on their application that they possess a degree, even if a degree is not a requirement for the position, they are notified in the application process that the selected candidate must be prepared to submit the official transcript to evidence possession of the degree upon hire.

If an individual has a foreign degree, there is a consistent process whereby an applicant is required to have their foreign degree evaluated by an agency approved by the National Association of Credential Evaluation Services (NACES) ([IIIA9<sup>5</sup>](#)). The screening committee can use that evaluation in the same manner as a transcript to determine if the applicant meets the academic qualifications for the position.

Each recruitment process follows a comprehensive approach by providing online access to the District job postings ([IIIA9<sup>6</sup>](#)). In addition, the District routinely utilizes a broad advertising campaign for all District staff positions identified for recruitment. The advertising targets a very diverse population; sources focused on employment in higher education; and niche advertising for highly specialized and hard-to-fill positions. This comprehensive approach is in support of reaching the most qualified candidates for positions within the District.

### **Analysis and Evaluation**

SDCC meets this Standard and the requirements of ER #8. While there are a sufficient number of staff with appropriate qualifications to support the educational, technology, physical, and administrative operations of the institution, there are concerns about workload due to additional compliance requirements, changing internal district processes and systems, additional programs and a lack of restoration of previously defunded classified positions. In Fall 2016, the SDCC Master Planning, Assessment, and Resource Oversight Council (MPAROC) created a subcommittee to review and revise the Classified Hiring Priority process to integrate into the Program Review Process. The College Administrators were also tasked to review their perspective areas to assess current staffing levels and ideal staffing levels to create a reorganization plan that will be presented to the Chancellor as part of a request for new positions for SDCC.

The economic recession caused the defunding of permanent classified positions that have since been replaced by hourly staff. SDCC has one of the largest hourly staff populations within the district, with 301 student and hourly workers being employed by the college as of Fall 2015. As the District has begun to stabilize financially, the College has been able to hire 14 new faculty members in 2015. While over the last couple of years the State has provided colleges with restricted funds, which have helped to rebuild some of the classified workforce, the college has not yet identified sufficient general funds to convert more hourly positions into permanent classified positions across campus ([IIIA9<sup>7</sup>](#)). The state and federal mandates regarding hourly workers, as well as the new PeopleSoft conversion, has severely impacted the hourly staff coverage.

While SDCC meets the minimum requirements of this standard, the college continues to be challenged with staffing across all departments on campus, especially with the expansion of facilities, programs, and services. Given this, SDCC and the District recognize an area for improvement.

Results of the 2015 Employee Feedback Survey indicate that most respondents believe that the College can improve staffing in the area of Student Support Services ([IIIA9<sup>8</sup>](#)). Since that time, the Student Services division has added student technicians to help track Supporting Student Success Program information. The division has also hired a level II supervisor to coordinate Student Success Program mandates, supervise the student technicians, and schedule pre-enrollment services. Additionally, the division filled a counselor position made vacant due to personnel promotion. Staff hiring has also been approved for the Admissions/Records/Veterans department, assessment lab, and two positions in student affairs.

### **III.A.10**

The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

#### **Evidence of Meeting the Standard**

SDCC maintains a sufficient number of administrators to provide continuity and effective administrative leadership. The College ensures that administrators have the preparation, experience and expertise to support the institution's purpose and mission by employing sound hiring and evaluation practices, as described in Standards III.A.2 and III.A.5. These practices include a review of education and work experience to determine potential for leadership and support of the College mission and goals. A number of administrators exceed the minimum qualifications required for their positions ([IIIA10<sup>1</sup>](#)).

The Instructional Deans for each division oversee their schools and departments. They serve as budget managers, oversee hiring and evaluations of division faculty and staff, serve on numerous campus and district committees, and other instructional duties within the realm of their division operations. Currently, there are 15 administrators employed by the College. All administrators are subject to a rigorous screening process. After the initial interview with the campus-based hiring committee, a second interview is required with the president and hiring committee chair.

All references are checked, minimum qualifications are evaluated, and a final decision on hiring is made by the College President. Once the President approves the final candidate, a letter of support is provided to the District Chancellor so that she may also approve or deny the hiring of the new administrator.

The District shares the responsibility for hiring administrators with SDCC. As such, the District assures the integrity and quality of its academic programs and support services by employing a sufficient number of administrators, both managers and supervisors, at the campuses and administrative offices, who meet the qualifications for the academic and classified positions. The District recognizes that providing high quality of instructional and non-instructional support for students necessitates strong and effective leadership from responsible administrators capable of directing the activities of teams of employees for daily operations and long-term planning.

The executive leadership within the Chancellor's Cabinet regularly reviews current administrative staffing levels. The Chancellor's Cabinet prioritizes filling administrator vacancies, and effectively and efficiently addresses the workload responsibilities for vacant positions currently under recruitment, all in order to meet the evolving needs of the District.

As defined in BP 7120, *Recruitment and Hiring* ([IIIA10<sup>2</sup>](#)), all classified and academic employees shall possess the qualifications for their positions. BP 7250, *Educational Administrators* ([IIIA10<sup>3</sup>](#)) specifically addresses the employment process for academic administrators, and with specific reference to academic employment contracts. BP 7260, *Classified Supervisors and Managers* ([IIIA10<sup>4</sup>](#)) specifically addresses the employment process for classified managers and supervisors.

The hiring for vacant management positions is guided by District procedures and the provisions of the Management Employees Handbook ([IIIA10<sup>5</sup>](#)). Like other academic positions, minimum qualifications, desired qualifications, and equal employment opportunity principles along with specially developed job descriptions are used for the recruitment of qualified candidates. Applications are submitted to the District's Employment Office and then reviewed by a College Screening committee. Qualified candidates are forwarded for a second interview by the College President or Vice Chancellor who makes a recommendation to the Chancellor.

Similar to faculty, all administrators are encouraged to continue life-long learning and to pursue higher education, and licensures or certifications, as appropriate. The District supports this goal through professional study leave and, separately, pre-authorized paid management leave for the purpose of study or other projects which would directly benefit the District's mission, all of which is also noted in the Handbook.

Appropriate preparation and expertise to provide continuity and effective leadership and services is further supported and enhanced by the District's attention to succession planning. This has materialized in the development of a customized leadership development program for all District employees, with particular emphasis on the Management Leadership Development Academy ([IIIA10<sup>6</sup>](#)). Among the many components of the academy are interactive modules with leadership facilitators, presentations by SDCCD leaders about the challenges and opportunities in their various roles as managers in the College's public institution of higher learning, and a mentorship

program. The progressive leadership series provides numerous ongoing resources and opportunities for attendees to serve as the learner, as well as the presenter of their expertise in a positive environment of shared learning and networking.

### **Analysis and Evaluation**

SDCC practices are sufficient to meet this Standard. A number of administrators exceed the minimum qualifications required for their positions ([IIIA10<sup>1</sup>](#)). The College has experienced turnover at the executive cabinet level (President and Vice Presidents) over the past two years. Currently, the Vice President of Student Services, who was hired in 2008 and is the senior administrator within the President's cabinet, was selected to serve as the SDCC Interim President beginning July 2016 until June 2017. The permanent Vice President of Administrative Services was hired in October 2015. The current Interim Vice President of Instruction was hired in July, 2015 on a two-year interim contract while the full-time position is recruited.

SDCC has experienced a number of transitions at the CEO level since 2014 with the retirement of the president after 11 years. The District Vice Chancellor for Student Services served as President of City College in an interim capacity for one year from 2014-2015. Dr. Anthony Beebe served as SDCC President from July of 2014 to May 2016 ([IIIA10<sup>7</sup>](#)). The College is now conducting a thorough, year-long process for the permanent SDCC President who will begin to lead the College in July 2017.

At the Vice President Level, the Vice President of Administrative Services (VPAS) also experienced turnover. After the retirement of the long standing VPAS in 2008, this position experienced a number of individuals over the span of five years. Another VPAS served from 2009 to 2012 and passed away in 2012. Another VPAS was hired and served from 2012-2014. In between these positions, the Accounting Supervisor for Business Services served as acting VPAS until the position was filled. The Accounting Supervisor retired in June 2014. The current VPAS, was hired in October 2015 after a thorough recruitment process.

Although most of the executive team is new, each member is an effective leader within their field, bringing experience and education to support their role within the institution. The instructional deans within the College have played a consistent role, providing stable leadership for faculty on campus.

While the College has an adequate number of qualified administrative staff to support its mission and goals, recent state mandates present an opportunity to re-evaluate administrator duties and workload. The Student Support and Success Program (SSSP), Title IX, the Institutional Effectiveness Initiative and the Affordable Care Act are examples of recent initiatives that create new avenues for development of policies, procedures and practices. The College also has an interest in increasing efficiency and productivity. This can be accomplished through various methods, including enhanced technology and consolidation of services/activities.

The College continues to pursue the hiring of qualified administrators and is actively hiring the Dean of Student Development and Dean of Student Success & Equity. The Dean of Student Success & Equity and Dean of Institutional Effectiveness are two new administrator positions that the College established to support the mission of the College as well as the increased efforts



for integrated planning on campus. The new Dean of Institutional Effectiveness was hired in July 2016 and has been actively working on strengthening institutional effectiveness through participatory processes as well as the Institutional Effectiveness Grant awarded to the College. In July 2016, the Interim President was selected, promoting the Vice President of Student Services into the role of Interim President for one year. The search committee for the Permanent SDCC President has been actively meeting and recruiting. The position opened on November 2, 2016 to begin receiving applications for the position. The Search Committee selected candidates to interview on February 27, 2017 and interviews are scheduled for April 3-6, 2017. The new President is slated to begin their tenure on July 3, 2017.

### **III.A.11**

The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

#### **Evidence of Meeting the Standard**

SDCC adheres to written personnel policies and procedures developed by the District. The District systematically establishes, publishes and adheres to personnel policies and procedures that are available for information and review. Personnel policies and procedures are initially developed and subsequently updated by the Human Resources Department, in compliance with changing laws and regulations. Draft policies and procedures are reviewed via a participatory governance process ([IIIA11<sup>1</sup>](#)). Specifically, they are reviewed by the Chancellor's Cabinet and discussed and evaluated by the District Governance Council. The District Governance Council is a standing council comprised of students, faculty, and staff representatives from throughout the District. One of the charges of the Council is to advise the Chancellor on the development and effects of policy implementation ([IIIA11<sup>2</sup>](#)). Final approval of policies is via action by the Board of Trustees.

The policies and procedures are readily available to students, staff and members of the public. Policies and procedures had previously been available in print format in the President's Office and via the District intranet. However, to increase access to the students, staff and members of the public, policies and procedures were moved to open Internet access in summer 2009 via the District's website ([IIIA11<sup>3</sup>](#)). In addition, when a policy or procedure is implemented or changed, it is consistently communicated to the college by way of notice to the Academic and Classified Senates, as well as the District's Governance Council. The District also periodically sends out notices, via the Vice Chancellor of Human Resources, to all employees highlighting various personnel policies and procedures.

The District makes every effort to administer its personnel procedures equitably and consistently. In support of that, the District has Board Policy 3410, *Nondiscrimination* and Administrative Procedure 3410, *Nondiscrimination* ([IIIA11<sup>5</sup>](#); [IIIA11<sup>6</sup>](#)) that require equity in its employment and personnel matters. In addition, the District provides periodic training to managers and supervisors on the appropriate and equitable application and implementation of personnel policies and procedures. Finally, the District has Board Policy 3430, *Prohibition of Harassment* and Administrative Procedure 3435, *Discrimination and Harassment Investigations* ([IIIA11<sup>7</sup>](#);

[IIIA11<sup>8</sup>](#)) in place, allowing faculty and staff to file complaints if they feel that they have been treated unfairly, as well as grievance procedures in the collective bargaining agreements and employee handbooks ([IIIA11<sup>9</sup>](#); [IIIA11<sup>10</sup>](#); [IIIA11<sup>11</sup>](#); [IIIA11<sup>12</sup>](#); [IIIA11<sup>13</sup>](#); [IIIA11<sup>14</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard. All policies and procedures are followed on a regular basis and are applied in a consistent and equitable fashion. The College ensures consistent and equitable application of personnel policies and procedures through new employee orientations and regular communication with leaders of the associations and unions. Board policies related to human resources are available to all employees and the public through the District's website ([IIIA11<sup>3</sup>](#)). Many of these policies have been recently revised and are consistent with policies recommended by the Community College League of California (CCLC).

The District Office of Human Resources has a variety of internal procedures, particularly related to the processing of personnel transactions. Most procedures are in written form, including the processing of Personnel Assignment Status Sheets (PASS) ([IIIA11<sup>15</sup>](#)). At the campus level, faculty are provided with a faculty handbook as well as their AFT union contract to clarify processes and procedures on campus and within the District. New faculty also attend the New Faculty Institute and Adjunct Faculty Institute to receive more detailed information at the campus level. Each hiring supervisor is responsible for new employee orientation and this process is unique to each division and department. Department chairs are trained by the outgoing chair. The faculty chairs meet monthly at the Chairs meetings as well as Flex Trainings throughout fall and spring. Faculty chairs also attend the Chairs Academy to ensure that policies, procedures, and best practices are shared.

The College complies with all Board and Administrative Policies and procedures to ensure that personnel are treated equitably and fairly.

### **III.A.12**

Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

### **Evidence of Meeting the Standard**

SDCC maintains programs, practices, and services that support its diverse personnel. All individuals who plan to serve on selection committees for City College positions are required to receive training in the importance of a diverse workforce, bias awareness, and the elements of cultural competence ([IIIA12<sup>1</sup>](#)). In efforts to support SDCC personnel, the District offers extensive professional development opportunities, programs and training through the Employment and Professional Development department in Human Resources. The District has established a Leadership Development Academy Series available to employees, which includes the following: Management Leadership Development Academy, Supervisor Leadership Development Academy, Classified Development Academy, and a Faculty Leadership Development Academy currently being created and launched. The Academy series also offers a corresponding mentoring program for Academy graduates ([IIIA12<sup>2</sup>](#)).



Human Resources offers and provides mandated training, core workshops, customized training programs, personal enrichment topics, online training and a lending library. Examples of some of the types of topics offered include: Legal Updates; Interpersonal Communication Skills; Customer Service; Respect and Positive Interaction in the Workplace; Managing Stress; Computer Skills; Health and Nutrition; Safety in the Workplace; Conflict Resolution; EEO Processes; Prohibition of Harassment; Cultural Competency; and Diversity and Emotional Intelligence.

The District provides incentives for personnel to take classes and further their education, in that staff receive reimbursement for tuition for completed course work and are eligible for advancement on the salary schedule based on units completed as stipulated in collective bargaining agreements for faculty and staff ([IIIA12<sup>3</sup>](#)).

The District also provides a variety of services to its personnel through its Employee Assistance Program (EAP). Services are confidential and available 7 days a week, 24 hours a day and include support, assistance, and referrals in the areas such as: relationships; finance; legal; parenting and family issues; childcare and eldercare; substance abuse; depression, anxiety, and stress ([IIIA12<sup>4</sup>](#)). In addition, the College offers programs, workshops and staff development through Instructional Improvement (FLEX) events ([IIIA12<sup>5</sup>](#)) and college specific offerings.

The District has an active Campus and Diversity Advisory Council (CDAC) that includes members from all of the Colleges and Continuing Education diversity committees. CDAC meets regularly and its members share ideas and the council offers support to the individual Diversity Committees at the Colleges and Continuing Education. The College has its own separate Diversity Committee that supports its diverse personnel by providing a variety of educational and cultural events on campus ([IIIA12<sup>6</sup>](#)).

SDCC and the District regularly assesses records in employment equity and diversity consistent with the College's mission. The College regularly reviews and analyzes the statistical data regarding the ethnic and gender diversity of its staff. The Fact Book annually details this information. In addition, the Chancellor's Cabinet reviews quarterly the statistical diversity data for all of the Colleges, Continuing Education, and the District Office. This information is presented annually to the governing board ([IIIA12<sup>10</sup>](#)).

In order to ensure continued best practices in employment equity and diversity, the Site Compliance Officers provide EEO & Diversity Training for Screening Committees at each of the Colleges, Continuing Education, and the District Office. Per the District's EEO Plan, this training is mandatory for all persons who participate in screening committees. The training provides the attendees with relevant information pertaining to the requirements of equal employment opportunity, federal and state anti-discrimination laws, the District's policies and procedures on nondiscrimination, the value of diversity in the workforce, cultural competency, and recognizing bias ([IIIA12<sup>11</sup>](#); [IIIA12<sup>12</sup>](#)).

The District has a comprehensive Equal Employment Opportunity Plan which promotes diversity and nondiscriminatory practices ([IIIA12<sup>13</sup>](#)).

## Analysis and Evaluation

SDCC meets this Standard. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

The College has an active Diversity Committee which fosters a campus environment that welcomes and respects diversity ([IIIA12<sup>6</sup>](#)). The Diversity Committee meets twice per month each academic semester and conducts diversity events ([IIIA12<sup>14</sup>](#)), shares best practices & educational resources ([IIIA12<sup>15</sup>](#), [IIIA12<sup>16</sup>](#)), and conducts the campus climate surveys ([IIIA12<sup>17</sup>](#)). The Committee's five-point plan and charge creates a shared vision for the campus's collaborative and diverse work environment. The College also offers SafeZone training to all staff, providing education and resources developing sensitivity for the LGBTQ community and students in the classroom. All activities and trainings are assessed regularly using assessment tools through the Flex Office.

As the College is committed to creating and maintaining an environment that supports diversity, faculty and staff participate in training in the prevention of discrimination, harassment, and retaliation in the workplace. This training provides faculty and staff with information and techniques that support the diverse student population served by the community college. Faculty and staff sitting on hiring committees receive training that speaks to the importance of a diverse workforce, bias awareness, and cultural competence.

The 2015-2016 Student Feedback survey indicates 76% of respondents agree that their experience at SDCC has given them a better understanding and appreciation of diversity ([IIIA12<sup>18</sup>](#)). The 2015-2016 Employee Feedback Survey shows that 77% of respondents agree with the statement, "Policies and practices of the college clearly demonstrate commitment to equity and diversity" ([IIIA12<sup>19</sup>](#)).

In addition to the City College Diversity Committee, the College also has a robust World Cultures Committee Program. Chaired by faculty, this committee oversees the World Cultures Educational Program on campus. The Mission of the Program is to increase the understanding, appreciation, and celebration of global human diversity on the SDCC campus and in the world. The very active and successful program exposes students, faculty, staff, and the community to a broad array of film, drama, literature, lectures, and music representative of the rich cultural diversity found around the globe and across people, groups, beliefs, traditions, customs, and the arts. It provides a forum for a rich medley of artists, musicians, singers, dancers, actors, writers, historians, spokespersons for numerous causes, athletes, and educators representing diverse cultures each Fall and Spring semester ([IIIA12<sup>20</sup>](#)).

The College actively pursues social justice, equity, and supporting diversity throughout all avenues. Through compliance with Title IX and ongoing trainings for students and staff the campus ensures that all students and staff are treated fairly and equitably.

### III.A.13

The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

#### **Evidence of Meeting the Standard**

SDCC upholds the written code of ethics established by the District. The District has long had policies that address professional ethics. These may differ slightly from group to group and in some cases have been developed according to underlying subject matter. The District has adopted BP 4460, *Conflict of Interest* and AP 4460.2, *Conflict of Interest* ([IIIA13<sup>1</sup>](#); [IIIA13<sup>2</sup>](#)). These policies and procedures apply to all District employees and specify activities which are inconsistent, incompatible, or conflicting with an employee's duties and require action by supervisory/management personnel. The District also established and adopted BP 7150, *Civility and Mutual Respect* ([IIIA13<sup>3</sup>](#)), which applies to all members of the District community. The policy describes what types of behavior is unacceptable and unethical and how it will be addressed. The AFT Guild College Faculty Agreement, Appendix 1 ([IIIA13<sup>4</sup>](#)), includes a code of Professional Ethics specific to all faculty members. The Board of Trustees has also adopted a code of ethics specific to its members, BP 2715, *Code of Ethics/Standard of Practice* ([IIIA13<sup>5</sup>](#)). The Vice Chancellor of Human Resources has drafted a general formal centralized written code of professional ethics for all personnel. The draft policy is currently proceeding through the participatory governance review and approval process ([IIIA13<sup>9</sup>](#)).

Professional ethics are also integrated into the District's hiring processes. All screening committees include an EEO Representative who is responsible to ensure that the screening committee members engage in the screening process in accordance with appropriate professional ethical standards. In addition, all members of the screening committee must be EEO certified and have taken EEO training within the past three years ([IIIA13<sup>6</sup>](#)).

Professional ethics are also addressed through professional development workshops, which have included Workplace Ethics, and MEET on Common Ground: Respect in the Workplace. The College has a rich history of supporting professional ethics among all of its personnel ([IIIA13<sup>7</sup>](#)).

#### **Analysis and Evaluation**

SDCC meets this Standard. The policies and practices of the College reflect a strong commitment to upholding a code of professional ethics for all its personnel. The written code of professional ethics codifies the practices of the campus. The 2015 Employee Feedback Survey, indicated that the majority of personnel believe that they are treated with respect ([IIIA13<sup>8</sup>](#)).

The Vice Chancellor of Human Resources is in the process of drafting a formal centralized written code of professional ethics for all personnel ([IIIA13<sup>9</sup>](#)).

### III.A.14

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

### **Evidence of Meeting the Standard**

SDCC provides numerous appropriate opportunities for professional development that are consistent with the College's mission and based upon evolving pedagogy, technology, and learning needs of personnel at all levels.

The College offers an Instructional Improvement Program (Flex) available to all contract and adjunct faculty and staff. The Flex Committee oversees the Flex calendar and provides the opportunity for faculty and staff to participate in planning activities ([IIIA14<sup>1</sup>](#)). The Office of Instruction oversees the Flex Program and activities, assisting with scheduling, registration, and evaluation of all Flex Trainings.

Evaluation of professional development opportunities is also addressed in the Employee Feedback Survey (items #61 and 62). In addition to campus flex events, the District provides funds for travel and conference for faculty and staff, as well as multiple workshop and training opportunities on campus and at the District. One example is the EEO Diversity Training for Screening Committees, held on campus every semester ([IIIA14<sup>2</sup>](#)). The District Budget Model allocates a specific amount of funds for faculty travel to conferences based on the College's FTES allocation ([IIIA14<sup>3</sup>](#)). The campus has a Travel Committee composed of faculty. The Travel Committee is responsible for evaluating all faculty travel requests and then awarding funds accordingly based on criteria established by the committee ([IIIA14<sup>4</sup>](#)).

In support of the vision of the Chancellor and Board of Trustees for succession planning and continuity of leadership for the future of the District, San Diego Community College District's 2009-2012 Strategic Plan stated as Strategic Goal #4: Establish Leadership Development Program/Academy in support of succession planning. The Strategic Plan Annual Update – 2010 stated for Goal #4: The establishment of the Professional Development Office has resulted in a number of initiatives related to staff development and succession planning ([IIIA14<sup>5</sup>](#); [IIIA14<sup>6</sup>](#)).

The District's 2013-2017 Strategic Plan states as Strategic Goal #2: Strengthen our institutional effectiveness through innovation, continuous process and systems improvement, staff development, and enhanced internal collaboration. This Strategic Goal has as one of its specific objectives to "expand the continuum of professional development opportunities for all faculty, staff, and administrators to be best prepared to respond to the evolving student needs and measures of student success" ([IIIA14<sup>7</sup>](#)).

The District has put this objective into action by creating the Leadership Development Academies in 2009. These Academies continue to offer training in communication, self-management, leadership, team-building, time-management, diversity and inclusion, conflict management, ethics, strategic thinking and planning, and performance management. Four versions of the Academies are specifically designed for: Management, Supervisors, Classified Staff, and Faculty ([IIIA14<sup>8</sup>](#); [IIIA14<sup>9</sup>](#); [IIIA14<sup>10</sup>](#); [IIIA14<sup>11</sup>](#)).

The District Board of Trustees Self-Evaluation and Accomplishments for 2014-2015 outlines in further detail the District's accomplishments in relation to its commitment to professional development, through its leadership development and succession planning, with 360 graduates of

the Leadership Academies to date. In addition, the Leadership Academy Mentoring Program has created 34 successful teams of mentors and mentees to further enhance graduates professional development ([IIIA14<sup>12</sup>](#)).

In addition to the Leadership Development Academies, training is available to all employees online through the Keenan SafeColleges website. The District has partnered with Keenan as a training provider for OSHA-approved courses, inter-personal and work related courses, sexual harassment prevention training, and many more. Employees have free access to these courses ([IIIA14<sup>13</sup>](#)).

Individual workshops are also provided to respond to specific departmental needs such as computer training, evolving pedagogy, learning needs, health improvement workshops, communication, and customer service ([IIIA14<sup>14</sup>](#)).

In addition to training sponsored by the District, staff members are offered a tuition reimbursement program as well as educational incentive for completing higher education courses.

Faculty are offered a Professional Development program that supports sabbatical leave for research, classes, travel, or other work to enhance their knowledge in their discipline. Professional Development may also be sought by Faculty members through Travel and Conference addressed in Section 18.3 of the AFT Guild Faculty Agreement. Professional Development for Continuing Education Adjunct Faculty is outlined in Section 18.6 of the AFT Guild Faculty Agreement. Article VIII, Section A4.3, outlines salary step and class movement based on successfully completed Educational Plans. Article VIII, Section A4.4 outlines salary class advancement based on an approved professional development plan ([IIIA14<sup>15</sup>](#); [IIIA14<sup>16</sup>](#)).

### **Analysis and Evaluation**

SDCC has comprehensive professional development opportunities sufficient to meet this Standard. The Employee Feedback Survey Report of 2015 indicates that a majority of respondents agree that the College provides ample opportunities for professional development ([IIIA14<sup>17</sup>](#)). However, the percentage of respondents in agreement has declined slightly over the past three survey cycles. In order to improve coordination, quantity, and quality of professional development activities, a campus professional development coordinator was identified in 2016. This position was restructured to provide additional professional development services to the campus.

### **III.A.15**

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

### **Evidence of Meeting the Standard**

SDCC has provisions for the security and confidentiality of personnel records through the support of the District. In accordance with California Education Code (§87031) and California Labor Code (§1198.5), every employee has a right to inspect his/her personnel records. In

addition, employees have a right to be notified of and to review and comment on information which is added to their permanent personnel file ([IIIA15<sup>1</sup>](#); [IIIA15<sup>2</sup>](#)).

The District secures and keeps confidential all personnel records. The Director of Employee Services is responsible for safekeeping the District's personnel records in the Payroll Office of the District Human Resources Department. A personnel file is maintained on each employee in a secure, locked room in the Payroll Office. Information contained within the personnel file is considered confidential and as such is shared only as required and to those with a need to access such information. The personnel file room is open to Human Resources/ Payroll Department employees from 8:00 a.m. through 5:00 p.m. during the work week and remains locked during all other times.

Faculty evaluations are maintained on campus and are kept secured. Consistent with Education Code Section 87031, every employee has the right to inspect personnel records pursuant to Section 1198.5 of the Labor Code. College administrators oversee the security and confidentiality of all staff and faculty records or portfolios at the local level.

All personnel files are kept in confidence and are available for inspection only to authorized administrative employees of the District when necessary in the proper administration of the District's affairs or supervision of the employee. Employees must initiate this process with a request for an appointment to view their file by contacting the Payroll Department. During the appointment, a member of the Payroll Department inspects the file with the employee, and copies can be requested at this time. In addition, the District has agreements with its bargaining units regarding provisions for employees to view their files. This process works well for the employees of the District. Every effort is made to secure and keep confidential District personnel files. The language addressing the maintenance of personnel file content and access are addressed in each of the District's Classification Collective Bargaining Agreements ([IIIA15<sup>3</sup>](#); [IIIA15<sup>4</sup>](#); [IIIA15<sup>5</sup>](#); [IIIA15<sup>6</sup>](#); [IIIA15<sup>7</sup>](#); [IIIA15<sup>8</sup>](#)).

Procedures exist in the Human Resources Desk Manual for inspection of the file by those administrative employees with a need to inspect and for employees to access their personnel file. Checks and balances remain in place to assure the integrity of the file.

Faculty evaluations are maintained on campus and are kept locked in the Vice President of Instruction and/or Vice President of Student Services Offices. Classified and Supervisor evaluations are housed within the Campus Business Services Office. All Administrator and executive management evaluations are housed at the District Office.

### **Analysis and Evaluation**

SDCC meets this Standard. District practices are sufficient to maintain the security and confidentiality of personnel records as required by law. In addition, the District has agreements with its bargaining units regarding provisions for employees to view their files. Employees must initiate this process by requesting an appointment to view their file. During the appointment, a member of the Payroll Department inspects the file with the employee, and copies can be requested at this time. Only individuals authorized by employees may review personnel files, unless otherwise noted in the collective bargaining agreements ([IIIA15<sup>3</sup>](#); [IIIA15<sup>4</sup>](#)). The Office of

Human Resources is secure in that it may not be accessed by employees other than staff from the Office of Human Resources.



## Standard III.A Evidence

### III.A.1

- [III.A1<sup>1</sup>](#) AP 4001.1 – Personnel Administration
- [III.A1<sup>2</sup>](#) BP 7120 – Recruitment and Hiring
- [III.A1<sup>3</sup>](#) Equal Employment Opportunity Plan
- [III.A1<sup>4</sup>](#) Human Resources Processes Training
- [III.A1<sup>5</sup>](#) HR Training – Fill an Existing Position Flow Chart
- [III.A1<sup>6</sup>](#) HR Training – Creating a New Position – No Fiscal Impact Flow Chart
- [III.A1<sup>7</sup>](#) HR Training – Reestablishing a Defunded Position – Fiscal Impact Flow Chart
- [III.A1<sup>8</sup>](#) HR Training – NANCE Hiring Process Flow Chart
- [III.A1<sup>9</sup>](#) HR Search Committee Manual
- [III.A1<sup>10</sup>](#) AP 4200.1 – Employment of College Faculty
- [III.A1<sup>11</sup>](#) AP 4200.5 – Continuing Education Contract Faculty Hiring Procedure
- [III.A1<sup>12</sup>](#) Education Code 87359
- [III.A1<sup>13</sup>](#) Assembly Bill 1725 (1988)
- [III.A1<sup>14</sup>](#) AP 7211 – Equivalency Determination Procedure
- [III.A1<sup>15</sup>](#) National Association of Credential Evaluation Services (NACES)
- [III.A1<sup>16</sup>](#) AP 4200.2 – Employment of Instructional Staff – Adjunct
- [III.A1<sup>17</sup>](#) BP 7230 – Classified Employees
- [III.A1<sup>18</sup>](#) Management Employees Handbook
- [III.A1<sup>19</sup>](#) Resource Allocation Formula (RAF)
- [III.A1<sup>20</sup>](#) SDCCD HR Classification Descriptions
  - Contract Instructor – College
  - Temporary Hourly Instructor – College
  - Labor Relations Analyst
  - Facilities Supervisor – Custodial I
  - Community College Police Officer Trainee
  - Administrative Technician
  - Director, Employee Relations
  - Vice President, Student Services
- [III.A1<sup>21</sup>](#) SDCCD Job Postings
  - History Contract Instructor – College Credit
  - Instructional Lab Technician
  - Vice President, Instruction
  - Student Services Assistant
- [III.A1<sup>22</sup>](#) California Community College Registry
- [III.A1<sup>23</sup>](#) AFT Classified Staff Bargaining Unit
- [III.A1<sup>24</sup>](#) City Employee Feedback Survey 2015, Results # 20, 57-58

### III.A.2

- [III.A2<sup>1</sup>](#) BP 7120 Recruitment and Hiring
- [III.A2<sup>2</sup>](#) State Minimum Qualifications Handbook
- [III.A2<sup>3</sup>](#) SDCCD Job Postings
- [III.A2<sup>4</sup>](#) AP 7211 Equivalency Determination Procedure
- [III.A2<sup>5</sup>](#) AP 4200.1 Employment of College Faculty



- [IIIA2<sup>6</sup>](#) AP 4200.5 Continuing Education Contract Faculty Hiring Procedure
- [IIIA2<sup>7</sup>](#) AP 4200.2 Employment of Instructional Staff - Adjunct
- [IIIA2<sup>8</sup>](#) Online Faculty Certification Program
- [IIIA2<sup>9</sup>](#) Online Learning Pathways Instructional Design and Distance Ed Guidelines
- [IIIA2<sup>10</sup>](#) Sample Supplemental Questions
- [IIIA2<sup>11</sup>](#) Sample Interview Questions
- [IIIA2<sup>12</sup>](#) Sample Application Screening Sheet
- [IIIA2<sup>13</sup>](#) Sample Interview Scoring Sheet
- [IIIA2<sup>14</sup>](#) AFT Contract Sabbatical & Travel Instructions
- [IIIA2<sup>15</sup>](#) Travel Committee Instruction

### **III.A.3**

- [IIIA3<sup>1</sup>](#) SDCCD Job Postings
- [IIIA3<sup>2</sup>](#) BP 7120 Recruitment and Hiring
- [IIIA3<sup>3</sup>](#) BP 7250 Educational Administrators
- [IIIA3<sup>4</sup>](#) BP 7260 Classified Supervisors and Managers
- [IIIA3<sup>5</sup>](#) Management Employees Handbook
- [IIIA3<sup>6</sup>](#) National Association of Credential Evaluation Services (NACES)
- [IIIA3<sup>7</sup>](#) Sample Academic Administrator Paper Screening Criteria Form
- [IIIA3<sup>8</sup>](#) Sample Academic Administrator Interview Questions
- [IIIA3<sup>9</sup>](#) SDCCD Hiring Process Guidelines
- [IIIA3<sup>10</sup>](#) Sample City College Hiring Process Timeline

### **III.A.4**

- [IIIA4<sup>1</sup>](#) SDCCD Job Postings
- [IIIA4<sup>2</sup>](#) National Association of Credential Evaluation Services (NACES)
- [IIIA4<sup>3</sup>](#) Minimum Qualifications for Faculty and Administrators in California Community Colleges, Page 14
- [IIIA4<sup>4</sup>](#) BP 7120 Recruitment and Hiring
- [IIIA4<sup>5</sup>](#) U.S. Department of Education Database of Accredited Postsecondary Institutions and Programs
- [IIIA4<sup>6</sup>](#) Education Code 87359
- [IIIA4<sup>7</sup>](#) Assembly Bill 1725 (1988)
- [IIIA4<sup>8</sup>](#) Application for Equivalency Determination
- [IIIA4<sup>9</sup>](#) Online Learning Pathways Instructional Design and Distance Ed Guidelines
- [IIIA4<sup>10</sup>](#) Online Faculty Certification Program
- [IIIA4<sup>11</sup>](#) Minimum Qualifications for Faculty and Administrators in California Community Colleges

### **III.A.5**

- [IIIA5<sup>1</sup>](#) Article XV – Evaluation of Faculty of the AFT Guild, Local 1931 American Federation of Teachers AFL-CIO Faculty Agreement
- [IIIA5<sup>2</sup>](#) Article XVI - Evaluation of the AFT Guild, Local 1931 American Federation of Teachers AFL-CIO Classified Staff Bargaining Unit Agreement
- [IIIA5<sup>3</sup>](#) Performance Appraisal Report Form with Criteria – Self Evaluation
- [IIIA5<sup>4</sup>](#) Performance Appraisal Report Form with Criteria – Managers Supervisors

- [IIIA5<sup>5</sup>](#) Chapter XVIII – Performance Evaluation of the Supervisory and Professional Administrators Association Handbook
- [IIIA5<sup>6</sup>](#) Supervisory and Professional Administrators Association Evaluation Form
- [IIIA5<sup>7</sup>](#) Chapter XVII – Manager Evaluations of the Management Employees Handbook Appendix 4-A
- [IIIA5<sup>8</sup>](#) Chapter XVII – Manager Evaluations of the Management Employees Handbook Appendix 4-B
- [IIIA5<sup>9</sup>](#) 2015 Employee Feedback Survey, Results # 20 and 59
- [IIIA5<sup>10</sup>](#) Article XV – Evaluation of Faculty of the AFT Guild, Local 1931 American Federation of Teachers AFL-CIO Faculty Agreement with Appendixes
- [IIIA5<sup>11</sup>](#) Article XVI – Evaluation of the AFT Guild, Local 1931 American Federation of Teachers AFL-CIO Classified Staff Bargaining Unit Agreement with Appendixes
- [IIIA5<sup>12</sup>](#) Chapter XVIII – Performance Evaluations of the Supervisory and Professional Administrators Association Handbook with Appendixes
- [IIIA5<sup>13</sup>](#) Chapter XVII – Manager Evaluations of the Management Employees Handbook with Appendixes

### **III.A.6**

- [IIIA6<sup>1</sup>](#) SLO & Program Review for Business Studies
- [IIIA6<sup>2</sup>](#) Article XV – Evaluation of Faculty of the AFT Guild, Local 1931 American Federation of Teachers AFL-CIO Faculty Agreement
- [IIIA6<sup>3</sup>](#) Article XV – Evaluation of Faculty of the AFT Guild, Local 1931 American Federation of Teachers AFL-CIO Faculty Agreement with Appendixes
- [IIIA6<sup>4</sup>](#) Chapter XVII - Management Feedback Survey Procedures Appendix 4-A
- [IIIA6<sup>5</sup>](#) Article XVII Appendix 3 Management Evaluation Form
- [IIIA6<sup>6</sup>](#) Chapter XVII - Management Feedback Survey Appendix 4-B
- [IIIA6<sup>7</sup>](#) Sample Course Student Evaluation
- [IIIA6<sup>8</sup>](#) Sample Course Syllabus

### **III.A.7**

- [IIIA7<sup>1</sup>](#) BP 7210 Academic Employees
- [IIIA7<sup>2</sup>](#) Education Code Section 87482.6
- [IIIA7<sup>3</sup>](#) Title 5, CCR Sections 51025 and 5330
- [IIIA7<sup>4</sup>](#) Faculty Obligation Number (FON) Report – Fall 2015
- [IIIA7<sup>5</sup>](#) Criteria for Hiring Full-Time Faculty
- [IIIA7<sup>6</sup>](#) List of Courses Offered Via Distance Education Mode

### **III.A.8**

- [IIIA8<sup>1</sup>](#) Administrative Procedure 4200.2 – Employment of Instructional Staff-Adjunct
- [IIIA8<sup>2</sup>](#) AFT-Guild, Local 1931 – Faculty
- [IIIA8<sup>3</sup>](#) College Faculty Appraisal Guide
- [IIIA8<sup>4</sup>](#) Spring 2016 All Adjunct Welcome and Orientation
- [IIIA8<sup>5</sup>](#) Adjunct Faculty Appraisal Forms from AFT Contract
- [IIIA8<sup>6</sup>](#) Travel & Conference Funds for Faculty from AFT Contract
- [IIIA8<sup>7</sup>](#) Employee Feedback Survey 2015, Results # 62 & 63

### **III.A.9**

- [III.A.9<sup>1</sup>](#) List of San Diego City College Staff & Degree Listing from SDCC Catalog
- [III.A.9<sup>2</sup>](#) BP 7120 Recruitment and Hiring
- [III.A.9<sup>3</sup>](#) BP 7230 Classified Employees
- [III.A.9<sup>4</sup>](#) EEO Mission Statement & Policies and Procedures
- [III.A.9<sup>5</sup>](#) National Association of Credential Evaluation Services (NACES)
- [III.A.9<sup>6</sup>](#) SDCCD Job Postings
- [III.A.9<sup>7</sup>](#) Resource Allocation Formula
- [III.A.9<sup>8</sup>](#) 2015 Employee Feedback Survey, Results # 37
- [III.A.9<sup>9</sup>](#) District Office Action Planning and Self-Assessment Program Review
- [III.A.9<sup>10</sup>](#) District Divisions/Departments Action Plans 2016-2017

### **III.A.10**

- [III.A.10<sup>1</sup>](#) List of San Diego City College Staff & Degree Listing from SDCC Catalog
- [III.A.10<sup>2</sup>](#) BP 7120 Recruitment and Hiring
- [III.A.10<sup>3</sup>](#) BP 7250 Educational Administrators
- [III.A.10<sup>4</sup>](#) BP 7260 Classified Supervisors and Managers
- [III.A.10<sup>5</sup>](#) Management Employees Handbook
- [III.A.10<sup>6</sup>](#) Management Leadership Development Academy Agenda
- [III.A.10<sup>7</sup>](#) San Diego City College President's Page

### **III.A.11**

- [III.A.11<sup>1</sup>](#) Policy and Procedure Review Flowchart
- [III.A.11<sup>2</sup>](#) District Governance Council Website
- [III.A.11<sup>3</sup>](#) Policies and Procedures Website
- [III.A.11<sup>5</sup>](#) BP 3410 Nondiscrimination
- [III.A.11<sup>6</sup>](#) AP 3410 Nondiscrimination
- [III.A.11<sup>7</sup>](#) BP 3430 Prohibition of Harassment
- [III.A.11<sup>8</sup>](#) AP 3435 Discrimination and Harassment Investigations
- [III.A.11<sup>9</sup>](#) AFT- Guild, Local 1931 - Faculty – Article IV – Grievance
- [III.A.11<sup>10</sup>](#) AFT-Guild, Local 1931 – Classified Staff – Article XXI – Grievance
- [III.A.11<sup>11</sup>](#) Association of Confidential Employees (ACE) Handbook –Chapter XVIII- Grievance Procedure
- [III.A.11<sup>12</sup>](#) POA -Police Officers Association – Article XIX – Grievance Procedure
- [III.A.11<sup>13</sup>](#) Supervisory and Professional Administrators Association (SPAA) Handbook –Chapter XVII Grievance Procedure
- [III.A.11<sup>14</sup>](#) Management Employees Handbook – Chapter XV Grievance Procedure
- [III.A.11<sup>15</sup>](#) Personnel Assignment Status Sheet (PASS)

### **III.A.12**

- [III.A.12<sup>1</sup>](#) EEO Training Schedule
- [III.A.12<sup>2</sup>](#) Human Resources Professional Development Website
- [III.A.12<sup>3</sup>](#) AFT-Guild, Local 1931 – Classified Staff – Article XV – Professional Growth, Sections 15.2 Educational Incentive Plan and 15.3 Tuition Reimbursement
- [III.A.12<sup>4</sup>](#) Employee Assistance Plan
- [III.A.12<sup>5</sup>](#) SDCC Flex Event Calendar April 2016

- [IIIA12<sup>6</sup>](#) College's Diversity Committee Website – City
- [IIIA12<sup>10</sup>](#) Annual College Demographics Fact Book – City
- [IIIA12<sup>11</sup>](#) EEO and Diversity for Screening Committees Training PowerPoint
- [IIIA12<sup>12</sup>](#) Quarterly Diversity Report
- [IIIA12<sup>13</sup>](#) SDCCD Equal Employment Opportunity Plan 2014-2017
- [IIIA12<sup>14</sup>](#) City College Diversity Committee Diversity Awareness Events
- [IIIA12<sup>15</sup>](#) City College Diversity Committee Hiring Best Practices
- [IIIA12<sup>16</sup>](#) City College Diversity Committee Educational Resources
- [IIIA12<sup>17</sup>](#) City College Diversity Committee Campus Climate Survey
- [IIIA12<sup>18</sup>](#) 2015 Student Feedback Survey, Results # 44
- [IIIA12<sup>19</sup>](#) 2015 Employee Feedback Survey, Results # 60
- [IIIA12<sup>20</sup>](#) Sample World Cultures Events Postcard

### **IIIA.13**

- [IIIA13<sup>1</sup>](#) BP 4460 Conflict of Interest
- [IIIA13<sup>2</sup>](#) AP 4460.2 Conflict of Interest
- [IIIA13<sup>3</sup>](#) BP 7150 Civility and Mutual Respect
- [IIIA13<sup>4</sup>](#) AFT Guild College Faculty Agreement, Appendix 1
- [IIIA13<sup>5</sup>](#) BP 2715 Code of Ethics & Standards of Practice
- [IIIA13<sup>6</sup>](#) EEO Hiring Committee Forms
  - EEO Representative Certification Form
  - EEO Rep's Checklist
  - EEO Rep Compliance Script
  - HR Confidential Statement Form
- [IIIA13<sup>7</sup>](#) Notice of EEO and Diversity Training for Screening Committees Announcement, EEO and Diversity for Screening Committees Training PowerPoint, Certificate of Completion Template evidence from the District
- [IIIA13<sup>8</sup>](#) 2015 Employee Feedback Survey
- [IIIA13<sup>9</sup>](#) Draft Policy of Code of Ethics

### **IIIA.14**

- [IIIA14<sup>1</sup>](#) SDCC Flex Committee Page
- [IIIA14<sup>2</sup>](#) SDCCD Professional Development Leadership Academies
- [IIIA14<sup>3</sup>](#) FY 2015-2016 Adopted Budget Model
- [IIIA14<sup>4</sup>](#) City College Travel Committee Forms & Travel Criteria
- [IIIA14<sup>5</sup>](#) SDCCD 2009-2012 Strategic Plan, Goal #4
- [IIIA14<sup>6</sup>](#) SDCCD Strategic Plan Annual Update-2010, Goal #4
- [IIIA14<sup>7</sup>](#) SDCCD 2013-2017 Strategic Plan
- [IIIA14<sup>8</sup>](#) Management Leadership Development Academy Agenda
- [IIIA14<sup>9</sup>](#) Supervisor Leadership Development Academy Agenda
- [IIIA14<sup>10</sup>](#) Classified Leadership Development Academy Agenda
- [IIIA14<sup>11</sup>](#) Faculty Leadership Development Academy Agenda
- [IIIA14<sup>12</sup>](#) The San Diego Community College District Board of Trustees Self-Evaluation and Accomplishments for 2014-2015
- [IIIA14<sup>13</sup>](#) Keenan Online Training Course List
- [IIIA14<sup>14</sup>](#) AFT Guild, Local 1931 Classified Staff - Article XV - Professional Growth

- [IIIA14](#)<sup>15</sup> AFT Guild, Local 1931 – Faculty - Articles VIII – Salary  
[IIIA14](#)<sup>16</sup> AFT Guild, Local 1931 - Faculty - Article XVII - Professional Development  
[IIIA14](#)<sup>17</sup> 2015 Employee Feedback Survey, Result # 61

### **IIIA.15**

- [IIIA15](#)<sup>1</sup> California Education Code 87031  
[IIIA15](#)<sup>2</sup> California Labor Code 1198.5  
[IIIA15](#)<sup>3</sup> AFT- Guild, Local 1931 - Faculty – Article XX – Personnel Files  
[IIIA15](#)<sup>4</sup> AFT-Guild, Local 1931 – Classified Staff – Article IV – Employee Rights, Section 4.1  
Personnel Files  
[IIIA15](#)<sup>5</sup> AFT Guild, Local 1931 Naval Technical Training Program (NTTP – San Diego) –  
Article VI – Unit Member Rights, Section 6.1 Personnel File  
[IIIA15](#)<sup>6</sup> Association of Confidential Employees (ACE) Handbook –Chapter II – Employee  
Rights, Section 2.1 Personnel Files  
[IIIA15](#)<sup>7</sup> POA -Police Officers Association – Article IV – Employee Rights, Section 4.1  
Personnel Files  
[IIIA15](#)<sup>8</sup> Supervisory and Professional Administrators Association (SPAA) Handbook –Chapter II  
– Employee Rights, Section 2.1 Personnel Files

## **III.B. Physical Resources**

### **III.B.1**

The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

#### **Evidence of Meeting the Standard**

SDCC works with the District to ensure safe and sufficient physical resources at all locations where SDCC offers courses, programs and learning support services. Physical resources are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

The District ensures that all institutions within the District are provided safe and sufficient physical resources necessary to execute their educational mission. This includes support for all modalities to include distance education. All facilities are constructed and maintained to assure access, safety, security and a healthful learning and working environment. Through the below activities both fiscal resources and the allocation of college police resources are leveraged in the most effective way possible.

The first is through the Management Services Council. This Council serves as the forum where district-wide staff meet to review matters concerned with the District's management services. Through these meetings, recommendations can be made to cabinet and other governance organizations regarding the allocation of resources to meet District requirements ([IIIB1<sup>1</sup>](#)).

The second is the use of Facility Master Plans. At the beginning of the District's bond capital improvement program, a Facility Master Plan was created for each campus. The Facility Master Plan identifies the facility requirements to meet the educational mission but is not directly linked to the campus Educational Master Plans. These plans, which were created with participation from faculty and staff have provided the blueprints for the facility modernization. Additionally, the plan looks at existing space utilization to ensure space is allocated to support programs and services. At the end of the bond program the new Facilities Master Plan will be tied to each campus's Educational Master Plan ([IIIB1<sup>2</sup>](#)).

The third is the bond capital improvement program mentioned above. This program allocated \$1.5 billion to build and renovate facilities to support the educational mission. This money, coupled with the Facilities Master Plan, allows the District to ensure that the facilities it builds are in compliance with all codes and regulations. In an effort to maintain transparency and keep the College's constituents informed, the Rainbow Report is provided as a quick reference document. The Rainbow Report is posted on the bond webpage and allows anyone who is interested in the progress of the College's bond projects to see the College's current status. Additionally, the District utilizes an American Disabilities Act Transition Plan created for the District to identify deficiencies that need to be addressed to ensure access the College's campuses ([IIIB1<sup>5</sup>](#); [IIIB1<sup>6</sup>](#)).

The fourth is through a district-wide security plan and annual safety report, which identifies measurable metrics, processes, and procedures to be assessed and followed to ensure the safety and security of all who frequent the campuses. The documents also offer a phased approach to further enhancing both safety and security. These documents identify areas of risk that need to be addressed. They also aid in mapping out plans to achieve improvements in the identified risk areas. These documents allow decision makers to evaluate information and make decisions that will facilitate the best allocation of resources ([IIIB1<sup>7</sup>](#), [IIIB1<sup>8</sup>](#)).

The fifth is the District safety website. In an effort to standardize the safety plans across the District, a comprehensive plan was developed that addressed District requirements as well as the unique activities that take place at each campus. The plan identifies policies and procedures that create a synergy of responsibilities and reporting across the District while recognizing the uniqueness of each campus. Additionally, the plan clearly identifies requirements necessary for an effective plan so that resources can be allocated properly. This website is overseen by the District Safety Coordinator ([IIIB1<sup>9</sup>](#)).

The sixth is through the automated work order process employed throughout the District, Megamation. This automated work order tool provides faculty and staff a portal to submit work orders and allows the facility staff to prioritize requirements based on established parameters. The highest priority is allocated to work orders that address issues that threaten life safety, and ensures there are always proper resources allocated to these types of issues ([IIIB1<sup>10</sup>](#)).

The seventh is through an annual inspection process for District offsite locations. This process was implemented this year for the College's offsite facilities, and provides a documented site visit to the College's active offsite locations ([IIIB1<sup>17</sup>](#)).

The District Office of Institutional Research and Planning collaborated with the Dean of Online and Distributed Learning to develop the online course satisfaction survey in 2012. Needs for equipment and other facilities to support online programs and services are identified through the established campus Program Review process. Additional evaluation of technology equipment needs to support distance education occurs with the regular update of the Institutional Technology Plan. Financial resources are available for the maintenance and upgrade/replacement of equipment in the Production Lab which supports faculty development of online courses ([IIIB1<sup>11</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard. Many mechanisms exist at both the College and District levels to ensure accessibility, safety, security, and healthful learning and working environments to remain in compliance with this Standard. These efforts are coordinated by several campus and district offices including Administrative Services, Facilities Services, Risk Management, College Police, Human Resources, and the Disabled Student Program.

Facilities are constructed to meet or exceed Division of State Architect standards which assure access, safety, and healthful environment. Additional building improvements or modifications are completed using standards for accessibility and safety ([IIIB1<sup>12</sup>](#); [IIIB1<sup>13</sup>](#)). The District Work Safety Plan identifies policies and procedures and clearly identifies requirements necessary for



an effective plan so that resources can be allocated properly ([IIIB1<sup>14</sup>](#)). The district-wide Safety and Security plan and annual safety report, identifies measurable metrics, processes and procedures to be assessed and followed to ensure the safety and security of all who frequent SDCC campuses. The documents also offer a phased approach to further enhancing both safety and security. These documents identify areas of risk that need to be addressed. They also aid in mapping out plans to achieve improvements in the identified risk areas. These documents allow the District Office to evaluate the information and make decisions that will facilitate the best allocation of resources.

The Employee Feedback Survey contains 15 items to assess the physical resources on campus. In all areas, the majority of the respondents agreed that SDCC physical resources are sufficient to meet the needs of the students and personnel, and constructed and maintained to ensure access, safety and a healthful learning environment. Moreover, when compared to results of previous survey cycles, survey results show an improvement in all areas. The Student Feedback Survey includes 8 items related to physical resources. As with the Employee Feedback Survey, the majority of respondents indicate satisfaction with physical resources with a noted improvement in all areas over the last 2 survey cycles. Results of the Online Student Feedback survey, reported in 2015, demonstrate that students believe equipment and resources for online courses are adequate. The majority of respondents agreed that they had a positive experience using the course tools in the learning platform ([IIIB1<sup>15</sup>](#); [IIIB1<sup>16</sup>](#)).

In 2015, the Vice President of Administrative Services hired an hourly Safety Officer to assist with safety efforts on campus including monthly fire extinguisher and AED checks, coordination with chemical and hazardous waste safety, and EOC resource management. In coordination with the District Safety & Security Master Plan, the College is developing a campus-wide camera plan to install cameras in public locations to improve awareness and assist College Police with the transient population ([IIIB1<sup>7</sup>](#)). The College has installed improved Access Control and remote locking capability in the newest project on campus, the C Building renovation. This improved access control will also be installed in the final bond projects including the A, D, & T renovation and Child Development Center ([IIIB1<sup>13</sup>](#)).

### **III.B.2**

The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

#### **Evidence of Meeting the Standard**

SDCC, in partnership with the District, continuously assesses the physical resources necessary to accomplish its educational mission. This assessment includes the planning, acquisition, construction, maintenance, refurbishing and replacement of physical resources. The assessment looks at facilities, equipment, land and other assets in a manner that assures effective utilization and the continued quality necessary to support services and programs to achieve the College's educational mission. The bond program has delayed the need for a comprehensive equipment replacement plan because the bond provided new equipment throughout the district. As this



equipment ages, the District is in the process of formalizing a more sustainable equipment replacement strategy. This is accomplished in many ways.

The first is through the Management Services Council. This Council serves as the forum where district-wide staff meet to review matters concerned with the District's management services. Through these meetings, recommendations can be made to cabinet and other governance organizations regarding the allocation of resources to meet the District's upgrade and replacement needs ([IIIB2<sup>1</sup>](#)).

The second is the use of campus facility master plans. At the beginning of the District's bond capital improvement program, a facility master plan was created for each campus. The facility master plan identifies the facility requirements to meet the educational mission but is not directly linked to the campus Educational Master Plans. These plans were created with participation from faculty and staff and have provided the blueprints for the facility modernization. Additionally, the plans look at existing space utilization to ensure space is allocated to support programs and services. At the end of the bond program, the new facilities master plans will be tied to each campus Educational Master Plan. The plan, when coupled with each campus' master education plan, provides the road map for success to meet current and future educational goals ([IIIB2<sup>2</sup>](#)).

The third is the bond capital improvement program mentioned above. This program allocated \$1.5 billion to build, renovate and provide equipment for facilities to support the District's educational mission. The bonds provide the fiscal resources which, coupled with the facilities master plan, allow the District to ensure that the facilities it builds and outfits with equipment are in compliance with all codes, regulations, services and program requirements ([IIIB2<sup>5</sup>](#)).

The fourth is the District's five-year capital improvement plan. Required by the State Chancellor's Office, this plan highlights the District's planned capital improvements over the next five years. Currently this plan highlights the bond program's planned five-year outlook. The District submits this plan every year to the state, but because of the bond capital improvement program, eligibility for additional state funding associated with the five-year capital improvement plan is limited. The resources allocated for capital improvement are exercised by the Vice Chancellor of Facilities Management ([IIIB2<sup>6</sup>](#)).

The fifth method is the state scheduled maintenance program. This program allocates state resources to scheduled maintenance requirements levied by the District. Each year the District submits to the State Chancellor's Office a list of scheduled maintenance projects that it would like to accomplish in the coming year. Most years funding is allocated to the District to support its scheduled maintenance efforts. Though these resources are limited, the District is successful at providing the proper resource allocations to maintain and replace assets as required ([IIIB2<sup>7</sup>](#); [IIIB2<sup>8</sup>](#)).

The sixth item is the operations and maintenance outlook. This document is updated annually and projects future operational cost based on assigned parameters that ensure the District is getting the best value for the resources it allocates. The District uses the Association of Physical Plant Administrators (APPA) metrics and standard when evaluating programs. This is most evident in the analysis of custodial manning levels. Additionally, an annual survey is sent out to

the community college population which allows direct feedback on the effectiveness of maintenance efforts and operations ([IIIB2<sup>9</sup>](#)).

The seventh item is the District Equipment Replacement Plan. Because the plan is in its early stages, the immediate funding available to support equipment replacement has been one-time money from the state which is allocated to each campus to offset the cost of their instructional equipment. The plan will continue to be developed through the governance process ([IIIB2<sup>8</sup>](#)).

The College does not maintain equipment for distance education purposes other than general use and access student computers (maintenance and processes are outlined above). Access to distance education classes is provided through computer labs on each campus. Student access computers follow the same maintenance and processes as outlined above. The institution contracts with Blackboard, a learning management system for distance education. Blackboard was selected by the Districtwide Distance Education Steering Committee (DDESC) after a year-long process of review and testing at each of the campuses. The contract with Blackboard includes managed hosting whereby Blackboard has its own servers and schedules its own maintenance. SDCCD, through the IT department, uploads selected student and course information. In this way, students' privacy is protected.

The process for selecting Blackboard included DDESC discussions, selection of pilot faculty, meetings with stakeholders, meetings with District IT personnel, and review and testing of the selected host. DDESC and SDCCD Online Learning Pathways periodically reviews the performance of Blackboard during its monthly meetings ([IIIB2<sup>10</sup>](#); [IIIB2<sup>11</sup>](#); [IIIB2<sup>12</sup>](#); [IIIB2<sup>13</sup>](#)).

To ensure that program and service needs determine equipment and maintenance needs, SDCC updates its Educational Master Plan through the Master Planning, Assessment, and Resource Oversight Committee (MPAROC) (as described in Standard I). This practice allows for an update to the Facilities Master Plan to evaluate needs and determine if there are new or emerging facility needs or requirements.

Evaluation of the effectiveness of facilities and equipment to meet the needs of programs and services occurs through the use of survey instruments, including the Point of Service Surveys which address safety, buildings, etc. Additionally, the Employee Feedback Survey and the Student Feedback Survey provide the opportunity for personnel and students to rate satisfaction with facilities, equipment, and other physical resources. The Review of Services Committee meets monthly to review and collaborate on issues related to facilities, maintenance, security, health & Safety, and other services on campus ([IIIB2<sup>13</sup>](#)).

The Institutional Technology Plan is updated and reviewed annually. The process of the annual review includes a review of technology infrastructure needed to support distance education students and services.

### **Analysis and Evaluation**

SDCC meets this Standard. SDCC has sufficient policies, procedures and practices to meet this standard. The five-year capital improvement plan highlights the bond program's planned five-

year outlook. State funding from the five-year capital improvement plan, coupled with the bond capital improvement program, provides sufficient funds to meet the needs of SDCC. The Operations and Maintenance Outlook document is updated annually and projects future operational cost based on assigned parameters. Several individual departments with identified higher risk exposure also carry out routine inspections of facilities and equipment in their respective areas for repair and maintenance. These areas include Physical Education, Child Care Center, and the Sciences.

The Employee Feedback survey report of 2015 indicates an overall satisfaction with the facilities on the SDCC campus. In particular, the responses to item #67 of the survey, “Student learning and support needs are central to the planning, development, and design of new facilities” is agreed upon by the majority of respondents. The slight decrease in agreement from previous survey cycles corresponds with a time frame of reduced building and renovation than in previous cycles. The Student Feedback survey contains 8 items assessing Student Feedback with physical resources. In all items, students agree that physical resources are adequate for instruction and study space. Additionally, students agree that grounds and building interiors and exteriors are adequately maintained, exterior lighting is adequate, and building and direction signs are helpful. In all areas, there has been an increase of 8-18% over the past two survey cycles ([IIIB2<sup>14</sup>](#); [IIIB2<sup>15</sup>](#)).

### **III.B.3**

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

#### **Evidence of Meeting the Standard**

SDCC coordinates its efforts with the District to ensure that the feasibility and effectiveness of physical resources support the College’s educational mission and institutional programs and services. The District is a complex organization in a very dynamic environment. In order to ensure accomplishment of its educational mission, the District uses data driven tools to provide critical information to decision makers. In its continual assessment of physical resources, the District uses established metrics to measure its effectiveness and a process using total cost of ownership ideals to establish the feasibility of resource allocation. This includes support for all modalities to include distance education and all levels of courses taught. This is accomplished in many ways.

The first is through the Management Services Council. This Council serves as the forum where district-wide staff meet to review matters concerned with the District’s management services. Through these meetings, recommendations can be made to Cabinet and other governance organizations regarding the allocation of resources to meet District requirements ([IIIB3<sup>1</sup>](#)).

The second is through the automated work order process employed throughout the District: Megamation. This automated work order tool provides faculty and staff a portal to submit work orders and allows the facility staff to prioritize requirements based on established parameters.

The highest priority is allocated to work orders that address issues that threaten life safety, and the process ensures there are always proper resources allocated to these types of issues ([IIIB3<sup>2</sup>](#)).

The third method is the state scheduled maintenance program. This program allocates state resources to scheduled maintenance requirements levied by the District. Each year the District submits to the State Chancellor's Office a list of scheduled maintenance projects that it would like to accomplish in the coming year. Most years, funding is allocated to the District to support its scheduled maintenance efforts. Though these resources are limited, the District is successful at providing the proper resource allocations to maintain and replace assets as required ([IIIB3<sup>3</sup>](#)).

The fourth item is the operations and maintenance outlook. This document is updated annually and projects future operational cost based on assigned parameters that utilize principles that ensure the District's assessment includes all identifiable costs. Additionally, the District uses the Association of Physical Plant Administrators (APPA) metrics and standards when evaluating its programs, and conducts an annual survey which is sent out to the community college population to allow direct feedback on the effectiveness of its maintenance efforts ([IIIB3<sup>4</sup>](#)).

The fifth is the District Services Survey that is sent out on an annual basis. This survey allows the campus population to respond to a series of questions, the answers to which allow the District to assess its effectiveness at accomplishing its service mission and provide a metric to base resource allocation ([IIIB3<sup>5</sup>](#)).

Individual program and department space and equipment needs including utilization, are developed in department meetings and roll into area and unit plans on an annual basis. This information is reviewed during the Program Review process, including equipment needs for course offerings in the online format. These requests are addressed through the Campus Resource Allocation process, as discussed in detail in Standard III.D.3. Facilities equipment replacement is evaluated using work order data summaries, repair histories, and District Service Center unit plans.

### **Analysis and Evaluation**

SDCC meets this Standard. Existing processes and practices are sufficient to meet this Standard. When processing work order requests, the highest priority is allocated to work orders that address issues that threaten life safety, thus ensuring there are adequate resources allocated to these types of issues.

The District plans and evaluates facilities in respect to the Facilities Master Plan with information and data from the Educational Master plan as well as information from individual programs, departments, and divisions. Program, department, division, and area equipment evaluation is ongoing and conducted at the appropriate organizational level. Prioritization of requests is completed as a part of the annual planning and budget process at the campus level. Annual unit plans, developed to align with annual planning priorities and strategic goals, are the conduit for departments for requesting equipment necessary to support programs. These equipment requests are prioritized by the Information Technology Council and shared with the Resource Allocation Committee ([IIIB3<sup>6</sup>](#); [IIIB3<sup>7</sup>](#)). Workplace Inspection Forms and Lab

Inspection Forms are completed annually. These are facilitated by the Vice President of Administrative Services Office ([IIIB3<sup>8</sup>](#); [IIIB3<sup>9</sup>](#)).

The District also has a Risk Management Department that performs ergonomic assessments for all employees to ensure that safe, healthy, and functioning equipment and work environments are maintained (See SDCCD Ergonomic Program and Website for evidence in Flash Drive).

The Employee Feedback survey contains items used to assess how well SDCC plans and evaluates its facilities and equipment. Items 64-66 address technology resources, and 67-72 address physical resources. Responses to all items reflect an overall satisfaction of the respondents related to facilities and equipment ([IIIB3<sup>10</sup>](#)).

### **III.B.4**

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

#### **Evidence of Meeting the Standard**

SDCC maintains long-range capital plans that support institutional improvement and reflect total cost of ownership of new facilities and equipment. Long range capital plans are developed by the District for SDCC. The District utilizes a facility master plan to help guide resource allocation. This includes support for all modalities to include distance education. The Facilities Master Plan, when coupled with the individual campus Educational Master Plans, provides a framework for long range capital planning. Once an agreed upon direction is approved, a cost analysis is conducted. The District uses processes and procedures that ensure it captures all related cost so an informed decision can be made. The Board of Trustees through its Sustainability Policy promotes this type of sustainable activity. In principle, the following have been examined:

#### **Purchase Cost + Maintenance Cost + Hidden Cost = Actual Cost**

Some of the hidden costs are listed below:

- **Acquisition costs:** the costs of identifying, selecting, ordering, receiving, inventorying, or paying for something.
- **Upgrade / Enhancement / Refurbishing costs**
- **Reconfiguration costs**
- **Set up / Deployment costs:** the costs of configuring space, transporting, installing, setting up, and integrating with other assets, outside services
- **Operating costs:** for example, human (operator) labor, or energy/fuel costs
- **Change management costs:** costs of user orientation, user training, and workflow/process change design and implementation
- **Infrastructure support costs:** costs brought by the acquisition for heating/cooling, lighting, or IT support
- **Environmental impact costs:** costs of waste disposal/clean up, pollution control, or the costs of environmental impact compliance reporting
- **Insurance costs**
- **Security costs**

- **Physical security:** security additions for a building, including new locks, secure entry doors, closed circuit television, and security guard services
- **Electronic security:** security software applications or systems, offsite data backup, disaster recovery services, etc.
- **Financing costs:** loan interest and loan origination fees
- **Disposal / Decommission costs**
- **Depreciation expense tax savings (a negative cost)**

Additionally, long term planning and the allocation of physical resources are compared to the sustainability goals established by the District. This is accomplished in many ways.

The first is the use of campus facility master plans. At the beginning of the District's bond capital improvement program, a Facility Master Plan was created for each campus. The Facility Master Plan identifies the facility requirements to meet the educational mission but is not directly linked to the campus Educational Master Plans. These plans, which were created with participation from faculty and staff, have provided the blueprints for the facility modernization that has occurred throughout the District. At the end of the bond program, the new Facilities Master Plan will be tied to each campus Educational Master Plan ([IIIB4<sup>1</sup>](#)).

The second is the District's five-year capital improvement plan. Required by the State Chancellor's Office, this plan highlights the District's planned capital improvements over the next five years. Normally when this plan is created, it uses data-driven metrics to identify projects. Currently, this plan highlights the bond program's planned five-year outlook. Because of the bond capital improvement program, eligibility for additional state funding associated with the five-year capital improvement plan is limited ([IIIB4<sup>4</sup>](#); [IIIB4<sup>5</sup>](#)).

The third item is the operations and maintenance outlook. This document is updated annually and projects future operational cost based on assigned parameters that ensure all costs are identified. Additionally, the District uses the Association of Physical Plant Administrators (APPA) metrics and standards when evaluating its programs and conducts an annual survey, which is sent out to the community college population to allow direct feedback on the effectiveness of maintenance efforts ([IIIB4<sup>6</sup>](#)).

The fourth item is the District Equipment Replacement Plan. Because the plan is in its early stages, the immediate funding available to support equipment replacement has been one-time money from the state which is allocated to each campus to offset the cost of its instructional equipment. The plan will continue to be developed through the governance process ([IIIB4<sup>9</sup>](#)).

Long-range capital planning begins with updating the Facilities Master Plan with updated information from the Education Master Plan, and Strategic Goals. The Facilities Master Plan (FMP) was completed for the College in 2005. This plan maps all of the bond construction for the campus until the end of the bond life, the year 2020. The College also has a Precise Plan developed in 2008 that compliments the Master Plan and refines the more generalized Master Plan providing a specific project development strategy ([IIIB4<sup>1</sup>](#)). This District will revise all campus Facilities Master Plans once the bond construction has been completed.



### **Analysis and Evaluation**

SDCC meets this Standard. Long-range capital planning, relying on the EMP and FMP, supports informed decision-making regarding facilities and instructional equipment designed to meet institutional goals. The project lists for the Capital Improvement Bond Measures were developed from these plans. Through the annual planning and budget process, departments are required to provide ongoing cost estimates as part of funding requests when applicable to provide a clearer representation of total cost; this includes scheduled maintenance for equipment. The District uses a broad definition of cost of ownership including staffing, supplies, equipment, maintenance, and replacement, utilities, and supplies. The newest buildings on campus as well as the modernization projects completed with Bonds S & N include LEED certification and building efficiencies intended to lower the operation costs of the buildings.

While individual departments and programs may understand replacement timelines, repair intervals, and estimated costs, funding is not available to meet all campus needs. Additional staffing, especially custodial staffing, is necessary to maintain the facilities expansion. The Information Technology Council (ITC) prioritizes equipment needs annually ([IIIB4<sup>5</sup>](#)). The Administrative IT Department on Campus also maintains a detailed lifecycle list of all computers, servers, and other technology including a replacement plan (TARP) ([IIIB4<sup>7</sup>](#); [IIIB4<sup>8</sup>](#); [IIIB4<sup>9</sup>](#); [IIIB4<sup>10</sup>](#)). Available funding has been inadequate to fully implement the replacement plans, especially administrative equipment. As noted in III.B.2, The District Equipment Replacement Plan is in its early stages, and immediate funding available to support equipment replacement has been one-time money from the state which is allocated to SDCC to offset the cost of instructional equipment. The plan will continue to be developed through the governance process.

The Master Planning, Assessment, and Resource Oversight Council (MPAROC) updated the College Education Master Plan, which was finalized in spring 2016, as part of the integrated planning efforts of the College. The District controls the update to the Facilities Master Plan updates. The College has initiated the discussion to have the district update the facility master plan for the College. The Review of Services Committee is tasked with annually reviewing the Facilities Master Plan once the updates are complete.

## **Standard III.B Evidence**

### **III.B.1**

- [IIIB1<sup>1</sup>](#) MSC Meeting Minutes 2013-15
- [IIIB1<sup>2</sup>](#) Facilities Master Plan – City
- [IIIB1<sup>5</sup>](#) Rainbow Report
- [IIIB1<sup>6</sup>](#) American Disabilities Act Transition Plan
- [IIIB1<sup>7</sup>](#) District Safety and Security Master Plan
- [IIIB1<sup>8</sup>](#) Annual Safety Report
- [IIIB1<sup>9</sup>](#) District Safety Website
- [IIIB1<sup>10</sup>](#) District Services Priority of Work Matrix
- [IIIB1<sup>11</sup>](#) City College Institutional Technology Plan 2015 Summary
- [IIIB1<sup>12</sup>](#) District Design Standards Vol 1
- [IIIB1<sup>13</sup>](#) City College ADA Transition Plans
- [IIIB1<sup>14</sup>](#) District Injury & Illness Prevention Program
- [IIIB1<sup>15</sup>](#) 2015 City Employee Feedback Survey, Results # 67-72
- [IIIB1<sup>16</sup>](#) 2015 City Student Feedback Survey, Results # 56-63
- [IIIB1<sup>17</sup>](#) Off Campus Site Visitation Record

### **III.B.2**

- [IIIB2<sup>1</sup>](#) MSC Meeting Minutes 2013-15
- [IIIB2<sup>2</sup>](#) Facilities Master Plan – City
- [IIIB2<sup>5</sup>](#) Rainbow Report
- [IIIB2<sup>6</sup>](#) 5 Year Capital Improvement Plan
- [IIIB2<sup>7</sup>](#) State Scheduled Funding List
- [IIIB2<sup>8</sup>](#) 2016-17 Certification Physical Plant and IELM/Equipment Replacement Plan
- [IIIB2<sup>9</sup>](#) Facilities Operations and Maintenance Outlook
- [IIIB2<sup>10</sup>](#) Blackboard Contract
- [IIIB2<sup>11</sup>](#) Blackboard Meeting Notes
- [IIIB2<sup>12</sup>](#) District wide Distance Education Steering Committee (DDESC) Meeting Notes
- [IIIB2<sup>13</sup>](#) Review of Services Committee Charge
- [IIIB2<sup>14</sup>](#) Employee Feedback Survey Items #19, 22, 38, 46-55, 67-72
- [IIIB2<sup>15</sup>](#) Student Feedback Survey Items # 50, 56-63

### **III.B.3**

- [IIIB3<sup>1</sup>](#) MSC Meeting Minutes 2013-15
- [IIIB3<sup>2</sup>](#) DSC Priority Matrix
- [IIIB3<sup>3</sup>](#) State Scheduled Funding List
- [IIIB3<sup>4</sup>](#) Facilities Operations and Maintenance Outlook
- [IIIB3<sup>5</sup>](#) Districtwide All Divisions Report
- [IIIB3<sup>6</sup>](#) Sample Program Review & Master Plan
- [IIIB3<sup>7</sup>](#) Sample Resource Allocation Request
- [IIIB3<sup>8</sup>](#) Campus Workplace Inspection Form
- [IIIB3<sup>9</sup>](#) Campus Lab Inspection Form
- [IIIB3<sup>10</sup>](#) Employee Feedback Survey Items # 64-66, 67-72



#### **III.B.4**

[IIIB4<sup>1</sup>](#) Facilities Master Plan – City

[IIIB4<sup>4</sup>](#) Rainbow Report

[IIIB4<sup>5</sup>](#) 5 Year Capital Improvement Plan

[IIIB4<sup>6</sup>](#) Facilities Operations and Maintenance Outlook

[IIIB4<sup>7</sup>](#) City College Master Computer Inventory Database

[IIIB4<sup>8</sup>](#) City College Podium & Resource Inventory

[IIIB4<sup>9</sup>](#) City College Printer Inventory

[IIIB4<sup>10</sup>](#) 2016-17 Certification Physical Plant and IELM Equipment Replacement Plan

### **III.C. Technology Resources**

#### **III.C.1**

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

#### **Evidence of Meeting the Standard**

SDCC, in collaboration with the District, ensures that various types of technology services, support, facilities, hardware and software are appropriate and adequate to meet the needs of the College. Assessment and management of equipment and technology services as they relate to academics, teaching and learning, and campus operations occurs at the College.

Technology in the District is a critical component of multiple aspects of learning, teaching, and student support as well as the foundation and infrastructure for all administrative and business operations throughout the District. Information Technology Services are centralized at the District Office with regard to district-wide infrastructure, hardware, administrative software, network and telephone operations, data center, and "helpdesk" services. Technology needs are identified through various planning and administrative processes operating at both the College and District levels, described below.

SDCC is part of a multi-college District serving multiple campuses and locations throughout the City of San Diego. As such, aspects of technology are centralized to the District Office's Information Technology Services department and others which are decentralized to the colleges' Information Technology areas. During the course of evaluation of practices during the preparation of this report, the need for a centralized District Technology Master Plan was identified. The plan was created to memorialize, delineate, and formalize technology related responsibilities of the District and the responsibility of the Colleges and Continuing Education within the District. The plan includes a recommendation to form a district-wide committee to provide a forum where technology staff and administrative representatives meet to discuss and review matters related to centralized services provided by District IT Services department in support of campus operations. This committee would also be responsible for reviewing and updated the District's Technology Master Plan going forward. The Technology Master Plan 2016-2018 ([IIIC1<sup>26</sup>](#)) will provide the framework by which technology is addressed at the District ([IIIC1<sup>1</sup>](#)). Technology related services, hardware, and software are regularly evaluated, upgraded and maintained in order to provide appropriate and adequate technology support and services to the entire District's management and operational functions.

As described in the Technology Master Plan 2016-2018 ([IIIC1<sup>26</sup>](#)), the colleges support the teaching and learning technology service related needs of the academic programs at each institution with the District's IT department providing district-wide network infrastructure, hardware and software, telephone operations, data center and "helpdesk" services to all three colleges in addition to being responsible for the District Office's various locations and all Continuing Education sites. The District IT department is also responsible for the district-wide Library system and web servers; the administrative ERP (Enterprise Resource Planning)

system's hardware and software configuration, installation and maintenance, and the standards for all technology software and hardware used throughout the District ([IIIC1<sup>1</sup>](#)).

The District IT department maintains enterprise agreements with Microsoft and Adobe ([IIIC1<sup>2</sup>](#); [IIIC1<sup>3</sup>](#)). The Microsoft enterprise agreement, which the District is contracted for is commonly referred to as the Microsoft Campus Agreement but recently has changed its name to the Microsoft Open Value Subscription Agreement for Education Solutions. The Adobe agreement, for which the District has contracted, is called the Adobe Creative Cloud Enterprise Term License Agreement. These enterprise agreements make sure the District's administrative and academic programs have access to the most current software applications as possible which includes Microsoft Windows, Microsoft Office, and Adobe Creative Cloud products; such as, Acrobat Pro, Photoshop, Illustrator, Dreamweaver, Premier, and Flash.

The District participates in the Foundation for California Community Colleges' master license agreement for the Blackboard Learn Course Management system and for the faculty and student Blackboard Help Desk Service Agreement.

In order to identify and evaluate campus technology needs, including technology services, facilities, hardware and software, SDCC has an Institutional Technology Council (ITC) with constituency representation, administrators, faculty, and staff, serving on the council to provide input in planning projects, budgets and timelines for the technology needs of the College ([IIIC1<sup>4</sup>](#)). The ITC develops and updates the College's Technology Plan that informs IT decisions campus wide. The District's Information Technology Services Director attends the various ITC meetings in order to share planning information related to District IT projects and District Bond related projects and to ensure that there is alignment with college projects and priorities.

Distance Education is facilitated at the District level through the Districtwide Distance Education Steering Group. This participatory governance group meets once per month and provides oversight on all issues related to Distance Education ([IIIC1<sup>5</sup>](#)). The SDCCD Online Learning Pathways offices (SDOLP) provide 24-hour support for Distance Education for all students and staff. The Districtwide Distance Education Steering Group supports the vision of the Online Education Initiative (OEI) to increase access, retention, and the success of students through technology-enhanced instruction.

The College is also committed to curriculum facilitated through distance learning. Through the District, SDCC participates in the Foundation for California Community Colleges' master license agreement for the Blackboard Learn Course Management system and for the faculty and student Blackboard Help Desk Service Agreement. Blackboard is hosted by the vendor and server maintenance and hardware is the vendor's responsibility. The course content and student information are archived on a two-year cycle and the entire system is backed up nightly. Archives are also kept on external hard drives located at the SDCCD Online Learning Pathways offices (SDOLP). All student records are secured through multiple measures including firewalls installed on local servers. The system is refreshed on a four-hour cycle throughout the semester. Both students and faculty have secure logins to the system ([IIIC1<sup>6</sup>](#)).

Distance learning programs are supported by the Blackboard Learn Course Management System ([IIIC1<sup>7</sup>](#)). The Blackboard Learn software was selected by the Online Learning Pathways faculty after several pilot courses were implemented. The Blackboard Learn software is remotely hosted by the vendor firm, Blackboard, which is also responsible for the server maintenance and hardware. Blackboard's Managed Hosting solution was selected because of its ability to scale and match the District's increasing demand for online programs and courses ([IIIC1<sup>8</sup>](#); [IIIC1<sup>9</sup>](#)).

The Blackboard Learn courses are available from any computer and select mobile devices with Internet access 7 days a week, 24 hours a day. All Blackboard system upgrades are planned for and communicated in advance and are usually completed without any course and student downtime. The course content and student information are archived on a two-year cycle and the entire system is backed up nightly. Archives are also kept on external hard drives located at the SDCCD Online Learning Pathways offices (SDOLP).

All student records are secured by multiple technologies including firewalls installed on local servers. The student and course data is refreshed on a four-hour cycle throughout the semester. Both students and faculty have secure logins to the Blackboard system. In addition, the District IT department and the college IT areas make sure all campus computers can connect to the Blackboard hosting centers with reliable networking equipment, reliable and sufficient speeds of WAN bandwidth, and high speed internet access. All of the systems are monitored on a daily basis for reliability and bandwidth capacity ([IIIC1<sup>7</sup>](#); [IIIC1<sup>5</sup>](#); [IIIC1<sup>8</sup>](#); [IIIC1<sup>9</sup>](#)).

The District does not provide "Personally Identifiable Information (PII)" data for students to the Blackboard Learn system. Only the student assigned District ID is provided and matched along with course reference number information in order to build Blackboard Learn course rosters. The instructor of record manages the coursework in Blackboard and is responsible for inputting attendance and grade information into the District's administrative Enterprise Resource Planning (ERP) system.

The District has been using the Blackboard Managed Hosting System for approximately six years and has not experienced any unplanned downtime. Blackboard's communications with the District have been exceptionally good with regard to planned application or data upgrades. Blackboard's Managed Hosted Data Centers can be incrementally scaled to match the District's growth in online courses and data storage requirements, which is also part of the regular monitoring of the volume of online students and coursework storage in the Blackboard Managed Hosting System agreement.

San Diego Online Learning Pathways (SDOLP) reviews hosted storage usage on an annual basis. Courses are archived on a regular basis and hard drives are kept up to date. The equipment in the Production and Training Lab are maintained on a regular basis with software updates. The hardware in the lab is updated every three or four years depending on the requirements of emerging technologies ([IIIC1<sup>10</sup>](#)).

The District IT department maintains a complete inventory of all the equipment it is responsible for supporting, which is funded by a general fund maintenance budget to maintain and refresh

technology every 4-6 years depending on the useful life of the equipment and the vendor's product support lifecycle for replacement parts ([IIIC1<sup>10</sup>](#)).

District IT utilizes various network management tools to monitor the quality and capacity of network segments, wide area network circuits (WAN), file server response times, disk capacities, and Internet bandwidth. This data is shared with the colleges and District planning groups to ensure resources are efficiently and effectively expended ([IIIC1<sup>11</sup>](#)). An example of this planning and collaboration was the work with the instructional support staff, in September 2015, to avoid performing Windows and antivirus signature updates during peak usage hours of the network and WAN segments.

The District IT department also maintains and operates an IT Helpdesk where all support calls are logged, tracked, and reviewed on a monthly basis to determine any trends in equipment failures or support service failures ([IIIC1<sup>12</sup>](#)).

Several districtwide advisory committees ensure compliance with standards as they relate to technology and acquisition particularly with regard to technology equipment, applications and support services bid documents (RFPs). The advisory committees serve as a resource to the District's Director, Information Technology Services in order to solicit input from the campuses with regard to network and technology infrastructure capacity in order to ensure the District is able to support the academic and administrative program needs of the campuses IT services. The advisory committees also serve as an informal information sharing opportunity with regard to information technology to ensure standards are established and adhered to districtwide. An example of a Districtwide Advisory committee is the Microcomputer Advisory Group (MAG), which addresses administrative and academic computer and printer standards.

Examples of the Districtwide Advisory Committees are listed in Section III.C.2. They are the Microcomputer Advisory Committee (MAG) for administrative and academic computer and printer standards and the Campus Audio Visual Equipment group or CAVE, which is responsible for setting and ensuring adherence to Audio Visual standards for all conference rooms, smart classrooms, classroom smart podiums, and compliance standards for DSPS instructor and student requirements.

RFP's communicate the district's equipment and construction standards to which vendors need to bid on or be in compliance with in their bids, solution designs, and installations. The construction standards as they relate to technology are addressed in construction related RFPs for new and existing buildings to ensure compliance with standards.

Examples of District IT department supported systems are:

- Administrative ERP Systems (Student System including Financial Aid, Finance, HR and Payroll)
- Campus based local area networks (LANS)
- Internet and Intranet Security Systems
- Email (Microsoft Exchange, SMTP Internet Mail, Anti-virus and Anti-spam systems)

- Communications Infrastructure (WAN, PBX, Voice Mail, Emergency Phones and emergency communication systems)
- Telephone PBX systems and telephones
- District Web Services
- Remote Access Services
- SirsiDynix/Horizon Library System
- Student, Course and Instructor data for Blackboard Course Management System
- Prop S and N New Building Communications and Audio Visual Infrastructure

These systems are all covered by the District IT department's technology maintenance and refresh budget ([IIIC1<sup>10</sup>](#)). Major system replacements are a capital budget project request, which are funded through the District Office's district-wide budget prioritization process.

In addition, Campus Information Technology Services works closely with Purchasing and Contract Services to identify as many commodities as possible to develop standards for technology and supportability as well as providing economies of scale for campus volume purchase agreements and purchases. This provides support in purchasing new and replacement equipment to meeting instructional and operational needs. This allows the District and Campuses to benefit from educational discounts and discounted technology and equipment purchased in large quantities.

To ensure adequate support, each campus utilizes the District's "Track-IT" IT Help Desk software tool, which enables automatic tracking, status, and dispatch of support staff for problem or work request tickets. This process enables the District to identify problem equipment to assist in modifying computer, printer and audio visual standards as necessary as well as vendor support issues. Reports can be generated to monitor campus and district work order progress and efficiency.

In order to assure effective support of the SDCC management and operational functions of academic programs and support services, the District maintains various maintenance and support contracts depending on the critical nature of the systems and the impact of downtime. Critical systems like the Administrative Enterprise Resource Planning hosts (HR/Payroll, Finance, Student and Financial Aid) have 7 days a week, 24 hours a day on site maintenance agreements, other less critical systems have 5 days a week, 8:00 am to 5:00 pm on-site service agreements with spare-in-the-air service (manufacturer sends replacement parts in advance of receiving the failed part) and the district also maintains a stock of key spare parts for the IT staff to replace, which is usually quicker service than vendors can provide.

In addition to offsite data backup storage for all systems, the district maintains a sourcing agreement with CCS Disaster Recovery Systems guaranteeing a one to five-day hardware replacement for any of the hardware located in the College's Data Center (i.e. IBM mainframe, minicomputers, microcomputers, files and email servers, network switches and routers, etc.) ([IIIC1<sup>13</sup>](#)).

All District computer equipment is behind multiple firewalls using network address translation (NAT) technology, which translates the names of SDCCD computers visible to the public to

internal TCP/IP addresses of the servers to prevent hackers from seeing or having direct access to SDCCD servers.

All Active Directory servers are used to authenticate user accounts and passwords as well as the College's web servers utilize Secure Socket Layer (SSL) encryption for data security which prevents hackers from being able to see or steal employee login ID's and passwords.

The District uses Blackboard's Managed Hosting services with top tiered (redundant network, Internet and power providers, and full environment and natural disaster controlled) data centers in northern and southern Virginia with a fully redundant network and database infrastructure. Their primary data center is VA2 in northern Virginia which operates 24x7x365, along with their other data centers. By way of the managed hosting agreement, Blackboard provides highly available active-active network storage systems that are backed up multiple times a day, with full offsite storage of back up data sets, enterprise level firewalls with Intrusion protection, and 24/7 network security monitoring and incident response team. (Active-active is the best type of data redundancy which requires disparate hard disk subsystems that are always in use. If one disk subsystem fails, the other one remains fully operational.) All of Blackboard's managed hosted data centers can be incrementally scaled to match the District's growth in online courses and data storage requirements, which is also part of the regular monitoring of the volume of online students and coursework storage in the managed hosting agreement.

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. SDCCD Online Learning Pathways is advised of needed support via the District-wide Distance Education Steering Committee (DDESC) ([IIIC1<sup>14</sup>](#)).

SDCCD Online Learning Pathways archives courses that are from the previous academic year. Archives are kept on hard drives and are accessible only by written request by authorized personnel. Hard drives are kept at a separate location to ensure security and for disaster prevention. In addition, the course management system is hosted on a remote server and is backed-up on a regular basis with redundancy. Student information is restricted according to Family Educational Rights and Privacy Act (FERPA) and only selected data is uploaded to the server. Student information is not archived.

At the campus level, assessment of the effectiveness of technology resources is accomplished through the Program Review process and distribution of surveys to SDCC students and employees. The Employee Feedback survey contains items to assess adequacy of technology resources. Ranging from the general areas, such as "Rate your level of satisfaction with technical support, audio-visual support, technology resources, science labs, computer labs," to more specific areas, such as items related to technology planning, effective support of teaching and learning, and training to faculty and staff. The Student Feedback survey addresses student's assessment of faculty use of technology, acquisition of computer skills, and quality of computer labs ([IIIC1<sup>15</sup>](#); [IIIC1<sup>16</sup>](#)).



Another method of evaluating technology services is through districtwide advisory committees responsible for maintaining standards. These advisory committees are centralized at the District and work closely with the Purchasing and Contract Services Department in the development of Requests for Proposal (RFP) related to technology needs and standards districtwide. Examples of districtwide advisory groups, comprised of administrative and academic representatives, are:

- Microcomputer Advisory Group (MAG) which advises District IT Services with regard to Administrative and Academic computer and printer standards, disk imaging procedures, and reviews technical issues reported through the IT Help Desk and any related to vendor response or support issues and Campus Audio Visual Group (CAVE) which establishes standards for classrooms and conference rooms district-wide to include smart classroom equipment, podium and compliance standards such as DSPS height and clearance standards ([IIIC1<sup>17</sup>](#)).

In efforts to support a strong knowledge base of the utilization of technology used at SDCC, the District offers trainings for students and staff, including the following activities:

- The Online Student Feedback Survey was administered annually up to Fall 2014 and every three years thereafter ([IIIC1<sup>18</sup>](#)).
- At the end of each technology workshop, a short questionnaire is submitted by participants regarding other technological training needed ([IIIC1<sup>19</sup>](#)).
- Faculty Mentors participate in the Distance Education Committee at their respective campuses and report to the Dean, Online & Distributed Learning of any requests for training.
- At individual campuses, the Flex Coordinator normally sends out a call for suggestions for faculty training suggestions.
- The campus rely heavily on SDCCD Online Learning Pathways to provide technology training for distance education. SDCCD Online Learning Pathways regularly offers the Online Faculty Certification Program and the On-Campus Faculty training program (use of Blackboard).As evidenced by the increasing number of certifications ([IIIC1<sup>20</sup>](#)).
- The campus provides information technology and software trainings through the Flex program available to all staff.

### **Analysis and Evaluation**

SDCC meets this Standard. Technology needs and systems at SDCC are continuously being assessed and evolving. Continued bond funded construction on campus, plant, instructional, and facilities infrastructures has allowed for growth on campus and increased integration. Through the use of technology, SDCC provides many services online for students, including application, registration, payment, purchasing, financial aid, and grades.

SDCC owns and operates over 2,400 computers in support of the educational programs & operations of the College. The Campus Information Technology Council (ITC) lends oversight to the development of the College's Technology Plan. In collaboration with the Office of the Dean for Information and Learning Technology and the Office of the District's Director of Information Technology, the ITC also recommends technology-mediated systems and solutions that enable users to efficiently and effectively leverage academic and administrative support



services. The Information Technology plan also includes ITC's Technology Acquisition and Replacement Program (TARP), a framework that informs the campus' technology acquisition process and identifies technology resources that are targeted for scheduled replacements and/or re-allocation. In addition, the ITC recommends staffing levels, maintenance protocols for technology, and provides leadership for developing guidelines for computer-assisted instruction, including instructional media and technology-mediated student evaluation tools ([IIIC1<sup>21</sup>](#)). The ITC shares a list of the prioritization of technology needs to the Resource Allocation Committee to ensure that the prioritization is taken into consideration during the allocation process. The Dean for Information and Learning Technology serves on the RAC and is able to contribute to the discussion about funding technology requests at a campus level.

As far as operations, the District IT systems are operational 7 days a week, 24 hours a day. They are also outfitted with redundant power supplies and full RAID 5 or better, for fully redundant data disks and redundant processors. Backups are completed at least once a day and some critical systems multiple times a day. All backups are sent off site every day to Cordata's environmentally controlled, earthquake and fire hardened, secure facility ([IIIC1<sup>22</sup>](#)).

The District has maintained the Blackboard Managed Hosting System for SDCC for approximately six years and has not experienced any unplanned downtime. Blackboard's communications with the District have been exceptionally good with regard to planned application or data upgrades. Blackboard's Managed Hosted Data Centers can be incrementally scaled to match the District's growth in online courses and data storage requirements, which is also part of the regular monitoring of the volume of online students and coursework storage in the Blackboard Managed Hosting System agreement ([IIIC1<sup>7</sup>](#)).

SDCC continues to strive for integration between all College plans including the Campus Technology Plan, Resource Allocation Plan, Educational Master Plan, and Department Program Reviews and Master Plans. The Master Planning, Resource Allocation Oversight Committee (MPAROC) and the Resource Allocation Committee (RAC) maintain the integration of these plans at the campus level. The College is continuously working with the District to implement the new PeopleSoft Enterprise System. Specifically, the campus is working on the implementation of the new PeopleSoft Campus Solutions Module. This module will improve the student experience in regards to registration, payments, grades, etc. The ITC & TARP Program ensures that technology needs are met on campus and that the College is current with the evolving technology environment.

At a campus level, the institution makes decisions about the use and distribution of technology resources in a number of ways. The first is through the Institutional Technology Council's Technology Acquisition and Replacement Program (TARP). This program identifies and prioritizes the campus technology needs. The TARP list is reviewed and compared to the Resource Allocation Committee's list of technology requests ([IIIC1<sup>23</sup>](#)). The ITC is also asked to weigh in on the RAC requests received as part of the budget allocation process. The final decision about the use and distribution of technology resources is completed by the Resource Allocation Committee that allocates funding for technology and sends award letters to the budget managers about their awards for technology, primarily funded by State Instructional Equipment & Library Materials (IELM) funding ([IIIC1<sup>24</sup>](#)). This process is effective in that it demonstrates

integrated planning from program review, committee collaboration, and resource allocation. As with many Colleges within California, funding for administrative/non-instructional computers is limited. The Resource Allocation Committee made the decision during the FY 2016-2017 budget development process to allocate approximately \$250,000 in general fund dollars every year to support the replacement of administrative computers and the TARP Equipment Replacement recommendations for non-instructional technology ([IIIC1<sup>25</sup>](#)). The amount of \$250,000 may vary depending on the budget climate of each fiscal year. Again, this process demonstrates a proactive effort by the College to address ongoing administrative technology needs as well as overall equipment replacement to maintain the highest level of instruction and operations on campus. Funding from the bond program continues to supplement some technology replacement in regards to new computers and technology when a new or renovated building is opened. The budget for FF&E and technology (two separate budget pools) are set by the District associated with each bond construction project. The constituency groups associated with each project then create and prioritize lists of required items. Based on funding constraints, the lists are sorted into priority 1 and priority 2 items. The priority 1 items are purchased and required for basic operations. If funds are remaining in contingency and at the end of the project, these funds can then be redirected into priority 2 items.

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. SDCCD Online Learning Pathways is advised of needed support via the District-wide Distance Education Steering Committee (DESC) ([IIIC1<sup>14</sup>](#)).

SDCCD Online Learning Pathways archives courses that are from the previous academic year. Archives are kept on hard drives and are accessible only by written request by authorized personnel. Hard drives are kept at a separate location to ensure security and for disaster prevention. In addition, the course management system is hosted on a remote server and is backed-up on a regular basis with redundancy. Student information is restricted according to Family Educational Rights and Privacy Act (FERPA) and only selected data is uploaded to the server. Student information is not archived.

Responses to the Employee Feedback survey reflect Employee Feedback with available technology resources, technical support and audio visual support ([IIIC1<sup>15</sup>](#)). The survey data also indicates a consistent increase over the last two assessment cycles in respondents' agreement with the statement, "The available computers, software, multimedia, and other technologies are sufficient to support teaching and learning." Similarly, the Student Feedback survey indicates that technology resources are adequate to meet student needs ([IIIC1<sup>16</sup>](#)).

### **III.C.2**

The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

### **Evidence of Meeting the Standard**

SDCC and the District's IT departments ensure that various types of technology needs are identified, updated and replaced through multiple planning and administrative processes to ensure technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services. This occurs through several methods whereby SDCC and the District IT departments collaborate on technology related issues. SDCC has an Information Technology Council with constituency representation serving on the committee to provide input for planning, budgets and timelines to address technology issues at each institution.

To ensure coordination of district-wide technology needs, the District's Information Technology Services Director attends the SDCC IT Council meetings in order to share planning information related to district-wide operational technology projects and Propositions S and N capital construction projects' technology requirements to ensure alignment between the District and the College projects and priorities. In addition, the District recently added a district-wide Technology Committee, as defined in the District's Technology Master Plan 2016-18 ([IIIC2<sup>20</sup>](#)), consisting of individuals possessing technical and functional technology skills and knowledge representing the District offices, the three colleges and Continuing Education. The Technology Committee was formed in order to ensure a venue by which broad based communications related to district-wide technology support and services may be addressed ([IIIC2<sup>1</sup>](#)).

An example of the planning activities and outcomes of the collaboration efforts between the District IT department and City College is the Dark Fiber upgrade project where the WAN capacities were upgraded every three years to meet changing demands. After several upgrades, District IT realized the only way to get ahead of the increasing demand was to convert the AT&T based, WAN data circuits, to leased fiber and maintain the optical transport equipment themselves. The plan was vetted with the College IT Council and approved in October 2015 using Proposition N funding.

Examples of District IT and the District Facilities bond related project collaboration and implementation include:

1. Campus-wide Fiber optic cable infrastructure that included new conduit pathways and single mode and multi-mode fiber optic cable to every new and existing building on campus.
2. Relocation of the telecom Main Point of Entrance (MPOE) from the old A building to a new larger environmentally controlled and externally accessible room in the lower parking level of the LLRC building.
3. New copper Cat6 data communications infrastructure where required and the installation of campus safety stations (Talkaphone emergency telephones) that ring down directly to college police.
4. Dark Fiber project to replace the IT telecom WAN infrastructure from an AT&T OpT-Man circuit to the installation of diverse, redundant dark fiber circuits with an initial data speed of 40 gigabits per second.
5. Prop S and N funded IT and AV construction standards adhered to for all new classrooms.

Plans and priorities were put in place to increase Internet bandwidth through CENIC (Corporation for Education Network Initiatives in California), which was selected as the primary Internet Service Provider by the California Community Colleges' Chancellor's Office, and then to increase WAN bandwidth by implementing a dark fiber infrastructure, install more wireless access points on campuses, and then increase the wireless session speed to support high quality video on mobile devices ([IIIC2<sup>2</sup>](#)).

In addition to working with the district-wide technology advisory groups, the District IT department works closely with the Purchasing and Contract Services department in the development of all Requests for Proposal (RFP) related to technology acquisitions and development of technology standards district-wide. Each major technology vendor utilizes the District's "Track-IT" IT Help Desk software tool, which enables automatic tracking, status and dispatch of support staff for problem or work request tickets. This process enables the District to identify problem equipment to assist in modifying computer, printer and audio visual standards as necessary, as well as, vendor support issues.

As part of both the District's Microcomputer Bid and the Audio Visual Bid requirements, the winning bidder for each bid is required to utilize the District's Track-IT software for receiving work requests and updating the work requests on an ongoing basis, so district personnel are not constantly calling the vendors asking for updates on when work is going to be scheduled, or what work was done so far and what is left to be completed. All this information would be updated on a regular basis and stored in a centralized database that key district personnel already have access to including the technical staff at all of the campus sites.

The winning bidder for the Microcomputer bid and the winning bidder for the AV bid are required to use Track-IT as part of the bid requirements. By having both District personnel and the vendor personnel using Track-IT, not only have communications between the vendor and the departments requesting the service been improved, but also able the tracking of vendor response times, trouble ticket trends for failing equipment, etc.

An example of this analysis and how it is used for assessment and improvement is: The District was experiencing too many premature hard disk failures with Western Digital Blue Series hard disks and even though the vendor was replacing them under warranty as obligated it was requiring too much end user downtime, so the District standard was changed to the Western Digital Black Series hard disk for \$20 more and the hard disk failures diminished by approximately 90%. Most of all the various Track-IT reports are on staff and vendor response times, time to complete the requests and on the types of work or equipment for which the requests are created ([IIIC2<sup>5</sup>](#)).

Examples of district-wide advisory groups, comprised of administrative and academic representatives, are:

- Microcomputer Advisory Group (MAG) which advises District IT Services with regard to Administrative and Academic computer and printer standards, disk imaging procedures, and reviews technical issues reported through the IT Help Desk and any related to vendor response or support issues.

- Campus Audio Visual Group (CAVE) which establishes standards for classrooms and conference rooms district-wide to include smart classroom equipment, podium and compliance standards such as DSPS height and clearance standards.
- Districtwide Distance Education Steering Committee (DDESC) advises SDCCD Online Learning Pathways with regard to technological software needs for distance learning. The Department of Online and Distributed Learning works closely with District IT to ensure that software loaded onto district servers will be secured and maintained ([IIIC2<sup>6</sup>](#)).

In an effort of continuous improvement to operations, the District began in 2012 a process to solicit for and implement a new Enterprise Resource Planning (ERP) software application to support all of its business and administrative processes for Fiscal, Human Resources and Student Services operations. Oracle's PeopleSoft system was selected in 2013 along with Ciber, Inc. serving as implementation consultants. The new ERP software system will enable the District to move from its Colleague and Legacy systems into a fully integrated software system to support business and administrative functions of the District. The Finance pillar of the PeopleSoft application went live as of July 1, 2015, and the Human Resources pillar, "Human Capital Management", went live January 1, 2016. The Student Services pillar, "Campus Solutions" is scheduled to go live fall of 2017. The new PeopleSoft ERP system will provide the District a more technically advanced architecture, particularly with regard to web, portal, and seamless access while also integrating all functional business and administrative processes for the District once all pillars are fully implemented.

The District makes decisions about the use and distribution of its technology resources in relation to distance education through the Districtwide Distance Education Steering Committee (DDESC). An example is moving to a new learning management system, Canvas, which is the common learning management system selected by the State's Online Education Initiative (<http://ccconlineed.org/>). The DDESC members participated in a pilot of Canvas and recommended that the District begin review of the learning management system in the Fall of 2016 ([IIIC2<sup>7</sup>](#)).

DDESC also reviews new technological resources and makes the decision to acquire those resources. Recently, Taskstream e-Portfolio was introduced to the committee via video conferencing. After discussing the product, DDESC voted not to acquire it. Similarly, DDESC members piloted and reviewed a new learning management system, Canvas. DDESC recommended a delay in the process of review until the implementation of the new ERP (student information system) was closer to completion.

The District assures a robust and secure technical infrastructure for distance education through managed hosting with Blackboard. Blackboard uses redundant servers and does periodical maintenance upgrades to ensure reliability of services and security. Technical infrastructure is evaluated and maintained by Blackboard. Reliability of the resources are monitored through the 24/7 Help Desk, Presidium. In addition, other technological resources are subscribed to and the services are maintained by the vendor sites.

SDCCD Online Learning Pathways administers a Student Feedback survey bi-annually to ensure that the students' needs are met. Results of the survey are shared with the Districtwide Distance

Education Steering Committee who, in turn, make recommendations accordingly. For example, survey results have shown that students needed more technological support. Based on the survey results and upon recommendation of the DDESC, a subscription to Presidium, a 24/7 Help Desk provided through Blackboard was purchased. SDCCD Online Learning Pathways staff monitors and evaluates the inquiries to the Help Desk. As an example, staff reviewed the inquiries and found that the most frequent problem that students were having was logging into Blackboard. To help solve the issue, automatic emails are sent to all registered online students on how to login to Blackboard prior to the start of each semester session. In addition, login instructions are included in the online class section of the printed class schedule ([IIIC2<sup>8</sup>](#); [IIIC2<sup>9</sup>](#); [IIIC2<sup>10</sup>](#); [IIIC2<sup>11</sup>](#)).

Planning for and updating the technological infrastructure is a combined effort between SDCC and the District. District IT utilizes various network management tools to monitor the quality and capacity of network segments, wide area network circuits (WAN), file server response times, disk capacities, and Internet bandwidth ([IIIC2<sup>12</sup>](#)). This data is shared with the College and District planning groups to help use these finite resources more efficiently and effectively. An example of this planning was to work with the instructional support staff to avoid performing Windows and antivirus signature updates during peak usage hours of the network and WAN segments, in September 2015.

At the College level, multiple layers of planning are used to ensure that SDCC's technology needs are met. Guided by the College mission, values, and annual goals, the College undertakes numerous, coordinated steps towards planning, updating, and replacing technology needs on campus. Using the Master Planning and Program review process, Departments are able to identify and request software and equipment updates. The Resource Allocation templates are another tool used to identify and facilitate equipment, software, and infrastructure requests at a Department level ([IIIC2<sup>13</sup>](#)). The College is also allocated a minute amount of funding from the District's General Fund, approximately \$30,000 annually, to assist with site improvements on campus. These funds are used to address site and infrastructure upgrades required to keep the College current, as well as address any emergency repairs.

The College's IT Staff maintain a detailed lifecycle inventory of computers, servers, and other equipment including replacement plans and timelines as detailed below. The College utilizes three databases that are updated annually, the Master Computer Inventory Database ([IIIC2<sup>14</sup>](#)), Podium & Resource Inventory ([IIIC2<sup>15</sup>](#)), and Printer Inventory ([IIIC2<sup>16</sup>](#)); these inventories are reviewed at a College level by the Institutional Technology Council (ITC), Technology Acquisition and Replacement Program (TARP), and Resource Allocation Committee (RAC). The ITC prioritizes all equipment requests received by the RAC and then provides that information back to the RAC so that the prioritization list can be included during the deliberation of department allocations.

The technology infrastructure fully supports the platform used for delivery of online courses. The SDCCD Online Learning Pathways (SDOLP) reviews hosted storage usage on an annual basis. Courses are archived on a regular basis and hard drives are kept up-to-date. The equipment in the Production and Training Lab are maintained on a regular basis with updates to software. The hardware in the lab is updated every three or four years depending on the requirements of



emerging technologies ([IIIC2<sup>17</sup>](#)). To ensure security, access to courses through Blackboard Learn is limited to students enrolled in the course, and each student has a secure log-in.

### **Analysis and Evaluation**

SDCC meets this Standard. Practices and policies in place are sufficient to ensure that the College has a robust, up to date, sustainable and secure technical infrastructure that is reliable for students and faculty. SDCC program review processes are evaluated regularly and the Program Review, Master Planning, and Resource Allocation processed continue to be updated annually to promote alignment with institutional strategic planning initiatives. Detailed discussions occur at both the District and Campus levels about bond funded technology for new equipment and computers. A high priority is placed on classroom and other end-user technology improvements that directly impact students and faculty. The Resource Allocation Committee (RAC) has allocated the Instructional Equipment and Library Materials (IELM) dollars to support this priority annually ([IIIC2<sup>18</sup>](#)).

Technology resources are supported through the College's Budget Allocations on an annual basis as part of the Adopted Budget. Although the College is receiving state Instructional Equipment & Library Material (IELM) dollars that assists with instructional equipment replacement on campus, the limited general fund discretionary dollars that the College receives is not sufficient to cover the equipment replacement needs at the campus level. Funding is not identified and allocated specifically for technology within the general fund discretionary budget, but allocated at a campus level with only 2% of the total budget dedicated to all operating costs including non-instructional supplies, scheduled maintenance, and other required costs. Therefore, in order to support the ongoing need for computer and equipment replacement, the Resource Allocation Committee made the decision during the FY 2016-2017 budget development process to allocate approximately \$250,000 in general fund dollars every year to support the replacement of administrative computers and the TARP Equipment Replacement recommendations for non-instructional technology. The amount of \$250,000 may vary depending on the budget climate of each fiscal year.

All Blackboard Managed Hosted Data Centers can be incrementally scaled to match the District's growth in online courses and data storage requirements, which is also part of the regular monitoring of the volume of online students and coursework storage in the managed hosting agreement. The District IT Director is a member of the Online Learning Pathways Distance Education committee and participates as appropriate, in program, budget and service level reviews as well as via regular communications with the Dean of the Online Learning Pathways program ([IIIC2<sup>19</sup>](#)).

### **III.C.3**

The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

### **Evidence of Meeting the Standard**

SDCC works with The District Information Technology Services Department to assure that all locations where courses, programs, and services are offered have technology resources that assure reliable access, safety, and security. The College and the District each have different roles to assure appropriate technology resources. The District provides onsite support services and staff at SDCC and the District IT department provides Helpdesk support district-wide during work hours and has a Network Specialist on call 24x7 for after-hours support as needed. This allows students and faculty to request assistance with resolving issues that might arise in any available computer resource in classrooms, labs, and other areas of the institution. From the Helpdesk, requests for assistance are routed to the appropriate staff at the College.

The District IT department provides and supports the network infrastructure including the file servers, and makes sure the core set of data and telecom services are available at all district locations. These include telephone service with local four digit dialing for internal district calls and voice mail, local microcomputer and network service, internet services, email service, and access to core administrative services such as the Student System (ISIS), Financial Aid, Finance and Human Resources Payroll departments ([IHC3<sup>1</sup>](#)). The Academic Information Technology departments at the college campuses are responsible for classroom specific technology support and work with the District IT department to make sure all required computer, network and audio visual technologies in the classroom are supported. The District IT department is also responsible for a maintenance budget that covers all of the hardware and software it supports and is responsible for throughout the District. Examples of District and Campus IT supported systems are:

- Administrative ERP Systems (Student System including Financial Aid, Finance, HR and Payroll)
- Campus based local area networks (LANS)
- Internet and Intranet Security Systems
- Email (Microsoft Exchange, SMTP Internet Mail, Anti-virus and Anti-spam systems)
- Communications Infrastructure (WAN, PBX, Voice Mail, Emergency Phones and emergency communication systems)
- Telephone PBX systems and telephones
- District Web Services
- Remote Access Services
- SirsiDynix/Horizon Library System
- Student, Course and Instructor data for Blackboard Course Management System
- Prop S and N New Building Communications and Audio Visual Infrastructure
- SARS
- ISIS

These systems are all covered by technology maintenance and refresh budget at the District Level. Major system replacements are considered a capital budget project and requested through the District's Budget Development Committee.

System maintenance is performed routinely by Campus and District IT staff. Data backups are also performed on a regular basis. Mission-critical systems such as SDCC's PeopleSoft



Enterprise System and student files are backed up more frequently than other more static data with the best possible adherence to industry standards for both the public and private sector. District IT staff routinely monitor the performance of SDCC networks and systems. This includes system health, vulnerability checks, and security checks. Staff respond accordingly to these checks, mitigating problems with hardware/software failure, suspicious activity, or any other issues affecting technology resources. In order to protect SDCC's information and technology resources, many safeguards are in place including hardware and software firewalls, anti-virus/anti-malware technologies, access controls, and data-handling procedures.

Classroom technology is regularly inspected, and maintenance is scheduled to accommodate the instructional schedule. IT procedures have also been established to recover systems and online services from major events such as earthquakes, power outages, and flooding. The District maintains various maintenance and support contracts depending on the critical nature of the systems and the impact of downtime. Critical systems such as the Administrative Enterprise Resource Planning hosts (HR/Payroll, Finance, Student and Financial Aid) have 7 days a week, 24 hours a day on site maintenance agreements, other less critical systems have 5 days a week, 8:00 am to 5:00 pm on-site service agreements with spare-in-the-air service, in which the manufacturer sends replacement parts in advance of receiving the failed part. Spare-in-the-air support agreements are always preferred because the supplier is responsible for sending the replacement part upon contact rather than waiting to receive and verify the failed part which may often take days to receive a new replacement part ([IIIC3<sup>1</sup>](#); [IIIC3<sup>2</sup>](#)).

In addition, the District maintains a stock of key spare parts for the IT staff to use for replacement purposes, which is usually quicker service than vendors are able to provide. Examples of such parts: are network switches and blades, servers and raid array hard disks.

In addition to offsite data backup storage for all systems, the District maintains a sourcing agreement with CCS Disaster Recovery Systems guaranteeing a one to five-day hardware replacement for any hardware located in the College's Data Center (i.e., IBM mainframe, minicomputers, microcomputers, file and email servers, network switches and routers, etc.) ([IIIC3<sup>3</sup>](#)).

The District uses Blackboard Managed Hosting System services with top tiered (redundant network, Internet and power providers, and full environment and natural disaster controlled) data centers in northern and southern Virginia with a fully redundant network and database infrastructure. Their primary data center is VA2 in northern Virginia which operates 24x7x365, along with their other data centers. By way of the managed hosting agreement, Blackboard provides highly available active-active network storage systems that are backed up multiple times a day, with full offsite storage of back up data sets, enterprise level firewalls with Intrusion protection, and 24/7 network security monitoring and incident response team. Active-active is the best type of data redundancy which requires disparate hard disk subsystems that are always in use. If one disk subsystem fails, the other one remains fully operational ([IIIC3<sup>4</sup>](#)).

In order to protect information and technology resources, SDCC has enacted many safeguards including access control, data handling, password, and other security procedures. SDCC is also committed to compliance with other state and federal statutes and initiatives such as:

- Health Insurance Portability and Accountability Act (HIPAA)
- Communications Assistance for Law Enforcement Act (CALEA)
- Family Education Rights and Privacy Act (FERPA)
- Sarbanes-Oxley Act (SOX)
- Recording Industry Association of America (RIAA)
- Motion Picture Association of America (MPAA)
- Occupational Safety and Health Administration (OSHA)
- Payment Card Industry (PCI)

### **Analysis and Evaluation**

SDCC meets this Standard. Current practices adequately provide for the management, maintenance, and operation of the technological infrastructure and equipment. In order to maintain instructional and business continuity, regular monitoring is performed with industry standard tools and protocols. SDCC consistently develops plans for the maintenance, upgrade, and routine replacement of technology systems and equipment. These plans suggest routine refresh cycles of technology at industry-recommended intervals. The typical refresh cycle for various systems is between four and five years depending on the technology; however, a number of computer systems on campus exceed this standard ([IIIC3<sup>5</sup>](#)). Monetary constraints have led to the re-prioritization of resources resulting in some technology being close to eight years old. Although bond funding has assisted with the purchase of equipment tied to new construction, the College struggles to identify consistent funding for technology updates. While systems are routinely maintained and backed up, it would be highly advisable to ensure replacement and long-term refresh of those key systems as a top-level priority in institutional plans

As described in Standard III.C.1., the District maintains vendor agreements to ensure reliable access, safety and security are maintained. These vendor agreements include Microsoft, Adobe, Blackboard, and other vendors as detailed in Standard III.C.1., Many vendor/supplier agreements are for 24x7 onsite support, and some are 5 days a week 8:00 am to 5:00 pm onsite support with “spare in the air” maintenance agreements wherein the supplier send replacement parts upon request. This type of agreement does not require the supplier receive a failed part prior to sending a replacement, thus markedly decreasing the time required to make repairs. The District also maintains a sufficient stock of key technology components and parts to allow District IT to replace when needed. District IT can usually install a replacement part faster than a vendor can dispatch a repair person to perform the replacement. Examples of such parts are network switches and blades, servers and raid array hard disks ([IIIC3<sup>6</sup>](#)).

The District participates in the Foundation for California Community Colleges master license agreement for the Blackboard Learn Course management software and for the Faculty and Student Help Desk Services agreement. The District’s agreement with Blackboard provides for remote hosting in Blackboards top tiered redundant data centers. The Blackboard Learn software was selected by the Online Learning Pathways faculty after several pilot courses were implemented. Blackboard remote hosting was selected because of their ability to scale and match SDCCD’s increasing demand for online programs and courses. See section C1 for a complete description of the highly available and redundant data centers and network for Blackboards remote hosting service. The Blackboard Learn courses are available from any computer and

select mobile devices with internet access 7 days a week, 24 hours a day. All system Blackboard upgrades are planned for and communicated in advance and are usually completed without any course and student downtime. In addition, the district makes sure that on campus computers can connect to the Blackboard hosting centers with reliable networking equipment, reliable and sufficient speeds of WAN bandwidth, and high speed internet access. All these systems are monitored on a daily basis for reliability and capacity ([IIIC3<sup>1</sup>](#); [IIIC3<sup>4</sup>](#); [IIIC3<sup>7</sup>](#); [IIIC3<sup>8</sup>](#)).

District and Campus IT Staff also regularly attend trainings, workshops, and conferences to ensure they learn and maintain skills to support the campus and district operations.

### **III.C.4**

The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

#### **Evidence of Meeting the Standard**

SDCC provides its students, faculty, staff and administrators instruction and support in the effective use of technology and systems related to its programs, service, and operations. The San Diego Community College District Online Learning Pathways (SDOLP) offers extensive training to faculty and staff in the use of the Learning Management System (Blackboard), online pedagogy, and general educational technology applicable to online learning. In addition, SDOLP provides for faculty mentors on campus to inform and to gather input regarding training and support needs of both faculty and students. SDOLP, through Institutional Research, conducts an online student satisfactory survey. The survey results help to inform SDOLP and faculty at large of student needs and what effective actions ([IIIC4<sup>1</sup>](#)).

SDOLP provides a training and certification course for online faculty. The rigorous certification activity, which is facilitated and graded by the College's instructional designers, is self-paced and requires an average of 20-30 hours to complete. The course is required for online teaching by SDCC ([IIIC4<sup>2</sup>](#)).

In addition, SDOLP have made available a Student Orientation to Online Learning. Students are strongly encouraged by their faculty to go through the orientation. The orientation covers time management, organizational skills, and navigating through the learning management system (LMS). SDOLP maintains a training and production lab in its offices on campus of Miramar College (another college within the District). There, staff assists both students and faculty with any issues with accessing online materials. SDOLP has a 24/7 Help Desk to support both faculty and students with technological problems accessing Blackboard ([IIIC4<sup>3</sup>](#); [IIIC4<sup>4</sup>](#)).

SDCCD Online Learning Pathways also provides training for the Enrollment Management System (EMS). The Enrollment Management System is used by Administrators and Instructional Deans to monitor enrollment, student success, and provide information for effective enrollment management. Training occurs at the request of the campuses when new reports are made available. The EMS Advisory Group, comprised of the Vice Presidents of Instruction, District

Instructional Services staff, and District Student Services staff, meets monthly to advise the development of new reports or modifications of existing reports ([IIIC4<sup>5</sup>](#)).

SDOLP provides a training and certification course for online faculty. The rigorous certification activity which is facilitated and graded by District instructional designers is self-paced and requires an average of 20-30 hours to complete. Over 500 faculty, both contract and adjunct, have completed the course and have received certification. The course is required for online teaching ([IIIC4<sup>4</sup>](#); [IIIC4<sup>7</sup>](#)).

In coordination with the District's Human Resources Department, the District IT department funds a 50 concurrent-user license account subscription with Virtual Training Company (VTC) for a self-paced, professional development service for all staff and faculty to remain current on over 100 products including Microsoft Windows, Microsoft Office products, programming languages, techniques and tools, Adobe products, Microsoft Certified Network Engineer training, SharePoint, SQL Server, AutoCAD, Java, Apple IOS, Final Cut, and many more ([IIIC4<sup>6</sup>](#)).

SDCC also provides training to all faculty and staff with the new PeopleSoft Enterprise system. There are also various student support centers on campus, including the Writing Center and Math Center, where students can request assistance and training in the use of technology and resources that are integrated into the curriculum ([IIIC4<sup>7</sup>](#)).

The College uses written and online surveys to determine training needs among faculty and staff as well as follow-up surveys among attendees to evaluate the effectiveness of workshops and training sessions. Online training guides and help manuals for specific programs and systems are also available ([IIIC4<sup>8</sup>](#)). The Employee Feedback Survey includes items to address the effectiveness of training, as does the Student Feedback Survey and the Online Course Student Feedback Survey ([IIIC4<sup>9</sup>](#); [IIIC4<sup>10</sup>](#); [IIIC4<sup>11</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard. Each semester, a series of general instructional technology seminars pertinent to both online and classroom instruction is offered. These seminars may be face to face, online synchronous, or online asynchronous. Topics addressed include media production, accessibility, mobile learning, and many more. At the end of each session, evaluations are received from the participant either through fact-to-face evaluations, email, or via an online questionnaire.

As of April 2016, 125 faculty members, both contract and adjunct, have received certification for online teaching and an additional 38 faculty have completed training for incorporating use of Blackboard in traditional, on campus courses. The Employee Feedback survey indicates overall satisfaction with available technical support, and that most respondents agree there is adequate training in the application of information technology ([IIIC4<sup>9</sup>](#)). The Online Student Survey indicates the majority of respondents agree that the online readiness assessment and online orientation to be helpful ([IIIC4<sup>11</sup>](#)).

All staff are encouraged to participate in individual and/or self-paced training opportunities. Travel for professional development such as conferences and other appropriate trainings are approved/funded by the District on an ad-hoc basis as funding permits.

With Purchasing and Travel now completed online in PeopleSoft, multiple trainings are offered monthly and advertised via the campus email distribution list ([IIIC4<sup>10</sup>](#)). These trainings review hands on coverage of how to navigate the new ERP system. The Vice President of Administrative Services (VPAS) also developed step-by-step visual guides to assist all end-users with PeopleSoft ([IIIC4<sup>13</sup>](#); [IIIC4<sup>14</sup>](#); [IIIC4<sup>15</sup>](#)). The VPAS also holds PeopleSoft Open Labs to allow all staff to have one-on-one time in a computer lab and receive hands on assistance with issues. All PeopleSoft Trainings are evaluated with a follow up email providing a digital copy of all training documents and requesting feedback using Survey Monkey ([IIIC4<sup>16</sup>](#)). These surveys also request feedback on other desired trainings on campus through the VPAS office. SDCC is currently in the content-development and implementation of phase of the student portal as part of the Campus Solutions PeopleSoft ERP System. An end-user training program will be offered as the system go live date of 2017 comes closer ([IIIC4<sup>17</sup>](#); [IIIC4<sup>18</sup>](#)).

The VPAS is currently recording all PeopleSoft and other trainings to post to the College Website, ensuring accessibility. The PeopleSoft training documents are also posted to the website.

### **III.C.5**

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

#### **Evidence of Meeting the Standard**

SDCC has implemented numerous policies and procedures to guide the appropriate use of technology and to ensure the reliable, equitable, safe, and appropriate use of technology in the teaching and learning processes ([IIIC5<sup>1</sup>](#); [IIIC5<sup>2</sup>](#); [IIIC5<sup>3</sup>](#)). The Campus regularly review policies and procedures, comparing them to emerging industry standards and best practices in order to maintain a proactive approach on compliance.

In the area of distance education, SDCC implements policies and procedures that guide the appropriate use of technology in the teaching and learning process as evidenced in BP 5020 and AP 5105. According to AP 5105, the Vice Chancellor of Instructional Services, or designee in collegial consultation via the District Governance Council, shall utilize one or more methods of secure credentialing/login and password, proctored examinations or new or other technologies and practices that are effective in verifying student identification. In addition, guidelines for good practice are included in the Online Faculty Certification Program ([IIIC5<sup>4</sup>](#); [IIIC5<sup>5</sup>](#); [IIIC5<sup>6</sup>](#); [IIIC5<sup>7</sup>](#)).

#### **Analysis and Evaluation**

SDCC meets this Standard. To promote the continued appropriate use of technology, the College regularly develops and updates procedures related to computer and electronic communication

systems. Additionally, these policies and procedures are communicated to the campus community at regular intervals.

## Standard III.C Evidence

### III.C.1

- [III.C1<sup>1</sup>](#) District Governance Council Minutes Technology Master Plan Status November 2, 2016
- [III.C1<sup>2</sup>](#) Microsoft Open Value Subscription Agreement for Education
- [III.C1<sup>3</sup>](#) Adobe Creative Cloud Enterprise Term License Agreement
- [III.C1<sup>4</sup>](#) Institutional Technology Council Charge
- [III.C1<sup>5</sup>](#) Steering Committee & SDCCD Online Learning Pathways Offices (SDOLP) Information
- [III.C1<sup>6</sup>](#) Distance Education Handbook
- [III.C1<sup>7</sup>](#) Blackboard's Managed Hosting Solutions
- [III.C1<sup>8</sup>](#) District's Managed Hosting Agreement
- [III.C1<sup>9</sup>](#) Online Learning Pathways Meeting Minutes February
- [III.C1<sup>10</sup>](#) IT Helpdesk Maintenance and Refresh Analysis Document
- [III.C1<sup>11</sup>](#) Network Monitoring Example
- [III.C1<sup>12</sup>](#) IT Helpdesk Monthly Call Log
- [III.C1<sup>13</sup>](#) IBM, Oracle, and HP Agreements
- [III.C1<sup>14</sup>](#) SDCCD Online Learning Pathways Handbook
- [III.C1<sup>15</sup>](#) 2015 City Employee Feedback Survey, Results # 23-24, 45, 48-49, 51
- [III.C1<sup>16</sup>](#) 2015 City Student Feedback Survey, Results # 23, 47, 54-55
- [III.C1<sup>17</sup>](#) District Information Technology Role and Governance Overview
- [III.C1<sup>18</sup>](#) Institutional Research and Planning Survey Website
- [III.C1<sup>19</sup>](#) Technology Training Participant Questionnaire Results
- [III.C1<sup>20</sup>](#) SDCCD Online Learning Pathways Certification Program
- [III.C1<sup>21</sup>](#) San Diego City College Information Technology Plan 2015 Summary
- [III.C1<sup>22</sup>](#) Corodata Agreement
- [III.C1<sup>23</sup>](#) Resource Allocation Committee's Received Technology Requests
- [III.C1<sup>24</sup>](#) Sample Award Letter Awarding IELM Technology Funding
- [III.C1<sup>25</sup>](#) Resource Allocation Committee Minutes February 16, 2016
- [III.C1<sup>26</sup>](#) SDCCD Technology Master Plan 2016-2018

### III.C.2

- [III.C2<sup>1</sup>](#) District Governance Council Minutes Technology Master Plan Status November 2, 2016
- [III.C2<sup>2</sup>](#) Wireless Coverage Plan for City
- [III.C2<sup>5</sup>](#) District Microcomputer and Printer Equipment Standards
- [III.C2<sup>6</sup>](#) Districtwide Distance Education Steering Committee Minutes
- [III.C2<sup>7</sup>](#) Districtwide Distance Education Steering Committee Minutes February 8, 2016
- [III.C2<sup>8</sup>](#) Online Student Satisfaction Survey
- [III.C2<sup>9</sup>](#) HelpDesk Ticket Summary
- [III.C2<sup>10</sup>](#) Online Student Login Instructions
- [III.C2<sup>11</sup>](#) IT Technology Maintenance and Refresh Analysis Document
- [III.C2<sup>12</sup>](#) Network Monitoring Example
- [III.C2<sup>13</sup>](#) Sample Resource Allocation Template
- [III.C2<sup>14</sup>](#) City College Master Computer Inventory Database
- [III.C2<sup>15</sup>](#) City College Podium & Resource Inventory
- [III.C2<sup>16</sup>](#) City College Printer Inventory
- [III.C2<sup>17</sup>](#) Distance Education Handbook



- [IIIC2<sup>18</sup>](#) Resource Allocation Committee Minutes February 16, 2016
- [IIIC2<sup>19</sup>](#) Network Diagram
- [IIIC2<sup>20</sup>](#) SDCCD Technology Master Plan 2016-2018

### **III.C.3**

- [IIIC3<sup>1</sup>](#) Network Management Example
- [IIIC3<sup>2</sup>](#) IT Technology Maintenance and Refresh Analysis Document
- [IIIC3<sup>3</sup>](#) Corodata Agreement
- [IIIC3<sup>4</sup>](#) Blackboard's Managed Hosting Solutions
- [IIIC3<sup>5</sup>](#) City College Master Computer Inventory Database
- [IIIC3<sup>6</sup>](#) IT Maintenance and Refresh Budget
- [IIIC3<sup>7</sup>](#) FCCC Blackboard Agreement
- [IIIC3<sup>8</sup>](#) Blackboard Managed Hosting Website

### **III.C.4**

- [IIIC4<sup>1</sup>](#) Online Student Satisfactory Survey Results
- [IIIC4<sup>2</sup>](#) Online Faculty Training & Certification Site
- [IIIC4<sup>3</sup>](#) Student Orientation to Online Learning Link
- [IIIC4<sup>4</sup>](#) Presidium Log
- [IIIC4<sup>5</sup>](#) Schedule of Enrollment Management System Training
- [IIIC4<sup>6</sup>](#) Virtual Training Company Website
- [IIIC4<sup>7</sup>](#) SDCC Student Support Sources Website
- [IIIC4<sup>8</sup>](#) Online Documentation & Tutorials
- [IIIC4<sup>9</sup>](#) Employee Feedback Survey
- [IIIC4<sup>10</sup>](#) Student Feedback Survey
- [IIIC4<sup>11</sup>](#) Online Student Satisfaction Survey
- [IIIC4<sup>13</sup>](#) PeopleSoft & Other Trainings Email Notification Fall 2015
- [IIIC4<sup>14</sup>](#) PeopleSoft Login & Navigation Instructions
- [IIIC4<sup>15</sup>](#) PeopleSoft Purchasing Module Instructions
- [IIIC4<sup>16</sup>](#) PeopleSoft Travel Module Instructions
- [IIIC4<sup>17</sup>](#) PeopleSoft Evaluation Request Email
- [IIIC4<sup>18</sup>](#) Sample PeopleSoft Purchasing Module Survey Monkey Evaluation
- [IIIC4<sup>19</sup>](#) Administrative Services Forms Website

### **III.C.5**

- [IIIC5<sup>1</sup>](#) BP 7005 – Buildings, Grounds, and Equipment – General Maintenance
- [IIIC5<sup>2</sup>](#) AP 7005.1 – Buildings, Grounds, and Equipment – General Maintenance
- [IIIC5<sup>3</sup>](#) BP 0550 – Electronic Mail
- [IIIC5<sup>4</sup>](#) Institutional Technology Council Charge
- [IIIC5<sup>5</sup>](#) Quality Assurance for Distance Education
- [IIIC5<sup>6</sup>](#) BP 5020 – Curriculum Development
- [IIIC5<sup>7</sup>](#) Guidelines for Good Practice – Online Courses



## **III.D. Financial Resources**

### **III.D.1**

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

#### **Evidence of Meeting the Standard**

SDCC financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. SDCC plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources allocated provides a reasonable expectation of both short and long-term financial solvency. Financial resource planning at the District and College is consistently integrated with institutional planning.

The Districtwide Budget Planning and Development Council (BPDC) is entrusted with the task of making recommendations to the Chancellor on district-wide budget and planning issues. The Council is comprised of constituency representatives from throughout the District as defined in the District's "Administration and Governance Handbook", which is reviewed and updated annually. The Council reviews the Campus Allocation Model and budget assumptions used in the development of the annual tentative and adopted budgets. The District and College Educational Master Plans provide the underlying guidelines for budget planning and development. The BPDC meets on a monthly basis with discussions focusing on state and local funding and non-collective bargaining aspects of the annual expenditure budget from a District perspective. The College then develops its own budget based upon its planning and resource allocation processes ([IIID1<sup>1</sup>](#); [IIID1<sup>2</sup>](#)).

The resource allocation model provided to the College is based upon full-time equivalent student (FTES) targets, which are calculated using the state apportionment cap assigned to the District plus an additional minimum of 1% FTES in an effort to support and respond to local community demand regardless of whether all of the FTES will be funded by the state ([IIID1<sup>3</sup>](#)). The primary operating fund of the District is the General Fund (Unrestricted (GFU) and Restricted (GFR)) representing revenues and expenditures that support instructional programs, instructional support services, student services, maintenance and operations, and business and institutional services. All funded programs are instrumental to the successful fulfillment of the District's mission, goals and planning documents.

The GFR fund encompasses revenues and expenditures largely comprised of categorical programs, grants, or contracts and other state funded programs such as Student Success and Support Program (SSSP), Student Equity, Equal Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), Basic Skills, State General Child Care, Matriculation, CalWORKs, TANF, Environmental Training Center (ETC), Career Technical Education, and Industry Driven Regional Collaborative. In addition to state restricted funds, the District's federal and local income averages approximately 30% of the District's General Fund

## Adopted Budget.

The District's Funds other than General Fund (GFU and GFR) represent approximately one-half of the District's total Adopted Budget, which are established in accordance with and as defined in the Budget and Accounting Manual of the California Community College system. The supplemental funds characterize a wide range of revenues and expenditures from specific sources such as, the Child Development Fund, Bookstore and Food Services Fund, Special Revenue Fund, Capital Projects, Associated Students, Capital Outlay Projects, and Propositions S & N Construction Programs([IIID1<sup>3</sup>](#); [IIID1<sup>4</sup>](#); [IIID1<sup>5</sup>](#); [IIID1<sup>6</sup>](#); [IIID1<sup>7</sup>](#); [IIID1<sup>8</sup>](#); [IIID1<sup>9</sup>](#); [IIID1<sup>10</sup>](#); [IIID1<sup>11</sup>](#); [IIID1<sup>12</sup>](#); [IIID1<sup>13</sup>](#); [IIID1<sup>14</sup>](#); [IIID1<sup>15</sup>](#); [IIID1<sup>16</sup>](#); [IIID1<sup>17</sup>](#); [IIID1<sup>18</sup>](#); [IIID1<sup>19</sup>](#); [IIID1<sup>20</sup>](#); [IIID1<sup>21</sup>](#); [IIID1<sup>22</sup>](#); [IIID1<sup>23</sup>](#); [IIID1<sup>24</sup>](#); [IIID1<sup>25</sup>](#); [IIID1<sup>26</sup>](#); [IIID1<sup>27</sup>](#); [IIID1<sup>28</sup>](#); [IIID1<sup>29</sup>](#)).

With regard to the General Fund (GFU and GFR), the District is primarily dependent upon state apportionment revenue funding, which represents approximately 90% of the total GFU revenues. GFU represented 51% of the District's Total General Fund as of June 30, 2015. GFR adopted budget revenue represented 49% of the District's Total General Funds as of June 30, 2015, and was the third largest source of revenue received by the District in FY 2014-15.

An allocation process determines the level of resources allocated to the colleges. The "Campus Allocation Model" (CAM) determines the actual amount allocated to the colleges and Continuing Education based upon FTES targets established each year as part of the budget planning and development process at the District level ([IIID1<sup>3</sup>](#)). The CAM then flows through to the "Budget Allocation Model" (BAM), which includes all District divisions and departments, projected salary and benefit costs for contract positions and other district-wide commitments including collective bargaining and "Meet and Confer" agreements ([IIID1<sup>5</sup>](#)). The District's "Resource Allocation Formula" (RAF) establishes the proportional share of dollars available to each employee unit, with each unit then responsible for determining how to distribute its allocated compensation dollars to its unit membership. The RAF document defines the methodology and supporting documentation in support of the calculations as agreed upon by all employee units in the three-year RAF document ([IIID1<sup>3</sup>](#)).

In August 2016, the Chancellor led the effort to articulate a systematic process for adding new positions and allocating additional resources in the District divisions. Working with the Vice Chancellors and Director of Communications and Public Relations, the process was documented and agreed upon ([IIID1<sup>40</sup>](#)). The process includes linking all requests for additional resources, both one time and continuous, including request for new positions, to the respective Division's annual Action Plans and assessment, which is similar to the colleges' program review. Requests are also linked to the District mission and strategic goals. In addition, requests for additional funding must include identification of other possible funding sources, as appropriate. All requests are reviewed by the Chancellor, Vice Chancellors and Director of Communications and Public Relations, as well as the Chancellor's Cabinet, with final approval by the Chancellor.

SDCCD Online Learning Pathways financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. SDCCD Online Learning Pathways supports training, professional development, and provides funding for online faculty mentors to attend conferences. Financial resources are also available for the maintenance

and upgrade/replacement of equipment in the Production Lab which supports faculty development of online courses (IIID1<sup>4</sup>).

Distance Education (DE) courses, programs, services and professional development resources are provided to the District's Instructional Services Division, which administers and manages district-wide DE planning, maintenance and enhancement of DE courses.

BP 6200 describes the budget preparation process and ensures compliance with Title 5 and the California Community Colleges Budget and Accounting Manual. The Executive Vice Chancellor of Business and Technology Services presents a balanced budget to the Board of Trustees for annual adoption (IIID1<sup>7</sup>).

### **Analysis and Evaluation**

SDCC meets this standard and the parameters outlined in Eligibility Requirement #18. Similar to most California Community Colleges, SDCC is continually challenged by a state funding model that does not provide adequate resources to ensure complete financial stability. By adopting a zero-based budget model for discretionary funds, the College has been able to adjust accordingly with the state's fluctuations in allocation. Since the severe state budget cuts beginning in 2008, the College has been attempting to restore both its FTES and fiscal stability. The San Diego Community College District has been pursuing an aggressive growth model to restore FTES back into the Colleges in order to support the surrounding communities. These growth targets were successfully met in the 2014-2015 fiscal year (IIID1<sup>31</sup>). The District continues to lead the Colleges collectively in pursuit of restoration and growth in interest of fiscal stability.

The District's adopted budget, approved annually by the Board of Trustees, is a balanced budget (IIID1<sup>7</sup>). Any deficit budgeting is a result of realistic but somewhat conservative revenue projections to ensure that estimated revenues do not result in over-allocation of expense budgets. The District has consistently ended each fiscal year without a financial deficit, where actual expenses do not exceed actual revenues. In addition, the District consistently maintains adequate cash reserves, avoids external borrowing costs and meets all state mandated fiscal requirements such as the 50% Law and the FON (Faculty Obligation Number).

The distribution of resources at the District supports the development, maintenance, allocation and reallocation, and enhancement of programs and services offered district-wide (IIID1<sup>3</sup>). The budget and financial affairs of the District are widely and regularly communicated through various participatory governance councils and committees, through the Chancellor's Forums, campus meetings, and budget messages and various internal and external publications distributed throughout the course of the fiscal year (IIID1<sup>2</sup>; IIID1<sup>32</sup>; IIID1<sup>33</sup>; IIID1<sup>34</sup>). The financial stability of the District is demonstrated by the District's annual externally prepared audits consistently being opinioned as "unmodified" by the independent auditors. The District's financial stability is further demonstrated by the District consistently receiving the highest bond rating for a California community college that is apportionment funded from Standard and Poor's (S&P), which in October 2016 moved the District from an AA+ "stable" outlook to an AA+ "positive" outlook and Moody's Investment Services (Moody's) upgrading the District in October 2016 from Aa1 to Aaa, which is Moody's highest rating possible for any entity (IIID1<sup>35</sup>; IIID1<sup>36</sup>; IIID1<sup>37</sup>; IIID1<sup>38</sup>).

In January 2015, the Resource Allocation Committee was created to institute an integrated, participatory, and transparent resource allocation process. The Committee is now in planning for its third year of fiscal planning. The process is discussed in detail in Standard III.D.3. In addition to this committee, at the College level, institutional and president priorities are reviewed and referenced during the campus-based resource allocation process for the Campus's discretionary allocation. This integrated, campus-based allocation is completed by the Resource Allocation Committee, a participatory governance committee, established in 2014. The Resource Allocation Committee and campus allocation process are discussed in further detail in Standard III.D.3.

Beginning September 2016, weekly meetings began to discuss the campus needs and budgeting process. The District representation, Campus Vice Presidents of Administrative Services, and the Accounting Supervisors have been meeting weekly to begin to address the requests above as well as other requests to improve the budgeting and resource allocation processes of the District.

While SDCC meets the requirements of this standard, in the interest of continuous improvement, all campuses within the District have begun a process to review the Budget Allocation and Campus Allocation Models, which define the district-wide projected revenues and expenses and the allocation of resources to the colleges and the district to determine potential improvements related to the allocation of resources throughout the District.

### **III.D.2**

The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

#### **Evidence of Meeting the Standard**

SDCC mission and goals serve as the foundation for financial planning. Financial planning processes are integrated with, and support, all institutional planning activities. Policies and procedures are in place to ensure financial stability, and appropriate financial information is shared with SDCC personnel.

SDCC utilizes multiple planning tools to support planning for financial resources. The oversight for all integrated planning stems from the Master Planning, Assessment, and Resource Oversight Council (MPAROC). The members of this participatory governance Council include representatives from administration, faculty, and classified staff. MPAROC provides direction for the program review process, planning, and resource oversight. As outlined in the Council charge, MPAROC is responsible for developing "an 'operating budget' that carries out the mission of the college as delineated in the college Master Plan; reviews and assesses the impact of reductions and increases; and justifies the level of any additional program allocations required to provide an appropriate schedule of classes and level of service." This process involves review of the College's mission and vision as well as updating the institutional priorities and ensures that the College's mission and vision tie to resource allocation ([IIID2<sup>1</sup>](#)).

As previously described in Standards I and II, each Department/Division at the College completes a Program Review. The Program Review process, which includes a comprehensive program review year followed by two annual updates, is on a three-year cycle. The department Master Plan and Program Review allow programs the opportunity to prioritize need and request additional staffing resources from the Resource Allocation Committee (RAC). This Committee is discussed in detail in Standard III.D.3.

At the beginning of the FY 2015-2016, SDCC had an overall General Fund Budget of \$39,992,640. The General Fund is the primary operating fund of the District. It is used to account for those transactions that sufficiently cover the full scope of operations of the District including instruction, administration, student services, maintenance, and operation, etc. Salaries and benefits represent approximately 99 percent of the College's total unrestricted budget. This information is distributed through the District's Adopted Budget located on the District Website ([IIID2<sup>2</sup>](#); [IIID2<sup>3</sup>](#)).

Through the processes of participatory governance, the District Board of Trustees and Chancellor receive information about fiscal planning that is linked to institutional planning. District-wide integrated planning includes the participation of constituent groups from all campuses that facilitates dialog and input for fiscal planning. Through the District Budget Planning and Development Council, District Governance Council, and District Strategic Planning Committee, information related to financial resources is broadly discussed and recommendations made as appropriate. These District councils do not establish institutional plans content or timelines for the college; rather, the SDCC committees and councils are responsible for outlining plan content, establishing goals, and developing timelines for implementation.

### **Analysis and Evaluation**

SDCC meets this standard. Campus and district planning practices are effective to assure the SDCC mission and goals are the foundation for financial planning. The College continues to work on improving integration of planning and budgeting through the MPAROC. In its commitment to continuously improve processes on campus, the College is currently evaluating the processes and frequency of the Annual Program Review & Master Plan. The MPAROC is also assessing the faculty and classified hiring priority processes and prioritization. In January 2015, the College developed a new Resource Allocation Committee to integrate the planning and budget process in a more transparent and structured method. The Resource Allocation Committee allocated the discretionary dollars for the FY 2015-2016. The process was rigorously assessed and updated for the FY 2016-2017 budget development process ([IIID2<sup>4</sup>](#)). The revised process ensures continuous quality improvement and monitors the allocation process effectively impacting the development, maintenance, allocation/reallocation, and enhancement of programs and services.

The ending balance for the College's unrestricted funds for the past three years is noted in the basic financial statement and auditor's reports ([IIID2<sup>5</sup>](#); [IIID2<sup>6</sup>](#); [IIID2<sup>7</sup>](#)).

During the difficult five-year recession period, the District swept all ending fund balances in order to avoid "take aways" and layoffs. Once the state fully restored the District's FTES workload back to pre-recession years, the District allowed the campuses to retain 25% of non-

compensation ending fund balances with the intent of increasing back to the 50% that was retained by the campuses prior to the state recession years to assist the campuses in making multi-year operational plans.

### **III.D.3**

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

#### **Evidence of Meeting the Standard**

SDCC has established guidelines and processes for financial planning and budget development. In January 2015, SDCC adopted a transparent and participatory model for budget allocation on campus with the creation of the Resource Allocation Committee (RAC). The RAC is responsible for a number of activities including ensuring an open, equitable, and orderly budget process that complies with all District board policies and administrative procedures. The committee is comprised of four representatives from each participatory governance group on campus including administrators, faculty, classified, and students ([IIID3<sup>1</sup>](#)). The Resource Allocation Committee (RAC) led by the Vice President for Administrative Services (a non-voting member) annually creates the budget development timeline, identifies the many layers of priorities at both the District and Campus level, facilitates budget hearings, and prepares budget augmentation recommendations for submission to the College President ([IIID3<sup>2</sup>](#); [IIID3<sup>3</sup>](#); [IIID3<sup>4</sup>](#)).

As the District Budget Model allocates the personnel budgets for each College, the College Resource Allocation Committee only allocates discretionary funds for supplies, equipment, and other operating expenses. The committee does not make recommendations about human capital and hiring priorities as those activities are conducted within the Master Planning, Assessment, and Resource Oversight Council (MPAROC). The only funding for personnel facilitated through the RAC is for non-academic hourly staff. All academic adjunct (classroom and non-classroom) are funded through the FTEF allocation process in the Campus Allocation Model based upon FTES targets. With the creation of RAC, the committee created a comprehensive College Resource Allocation Handbook detailing the integrated budget allocation process for the College ([IIID3<sup>5</sup>](#)). With this handbook, a zero-based budget model was also adopted to allow for flexibility in movement of funds tied to programmatic need reflected in the master plan and program review.

The committee engages in budget development throughout each fiscal year through monthly meetings and annual budget hearings. The Vice President of Administrative Services sends emails to all budget managers and department chairs initiating the budget request process. Using a structured template, the budget managers and chairs work collaboratively within their departments to compile a detailed request for their program tied to their annual program review and master plan ([IIID3<sup>6</sup>](#); [IIID3<sup>7</sup>](#); [IIID3<sup>8</sup>](#)). The budget requests are submitted to the RAC within the prescribed/advertised timeline. The committee is provided with all departmental program reviews, master plans, 3 previous years of budget history, and previous year allocated budget and current expenditures. Budget hearings are then held to allow the budget manager to speak on behalf of the program needs within their area ([IIID3<sup>9</sup>](#)). The RAC makes recommendations to



distribute the General Fund Discretionary dollars, College allocated lottery funds, and IELM Instructional Equipment Funds.

Once the budget hearings are concluded, the tentative college budget recommendations are sent to the President for review. Once approved by the President, division award letters are sent to each budget manager and department chair by July 1<sup>st</sup> so that the budget information can be disbursed appropriately to all staff, and to allow for departmental activity planning to begin throughout the summer ([IIID3<sup>10</sup>](#)).

If additional funds are received mid-year, the RAC committee conducts mini-budget hearings using developed forms and referencing the previous year master plan and program review year ([IIID3<sup>11</sup>](#); [IIID3<sup>12</sup>](#)). For one-time expense requests, the RAC utilizes a Prioritization Rubric developed by MPAROC ([IIID3<sup>13</sup>](#)).

The College Resource Allocation Process is communicated to the campus through participatory governance groups, email, and the ongoing Budget Trainings hosted by the Vice President of Administrative Services ([IIID3<sup>14</sup>](#)).

#### Analysis and Evaluation

SDCC meets this Standard. The budget processes are consistent with the annual planning and process as currently defined by the Resource Allocation Handbook and provided to all constituencies as stated in the Resource Allocation Committee Charge. The RAC provides all constituencies the opportunity for active participation and feedback into the financial planning and budget development process ([IIID3<sup>15</sup>](#)). The Employee Feedback survey item #74 from 2014 indicated only 44% believed they had opportunities to participate in budget development. Additionally, more respondents agree with the statement, “The college resource allocation model equitably supports college programs and services” ([IIID3<sup>16</sup>](#)). However, 40% of respondents neither agreed nor disagreed. Since January 2015 and the inception of the Resource Allocation Committee, the budget process has been streamlined. While there is not an Employee Feedback survey completed since the formation of the RAC, the RAC process allows for greater participation in the process than in previous years. The Resource Allocation Committee has created a structured, transparent, integrated, and participatory process for City College.

The RAC sets annual goals at the beginning of every fiscal year to provide parameters for the committee activities ([IIID3<sup>17</sup>](#); [IIID3<sup>18</sup>](#)). The Committee charge is also thoroughly reviewed by the second meeting of every fiscal year. An in-depth assessment is completed by the committee at the end of each fiscal year to evaluate the committee’s performance, the experiences of the budget managers and chairs involved in the process, and to address areas for improvement in next year’s process. This allows the committee to actively pursue continuous quality improvement on a yearly basis. All surveys are created by the committee, conducted using Survey Monkey, sent out to all participants by the VP of Administrative Services, and the results are evaluated at the end of each fiscal year ([IIID3<sup>18</sup>](#); [IIID3<sup>19</sup>](#); [IIID3<sup>20</sup>](#); [IIID3<sup>21</sup>](#); [IIID3<sup>22</sup>](#); [IIID3<sup>23</sup>](#); [IIID3<sup>24</sup>](#)).

### III.D.4

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

#### **Evidence of Meeting the Standard**

SDCC institutional planning incorporates a realistic assessment of financial resource availability, development of resources and partnerships, and expenditure requirements. Financial assessment is a shared responsibility of the College and the District. The District's Strategic Planning Committee regularly reviews its Strategic Plans priorities and goals, which inform the colleges and Continuing Education's Strategic Plans and vice versa ([IIID4<sup>1</sup>](#); [IIID4<sup>2</sup>](#)). SDCC develops the campus Strategic Plans and ensures alignment with the District's plan. SDCC systematically assesses the effective use of financial resources in alignment with planning documents, using a variety of methods and tools such as audits, program planning and review, Educational Master Plans, productivity reports, key performance indicators, staffing analysis, budget committees, and external program review.

The District's Executive Vice Chancellor of Business and Technology Services is charged with overseeing and monitoring the District, colleges and Continuing Education financial resources, financial aid allocations, externally funded programs, contractual relationships, auxiliary organization/foundations, institutional investments, and assets. The colleges and Continuing Education's President and Vice President of Administrative Services are responsible for the development, administration, and control of their institution's budgets, with oversight by the District's Executive Vice Chancellor of Business and Technology Services.

Additional budget requests for the colleges, Continuing Education and District divisions are submitted to the Chancellor's Cabinet for review, discussion and potential approval of augmented budget allocations. Cabinet discussion include assessment of funding sources such as re-allocation of existing budgeted expenditures due to budgeted but vacant positions, as well as, additional revenue augmentation. In August 2016, the Chancellor led the effort to articulate a systematic process for adding new positions and allocating additional resources in the District divisions. Working with the Vice Chancellors and Director of Communications and Public Relations, the process was documented and agreed upon. The process includes linking all requests for additional resources, both one time and continuous, including request for new positions, to the respective Division's annual Action Plans and assessment, which is similar to the colleges' program review. Requests are also linked to the District mission and strategic goals. In addition, requests for additional funding must include identification of other possible funding sources, as appropriate. All requests are reviewed by the Chancellor, Vice Chancellors and Director of Communications and Public Relations, as well as the Chancellor's Cabinet, with final approval by the Chancellor. The State and District's budget status is a standing agenda item at the weekly Chancellor's Cabinet meetings, the bi-monthly District Governance Council (DGC) meetings and monthly District Budget Planning and Development Council meetings (BPDC). Enrollment management outcomes and efforts are assessed on a weekly basis at the Chancellor's Cabinet meeting to ensure that the District maximizes its state apportionment revenue allocation with a focus on student learning being a primary priority. Enrollment management is also a standing agenda item for the BPDC ([IIID4<sup>2</sup>](#); [IIID4<sup>3</sup>](#); [IIID4<sup>4</sup>](#)).



## Analysis and Evaluation

SDCC meets this Standard. The College is in compliance with all District Board Policies and Administrative Procedures. The budget development process builds a realistic picture of available resources that is based on the identification of key budget assumptions. The budget is closely aligned to planning through a conscious effort to build a connection between planning and budget. The annual planning and budget process has greatly improved the College's ability to consider planning needs and incorporate the results in budget development. Planning continues to improve at the College level with the ongoing continuous quality improvement at both the MPAROC and RAC participatory governance groups.

The College's annual budget is developed based on a realistic assessment of financial resources available. BP 6200–*Budget Development* delineates Title 5 regulations and the California Community College Budget and Accounting Manual, which defines requirements for tentative and adopted budget approval by a District's Board of Trustees ([IIID4<sup>5</sup>](#)).

The budget begins with the release of the governor's annual budget in January for the following fiscal year. Using this information, the District's Fiscal Services Department, in collaboration with the District Budget Development and Planning Council, develops budget assumptions that are aligned with the annual planning priorities and categorized in areas of Fiscal Stability, Personnel, Legal Mandates, Grants, and Expenditures ([IIID4<sup>6</sup>](#)). These categories are documented in the tentative and adopted budget and in the District Budget Book ([IIID4<sup>7</sup>](#)).

Key elements used for developing the budget include projected enrollment data, the faculty obligation number (FON), cost of living adjustments (COLA), growth/restoration factors, deficit factors applied to state apportionment, contractual obligations, and other information deemed applicable. The FTES targets for each College, including growth, are identified at the Chancellor's Cabinet. The District Budget Services Office then develops the tentative and adopted budget models for the Colleges and distributes this model to each Vice President of Administrative Services ([IIID4<sup>8</sup>](#)). The College Vice President of Administrative Services then works within the College Business Services Office to allocate funds accordingly and verify that all figures within the model are correct. The College budget development process for the discretionary budgets continues as described in Standard III.D.3.

The rollover of the current year's general fund budget is discussed at the monthly meetings with the Executive Vice Chancellor of Business and Technology Services and all four Vice Presidents of Administrative Services. The final decision is made by the Vice Chancellor and then shared with the campuses ([IIID4<sup>8</sup>](#)). At the campus level, the process to receive any GFU roll over funds that are received is documented in the RAC Resource Allocation Handbook (D4<sup>9</sup>). The College identifies the need for a Contingency Plan and one-time and/or roll over funds can be used to support this Contingency Plan.

The College has other sources of revenue that supplement state funding. The College receives approximately \$14 million annually in grants and other revenues restricted for specific projects and purposes. The College continues to pursue the development of new financial resources through Facility Rentals on campus as well as a strong connection to the San Diego City College Foundation. The College has also benefited from two taxpayer authorized General Obligation

Bonds: Proposition S in 2002 and Proposition N approved in 2006.

In addition to aligning planning and budget development, SDCC has modified its campus chart of accounts to allow for the campus to budget at the object (i.e., type of expenditure) level in order to improve upon transparency at the college with regard to that portion of the college's annual budget allocation, which is the responsibility of the colleges. The object level budgets are then pooled and entered into the District's PeopleSoft ERP system. To ensure integrated planning throughout the resource allocation process, the Resource Allocation Committee references the Campus Technology Plan, Educational Master Plan, Program Reviews & Department Master Plans, CTEA Plan, and Facilities Master Plans as needed when finalizing discretionary allocations.

### **III.D.5**

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

#### **Evidence of Meeting the Standard**

SDCC and the SDCCD utilize appropriate control mechanisms to assure the financial integrity of the College. Internal controls are evaluated and reported annually by the external auditors. The internal control structure has appropriate control mechanisms and uses the results of the review to improve upon internal control systems throughout the District. The internal controls are followed at the District and College and are in accordance with Generally Accepted Accounting and Auditing requirements. The District's internal controls allow management and employees in their normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. Separation of duties within functional operational areas are reviewed and evaluated regularly to ensure adequate internal controls exist to prevent and detect errors throughout the District. In addition, the District's Board Policy (BP) and Administrative Procedure (AP) 6125 *Fraud Procedure and Whistleblower Protection* provide a process by which irregularities can be reported and appropriately addressed. The external independent auditors have consistently determined that the District's internal control structure has appropriate control mechanisms in place, which are strong and adequate to support sound financial decision making and fiscal stability of the District ([IIID5<sup>1</sup>](#); [IIID5<sup>2</sup>](#); [IIID5<sup>3</sup>](#); [IIID5<sup>4</sup>](#); [IIID5<sup>5</sup>](#); [IIID5<sup>6</sup>](#); [IIID5<sup>7</sup>](#); [IIID5<sup>8</sup>](#); [IIID5<sup>9</sup>](#); [IIID5<sup>10</sup>](#); [IIID5<sup>11</sup>](#)).

The District's financial administrative management system ensures the dissemination of real time financial data, which is available 24/7 to end-users. The Fiscal Services Department tracks, monitors and budgets contract positions throughout the District in the Budget Allocation Model. on-contract staffing is funded and administered at the campus and District Office level from allocated budgets on an annual basis. The Campus Allocation (CAM) and Budget Allocation Model (BAM) are reviewed by the Budget Planning and Development Council (BPDC) and the Chancellor's Cabinet and drives the allocation of resources to the District, colleges and Continuing Education. Credibility of the information with constituents is achieved by transparency and regular on-going communications to appropriate institutional leadership and

constituents ([IIID5<sup>12</sup>](#); [IIID5<sup>13</sup>](#)).

The Board's Budget Study and Audit Sub-committee meets with the external auditors, the Chancellor, Executive Vice Chancellor and Controller to engage in an in-depth review of the annual financial audits prepared by the external independent auditing firm. The District has had five consecutive years of unmodified audits of its Basic Financial Statements; Proposition 39 Bond building funds for Proposition S and Proposition N; Social Security Alternative Plan; and, San Diego Community College Auxiliary Organization ([IIID5<sup>1</sup>](#); [IIID5<sup>2</sup>](#); [IIID5<sup>3</sup>](#); [IIID5<sup>4</sup>](#); [IIID5<sup>6</sup>](#); [IIID5<sup>7</sup>](#); [IIID5<sup>8</sup>](#); [IIID5<sup>9</sup>](#); [IIID5<sup>14</sup>](#); [IIID5<sup>15</sup>](#); [IIID5<sup>16</sup>](#); [IIID5<sup>17</sup>](#)). In addition to the auditors' opinion for all five audits being unmodified, no findings or recommendations have been identified in any of the five audits for the fifth consecutive year.

In addition to meeting with the Board's Budget Study and Audit Sub-committee, the external auditor publicly presents the outcome of the District's annual audits at the December meeting of the Board of Trustees.

Through the dissemination of timely information, the District and SDCC are able to engage in sound financial decision making. District Board Policy 6300, *Fiscal Management* requires that adequate internal controls exist, and that fiscal objectives, procedures and constraints are communicated to the college community and Board of Trustees ([IIID5<sup>18</sup>](#)). District Administrative Procedure 6200.3 establishes the control of the campus budget to SDCC:

As part of the annual budget development process, each campus is responsible for developing and publishing a budget document that summarizes the campus General Fund Unrestricted Budget, by department, by program, and by object code. This document is to assist with campus communication related to budget allocations as well as providing historical records on budget allocations.

The financial management of the College is formally evaluated through the annual District audit conducted by an independent certified public accountant ([IIID5<sup>19</sup>](#)). Examination of financial records, statements, and audits for compliance are made in accordance with the generally accepted auditing standards and current GASB requirements, published by the American Institute of Certified Public Accountants; Office of Management and Budget Circular A-128 and A-133; Government Auditing Standards issued by the Comptroller General of the United States; the General Accounting Office's (GAO) Standards for Audit of Governmental Organizations' Programs, Activities, and Functions; and the standards specified in the California Community Colleges Contracted College Audit Manual. The audit report includes an opinion of the independent Certified Public Accountant (CPA) on the financial statements, as well as comments and recommendations about the internal control system and compliance with state and federal mandates. The annual District audit, which includes SDCC, provides the Board of Trustees, institutional leadership, and campus constituency with verification that processes and practices are sound. The funds allocated are sufficient to achieve the institution's stated goals for student learning. The developed budget is reflected transparently and is an accurate reflection of the campus's spending. The campus budget is reviewed at multiple participatory governance groups and deemed credible with constituencies. A thorough and continuous assessment of quality improvement is performed by the Resource Allocation Committee on a yearly basis. This

assessment reviews the campus fiscal planning process, identifies areas for improvement, and embeds improvement within the campus and committee processes ([IIID5<sup>20</sup>](#); [IIID5<sup>21</sup>](#)). As a part of the annual campus resource allocation process, the current and future fiscal needs are identified as well as the Chancellor, Institutional, and President priorities ([IIID5<sup>22</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard. Review of financial management practices reveal a consistent pattern of prudent fiscal management and appropriate accounting processes. The District has maintained stable reserve levels with some fluctuations, primarily due to the volatility of state funding and the increased STRS requirements. However, even with fluctuations, the District has maintained more than the required five percent reserve level ([IIID5<sup>23</sup>](#)). The District's financial management system ensures the dissemination of real time financial data, which is available to end users via computer access using a campus based network. The Fiscal Services Department tracks, monitors, and budgets contract positions throughout the District in the Budget Allocation Model. Non-contract staffing is funded and administered at the campus and district office level from allocated budgets on annual basis ([IIID5<sup>12</sup>](#); [IIID5<sup>13</sup>](#); [IIID5<sup>24</sup>](#); [IIID5<sup>25</sup>](#); [IIID5<sup>26</sup>](#); [IIID5<sup>27</sup>](#); [IIID5<sup>28</sup>](#); [IIID5<sup>29</sup>](#); [IIID5<sup>30</sup>](#)).

On July 1, 2015, the District's new financial management system, PeopleSoft, went live providing more control mechanisms than the previously used Datatel Colleague system. A budget details screen provides all managers access to budget and detailed expenditure transactions. The evaluation and continued development of the institutions' financial management system is ongoing, with the PeopleSoft financial system allowing for business process changes to increase efficiency. Grant-funded programs receive additional assistance from the College Business Services Office in terms of budget development, monitoring expenditures, and filing of claims and periodic reports. The Campus Business Office works with each grant manager and restricted fund supervisor to develop a budget in compliance with State and Federal regulations while supporting the program operations.

New programs, initiatives, and strategies are considered during the Resource Allocation Process. The RAC Committee reviews master plans and requests for funds to support new initiatives. Depending on the resources available, funds can be allocated to support innovation and new strategies. The campus budget allocation process is robust, thorough, and takes into consideration integrated planning, institutional effectiveness, and the campus plans to ensure that resources are distributed fairly and in support of the Colleges' mission and vision.

The auditors have consistently determined that the District's internal control structure has appropriate control mechanisms, are strong and adequate to support sound financial decision making and fiscal stability of the District. The District's internal controls are followed at the and are in accordance with Generally Accepted Accounting and Auditing requirements.

### **III.D.6**

Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

### **Evidence of Meeting the Standard**

The SDCC financial documents, including the budget, have a high degree of credibility and accuracy. The documents reflect appropriate allocation and use of financial resources sufficient to support student learning programs and services. The District's annual budget represents a culmination of the strategic planning and budget development processes including a campus allocation formula that ensures an appropriate level of resources is allocated to each college and Continuing Education to support student learning programs and services. Financial documents go through a thorough review process to insure a high level of transparency and accuracy in order to develop a high degree of credibility. The Budget Planning and Development Council (BPDC) reviews state apportionment reports, enrollment management decisions which drive FTES targets, the annual Campus Allocation Model and budget assumptions used in the development of the annual budget ([IIID6<sup>1</sup>](#); [IIID6<sup>2</sup>](#); [IIID6<sup>3</sup>](#)).

The information is also shared at the District Governance Council (DGC) and the Chancellor's Cabinet ([IIID6<sup>4</sup>](#); [IIID6<sup>5</sup>](#)). In addition to presenting a Tentative Budget to the Board of Trustees in June of each year and a final Adopted Budget to the Board in September of each year, the Executive Vice Chancellor presents an annual Preliminary Budget to the Board in late March/early April of each year even though this is not a state requirement. The Preliminary Budget provides an opportunity for faculty and staff to be kept informed before the end of a current academic year of some of the issues to be considered in the development of the upcoming year's Tentative and Adopted Budgets.

The Chancellor also regularly communicates state budget updates beginning with the Governor's release of the State's Proposed Budget in January of each year, an updated version based upon the Governor's May Revise, and conducts Forums each fall on the colleges and Continuing Education campuses and at the District Office, where she and the Executive Vice Chancellor present the budget and its potential impact on the upcoming academic year ([IIID6<sup>6</sup>](#)).

District budget allocations are developed based upon FTES targets, which are converted into Full Time Equivalent Faculty (FTEF) requirements in order to achieve the targeted FTES, allocation rates as defined within the Districtwide Campus Allocation Model, and budget assumptions in accordance with the Budget Allocation Model's projected revenues. The districtwide budget allocations are then used by the colleges and Continuing Education to develop their annual budgets in support of student programs at each institution ([IIID6<sup>2</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard. With the newly instituted RAC at City College, the FY 2015-2016 budget planning process was revised to better reflect the actual spending patterns in previous years. This new process also allows for more transparency and involved by the campus and constituency groups in the budget planning and development process.

The auditors issued the College an unmodified opinion and offered no management comments or exceptions ([IIID6<sup>7</sup>](#)). The yearly adopted budget provides a detailed breakdown of the different institutions and different funds as well as an explanation of all funds being allocated.

### **III.D.7**

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

#### **Evidence of Meeting the Standard**

SDCC external audits are comprehensive, and the College responds to and communicates audit findings in a timely manner. The San Diego Community College District engages an independent certified public accounting firm to perform annual audits of the College's financial statements and oversees the College's audit process ([IIID7<sup>1</sup>](#)). These annual audits include all College funds.

The District's audits have consistently been identified by the external auditors as "unmodified" (formerly known as unqualified) audits. In addition over the past five annual audits, through fiscal year ended June 30, 2015, the District has had no findings or recommendations noted in any of its five audits performed by the external independent auditors ([IIID7<sup>2</sup>](#); [IIID7<sup>3</sup>](#); [IIID7<sup>4</sup>](#); [IIID7<sup>5</sup>](#); [IIID7<sup>6</sup>](#)). The District's Board of Trustees' Budget Study and Audit Subcommittee along with the Chancellor, Executive Vice Chancellor and District Controller meet with the external auditors to review the annual audits in advance of being brought to the full Board for consideration during a public meeting of the Board of Trustees in early December of each year.

The external auditors are engaged by the District for a three-year period with two one-year renewals for a maximum of five years. In advance of the fifth year, the District publishes an RFP solicitation for external auditing services in accordance with its practice of awarding a contract for up to a period of five years to ensure truly independent objective review of the financial documents of the District.

The District regularly provides information about budget, fiscal conditions, financial planning, and audit results district-wide. The information provided is sufficient in content and provided in a timely manner to support institutional and financial planning and management. The District's audits have consistently been identified by the external auditors as unmodified audits.

In the event findings are identified during the audit discovery process, the Controller reviews the items identified through random sampling methods determined by the auditors, with the appropriate management personnel to ensure that corrective action is initiated and a timely response regarding the findings and proposed corrective plan is communicated to the external auditors during field work well in advance of finalization of the annual audit.

#### **Analysis and Evaluation**

SDCC meets this Standard. The District has received positive unmodified audits for a number of years. An unmodified audit is an audit term which means the auditors did not have to list any audit exceptions, or qualifications as a result of their review. The District's audits have consistently been identified by the external auditors as "unmodified/unqualified" audits. In the past five annual audits, through fiscal year ended June 30, 2015, the District has had no findings or recommendations noted. The District's Board of Trustees' Budget Study and Audit Subcommittee along with the Chancellor, Executive Vice Chancellor and District Controller meet annually with the external auditors to review the annual audits before they are brought to



the full board for consideration during a public meeting of the Board of Trustees. With the newly instituted Resource Allocation Committee at SDCC, the FY 2015-2016 budget planning process was revised to better reflect the actual spending patterns in previous years. This new process also allows for more transparency and involvement from the campus and constituency groups in the budget planning and development process.

The auditors issued the District an unmodified opinion and offered no management comments or exceptions ([IIID7<sup>1</sup>](#)). The yearly adopted budget provides a detailed breakdown of the different institutions and different funds as well as an explanation of all funds being allocated. To continue to build on the district's efficient processes and clearly documented procedures, the College will request that the District Budget Assumptions be clearly listed in the yearly Adopted Budget Book to allow for accessibility for all constituents.

The District has not received any audit findings or negative reviews during the last five years. Therefore, no corrections to audit exceptions and management advice have been necessary to be timely communicated.

### **III.D.8**

The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

#### **Evidence of Meeting the Standard**

Through the financial and internal control systems in place at the District, SDCC regularly evaluates its internal control systems for validity and effectiveness, and uses the results of such assessment to guide decisions for change and improvement. The external auditors' annually review internal control processes throughout the District by performing random sampling processes identified by them during their field work efforts at the District. In planning and performing their audit of the District's financial statements, the auditors consider the District's internal control over financial reporting in order to determine whether the controls are appropriate, under any given circumstance, for the purpose of their expressing an opinion on the financial statements. The auditors review consists of ensuring that there are no material weaknesses or significant deficiencies to merit attention by those charged with governance at the District ([IIID8<sup>1</sup>](#); [IIID8<sup>2</sup>](#); [IIID8<sup>3</sup>](#); [IIID8<sup>4</sup>](#); [IIID8<sup>5</sup>](#)).

#### **Analysis and Evaluation**

SDCC meets this Standard. All funds are audited annually. As a result of the review by the external auditors, no deficiencies in internal control that would be considered material weaknesses or significant deficiencies have been identified in the most recent annual District audit for the year ended June 30, 2015 ([IIID8<sup>6</sup>](#)). Also, SDCC submits numerous state and federal reports in support of the restricted and grant funds. Examples of restricted and grant funded reports are the FY 2014-2015 SSSP Report and FY 2014-2015 Equity Report ([IIID8<sup>7</sup>](#); [IIID8<sup>8</sup>](#)). These reports are accepted and demonstrate compliance with all checks and balances required by State and Federal Agencies. As a result of an assessment of systems in 2014 which indicated opportunities for improved enterprise systems, beginning July 1, 2015 the District adopted the use of the PeopleSoft Financial Management System. This system is built around a layered

security system that includes data and network encryption and firewall protection.

Vice Presidents and functional managers are responsible for interpreting board policy by establishing and monitoring internal controls through administrative procedures that protect the assets of the College and ensure validity of data and effectiveness of process. BP 6300, *Fiscal Management* ensures adequate internal controls exist, and that fiscal objectives, procedures, and constraints are communicated to the College Community and Board of Trustees ([IIID8<sup>9</sup>](#)).

An independent certified public accountant performs the annual audit of all financial records. The auditors express an opinion on the financial statements and adequacy of accounting procedures and internal control. Separate reports are issued for the San Diego City College Foundation and KSDS Radio Station which are considered separate entities outside of the College operations.

All special funds, grant expenditures, and bond expenditures are consistent with regulatory and legal restrictions. These funds are governed by the following Board Policies and Administrative Procedures:

- BP 6300, *Fiscal Management* ([IIID8<sup>9</sup>](#))
- AP 6300.1, *Purchase of Food and Refreshments* ([IIID8<sup>10</sup>](#))
- AP 6480.1, *Grant & Contract Administration* ([IIID8<sup>11</sup>](#))
- BP 6950, *Auxiliary Organizations* ([IIID8<sup>12</sup>](#))
- AP 6950.1, *Auxiliary Organizations* ([IIID8<sup>13</sup>](#))

As a result of the review by the external auditors, no deficiencies in internal control that would be considered material weaknesses or significant deficiencies have been identified in the most recent annual District audit for the year ended June 30, 2015.

### **III.D.9**

The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

#### **Evidence of Meeting the Standard**

Through thorough planning and fiscal management, SDCC, through the San Diego Community College District, consistently maintains sufficient cash reserves in order to maintain stability and support strategies for appropriate risk management, and to implement contingency plans to meet financial emergencies and unforeseen occurrences. During the recent great recession to hit California, the District did not borrow cash at any time in spite of the state's deferral of timely apportionment revenue payments; regularly applying deficit reductions to total computation apportionment revenue earned and to be funded in the state system; and, the significant FTES workload reductions imposed on all districts in the state.

The District's Fiscal Services department, under the leadership of the District Controller, monitors cash flow on a daily basis and projects future cash flow requirements over a revolving



twelve-month cycle. Bank statements are reconciled on a monthly basis. The District is fiscally independent and its Cash Reserve is held in the County of San Diego's treasury pool ([IIID9<sup>1</sup>](#); [IIID9<sup>2</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard. The Board of Trustees ensures compliance with the Chancellor's Office recommendation of maintaining minimum reserve equal to 5% of the general fund budget. In fact, The District has more than 5% of the general fund budget in a Cash Fund in addition to cash in other Reserve funds well exceeding the recommended minimum of 5%. The District complies with BP 6300 – Fiscal Management and is committed to using principles of sound fiscal management (III.D.9-01). Board Policy 6200 requires compliance with Title V requirements to maintain "An unrestricted general fund reserve sufficient to provide for working capital, appropriate cash flow, state and local funding uncertainties and future emergencies the Board may declare" ([IIID9<sup>1</sup>](#)).

Continuous review of financial conditions and state funding levels by the Executive Vice Chancellor, Business and Technology Services with the Chancellor, Chancellor's Cabinet, District Budget Development and Planning Council and the Board of Trustees provides accurate and ongoing assessments of any potential financial risks ([IIID9<sup>3</sup>](#)). Financial emergencies can therefore be minimized and unforeseen occurrences can be handled by adjusting expenditures as needed and working cooperatively at a Campus and District level.

The District was able to operate without incurring additional expenses related to debt borrowing due to the District consistently maintaining adequate cash to meet operational requirements. The District's Cash reserve, which is in a restricted fund, was instrumental in allowing the District to maintain financial stability during the recent great recession to hit the state and nation. The District's Cash Reserve as of June 30, 2015, is 7.5% of the General Fund expenditures, well in excess of the state recommended 5% and in accordance with BP 6200, *Budget Preparation* ([IIID9<sup>1</sup>](#)). The District's total reserve as of July 1, 2015, is \$78,171,460. The District's Cash reserve, which is in a restricted fund, was instrumental in allowing the District to maintain financial stability without incurring costs related to external borrowing during the recent turbulence with state funding. Bank statements are reconciled on a monthly basis. The District is fiscally independent and its Cash Reserve is held in the County of San Diego's treasury pool. The District is sufficiently protected against risk through its Insurance Plan.

As described in Standard III.D.4. the College has a clear method defined in the Resource Allocation Handbook detailing the need for contingency funds ([IIID9<sup>4</sup>](#)). As of July 1, 2015, the campus was allowed to roll over 25% of the previous fiscal year's ending balance. These funds are identified as contingency funds by the Resource Allocation Committee. As of July 2015, the campus held approximately \$30,000 in contingency funds to allow for unforeseen circumstances ([IIID9<sup>5</sup>](#)).

### **III.D.10**

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

#### **Evidence of Meeting the Standard**

The College and the District practice effective oversight and management of all financial resources, including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, grants, investments and other assets. Financial oversight occurs at both the campus and District office level. Budget to actual variances are calculated and monitored in terms of expenditures. Grant requirements are monitored by the District's Fiscal Services department. Assets are accounted for and controlled through the District's Fixed Asset Database system. Acquired assets are recorded, tagged and entered into the system in accordance with generally accepted accounting principles and Education Code requirements ([IIID10<sup>1</sup>](#); [IIID10<sup>2</sup>](#); [IIID10<sup>3</sup>](#); [IIID10<sup>4</sup>](#); [IIID10<sup>5</sup>](#); [IIID10<sup>6</sup>](#)).

The San Diego City College Foundation is a separate legal entity with a Board of Directors overseeing operations. The District collaborates and oversees the college foundation in accordance with the terms and conditions of Memorandums of Understanding executed by the District and SDCC Foundation Board President, which define the role, relationship and responsibilities of each foundation and the District ([IIID10<sup>7</sup>](#); [IIID10<sup>8</sup>](#); [IIID10<sup>9</sup>](#)).

The San Diego Community College Auxiliary Organization (SDCCAO) was formed in 1990 to promote and assist the programs of the District in accordance with the mission, policies and priorities of the District. The SDCCAO is a separate 509 (a)(1) publicly supported nonprofit organization that is exempt from income taxes under Section 501 (a) and 501 (c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private organization. The SDCCAO is also exempt from state franchise or income tax under Section 23701 (d) of the California Revenue and Taxation Code and is registered with the California Attorney General as a charity. SDCCAO operates under the leadership of a Board of Directors consisting of District staff, administrators and students as a component unit of the SDCCD and was formed by the District's Board of Trustees in 1991 ([IIID10<sup>10</sup>](#)).

The District monitors and manages student loan default rates, revenue streams and compliance with Title IV of the Higher Education Act. The District Office is responsible for ensuring that federal funds are used appropriately and that funds are not drawn down in excess of cash received from the agencies through regular review of the student financial aid system. In addition, the District's Fiscal Services Office monitors proposed payments to ensure compliance with financial aid entitlements. The District's Student Services Department along with the college Financial Aid Directors monitor student loan default rates which are consistently below the 30% federal limit. Contracts & Grants are also monitored, in accordance with District policy, at the program level on the campuses and centrally at the District Office to ensure proper fiscal oversight ([IIID10<sup>11</sup>](#); [IIID10<sup>12</sup>](#); [IIID10<sup>13</sup>](#)).

Investments are held in the County of San Diego Investment Pool with the Board of Trustees reviewing on a quarterly basis as part of a public meeting agenda. The Board also reviews and

adopts the County's Investment Policy on an annual basis ([IIID10<sup>14</sup>](#); [IIID10<sup>15</sup>](#)). The only other District investment is the "Other Post-Employment Benefits" (OPEB), which the District invested in an irrevocable trust within the Community College League of California (CCLC) under a Joint Powers Authority (JPA) organization established by CCLC. The Executive Vice Chancellor, Business and Technology Services serves on the Board of the JPA and the District Controller serves as an alternate. The JPA Board consists of district member representatives assigned by each member district to serve on the JPA Board ([IIID10<sup>16</sup>](#); [IIID10<sup>17</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard. The oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organization, and institutional investments and assets are primarily at the District level with some aspects of the oversight process being the responsibility of the campuses. As a result of the review by the external auditors all of the previously stated functions and entities are effectively operated and overseen.

SDCC has a history of compliance and sound financial management, oversight practices, and internal controls as evidenced by the independent external audits. The District has consistently received unmodified opinions in fiscal, compliance, and performance audits. Financial oversight occurs at both the campus and District office level. Budget to actual variances are calculated and monitored in terms of expenditures. Grant requirements are monitored by the District's Fiscal Services Department. Assets are accounted for and controlled through the District's Fixed Asset Database system. Acquired assets are recorded, tagged and entered into the system all in accordance with generally accepting accounting principles and Education Code requirements ([IIID10<sup>1</sup>](#); [IIID10<sup>2</sup>](#); [IIID10<sup>3</sup>](#); [IIID10<sup>4</sup>](#); [IIID10<sup>5</sup>](#); [IIID10<sup>6</sup>](#)).

Board Policies and Administrative procedures guide fiscal management. In addition, Board Policies guide staff in developing administrative procedures that ensure compliance and sound fiscal management. BP 6300, *Fiscal Management* requires that adequate internal controls exist, and that fiscal objectives, procedures, and constraints are communicated to the College Community and Board of Trustees ([IIID10<sup>18</sup>](#)). BP 6320, *Investments* requires that College funds are invested with the objectives of safety of the invested funds, provision of adequate liquidity for future obligations, and that yields obtained are consistent with these objectives ([IIID10<sup>14</sup>](#)).

As discussed in detail in Standard III.D.7, an independent certified public accountant performs the annual audit of all financial records, including the Foundation and KSDS Radio Station. The auditors express an opinion on the financial statements and the adequacy of the accounting procedures and internal control. Regular budget monitoring by budget managers, the Business Office, District Fiscal Services, through its Grants and Contracts area, safeguards against overspending of grant funds and exposing the College to unanticipated liability. The San Diego City College Foundation has its own Board of Directors which receives and reviews regular financial reports from the College's Business Office ([IIID10<sup>19</sup>](#)). The independent review by these boards facilitates effective oversight of these entities.

### **III.D.11**

The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

#### **Evidence of Meeting the Standard**

As part of a multi-college District, SDCC works in collaboration with the District to assure that SDCC financial resources provide for a reasonable expectation of short-term and long-term financial solvency. As financial plans are developed, SDCC considers its long-range financial priorities and develops appropriate short-range plans in support of the District's efforts in assuring financial stability of the entire District. SDCC clearly identifies, plans and allocates resources for payment of its liabilities and future obligations.

The District utilizes an encumbrance control system with regard to both human capital and non-personnel costs to ensure resources are allocated properly for short-term and long-term commitments. All liabilities have an associated resource identified for funding purposes for these obligations. Worker's Compensation costs undergo a review every three years by an independent actuary to ensure that the proper level of financial reserves, as determined in the applicable actuarial study report, are accounted for and budgeted for on an annual basis ([IIID11<sup>1</sup>](#)). The District maintains reserves for vacation leave accrual, insurance costs and building maintenance and operations costs to support those long-term obligations.

With respect to the Other Post-Employment Benefits (OPEB) liability, the District's Board of Trustees approved the joining of the California Retiree Health Benefit Program Joint Powers Agency (CCLC-JPA) in December 2005. In June 2006, the Board authorized \$11 million previously held in a fund reserve of the San Diego Community College District for the purpose of funding the OPEB, to be transferred into an irrevocable trust in the CCLC-JPA ([IIID11<sup>2</sup>](#)).

In compliance with state regulations, the District maintains a contingency reserve of at least five percent of its expenditures. In addition to this required reserve, the College has begun replenishing its contingency funds as a reserve available for unforeseen expenses. Beginning July 1, 2015, the College was allowed by the District to maintain 25% of its previous fiscal year ending balance. These funds have been identified as roll over funds in the budget model and designated as contingency funds by the Resource Allocation Committee ([IIID11<sup>3</sup>](#)).

The most significant debt obligations are associated with the 2002 and 2006 Propositions S & N that was authorized through an election by registered voters. The bond issuance provided approximately \$425.3 million used over a period of 13 years. A detailed debt service schedule, which reflects short-range fiscal planning, is included in the FY 2014-2015 District Audit ([IIID11<sup>4</sup>](#)).

The District's OPEB irrevocable trust is studied bi-annually by an independent actuary in accordance with GASB 43 and 45 requirements. In addition to the previously identified long-term liabilities, the College makes decisions that result in financial commitments beyond the current budget year; this includes compliance with multi-year labor contracts, multi-year grants,

and educational programs detailed in the College Catalog can all create obligations that require resources in the future. There are also long-term costs associated with scheduled maintenance of the new and existing building on campus. The College strives to identify the entirety of these obligations and take them into account when developing multi-year financial scenarios.

### **Analysis and Evaluation**

SDCC Meets this Standard. SDCC clearly identifies, plans, and allocates resources for payment of liabilities and future obligations as evidenced by the significant operational, cash and irrevocable reserves of the District, which as of October 2016, was calculated at \$108 million. The level of financial reserves provides a reasonable expectation of the institution's short and long-term financial solvency ([IID11<sup>1</sup>](#); [IID11<sup>2</sup>](#)).

### **III.D.12**

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

### **Evidence of Meeting the Standard**

The College provides post-employment health care benefits for retired employees. As a result of new accounting principles, Governmental Accounting Standards Board Statement 45 (GASB45), the College contracts for bi-annual actuarial studies. The actuarial amount of any liability associated with this obligation must be reported in the notes of the audited financial statements.

The District ensures adequate resources are available to fund the payment of current liabilities and ensures proper reserves exist to fund future obligations including OPEB liabilities. With respect to the OPEB liability, the District's Board of Trustees approved the joining of the California Retiree Health Benefit Program Joint Powers Agency (CCLC-JPA) in December 2005. In June 2006, the Board authorized \$11 million in reserves of the San Diego Community College District, held for the purpose of funding the OPEB, to be transferred into an irrevocable trust established for the District in the CCLC-JPA. The District's Executive Vice Chancellor of Business and Technology Services is a Board member on the CCLC-JPA with the District's Controller serving as an alternate to the Executive Vice Chancellor. Actuarial studies are independently conducted and reported on a bi-annual basis in accordance with GASB requirements.

In April 2015, the most recent actuarial study of the District's OPEB liability indicated a total liability for all current and future retirees of \$34.6 million. The accrued liability at the time of the 2015 study was \$22.4 million with \$18.5 million invested in an irrevocable trust with the Community College League of California's Joint Powers Authority (CCLC-JPA). Actuarial studies are independently conducted and reported on a bi-annual basis in accordance with Governmental Accounting Standards Board (GASB) 43 and 45 requirements ([IID12<sup>1</sup>](#)).

On June 25, 2015, GASB issued two new statements in order to improve upon the accounting and financial reporting for postemployment health benefits. GASB 74 will be effective for fiscal

years beginning after June 15, 2016 and will replace GASB 43 and expands upon its requirements requiring more extensive note disclosures. GASB 75 is effective for fiscal years beginning after June 15, 2017 and will require more extensive financial reporting of the OPEB liability. The two recently issued GASB statements will ensure that all community college districts clearly identify, plan and allocate resources for payment of liabilities and future obligations.

### **Analysis and Evaluation**

SDCC meets this standard. The District's 2015-16 annual independently prepared actuarial report reflects the reporting requirements of GASB 74. The District's commitment to planning for and allocating appropriate resources for the payment of liabilities and future obligations, is evidenced by the District's most recent actuarial study, as required under GASB, which reported that the District's OPEB (Other Post-Employment Benefits) is funded at 83% of the accrued liability based upon the assets invested in the CCLC-JPA irrevocable trust ([IIID12<sup>1</sup>](#)). The College's last study was conducted in 2013 and the final report produced in 2014. Subsequent studies are conducted biannually in accordance with GASB 43/45, with the next valuation to be completed during 2016-2017.

### **III.D.13**

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

### **Evidence of Meeting the Standard**

As a part of the annual budget development process, the College assesses and allocates resources for the repayment of locally incurred debt. The budget development process includes participation from all appropriate participatory governance groups including the President, Vice Presidents, and District Budget Development and Planning Council, with approval by the Board of Trustees. Board Policy 6200, *Budget Preparation* designates budget development authority ([IIID13<sup>1</sup>](#)). The District budget development process, led by the Executive Vice Chancellor, Business and Technology Services, includes participation with the Chancellor, Chancellor's Cabinet, District Budget Development and Planning Council and District Governance Council, with approval by the Board of Trustees. Administrative Procedure 6200.3, *Campus Budget Model*, elaborates on the processes associated with developing the campus based budget ([IIID13<sup>2</sup>](#)). Through sound financial management and strong reserves, the District has not incurred any local debt instruments with the exception of its General Obligation 39 bond debt capital project program for Proposition S (approved in 2002 by local taxpayers) and Proposition N (approved in 2006 by local taxpayers). The general obligation bond debt is administered through the County of San Diego Auditor and Controller's offices with direct payment on the debt coming from property tax assessments to local taxpayers.

### **Analysis and Evaluation**

SDCC meets this standard. The general obligation bond debt is administered through the County of San Diego Auditor and Controller's offices with direct payment on the debt coming from property tax assessments to local taxpayers. The District has consistently been rated by Standard and Poor's as AA+ and Aa1 by Moody's both of which is the highest ratings for an



apportionment funded California community college district awarded by each rating agency ([IIID13<sup>3</sup>](#)). The District has consistently been rated by Standard and Poor's and Moody's Investors Services with the highest ratings historically given to an apportionment funded California community college district. In October 2016, the District went through a ratings review by both agencies and was upgraded by both. Moody's upgraded the District from its Aa1 rating to the highest level possible for any entity, which is Aaa. Standard & Poor's reaffirmed the District's high rating of AA+; however, upgraded the District's outlook from AA+ Stable to AA+ Positive.

The District has no local debt obligations other than the General Obligation 39 bond debt for its Proposition S and N capital bond projects, which is debt directly paid through the County of San Diego based upon local taxpayers' property tax assessments.

#### **III.D.14**

All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

##### **Evidence of Meeting the Standard**

The District holds the financial resources of SDCC. The financial resources of District, including short and long-term debt instruments, auxiliary activities, fund-raising efforts, and grants, are used with integrity and in a manner consistent with the intended purpose of the funding source. The District Business and Technology Services division and campus Business Services offices are vigilant in the oversight of all financial resources and activities. Separate funds are established and monitored on a regular basis to ensure proper accounting for various financial resources and the use of funds in accordance with their intended purposes for all auxiliary activities and grants. The District does not have any outstanding Certificates of Participation. General Obligation 39 capital bond programs approved by the District's local taxpayers as Proposition S (2002) and Proposition N (2006) are used with integrity in the manner consistent with the intended purpose of the taxpayers. This is further evidenced by both propositions undergoing annual financial and performance audits, consistent with GO 39 legislation, related to bond construction programs resulting in unmodified audits with no findings or recommendations noted by the external independent auditors ([IIID14<sup>1</sup>](#); [IIID14<sup>2</sup>](#); [IIID14<sup>3</sup>](#); [IIID14<sup>4</sup>](#); [IIID14<sup>5</sup>](#); [IIID14<sup>6</sup>](#)).

Board Policy 6320, *Investments, and Administrative Procedures* establishes the authority of the District Vice Chancellor to invest "...funds...that are not required for the immediate needs" appropriately and "...in accordance with law, including California Government Code Sections 53600, et seq." Administrative Procedure 6320.1 and 6320.2 ([IIID14<sup>7</sup>](#); [IIID14<sup>8</sup>](#); [IIID14<sup>9</sup>](#)) outline the processes related to such investment, and provide that "...the preservation of principal shall be of primary importance; the investment program must remain sufficiently flexible to permit the District to meet all operating requirements; [and] transactions should be avoided that might impair public confidence."

An independent certified public accountant performs the annual audit of all financial records,

including the SDCC Foundation and KSDS Radio Station. Oversight and management of the financial resources at the SDCC campus level is under the direction of the Vice President of Administrative Services in cooperation with individual program deans and managers. The auditors express an opinion on the financial statements and the adequacy of the account procedures and internal control.

The use of bond funds for construction, modernization, and renovation efforts was dictated by the Measure S & N ballot language, approved by District voters in 2002 and 2006. The full Citizen's Oversight Committee for both bonds meets five times per year to monitor and make recommendations on the bond activity for the District ([IIID14<sup>10</sup>](#)).

The assets of the SDCC Foundation are over \$2.5 million as of June 30, 2015 ([IIID14<sup>11</sup>](#)). Financial expenditures of the SDCC Foundation are monitored by the College's Student Accounting Department. These expenditures are reviewed by the Vice President of Administrative Services, Foundation Board of Directors, and College President, in collaboration with the Chair of the Foundation Board ([IIID14<sup>12</sup>](#)). The expenditures are tied to the College's goals and priorities as discussed at the Foundation meetings.

The College Bookstore and Food Services (Cafeteria) continue to be auxiliary operations managed at the District. Annual revenues may be used to support the General Fund, however both organizations have not maintained fiscal self-sufficiency and do not support the General Fund at this time.

Grant management is both centralized and decentralized at the College. Grant managers, as program area experts, are responsible for ensuring that grant funds are expended as intended. The College's Business Office supports grant managers by monitoring expenditures, generating reports, assisting with state and federal audits, initiating the chart of accounts and budget development for new grants, and offering guidance as required. External auditors conduct annual audits of special funded state programs including Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), and CalWORKS for accuracy of financial records and compliance with all local, state, and federal regulations. Federal grants such as Title V and SAMSHA conduct independent audits to ensure compliance with intent ([IIID14<sup>13</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this standard. The audit reports issued as of 2015 had unmodified opinions with no material weaknesses. Existing policies, processes and procedures are in place to provide internal controls, ensuring all financial resources are used with integrity in a manner consistent with the intended purpose of the funding source. For FY 2014-2015 the College received unmodified opinions from its external auditors in relation to compliance with all the applicable state and federal grant requirements.

In April 2014, an MOU was signed between the Foundation and the District solidifying the relationship between the two entities and defining roles and expectations ([IIID14<sup>14</sup>](#)). This MOU significantly improved the relationship between the College and the Foundation. In January 2015, a new Board of Directors was appointed and the relationship between the College and the



Foundation further improved.

The District does not have any local, federal or state debt. The only debt recorded on the District's financials is the general obligation debt established by Proposition S and N. General obligation debt is not debt of the District as the debt is paid by the taxpayers of the District as assessed by the County of San Diego.

### **III.D.15**

The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

#### **Evidence of Meeting the Standard**

SDCC student loan rates are monitored and managed through the District office. The District monitors and manages student loan default rates, revenue streams and compliance with Title IV of the Higher Education Act. The District office is responsible for ensuring that Federal funds are used appropriately and that funds are not drawn down in excess of cash received from the agencies through regular review of the student financial aid system. In addition, the District's Fiscal Services office monitors proposed payments to ensure compliance with financial aid entitlements. The District's Student Services Department monitors student loan default rates which are consistently below the 30% Federal limit.

The District has a Financial Aid subcommittee comprised of the Financial Aid Officers from all three colleges—City College, Mesa College, and Miramar College--along with District Student Services, Business Services and information technology staff. The group routinely addresses compliance with changes to the Higher Education Act, as well as strategies for managing student loan defaults.

The District Student Services Department coordinates bi-weekly meetings with the campus financial aid officers to monitor upcoming deadlines, monitor program balances, and review reports such as Federal SEOG disbursements ([IIID15<sup>1</sup>](#)). The group also routinely addresses compliance with changes to the Higher Education Act, as well as strategies for managing student loan defaults.

Below is a table of the 3-Year cohort default rates for SDCC for the 2011, 2012 and 2013 cohort years.

<b>San Diego City College</b>	
<b>CDR Year</b>	<b>3 Year Rate</b>
2013	19.0 %
2012	26.7 %
2011	28.0 %

Source: U.S. Department of Education, 5-Year Student Loan Default Report ([IIID15<sup>2</sup>](#))

The Financial Aid Office and Student Accounting Office work collaboratively to ensure that SDCC is in compliance with all federal requirements with respect to student loans. City College's Financial Aid Office disburses numerous funds from various federal, state, and local agencies. Federal regulations require that a school demonstrate that it is administratively capable of properly managing the Federal Student Aid (FSA) programs. SDCC meets the federal requirements by providing financial aid counseling/advising, insuring that there is sufficient professional and clerical staff, providing a system of checks and balances, establishing satisfactory academic progress policies & procedures, maintain a default rate below 30%, submitting annual compliance and financial institutional audits, and observing generally accepted accounting principles. Other federal and state grant funded programs observe program regulations and guidelines for administering funds from those agencies.

Through a combination of regular Financial Aid Officers meetings with District Student Services, the consultation process with Districtwide governance, and collaboration with statewide associations, the District makes a concerted effort to monitor student loan default rates, and conduct routine audits to ensure compliance with all other federal, state and local statutes. As a result, the College and the District have taken the following steps to ensure compliance with federal regulations:

- Creation of Student Loan Default Report ([IIID15<sup>3</sup>](#))
- Creation of Consumer Information in compliance with the Higher Education Re-Authorization Act ([IIID15<sup>4</sup>](#))
- Creation of Drug and Alcohol Prevention Program (DAAPP) website, including online training ([IIID15<sup>5</sup>](#))
- Creation of Title IX website, including online student training ([IIID15<sup>6</sup>](#))
- Creation of a streamline online complaint process ([IIID15<sup>7</sup>](#))

Each campus monitors and manages student loan default rates to ensure that federal financial requirements are met relative to Title IV of the Higher Education Act. The District office is responsible for ensuring that federal funds are used appropriately and that funds are not drawn down in excess of cash received from the agencies through regular review of the student financial system. The District's Fiscal Services office monitors proposed payments to ensure compliance with financial aid entitlements. The District's Student Services Division monitors the student loan default rates, which consistently remains below the federally required 30% limit at each of the colleges.

### **Analysis and Evaluation**

SDCC meets this Standard. The College has been consistently compliant with all federal guidelines. City College meets all standards for reporting to the National Student Loan Data System (NSLDS). The City College Financial Aid Office reports enrollment information on student loan borrowers three times per semester to the National Student Clearinghouse which then forwards the information to the NSLDS. Email notifications of files are sent and the verification file is received from the Clearinghouse.

The college has taken a number of steps to minimize student over-borrowing and loan default. One step is by advising all students who wish to receive financial aid to complete the Free

Application for Federal Student Aid (FAFSA). This allows the financial aid office to determine financial need and provide eligible students access to grants (Pell and Cal Grant), waivers (Board of Governor's Fee Waiver), and scholarship information prior to the use of loans. One step has been to advise all students who wish to receive financial aid to complete the Free Application for Federal Student Aid (FAFSA). This allows the Financial Aid Office to determine financial need and provide eligible students access to grants (Pell and Cal Grant), waivers (Board of Governor's Fee Waiver), and scholarship information prior to the use of loans. If students are not eligible for other forms of financial aid and wish to pursue student loans, Federal regulations and college practice requires that all student loan applicants complete an entrance counseling session to understand the responsibilities and obligations students will assume when accepting student loans.

Another step to minimize student loan defaults is the use of a third-party agency called Education Credit Management Corporation (ECMC) to assist with reducing student loan default rates through core management service. ECMC staff contact students at risk of defaulting on their loans and provides them with the available options to avoid defaulting including:

- Different repayment plans
- Deferments
- Forbearance
- Contact information of their loan servicer

Third, the college has dedicated Financial Aid staff to specifically focus on assisting students who are delinquent on their loans, and provide personal, one-on-one debt management and default prevention services. Finally, another strategy to minimize loan default the college plans to utilize is a series of workshops that will focus on academic success and avoiding defaulting on student loans. The default rates for SDCC are below the "30% for three-year" threshold established by the U.S. Department of Education.

In regards to financial aid and student services monitoring and assessing compliance with federal regulations the Financial Aid Department follows up on all reports with the Clearinghouse as needed. The City College Financial Aid Department also participates in an experimental site initiative by the U.S. Department of Education to limit and/or reduce eligibility for certain student groups from receiving unsubsidized loans.

The District is in full compliance with all federal requirements including Title IV of the Higher Education Act. The District carefully monitors and manages loan default rates and revenue stream to ensure compliance. The default rates for SDCC are below the "30% for three-year" threshold established by the U.S. Department of Education.

The College reviews student default rates through bi-monthly Financial Aid Subcommittee meetings and annual reports ([IIID15<sup>8</sup>](#)). During 2014, one of the colleges observed the student default rates were increasing ([IIID15<sup>9</sup>](#)). As a result, the Financial Aid Subcommittee worked together to create a districtwide action plan identifying a number of proactive steps to address the increasing student default rates and help mitigate the effects of students defaulting on their student loans ([IIID15<sup>10</sup>](#)).

### **III.D.16**

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

#### **Evidence of Meeting the Standard**

Contractual agreements exist between SDCC and a variety of external entities for services to directly support the mission and goals of the College. Contractual agreements with external entities are governed by policies adopted by the District's Board of Trustees, which are consistent with the mission and goals of the District. The District's Business and Technology Services Division implements these policies through procedures established by the Chancellor, which contain appropriate provision to maintain the integrity of the District and the quality of its programs, services and operations. The Board of Trustees has delegated the authority to the Chancellor to purchase supplies, materials, apparatus, equipment and services as necessary to the legal and efficient operation of the District, and to enter into contracts on behalf of the District. The Chancellor further delegates this responsibility to oversee and administer the procedures developed in support of the Board Policies to the Executive Vice Chancellor of Business and Technology Services ([IIID16<sup>1</sup>](#); [IIID16<sup>2</sup>](#); [IIID16<sup>3</sup>](#); [IIID16<sup>4</sup>](#); [IIID16<sup>5</sup>](#); [IIID16<sup>6</sup>](#); [IIID16<sup>7</sup>](#); [IIID16<sup>8</sup>](#); [IIID16<sup>9</sup>](#); [IIID16<sup>10</sup>](#); [IIID16<sup>11</sup>](#); [IIID16<sup>12</sup>](#); [IIID16<sup>13</sup>](#); [IIID16<sup>14</sup>](#); [IIID16<sup>15</sup>](#); [IIID16<sup>16</sup>](#)).

Board Policy 6100, *Delegation of Authority* requires that contracts be approved or ratified by the Board before they constitute an enforceable obligation. This Board Policy also grants authority to the District Executive Vice Chancellor of Business and Technology Services to amend the terms and conditions of any contractual agreement so long as the total expenditure of funds and period of contract do not exceed the limitations set for by applicable laws and regulations ([IIID16<sup>17</sup>](#)). Board Policy 6330, *Purchasing and Contract Services* requires purchasing and contracts to comply with Ed Code and Public Contract Code. This Board Policy ensures professional ethics and provides general guidance of contract services ([IIID16<sup>1</sup>](#)).

All contracts/agreements are monitored at the District level by the District Purchasing Supervisor. At the campus level, contracts/agreements are reviewed by the Vice President of Administrative Services and then forwarded to the District Purchasing and Contract Services Department for the Purchasing Supervisor's signature. The District's Purchasing Supervisor reviews specialized contracts as needed. Additional review is conducted by the District's legal counsel if necessary to ensure legal compliance. These agreements cover personal services, lease purchase agreements, instructional programs and services, and contract education. The District distributes an updated District Signature Authority memo every fiscal year delineating the purchasing and contract authority by person/position.

#### **Analysis and Evaluation**

SDCC meets this Standard. Contractual agreements with external entities are generated by institutional policies and are concurrent with the mission and goals of the College and the District. All contractual agreements maintain the integrity of the institution including the quality of programs, services and operations. Contractual agreements with external entities are generated

by institutional policies and are concurrent with the mission and goals of the District. All contractual agreements maintain the integrity of the institution including the quality of programs, services and operations.

Contracting practices and agreements support College mission, goals, and priorities and are in compliance with Board Policies and Administrative Procedures. College policies ensure the integrity of such agreements. Two copies of each contract are signed by the vendor in blue ink and sent to the District Purchasing Supervisor for signature after review by the Vice President of Administrative Services. Any additions or changes to the contract are performed collaboratively between the College, District, and vendor prior to approval. Purchasing practices are reviewed at the District level as a part of annual audit. The Risk Management Department is also closely involved in the evaluation and acceptance of contractual agreements. SDCC complies with all Board Policies and Administrative Procedures including AP 6100.1, 6330.7, 6330.8, and 6330.9 specially related to Contract Services ([IIID16<sup>17</sup>](#); [IIID16<sup>8</sup>](#); [IIID16<sup>9</sup>](#); [IIID16<sup>10</sup>](#)).

With the implementation of PeopleSoft, the College is able to strengthen controls and compliance with all policies and procedures. The Vice President of Administrative Services conducts on-campus purchasing trainings to ensure end-user understanding and compliance with all purchasing board policies, administrative procedures, and procurement processes ([IIID16<sup>18</sup>](#); [IIID16<sup>19</sup>](#)).

## **Standard III.D Evidence**

### **III.D.1**

- [IIID1<sup>1</sup>](#) Administration and Governance Handbook 2015
- [IIID1<sup>2</sup>](#) Budget Planning and Development Council (BPDC) Agendas and Minutes
- [IIID1<sup>3</sup>](#) Campus Allocation Model (CAM) Sample
- [IIID1<sup>4</sup>](#) SDCCD FY 2015-16 Adopted Budget
- [IIID1<sup>5</sup>](#) Budget Allocation Model (BAM) Sample
- [IIID1<sup>6</sup>](#) Moody's Bond Rating Report
- [IIID1<sup>7</sup>](#) BP 6200 Budget Preparation
- [IIID1<sup>8</sup>](#) AP 6200.1 District Support for Associated Student Organizations
- [IIID1<sup>9</sup>](#) AP 6200.2 Budgeting for Minor Improvement Funds
- [IIID1<sup>10</sup>](#) AP 6200.3 Campus Budget Model
- [IIID1<sup>11</sup>](#) AP 6200.4 Revenue and Expense Projections
- [IIID1<sup>12</sup>](#) AP 6200.5 Preparation of Budget Book
- [IIID1<sup>13</sup>](#) AP 6200.6 Budget Preparation – Automated System(s)
- [IIID1<sup>14</sup>](#) BP 6250 Budget Management
- [IIID1<sup>15</sup>](#) AP 6250.1 Associated Students Budget
- [IIID1<sup>16</sup>](#) AP 6250.2 Budget Management – Budget Transfers
- [IIID1<sup>17</sup>](#) BP 6300 Fiscal Management
- [IIID1<sup>18</sup>](#) AP 6300.1 Purchase of Food and Refreshments
- [IIID1<sup>19</sup>](#) AP 6300.2 Library Overdue Notice
- [IIID1<sup>20</sup>](#) AP 6300.3 Student Emergency Loan Fund
- [IIID1<sup>21</sup>](#) AP 6300.4 Associated Students Petty Cash Fund
- [IIID1<sup>22</sup>](#) AP 6300.5 Associated Students Funds: Purchase of Equipment
- [IIID1<sup>23</sup>](#) AP 6300.6 Associated Students Banking
- [IIID1<sup>24</sup>](#) AP 6300.7 Associated Student Loans for Books and Supplies
- [IIID1<sup>25</sup>](#) AP 6300.8 Remote Image Deposit Procedure
- [IIID1<sup>26</sup>](#) AP 6300.9 Disputed Credit Card Procedure
- [IIID1<sup>27</sup>](#) AP 6300.10 Revolving Cash Funds
- [IIID1<sup>28</sup>](#) AP 6300.11 Student Refunds
- [IIID1<sup>29</sup>](#) AP 6300.12 District Cashiering, Collections and Deposits
- [IIID1<sup>30</sup>](#) Resource Allocation Formula (RAF) 2014-17
- [IIID1<sup>31</sup>](#) District 2% Growth Model for FTES Targets
- [IIID1<sup>32</sup>](#) Chancellor's Cabinet Action Items
- [IIID1<sup>33</sup>](#) District Governance Council (DGC) Minutes and Agendas
- [IIID1<sup>34</sup>](#) Chancellor's Forum PowerPoint Presentations 2015
- [IIID1<sup>35</sup>](#) S&P Bond Rating Report
- [IIID1<sup>36</sup>](#) SDCCD Basic Financial Statements and Independent Auditors' reports 2012
- [IIID1<sup>37</sup>](#) SDCCD Basic Financial Statements and Independent Auditors' reports 2013
- [IIID1<sup>38</sup>](#) SDCCD Basic Financial Statements and Independent Auditors' reports 2014
- [IIID1<sup>39</sup>](#) BP 6400 – Audits
- [IIID1<sup>40</sup>](#) District Office Action Plan & Self-Assessment Process

### **III.D.2**

- [IIID2<sup>1</sup>](#) Master Planning, Assessment, and Resource Oversight Council (MPAROC) Charge

- [IIID2<sup>2</sup>](#) SDCCD FY 2015-16 Adopted Budget
- [IIID2<sup>3</sup>](#) Understanding the Budget Training
- [IIID2<sup>4</sup>](#) FY2015-16 Resource Allocation Committee Process for Building Operating/Discretionary Budgets
- [IIID2<sup>5</sup>](#) FY2012-13 San Diego City College Ending Balance Unrestricted Funds
- [IIID2<sup>6</sup>](#) FY2013-14 San Diego City College Ending Balance Unrestricted Funds
- [IIID2<sup>7</sup>](#) FY2014-15 San Diego City College Ending Balance Unrestricted Funds

### **III.D.3**

- [IIID3<sup>1</sup>](#) Resource Allocation Committee Charge
- [IIID3<sup>2</sup>](#) FY 2015-2016 RAC Budget Development Timeline
- [IIID3<sup>3</sup>](#) MPAROC Identified Institutional Priorities FY 2014-2015
- [IIID3<sup>4</sup>](#) FY 2014-15 Resource Allocation Committee, President's Priorities for Budget Process
- [IIID3<sup>5</sup>](#) Resource Allocation Handbook
- [IIID3<sup>6</sup>](#) Email - Resource Allocation Requests for Budget Allocation FY 2015-2016
- [IIID3<sup>7</sup>](#) Sample Budget Request FY 2015-2016
- [IIID3<sup>8</sup>](#) FY 2015-2016 Resource Allocation Committee Budget Binder
- [IIID3<sup>9</sup>](#) Sample Budget Hearing & Deliberation Schedule FY 2015-2016
- [IIID3<sup>10</sup>](#) Sample Division Budget Award Letter FY 2015-2016
- [IIID3<sup>11</sup>](#) Lottery Fund Request Form for Mini Budget Hearings
- [IIID3<sup>12</sup>](#) Email for Lottery Fund Mini Budget Hearings
- [IIID3<sup>13</sup>](#) FY 2014-2015 Prioritization Allocation Rubric
- [IIID3<sup>14</sup>](#) Understanding the Budget Training
- [IIID3<sup>15</sup>](#) Screenshot Resource Allocation Handbook
- [IIID3<sup>16</sup>](#) Employee Feedback Survey
- [IIID3<sup>17</sup>](#) RAC Committee Goals FY 2015-2016
- [IIID3<sup>18</sup>](#) Budget Training & Management Survey Monkey Results
- [IIID3<sup>19</sup>](#) Annual Evaluation of Resource Allocation Committee Members
- [IIID3<sup>20</sup>](#) Resource Allocation Committee Evaluation to Budget Managers & Chairs
- [IIID3<sup>21</sup>](#) Email to RAC Members Requesting Feedback
- [IIID3<sup>22</sup>](#) Email to Budget Managers & Chairs Requesting Feedback
- [IIID3<sup>23</sup>](#) Survey Results for RAC Committee Members FY 2014-15
- [IIID3<sup>24</sup>](#) Survey Results for Budget Managers & Chairs FY 2014-15

### **III.D.4**

- [IIID4<sup>1</sup>](#) District Strategic Planning Council Minutes
- [IIID4<sup>2</sup>](#) Strategic Planning Committee (SPC) Handbook
- [IIID4<sup>3</sup>](#) Chancellor's Cabinet Action Items
- [IIID4<sup>4</sup>](#) District Governance Council (DGC) Minutes and Agendas
- [IIID4<sup>5</sup>](#) BP 6200 Budget Preparation
- [IIID4<sup>6</sup>](#) Budget Planning and Development Council Agendas and Minutes
- [IIID4<sup>7</sup>](#) SDCCD FY 2015-16 Adopted Budget
- [IIID4<sup>8</sup>](#) FY 2015-16 Adopted Budget Model
- [IIID4<sup>9</sup>](#) Resource Allocation Handbook



### **III.D.5**

- [IIID5<sup>1</sup>](#) SDCCD Basic Financial Statements and Independent Auditors' reports 2012
- [IIID5<sup>2</sup>](#) SDCCD Basic Financial Statements and Independent Auditors' reports 2013
- [IIID5<sup>3</sup>](#) SDCCD Basic Financial Statements and Independent Auditors' reports 2014
- [IIID5<sup>4</sup>](#) Proposition S, Proposition 39 Bond Building Fund reports 2012
- [IIID5<sup>5</sup>](#) Proposition S, Proposition 39 Bond Building Fund reports 2013
- [IIID5<sup>6</sup>](#) Proposition S, Proposition 39 Bond Building Fund reports 2014
- [IIID5<sup>7</sup>](#) Proposition N, Proposition 39 Bond Building Fund reports 2012
- [IIID5<sup>8</sup>](#) Proposition N, Proposition 39 Bond Building Fund reports 2013
- [IIID5<sup>9</sup>](#) Proposition N, Proposition 39 Bond Building Fund reports 2014
- [IIID5<sup>10</sup>](#) BP 6125 Fraud Policy and Whistleblower Protection
- [IIID5<sup>11</sup>](#) AP 6125 Fraud Procedure and Whistleblower Protection
- [IIID5<sup>12</sup>](#) Campus Allocation Model (CAM) Sample
- [IIID5<sup>13</sup>](#) Budget Allocation Model (BAM) Sample
- [IIID5<sup>14</sup>](#) Social Security Alternative Plan, Basic Financial Statement and Independent Auditor's reports
- [IIID5<sup>15</sup>](#) SDCC Auxiliary Organization, Basic Financial Statements and Independent Auditor's reports 2011-2012
- [IIID5<sup>16</sup>](#) SDCC Auxiliary Organization, Basic Financial Statements and Independent Auditor's reports 2013
- [IIID5<sup>17</sup>](#) SDCC Auxiliary Organization, Basic Financial Statements and Independent Auditor's reports 2014
- [IIID5<sup>18</sup>](#) BP 6300 Fiscal Management
- [IIID5<sup>19</sup>](#) FY 2014-2015 District Audit
- [IIID5<sup>20</sup>](#) Annual Evaluation of Resource Allocation Committee Members
- [IIID5<sup>21</sup>](#) Resource Allocation Committee Evaluation to Budget Managers & Chairs
- [IIID5<sup>22</sup>](#) FY2014-2015 Resource Allocation Committee, President's Priorities for Budget Process
- [IIID5<sup>23</sup>](#) District 5% Reserve Level Budget Discussion During Minutes
- [IIID5<sup>24</sup>](#) BP 6200 Budget Preparation
- [IIID5<sup>25</sup>](#) AP 6200.1 District Support for Associated Student Organizations
- [IIID5<sup>26</sup>](#) AP 6200.2 Budgeting for Minor Improvement Funds
- [IIID5<sup>27</sup>](#) AP 6200.3 Campus Budget Model
- [IIID5<sup>28</sup>](#) AP 6200.4 Revenue and Expense Projections
- [IIID5<sup>29</sup>](#) AP 6200.5 Preparation of Budget Book
- [IIID5<sup>30</sup>](#) AP 6200.6 Budget Preparation – Automated System(s)

### **III.D.6**

- [IIID6<sup>1</sup>](#) Budget Planning and Development Council (BPDC) Agendas and Minutes
- [IIID6<sup>2</sup>](#) Campus Allocation Model (CAM) Sample
- [IIID6<sup>3</sup>](#) Budget Allocation Model (BAM) Sample
- [IIID6<sup>4</sup>](#) Chancellor's Cabinet Action Items
- [IIID6<sup>5</sup>](#) District Governance Council (DGC) Minutes and Agendas
- [IIID6<sup>6</sup>](#) Chancellor's Forum PowerPoint Presentations 2015
- [IIID6<sup>7</sup>](#) FY 2014-15 District Audit

### **III.D.7**

- [IIID7<sup>1</sup>](#) FY 2014-15 District Audit
- [IIID7<sup>2</sup>](#) Administration and Governance Handbook 2015
- [IIID7<sup>3</sup>](#) Budget Planning and Development Council (BPDC) Agendas and Minutes
- [IIID7<sup>4</sup>](#) Campus Allocation Model (CAM) Sample
- [IIID7<sup>5</sup>](#) Budget Allocation Model (BAM) Sample
- [IIID7<sup>6</sup>](#) Resource Allocation Formula (RAF) 2014-17

### **III.D.8**

- [IIID8<sup>1</sup>](#) SDCCD Basic Financial Statements and Independent Auditor's Report June 30, 2015
- [IIID8<sup>2</sup>](#) SDCCAO Basic Financial Statements and Independent Auditor's Report June 30, 2015
- [IIID8<sup>3</sup>](#) SDCCD Social Security Alternative Plan Basic Financial Statements and Independent Auditor's Report June 30, 2015
- [IIID8<sup>4</sup>](#) SDCCD Proposition N, Proposition 39 Financial Statements and Independent Auditor's Report June 30, 2015
- [IIID8<sup>5</sup>](#) SDCCD Proposition S, Proposition 39 Financial Statements and Independent Auditor's Report June 30, 2015
- [IIID8<sup>6</sup>](#) FY 2014-15 District Audit
- [IIID8<sup>7</sup>](#) FY 2014-2015 SSSP Report
- [IIID8<sup>8</sup>](#) FY 2014-2015 Equity Report
- [IIID8<sup>9</sup>](#) BP 6300 Fiscal Management
- [IIID8<sup>10</sup>](#) AP 6300.1 Purchase of Food and Refreshments
- [IIID8<sup>11</sup>](#) AP 6480.1 – Grant & Contract Administration
- [IIID8<sup>12</sup>](#) BP 6950 – Auxiliary Organizations
- [IIID8<sup>13</sup>](#) AP 6950.1– Auxiliary Organizations

### **III.D.9**

- [IIID9<sup>1</sup>](#) BP 6200 Budget Preparation
- [IIID9<sup>2</sup>](#) SDCCD FY 2015-16 Adopted Budget
- [IIID9<sup>3</sup>](#) District Budget Planning & Development Council Meeting Minutes – March 2, 2016
- [IIID9<sup>4</sup>](#) Resource Allocation Handbook
- [IIID9<sup>5</sup>](#) District Fiscal Services Cash Flow Monitor 12 Month Cycle

### **III.D.10**

- [IIID10<sup>1</sup>](#) BP 6520 Security for District Property and Records
- [IIID10<sup>2</sup>](#) AP 6520.1 Equipment Inventory
- [IIID10<sup>3</sup>](#) AP 6520.2 Transfer of Equipment
- [IIID10<sup>4</sup>](#) BP 6550 Disposal of Property
- [IIID10<sup>5</sup>](#) AP 6550.1 Disposal of Property
- [IIID10<sup>6</sup>](#) AP 6550.2 Storage and Disposal of Records
- [IIID10<sup>7</sup>](#) Memorandum of Understanding (MOU) with City
- [IIID10<sup>8</sup>](#) Memorandum of Understanding (MOU) with Mesa
- [IIID10<sup>9</sup>](#) Memorandum of Understanding (MOU) with Miramar
- [IIID10<sup>10</sup>](#) San Diego Community College Auxiliary Organization (SDCCAO) Constitution and Bylaws, Meeting Minutes, and Agendas
- [IIID10<sup>11</sup>](#) BP 6950 – Auxiliary Organizations

[IIID10<sup>12</sup>](#) AP 6950.1– Auxiliary Organizations  
[IIID10<sup>13</sup>](#) AP 6950.2 Equipment Purchase by Fiduciary/Trust, Auxiliary or Foundations  
[IIID10<sup>14</sup>](#) BP 6320 Investments  
[IIID10<sup>15</sup>](#) AP 6320.1 Investment of Associated Student Funds  
[IIID10<sup>16</sup>](#) AP 6320.2 Investments  
[IIID10<sup>17</sup>](#) CCLC-JPA Unfunded Health Benefits Trust Minutes and Agendas  
[IIID10<sup>18</sup>](#) BP 6300 Fiscal Management  
[IIID10<sup>19</sup>](#) SDCC Foundation Financial Report

#### **III.D.11**

[IIID11<sup>1</sup>](#) Worker’s Compensation Actuarial Studies  
[IIID11<sup>2</sup>](#) GASB 45 Actuarial Valuation Report  
[IIID11<sup>3</sup>](#) Resource Allocation Handbook  
[IIID11<sup>4</sup>](#) FY 2014-15 District Audit

#### **III.D.12**

[IIID12<sup>1</sup>](#) GASB 45 Actuarial Valuation Report

#### **III.D.13**

[IIID13<sup>1</sup>](#) BP 6200 Budget Preparation  
[IIID13<sup>2</sup>](#) AP 6200.3 Campus Budget Model  
[IIID13<sup>3</sup>](#) Moody’s Bond Rating Report

#### **III.D.14**

[IIID14<sup>1</sup>](#) Proposition S, Proposition 39 Bond Building Fund reports 2012  
[IIID14<sup>2</sup>](#) Proposition S, Proposition 39 Bond Building Fund reports 2013  
[IIID14<sup>3</sup>](#) Proposition S, Proposition 39 Bond Building Fund reports 2014  
[IIID14<sup>4</sup>](#) Proposition N, Proposition 39 Bond Building Fund reports 2012  
[IIID14<sup>5</sup>](#) Proposition N, Proposition 39 Bond Building Fund reports 2013  
[IIID14<sup>6</sup>](#) Proposition N, Proposition 39 Bond Building Fund reports 2014  
[IIID14<sup>7</sup>](#) BP 6320 Investments  
[IIID14<sup>8</sup>](#) AP 6320.1 Investment of Associated Student Funds  
[IIID14<sup>9</sup>](#) AP 6320.2 Investments  
[IIID14<sup>10</sup>](#) Citizens’ Oversight Committee Annual Report 2015  
[IIID14<sup>11</sup>](#) SDCC Foundation Balance Sheet as of June 30, 2015  
[IIID14<sup>12</sup>](#) SDCC Foundation Minutes and Budget Overview FY 2015-2016  
[IIID14<sup>13</sup>](#) BP 6400 Financial Audits  
[IIID14<sup>14</sup>](#) Memorandum of Understanding (MOU) with City

#### **III.D.15**

[IIID15<sup>1</sup>](#) SAM Meeting Minutes March 3, 2016  
[IIID15<sup>2</sup>](#) 5-Year Student Loan Default Rate Report  
[IIID15<sup>3</sup>](#) SAM Meeting Notes September 10, 2014  
[IIID15<sup>4</sup>](#) SDCCD Consumer Information Website  
[IIID15<sup>5</sup>](#) SDCCD Drug and Alcohol Abuse Prevention Program (DAAPP) Website  
[IIID15<sup>6</sup>](#) SDCCD Title IX & Campus Save Act Website

[IIID15<sup>7</sup>](#) SDCCD Student Web Services Complaint Process Webpage  
[IIID15<sup>8</sup>](#) SAM Meeting Minutes March 5, 2014  
[IIID15<sup>9</sup>](#) Financial Aid Student Loans Report  
[IIID15<sup>10</sup>](#) City SSC Minutes March 6, 2014

#### **III.D.16**

[IIID16<sup>1</sup>](#) BP 6330 Purchasing and Contract Services  
[IIID16<sup>2</sup>](#) AP 6330.1 Purchase Requisitions  
[IIID16<sup>3</sup>](#) AP 6330.2 Equipment and Supply Determination  
[IIID16<sup>4</sup>](#) AP 6330.3 Bids and Quotations  
[IIID16<sup>5</sup>](#) AP 6330.4 Developing Bid Specifications  
[IIID16<sup>6</sup>](#) AP 6330.5 Bids and Contracts  
[IIID16<sup>7</sup>](#) AP 6330.6 Bid Request for Proposal Questions and Protest  
[IIID16<sup>8</sup>](#) AP 6330.7 Contracts – Personal Services  
[IIID16<sup>9</sup>](#) AP 6330.8 Contracts - Consultant  
[IIID16<sup>10</sup>](#) AP 6330.9 Contracts – Electronic Systems and Materials  
[IIID16<sup>11</sup>](#) AP 6330.10 Accessibility of Information Technology  
[IIID16<sup>12</sup>](#) AP 6330.11 Purchase Orders  
[IIID16<sup>13</sup>](#) AP 6330.12 Purchase Orders - Standard  
[IIID16<sup>14</sup>](#) AP 6330.13 Blanket Purchase Orders  
[IIID16<sup>15</sup>](#) AP 6330.15 Blanket Purchase Orders – Change Orders  
[IIID16<sup>16</sup>](#) AP 6330.16 Returns and Exchanges  
[IIID16<sup>17</sup>](#) BP 6100 Delegation of Authority  
[IIID16<sup>18</sup>](#) ERP PeopleSoft Training Purchasing Module PowerPoint  
[IIID16<sup>19</sup>](#) PeopleSoft Purchasing Module Instructions

## STANDARD IV—LEADERSHIP AND GOVERNANCE

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### IV.A. Decision-Making Roles and Processes

#### IV.A.1

Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

#### Evidence of Meeting the Standard

The SDCC institutional leaders create and encourage innovation in practice that guides the College towards institutional excellence. The College Mission and Values Statement, as described in Standard I, clearly defines the College's commitment to student success and educational excellence. As described in Standard I, the mission, goals, and values are published on the College website and in the College Catalog. Additionally, the college posts its mission statement in the class schedule, catalog, and bulletin boards throughout campus ([IVA1<sup>1</sup>](#)).

The College makes information about its performance available to staff, students and the public through the Student Success Scorecard, the Student Equity Scorecard, the City College Fact Book, Facts on File, and a variety of other reports related to institutional performance. Data from these reports are used to inform College dialog on assessment of institutional effectiveness, as outline in Standard I. The data reports are compiled and updated as needed by research personnel on campus and at the District office. Reports are posted on College and District websites to ensure easy access. The reports guide institutional decision making and planning as reflected in the college planning documents, such as the Educational Master Plan, Supporting Student Success Program Plan, Student Equity Plan, and Basic Skills Plan. These plans reflect evaluation of the college performance and are posted on the College Strategic Planning website ([IVA1<sup>2</sup>](#)).

The College utilizes a variety of committees and councils dedicated to evaluation of performance and planning for improvements. These committees and councils are outlined in the Campus Handbook ([IVA1<sup>3</sup>](#)). Members of these committees and councils include administrative personnel, faculty, classified staff, and students.

The campus leadership has created an environment for empowerment, innovation and institutional excellence by respecting and consistently adhering to the college's participatory governance processes (described more in depth in Standard IV.A.3) involving participation in decision making and assuring broad-based discussion, planning, and implementation. Board Policy 2510 ([IVA1<sup>4</sup>](#)) establishes guidelines for participatory governance at the campus. The District Administrative & Governance Handbook further delineates roles of personnel in the governance process. Finally, The San Diego City College Handbook section on participatory governance notes that: "San Diego City College is governed through a participatory governance process" ([IVA1<sup>5</sup>](#)). Opportunities for students, faculty, staff, and administrators to contribute ideas for improving the college are funneled through various participatory governance bodies

such as the Academic Senate, Associated Student Government and Classified Senate, and administrative councils and committees. These councils and committees are clearly outlined in the Campus Handbook.

SDCC offers individuals multiple platforms to bring forward ideas for institutional improvement. These platforms include participation in the development of agenda for the variety of committees and councils, attendance and participation in those committees and councils that are open to the public, comments sections on surveys, regularly scheduled open office hours for the VPI and President, Chancellor's forums on campus, and open meetings of the Board of Trustees held at district and campus locations. The Board members regularly schedule on campus opportunities for one on one meetings between an individual and a Board member. The President has established a mailbox on campus that allows any College constituent to put forth ideas and maintain anonymity if desired. Similarly, Student Services also maintains a mailbox for suggestions, comments, etc. The Academic Senate has standing agenda items ([IVA1<sup>6</sup>](#)) that provide an opportunity for student, classified staff and the public to comment and provide feedback, ideas, etc. on issues affecting institutional performance. Similarly, the Classified Senate holds monthly, open meetings providing interested parties the opportunity to voice thoughts, opinions, etc.

Students, faculty, administrators, and other interested parties can obtain information related to College performance from a variety of areas on the College website, including minutes of various councils, committees, and Senates, the SDCC Student Success Scorecard, and information related to student achievement ([IVA1<sup>7</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard. The Mission Statement clearly articulates the institution's commitment to student success and educational excellence. The first paragraph of the Mission Statement reads; "San Diego City College has as its highest priority student learning and achievement." The Value Statement includes recognition of SDCC's commitment to excellence in education: "High quality instructional programs emphasizing creative and critical thinking." One of the stated goals of the college is to prepare students to become "world-citizens in the twenty-first century" and in doing so, "develop the whole person who is prepared to be an active citizen and participate in a global community". The SDCC institutional goals and values are clearly posted at the college's accreditation web page for all faculty, staff, administration, students, and the public to examine at any time.

The responsibilities of all members of the campus community to participate in decision-making processes are articulated in the 2014-2015 San Diego City College Campus Handbook, pp 9-12, in the sections entitled "Participatory governance" and "Overview of Participatory Governance" ([IVA1<sup>5</sup>](#)). Data related to student performance and point of service surveys for the administrative departments on campus are provided through the office of institutional research. Results of these surveys, including qualitative and quantitative analysis, are reviewed during the Program Review and Master Planning process as outlined in Standard I.B.7. The SDCC Educational Master Plan is posted on the Master Planning, Assessment, and Resource Oversight Council (MPAROC) web page. At the beginning of the District's bond capital improvement program, a Facility Master Plan was created for the College. The Facility Master Plan identifies the facility requirements to

meet the educational mission, but is not directly linked to the campus educational master plans. These plans, which were created with participation from faculty and staff have provided the blueprints for the facility modernization that has occurred across the campus. At the end of the bond program the new Facilities Master Plan will be tied to the campus educational master plan. Furthermore, all institutional planning, review and evaluations are made available to all interested parties via the Academic Senate, Classified Academic Senate, Associated Student Government and Master Planning meetings which are held on a monthly basis. These meetings are open to all and individuals are encouraged to participate regularly. Agenda and minutes of committees and councils are posted on the College website. Additionally, SDCC has a wide array of councils and committees ([IVA1<sup>8</sup>](#)) that include student representatives as well as members of the faculty, classified staff, and administration.

The Student Feedback survey contains 2 items to assess student involvement in the institution. Items # 64 and 65 state, “Students have a substantial voice in matters related to programs and services” and “Students are a valued part of the decision-making process at this campus.” The 2015 survey results indicate the majority of respondents agree with these statements, with a steady increase in agreement over the last two years.

The Employee Feedback survey of 2015 indicated that 68% of respondents agreed with the statement, “In general, I am aware of the staff and/or faculty role in various governing, planning, budgeting, and policy-making bodies at the college.” In that same survey, 48% of respondents agreed that, “The classified staff exercise a substantial voice in matters related to college planning, budgeting, and institutional policies,” with 32% of respondents having a neutral opinion in this area. These results show an increase from the previous year. In order to further increase classified staff participation in decision making, the MPAROC has begun a review and revision of classified hiring priorities and processes.

#### **IV.A.2**

The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

#### **Evidence of Meeting the Standard**

SDCC utilizes the practice of participatory governance that authorizes administrators, faculty, staff and students to participate in decision-making processes that is supported by policies and procedures developed within the District. Faculty and classified staff participate in participatory governance in accordance with California law. The District Administration and Governance Handbook, p. 18, outlines the policy related to participatory governance in accordance with Title 5, Sections 51023.7, 51023.5, and 53200-53204. Accordingly, Board Policy 2510 outlines the roles and responsibilities of the Board of Trustees, Academic Senate, students, classified staff, and faculty in College governance. Board Policy 3200 more specifically outlines the role of students in participatory governance. The San Diego City College Campus Handbook contains organizational charts and further describes the participatory governance structure. It includes a



complete description of the principles, goals, organizational structures, and processes that govern decision making at the college. The San Diego City College Handbook also contains descriptions of the official responsibilities and authority of the faculty and academic administrators in all curricular and educational matters.

The District has had a long-standing commitment to administrator, faculty, staff and student participation in decision making processes.

Board Policy 2510 and Administrative Procedure 2510 Participation in Local Decision-Making ensures that faculty, staff, and students have the right to effectively participate in District governance ([IVA2<sup>1</sup>](#)). The policy specifies that the Board will consult collegially with representatives of the Academic Senates and rely primarily on the advice and judgment of the faculty in curricular and other academic matters. Further BP/AP 2510 provide students the opportunity to participate effectively in District governance and affirms that the Board will not take any action on a matter having a significant effect on students until a representative body of students, designated as the United Student Council, has had the opportunity to participate in the development of recommendations and formulation of policies and procedures. The policy also affords staff the opportunity to participate in the formulation of matters significantly affecting staff by directing that they be included in appropriate committees, councils, advisory groups, and other structures at all colleges.

Board Policy 0210, *Academic Senate and Faculty Council* authorizes the formation of academic senates within the District ensuring the opportunity for meaningful participation by faculty in decision making processes ([IVA2<sup>3</sup>](#)).

BP 2310, *Regular Meetings of the Board* demonstrates a commitment to faculty, staff, and student participation in governance and decision making. Included in the policy is a statement that:

the president of the faculty senates and classified senates at each college and Continuing Education, and the presidents/representatives from all District unions and the president of the associated students at each college and a student representative from all of the Continuing Education campuses shall be invited to attend regular meetings of the Board ([IVA2<sup>4</sup>](#)).

The membership of the District Governance Council, the primary district-wide governance body, demonstrates the District's commitment to faculty, staff, administrator, and student participation in decision making. The Council comprises the chairs of all of the District Governance Councils, the college and Continuing Education presidents, Academic Senate representatives from all four institutions, classified senate representatives from all four institutions, the Student Trustees, and representatives of the labor organizations ([IVA2<sup>5</sup>](#); [IVA2<sup>6</sup>](#); [IVA2<sup>7</sup>](#)).

The District Governance Council meets once or twice a month, depending on the Board of Trustees' meeting schedule, to review the Board of Trustees' meeting agenda and address District operational matters including: changes to policies and procedures; Council and task force reports; state budget updates; and significant changes to business processes. The Council also

periodically appoints special task forces to address specific topics. Examples of task forces include the Task Force on Textbook Affordability and the Threat Assessment Task Force ([IVA2<sup>8</sup>](#)).

The broad composition of the other District governance councils and committees also demonstrates the important role faculty, staff, students, and administrators play in institutional governance, including policy and procedure review and updates, planning, and budget development. The membership and roles of each council are described in the District Administration and Governance Handbook, which is communicated throughout the District. The Handbook defines the role of each District Governance Council and committee, as well as the constituency representation for each. The Handbook is available electronically on the District website as well as in print format ([IVA2<sup>9</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard. The San Diego City College Handbook recognizes the four constituencies (Academic Senate, Classified Senate, Associated Students Government and Administration) that share in the governance of the college and pages 9-21 clearly delineate their roles in terms of governance, planning and budget development ([IVA2<sup>10</sup>](#)). SDCC implements Board Policy 2510, which clearly defines the responsibilities of constituent groups in College governance:

... The Board of Trustees shall consult collegially with representatives of the Academic Senates... The Academic Senates shall retain the right to meet with and appear before the governing board with respect to the views, recommendations or proposals of the Senates... The Board of Trustees shall provide students the opportunity to participate effectively in district governance... The Board will usually not take action on a matter having a "significant effect on students" until the representative body of students has had the opportunity to participate in the development of recommendations and formulation of policies and procedures... the governing board shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters. Staff will be included in appropriate committees, councils, advisory groups and other structures at all sites in order to participate in the formulation and development of matters which impact staff.

The role of student association in college governance is elaborated on in Board Policy 3200: The

Associated Students organizations and United Student Council are recognized as the official voice for the students at their respective colleges, Continuing Education and the District on all participatory governance matters.

In addition to the four recognized constituencies, the college also has Executive Councils whose purpose is to formalize the collegial consultation process and provide effective planning and budget development. These councils are as follows:

1. President's Council
2. Master Planning, Assessment, and Resource Oversight Council (MPAROC)

3. Instructional Services Council
4. Student Services Council

Each Executive Council is responsible for making and keeping agendas, meeting notes, and records of all decisions and recommendations. Each council is also responsible for the dissemination of all the aforementioned to the entire college community ([IVA2<sup>11</sup>](#)).

Board Policy 2510 describes the relationship between the Board of Trustees and the Academic Senate in curricular and other educational matters:

...The Board shall elect to rely primarily on the advice and judgment of the Academic Senates for the following policy development: a) Curriculum, including establishing prerequisites and placing courses within disciplines b) Degree and certificate requirements c) Grading policies d) Educational program development e) Standards or policies regarding student preparation and success f) District and college governance structures, as related to faculty roles\* g) Faculty roles and involvement in accreditation processes, including self-study and annual reports.

The San Diego City College Handbook, page 11, outlines the process for participation in the governance process:

The operational form of collegial consultation with constituent groups at City College is a formal Executive Council and Standing Committee structure. City College implements the participatory governance policies of the Board of Trustees through this organization. Executive Councils and Standing Committees include representatives from the four campus constituencies and are organized to encourage the consideration of ideas from every area of the college and specific proposals to be recommended for action.

The 2015 Employee Feedback Survey indicates the majority of respondents agree with the statements, “The college’s planning process offers opportunities for input by appropriate constituencies,” “The college leaders encourage all members of the college community to take initiative in improving institutional effectiveness,” “The faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies,” and “In general, I am aware of the staff and/or faculty role in various governing, planning, budgeting, and policy-making bodies at the college” ([IVA2<sup>12</sup>](#)). As described in IV.A.1, In order to further increase classified staff participation in decision making, the MPAROC has begun a review and revision of classified hiring priorities and processes.

The 2015 Student Feedback Survey indicates the majority of respondents agree with the statements, “Students have a substantial voice in matters related to programs and services” and “Students are a valued part of the decision-making process at this campus” ([IVA2<sup>13</sup>](#)). Both items show an increase in Student Feedback over the last two assessment cycles. However, only 43% of respondents agreed with the statement, “Student government has a strong presence on campus.” This may be related to transitions in leadership in the student affairs department that occurred during the survey assessment cycle, including the position of Dean of Student Affairs

being held by interim personnel. Additionally, several vacancies in the student Senate have contributed to a perception that the student presence on campus is not as strong as it could be.

Since that time, Senators have been appointed to fill vacancies, and slots have been left open for elections in the 2016 Fall semester. A new permanent Dean of Student Affairs has been hired and has begun the process of strengthening the presence of student government at SDCC. Actions taken by the Dean of Student Affairs since beginning his service in Spring, 2016 include:

- Assigning Associated Student Government (ASG) reps to all campus committees, especially the Student Support Initiative Council;
- Notifying all campus committee Chairs to inform the Student Affairs office of student vacancies on committees;
- Implementing forums with potential ASG candidates (begun in Spring, 2016);
- Establishing ASG candidate orientation that includes description of duties of positions;
- Ensuring vacancy for Student Trustee on the Board of Trustees was filled;
- Requiring ASG candidates to address how they will be an advocate for students on campus as part of election platforms; and
- Providing information sessions to increase awareness of the role of student in participatory governance.

The Dean of Student Affairs also accompanied students to the National Student Leadership Conference and to the Student Senate for California Community Colleges. Both events provide students in campus government valuable information to aid in the understanding of standards for advocacy and how to craft legislation that affects students in California Community Colleges.

At the 2016 Convocation, the Dean of Student Affairs made a fervent request for faculty to volunteer to serve as Advisors for the many student clubs on campus.

#### **IV.A.3**

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

#### **Evidence of Meeting the Standard**

The administrators, faculty, classified staff, and students have substantive and clearly defined roles in institutional governance with a substantial voice in institutional policies, planning, and budget. The role of members is clearly defined in Board Policy 2510, and the San Diego City College Campus Handbook as outlined in Standard IV.A.2. Through the Academic Senate, the Classified Senate, and Associated Students, a full complement of the SDCC campus community have the opportunity to provide input into institutional decisions.

All decisions affecting the college are processed through the President's Council which has representatives from faculty, staff, administration, and students as well as the chief instructional, administrative, and student services officers. The Academic Senate, Chairs' Cabinet, Classified

Senate, Associated Student Government, Instructional Technology Council, Instructional Services Council, Student Services Council, and the Master Planning, Assessment, and Resource Oversight Council (MPAROC) are all represented in the President's Council, which meets bi-weekly. The actions of the President's Council are communicated through the President's online bulletin, meeting summaries and in the reports given to represented constituent groups.

The District has policies and procedures in place that ensure faculty and administrators have substantive and clearly defined roles in institutional governance. The Board of Trustees is responsible for establishing policies that govern all activities related to conducting the business of the District, the colleges, and Continuing Education. The Chancellor is the Chief Executive Officer of the District and is responsible for the administration of the District in accordance with the policies established by the Board of Trustees.

Development and review of policies and procedures are collegial efforts involving a variety of governance groups. For policies and procedures that affect academic and professional matters, the Board relies primarily on the Academic Senates; on matters defined as within the scope of bargaining interests, the Board follows the requirements of negotiations. For administrative matters, the Board relies primarily on the recommendations of staff with input from various constituencies in the development and review process. The Board agenda includes a standing item, titled Call for Academic Senates' Agenda items for Discussion intended to allow the academic senate presidents to identify items on the agenda they wish to address, including policy matters. In addition, the general public may comment at public Board meetings on any policy consideration before the Board ([IVA3<sup>1</sup>](#)).

Board Policy 2510 and Administrative Procedure 2510, *Participation in Local Decision-Making* ensures that faculty, students, and staff have the right to effectively participate in District governance ([IVA3<sup>2</sup>](#)). The policy specifies that the Board will consult collegially with representatives of the Academic Senates, and rely primarily on their advice and judgment for educational matters. The policy also provides students the opportunity to participate effectively in District governance, including not taking any action on a matter having a significant effect on students until a representative body of students, designated as the United Student Council, has had the opportunity to participate in the development of recommendations and formulation of policies and procedures. In addition, the policy affords staff the opportunity to participate in the formulation of matters significantly affecting staff by directing that they be included in appropriate committees, councils, advisory groups and other structures at all campuses.

Board Policy 0210, *Academic Senate and Faculty Council* authorizes the formation of academic senates within the District ensuring the opportunity for meaningful participation by faculty in decision making processes ([IVA3<sup>3</sup>](#)).

BP 2310, *Regular Meetings of the Board* also demonstrates a commitment to faculty, staff, and student participation in governance. It describes the format and structure of Board of Trustees meetings as well as a commitment to participation. Included is a statement that:

the president of the faculty senates and classified senates at each college and Continuing Education, and the presidents/representatives from all District unions and the president of

the associated students at each college and one student representative from all of the Continuing Education campuses shall be invited to attend regular meetings of the Board ([IVA3<sup>4</sup>](#)).

With regard to budget and fiscal matters, the District has the primary responsibility for developing and administering all policies and procedures related to the expenditure of funds, internal controls, audit compliance, and fiscal accountability. Once a budget is developed and approved by the Board of Trustees, the colleges and Continuing Education have autonomy in determining campus expenditures in accordance with their Integrated Planning framework to fulfill their mission within the scope of their budget allocation. The District's participatory governance council entrusted with the task of reviewing and making recommendations related to district-wide budget planning and development is the Budget Planning and Development Council ([IVA3<sup>5</sup>](#)).

The District Administration and Governance Handbook provides a guide to the organization and delegation of function of the various departments and District governance structures. The Handbook is a clear illustration of the District's commitment to participatory governance. It includes a comprehensive delineation of function of District and college operations, a description of Board policies and procedures pertaining to governance, and a description of the membership and role of all of the governance councils and committees, as well as special Board of Trustees committees ([IVA3<sup>6</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard. The San Diego City College Campus Handbook clearly delineates the roles and responsibilities of the Academic Senate in relation to institutional decision making:

1. The Academic Senate
  - a. approves all policies and procedures within the purview of the Academic Senate;
  - b. assumes primary responsibility for making recommendations on all academic and professional matters; (Title V, Article 2, Section 53200: Academic Senate. California Education Code).
  - c. promotes the general welfare of SDCC, its faculty, and its students;
  - d. encourages a sense of professional responsibility of the highest caliber; and
  - e. assists and promotes community college education, especially in regard to matters affecting the faculty of SDCC.

The college also has five Executive Councils whose purpose is to formalize the collegial consultation process and provide effective planning and budget development. These Councils are the President's Council; Instructional Services Council; Student Services Council; Master Planning, Assessment, and Resource Oversight Council (MPAROC); and Institutional Technology Council. The roles of the Executive Councils are fully described in the Campus Handbook on pages 22-45, and include statements of the charge and members of each Council as well as a description of standing committees of each Council ([IVA3<sup>7</sup>](#)).

In brief, the President's Council provides college-wide input on participatory governance issues through review and discussion, and serves as the main policy body that forwards

recommendations on participatory governance issues to the district and Board of Trustees. The Instructional Services Council coordinates and provides leadership and support for all college functions in instruction. The council also reviews and makes policy and procedural recommendations on participatory governance issues within instruction, requiring primary reliance or mutual agreement between the Academic Senate and the Board of Trustees or the College President. The council also facilitates communication among department chairs and deans regarding instructional programs, scheduling, procedures, planning, etc., with the intent of improving services to students.

The Student Services Council provides leadership and support for all college functions related to Student Services; reviews and makes policy and procedural recommendations on participatory governance issues within Student Services requiring primary reliance or mutual agreement between the Academic Senate and the Board of Trustees or the College President; and advises the Academic Senate and the college community on recommended policies and procedures dealing with Student Services.

The MPAROC facilitates the development of a faculty and staff-led assessment process of Student Learning and Administrative Outcomes for SDCC to improve teaching, learning, advising, and serving students at the individual, course, program, and institutional level and develops an operating budget that carries out the mission of the college as delineated in the College Master Plan. The council also reviews and assesses the impact of reductions/increases; and justifies the level of any additional program allocations required to provide an appropriate schedule of classes and level of service.

The Institutional Technology Council develops an institutional Information Technology Plan with a primary focus on the role of technology in the support and delivery of information-based resources to all constituencies of the College.

The 2015 Employee Feedback survey indicates the majority of respondents agree with the statement, “The faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies” ([IVA3<sup>8</sup>](#)). In addition, the majority of respondents agree with the statement, “The college's planning process offers opportunities for input by appropriate constituencies,” ([IVA3<sup>9</sup>](#)) “The faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies,” ([IVA3<sup>8</sup>](#)) and “In general, I am aware of the staff and/or faculty role in various governing, planning, budgeting, and policy-making bodies at the college” ([IVA3<sup>10</sup>](#)).

#### **IV.A.4**

Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.



### **Evidence of Meeting the Standard**

SDCC faculty and administrators have well-defined responsibility for recommendations about curriculum and student learning programs and services. Board Policy 0210, *Academic Senate and Faculty Council* authorizes the formation of the Academic Senate ([IVA4<sup>1</sup>](#)). Board Policy 5020, *Curriculum Development* ensures that the SDCC Curriculum Committee has primary decision-making authority in college curriculum matters ([IVA4<sup>2</sup>](#)). Board Policy 7250 endows administrators in instructional and student services programs with direct responsibility for supervising the operation and policy development for both instructional and student service areas ([IVA4<sup>3</sup>](#)). The San Diego City College Campus Handbook and the District Administration and Governance Handbook describe the official responsibilities and authority of the Academic Senate, the Curriculum Committee, and academic administrators for recommendations about curriculum, including student learning programs and services. Final decisions on curriculum are made by the District's Curriculum and Instructional Council. Programs offered via distance education modalities are reviewed through the ACCJC substantive change process.

### **Analysis and Evaluation**

SDCC meets this Standard. In addition to establishing the Academic Senate, Board Policy 0210 ensures that faculty "...have meaningful participation in the formation of District policies on academic and professional matters...[and] in the District decision-making process." The policy also confirms the authority and responsibility of faculty in curriculum: "...faculty and Academic Senates assume primary responsibility for making recommendations in the areas of curriculum and academic standards curriculum committees are recognized as the primary decision-making bodies that offer recommendations regarding courses, degrees, and certificates to the Curriculum and Instructional Council (CIC), the Board of Trustees, and the California Community Colleges Chancellor's Office, as appropriate" ([IVA4<sup>1</sup>](#)). SDCC implements this policy through Academic Senate appointment of faculty to serve on committees. Additionally, the Chair of the Curriculum Committee is a faculty member.

In accordance with adopted Board Policy 0210 and the District Educational Master Plan, Goal IX: "To maintain a climate of cooperation and mutual dedication to the goal of the District" ([IVA4<sup>4</sup>](#)), the Board of Trustees has authorized the formation of academic senates and faculty councils within the District, thereby ensuring opportunity for meaningful participation by faculty members in the District's decision-making process. The faculty of SDCC is authorized to establish an Academic Senate, and the Academic Senate may join to establish a Senate Council for participation in the formation of District policy on academic and professional matters. The Academic Senate shall represent the college faculty to management as an integral part of decision-making and resolution of problems. The Senate Executive Council shall represent the college faculty on district-wide matters.

Through the course of self-evaluation, SDCC noted the need for substantive change reports for distance education courses, and in accordance with ACCJC requirements, the substantive change review will be submitted after the 2017 accreditation evaluation team site visit.

Policies assign primary responsibility for curriculum and academic standards to the faculty and Academic Senate. The SDCC curriculum committee is the primary decision-making body that offers recommendations regarding courses, degrees, and certificates to the Curriculum and

Instructional Council (CIC), the Board of Trustees, and the California Community Colleges Chancellor's Office, as appropriate. The Employee Feedback Survey of 2015 supports that the employees believe the implementation of these policies and procedures is effective. Item #79 of the survey states, "The faculty is central to decision-making involving curriculum development." A majority of respondents (74%) agreed with this statement ([IVA4<sup>5</sup>](#)).

#### **IV.A.5**

Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

##### **Evidence of Meeting the Standard**

The system of Board and College governance ensures that appropriate consideration is given to relevant perspectives. SDCC decision-making is aligned with expertise and responsibility, and SDCC takes timely action on institutional plans, policies, curricular changes, and other key considerations. As outlined in Standards IV.A.1-4, Board policies and the SDCC governance structure assure that faculty, classified staff, and student perspectives are considered, and that decision-making reflects appropriate expertise and responsibility through the actions of the Academic Senate, Classified Senate, and Associated Student Government. All of the aforementioned entities meet twice per month to ensure that timely action can be taken on the variety of plans and policies submitted for discussion.

A review of the SDCC Administrative Handbook reveals a number of participatory governance committees whose charge it is to serve as vehicles for discussion and evaluation of institutional plans policies, curricular changes, and other key considerations. An example of ensuring that appropriate consideration of relevant perspectives is inherent in the system of decision-making is the note found on the draft shared at President's Council on September 13, 2016. The note from the Diversity Committee reads: "would like to get some feedback on the recommendation to increase community reps from 2-4 members which is larger than the number of student members-some preference to keep 2 but would like to hear various perspectives..." One responsibility of this committee is to "Collaborate with administration, faculty, staff, students and community representatives to ensure the advancement of campus diversity and cultural competency."

The District's system of governance and organization demonstrates the District's commitment to participatory governance that ensures broad input and dialog, and consideration of relevant perspectives in decision-making throughout the District. The Chancellor's expectation for timely action on institutional plans, policies, and other matters is illustrated by the Chancellor's Cabinet agendas and action items that follow the meeting ([IVA5<sup>1</sup>](#)). Each action item includes a timeline and specific follow up items. Another example is the annual Chancellor's Cabinet retreat where the agenda includes goals and accomplishments of the Cabinet members, as well as the planning agenda for the year ([IVA5<sup>2</sup>](#)).

Board Policy 2510, *Participation in Local Decision-Making* clarifies the Board of Trustees' commitment to collegial governance, and ensures that faculty, students, and staff have the right to participate effectively in District governance ([IVA5<sup>3</sup>](#)).

Board Policy 0210, *Academic Senate and Faculty Council* ensures that faculty have meaningful participation in the formation of policies and procedures on academic and professional matters. The policy formalizes the process for input as well as the responsibilities and recognition of the Academic Senate ([IVA5<sup>4</sup>](#)).

BP 2510 also maintains rights and responsibilities of the Academic Senate which are not specifically in statute or regulations, including the right to appear before the Board evidenced by a standing agenda item on the Board meeting agenda ([IVA5<sup>5</sup>](#)). In addition, the policy specifies the process for committee assignments by the faculty and students, as well as an affirmation that the Board will not take action on a matter significantly affecting students until the representative body of students, designated as the United Student Council, has had the opportunity to participate in the development of the recommendations.

Section 6.7 of Article VI, of the AFT Guild Faculty Contract contains a commitment to faculty participation in committees based upon their expertise. The contract specifies that:

Tenure/tenure track faculty shall attend all District meetings, functions and activities which require the presence of the faculty members during their regularly scheduled on-campus work week ([IVA5<sup>7</sup>](#)).

BP and AP 2510 specify the role of the faculty in the areas of planning for educational programs and services including all curricular and educational matters. BP and AP 2510 also affirm the Board of Trustees' commitment to staff input in the formation of matters that affect them by ensuring staff representation on committees, councils, and advocacy groups in order to participate in the formation and development of matters that affect staff.

The institutional governance structure of the organization is outlined in the District Governance Handbook that is widely published each academic year. The handbook describes the role and responsibilities of the various governance councils and committees as well as District administrative divisions and departments. The handbook is designed to effectively communicate the District's system of institutional governance, commitment to participation by all constituents, and the organizational structure to the District community ([IVA5<sup>6</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard. A review of the Academic and Classified Senate agendas reveal a variety of topics for discussion and feedback, and illustrate active Senates involved in seeking faculty and staff participation and perspective. For example, the April 11, 2016 Academic Senate agenda items include: announcement of committee appointments; treasurer election results, review of new Policies and Procedures on Academic Freedom and Distance Education, Budgeting and PeopleSoft Issues, Professional Development job description ([IVA5<sup>8</sup>](#)). The May 9, 2016 Academic Senate agenda includes a review of the first draft of a Reassigned Time Form ([IVA5<sup>9</sup>](#)). Another example is evident in the Curriculum Review Committee report for that

meeting, which included a review of a draft of Transfer MOU Development and Approval Process that had been introduced initially at a District Governance Council. The Academic Senate President joined other Senate Presidents across the District to ensure that the draft be fully vetted at the colleges with input by the articulation officers and transfer center faculty directors.

The creation of a new Professional Development Coordinator position supports a need that was expressed in a meeting of the Academic Senate regarding professional development on the campus. It was felt that there were many activities available but that there was no coordination or transparent access to funding information for professional development ideas. The creation also now affords classified staff the same information and access.

The Employee Satisfaction Survey of 2015 indicated the majority (65%) of respondents agree with the statement, “The college's planning process offers opportunities for input by appropriate constituencies.” The survey also indicates that the majority of respondents (68%) agree with the statement, “In general, I am aware of the staff and/or faculty role in various governing, planning, budgeting, and policy-making bodies at the college” ([IVA5<sup>10</sup>](#)). Survey items #81 and 82, respectively, ask employees to rate agreement with the following statements, “The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies,” and “The processes for decision-making and the resulting decisions are widely communicated across the college.” While more respondents agreed with these statements than disagreed, the College recognizes communication as an area for improvement. The plan to improve overall communication will be addressed in the Quality Focus Essay.

The Student Feedback Survey items # 65 and 66 ask respondents to rate their agreement with the following statements, “Students are a valued part of the decision-making process at this campus,” and “Student government has a strong presence on campus.” Similar to the results of the Employee Feedback survey, more respondents agreed than disagreed, but room for improvement is noted, and will be addressed in the Quality Focus Essay ([IVA5<sup>11</sup>](#)).

#### **IV.A.6**

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

#### **Evidence of Meeting the Standard**

SDCC documents and communicates its decision-making processes and decisions in various ways. Senate, Council, and Committee minutes are taken at each meeting and posted on the College website. Additionally, the District maintains a website where minutes of District level committees and councils, including Board Meeting minutes, are posted. The Academic Senate also sends copies of the minutes and agenda to the campus before each meeting. On each agenda is a place for announcements at the beginning of the meeting and a place for public comment to assist in campus communication. In addition to meeting minutes, decision-making processes are documented in the form of published planning documents, at both the District and College level. These documents include the District’s Strategic Plan, as well as the SDCC Facilities Master

Plan. (Note: The Facilities Master Plan includes construction projects that are still underway. The Facilities Master Plan will be updated when construction projects are completed.)

In addition to posting minutes and various plans, the District and SDCC leadership communicate decisions in various ways. Members of the Academic Senate report actions to their respective departments; school meetings are held by Deans at least once per year; the Chancellor holds several forums on campus to discuss the current state of the district and regularly schedules an open office hour at each campus to meet with anyone who wishes to speak with her; and the SDCCD Board regularly holds meetings on campus.

The Chancellor is committed to effective and timely communication on all important matters. The Chancellor and Board of Trustees use a number of communication vehicles to document and communicate decisions and important information that impact the organization.

Examples of communication include the following:

- *Board of Trustees Reports* – provide a summary of all reports and actions by the Board of Trustees at public Board meetings. The report is distributed electronically throughout the organization, as well as to key community leaders after each Board of Trustees meeting. The reports are available electronically on the District website and in printed form in various offices of the District ([IVA6<sup>1</sup>](#)).
- *Chancellor's Cabinet Updates* – provides a monthly report summarizing the major discussion and decisions of the Chancellor's Cabinet. The Chancellor's Cabinet is comprised of the Chancellor, the Presidents, the Vice Chancellors, the District Director of Communications and Public Relations, and the Executive Assistant to the Chancellor. The Chancellor's Cabinet meets weekly to collectively plan and provide leadership for the business of the District to effectively meet its mission ([IVA6<sup>2</sup>](#)).
- *Chancellor's Open Forums* – The Chancellor holds an open forum at each college and Continuing Education campus, as well as the District Office each year. The purpose of the Chancellor's open forum is to present the District's annual plans, priorities, enrollment, and budget outlook for the year. The forums are widely attended by staff, faculty, management and students ([IVA6<sup>3</sup>](#); [IVA6<sup>4</sup>](#); [IVA6<sup>5</sup>](#); [IVA6<sup>6</sup>](#); [IVA6<sup>7</sup>](#); [IVA6<sup>8</sup>](#)).
- *Chancellor's Messages on Major Areas of Interest* – The Chancellor sends periodic updates to the District community, as well as various community members, on major areas of interest. Updates have included: the State Budget, the Baccalaureate Degree, Enrollment Updates, and Facilities Updates. The Chancellor's Messages are available both electronically on the District website, and in printed format ([IVA6<sup>9</sup>](#); [IVA6<sup>10</sup>](#); [IVA6<sup>11</sup>](#); [IVA6<sup>12</sup>](#); [IVA6<sup>13</sup>](#); [IVA6<sup>14</sup>](#)).
- *The WE (With Excellence)* – A semesterly report showcasing significant programs, events and accomplishments of students, faculty and staff throughout the District. The report is widely distributed electronically throughout the community, and is available in both print and electronic copy on the District website ([IVA6<sup>15</sup>](#)).

- *NewsCenter* – NewsCenter is the District’s online news outlet which reports on a variety of events, activities, and significant accomplishments throughout the District. The goal of NewsCenter is to ensure that the District community is apprised of the many exemplary ways the District is accomplishing its mission. In addition, NewsCenter provides an opportunity for the community to remain informed of the many celebrations and events going on throughout the District ([IVA6<sup>16</sup>](#)).

In addition, the District Vice Chancellors and presidents are expected to communicate broadly on important matters to various constituencies. Communication includes emails, newsletters, and various ongoing updates ([IVA6<sup>17</sup>](#); [IVA6<sup>18</sup>](#); [IVA6<sup>19</sup>](#)). These communiqués are distributed broadly to both the internal and external community electronically and in print format.

### **Analysis and Evaluation**

SDCC meets this Standard. At SDCC, convocation is held at the start of each academic year, at which time a representative of the governing board, the Chancellor, President of the faculty bargaining unit and the President of the college, address faculty and staff and answer questions. Throughout the academic year, a summary of each board meeting is distributed online and is also available in hard copy form to all faculty, staff, and student leaders. A Chancellor’s Cabinet report is also issued monthly to inform the college community about decisions affecting the College, such as the budget ([IVA6<sup>2</sup>](#)). In addition, the Board of Trustees has a meeting format through which anyone can address their concerns to the board and there is a standing item on each board agenda for the academic senate presidents to address the board when they wish to do so.

Public meetings of the Board of Trustees include opportunities for members of the public to address the Board. Regular business meetings are generally held on the second and fourth Thursdays of each month, beginning at 4:00 p.m., unless otherwise specified on the posted agenda. Board meetings are generally held at the District Office (Charles W. Patrick Building), 3375 Camino del Rio South, Suites 235-245, San Diego, CA, 92108, unless otherwise specified on the posted agenda. Meetings are also held periodically throughout the year at the three colleges and continuing education. Special meetings may be called to discuss a limited topic.

The current schedule of regular Board meetings is posted at the District Office and also on the District's website at: <http://www.sdccd.edu/public/district/trustees/meetingsched.asp> ([IVA6<sup>20</sup>](#)). An agenda containing a brief description of each item of business is posted at the District Office and on the District's website 72 hours before regular meetings and 24 hours before special meetings. Anyone may visit the Board of Trustees agenda page for the current Board meeting agenda and archived agendas and minutes, or contact the Board of Trustees office at (619) 388-6957.

The San Diego City College Handbook also clearly delineates the importance of participatory governance and decision-making across the campus:

San Diego City College is governed through a participatory governance process. The role and purpose of all committees and councils in the governance process is to provide input



in college decision making and assist in the communication of the nature and the necessities of college projects throughout the college community. College Governance Councils and Committees also make recommendations, through the College President, to the Chancellor and the Board of Trustees.

It is especially important that special interest groups use the governance process to accomplish their goals. This process not only gives interest groups broad-based college support but also assures college-wide prioritization of institutional goals ([IVA6<sup>21</sup>](#)).

The Academic Senate is effective in its ability to ensure faculty input in college decision-making and assists in communication regarding the nature and necessities of campus projects and its committee appointment process is transparent, equitable, and timely. For example, when new committees or workgroups are formed all faculty (full and part-time) receive an e-mail that describes the role of the committee or work group, and they are invited to serve as faculty representatives on the body. As more categorical funds become available the Academic Senate has worked to improve its planning and resources allocation process by increasing participation and feedback from faculty. Appointees have increased their effectiveness by putting faculty committee appointees on meeting agendas so they can bring information back to the Senate for discussion and feedback with follow-up reports that demonstrate the effectiveness of representatives ensuring that the faculty voice is heard.

The 2015 Employee Satisfaction Survey indicates that the majority (57%) of respondents agree with the statement, “The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.” The survey also indicates that less than a majority (43%) of respondents agree that “The processes for decision-making and the resulting decisions are widely communicated across the college.” This may be due, in part, to the fact that the survey was completed in the Fall semester of 2015, after a significant period of hiring – 15% of the respondents have been employed 1 year or less. Another contributing factor may be that most of the respondents (40%) were adjunct faculty, who typically spend less time on campus than contract faculty, contract staff, and administrators. Regardless, the survey indicates that SDCC can improve its practices related to communication related to institutional plans ([IVA6<sup>22</sup>](#)).

The campus is addressing the issue of improving communication through the addition of a Professional Development Coordinator, the hiring of a Dean of Institutional Effectiveness, by conducting a special session of MPAROC for envisioning SDCC strategic plan/goals, which includes committee members and designated faculty, staff and administrators, and through the revamping of the campus website. The plan to improve campus communication, and thus the role of students in campus decision-making, is addressed in the Quality Focus Essay, included in this report.

#### **IV.A.7**

Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution



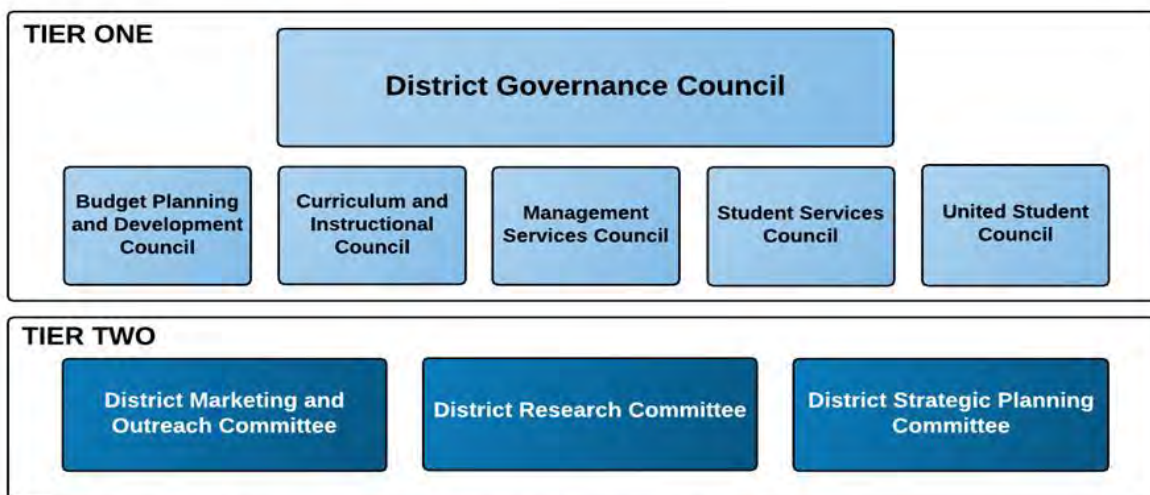
widely communicates the results of these evaluations and uses them as the basis for improvement.

### Evidence of Meeting the Standard

Leadership roles and SDCC's governance and decision-making policies, procedures, and processes are regularly evaluated at the College and District levels to assure integrity and effectiveness. Campus structures where faculty and classified staff exercise substantial voice in matters related to educational programs, hiring, and other policies are the Academic Senate, Classified Senate, Chairs Council, Instructional Council, and Master Planning, Assessment, and Resource Oversight Council (MPAROC). A major college effort in 2015-16 was the development of the Educational Master Plan, designed to provide the foundation and provide guidance for all college planning processes over the next several years. As noted earlier in this report, the MPAROC is the main planning body with representatives of all constituent groups. Topics on the agendas for Chairs Cabinet, the Academic Senate and Classified Senate are the most frequent vehicle for faculty and staff to evaluate processes and decision-making on the campus. The meetings provide opportunities to evaluate current processes and provide feedback to chairs of committees and councils on the campus.

Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The District currently has nine districtwide participatory governance councils and committees that are divided into two tiers. Tier one consists of six governance councils that have broad oversight and are each chaired by one of the District Vice Chancellors. Tier two consists of three governance committees that are more narrowly focused and are chaired by either a Chancellor's Cabinet member or a manager that reports to one of the Cabinet members. All of the governance councils and committees have a defined set of functions and responsibilities which are consistent with Board Policy 2510, *Participation in Local Decision-making*. These functions and responsibilities are reviewed annually and published in the SDCCD Administration and Governance Handbook ([IVA7<sup>1</sup>](#); [IVA7<sup>2</sup>](#)).

**Figure 1. Districtwide Participatory Governance Committee Evaluation and Planning**



*Note: Ad hoc groups are periodically convened for a specific task or issue until resolved*

The District Governance Councils (DGC) conduct a formal self-assessment of how each is contributing to the overall effectiveness of districtwide governance. The comprehensive evaluation of the district-wide participatory governance councils and committees is on a six-year cycle. The first formal evaluation was conducted in Spring 2010, with a subsequent evaluation in Fall 2015/Spring 2016. The evaluation consists of an online survey that is distributed to members of the respective District Governance Councils and committees by the District Office of Institutional Research and Planning. The survey seeks feedback on the contributions each of the district-wide participatory councils and committees make within four focus areas: 1) Participation in Policy and Procedure Development, 2) Communication, 3) Participatory Governance, and 4) Effectiveness in Meeting Goals. Summary reports of the survey results are distributed to each group so that they can assess their effectiveness in contributing to districtwide governance and make improvements to their operations accordingly. The summary reports are published online on the District's Institutional Research website ([IVA7<sup>3</sup>](#)).

Based upon the results of the assessment, the DGCs, as well as the individual councils make improvements to communications, processes, and membership. For example, the assessment process and survey instrument was refined in 2014 after feedback from the DGCs. The District Budget Committee changed its name to better reflect its role, and the Student Services Council established a practice to meet periodically with the Deans of Student Development and Equity for planning and improved communication. The results of the Districtwide Participatory Governance Assessment are published on the District Accreditation website, as well as communicated in meeting minutes and on department websites ([IVA7<sup>4</sup>](#); [IVA7<sup>10</sup>](#)).

Below is the annual timeline of the process for the comprehensive assessment of the governance structures.

### **Fall—Refine the Evaluation Rubric**

The DGC, working with the Director of Institutional Research and Planning (IRP), reviews and refines the evaluation rubric for all committees and councils that comprise the district-wide participatory governance structure ([IVA7<sup>6</sup>](#)). The evaluation rubric is based on context and behavioral anchors that were extracted from Board Policy 2510, *Accreditation Standard*, and the current functions and responsibilities of the nine districtwide participatory governance committees and councils.

### **February—Administer the Self-Assessment**

Each of the districtwide participatory governance committees (including the DGC) engages in a self-assessment process facilitated by the Director of IRP using the survey that is based on the evaluation rubric.

### **April—Report Outcomes and Begin Action Planning**

Each of the districtwide participatory governance committees and councils discuss the results of their assessment and revise their functions and responsibilities accordingly. The revised functions and responsibilities are reflected in changes to council/committee operations. Major changes are included in the Administration and Governance Handbook for the following academic year ([IVA7<sup>1</sup>](#); [IVA7<sup>10</sup>](#)).

In addition to the formal self-assessment, the councils conduct formative assessments where members periodically bring forth recommendations from constituent groups to address concerns or improve processes. For example, the Strategic Planning Committee has restructured its membership and designed a planning calendar in response to feedback from the Chancellor's Cabinet; the District Governance Council added three representatives from labor—one from classified, one from faculty, and one from the Police Officers Association. The District Research Committee was also reconstituted to improve collaboration among the campus-based Research and Planning Analysts, and the Student Services Council changed its meeting schedule from weekly to bi-monthly to accommodate college priorities. Ongoing, formative assessment is also an important mechanism to ensure continuous quality improvement and facilitate an effective governance structure ([IVA7<sup>7</sup>](#); [IVA7<sup>8</sup>](#)).

The District Administrative Divisions also conduct a formal self-assessment that includes establishing goals and objectives in an annual action plan. Although the intent of the self-assessment was to be on an annual cycle, due to administrative changes, the timeline has varied by Division. In 2015-2016 the leadership team committed to resume the annual self-assessment cycle, and added an employee perception survey of the services of the District Administrative Divisions that was distributed to all employees in the District. The results show an overall high level of satisfaction with the District services. The survey results were incorporated into the various Divisional Action Plans and Self-Assessments. The comprehensive results are posted on the Division web pages ([IVA7<sup>9</sup>](#); [IVA7<sup>5</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard. A review of the SDCC Instructional Cabinet format and charge illustrates a process of continuous review and evaluation of SDCC's participatory governance and decision-making processes that have led to change and improvement. Rather than a simple reporting out from all constituent groups regardless of the need, the Instructional Cabinet became a place to discuss important college topics and evaluate campus practices in a meaningful way. For example, faculty hiring processes were discussed in fall of 2015 over a span of three meetings. The Chair of Chairs took this topic to the chair's meeting and they voted to recommend to MPAROC that the faculty prioritization voting body change from the existing committee to the Instructional Services Council, with one chair per department voting and one dean per school voting. Brief discussions around the criteria for faculty hiring prioritization took place in mid to late spring 2016, with a decision to form a task group to review the criteria and other models during fall 2016, and those recommendations would come back to MPAROC for further review (all occurring in fall 2016). The final version of the faculty hiring process was presented to both MPAROC and the Academic Senate in late spring 2016. In Fall 2016, MPAROC began reviewing the priority hiring process to address campus full-time, contract classified hiring needs, based on continuous input of those needs from classified, academic, and administrative staff ([IVA7<sup>11</sup>](#)). The Instructional Cabinet also looked at college funding and the relationship of that to enrollment management as a way to communicate about the cuts that were taking place.

The SDCC Employee Satisfaction Survey recorded the following with regard to decision-making roles and processes. In response to the statement; "The college leaders encourage all members of the college community to take initiative in improving institutional effectiveness", 62% of

respondents to the survey agreed. In response to the statement; “The faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies”, 66% of the respondents to the survey agreed. In response to the statement, “The faculty is central to decision-making involving curriculum development”, 74% of the respondents agreed. In response to the statement, “In general, I am aware of the staff and/or faculty role in various governing, planning, budgeting, and policy-making bodies at the college”, 68% of the respondents agreed. In response to the statement, “The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies”, 59% of the respondents agreed. In response to the statement, “The processes for decision-making and the resulting decisions are widely communicated across the college”, only 43% of the respondents agreed. In response to the statement, “The college and District integrate plans and goals for improving student learning and institutional effectiveness”, 57% of the respondents agreed. In response to the statement, “The college president works and communicates effectively with the communities served by the college”, 70% of the respondents agreed ([IVA7<sup>12</sup>](#)).

## Standard IV.A Evidence

### Evidence Standard IVA

#### IV.A.1

- [IVA1<sup>1</sup>](#) SDCC Mission Statement
- [IVA1<sup>2</sup>](#) SDCC Strategic Planning Web Site
- [IVA1<sup>3</sup>](#) SDCC Campus Handbook – Executive Councils & Committees
- [IVA1<sup>4</sup>](#) Board Policy 2510
- [IVA1<sup>5</sup>](#) Campus Handbook – Governance
- [IVA1<sup>6</sup>](#) Academic Senate Agenda 11/28/16
- [IVA1<sup>7</sup>](#) Academic Senate Web Page
- [IVA1<sup>8</sup>](#) Executive Councils & Committees

#### IV.A.2

- [IVA2<sup>1</sup>](#) Board Policy 2510
- [IVA2<sup>2</sup>](#) Board Policy 3200
- [IVA2<sup>3</sup>](#) Board Policy 0210
- [IVA2<sup>4</sup>](#) Board Policy 2310
- [IVA2<sup>5</sup>](#) AFT Collective Bargaining Agreement Article III
- [IVA2<sup>6</sup>](#) SDCCD Administrative Governance Handbook
- [IVA2<sup>6a</sup>](#) AFT Collective Bargaining Agreement Article XII
- [IVA2<sup>7</sup>](#) Association Member on District Governance Council
- [IVA2<sup>8</sup>](#) District Governance Council Web page: membership & minutes<sup>10</sup>
- [IVA2<sup>10</sup>](#) SDCC Campus Handbook – Shared Governance
- [IVA2<sup>11</sup>](#) SDCC Executive Councils
- [IVA2<sup>12</sup>](#) SDCC Employee Feedback Survey items 76-83
- [IVA2<sup>13</sup>](#) SDCC Student Feedback Survey items 64-66

#### IV.A.3

- [IVA3<sup>1</sup>](#) SDCCD Board of Trustees Web Page
- [IVA3<sup>2</sup>](#) Board Policy 2510
- [IVA3<sup>3</sup>](#) Board Policy 0210
- [IVA3<sup>4</sup>](#) Board Policy 2310
- [IVA3<sup>5</sup>](#) SDCCD Administrative Governance Handbook – Budget Planning & Development Council
- [IVA3<sup>6</sup>](#) SDCCD Administrative Governance Handbook
- [IVA3<sup>7</sup>](#) SDCC Campus Handbook – charge & descriptions of committees
- [IVA3<sup>8</sup>](#) SDCC Employee Feedback Survey items 76-83
- [IVA3<sup>9</sup>](#) SDCC Employee Feedback Survey items 11-17
- [IVA3<sup>10</sup>](#) SDCC Employee Feedback Survey items 80-83

#### IV.A.4

- [IVA4<sup>1</sup>](#) Board Policy 0210
- [IVA4<sup>2</sup>](#) Board Policy 5020
- [IVA4<sup>3</sup>](#) Board Policy 7250

- [IVA4<sup>4</sup>](#) SDCCD Educational Master Plan
- [IVA4<sup>5</sup>](#) SDCC Employee Feedback Survey item #79

#### **IV.A.5**

- [IVA5<sup>1</sup>](#) Sample – Chancellor’s Cabinet Agenda
- [IVA5<sup>2</sup>](#) Sample – Chancellor’s Retreat Agenda
- [IVA5<sup>3</sup>](#) Board Policy 2510
- [IVA5<sup>4</sup>](#) Board Policy 0210
- [IVA5<sup>6</sup>](#) SDCCD Administrative Governance Handbook
- [IVA5<sup>7</sup>](#) AFT Guild Faculty Collective Bargaining Agreement Article IV, Sections 6-7
- [IVA5<sup>8</sup>](#) SDCC Academic Senate Agenda 4/11/16
- [IVA5<sup>9</sup>](#) SDCC Academic Senate Agenda 5/9/16
- [IVA5<sup>10</sup>](#) Employee Feedback Survey items 11-17
- [IVA5<sup>11</sup>](#) Student Feedback Survey items 65 & 66

#### **IV.A.6**

- [IVA6<sup>1</sup>](#) Board of Trustees Web Page – links to Board of Trustees Reports
- [IVA6<sup>2</sup>](#) Chancellor’s Cabinet Web Page – links to Chancellor’s Cabinet Update
- [IVA6<sup>3</sup>](#) Chancellor’s Forum at SDCC 2015
- [IVA6<sup>4</sup>](#) Chancellor’s Forum at SDCC 2014
- [IVA6<sup>5</sup>](#) Chancellor’s Forum at SDCC 2013
- [IVA6<sup>6</sup>](#) Chancellor’s Forum at SDCC 2012
- [IVA6<sup>7</sup>](#) Chancellor’s Forum at SDCC 2011
- [IVA6<sup>8</sup>](#) Chancellor’s Forum at SDCC 2010
- [IVA6<sup>9</sup>](#) 2016 Chancellor’s Update
- [IVA6<sup>10</sup>](#) 2015 Chancellor’s Update
- [IVA6<sup>11</sup>](#) 2014 Chancellor’s Update
- [IVA6<sup>12</sup>](#) 2013 Chancellor’s Update
- [IVA6<sup>13</sup>](#) 2012 Chancellor’s Update
- [IVA6<sup>14</sup>](#) 2011 Chancellor’s Update
- [IVA6<sup>15</sup>](#) WE with Excellence
- [IVA6<sup>16</sup>](#) SDCCD News Center
- [IVA6<sup>17</sup>](#) In Support Newsletters 2015-2016
- [IVA6<sup>18</sup>](#) Student Services Newsletters
- [IVA6<sup>19</sup>](#) Human Resources e-mail notices
- [IVA6<sup>20</sup>](#) SDCCD Board of Trustees Meeting Schedule
- [IVA6<sup>21</sup>](#) SDCC Campus Handbook – Participatory Governance
- [IVA6<sup>22</sup>](#) SDCC Employee Feedback Survey Results

#### **IV.A.7**

- [IVA7<sup>1</sup>](#) SDCCD Administrative Governance Handbook
- [IVA7<sup>2</sup>](#) Board Policy 2510
- [IVA7<sup>3</sup>](#) SDCCD Participatory Governance Council Summary Report 2015
- [IVA7<sup>4</sup>](#) SDCCD Governance Council Web Page – links to agenda
- [IVA7<sup>5</sup>](#) SDCCD 2016 Division & Department Action Plans
- [IVA7<sup>7</sup>](#) SDCCD Planning & Governance Framework

[IVA7<sup>8</sup>](#) Strategic Planning Committee Minutes  
[IVA7<sup>9</sup>](#) District Office Feedback Survey  
[IVA7<sup>11</sup>](#) Sample - MPAROC Agenda  
[IVA7<sup>12</sup>](#) SDCC Employee Feedback Survey items 76-90



## **IV.B. Chief Executive Officer**

### **IV.B.1**

The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

#### **Evidence of Meeting the Standard**

The President is the Chief Executive Officer (CEO) and has primary responsibility for the quality of the college and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. Board Policy 0010 establishes the College President as responsible for “the total program assigned,” and establishes “The overall responsibility is to provide leadership and coordination which will encourage the staff, the community and the students to work together toward the best program which they can conceive” ([IVB1<sup>1</sup>](#)).

The President establishes leadership of the college through the integrity of overall planning, vision, and goals for the college and the effective integration of information sharing and ongoing self-assessment. The President utilizes Councils and Committees as described in Standard IV.A.1, with representation from the College’s major operational divisions and constituents, to implement College plans, District policies, and education code regulations. Through regularly scheduled meetings with college divisions (Instruction, Student Services, and Administrative Services) and through effective use of college and district research office data, the President obtains information to assess the college’s ongoing effectiveness and further promote effective leadership for all areas of the college. The President emphasizes college integrative planning as a priority and has tasked the Master Planning, Assessment, and Resource Oversight Council (MPAROC) to serve as the planning clearinghouse for the college.

Under the President’s leadership, oversight planning is consistent with the college’s mission, vision, and values, culminating in the overarching College Strategic Plan which informs the Master Plan. Further, as the CEO of a college within a multi-college district, the President integrates the College’s plans and District plans and advocates for the college based on both the District’s strategic plan and the Master Plan of the college. The President leads the college in the integrative planning process that has incorporated campus-wide participation of constituents and resulted in development of the following plans: Strategic Plan, Educational Master Plan, Technology Master Plan, Student Equity Plan, College Mission Statement, Emergency Preparedness Plan, Facilities Master Plan, Student Success and Support Plan, Career Technology Education Act Plan, and the Basic Skills Plan.

The President makes the final decision when selecting all new college administrative, faculty, and staff personnel, by virtue of the position as Chair of the final interview committees and by recommendation to the Chancellor of the candidate the president selects. The President has supported a dynamic personnel development program, with a wide variety of professional development topics which are available to all employees throughout the year, whether part-time or full time. In fall 2016, the President approved the appointment of a faculty member to coordinate, enrich, and further expand the program.

The President communicates the vision for institutional values, goals, and standards through weekly meetings of the President's Cabinet, bi-weekly President's Council meetings, and meetings with the President and President-elect of the Academic Senate. In addition, the President brings together the college's Vice Presidents with Instructional and Student Services Deans for monthly President's Staff meetings as well as biannual administrative college planning retreats. The President shares the vision for institutional values and goals and further promotes institutional quality through college-wide presentations such as the annual convocation, which includes all employee groups, as well as through committees such as the MPAROC, at District Board meetings, and the Annual Social Justice Conference. The President also communicates institutional values and goals through regular college-wide communications such as newsletters. The President values open communication and input from college employees regarding all operational aspects of the college leading to institutional effectiveness.

The President values the importance of a culture of evidence and provides leadership for college planning, organizing, and budgeting with a focus on student learning through the use of data to help inform and guide the college toward consistent assessment and improvement. The President relies on the Institutional Research Office to inform about the institution's effectiveness and student learning. In addition to dialogue with constituent groups, the President participates in workshops and discussions regarding the college's focus on student learning and institutional effectiveness.

To solidify the campus's focus on institutional effectiveness, in summer of 2016, a Dean of Institutional Effectiveness was hired who reports directly to the President. This manager's duties include providing oversight to the research office and applying and incorporating research data into meaningful institutional planning and resource allocation, with a particular focus on student learning and the campus's culture of inquiry.

### **Analysis and Evaluation**

SDCC meets this Standard. Board Policy 0010 ([IVB1<sup>1</sup>](#)) clearly identifies the role and responsibilities of the President:

The President is a key position of educational leadership and is responsible for the total program assigned. He/she shall be responsible to the Chancellor. The authority of the President is delegated to them by the Chancellor who in turn has received authority from the Board. The overall responsibility is to provide leadership and coordination which will encourage the staff, the community, and the students to work together toward the best program they can conceive. The President effectively coordinates college planning and organizing with participation of all college divisions through the campus councils and committees.

An Employee Satisfaction Survey was conducted by the District in spring 2015 (published fall, 2015). This survey was initiated during a time-frame that spanned a period before this SER was written and a period when a past president and an interim president were in place. In order to collect more current information, the Standard IV Committee decided to conduct a City College Leadership Survey (fall 2015-Spring 2016) to investigate employee satisfaction regarding the

new college leadership. A comparison of results was made between the most recent Leadership Survey and the previous Employee Satisfaction Survey and this information is included in each of the segments of this standard as they apply ([IVB1<sup>2</sup>](#); [IVB1<sup>3</sup>](#)).

Results from the City College Leadership Survey, conducted from December 2015 through January 2016, show that

- 69% of respondents strongly agree or agree that the president provides effective leadership in planning and assessing institutional effectiveness, which represents a 3% increase in favorable responses compared to the 2015 Employee Satisfaction Survey.
- 64% strongly agree or agree that the president provides effective leadership in fiscal planning and budget development, representing a marked 11% increase compared to the 2015 Employee Satisfaction Survey.
- 58% strongly agree or agree that the president provides effective leadership in selecting and developing personnel, which is a slight improvement over the findings of the 2015 Employee Satisfaction Survey, when 57% of the respondents strongly agreed or agreed with this statement. It is worth noting that a considerably larger percentage of people strongly agreed with the statement in the more recent City College Leadership Survey (32%), than did in the 2015 Employee Satisfaction Survey (22%).

One college President retired in 2013 after 12 years of service to the college and this position was filled with an interim for one year. After a nationwide search, in August 2014, a new college president was hired who served until June 2016. In July 2016, an interim president began and will be in this position for one year until June 2017. The current interim college President has over seven years' administrative experience in the District and has been the college's Vice President of Student Services since 2013. A nation-wide search will commence in fall 2016 to select a permanent college president who will begin in July 2017.

#### **IV.B.2**

The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

#### **Evidence of Meeting the Standard**

The SDCC President plans, oversees, and evaluates the college administrative structure, which is organized and staffed to reflect the institution's purposes, size, and complexity. The president delegates authority as appropriate to administrators, Academic Senate, and others, consistent with their responsibilities. The administrative structure consists of the President and three primary units lead by Vice Presidents: Instruction, Student Services, and Administrative Services, who report directly to the President and make up the President's Cabinet. The Dean of Institutional Effectiveness, who oversees the campus research office, also reports to the college President.

The Vice President of Instructional (VPI) is responsible for organizing, planning, and coordinating the college's comprehensive academic and career technical instructional programs

including curriculum, college class scheduling, and enrollment management. The VPI supervises six (6) Deans who administer programs in the instructional disciplines and the Learning Resource Center.

The Vice President of Student Services (VPSS) organizes and directs the student services programs. The VPSS supervises four (4) Deans, the Athletic Program, and two other administrative personnel.

The Vice President of Administrative Services is responsible for managing the college's business and administrative support functions, which includes oversight of the budget and budget development, personnel, facilities, equipment, college safety, and serves as liaison with district college police, the bond-funded construction managers, and other non-instructional functions. The organizational chart of the college's administrative structure is titled College Administration and is printed in the Campus Handbook ([IVB2<sup>1</sup>](#)).

### **Analysis and Evaluation**

The President ensures that the organization of the administrative structure is staffed to reflect the institutions purpose, size, and complexity. In Spring 2016, the VPSS was selected to serve as the Interim President. The College filled the Interim Vice President of Student Services position in November 2017.

In 2015, the Vice President of Instruction position became vacant and the President recommended the appointment of an Interim Vice President of Instruction for two years, which was approved by the Chancellor. In the last several years, additional management positions have also been filled including, Dean of Student Affairs, Manager of EOPS/CalWorks/Outreach, Dean of Institutional Effectiveness, and Dean of Student Equity.

The President works closely with faculty, staff, administrators, and constituent groups, utilizing their collaborative input and recommendations to inform institutional matters affecting the college. The President identified the need for a more comprehensive approach to the college's integration of research with effective planning, college effectiveness, and student success. Toward this goal, after consulting with planning groups, in Fall 2015 and Spring 2016 the President invited the State Chancellor's Office IEPI team to involve the campus in identifying priorities. The workshop was attended by faculty, staff, and managers. One of the priorities identified at the workshop was the need to "improve program reviews by incorporating data driven decisions." Another priority identified was to create a classified staff hiring process supported by constituent groups, and integrated into the MPAROC, that supports the administrative structure and reflects the institution's purposes, size, and complexity. The need to "maintain and effectively utilize the campus researcher" was also listed as a priority along with the recommendation that the college "hire a Dean of institutional Effectiveness for increased support of program review." The President addressed this need through the creation of a new position for the college, Dean of Institutional Effectiveness, which reports directly to the President. This dean position was filled in summer 2016 and oversees the research office of the college.

The President is also providing direction for the expansion of the Student Services Division and the role of the Dean of Student Equity to reflect changes needed as a result of the state's Student Success legislation requirements (SSSP) as this will require additional college oversight. The college structure of Cabinets and Councils, as described in Standard IV.A, is in place to facilitate the open exchange of information that ensures that student needs and the learning environment are appropriately addressed.

In 2015 the Student and Employee Feedback surveys, SDCC respondents felt improvement was needed regarding leadership and communication on the part of the President. The Standard IV Committee's City College Leadership Survey (Fall 2015-Spring 2016) ([IVB2<sup>2</sup>](#)) showed an improvement in this area over the Student and Employee Satisfaction/Perception surveys conducted the previous year.

The 2016 survey results indicated that 49% of respondents strongly agree or agree that the college's administrative structure is organized and staffed to reflect the institution's purpose, size and complexity, which represents a 3% increase compared to the 2015 Employee Feedback Survey, when only 46% of respondents strongly agreed or agreed to this statement. Furthermore, 20% of the respondents to this survey reported strongly agreeing with the statement, compared with only 12% of respondents to the 2015 Employee Satisfaction Survey. The 2014-2015 Campus Climate survey supports the effectiveness of the President in developing and supporting an administrative structure that reflects the College's purpose and complexity. A majority of respondents (74%) agree with the statement in item #10c, "I believe the campus leaders take initiative in promoting a positive campus climate" ([IVB2<sup>3</sup>](#)).

### **IV.B.3**

Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves achievement and learning; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

### **Evidence of Meeting the Standard**

The President guides institutional improvement of the SDCC teaching and learning environment in several ways. The President establishes a collegial process that sets values, goals, and priorities through inclusion of the participatory governance process and structure of college councils and committees that provide input into college decision-making. This process is supported by the college's integrated Program Review and Master Planning process, which

guides institutional improvement and establishment of priorities. This process also includes oversight by the Master Planning, Assessment and Resource Oversight Council (MPAROC) and a periodic review of the college's mission and priorities; all of which cumulate into the College's strategic plan, which is reviewed and updated on a 3- year cycle, and Educational Master Plan, which is reviewed and updated on a 10- year cycle. The President charged the MPAROC, with broad representation from the campus, to set institutional performance standards for the college ([IVB3<sup>1</sup>](#)). The President ensures the college sets institutional performance standards for student achievement based on a culture of evidence and this is done through the collaborative development of Institution Set Standards with aspirational goals, which are approved by the MPAROC ([IVB3<sup>2</sup>](#)).

The President ensures the College sets institutional performance standards for student achievement by working closely with campus-based researchers. Performance and achievement data is provided to the President often through personal communications, meetings with the research office personnel, and through more formal discussions during President's Council. The President utilizes this data and data analysis to review SDCC performance in all areas. The President uses this data also for presentations to the Board and during Chancellor's Cabinet meetings. The President promotes college compliance with the Board of Governor's goals for community colleges to increase completion of degrees and transfer to four-year colleges and universities.

The President also supports student achievement through the development and assessment of campus Student Learning Outcomes (SLOs) and Administrative Outcomes (AOs). To ensure an ongoing assessment cycle, the President expects and supports faculty involvement in developing and assessing course and program student learning outcomes. Toward this end, the president has approved assignments for faculty leadership to coordinate these activities. In addition, the President has developed outcomes specific to the role.

The President conducts and uses high quality research and analysis of external and internal conditions to guide the evaluation for the college's teaching and learning environment. The college's research office is located near the office of the President and is led by the campus based researcher, an associate to the researcher, and is housed under the Dean of Institutional Effectiveness. To remain abreast of the college-wide data, the president makes direct requests to the research office as needed. The President is provided with district-generated reports that map student data to college priorities through the research reports disseminated at weekly Chancellor's Cabinet meetings. Furthermore, the President collaborates with local workforce development organizations and gathers information on institutional effectiveness to help inform strategies for institutional improvement. Through personal communication and more formal discussions during campus meetings such as the college Equity Summit and data provided at the workshops with the Center for Urban Education the President utilizes data and data analysis to review SDCC performance in all areas ([IVB3<sup>4</sup>](#); [IVB3<sup>5</sup>](#)).

The President ensures that the educational planning process is based on a culture of evidence, and that the college utilizes data from the campus research office regarding student success, retention, completion, and transfer rates to support planning for student achievement and learning. This information is incorporated into the college's Program Review and Master



Planning process, which informs the President about resource planning and allocation needed to support student achievement and learning. The information also guides decisions about institutional improvement, resource allocation, and development of the Educational Master Plan and Strategic Master Plan. The President ensures that educational planning is integrated with resource planning and allocation to support student achievement and learning through the annual planning process of the MPAROC. The Dean of Institutional Effectiveness and campus-based researcher also participate on this committee and provide data regarding student success.

The President further promotes full integration of program planning, master planning, and resource allocation through the work of the Resource Allocation Committee (RAC) a subcommittee of the MPAROC. The membership of the RAC consists of an equal number of administrators, faculty, and staff selected by their constituencies. The committee reviews all budget requests and matches these to departmental program review data and master plan requests to make certain that resources are allocated effectively to support student learning and achievement.

In 2015, the President charged the MPAROC with development of the overall institutional planning and implementation efforts to achieve the mission of the college. The committee was also tasked with approving the campus mission statement, vision, and goals. After much discussion, the MPAROC committee assigned a taskforce to evaluate the existing plan and recommend an updated and expanded integrated planning cycle to the college. The planning cycle was established to provide a comprehensive view and calendar of the elements included in the College's institutional planning and implementation processes. After extended review and approval by campus constituents, the MPAROC approved the revised implementation plan in Spring 2016.

### **Analysis and Evaluation**

SDCC meets this Standard. In 2015, the SDCC Mission and Values Statement was updated and approved (IVB3<sup>6</sup>). The Educational Master Plan was developed in spring, 2016; the Institutional Technology Master Plan was updated in 2012. In February, 2016, the Institutional Research and Effectiveness Committee updated the Institutional Set Standards and, at the request of the President, added aspirational goals. These Institution Set Standards were presented to the MPAROC on February 24, 2016 and approved by MPAROC on March 9, 2016. The Institutional Set Standards, including aspirational goals, were approved by the President's Council and presented to the Board of Trustees by the President in May, 2016 ([IVB3<sup>7</sup>](#); [IVB3<sup>8</sup>](#); [IVB3<sup>9</sup>](#); [IVB3<sup>10</sup>](#)).

Administrative Goals developed by the previous President and accepted by the Interim President support institutional improvement and include improved campus planning through updating the educational master plan, promoting the college-wide vision of social justice, and a campus review of District administrative procedures for their relevance to the College. The President also supports efforts to increase effective communication both internally and externally through a wide variety of sources and means, as outlined in the Quality Focus Essay included in this report.

The President relies on high quality research to evaluate and guide the college's planning. A campus-based researcher began with the college in 2008 to conduct college-specific research and



analysis of internal and external conditions. In spring, 2014, the President added a research associate to support effective program evaluation and planning and now, as of summer 2016, leadership for the team is provided by the Dean of Institutional Effectiveness.

In 2015, the College conducted a Leadership Survey to gather updated data related to perception of the effectiveness of the President. Results from that survey indicate the following:

- 72% of respondents strongly agree or agree that the President encourages all members of the college community to participate in institutional effectiveness. This represents an 11% increase in favorable responses compared to the 2015 Employee Satisfaction Survey, when only 61% of the respondents strongly agreed or agreed. Furthermore, the percentage of respondents who strongly agreed more than doubled, from 19% in the 2015 Employee Satisfaction Survey, to 40% in the City College Leadership Survey.
- 62% of respondents strongly agree or agree that the college's resource allocation model is supported by program planning and improves student achievement and learning, and 52% strongly agree or agree that the college's resource allocation model equitably supports college programs and services. This represents a considerable improvement compared to the 2015 Employee Satisfaction Survey, when only 35% of respondents agreed or strongly agreed with the statement that "the college resource allocation model equitably supports college programs and services."
- 61% strongly agree or agree that constituents are provided the opportunity to participate in budget development for the college through its participatory governance processes. In the 2015 Employee Satisfaction Survey, only 44% of respondents agreed with the statement "I have appropriate opportunities to participate in budget development for the college through its participatory governance process."
- 74% strongly agree or agree that student learning is considered in institutional planning.

Though the process of self-evaluation and preparation of this report, SDCC leadership identified the need to update and revise the Educational Master Plan. As a result, in spring 2016, a new Educational Master Plan was developed through MPAROC processes, reviewed by all the participatory governance bodies, and received Board approval June, 2016 ([IVB3<sup>11</sup>](#)).

While conducting this self-evaluation, it became clear that effective procedures for evaluating both overall institutional planning as well as implementation efforts to achieve the mission of the institution were needed. To this end, the President, in consultation with college committees, identified the need for a Dean of Institutional Effectiveness, a central point or figure to unite and integrate college data with the college's plans to create greater institutional effectiveness. This need was further identified as a priority in the college's participation in the IEPI Task Force workshops which occurred in fall 2015 and spring 2016. The Dean of Institutional Effectiveness began at the college in summer 2016.

#### **IV.B.4**

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

#### **Evidence of Meeting the Standard**

The SDCC President has the primary leadership role for accreditation ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. The President has established the framework under which accreditation activities and the self-evaluation process occur. The President assigned the role of College Accreditation Liaison Officer (ALO) to the Vice President of Instruction (VPI). The ALO serves as Chair of the Accreditation Steering Committee, with a faculty member assigned to serve as Co-Chair of that Committee. Members of the Accreditation Steering Committee also include the Vice President of Administrative Services, Vice President of Student Services, Instructional and Student Services Deans, faculty, and classified staff. In addition to authorizing the activities of the Accreditation Steering Committee, the President has actively encouraged and supported the involvement and contributions of all faculty, staff, and administrative leaders in the college self-evaluation process and in preparation of the self-evaluation document.

The President assigned college administrators, including the Vice Presidents, to serve on each standard committee along with diverse teams consisting of faculty and staff. These Standard Committees report progress and self-evaluation findings to the Accreditation Steering Committee for discussion and follow-up as appropriate. The President meets informally with the ALO on a regular basis to address timelines, self-evaluation activities, and adherence to eligibility requirements. The ALO makes minutes of the Accreditation Steering Committee meetings available to the President. In addition to supporting participation of administrators, faculty, and staff in the accreditation process, the President leads the President's Council, which is charged with the oversight of the self-evaluation and accreditation process ([IVB4<sup>1</sup>](#)).

In order to enhance campus understanding of the Accreditation process, the President encourages completion of the ACCJC training on accreditation by Accreditation Steering Committee members and Standard Teams. The President also encouraged all SDCC personnel to complete "ACCJC Accreditation Basics" training through a campus-wide e-mail invitation. To further develop an understanding of the college accreditation process, the President participated and has recommended the campus ALO (Vice President of Instruction) and Faculty Co-Chair of the Accreditation Steering Committee, to serve as recent team evaluators. In March 2016, these SDCC representatives participated as members of Accreditation Peer Evaluation teams.

Through all aspects of this role, the President consistently provides leadership to uphold the standards required by the Commission. In addition to supporting participation of administrators, faculty, and staff in the accreditation process, the President includes information, updates, and/or discussion about the accreditation process at meetings and campus events. At the Fall 2016 campus-wide convocation, the President introduced a campus-produced video that was a positive reminder about the upcoming accreditation team visit, self-evaluation, and accreditation process. The President promotes participation and responsibility in the self-evaluation process at

administrative retreats, staff meetings, professional development workshops (flex meetings), President's Council, Academic Senate meetings, and in the President's newsletters. Because of the President's leadership, Accreditation is an ongoing discussion/topic in campus meetings inclusive of all constituents and these venues support wide involvement and responsibility on every standard to assure compliance with accreditation requirements.

### **Analysis and Evaluation**

SDCC meets this Standard. In order to reflect the 2014 ACCJC Standards, the SDCC Mission and Values Statement was updated and approved in 2015. The Educational Master Plan was developed in Spring 2016 with a focused effort to enrich and broaden its scope and increase the usefulness of the Educational Master Plan in addressing integrated planning. Also, the SDCC Institutional Technology Master Plan was updated for 2012-2016. There are also plans to update and revise the Strategic Plan in Fall 2016. With broad campus involvement and participation through the MPAROC, the Institutional Research and Effectiveness Committee reviewed and updated the Institution Set Standards in Spring 2016, adding aspirational goals at the request of the President. These Institution Set Standards were presented at the MPAROC on February 24, 2016 and progressed through approvals according to the participatory governance bodies, with final approval by the Board of Trustees by the President.

The 2015 Employee Perception survey asks respondents to rate agreement with the following statement, "The college president provides effective leadership for supporting the college's accreditation process". 75% of the respondents agreed, indicating the strong leadership of the President in the accreditation process ([IVB4<sup>2</sup>](#)).

### **IV.B.5**

The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

### **Evidence of Meeting the Standard**

The SDCC President ensures the implementation of Board policies, statutes, and regulations and assures that the college operates in accordance with its mission, policies, procedures, and guidelines. The President engages in participatory governance as a member of the District Governance Council, outlined in the District Administration and Governance Handbook. As a member of this council, the President is well-informed of District and Board policies that govern college practices and has the opportunity to make recommendations to the District and Chancellor regarding legislation and other issues consistent with the SDCC mission including AB 86, AB1440, and the college's focus on Social Justice.

The President communicates information about board policies and state regulations by working closely with the Vice Presidents of Instruction, Student Services, and Administrative Services so that regulations and policies pertaining to these divisions are adhered to. Through the college's five executive councils the President continually works with campus leadership to participate in operational and college policy recommendations, oversight of budget and expenditure

management, and to assure that college practices are consistent with institutional mission and policies.

### **Analysis and Evaluation**

SDCC meets this Standard. The description of duties for the President states that the duties of the President include "...Implement and administer Board policies..." The President is an active member of the Chancellor's cabinet and the District Governance Council and regularly attends board meetings to maintain currency on board actions and recommendations. The President is knowledgeable and informed about state statutes and regulations and communicates this information to cabinets and councils. Policy review is a standing item for staff, President's Council, Academic Senate, and other meetings. The President participates in regional, state, and national organizations (such as the Community College League for California, California Community College Chief Executive Officer meetings, and American Association of Community Colleges) to keep abreast of new and developing laws in order to inform the college and Board of any changes.

The President shares information through weekly meetings with the college Academic Senate president and president-elect, and regular meetings with the Classified Senate president, to ensure collegial consultation and to maintain open communication where mutual agreement on policies and procedures with the board is appropriate. The President also operates in keeping with collective bargaining agreements and encourages all managers and divisions to be informed about these.

Consistent with new state mandates related to institutional effectiveness, the President invited the State Chancellor's Office IEPI team to conduct workshops with college administrators, faculty and staff in fall 2015 and spring 2016. At the conclusion of the campus-wide meetings, the President and Vice Presidents met with the team to review objectives identified to improve campus innovation and effectiveness.

### **IV.B.6**

The CEO works and communicates effectively with the communities served by the institution.

### **Evidence of Meeting the Standard**

The SDCC President is actively involved and communicates regularly with the various cultural and civic organizations and other communities served by the College. Each year, the President and staff prepare the annual Report to the Community, a comprehensive document that outlines significant events and programs at the College. In addition, the President prepares and distributes communication newsletters to a wide community database which includes activities of the College. The President also serves on several community organization Boards and/or work groups.

### **Analysis and Evaluation**

SDCC meets this Standard. The Report to the Community accurately and effectively captures a synopsis of events and programs at SDCC. Additionally, the President's newsletter, *Forward*, is published monthly and provides information regarding activities taking place at SDCC to the

campus and surrounding community. The SDCC President serves as a member of local, state, and national professional organizations and has presented at both state and national conferences.

In the 2015 Leadership Survey, 76% of respondents either strongly agree or agree that the president works and communicates effectively with the communities served by the college. This represents a 6% increase in favorable responses compared to the 2015 Employee Satisfaction Survey. This increase is driven largely by the respondents who strongly agree with the statement: 38% of respondents to the City College Leadership Survey, compared to only 30% of respondents to the 2015 Employee Satisfaction Survey.

## **Standard IV.B Evidence**

### **IV.B.1**

[IVB1<sup>1</sup>](#) Board Policy 0010

[IVB1<sup>2</sup>](#) City 2015 Employee Survey 2015 Q# 67-69

[IVB1<sup>3</sup>](#) City 2015 Employee Survey 2015 Q# 88-90

### **IV.B.2**

[IVB2<sup>1</sup>](#) College Administration Chart

[IVB2<sup>2</sup>](#) City 2015 Employee Survey 2015 Q# 88-90

[IVB2<sup>3</sup>](#) Cultural Climate 2014 City Briefing Q# 10

### **IV.B.3**

[IVB3<sup>1</sup>](#) MPAROC 2 24 16 Meeting Minutes

[IVB3<sup>2</sup>](#) MPAROC 3 9 16 Meeting Minutes copy

[IVB3<sup>4</sup>](#) Fall 2015 Equity Summit Flyer

[IVB3<sup>5</sup>](#) SDCC Equity Workshop Pictures 012016

[IVB3<sup>6</sup>](#) Mission and Values

[IVB3<sup>7</sup>](#) MPAROC 2 24 16 Meeting Minutes copy

[IVB3<sup>8</sup>](#) MPAROC 3 9 16 Meeting Minutes

[IVB3<sup>9</sup>](#) Board Meeting Minutes- 4-12-16

[IVB3<sup>10</sup>](#) SDCC Institution Set Standards 2015-16

[IVB3<sup>11</sup>](#) Ed-Master-Plan 2016-2025

### **IV.B.4**

[IVB4<sup>1</sup>](#) President's Council

[IVB4<sup>2</sup>](#) City 2015 Employee Survey Q# 90

## IV.C. Governing Board

### IV.C.1

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

#### **Evidence of Meeting the Standard**

SDCC is part of the District that has a Board of Trustees (the “Board”) with authority and responsibility for policies to assure the academic quality, institutional integrity, financial stability and effectiveness of student learning programs.

The SDCCD is governed by a five member locally elected Board and one student member in accordance with the California Education Code. The Board of Trustees is well known for its stability and strong commitment to students and the community, which contribute significantly to its overall effectiveness in governing the District. The five trustees are elected to four-year terms in even-numbered years. Trustee candidates first run in district-only elections and the two top candidates in each Trustee district run city-wide in a general election. The Associated Students presidents, elected by the students at each college, collectively share the role of Student Trustees. They rotate as the “sitting Trustee” representing the student voice at Board meetings. In addition, the Student Trustees collectively plan and work to advocate on behalf of students. The Student Trustees also collectively prepare for matters before the Board that affect students through the United Student Council, comprised of student leaders from each college and Continuing Education, which is the designated District governance council for students.

The Board of Trustees, through a number of policies and actions, exercises oversight of academic quality and effectiveness of the student learning programs and services including regular reports at Board meetings on various student outcomes and accountability measures such as the review and approval of the Student Equity Plans, the Student Success Plans, the Student Success Scorecard, enrollment strategies, commitment to student and faculty diversity, changes to policies, ongoing review of fiscal matters including updates on the \$1.6 billion construction bond program, and reports on various academic programs and services ([IVC1<sup>6</sup>](#)). The agenda items for the Board retreats also reflect the Board’s commitment to academic quality. Agenda items have included: student loan default rates, Workforce Training Initiatives, Public Safety Training, Military Education, and Enrollment Growth/Planning ([IVC1<sup>1</sup>](#); [IVC1<sup>2</sup>](#)). The Board approves all new, and revisions to, courses and degree and certificate programs for both the credit and noncredit programs, after comprehensive review and approval by faculty. The Board also has a subcommittee on Student Success and Accreditation that carefully reviews data pertaining to student outcomes and success to inform planning and decision making ([IVC1<sup>3</sup>](#)). The Board of Trustees receives routine reports at regular meetings on various student outcomes including: student demographic trends, persistence, retention, successful course completion, transfer rate and volume, degrees and certificates awarded annually, and the Student Success Scorecard, to monitor the effectiveness of student learning programs ([IVC1<sup>4</sup>](#)).

The Board’s commitment to academic quality and institutional effectiveness is also evident in the Board’s annual goals, which reflect a focus on quality of programs and institutional



effectiveness. Each goal is linked to various Accreditation Standards as well as the District's Strategic Planning Goals ([IVC1<sup>5</sup>](#)).

Several Board policies and procedures require sound fiscal and budget management practices, which help to ensure the financial stability of the District. The Board has a standing subcommittee; Budget Study and Audit Subcommittee, consisting of two Board members. The sub-committee meets with the Chancellor and the Executive Vice Chancellor, Business and Technology Services to review in detail the annual proposed, tentative and final adopted budgets prior to either of them being finalized and submitted for full Board approval at a public Board meeting. The subcommittee also meets with the Chancellor, Executive Vice Chancellor, Business and Technology Services, the Controller and representatives of the external auditing firm to review the five District audits, which have been prepared by the independent external auditors under contract with the District ([IVC1<sup>7</sup>](#); [IVC1<sup>8</sup>](#); [IVC1<sup>9</sup>](#); [IVC1<sup>10</sup>](#); [IVC1<sup>11</sup>](#); [IVC1<sup>12</sup>](#); [IVC1<sup>13</sup>](#); [IVC1<sup>14</sup>](#); [IVC1<sup>15</sup>](#); [IVC1<sup>16</sup>](#); [IVC1<sup>17</sup>](#); [IVC1<sup>18</sup>](#); [IVC1<sup>19</sup>](#); [IVC1<sup>20</sup>](#); [IVC1<sup>21</sup>](#); [IVC1<sup>22</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard and the requirements of ER #7. The District has a stable, deeply committed locally elected governing Board that has authority over, and responsibility for policies and practices that assure academic quality, integrity, and effectiveness of student learning programs and services, as well as the financial stability of the institution.

The quality of programs and integrity of institutional actions and effectiveness are a top priority of the Board as demonstrated through the District mission statement, Board policies and actions. The Board of Trustees consistently monitor outcomes and exercise oversight over academic quality and effectiveness of Student Learning programs and services. The Board receives routine reports on student outcomes and establishes goals to strengthen institutional effectiveness. The Board's subcommittee on Budget Study and Audit provides the Board with detailed information on the annual budget and audits, as well as regular updates on fiscal matters, including the construction bond program to ensure effective oversight.

Board Policy 2200 clearly outlines the duties and responsibilities of the Board, including establishing policies that "set prudent, ethical and legal standards for college operations" ([IVC1<sup>24</sup>](#)). The District website contains all the Board policies that are currently in effect ([IVC1<sup>25</sup>](#)). The Chancellor's cabinet has established a schedule for policy review. The Board's commitment to educational quality, integrity and effectiveness of student learning is reflected during the process of approval of the SDCC and SDCCD Mission Statements ([IVC1<sup>26</sup>](#)). The Board's commitment is further established through the approval of the SDCC planning documents, as well as the District planning documents. The Board frequently requests updates from the College on areas of student achievement and programs to support student success. The College responds to these requests via the presentation of reports at regularly scheduled Board meetings as indicated.

The Board reviews and approves policies and procedures developed by the District for implementation at SDCC. The Board is further charged with the responsibility to ensure that College has adequate financial resources to maintain a sound educational system ([IVC1<sup>27</sup>](#)).

The District maintains all policies related to Board operation and these policies are posted on the Board website ([IVC1<sup>25</sup>](#)). In January, 2016, the Chancellor's Cabinet approved a comprehensive policy review plan that directs the Vice Chancellors to review all policies within the year, and establishes a six-year policy review schedule.

While the Board of Trustees does not have an official mission statement, the Board has approved the District mission statement that serves to guide and direct the practices of the College. The District mission statement is published on the District Website ([IVC1<sup>29</sup>](#)) and is congruent with the College Mission statement. The Board, through approval of District plans, policies and procedures, further ensures effective programs and services through the District Strategic Plan ([IVC1<sup>30</sup>](#)).

#### **IV.C.2**

The governing Board acts as a collective entity. Once the Board reaches a decision, all Board members act in support of the decision.

##### **Evidence of Meeting the Standard**

The SDCCD Board of Trustees acts as a collective entity; once the Board reaches a decision, all Board members act in support of that decision. The Board is comprised of five Board members who are committed to the mission of the District and the communities it serves. The Board members are collegial and highly regarded in the community. The Board members have varied backgrounds and perspectives which contribute to a thorough discussion on matters before the Board. Once a decision is reached, all Board members act in support of the decision and speak with one voice. The Board's commitment to high standards and acting as a whole is reflected in Board Policy 2715, *Code of Ethics/Standards of Practice*. Specifically, the policy states that:

Board members recognize that legal and effective functioning is by the Board as a whole. Further the policy states that: When speaking to members of the public, Board members should always clarify whether they are speaking as a member of the Board or as a private citizen.

BP 2715 also establishes an expectation of Board members for high ethical conduct, and addresses managing conflicts of interest, and handling special interest groups ([IVC2<sup>1</sup>](#); [IVC2<sup>2</sup>](#)).

In addition, BP 2715 establishes an expectation that the Board support its policies and procedures. For example, the policy states:

Board members respect their elected position and in no way misuse their authority. Trustees keep informed about educational programs and fiscal and legal responsibilities... They strive to promote the highest quality educational opportunities to all members of the community while ensuring fiscal stability, institutional integrity and operational efficiency.

The Board of Trustees meetings are conducted in a manner that ensures Board members have the opportunity to engage in a thorough discussion before taking final action on an item before the

Board. Board members receive all materials well in advance of meetings and are expected to come to Board meetings prepared for discussion. Once a decision is made, the full Board supports the decision.

The governing Board demonstrates support for its own policies and procedures by ensuring they are carefully followed. The Board ensures that Board Policies and Administrative Procedures are regularly reviewed in accordance with BP 2410 as well as Administrative Procedure 2410, (IVC2<sup>8</sup>; IVC2<sup>9</sup>) so that they are current and align with state and federal laws. In addition, all Board policies and Administrative procedures undergo a comprehensive review every six years to ensure they are current. Examples of ongoing review of District policies and procedures include recent changes to BP 3100, AP 3100.1, AP 3100.2, BP 3540, AP 3540 based upon guidance from the Office of Civil Rights pertaining to serving students with disabilities, and sexual misconduct on campus (IVC2<sup>3</sup>; IVC2<sup>4</sup>; IVC2<sup>5</sup>; IVC2<sup>6</sup>; IVC2<sup>7</sup>).

### **Analysis and Evaluation**

SDCC meets this Standard. The District Governing Board is highly stable and effective. Three Board members have served more than fourteen years—one of whom has served for twenty-six years—one member for eight years and one member for four years. As a result, each Board member acts collectively in support of decisions. In addition, Board members are active statewide and nationally which contributes to innovation and effective Board relations. The Board of Trustees has authority over and responsibility for Board policies that ensure academic quality and the integrity and effectiveness of student learning programs and services, as well as the fiscal integrity of the District. During the preparation of the SER, it was noted that several policies had not undergone recent review. As a result, the schedule for policy review and revision was evaluated and updated including a 6-year comprehensive review cycle. An Administrative Policy was developed to ensure timely policy review in the future. The Board clearly demonstrates a commitment to support its own decision. The most recent example of this commitment is the implementation of the San Diego Promise program, a District initiative to ensure that all local high school graduates have the opportunity to go to college and complete their educational goal regardless of financial needs. The San Diego Promise program has quickly gained momentum locally, as well as statewide.

As per Board Policy 2715, Board members recognize that legal and effective functioning is by the Board as a whole. District matters are not governed by individual actions of Board members. When acting as Board members, trustees speak and act on behalf of the district, not as individuals. Trustees use care not to misrepresent their individual opinions or actions as those of the Board. Although trustees abide by Board direction, they retain the right to seek changes in decisions through ethical and constructive channels. In dealing with the public, individual trustees should always clarify whether they speak as a member of the Board or as a private citizen.

### **IV.C.3**

The governing Board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

### **Evidence of Meeting the Standard**

The District Board of Trustees adheres to policies for selecting and evaluating the College President and District Chancellor. The Board follows Title 5 of the California Code of Regulations; the California Education Code; and Board Policy 2431, *Chancellor Selection*, and Board Policy 2432, *Chancellor Succession* in the selection of the Chancellor; and Board Policy 2436 and Board Policy 7250, *Educational Administrators* in the selection of college presidents and other academic administrators. The Board follows Board Policy 2435 regarding the evaluation of the Chancellor, and Board Policy 2437 pertaining to the evaluation of presidents. The Board takes its responsibility for selecting and evaluating the Chancellor very seriously, following a set selection and evaluation process. In turn, the Chancellor is responsible for selecting and evaluating those who directly report to him/her (including college presidents, the executive vice chancellor, vice chancellors and members of the Chancellor's Cabinet). The Board of Trustees designates a Board sub-committee to oversee the search process to fill the Chancellor position in the event of a vacancy. The search committee includes members of District governance groups and appropriate representatives from the community. The search committee reviews application materials, conducts initial interviews, and makes recommendations concerning all aspects of the search process. The Board interviews finalists in closed session and the final selection is announced in open session and voted on for approval pursuant to Title 5 and relevant Government Code regulations ([IVC3<sup>1</sup>](#); [IVC3<sup>2</sup>](#); [IVC3<sup>3</sup>](#); [IVC3<sup>4</sup>](#); [IVC3<sup>5</sup>](#); [IVC3<sup>6</sup>](#); [IVC3<sup>7</sup>](#)).

### **Selection of Chancellor**

The Board of Trustees designates a Board sub-committee to oversee the search process to fill the Chancellor position in the event of a vacancy. The search committee includes members of District governance groups and appropriate representatives from the community. The search committee reviews application materials, conducts initial interviews, and makes recommendations concerning all aspects of the search process. The Board interviews finalists in closed session and the final selection is announced in open session and voted on for approval pursuant to Title 5 and relevant Government Code regulations.

### **Evaluation of Chancellor**

The Chancellor's contract includes a provision for an annual evaluation to be conducted by the Board of Trustees. Board Policy 2435 outlines the requirements for evaluation of the Chancellor.

Board Policy 2435 indicates that the Board may solicit input from various constituents, typically including the college presidents, District senior staff, the Academic Senate presidents, and union representatives, and outside agencies and others as designated by the Board of Trustees. It also states the Chancellor will prepare and submit a written Self-Evaluation and Accomplishments each academic year, based upon his or her stated goals. Thorough consideration would be given to the performance of the Chancellor as it relates to the responsibilities referenced in Board Policy 2430, *Delegation of Authority to the SDCCD Chancellor* ([IVC3<sup>13</sup>](#)).

The Human Resources Division is the designated District entity who works with the Board during this process and follows the Management Association Handbook Ch. XVII – Manager Evaluations, Management Association Handbook Appendix 3 – Evaluation Form, Management Association Handbook Appendix 4a – Management Feedback Survey Procedures, and

Management Association Handbook Appendix 4b – Management Feedback Survey ([IVC3<sup>9</sup>](#); [IVC3<sup>10</sup>](#); [IVC3<sup>11</sup>](#); [IVC3<sup>12</sup>](#)).

The Board Subcommittee on Chancellor Evaluation discusses drafts of the evaluation utilizing the Management Evaluation Form in closed session. When their assessment is complete, the Board meets with the Chancellor and s/he is provided the final, written document. A signed copy of the Chancellor's evaluation is maintained in the Office of Human Resources.

### **Selection of College Presidents**

The Board shares responsibility with the Chancellor for hiring and evaluating the performance of college presidents. Board Policy 2436 specifies the President Selection procedures, and also involves national searches ([IVC3<sup>3</sup>](#)).

Board action is required to initiate the presidential search process, directing the Chancellor to begin the process pursuant to Board Policy 2436. Recent Board actions authorizing president searches include Mesa College (2011), Continuing Education (2015), and City College (2016).

Per the timeline set by Board action, the Chancellor convenes a Presidential Search Committee comprised of representatives of all stakeholder groups. After consultation with the Board and Presidential Search Committee of the applicable College, the Chancellor oversees the recruitment and advertising plan, which may include the retention of a search firm upon Board approval. The Presidential Search Committee forwards at least three unranked semifinalists to the Chancellor.

After conducting interviews, the Chancellor compiles information from background and reference checks and forwards the names of a minimum of two finalist(s) to the Board of Trustees for consideration. The Board holds closed Board sessions on presidential selection when interviewing candidates, per Board Policy 2436.

### **Evaluation of College Presidents**

As detailed in Board Policy 2437, *Evaluation of President (College/Continuing Education)*, contracts for college presidents include a provision for an annual evaluation conducted by the Chancellor. College presidents complete an annual Presidential Self-Assessment, update their goals for the following year, and meet with the Chancellor to review both documents. In addition, presidents undergo a comprehensive evaluation annually for the first four years and every three years thereafter. In this process, the president's self-evaluation is supplemented by the results from the management feedback survey, which collects input from Classified Staff, Faculty, Supervisory, Management, as well as outside agencies and others as designated by the Chancellor. The Chancellor then prepares a summary evaluation using the Management Evaluation Form, which is shared with the college president. This process follows: Management Association Handbook Ch. XVII – Manager Evaluations, Management Association Handbook Appendix 3 – Evaluation Form, Management Association Handbook Appendix 4a – Management Feedback Survey Procedures, and Management Association Handbook Appendix 4b – Management Feedback Survey ([IVC3<sup>9</sup>](#); [IVC3<sup>10</sup>](#); [IVC3<sup>11</sup>](#); [IVC3<sup>12</sup>](#); [IVC3<sup>14</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard. The Board of Trustees has authority over and the responsibility in the selection and evaluation of the Chancellor following a set selection and evaluation process. Accordingly, the Chancellor is responsible for selecting and evaluating those who directly report to him/her (members of Chancellor Cabinet, include college Presidents, Executive Vice Chancellor, Vice Chancellors, the Director, Communications and Public Relations, and the Executive Assistant to the Chancellor). With the assistance of Human Resources Division, the Chancellor and Board have followed selection and evaluation requirements for its senior administrators.

The last Chancellor search occurred prior to July 1, 2004 and resulted in the selection of the current sitting Chancellor, who has provided stability, leadership, and guidance to the San Diego Community College District since July 1, 2004. Since that time, Board Policy 2431 and Board Policy 2432 were adopted on December 14, 2006 and will be adhered to for any future vacancies in the Chancellor classification.

Board Policy 2435 indicates that during the evaluation of the Chancellor, the Board may solicit input from various constituents, typically including the College presidents, District senior staff, the Academic Senate presidents, and union representatives, and outside agencies and others as designated by the Board of Trustees. It also states the Chancellor will prepare and submit a written Self-Evaluation and Accomplishments each academic year, based upon his or her stated goals. Thorough consideration would be given to the performance of the Chancellor as it relates to the responsibilities referenced in Board Policy 2430, *Delegation of Authority to the SDCCD Chancellor*.

With the assistance of the Human Resources Division, the Chancellor and Board have followed selection and evaluation requirements for its senior administrators.

### **IV.C.4**

The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

### **Evidence of Meeting the Standard**

The Board of Trustees is an independent policy-making body that reflects the public interest in educational quality of SDCC. The Board of Trustees consists of five members elected to four-year terms by voters of the Trustee areas composing the San Diego Community College District ([IVC4<sup>1</sup>](#)). The Board also has a Student Trustee, elected by students for a one year term. The Associated Students Presidents, elected by the students at each college, collectively share the role of Student Trustee. The Student Trustee has an advisory vote on actions and has the right to attend all meetings of the Board, with the exception of closed sessions ([IVC4<sup>2</sup>](#)). Board members work together collaboratively to advocate for and defend the interests of the District and execute its mission and achieve its strategic goals.



Public input on the quality of education and college operations is facilitated through open session comments at Board meetings, and through the Board's consistent adherence to open meeting laws and principles. The District's service area is very diverse and constituents advocate strongly for their respective interests. Members of the public have the opportunity to express their perspectives during the public comments section of each Board meeting, when individual agenda items are under consideration, and through direct correspondence with the Board ([IVC4<sup>3</sup>](#)). Such input contributes to the Board's understanding of the public interest in institutional quality and is taken into consideration during deliberations.

In addition, Board members engage with local communities across the District. They receive a wide range of input from community and constituent groups by holding meetings annually at the three colleges and Continuing Education campuses, in addition to the regularly scheduled meetings at the District Office. This practice helps broaden Board members' perspectives on issues affecting individual colleges and the communities they serve.

The Board has also established a Trustee Advisory Council to facilitate communication among citizens, Board members and educators, as well as to serve as an advocate for the community. The stated role of the Trustee Advisory Council is twofold: advise the Board on community attitudes, opportunities and needs; and, advise the Board on whether the programs are meeting the needs of the citizenry ([IVC4<sup>4</sup>](#)).

The Board maintains its independence as a policy-making body by studying all materials in advance of meetings, being well-informed before engaging in District business, and asking questions and requesting additional information as needed ([IVC4<sup>5</sup>](#)). In carrying out its duties, the Board maintains the highest standards of ethics. The Board adopted and complies with an ethics policy applicable to its members. This policy provides guidance on areas such as: managing conflicts of interest, monitoring compensation and expense accounts, handling special interest groups, using appropriate channels, maintaining appropriate conduct at Board meetings, exercising authority and handling of administrative matters ([IVC4<sup>6</sup>](#)). The Board has also adopted and complies with a specific conflict of interest policy to ensure actions in accordance with the public's interest ([IVC4<sup>7</sup>](#)).

The Board engages in advocacy efforts on behalf of the District in particular, and community colleges in general, through its legislative advocacy in Sacramento and in Washington, DC. Annually, the Board sets its policy and legislative priorities in consultation with the Chancellor, and their state legislative consultant. The Board regularly discusses and takes action, either in support of or against, state and federal legislation with the potential to affect the District, the surrounding community it serves and its students.

The Board of Trustees remains focused on its role as an independent policy-making body and diligently supports and furthers the interests, educational mission and goals of the colleges and District in the face of external pressure. It carries out its role and appropriately reflects the public's interests while adhering to the highest ethical standards.



## **Analysis and Evaluation**

SDCC meets this Standard and the requirements of ER #7. The Board of Trustees carries out its role and appropriately reflects the public interests while adhering to the highest ethical standards. The Board maintains its independence as a policy-making body by studying all materials in advance of meetings, being well informed before engaging in District business, and asking questions and requesting additional information as needed. Through its legislative advocates in Sacramento and in Washington, DC, the Board engages in advocacy efforts on behalf of the District in particular, and community colleges in general. The Board members are elected from various communities within the geographic limits of the District ([IVC4<sup>8</sup>](#)). Such public elections ensure the constituency's interests in quality education are represented. The publicly held elections of Board members also minimizes the risk of undue political pressure from special interest groups or other entities attempting to influence College and/or District policies. The public is notified of Board meetings via regular posting of calendars, agendas, etc., including meeting locations and times, on the District web page.

### **IV.C.5**

The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

#### **Evidence of Meeting the Standard**

The Board of Trustees establishes policies consistent with the SDCC mission and the District mission to ensure the quality, integrity and improvement of student learning programs and services. All Board policies are vetted through the respective governance councils, Chancellor's Cabinet and the District Governance Council, comprised of the leadership from the various constituencies throughout the District.

The Board's commitment to and expectations for quality, integrity and improvement are demonstrated in a number of ways. The Board of Trustees' meeting agenda regularly includes a report on various programs and student outcomes including: Degrees and Certificates awarded, Transfer, Student Demographic Trends, the Student Success Scorecard, Enrollment Trends, Learning Communities, Noncredit to Credit Transition, and Honors Program Outcomes ([IVC5<sup>1</sup>](#)). Additionally, the Board of Trustees' annual goals reference the respective Accreditation Standards, as well as the District's Strategic Planning Goals ([IVC5<sup>2</sup>](#); [IVC5<sup>15</sup>](#)).

The following Board of Trustees 2015-2016 goals illustrated the Board's commitment to quality and ongoing improvement:

- Provide leadership and support to ensure continuing progress and equity in student outcomes.
- Continue to support a culture of inquiry by evaluating data on a regular basis to ensure monitoring of the way in which data influence decision-making at the college and District levels to best support student success and enrollment priorities.

- Review key Accreditation Standards and priorities for good governance and use them as part of the Board’s annual self-evaluation process.

The Board’s 2016-2017 goals further illustrate a strong commitment to quality and continuous improvement:

- Ensure that top priority is assigned to supporting the accreditation process in preparation for the Spring 2017 visits by the Accrediting Commission for Junior and Community Colleges (ACCJC) and the Accrediting Commission for Schools (ACS)
  - *Strategic goals 1-5; ACCJC Accreditation Standard IV. C.1-13.*
- Maintain governance practices and processes that have proved successful
  - *Strategic goals 1-5; ACCJC Accreditation Standard IV. C.*
- Ensure that the District expands Leadership Development and Succession Planning.
  - *Strategic goal 2; ACCJC Accreditation Standard IV. C.5*
- Provide leadership and support to ensure continuing progress in equity in student outcomes, and work with the Chancellor to ensure increased diversity in staffing, especially in faculty and administrative positions, through appropriate processes.
  - *Strategic goals 1 and 2; ACCJC Accreditation Standard IV. C.4.*
- Ensure fiscal responsibility.
  - *Strategic goal 4; ACCJC Accreditation Standard IV. C.1; IV. C.5.*
- Continue to support a culture of inquiry by evaluating data on a regular basis to ensure monitoring of the way in which data influences decision-making at the college and district levels to best support student success and enrollment priorities.
  - *Strategic goals 1, 2, and 3; ACCJC Accreditation Standard IV.C.1; IV C.5; IV.C.8; IV.C.10; IV.C.13.*

The District’s Strategic Goals ([IVC5<sup>3</sup>](#)) demonstrate the Board’s strong focus on quality programs, student support services and institutional effectiveness as follows:

- Maximize student access, learning and success through exemplary instruction and support services.
- Strengthen the College’s institutional effectiveness through innovation, continuous progress and systems improvement, staff development and enhanced internal collaboration.
- Enhance fiscal solvency through sound fiscal planning and management.

A number of Board Policies reflect a commitment to quality of programs and services, financial integrity and institutional effectiveness:

- BP 2200 *Board Duties and Responsibilities* illustrates the Board’s ongoing focus on quality. The policy states: *the Board’s commitment to fulfilling its responsibilities to govern on behalf of the citizens of the District including: establishing policies that define the institutional mission and set prudent, ethical and legal standards for college operations; monitor institutional performance and educational quality; assure fiscal health and stability* ([IVC5<sup>4</sup>](#)).

- The Board’s mission statement is contained in BP 1200 *District Mission: The mission of the San Diego Community College District is to provide accessible, high-quality learning experiences, and undergraduate education at an affordable price to meet the educational needs of the San Diego community and the state. In addition, the District’s statement on shared values – shared vision states; ...teaching and learning are the College’s highest priority as we move forward in the 21st century* ([IVC5<sup>5</sup>](#)).
- BP 3050, *Student Success and Support Program*; and *Student Equity* articulates the Board’s commitment to educational opportunity and academic success ([IVC5<sup>6</sup>](#)).
- BP 5025, *Philosophy and Criteria for Associate Degree and General Education* establishes academic standards for awarding of the Associate Degree and general education courses ([IVC5<sup>7</sup>](#)).
- BP 5020, *Curriculum Development* establishes standards for course and program approval ([IVC5<sup>8</sup>](#)).
- BP 5100 *Graduation Requirements for Degrees and Certificates* establishes standards for degree and certificate requirements for graduation ([IVC5<sup>9</sup>](#)).
- The Board has a standing Subcommittee on Student Success and Accreditation that monitors student outcomes and educational quality ([IVC5<sup>11</sup>](#)). In addition, the Board receives ongoing reports on student achievement, academic programs and support services. In May 2016 the Board was provided a formal report on institution-set standards and analysis of student outcomes to inform future efforts to improve outcomes ([IVC5<sup>12</sup>](#)).

### **Legal Matters**

The Board has ultimate responsibility for legal matters and BP 2200 Board Duties and Responsibilities sets forth the Board’s responsibility for the establishment of policies that define the institutional mission and set prudent, ethical and legal standards for college operations ([IVC5<sup>4</sup>](#)).

The Board is regularly briefed by the Chancellor regarding ongoing and potential legal matters and, pursuant to BP 2315 Closed Sessions, the Board also regularly receives advice of counsel on pending and anticipated litigation in closed session, so that the Board may take appropriate action on all legal matters ([IVC5<sup>13</sup>](#)).

### **Financial Integrity and Stability**

The Board’s standing Subcommittee on Budget Study and Audit is charged with carefully reviewing fiscal matters for the District including the annual independently prepared external audits, the District’s tentative and adopted annual budgets and compliance with state and federal regulations. The Board also reviews in detail any long-term obligations as a result of collective bargaining and “meet and confer” agreements with employee units prior to approval.

The Board maintains sufficient cash reserves to meet all short-term obligations and to address any unforeseen emergency situations that may occur. In addition, adequate reserves are maintained in order to address long-term obligations to include funding of retiree future health benefits, vacation accruals, insurance deductibles and the significant increases all districts anticipate to the employer contribution rate expenses for CalSTRS and CalPERS pension obligations.

BP 6300, *Fiscal Management* assures sound fiscal management including adequate internal controls, accurate, timely and reliable fiscal information, and that responsibility and accountability for fiscal management are clearly defined ([IVC5<sup>10</sup>](#)). BP 6250, *Budget Management* describes the approval and management of the budget, including Board approval for changes between major expenditure classifications ([IVC5<sup>14</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard and the requirements of ER #7. Actions of the Board are final, and not subject to actions of any other entity. The Board of Trustees of the San Diego Community College District is committed to educational quality, as well as financial integrity and stability in accordance with state and federal laws and regulations. This is evident in the Boards' annual goals, policies and procedures. The Board holds the Chancellor responsible for the overall operation of the District in accordance with District policy to ensure quality academic programs and services, sound fiscal practices, and prudent ethical and legal standards for operation of the institution. The Board establishes, and regularly updates policies consistent with the mission of the District to ensure quality, integrity, and improvement of student learning programs and services. A number of Board policies address quality and integrity of academic programs as well as financial integrity and stability. All Board policies are thoroughly reviewed through the District participatory governance structures. Board actions and policies reflect the Board's commitment to ensuring resources are provided to support student learning, programs and services. The Board's commitment and expectation for quality and continuous improvement is also evidence by its regular reports on student and program outcomes, the budget and the construction bond program.

### **IV.C.6**

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

### **Evidence of Meeting the Standard**

The Board of Trustees' policies pertaining to board composition, responsibilities and operational procedures are published electronically on the District webpage. Print copies are also available upon request. The Board's webpage contains a description of the composition of the Board, guidance for communicating with the Board, Board policies, Board goals, along with the Board meeting schedule, agenda, minutes and reports.

The following Board policies address membership, responsibilities and operating procedures:

- BP 2010, *Board Membership* describes the Board membership in accordance with the California Education Code Sections 72023, 72103, 72104 ([IVC6<sup>1</sup>](#)).
- BP 2015, *Student Membership(s)* specifies the criteria and responsibilities of the student member(s) of the Board ([IVC6<sup>2</sup>](#)).
- BP 2100, *Board Elections* assigns responsibility for elections to the Board of Trustees, along with the criteria for participation and conduct of the Trustee elections ([IVC6<sup>3</sup>](#)).

- BP 2105, *Election of Student Member(s)* describes the criteria and process for the election of the student member(s) of the Board ([IVC6<sup>4</sup>](#)).
- BP 2110, *Vacancies on the Board* addresses the process for filling a vacancy on the Board ([IVC6<sup>5</sup>](#)).
- BP 2200, *Board Duties and Responsibilities* describes the responsibilities of the Board of Trustees including: representing the public interest, establishing policies that define the institutional mission and set prudent, ethical and legal standards for college operations, hire and evaluate the CEO, delegate power and authority to the chief executive to effectively lead the District, assure fiscal health and stability, monitor institutional performance and educational quality, and advocate and protect the District ([IVC6<sup>6</sup>](#)).
- BP 2210, *Officers* describes the process for electing officers of the governing board as well as the term of office. The policy also provides: the process for filling the vacancy of an officer; the succession plan for the presiding officer(s) in his/her absence at a Board meeting; and the role of the Chancellor, as Secretary of the Board of Trustees ([IVC6<sup>7</sup>](#)).
- BP 2220, *Committees of the Board* provides authority for the Board to establish committees, along with the authority of the committees ([IVC6<sup>8</sup>](#)).
- BP 2310, *Regular Meetings of the Board* provides for the structure and operation of Board meetings ([IVC6<sup>9</sup>](#)).
- BP 2315, *Closed Session Meetings* and BP 2320, *Special and Emergency Meetings* establish the requirements and conditions for closed session and special meetings of the Board. These policies also establish parameters for the conduct of the meetings ([IVC6<sup>10</sup>](#); [IVC6<sup>11</sup>](#)).

In addition, a number of Board Policies address the specific conduct of the Board meetings including:

BP 2330, *Quorum and Votes*; BP 2340, *Agendas*; BP 2345, *Public Participation at Board Meetings*; BP 2350, *Speakers*; BP 2355, *Decorum*; BP 2360, *Minutes*; BP 2365, *Recording*; BP 2710 *Conflict of Interest*; BP 2715, *Code of Ethics/Standards of Practice*; BP 2716, *Political Activity*; BP 2717, *Board of Trustees Personal Use of Public Resources*; BP 2720, *Communications among Board Members*; BP 2725, *Board Member Compensation*; BP 2730, *Board Member Health Benefits*; BP 2735, *Board Member Travel*; BP 2740, *Board Education*; BP 2745, *Board Self-Evaluation* ([IVC6<sup>12</sup>](#); [IVC6<sup>13</sup>](#); [IVC6<sup>14</sup>](#); [IVC6<sup>15</sup>](#); [IVC6<sup>16</sup>](#); [IVC6<sup>17</sup>](#); [IVC6<sup>18</sup>](#); [IVC6<sup>19</sup>](#); [IVC6<sup>20</sup>](#); [IVC6<sup>21</sup>](#); [IVC6<sup>22</sup>](#); [IVC6<sup>23</sup>](#); [IVC6<sup>24</sup>](#); [IVC6<sup>25</sup>](#); [IVC6<sup>26</sup>](#); [IVC6<sup>27</sup>](#); [IVC6<sup>28</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard. The District publishes and maintains a Board of Trustees webpage containing a description of the composition of the Board, guidance for communicating with the Board, Board Policies and Board goals in addition to the Board meeting schedule, agenda, minutes and reports. Board Policies pertaining to the size, District's responsibilities, structure and operating procedures are published on the District's webpage and available to the public. The Board consistently adheres to its policies and ensures they remain current through ongoing review.

#### **IV.C.7**

The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

#### **Evidence of Meeting the Standard**

The District Board of Trustees consistently acts in accordance with its policies and procedures. All new Board members participate in a comprehensive orientation, along with attending statewide Trustee training to ensure a thorough understanding of their role as Trustees, as well as an understanding of the Board's policies and procedures pertaining to Board operations. All Board of Trustees meetings are conducted in accordance with Board policy.

The Board of Trustees conducts regular meetings at least once each month. Board meetings are scheduled in accordance with a meeting schedule approved by the Board of Trustees at a regular meeting. The Board of Trustees also schedules special retreats each semester where it addresses specific policy and operational matters such as college policies, college operations and student loan default, and establishes annual goals.

Minutes and formal Board Reports reflecting all of the actions of the Board are published after each meeting ([IVC7<sup>1</sup>](#); [IVC7<sup>2</sup>](#)). The conduct of the meetings, meeting minutes and Board Reports demonstrate the Board's actions are consistent with its policies.

All regular and closed session meetings as well as special and emergency meetings are conducted in accordance with Board Policies (BP 2310 – BP 2365) ([IVC7<sup>3</sup>](#); [IVC7<sup>4</sup>](#)). Board Policies are established and revised in accordance with Board Policy 2410 and Administrative Procedure 2410. As part of its ongoing commitment to educational quality and transparency, the Board of Trustees conducts a regular Board meeting on campus at each of the four colleges and Continuing Education. These meetings provide the colleges and Continuing Education the opportunity to showcase their programs and interact directly with the Board ([IVC7<sup>5</sup>](#); [IVC7<sup>6</sup>](#)).

The Board actively engages in ongoing review and assessment of its policies to ensure effectiveness in fulfilling the District's mission. All Board Policies and Administrative Procedures undergo a comprehensive review every six years to ensure that they align with state and federal law as well as District business processes. Board Policies and Administrative Procedures also are updated periodically based upon changes in state or federal law or organizational needs in accordance with Board Policy 2410, and Administrative Policy 2410. The review process includes broad input from all of the governance groups throughout the organization including the District Governance Council, the District's primary participatory governance body ([IVC7<sup>8</sup>](#)).

The District is a member of the Community College League of California Policy and Procedures services. Through this membership the District receives recommended updates to policies and procedures twice a year based on changes to state and federal regulations. The Chancellor and Vice Chancellors are responsible for ensuring that the policies and procedures under their respective areas of responsibility remain current and accurate ([IVC7<sup>2</sup>](#); [IVC7<sup>3</sup>](#)).



### **Analysis and Evaluation**

SDCC meets this Standard. As new Board members, Trustees participate in a comprehensive orientation, as well as attend statewide Trustee training to ensure a thorough understanding of their role as Trustees. Additionally, training is conducted to provide an understanding of the Board's Policies and Administrative Procedures pertaining to Board operations. Board Policies are regularly reviewed and updated in accordance with BP 2410 and AP 2410 and based upon changes to state and federal law. In addition, all Board Policies and Administrative Procedures undergo a comprehensive review every six years to ensure their accuracy.

All regular and closed session meetings as well as special and emergency meetings are conducted in accordance with Board Policies (BP 2310 – BP 2365) ([IVC7<sup>4</sup>](#)). Board Policies are established and revised in accordance with Board Policy 2410. As part of its ongoing commitment to educational quality and transparency the Board of Trustees conducts a regular board meeting on the City College campus. This meeting provides the City College constituents to showcase their programs and interact directly with the Board.

Policies for Board approval are presented for readings at two different public Board meetings allowing for public input and comment, as required by policy ([IVC7<sup>5</sup>](#)). A recent example are changes to BP 3105 and 3410; and AP 3410, 3430, and 3435 that were revised based upon recommendations from the Office of Civil Rights (OCR). Language changes were carefully constructed by management, including the Director of Legal Services, prior to the consultation process to ensure that the District was in compliance. Recent examples of effective policy assessment and revision include: Title IX and sexual assault (Board Policy & Administrative Procedure 3540) ([IVC7<sup>6</sup>](#)); and revision of the District Mission Statement ([IVC7<sup>7</sup>](#)).

During the course of the self-evaluation process to prepare this report, several policies and procedures were identified as in need of review. The Board approved an updated policy related to review of policies and procedures, and a schedule for policy review was developed ([IVC7<sup>8</sup>](#)).

### **IV.C.8**

To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

### **Evidence of Meeting the Standard**

The Governing Board has a long-standing deep commitment to student success and equity. This commitment is reflected in the District's mission statement, Board policies, and the Board's annual goals as well as ongoing practices. The Board carefully monitors key indicators of student success and remains informed about student learning on an ongoing basis. The Board receives regular reports at its public meetings on various student outcomes and achievement including: transfer outcomes, annual degrees and certificates awarded, enrollment trends, student demographic trends, basic skills outcomes, student success planning, student support services including outcomes indicators, diversity, assessment and placement data, the Student Success Scorecard, Honors Program outcomes and Learning Communities. The Board also reviews curriculum after review and approval by the faculty, including new and revised courses and



academic programs. In addition, the Board periodically schedules workshops on particular topics to facilitate dialog about student learning and achievement and institutional effectiveness. The most recent Board workshop was on student retention and success where the District's overarching student success goals were reviewed and the colleges and Continuing Education highlighted model programs focusing on student success at each institution ([IVC8<sup>1</sup>](#); [IVC8<sup>2</sup>](#)). Previous workshops topics have included: Accreditation, Student Mental Health Services, Participatory Governance, and Workforce Trends ([IVC8<sup>3</sup>](#); [IVC8<sup>4</sup>](#); [IVC8<sup>5</sup>](#)).

The Board's Annual Goals also reflect a commitment to academic excellence and to the importance of the role of the Governing Board in accreditation. Goal one states:

- Ensure that top priority is assigned to supporting the accreditation process in preparation for the Spring 2017 visits by the Accrediting Commission for Junior and Community Colleges (ACCJC) and the Accrediting Commission for Schools (ACS) (Strategic goals 1-5; ACCJC Accreditation Standard IV. C.1-13) by:
  - Reviewing key accreditation standard and practices.
  - Reviewing and participating in the development of the colleges' and CE's Self-Evaluations Reports.
  - Receiving regular reports on the accreditation planning and preparation process.

The Board's goals reference the relevant Accreditation Standards, as well as the District's Strategic goals ([IVC8<sup>6</sup>](#)). The Board of Trustees' annual goals serve as the foundation of the Board's Annual Self-Evaluation ([IVC8<sup>16</sup>](#)).

Another important component of the Board's commitment to ensuring student success is the creation of a Board Subcommittee on Student Success and Accreditation that meets regularly to review student outcomes data in detail and prepare for accreditation. The Board Subcommittee was established in 2009 and is comprised of two Board members. The subcommittee is staffed by the Vice Chancellor, Student Services.

Periodically, the Board Subcommittee on Student Success and Accreditation invites the Chancellor and presidents to meet to dialog on a specific area of interest such as enrollment management and accreditation ([IVC8<sup>7</sup>](#)). The Board Subcommittee members make periodic reports at public Board meetings on information discussed at the subcommittee meetings to keep the full Board informed about student achievement and institutional effectiveness ([IVC8<sup>8</sup>](#)).

The Board's commitment to monitoring student achievement is also demonstrated by the Board's practice of scheduling public Board meetings on each of the campuses each year to encourage the college community to participate in meetings, interact with Board members, and learn more about the Board's role. Moreover, campus meetings include a special meeting segment, generally one hour in length, where the colleges showcase academic programs and services with a specific focus on student learning and academic achievement. These meetings have become an important mechanism to highlight the excellent work of the institutions in meeting their mission.

Another indication of the Board's commitment to ensuring student success is to collaborate with the Board of Education of the San Diego Unified School District, which is the governing body

for all of the District's K-12 feeder schools. Each year, the two boards hold a joint board meeting where they review outcomes of first-time high school students transitioning to City, Mesa, and Miramar Colleges, as well as the various concurrent enrollment partnership programs, and support services between the two districts. An important outcome of the joint board meetings is the establishment of joint goals focused on student outcomes and services. Each year, the boards receive a report on the districts' progress accomplishing the prior year's goals. Examples of joint goals that focused on key indicators of student learning and achievement include: assessment and placement data for high school students transitioning to college; Retention and Success of First Time Students, Career Technical Program alignment; English and mathematics curriculum alignment between high school and community college; and partnership programs between the colleges and feeder high schools in the Districts ([IVC8<sup>9</sup>](#); [IVC8<sup>10</sup>](#); [IVC8<sup>11</sup>](#); [IVC8<sup>12</sup>](#); [IVC8<sup>13</sup>](#); [IVC8<sup>14</sup>](#); [IVC8<sup>15</sup>](#); [IVC8<sup>17</sup>](#); [IVC8<sup>18</sup>](#)).

This commitment between the two Districts has resulted in a number of improvements to programs and services. For example, a Master Memorandum of Understanding (MOU) Agreement was developed to formalize the many academic and support services partnerships between the two Districts. The MOU delineates responsibility for academic program structure, student support services, data sharing, student safety, and facility use. The MOU is reviewed by both Districts and updated by the boards annually. Another significant outcome of this collaborative effort is expansion of partnership programs to additional high schools to provide greater access to college classes for students seeking pathways to higher education. In 2016 the districts collaborated to create College and Career Access Pathway partnership agreements to expand concurrent enrollment of high school students, in accordance with new provisions in state law ([IVC8<sup>19</sup>](#)).

Another important outcome of the commitment of both districts to collaboration is a formalized effort to align curriculum in English and mathematics between high school and community college courses to improve college-readiness and student success in college level classes. Math and English faculty from both Districts have been meeting to address the important need to examine curriculum and improve the successful transition from high school to college. The effort has been data-driven and outcomes-focused.

### **Analysis and Evaluation**

SDCC meets this Standard. The Board is fully engaged in discussions about student outcomes, and institutional effectiveness and is committed to student success and academic quality as evident in its policies, practices processes and ongoing collaboration with the Board of its feeder high school district. The Board of Trustees establishes clear expectations for student success and equity and regularly reviews key indicators of student learning and achievement with a focus on continuous improvement of academic programs and services to ensure the District is accomplishing its goals for student success.

The Board is informed of student outcomes through its Subcommittee on Student Success and Accreditation that was created in 2009, as well as through regular reports on student outcomes at Board meetings and Board retreats. The Board of Trustees' annual goals also reflect an expectation for institutional effectiveness and student success, along with the Board's commitment to accreditation.

The SDCCD governing Board regularly reviews key indicators of student learning and achievement and instructional plans for improving academic quality. The governing Board remains informed through a variety of means which helps to ensure that City College is accomplishing its goals for student success. Reports presented to the Board related to City College achievement indicators are well documented in minutes of the meetings. Annually, the Board conducts an “Open Door Session” at City College to welcome faculty, staff, student, and administrators’ comments and discussion about the campus. Additionally, a public meeting is conducted by the Board on the City College Campus each fall where the college informs the Board about its academic programs and services that support student learning and success ([IVC8<sup>21</sup>](#)).

A special subcommittee was created by the Board to include both Board members and is staffed by the Vice Chancellor of Student Services to review student outcomes data and help inform the board about achievement and institutional effectiveness.

The Board also has a commitment to SDCC partnerships with San Diego Unified High School District that support high school students through a smooth transition to the college, development of aligned curriculum in Math and English, opportunities for concurrent enrollment, and coordination of support services and data sharing. An outcome of this collaborative effort is expansion of high school partnership programs to provide greater access for students seeking pathways to higher education. Examples of SDCC expanded partnerships with San Diego Unified School District high schools are: Hoover, Lincoln, San Diego SciTech High School, and East Village High School. This SDCC partnership is achieving its purpose as exemplified by data from the 2014/15 academic year where of the 92 concurrently enrolled high school seniors at SDCC, 79% successfully completed their courses.

#### **IV.C.9**

The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

#### **Evidence of Meeting the Standard**

The District has a clear process for orienting Board members, which includes an overview of District operations, a review of ethical rules and responsibilities, a briefing on compliance with the Ralph M. Brown and Fair Political Practices acts, a review of the roles of auxiliary organizations and employee organizations, and a discussion about preparing for, and conduct during, Board meetings. The Chancellor, in consultation with the president of the Board, facilitates semi-annual Board retreats, and schedules regular educational presentations to the Board throughout the year. Board members participate in both mandated training such as Ethics Training required under AB1234 and engage in training through attendance at conferences like the Community College League of California and the Association of Community College Trustees where leadership development training is provided. Board members have demonstrated a commitment to fulfilling their policy and oversight role, and a responsibility for ensuring educational quality. The Board has followed policy in ensuring continuity of Board membership

when vacancies have occurred. The staggering of Board elections provides continuity of governance. ([IVC9<sup>1</sup>](#); [IVC9<sup>2</sup>](#); [IVC9<sup>3</sup>](#); [IVC9<sup>4</sup>](#); [IVC9<sup>5</sup>](#); [IVC9<sup>6</sup>](#))

### **Analysis and Evaluation**

SDCC meets this Standard. The SDCCD governing board for City College has an ongoing training program for board development and new member orientation. In addition to orientation of new Trustees, Board members participate in an annual retreat facilitated by the Chancellor, in consultation with the President of the Board. The Board of Trustees also participate in mandated ethics training and engage in training through attendance at conferences where leadership development training is provided. When Board vacancies occur, members are replaced through the mechanism of staggered elections. This Board follows policy ensuring continuity of Board membership when vacancies occur.

### **IV.C.10**

Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

### **Evidence of Meeting the Standard**

The policies and bylaws of the Board of Trustees clearly establish a process for Board evaluation, and the Board of Trustees consistently adheres to its self-evaluation policies. Board members routinely assess their practices, performance, and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board's annual self-evaluation is published and adopted at an open meeting of the Board of Trustees and is available as part of the Board's published agenda. The Board's self-evaluation informs their goals, plans and training for the upcoming year. The Board also publishes the Board of Trustees Goals on the District's website.

The Board's self-evaluation process has facilitated a focus on appropriate roles and responsibilities in the policy-making and accreditation activities of the District; and in helping promote and sustain educational quality, institutional effectiveness, and student success. All Board members regularly participate in training, orientation, goal-setting, and self-evaluation activities, which increased their knowledge of appropriate engagement in policy-making and oversight of student success and educational quality outcomes. The Board and Chancellor are committed to continuously improving the Board's self-evaluation process to ensure the District achieves better outcomes in promoting and sustaining academic quality, institutional effectiveness, and student success ([IVC10<sup>1</sup>](#); [IVC10<sup>2</sup>](#); [IVC10<sup>3</sup>](#); [IVC10<sup>4</sup>](#); [IVC10<sup>5</sup>](#); [IVC10<sup>6</sup>](#); [IVC10<sup>7</sup>](#)).

### **Analysis and Evaluation**

SDCC meets the Standard. The Board's policies and/or bylaws clearly establish a process for board evaluation. The Board of Trustees routinely assesses their practices, performance, and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The

Board's annual self-evaluation is published and adopted at an open meeting of the Board of Trustees and available as part of the published agenda.

The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training. The results are used to improve board performance, academic quality, and institutional effectiveness. The Board self-evaluation policies are consistently followed and the results of the self-evaluation is made public at an open Board of Trustees meeting.

#### **IV.C.11**

The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

#### **Evidence of Meeting the Standard**

The Board of Trustees has both a code of ethics and conflict of interest policy that includes a clearly defined process for dealing with behavior that violates the code. BP 2715, *Code of Ethics/Standards of Practice* documents the expected behavior of Board members in terms of (1) recognizing their role as a member of the Board and the ramifications of being part of a governing body, (2) managing conflicts of interest and not intentionally using their position for personal gain, (3) monitoring compensation and expense accounts, (4) addressing special interest groups, (5) using appropriate channels of communication and supporting District personnel, (6) maintaining appropriate conduct at Board meetings, (7) exercising their authority as Trustees in a proper manner, and (8) addressing administrative matters, assuring that they refrain from involving themselves in matters delegated to the Chancellor. It further states that possible violations of the Code of Ethics will be addressed by the Board President, who will review the matter with the Board member in question and may establish a process to review the matter further if warranted. In instances where it is the President of the Board's behavior that is in question, the Executive Vice President will address the matter ([IVC11<sup>1</sup>](#)).

In addition to the Code of Ethics, there are other policies relating to the behavior of Board members, which include conflict of interest (BP 2710), political activity (BP 2716), personal use of public resources (BP 2717), and communication among Board members (BP 2720) ([IVC11<sup>2</sup>](#); [IVC11<sup>3</sup>](#); [IVC11<sup>4</sup>](#); [IVC11<sup>5</sup>](#)).

The Board also has numerous policies that specify how Trustees should conduct themselves in an appropriate and legal manner, as well as policies to assure that Trustees understand their duties and responsibilities, including BP 2200, and numerous policies regarding meetings and practices compliant with the Brown Act. Board members complete a Conflict of Interest form (California 700, Statement of Economic Interest) each year that ensures there are no conflict of interests with

Board members. Annual completion of these forms is conducted under the leadership of the Risk Management Office and completed forms are maintained on file for public inspection ([IVC11<sup>6</sup>](#)). The Board members have no employment, family ownership or other personal financial interest in the District.

### **Analysis and Evaluation**

SDCC meets this Standard. The Board of Trustees has numerous policies that specify how Trustees are to conduct themselves in an appropriate and legal manner, as well as policies to ensure that Trustees understand their duties and responsibilities, and numerous policies regarding meetings and practices in compliance with the Brown Act. Trustees annually complete a Conflict of Interest form that ensures there is no conflict of interest of Board members. The Board has a clearly defined policy for dealing with behavior that violates its code and implements the policy when necessary. There have been no instances of violations of the Board code of conduct or conflict of interest. None of the District Board members have employment, family, ownership, or other personal financial interest in the College. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

### **IV.C.12**

The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

### **Evidence of Meeting the Standard**

The Board of Trustees delegates full authority to the Chancellor, who in turn, has responsibility for oversight of District operations and the autonomy to make decisions without interference. Per Board Policy 2430, Trustees specifically agree to participate in the development of District policy and strategies, while respecting the delegation of authority to the Chancellor and College President to administer SDCC. Trustees pledge to avoid involvement in day-to-day operations ([IVC12<sup>1</sup>](#)).

The Chancellor and the executive team continue to support the training and focus of the Board on its policy-making role. The Board adheres to existing policies when evaluating the performance of the Chancellor and appropriately holds him/her, as their sole employee, accountable for all District operations. These practices have effectively empowered the Chancellor to manage the operations of the District and provide a structure by which the Board holds the Chancellor accountable ([IVC12<sup>2</sup>](#); [IVC12<sup>3</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard. The Board of Trustees delegates full authority to the Chancellor and pledges to avoid involvement in day-to-day operations, effectively empowering the Chancellor to manage the operations of the District and provide a structure by which the Board holds the Chancellor accountable.



#### **IV.C.13**

The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

##### **Evidence of Meeting the Standard**

The Governing Board is deeply committed to the importance of its role in accreditation and the need to be informed. One indication of this commitment is the Board's annual goals. Each goal references the relevant Accreditation Standard as well as District Strategic Goals. The Governing Board also receives regular updates on accreditation including: eligibility requirements, accreditation standards for both the colleges and Continuing Education, commission policies, accreditation processes, and progress reports on the institutions' Self-Evaluation Reports. Updates are provided to the Board by the Chancellor and through the Board Subcommittee on Student Success and Accreditation, which is comprised of two Board members who meet to review accreditation matters as well as student success and equity outcomes data. Updates are also provided to the Board at the public Board meetings. One example is a comprehensive report provided to the Board in July 2014 on the new Accreditation Standards in preparation for the 2017 accreditation cycle ([IVC13<sup>1</sup>](#)). Another example is a comprehensive update on accreditation provided to the Board of Trustees at their Spring 2016 Board Retreat, which was open to the public. The report included a review of the updated timeline, the map of the standards delineating responsibility of the colleges and the District, as well as an update on integrated planning and policy and procedure review ([IVC13<sup>2</sup>](#)).

Another indication of the Board's commitment to its role in accreditation is the establishment of a Board Subcommittee on Student Success and Accreditation in 2009. One of the responsibilities of the subcommittee is to engage in the accreditation process and monitor progress and compliance with the Accreditation Standards. The Board Subcommittee on Student Success and Accreditation closely monitors progress on accreditation throughout the accreditation cycle including periodically inviting the presidents and the Chancellor to dialog on the standards and institutional effectiveness ([IVC13<sup>3</sup>](#)). Further, the Board Subcommittee reviews and discusses the colleges' and Continuing Education Self-Evaluation Reports in detail, with a special focus on recommendations for self-improvement. The Self-Evaluation Reports are also reviewed by the full Board in advance of submission to the Commission ([IVC13<sup>4</sup>](#)).

The Governing Board participates in the evaluation of the Governing Board roles and functions in a number of ways. Each year, the Board conducts a comprehensive self-evaluation by soliciting feedback from all constituent groups through an online survey which includes items pertaining to accreditation, the District mission, and fiscal oversight. The results are reviewed and discussed in detail by the Board Subcommittee on the Board Self-Evaluation comprised of two board members. The subcommittee compares the results with previous year's evaluation as well as the expectations of Standard IV and the District's strategic goals. Based upon the feedback and expectations of accreditation, the subcommittee establishes the Board of Trustees' goals for the next academic year.



The results of the annual Board Self-Evaluation are distributed to each Board member for review. The District's strategic goals and Standard IV both provide an important framework for the Board's planning priorities. The results of the self-evaluation as well as the Board's goals are discussed at a public meeting of the Board and posted on the Board's webpage ([IVC13<sup>5</sup>](#); [IVC13<sup>6</sup>](#); [IVC13<sup>7</sup>](#)). Based upon the feedback, the Board develops plans for improvement and acts upon them. For example, in the 2014 evaluation, the Board noted that respondents indicated they would like to see the Board members more visible on campus. The Chancellor was charged with providing more specific information about campus events that would be most important for Board members to attend. The Board also participates in the evaluation of the Governing Board roles and functions through the Board Subcommittee on Student Success and Accreditation. In preparation for the Self-Evaluation reports, a meeting was held with the Board Subcommittee on Student Success and Accreditation and Standard IV Co- and Tri-Chairs from all four institutions to discuss the role of and function of the Board in the accreditation process, as well as the district-wide governance structure and assessment of its effectiveness ([IVC13<sup>8</sup>](#)).

The Board also encourages feedback from governance leaders through informal discussions and direct communication. The agendas for the Board of Trustees meetings includes a standing agenda item titled: Call for Academic Senates' Agenda Items for Discussion to allow for the academic senate to address any matter before the Board ([IVC13<sup>9</sup>](#)). The Board schedules open door sessions before each Board meeting scheduled on the campuses (four times/year). Through these campus open sessions the Board invites the campus community to meet with them individually and provide feedback. The Board directs the individual feedback to the Chancellor for follow up. The Chancellor follows up with the individual, and shares the response with Board members. In addition, the Board holds a Board Retreat each semester where it focuses on planning matters and institutional effectiveness. The agenda includes reports from the presidents along with candid discussions about operational matters such as the state and District budget, student success planning, enrollment management, and various operational matters ([IVC13<sup>10</sup>](#)). The Board Retreat also serves as an important mechanism for the Board to establish expectations for excellence and ensure adequate support for effective operations of the institutions in accordance with the Accreditation Standards. All Board of Trustees meeting agendas and minutes are posted on the District webpage under Board of Trustees ([IVC13<sup>9</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard. The Board of Trustees' annual goals include the relevant Accreditation Standard, as well as District Strategic Planning Goals. The Board's commitment to its role in accreditation is evidenced by the establishment of a Board Subcommittee on Student Success and Accreditation, with a responsibility to engage in the accreditation process and monitor progress and compliance with the Accreditation Standards. The Board informs itself through individual meetings with constituents at campus open sessions where the Board invites the campus community to provide comment and feedback. Feedback from a yearly online survey conducted by the Board is reviewed and discussed by the Board Subcommittee on the Board Self-Evaluation. Based on feedback and expectations of accreditation, the subcommittee establishes the Board of Trustees' goals for the next academic year.

The Board of Trustees is actively engaged in the accreditation process and receives regular updates on the Board's annual goals which include the relevant Accreditation Standard, as well

as District Strategic Planning Goals. To enhance engagement in the accreditation process, the Board Subcommittee on Student Success and Accreditation was created. The role of the committee is to monitor progress of the accreditation process and compliance with Accreditation Standards. The Board's Subcommittee on Student Success and Accreditation, along with periodic reports at public Board meetings and retreats, provide systematic mechanisms for the Board's active involvement in accreditation and facilitate the Board's review of information about eligibility requirements, accreditation standards, commission policies and accreditation processes to ensure that Board policies support excellence. The Board reviews all accreditation reports and the self-assessment reports, as well as changes to the accreditation standards.

An example of practices that keep the Board well informed of the Accreditation process is a comprehensive report provided to the Board in July 2014 on the new accreditation standards in preparation for the 2017 accreditation cycle ([IVC13<sup>1</sup>](#); [IVC13<sup>2</sup>](#)). Another example is a comprehensive update on accreditation provided to the Board of Trustees at their Spring 2016 Board Retreat, which was open to the public. The report included a review of the updated timeline, the map of the standards delineating responsibility of the colleges and the District, as well as an update on integrated planning and policy and procedure review ([IVC13<sup>10</sup>](#)).

The Board informs itself through individual meetings with constituents at campus open sessions where the Board invites the campus community to provide comment and feedback. Feedback from a yearly online survey conducted by the Board includes evaluation of the Board's role and function in accreditation. Based on survey feedback and expectations of accreditation, the subcommittee establishes the Board of Trustees' goals for the next academic year. The Board acts upon its goals and plans for improvement. For example, in the 2014 evaluation, the Board noted that respondents indicated they would like to see the Board members more visible on campus. The Chancellor was charged with providing more specific information about campus events that would be most important for Board members to attend. An example of campus board involvement occurred recently when Board President Maria Nieto Senour attended the 2016 SDCC Fall Convocation which included a spotlight on accreditation. Through these means the Board demonstrates its commitment to the importance of the accreditation process and regularly participates in evaluation of its roles and functions regarding accreditation standards.

## **Standard IV.C Evidence**

### **IV.C.1**

- [IVC1<sup>1</sup>](#) Board Reports 2015
- [IVC1<sup>2</sup>](#) Board Retreat Agendas
- [IVC1<sup>3</sup>](#) Board Subcommittee Agendas
- [IVC1<sup>4</sup>](#) Board Reports Student Outcomes
- [IVC1<sup>5</sup>](#) BOT Goals 2015-16
- [IVC1<sup>6</sup>](#) Board Reports Student Services
- [IVC1<sup>7</sup>](#) BP 6250 Budget Management
- [IVC1<sup>8</sup>](#) AP 6250 01 Associated Students Budget
- [IVC1<sup>9</sup>](#) AP 6250 02 Budget Management Budget Transfers
- [IVC1<sup>10</sup>](#) BP 6300 Fiscal Management
- [IVC1<sup>11</sup>](#) AP 6300 01 Purchase of Food and Refreshments
- [IVC1<sup>12</sup>](#) AP 6300 02 Library Overdue Notice
- [IVC1<sup>13</sup>](#) AP 6300 03 Student Emergency Loan Fund
- [IVC1<sup>14</sup>](#) AP 6300 04 Associated Students Petty Cash Fund
- [IVC1<sup>15</sup>](#) AP 6300 05 Associated Students Funds Purchase of Equipment
- [IVC1<sup>16</sup>](#) AP 6300 06 Associated Students Banking
- [IVC1<sup>17</sup>](#) AP 6300 07 Associated Student Loans for Books and Supplies
- [IVC1<sup>18</sup>](#) AP 6300 08 Remote Image Deposit Procedure
- [IVC1<sup>19</sup>](#) AP 6300 09 Disputed Credit Card Procedure
- [IVC1<sup>20</sup>](#) AP 6300 10 Revolving Cash Funds
- [IVC1<sup>21</sup>](#) AP 6300 11 Student Refunds
- [IVC1<sup>22</sup>](#) AP 6300 12 District Cashiering Collections and Deposits
- [IVC1<sup>24</sup>](#) BP 2200 Duties of Board
- [IVC1<sup>25</sup>](#) SDCCD Board Policies
- [IVC1<sup>26</sup>](#) BOT Minutes
- [IVC1<sup>27</sup>](#) BP 2200
- [IVC1<sup>29</sup>](#) Mission & Goals of the SDCCD
- [IVC1<sup>30</sup>](#) Strategic Plan 2013-2017 FinalWeb

### **IV.C.2**

- [IVC2<sup>1</sup>](#) BP 2715 Code of Ethics
- [IVC2<sup>2</sup>](#) BP 2710
- [IVC2<sup>3</sup>](#) BP 3100
- [IVC2<sup>4</sup>](#) AP 3100 01
- [IVC2<sup>5</sup>](#) AP 3100 02
- [IVC2<sup>6</sup>](#) BP 3540
- [IVC2<sup>7</sup>](#) AP 3540
- [IVC2<sup>8</sup>](#) BP 2410 Policy and Administrative Procedures
- [IVC2<sup>9</sup>](#) AP 2410 Board Policies and Admin Procedures

### **IV.C.3**

- [IVC3<sup>1</sup>](#) BP 2431 Chancellor Selection
- [IVC3<sup>2</sup>](#) BP 2432

[IVC3<sup>3</sup>](#) BP 2436  
[IVC3<sup>4</sup>](#) BP 7250  
[IVC3<sup>5</sup>](#) BP 2435 Evaluation of the Chancellor  
[IVC3<sup>6</sup>](#) BP 2437  
[IVC3<sup>7</sup>](#) 4200 06  
[IVC3<sup>8</sup>](#) Chancellor  
[IVC3<sup>9</sup>](#) Manager Evaluation  
[IVC3<sup>10</sup>](#) Management Assoc Handbook Appx 3  
[IVC3<sup>11</sup>](#) Management Assoc Handbook Appx 4a  
[IVC3<sup>12</sup>](#) Management Feedback Survey  
[IVC3<sup>13</sup>](#) BP 2430  
[IVC3<sup>14</sup>](#) BP 7360

#### **IV.C.4**

[IVC4<sup>1</sup>](#) BP 2100  
[IVC4<sup>2</sup>](#) BP 2015  
[IVC4<sup>3</sup>](#) BP 2350  
[IVC4<sup>4</sup>](#) 1020  
[IVC4<sup>5</sup>](#) Board of Trustees Agendas  
[IVC4<sup>6</sup>](#) BP 2715 Code of Ethics  
[IVC4<sup>7</sup>](#) BP 2710  
[IVC4<sup>8</sup>](#) Map

#### **IV.C.5**

[IVC5<sup>1</sup>](#) Board of Trustees Agenda  
[IVC5<sup>2</sup>](#) Board of Trustees Goals for 2016-2017  
[IVC5<sup>3</sup>](#) Strategic Plan 2013-2017 Final Web  
[IVC5<sup>4</sup>](#) BP 2200n  
[IVC5<sup>5</sup>](#) BP 1200  
[IVC5<sup>6</sup>](#) BP 3050n  
[IVC5<sup>7</sup>](#) BP 5025  
[IVC5<sup>8</sup>](#) BP 5020 new  
[IVC5<sup>9</sup>](#) BP 5100  
[IVC5<sup>10</sup>](#) BP 6300  
[IVC5<sup>11</sup>](#) Student Learning Outcomes and Accreditation Subcommittee Agendas  
[IVC5<sup>12</sup>](#) Inst Set Stand Bd Rpt 5-16  
[IVC5<sup>13</sup>](#) BP 2315  
[IVC5<sup>14</sup>](#) BP 6250

#### **IV.C.6**

[IVC6<sup>1</sup>](#) BP 2010 Board Membership  
[IVC6<sup>2</sup>](#) BP 2015  
[IVC6<sup>3</sup>](#) BP 2100  
[IVC6<sup>4</sup>](#) BP 2105  
[IVC6<sup>5</sup>](#) BP 2110  
[IVC6<sup>6</sup>](#) BP 2200n

[IVC6<sup>7</sup>](#) BP 2210  
[IVC6<sup>8</sup>](#) BP 2220  
[IVC6<sup>9</sup>](#) BP 2310  
[IVC6<sup>10</sup>](#) BP 2315  
[IVC6<sup>11</sup>](#) BP 2320  
[IVC6<sup>12</sup>](#) BP 2330  
[IVC6<sup>13</sup>](#) BP 2340  
[IVC6<sup>14</sup>](#) BP 2345  
[IVC6<sup>15</sup>](#) BP 2350  
[IVC6<sup>16</sup>](#) BP 2355  
[IVC6<sup>17</sup>](#) BP 2360  
[IVC6<sup>18</sup>](#) BP 2365  
[IVC6<sup>19</sup>](#) BP 2710  
[IVC6<sup>20</sup>](#) BP 2715 Code of Ethics  
[IVC6<sup>21</sup>](#) BP 2716  
[IVC6<sup>22</sup>](#) BP 2717  
[IVC6<sup>23</sup>](#) BP 2720  
[IVC6<sup>24</sup>](#) BP 2725  
[IVC6<sup>25</sup>](#) BP 2730  
[IVC6<sup>26</sup>](#) BP 2735  
[IVC6<sup>27</sup>](#) BP 2740  
[IVC6<sup>28</sup>](#) BP 2745

#### **IV.C.7**

[IVC7<sup>1</sup>](#) Board Minutes Webpage  
[IVC7<sup>2</sup>](#) Board Reports  
[IVC7<sup>3</sup>](#) BP 2310  
[IVC7<sup>4</sup>](#) Policies 2310-2365  
[IVC7<sup>6</sup>](#) BP 3540  
[IVC7<sup>8</sup>](#) SDCCD Policy and Procedure Development

#### **IV.C.8**

[IVC8<sup>1</sup>](#) BOT Wkshp 82715 Agenda  
[IVC8<sup>2</sup>](#) Student Success and Retention-Board Workshop (August 27, 2015)  
[IVC8<sup>3</sup>](#) Presentations  
[IVC8<sup>4</sup>](#) BOT Wkshp 11614 Agenda  
[IVC8<sup>5</sup>](#) BOT Part Gov Plan Conf 11614  
[IVC8<sup>6</sup>](#) BOT Goals 2015-16  
[IVC8<sup>7</sup>](#) Board Subcommittee Agendas  
[IVC8<sup>8</sup>](#) Board Reports on Board Subcommittee  
[IVC8<sup>9</sup>](#) 03/19/2013 BOT Meeting  
[IVC8<sup>10</sup>](#) SDCCD and SDUSD Joint Board Meeting (March 19, 2013)  
[IVC8<sup>11</sup>](#) SDCCD-SDUSD Joint Board Meeting 2014 Min  
[IVC8<sup>12</sup>](#) SDCCD & SDUSD Joint Board Meeting (March 18, 2014)  
[IVC8<sup>13</sup>](#) SDCCD-SDUSD Joint Board Meeting 2015 Min  
[IVC8<sup>14</sup>](#) SDCCD & SDUSD Joint Board Meeting (March 17, 2015)

[IVC8<sup>15</sup>](#) SDCCD-SDUSD Joint Board Meeting Agendas  
[IVC8<sup>16</sup>](#) BOT Self Eval Agenda 090816  
[IVC8<sup>17</sup>](#) SDCCD & SDUSD Joint Board Presentation 2016  
[IVC8<sup>18</sup>](#) SDCCD SDUSD Joint Board Meeting 2016 Minutes  
[IVC8<sup>19</sup>](#) CCAP Agreement 2016  
[IVC8<sup>21</sup>](#) Campus Meeting

#### **IV.C.9**

[IVC9<sup>1</sup>](#) BP 2010 Board Membership  
[IVC9<sup>2</sup>](#) BP 2110  
[IVC9<sup>3</sup>](#) BP 2740  
[IVC9<sup>4</sup>](#) Ethics Training  
[IVC9<sup>5</sup>](#) Trustee Development - Community College League of California  
[IVC9<sup>6</sup>](#) ACCT - Trustee Education Services & Resources - 2015-04-10

#### **IV.C.10**

[IVC10<sup>1</sup>](#) BP 2745  
[IVC10<sup>2</sup>](#) BP 2740  
[IVC10<sup>3</sup>](#) BOT Goals 2015-16  
[IVC10<sup>4</sup>](#) Board Self-Evaluation 2012-13 101013  
[IVC10<sup>5</sup>](#) Board Self-Evaluation 2013-14 FINAL  
[IVC10<sup>6</sup>](#) Board Self-Evaluation 2014-15 FINAL  
[IVC10<sup>7</sup>](#) Board Self-Evaluation 2015-2016

#### **IV.C.11**

[IVC11<sup>1</sup>](#) BP 2715 Code of Ethics  
[IVC11<sup>2</sup>](#) BP 2710  
[IVC11<sup>3</sup>](#) BP 2716  
[IVC11<sup>4</sup>](#) BP 2717  
[IVC11<sup>5</sup>](#) BP 2720  
[IVC11<sup>6</sup>](#) Form 700- Board Members

#### **IV.C.12**

[IVC12<sup>1</sup>](#) BP 2430  
[IVC12<sup>2</sup>](#) BP 2200n  
[IVC12<sup>3</sup>](#) BP 2740

#### **IV.C.13**

[IVC13<sup>1</sup>](#) BOT Agenda June 2014 Rev Accred Stand Rpt  
[IVC13<sup>2</sup>](#) Board Update 2017 Accreditation Status Report  
[IVC13<sup>3</sup>](#) Board Subcommittee Agendas  
[IVC13<sup>4</sup>](#) BOT Min 070810  
[IVC13<sup>5</sup>](#) BOT Agenda 92415 Self-Evals  
[IVC13<sup>6</sup>](#) BOT Agenda 090816 Self-Evals  
[IVC13<sup>7</sup>](#) BOT Goals 2015-16  
[IVC13<sup>8</sup>](#) Standard IV Questions for Bd Subcommittee - FINAL

[IVC13<sup>9</sup>](#) Board Retreat Agendas  
[IVC13<sup>10</sup>](#) Minutes



## IV.D. Multi-College Districts or Systems

### IV.D.1

In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

#### **Evidence of Meeting the Standard**

The Chancellor has served as the Chief Executive Officer of the District for twelve years. She is highly regarded both statewide and nationally. She has been instrumental in providing leadership in the implementation of a number of statewide initiatives, the most recent being the Bachelor's Degree Pilot Program. She is frequently called upon by legislators and community leaders for her expertise and exceptional leadership in higher-education. The Chancellor provides strong leadership in establishing and communicating expectations of educational excellence and integrity throughout the District, and consistently assures support for the effective operations of the institution. At the beginning of each academic year, the Chancellor holds a retreat with her Executive Cabinet to plan and establish priorities and expectations for the year ([IVD1<sup>1</sup>](#)). In addition, she shares her annual goals, which serve as the broad planning framework for the year. The Chancellor's annual goals consistently focus on institutional excellence and a demonstrated commitment to the effective operation of the institutions. For example, the Chancellor's 2015-2016 goals included: providing leadership for institutionalizing instructional and student services initiatives; continuing leadership and support for the bond programs and other facilities projects; support for the planning activities, decisions, and functions of the Board of Trustees; providing leadership for setting and achieving enrollment management goals; and developing budget plans and strategies to address stabilization and future needs. Each year, the Chancellor's evaluation conducted by the Board, includes an assessment of the Chancellor's major goals and objectives. The Chancellor's 2016-2017 goals reflect the same commitment to institutional excellence and effective operations of the institutions ([IVD1<sup>2</sup>](#)).

Another mechanism the Chancellor uses to establish and communicate expectations of educational excellence is through Chancellor's Forums scheduled on each campus and the District Office at the beginning of the fall semester. The date, time and location of the forums are widely communicated throughout the colleges and District community. The purpose of the forums is for the Chancellor to provide updates and communicate planning priorities for the academic year. The presentation routinely includes items on enrollment, including FTES targets for the year, student demographic highlights, and a detailed discussion on the budget, and District budget priorities among other items. The forums are attended by hundreds of faculty, staff, and students each year ([IVD1<sup>3</sup>](#); [IVD1<sup>4</sup>](#); [IVD1<sup>5</sup>](#); [IVD1<sup>6</sup>](#); [IVD1<sup>7</sup>](#); [IVD1<sup>8</sup>](#); [IVD1<sup>9</sup>](#); [IVD1<sup>9a</sup>](#)).

The Chancellor also establishes expectations of excellence in her Chancellor Messages, which serve as regular written communication to the entire District on enrollment, the budget and various major planning items such as the new Baccalaureate Degree Pilot ([IVD1<sup>10</sup>](#)). The Chancellor's Messages are clear examples of the Chancellor's commitment to communicating

the excellent work of the District in fulfilling its mission, as well as the Chancellor's expectations for the exemplary operation of the organization.

The Chancellor also communicates expectations of educational excellence through the Chancellor's Cabinet Updates. Each month the Chancellor publishes and widely disseminates a Chancellor's Cabinet Update which reports on district-wide matters discussed and decisions made at the Chancellor's Cabinet meetings. The Chancellor's Cabinet Updates are posted online and available in print format ([IVD1<sup>10</sup>](#)). The Chancellor also routinely communicates to the entire District in her Chancellor's Messages. The goal of these updates is to ensure good communication so that employees are informed about local and statewide matters that affect the District. The Chancellor's Messages always include information about the state budget, and student enrollment. Other items have included the Baccalaureate Pilot Program, Strategic Communications Plan, Associate Degree Initiative, Summer Session, Social Media Strategy, Student Success and Equity Plans, The Violence Against Women Reauthorization Act of 2013, the Online Education Initiative, Emergency Planning/Communication, New ACCJC Standards of Accreditation, Student Success Scorecard, and Commencement.

The Chancellor has established clearly defined roles and responsibility of the District Administrative departments through the District's Delineation of Function Map which is published in the District's Administration and Governance Handbook ([IVD1<sup>11</sup>](#)). The map is reviewed and updated annually reflecting changes in roles and responsibilities of the District and Institution. The Chancellor also initiated a functional map specifically addressing the roles of the District and colleges for each Accreditation Standard to facilitate the self-evaluation process. The map was reviewed and approved by all of the constituency groups ([IVD1<sup>12</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard. As a long standing, highly respected Chief Executive Officer of the San Diego Community College District, the Chancellor provides exemplary leadership in establishing and communicating expectations for educational excellence and integrity throughout the organization. The Chancellor's leadership is well known throughout the state and nation. She has been instrumental in many statewide initiatives that have contributed to the mission of the District and future of community colleges including the statewide Student Success Act and the Baccalaureate Degree Pilot program. Through careful planning and weekly meetings along with an annual retreat with her Executive Cabinet, comprised of the Presidents, Vice Chancellors, Director of Communications and Public Relations and Executive Assistant to the Chancellor, the Chancellor ensures effective operation of the District and its institutions. Working with her Executive Cabinet, the Chancellor has established clearly defined roles and responsibilities between the colleges and District administrative departments. This delineation of function is published annually and communicated throughout the organization.

The Chancellor utilizes a variety of means to communicate her expectations for continued educational excellence and integrity throughout the district and for the operation of the City College. She establishes priorities and expectations through Cabinet retreats and maintains excellent communications with City College through Chancellor updates and Chancellor forums held on campus. The Chancellor announces the date of the forum each year during the Faculty Convocation ([IVD1<sup>3</sup>](#)). In spring 2016, the Chancellor and a Board member attended the college's

MPAROC meeting to assure support for the college while in the process of recruiting a new President, and committed to selecting an interim President who would continue to provide effective leadership and maintain excellence at the college.

Each month the Chancellor publishes and widely disseminates a Chancellor's Cabinet Update which reports on district-wide matters discussed and decisions made at the Chancellor's Cabinet meetings. The Chancellor's Cabinet Updates are posted online and available in print format ([IVD1<sup>9</sup>](#); [IVD1<sup>9a</sup>](#)).

The Chancellor maintains open communication with the campus through forums that are conducted on campus. The Chancellor uses these updates and forums to communicate information about District annual plans, priorities, campus, and district-wide enrollments, in addition to state, district, and college budget information. The Chancellor addresses SDCC each fall at Convocation which is open to all college employees. At convocation, she informs the campus community about updates on budgetary and legislative items that affect the College and provides leadership regarding future plans, projections for district enrollment management, facilities, and growth.

#### **IV.D.2**

The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

#### **Evidence of Meeting the Standard**

As the Chief Executive Officer of the District, the Chancellor clearly delineates, documents, and communicates operational responsibilities and functions of the District from those of the colleges, and consistently adheres to this delineation in practice. A Delineation of Function Map that describes the operational responsibilities and functions of the District departments and the colleges/Continuing Education was first produced in 2004, and is routinely updated each year ([IVD2<sup>1</sup>](#)). It is widely disseminated district-wide through the Administration and Governance Handbook, as well as posted on the District's Accreditation webpage. The District's Administration and Governance Handbook is also available on the District website ([IVD2<sup>2</sup>](#)). In addition, the District has created a functional map for the Accreditation Standards that delineate responsibility for meeting the Standards between the colleges and the District ([IVD2<sup>10</sup>](#)).

The Chancellor holds each president responsible for the operation of their respective institution as articulated in the Delineation of Function map, and the presidents' job description. The Chancellor ensures that the colleges receive effective and adequate services provided by the District to assist them in achieving their mission in a number of ways. One example is that the Chancellor meets regularly with each college president to discuss operational matters. Another mechanism is through the Chancellor's Cabinet which is comprised of the Executive leadership

of the District including the Presidents, Vice Chancellors, Director of Communications and Public Relations, and Executive Assistant to the Chancellor. The Cabinet meets weekly to address operational and policy matters and includes clear expectations for follow up on matters before the Cabinet. The Chancellor's Cabinet meetings also serve as an important forum for the presidents to provide feedback on the services of the District divisions and departments, as well as the effectiveness of operational responsibilities ([IVD2<sup>3</sup>](#); [IVD2<sup>4</sup>](#); [IVD2<sup>5</sup>](#)).

The weekly Chancellor's Cabinet agenda includes the following major operational areas:

- Instruction and Student Services
- Board Agenda
- Finance and Operations
- Human Resources and Collective Bargaining
- Facilities and Police
- National, State, Regional and Community Issues
- Conference, Events, and Information
- Personnel and Legal
- Roundtable

Under each major heading, there are standing and new items each week. For example, standing items under Instruction and Student Services include: Enrollment Report and Accreditation Planning, and under Finance and Operations, a standing item includes Budget Update. New weekly items have included The San Diego Promise pilot, The Student Success Scorecard, Policy & Procedure Review and The Baccalaureate Pilot Program ([IVD2<sup>3</sup>](#)).

Further, periodically the Chancellor's Cabinet agenda includes a Policy and/or Major item for discussion where the meeting time is extended for significant dialog on an important policy matter. Items have included: accreditation, enrollment management, district-wide communication strategic planning, and funding for the San Diego Promise ([IVD2<sup>6</sup>](#)). After each meeting, a list of action items including expected completion dates, is distributed to all cabinet members for follow up ([IVD2<sup>4</sup>](#)). Another example of the Chancellor's commitment to effective operations and support for the colleges in achieving their mission is that the Chancellor meets informally each semester with the Academic Senate presidents where she receives direct feedback on operations. The Chancellor also holds an open forum at each college, Continuing Education and the District Office each year. The purpose of the forums is to present the District's annual plans, priorities, enrollment and budget outlook for the year. The forums are widely attended by staff, faculty, management and students ([IVD2<sup>11</sup>](#)).

Each month the Chancellor also publishes and widely disseminates a Chancellor's Cabinet Update which reports on district-wide matters discussed and decisions made at the Chancellor's Cabinet meetings. The Chancellor's Cabinet Updates are posted online and available in print format ([IVD2<sup>5</sup>](#)). The Chancellor also routinely communicates to the entire District in her Chancellor's Messages. The goal of these updates is to ensure good communication so that employees are informed about local and statewide matters that affect the District. The Chancellor's Messages always include information about the state budget and student enrollment. Other items have included the Baccalaureate Pilot Program, Strategic

Communications Plan, Associate Degree Initiative, Summer Session, Social Media Strategy, Student Success and Equity Plans, The Violence Against Women Reauthorization Act of 2013, the Online Education Initiative, Emergency Planning/Communication, New ACCJC Standards of Accreditation, Student Success Scorecard, and Commencement.

The Chancellor also holds open office hours at both the colleges/Continuing Education and the District office where employees can meet directly with her to discuss concerns and provide feedback on institutional effectiveness, including operations both at the district office and the campus ([IVD2<sup>8</sup>](#)).

To assess the ongoing effectiveness of District services provided to the colleges to support their effectiveness, a district-wide survey was conducted Spring 2016, to obtain feedback on the effectiveness of the District divisions and departments in supporting the institutional priorities, mission and functions. The results were provided to the Chancellor, the presidents, the Vice Chancellors as well as to the colleges. The results have been published on the District website. The results show overall high satisfaction levels with the services provided by the District divisions and departments ([IVD2<sup>7</sup>](#)). The District divisions also develop annual goals and undergo an assessment of those goals each year. While the intent of this program review process was that it be conducted annually, due to changes in leadership it has varied by division. However, the new leadership committed to resuming an annual review beginning in 2015-2016. All of the divisions have completed their review and action plans for 2016-2017 incorporating the feedback obtained in the survey of the effectiveness of services. The annual plans and assessment will be relied upon by the Chancellor to determine future needs and requests for additional funding ([IVD2<sup>7</sup>](#); [IVD2<sup>9</sup>](#)).

Resources are allocated to each college through the District budget model that includes resources for fixed costs (i.e. personnel), enrollment (FTES) targets and other contractual commitments (i.e. reassigned time). In addition, resources are allocated to each District administrative unit to fulfill their responsibilities to the overall organization and the colleges including IT resources, student records maintenance, and legal services.

Several Board policies and procedures address budget preparation, budget and fiscal management along with several others related to asset management, inventory of records and property, disposal of property, investments, purchasing and contract services to name the most common relevant to fiscal related operations ([IVD2<sup>12</sup>](#); [IVD2<sup>13</sup>](#); [IVD2<sup>14</sup>](#); [IVD2<sup>15</sup>](#); [IVD2<sup>16</sup>](#); [IVD2<sup>17</sup>](#); [IVD2<sup>18</sup>](#); [IVD2<sup>19</sup>](#); [IVD2<sup>20</sup>](#); [IVD2<sup>21</sup>](#); [IVD2<sup>22</sup>](#); [IVD2<sup>23</sup>](#); [IVD2<sup>24</sup>](#); [IVD2<sup>25</sup>](#); [IVD2<sup>26</sup>](#); [IVD2<sup>27</sup>](#); [IVD2<sup>28</sup>](#); [IVD2<sup>29</sup>](#); [IVD2<sup>30</sup>](#); [IVD2<sup>31</sup>](#); [IVD2<sup>32</sup>](#); [IVD2<sup>33</sup>](#); [IVD2<sup>34</sup>](#); [IVD2<sup>35</sup>](#); [IVD2<sup>36</sup>](#); [IVD2<sup>37</sup>](#); [IVD2<sup>38</sup>](#); [IVD2<sup>39</sup>](#); [IVD2<sup>40</sup>](#); [IVD2<sup>41</sup>](#); [IVD2<sup>42</sup>](#); [IVD2<sup>43</sup>](#); [IVD2<sup>44</sup>](#); [IVD2<sup>45</sup>](#)). The previously referenced policies and procedures clearly delineate the responsibility of the District with regard to fiscal related functions and allocations. And, each college has a Business Services office responsible for budget allocation at the college level in support of its programs and operations.

District fiscal related operational responsibilities are clearly communicated and consistently adhered to by the District's Fiscal Services office. As part of the tentative and adopted budget development process each year, the District's Fiscal Services office calculates projected revenues for the next fiscal year based upon the state's prior years' estimated earned and funded FTES for

the District. In addition, a 1% unfunded FTES is included in the district-wide targeted FTES to allow the District to fully serve student demand.

The targeted FTES is included in the General Fund Unrestricted (GFU) Budget Allocation Model (BAM) ([IVD2<sup>13</sup>](#)), which estimates state apportionment revenue, other state and local funding to arrive at available continuous resources to be considered in the budget development process. The Campus Allocation Model (CAM) ([IVD2<sup>12</sup>](#)) is used to convert FTES targets for each college into FTEF funding for noncontract personnel costs, contract personnel costs and other contractual commitments (e.g., reassigned time) which are added to other discretionary funding allocations in order to arrive at a GFU continuous budget expense allocation.

The continuous college costs are added to the District Office and district-wide support costs along with other reserves and set asides including collective bargaining agreements to arrive at the district-wide expenses required to support the projected district-wide revenue. In the event of a shortfall, it is offset by the estimated beginning balance. Conversely, an excess might be added to a GFU reserve fund or provide one-time funds for any expense not previously considered in the BAM. The colleges are then responsible for allocating its available resources identified in the CAM to college operations.

In August 2016, the Chancellor led the effort to articulate a systematic process for adding new positions and allocating additional resources in the District divisions linked to the annual Action Planning and Program Review. Working with the Vice Chancellors and Director of Communications and Public Relations, the process was documented and agreed upon ([IVD2<sup>47</sup>](#)). The process includes linking all requests for additional resources, both one-time and continuous, including request for new positions, to the respective Division's annual Action Plans and assessment, which is similar to the colleges' program review. Requests are also linked to the District mission and strategic goals. In addition, requests for additional funding also must include identification of other possible funding sources, as appropriate. All requests are reviewed by the Chancellor, Vice Chancellors and Director of Communications and Public Relations, as well as the Chancellor's Cabinet, with final approval by the Chancellor.

The district-wide Budget Planning and Development Council ([IVD2<sup>46</sup>](#)) meets monthly with the campus representatives to discuss state and district budget updates. In addition, information is shared with the Chancellor's Cabinet, the District Governance Council and the Board's Budget Study and Audit Subcommittee.

The District is responsible for identifying and calculating district-wide revenue resources and allocation of those resources to the colleges and district operations in support of student access. Planning occurs at both the District and college level with an ongoing emphasis on integrating planning to resource allocation based upon projected revenues and expenses in support of the mission of the colleges and the community served by the District.

### **Analysis and Evaluation**

SDCC meets this Standard. The Chancellor clearly delineates, documents and communicates operational responsibilities and functions of the District administrative units from those of the colleges. This delineation of roles and responsibilities are consistently adhered to and reviewed



periodically to ensure effective operation. The Chancellor holds the President responsible for the overall operation of the college and ensures the college has adequate resources and support to achieve its mission. The administrative divisions of the District – Business and Technology Services, Instructional Services, Facilities Management, Human Resources, Communication and Public Information, and Student Services provide resources and support to the colleges in achieving their missions ([IVD2<sup>2</sup>](#)). The administrative divisions conduct annual planning and assessment of the effectiveness of operations in supporting the mission and functions of the institutions. In 2016, a survey of the effectiveness of services was added to the annual self-assessment to gather feedback from the institutions. The results of the survey are included in the division’s action plans for the following year. This continuous feedback loop contributes to the overall effectiveness of District programs and services.

The operational responsibilities and functions of the district in relation to the college are formally outlined in the District’s *Delineation of Function Map*. This information is also presented in the District’s Administration and Governance Handbook along with the District Administration Organization Chart, all of which are available on the district website. The responsibilities and functions of the district system are also described in Board Policy 0010, *The District Administrative Organization*. The District office provides centralized services to SDCC and the other district campuses. The Chancellor is responsible for the administration of and provides leadership for all centralized district-wide functional areas, which includes Bookstore/Cafeteria (ABSO), District Budget Development, College Police, Communications and Public Relations, Facilities and Operations, Fiscal Oversight, Human Resources, Information Technology, Institutional Research and Planning, Instructional Services, Legal Services and EEO, Risk Management and Student Services.

This year the District distributed the 2016 District Offices Employee Feedback Survey which assessed SDCC employees’ satisfaction with the major District office divisions including: Business & Technology Services, Communications/Public Relations, Facilities Management, Human Resources, Instructional Services & Planning, and Student Services.

The “Highlight of the Findings” section shows that of SDCC employees:

- 55% agreed or strongly agreed that the divisions in the District Office respond to questions in a timely manner.
- 54% agreed or strongly agreed that communication with the colleges and Continuing Education by the District divisions was effective.
- 59% believed that the divisions in the District Office effectively contribute to the mission of the District.
- 57% were satisfied with the support and services provided by the divisions in the District Office

Employee comments were also solicited and SDCC respondents identified three major themes as campus concerns. One of these is the need for better facilities maintenance and cleaning. Because of SDCC’s urban location, expansion of the campus, and the addition of new buildings, there is a strong need for additional custodians. SDCC custodians have the additional daily task of cleaning the numerous areas in and outside of the buildings that are used by the homeless population as domiciles and restrooms requiring 24-hour vigilance by facilities staff and police.



As the campus' three remaining buildings are remodeled and one new building constructed, the District will need to add an additional eight (8) custodians to the campus based on APPA standards ([IVD2<sup>47</sup>](#)).

SDCC employees express concerns about safety for both themselves and students. The survey comments identify the need for additional police officers assigned to City College. In Fall 2015, the Chancellor and Cabinet responded to campus safety concerns with a 12-point safety response plan including the plan to hire two officers assigned to SDCC, increased police presence, police forums, and other strategies to support campus safety. During this time the SDCC President initiated plans for the creation of "City Knights," a student-based campus patrol and student safety escort team.

The District's Security Masterplan includes recommendations designed to address City College's unique security needs and recommendations for this plan should be implemented ([IVD2<sup>50</sup>](#)). According to this Masterplan, the crime threat level around SDCC campus is approximately 16 times greater than that of a comparable college in the district. In light of the recommendations in this plan, continuous follow-up and evaluation is needed to ensure that SDCC police coverage and safety response resources are adequate for the needs of the campus. The number of police assigned to the campus should be in keeping with the heightened safety needs of the SDCC campus.

Finally, the topic mentioned most frequently by SDCC employees in this survey is the implementation of the District's new integrated administrative software, PeopleSoft. The financial component was launched in July 2015, the HCM Human Resources portion was implemented in January 2016, and Campus Solutions- the component covering all Student Services operations including financial aid- will be launched in 2017. Campus-wide, SDCC became engaged with the software only when it went live and did not have the opportunity to train personnel in use of the system before full implementation. This has led to a series of difficulties with program implementation. The district office selects highly-trained staff from critical campus positions to work on PeopleSoft components at the district office. These extended absences continue to leave the campus short-handed in key positions.

It is hoped that this new system will eventually successfully integrate major District processes, however, implementation of PeopleSoft has created numerous challenges, which were mentioned frequently by SDCC employees in the 2016 District Offices Employee Feedback Survey. PeopleSoft implementation continues to require additional resources and SDCC employee training time. Thus far, the system does not provide for efficient procedures and requires extensive staff time for one-on-one assistance. To reduce continued time investment, additional burdens on already busy employees, and delayed payroll or reimbursement it is hoped that the system will be operating smoothly by 2017 when software integration is complete.

One indication that procedures are improving is a recent e-mail announcing an "EZ Travel Authorization Form." The new EZ form is intended to provide a more streamlined and less time-consuming option for creating a Travel Authorization than the current PeopleSoft procedure. It should improve the travel related expense and reimbursement process ([IVD2<sup>53</sup>](#)).

### IV.D.3

The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

#### **Evidence of Meeting the Standard**

The District has several Board Policies and Administrative Procedures related to the allocation of resources to support the effective operations and sustainability of SDCC and the District. Board Policies and associated Administrative Procedures, which mostly relate to the allocation of resources and the effective control of expenditures, are the following:

- BP 6100 and AP 6100.1: *Delegation of Authority*, which delegates to the Chief Business/Fiscal Officer of the District the authority to supervise, administer and ensure adequate controls exist to ensure compliance with all laws and regulations, and with the California Community College Budget and Accounting Manual, and with Title 5 regulations with appropriate periodic reporting to the Board regarding the financial status of the District. This delegated authority is also subject to the condition that certain types of transactions be submitted to the Chancellor for review and approval as determined by the Chancellor ([IVD3<sup>1</sup>](#); [IVD3<sup>2</sup>](#))
- BP 6200, *Budget Preparation* and AP 6200.3 *Campus Budget Model*
- AP 6200.4, *Revenue and Expense Projections* ([IVD3<sup>4</sup>](#); [IVD3<sup>5</sup>](#); [IVD3<sup>6</sup>](#))
- BP 6250, *Budget Management* and AP 6250.2, *Budget Transfers* ([IVD3<sup>7</sup>](#); [IVD3<sup>8</sup>](#))
- BP 6300, *Fiscal Management* and AP 6300.1 through AP 6300.12, which address various fiscal related items ([IVD3<sup>9</sup>](#); [IVD3<sup>10</sup>](#); [IVD3<sup>11</sup>](#); [IVD3<sup>12</sup>](#); [IVD3<sup>13</sup>](#); [IVD3<sup>14</sup>](#); [IVD3<sup>15</sup>](#); [IVD3<sup>16</sup>](#); [IVD3<sup>17</sup>](#); [IVD3<sup>18</sup>](#); [IVD3<sup>19</sup>](#); [IVD3<sup>20</sup>](#); [IVD3<sup>21</sup>](#))

Each of the previously stated Board Policies and Administrative Procedures clearly define the roles, responsibilities and allocation process related to resource and expenditures within the budget development process. Annual resource allocation is primarily based upon state revenue apportionment funding, state restricted funds, and all federal, state and local grants and contracts in any given fiscal year. The District estimates apportionment revenue based upon the prior year's state funded FTES increased by system-wide Growth and COLA as defined in the state's adopted budget for any given fiscal year plus 1% unfunded FTES.

Allocation of the estimated revenue resources is considered in the Budget Allocation Model (BAM), which projects the Districtwide Revenue and Expense Allocations to be used in the development of the District's annual budget and provide effective control of expenditures ([IVD3<sup>3</sup>](#)). The allocation of resources adequacy is based upon FTES targets for the college and Continuing Education to be translated into FTEF funding for each entity, which then covers contract compensation costs for filled and vacant positions to support the targeted FTES to be generated and other discretionary costs.

The colleges, Continuing Education, districtwide support service operations (e.g., Campus Police, IT, facility maintenance and operations) and the District Offices are then responsible for

the resource allocation within their areas of responsibility according to their own operational needs and planning efforts based upon the Budget Allocation Model.

### **Analysis and Evaluation**

SDCC meets this Standard. The District's BP 6200, *Budget Preparation*, BP 6250, *Budget Management* and BP 6300, *Fiscal Management* require that the budget preparation as well as, the budget and fiscal management of the District are in accordance with Title 5 and the California Community College Budget and Accounting Manual required of all 72 community college districts in the state. The previously referenced policies establish how resources are allocated and reallocated at the District in accordance with the State of California's enacted annual budget, which funds all 72 districts based upon a funding formula, which provides base and FTES apportionment funding for each district. While state funding of the 72 districts is not based upon a true cost of education formula, the adequacy of the funding is tied to each district's targeted annual funded FTES. The District funds the colleges and Continuing Education based upon each entity's proportional share of the district's state targeted annual funded FTES. Therefore, the College is adequately funded to support effective operations and sustainability as determined by the state. BP 6300, *Fiscal Management* also requires adequate internal controls to exist and BP 6250 *Budget Management*, in accordance with Title 5 regulates budget and expenditure limitations and policy.

While 98% of SDCC's unrestricted General Fund Operating Budget is allocated to salaries and benefits, the campus has flexibility in allocating the 2% of discretionary funding provided to the campus by the District's budget allocation model. SDCC is responsible for the allocation of the 2% discretionary funds based on program review, campus needs, and the participatory resources allocation committee through participatory governance processes.

While SDCC employees enthusiastically embrace the unique characteristics of the college's student body and urban location, and the campus strives to serve the college's diverse and unique student needs, the allocation of funding is a factor. State funding determines the majority of revenue resources allocated to the District. The District has a procedure for allocation and reallocation of resources to SDCC as outlined in Standard III. District surveys show that, overall, SDCC employees indicate low levels of satisfaction with the adequacy of District provided funds to support safety, facilities, and the effective operations of the SDCC instructional and student services divisions.

The SDCC Classified Senate; Master Planning, Assessment, and Resource Oversight Committee; and Academic Senate, in collaboration with other campus Presidents and the District's Human Resources Office, have been working to develop Classified hiring procedures to increase the numbers of classified staff serving the college.

In the 2015, City College Employee Feedback Survey, 62%-89% of respondents (mean: 73%) reported being satisfied with Office of Instruction, Departmental Teaching Resources, Library Resources, Duplicating/Reprographics, Technical Support and Audio-Visual Support ([IVD3<sup>24</sup>](#)). In stark contrast, the percentage of respondents who reported being satisfied with Staffing Resources was 49%. Only 34% of SDCC respondents indicated that "Student services at this college have sufficient staff/resources to meet student needs" ([IVD3<sup>25</sup>](#)).

The adequacy of campus facilities and resources also received low scores from SDCC respondents in other 2015 Employee Feedback Survey questions:

- Q38. 47% of respondents agree that “Student Services at this college have sufficient facilities to meet student needs”. (Mesa 57%, Miramar 64%)
- Q45. 45% of respondents agree that “The library's collection of books, periodicals, media, electronic databases, and other resources is adequate to meet the needs of my program or work function”. (Mesa 73%, Miramar 64%)
- Q68. 59% of respondents agree that “Safety hazards are addressed promptly. (Mesa 65%, Miramar 77%)

It is of note that in the 2015 Employee Feedback Survey, distributed to all of the district colleges, SDCC employees expressed less satisfaction than their counterparts at Mesa and Miramar colleges on questions regarding the adequacy of facilities and resources.

With the expansion of the college and the addition of larger buildings with new office spaces and instructional labs, adequate funding for classified staff continues to be a college priority.

Because SDCC has the largest percent of first-time college students, students receiving financial aid, serves disproportionately large numbers of students of color and has the highest percent of students needing remedial math and English classes, increased resources are needed. When considering the district’s colleges as a whole, SDCC has unique needs requiring enhanced resources for instructional program support, supplemental instruction, student support services and staff, equipment and maintenance products to provide clean and safe facilities. These serve to support equitable student success.

#### **IV.D.4**

The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.

#### **Evidence of Meeting the Standard**

The Chancellor delegates full responsibility and authority to the SDCC President, and supports the President in implementing District policies. The SDCC president is held accountable for the college’s performance by the Chancellor, the Board, and the communities the College serves. The College President is expected to strictly adhere to all District policies, and the Chancellor asks that communication between the college and the District be thorough and regular.

District policy clearly specifies the roles and responsibilities of the Chancellor and presidents. According to policy, “The President is a key position of education leadership and is responsible for the total program assigned. He/she shall be responsible to the Chancellor. The authority of the Presidents is delegated to them by the Chancellor who in turn has received authority from the Board. The overall responsibility is to provide leadership and coordination which will encourage

the staff, the community and the students to work together toward the best program which they can conceive” ([IVD4<sup>1</sup>](#); [IVD4<sup>2</sup>](#); [IVD4<sup>3</sup>](#)).

### **Analysis and Evaluation**

SDCC meets this Standard. Board Policy 0010 Governance – District Administrative Organization, stipulates the President is responsible for the total program assigned. Authority of the President is delegated by the Chancellor who in turn has received authority from the Board. The President is expected to strictly adhere to all District Policies and the Chancellor expects that all communication between the College and the District be thorough and regular.

The overall responsibility of the President is to provide leadership and coordination which will encourage the staff, the community and the students to work together toward the best program which they can conceive. The Chancellor delegates full authority and responsibility to the presidents of the colleges and does not interfere in any way. College presidents are expected to strictly adhere to all district policies, and the chancellor asks that communication between the college and the district be thorough and regular. No actions taken by the Board, Chancellor, Vice Chancellors or other personnel at the District has interfered with the President’s oversight and authority at SDCC.

### **IV.D.5**

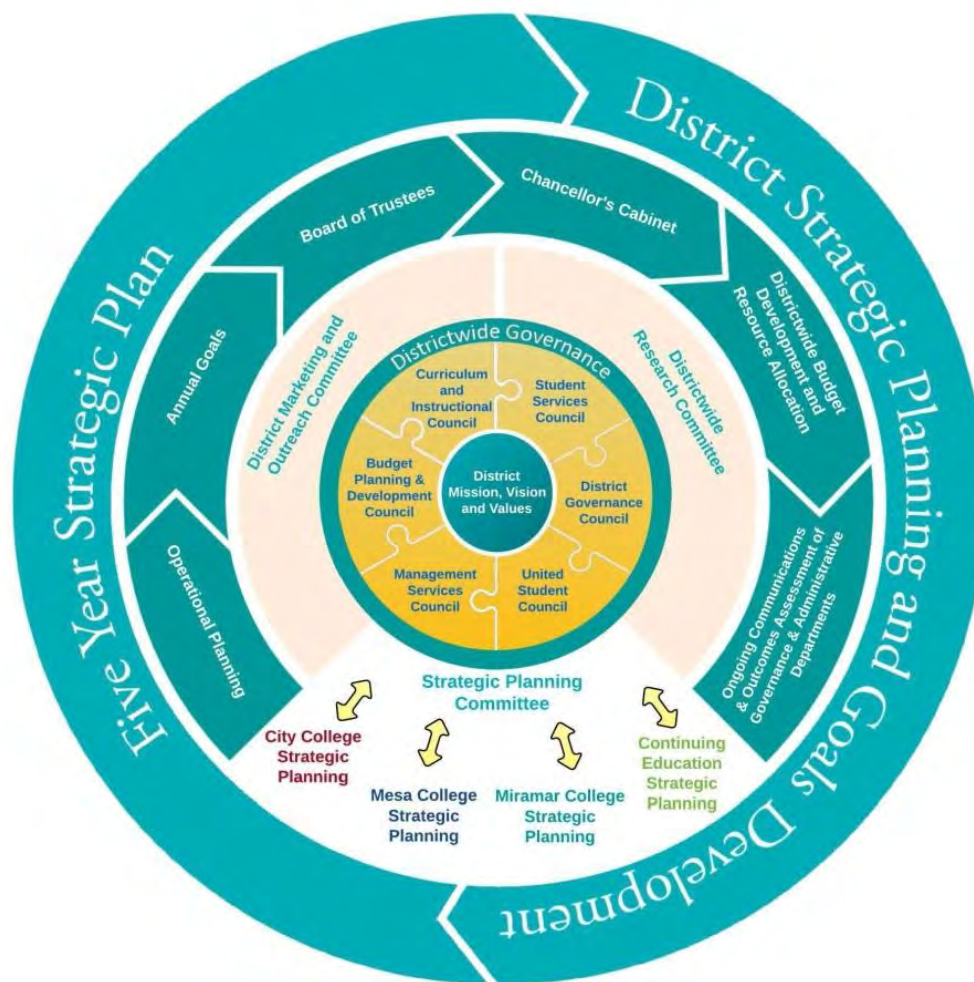
District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

### **Evidence of Meeting the Standard**

The District has been undergoing an evaluation of its integrated planning practices including reviewing and assessing the components of an integrated planning process in order ensure linkage of various planning processes into a holistic system. Evidence of this evaluation is Chancellor’s Cabinet and Vice Chancellor discussions and meetings of the District Governance Council which have resulted in the creation of a “District-wide Integrated Planning Framework Model” to visually present how planning processes occur district-wide.

As an overarching guide, the District has created a model to describe its integrated planning framework, which demonstrates the involvement of multiple stakeholders and stakeholder groups in the development of strategic plan goals, operational planning, budget development and resource allocation, and continuous improvement. The framework in Figure 1 includes districtwide governance councils, districtwide committees, the Board of Trustees, the Chancellor’s Cabinet, the four-year District-wide Strategic Plan and the Districtwide Strategic Planning Committee’s interface with the colleges and Continuing Education. This framework is the foundation by which ongoing planning in human resources, facilities, finance, technology, student services, and instructional services occur at the District. The model was approved by the District Governance Council (DGC) and Chancellor’s Cabinet in November 2015 ([IVD5<sup>1</sup>](#); [IVD5<sup>2</sup>](#)).

**Figure 1. Districtwide Integrated Planning Framework Model**



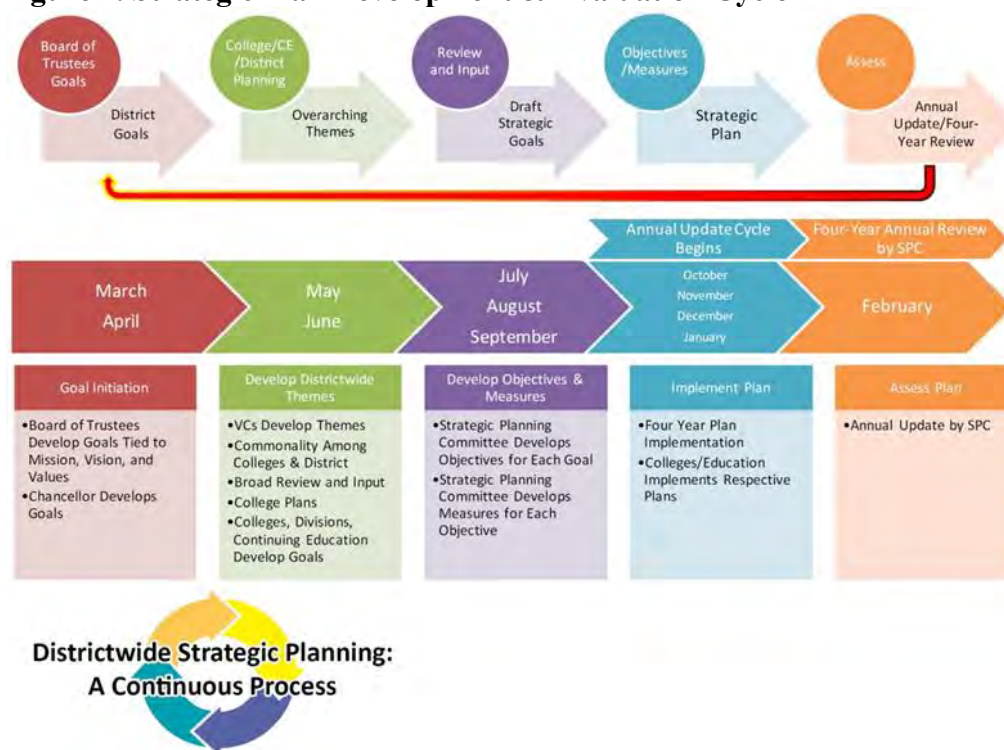
The Districtwide Strategic Planning Committee (SPC) is the overarching planning committee for the District. The Districtwide Integrated Planning Framework model is used in the process to develop and implement the Districtwide Strategic Plan and pulls together all constituent groups. The Districtwide Strategic Plan is developed on a four-year cycle. Meetings are held regularly with representatives from across the District. The representatives are appointed by their respective academic senates, College presidents, and Vice Chancellors. During the annual planning cycle, the Strategic Planning Committee (SPC) meets once a semester during the two semesters of the academic year. When the strategic plan is under development, the committee meets more frequently ([IVD5<sup>3</sup>](#)).

Each year, the SPC coordinates a review of the strategic plan objectives and publishes an Annual Update. Annual Updates are completed, published, and distributed by the Strategic Planning Committee ([IVD5<sup>4</sup>](#); [IVD5<sup>5</sup>](#); [IVD5<sup>6</sup>](#); [IVD5<sup>7</sup>](#); [IVD5<sup>8</sup>](#); [IVD5<sup>9</sup>](#); [IVD5<sup>9a</sup>](#)).



Additionally, the SPC reviews its own processes and effectiveness. In 2015-16, this review resulted in creating a Strategic Plan Development & Evaluation Cycle (see Figure 2) and evaluating opportunities to enhance the processes of the SPC.

**Figure 2. Strategic Plan Development & Evaluation Cycle**



SDCCD's efforts continue to strengthen its comprehensive and integrated system of planning, which informs the allocation of resources, involves multiple stakeholders, and is focused on student success and educational effectiveness. The College continues to look for ways to enhance the assessment and continuous improvement components of the College's planning cycle.

The SDCCD has created models to visually show how it integrates planning, resource allocation, and evaluation to accomplish the District's goals and lead to improvement. The Districtwide Integrated Planning Framework model in Figure 1 includes Districtwide budget development and resource allocation, and outcomes assessment of governance and administrative departments. The Strategic Plan Development & Evaluation Cycle in Figure 2 illustrates the process by which the District evaluates short-range and long-range objectives in an annual assessment and a four-year assessment conducted at the conclusion of each Districtwide Strategic Plan.

Evaluation of the effectiveness of integrated planning:

The District Division/Departments conduct ongoing planning and assessment. This process provides each division and department an opportunity to define or redefine a clear purpose or mission, to establish department and division goals along with key activities for achieving these goals, and to determine ways in which to measure progress toward achieving the goals. The



planning process also includes an evaluation of the outcomes for stated activities, and recommendations for future action.

The self-assessment process that is used at the District Office includes a framework for establishing goals and associated annual action steps or activities, as well as measures for evaluating the progress made toward these goals. Each department within the various divisions provides updated plans on a cyclical basis, including reports on the outcomes from the previous year(s), as demonstrated in Figure 1. While the intent was for the process to be on an annual cycle, due to leadership changes, the frequency has varied. However, the leadership committed to resuming an annual program review process beginning in 2015-2016 ([IVD5<sup>11</sup>](#)).

In 2015-2016, the District divisions/departments incorporated a feedback survey as part of their self-assessment. The District Offices Employee Feedback survey was administered in Spring 2016 to all employees in the District, Continuing Education, the District Offices and the District Service Center. The purpose of the survey was to assess employees' satisfaction and perception of the services provided by the various departments at the District Office ([IVD5<sup>10</sup>](#)). The information will be used to help inform the department's self-assessments, and assist the District divisions' planning and improvement efforts to ensure their effectiveness in assisting the colleges. The results have been posted on the division/department websites as well as the District's Accreditation webpage.

In August 2016, the Chancellor led the effort to articulate a systematic process for adding new positions and allocating additional resources in the District divisions linked to the annual Action Planning and Program Review. Working with the Vice Chancellors and Director of Communications and Public Relations, the process was documented and agreed upon ([IVD5<sup>12</sup>](#)). The process includes linking all requests for additional resources, both one time and continuous, including request for new positions, to the respective Division's annual Action Plans and assessment, which is similar to the colleges' program review. Requests are also linked to the District mission and strategic goals. In addition, requests for additional funding also must include identification of other possible funding sources, as appropriate. All requests are reviewed by the Chancellor, Vice Chancellors and Director of Communications and Public Relations, as well as the Chancellor's Cabinet, with final approval by the Chancellor.

### **Analysis and Evaluation**

SDCC meets this Standard. The District has a detailed model for planning and evaluation for the College and other campuses within the district. The self-evaluation process embarked upon during the preparation of this report yielded an area for improvement. Although there is an allocation formula for the SDCC campus, it is not integrated with the College's program review and planning process. There is no clear and responsive procedure that allows the college to demonstrate the needs for classified lab personnel or tutoring, administrative and student services personnel. The high number of repeated requests from temporary part-time hiring that last throughout the school year demonstrate on-going needs that are not being met.

In Spring, 2016, District and College representatives approved an integrated planning process represented through an integrated diagram that shows where the opportunity for college review and planning can be considered in the District Strategic Plan. The district Strategic Planning

Committee has met twice since the new process has been approved, but the work has focused mainly on the review and reports on the 2013-2017 Strategic Plan.

#### **IV.D.6**

Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

#### **Evidence of Meeting the Standard**

The District values strong communication between the District Office and its colleges/Continuing Education. To ensure effectiveness, communication is two-way. The District Office employs a variety of methods to ensure strong two-way communication exists allowing for information to be shared easily. These methods include:

- **Chancellor’s Cabinet** – the SDCCD Chancellor’s Cabinet meets weekly. The group consists of campus Presidents, District Vice Chancellors, the Director of Communications and Public Relations and other staff. The agenda for these meetings varies but generally includes a variety of items of district-wide importance and interest. Members of the Chancellor’s Cabinet are expected to share relevant information within their respective organizations and, conversely, important items of district-wide interest are expected to be shared with other members of the Chancellor’s Cabinet. Staff prepare an agenda in advance and a summary following each meeting. A “Cabinet Update” is prepared monthly during the academic year. This report is shared with the colleges and Continuing Education electronically and via print copies ([IVD6<sup>1</sup>](#); [IVD6<sup>2</sup>](#)).
- **Participatory Governance Councils and Committees** – An essential component of the District’s commitment to participatory governance, are the nine district governance councils and committees that meet regularly. The councils and committees are composed of representatives from faculty, staff and students throughout the District. The description and composition of the councils and committees is published in the District Administration and Governance Handbook ([IVD6<sup>3</sup>](#)). In addition to contributing to governance, these groups provide an important venue for sharing information and updates. The meetings are open to anyone from the District to attend. Summaries are prepared following each meeting. Meeting agendas and minutes are posted on the departmental websites for the respective area (i.e., Student Services, Instructional Services, etc.) ([IVD6<sup>4</sup>](#); [IVD6<sup>5</sup>](#); [IVD6<sup>6</sup>](#); [IVD6<sup>7</sup>](#); [IVD6<sup>8</sup>](#); [IVD6<sup>9</sup>](#)). The meeting agendas and minutes for the District Governance Council are posted on the District’s webpage under the Administrative Departments link, District Governance Council ([IVD6<sup>10</sup>](#)).
- **Regular presentations and campus meetings** – meetings are periodically held at campus locations to ensure students, faculty, and staff have the opportunity to hear directly from representatives of the District and share their questions and concerns. The most important of these meetings are the four campus meetings held by the SDCCD Board of Trustees once a year at each of the Districts three colleges and Continuing Education ([IVD6<sup>11</sup>](#)). In addition, the SDCCD Chancellor holds a “Chancellor’s Forum”

meeting each fall at each of the three colleges and Continuing Education ([IVD6<sup>12</sup>](#); [IVD6<sup>13</sup>](#); [IVD6<sup>14</sup>](#); [IVD6<sup>15</sup>](#)). The date, time and location of the forums are broadly communicated and faculty and staff are strongly encouraged to attend. A summary of the meetings is shared and copies of presentations made are provided online ([IVD6<sup>16</sup>](#); [IVD6<sup>17</sup>](#); [IVD6<sup>18</sup>](#)).

- **Board Reports** – to keep students, faculty, staff, and members of the public informed of the actions taken by the SDCCD Board of Trustees, a summary report is prepared and distributed electronically and via print copies immediately following each Board meeting ([IVD6<sup>19</sup>](#)). This is in addition to regular publishing of the Board agenda, notices of upcoming meetings, and other outreach.
- **Safety Information** – consistent with the Jeanne Clery Act and other requirements, the District regularly shares information with members of the District and the public on safety and security. This includes publishing an annual security report entitled “Safe and Sound, A Guide to Safety and Security in the San Diego Community College District” that includes crime statistics for the previous three years. Copies of the report are available online and at multiple locations across the District ([IVD6<sup>20</sup>](#)). In addition, timely notice and community safety alerts are shared widely as events dictate ([IVD6<sup>21</sup>](#)). District Police also regularly hold Town Hall-style meetings at campus locations to provide updates and respond to questions ([IVD6<sup>22</sup>](#)).
- **Website Updates** – a variety of updated information is maintained by the District Office via the SDCCD’s website ([IVD6<sup>23</sup>](#)). This includes content provided by each of the District’s primary divisions: Human Resources, Business and Technology, Student Services, Communications and Public Relations, Instructional Services, College Police, Facilities Planning and Operations, and the Chancellor’s Office. In addition, the District has recently developed a web portal for use by faculty, and staff ([IVD6<sup>24</sup>](#)) and a portal for students is currently being developed and will be implemented with the new student system (ERP). As part of the District’s commitment to continuous improvement, the District is redesigning the District website to be more intuitive and easy to navigate. The new website is scheduled to go live in Fall, 2016.
- **Email** – e-mail updates are regularly provided by representatives of the District Office to encourage the sharing of information with the colleges and Continuing Education. This includes subject-specific emails and e-newsletters. In addition, SDCCD NewsCenter is a news site operated by Communications and Public Relations with updated information of districtwide interest ([IVD6<sup>25</sup>](#)). Launched in August 2015, SDCCD NewsCenter includes an email summary of districtwide news shared every other week.
- **Social Media** – the District manages a variety of social media platforms that – in addition to being used by members of the public – can be a highly effective method of sharing information with the District’s students, faculty, and staff. These platforms include official District accounts on Facebook, YouTube, Twitter, LinkedIn, and Instagram ([IVD6<sup>26</sup>](#); [IVD6<sup>27</sup>](#); [IVD6<sup>28</sup>](#); [IVD6<sup>29</sup>](#); [IVD6<sup>30</sup>](#)). In addition, District Office staff follow

similar accounts managed by staff at the colleges and Continuing Education. In this way, updated information is easily shared within the District.

### **Analysis and Evaluation**

SDCC meets this Standard. According to the 2016 District Offices Employee Feedback Report, just over half of survey respondents from City College (55%) agreed or strongly agreed that the divisions in the District Office respond to questions in a timely manner. City employees were most satisfied with the timeliness from the Student Services division (67%), and least satisfied with the Human Resources division (48%).

Just over half of the survey respondents from City College (54%) agreed or strongly agreed that communication with the colleges and Continuing Education by the District divisions was effective. Employees were most satisfied with communication from the Student Services division (67%) and the Communications/Public Relations department (64%), and least satisfied with the Human Resources division (45%).

Employee feedback specific to the ERP conversion obtained from surveys conducted by the District indicated communication related to the conversion was not satisfactory to personnel on the SDCC campus. When this information was presented to the Vice Chancellors in August, 2016, during the self-evaluation process, the response from the District was the development of a PeopleSoft newsletter ([IVD6<sup>31</sup>](#)) developed with the intention to inform campus constituents of implementation timelines, description of accomplishments, and perhaps most helpful, an electronic suggestion box to solicit comments.

### **IV.D.7**

The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

### **Evidence of Meeting the Standard**

The Chancellor relies on both summative and formative assessment of the organization, governance and decision making processes to ensure integrity and effectiveness in meeting goals for student achievement and learning. The Chancellor relies on input from her Executive Cabinet that meets weekly to address operational matters, governance and decision making. Summary reports from these meetings are published monthly and communicated throughout the organization. The Chancellor's Cabinet is comprised of leaders with responsibility for each administrative department and institution in the District that has expertise in their respective areas of responsibility. The Cabinet works together as a cohesive team to accomplish the mission and goals of the District within the delineation of roles. Matters before the Cabinet fall within the following broad areas: Instruction and Student Services; Board Agenda; Finance and Operations; Human Resources and Collective Bargaining; Facilities and Police; National, State, Regional and Community Issues; Conference, Events, and Information; Personnel and Legal; Roundtable.

Each of these agenda topics includes various subtopics each week. Any cabinet member can add a particular agenda item, often focused on new initiatives, assessment of business processes, operational challenges, and policy matters. Examples of agenda items include the Baccalaureate Pilot, progress on the Associate Degrees for Transfer (ADTs), the need to improve degree completion, student parking fees, student outcomes and effective communication strategies for the organization. After each meeting, the Chancellor's staff produces a list of meeting action items and expected completion dates ([IVD7<sup>1</sup>](#); [IVD7<sup>2</sup>](#)).

The Chancellor also has established an expectation that her leadership team routinely communicate with the various constituent groups to ensure that students and employees are informed of new initiatives and progress on various activities, as well as offered the opportunity to provide feedback on operational matters. Moreover, the Chancellor expects that the Executive team provide her with regular updates on important matters, as well as any concerns that may be surfacing ([IVD7<sup>3</sup>](#); [IVD7<sup>4</sup>](#); [IVD7<sup>5</sup>](#); [IVD7<sup>6</sup>](#); [IVD7<sup>7</sup>](#)).

A number of improvements have been made, as well as new initiatives launched as a result of various matters before the Chancellor's Cabinet. Following are some recent examples:

- Significant increase in the number of degrees and certificates awarded annually to improve student outcomes.
- Increase in College Police presence at City College to improve campus safety.
- Organizational changes at all of the institutions and district departments to improve operations and meet student needs.
- Increase in contract faculty positions to support academic programs and student success.
- Creation and approval of Baccalaureate Pilot Program at Mesa College.
- Developed strategic plan for accelerated growth at Miramar College to meet community demand.
- Reinstated Intersession based upon improvement in the State budget for community colleges to meet student demand and improve student outcomes.
- Modernization of the district's administrative systems (Human Resources, Finance and Student) to improve efficiencies and reporting.

The District currently has nine district-wide participatory governance councils and committees that are divided into two tiers. Tier one consists of six governance councils—Budget, Planning and Development Council, Curriculum and Instructional Council, District Governance Council, Management Services Council, Student Services Council and United Student Council-- that have broad oversight and are each chaired by one of the vice chancellors. Tier two consists of three governance committees—District Marketing and Outreach Committee, District Research Committee, District Strategic Planning Committee-- that are more narrowly focused, and are chaired by either a Chancellor's Cabinet member or report to one of the Cabinet members. All of the governance councils and committees have a defined set of functions and responsibilities which are consistent with Board Policy 2510 on participatory governance ([IVD7<sup>8</sup>](#)). These functions and responsibilities are reviewed and reported annually in the District Administration and Governance Handbook ([IVD7<sup>9</sup>](#)).

The District Governance Councils and Committees conduct formal self-assessments to improve the alignment between the Board policy on governance and the Accreditation Standards, and to ensure integrity and effectiveness. This summative assessment is intended to be an ongoing process and includes a formal review of the assessed outcomes, as well as action plans for continuous improvement. The development of the assessment plan was guided by the Director of Institutional Research working with the District Governance Council, the District's primary participatory governance body.

The evaluation of these district-wide participatory governance councils and committees is on a five-year cycle. The first formal evaluation was in Spring 2010, with a subsequent evaluation in 2015 -2016. The evaluation comprises an online self-assessment survey that is distributed to members of each council and committee. The survey seeks feedback on the contributions each of the districtwide participatory councils and committees makes within four focus areas: 1) Participation in Policy and Procedure Development, 2) Communication, 3) Participatory Governance, and 4) Effectiveness in Meeting Goals. Summary reports of the survey results are distributed to each group so that they can revise their functions and responsibilities, and make improvements accordingly. The summary reports are posted on the Institutional Research webpage ([IVD7<sup>10</sup>](#)).



**Figure 3. District Offices Division/Department Planning and Self-Assessment Cycle**

The District Division/Departments conduct ongoing planning and assessment. This process provides each division and department an opportunity to define or redefine a clear purpose or mission, to establish department and division goals along with key activities for achieving these



goals, and to determine ways in which to measure progress toward achieving the goals. The planning process also includes an evaluation of the outcomes for stated activities, and recommendations for future action.

The self-assessment process that is used at the District Office includes a framework for establishing goals and associated annual action steps or activities, as well as measures for evaluating the progress made toward these goals. Each department within the various divisions provides updated plans on a cyclical basis, including reports on the outcomes from the previous year(s), as demonstrated in Figure 1 in IV.D.5. While the intent was for the process to be on an annual cycle, due to leadership changes, the frequency has varied. However, the leadership committed to resuming an annual program review process beginning in 2015-2016 ([IVD7<sup>11</sup>](#)).

In 2015-2016, the District divisions/departments incorporated a feedback survey as part of their self-assessment. The District Offices Employee Feedback survey was administered in Spring 2016 to all employees in the District, Continuing Education, the District Offices and the District Service Center. The purpose of the survey was to assess employees' satisfaction and perception of the services provided by the various departments at the District Office ([IVD7<sup>12</sup>](#)). The information will be used to help inform the department's self-assessments, and assist the District divisions' planning and improvement efforts to ensure their effectiveness in assisting the colleges. The results have been posted on the division/department websites as well as the District's Accreditation webpage.

In August 2016, the Chancellor led the effort to articulate a systematic process for adding new positions and allocating additional resources in the District divisions linked to the annual Action Planning and Program Review. Working with the Vice Chancellors and Director of Communications and Public Relations, the process was documented and agreed upon ([IVD7<sup>13</sup>](#)). The process includes linking all requests for additional resources, both one-time and continuous, including request for new positions, to the respective Division's annual Action Plans and assessment, which is similar to the colleges' program review. Requests are also linked to the District mission and strategic goals. In addition, requests for additional funding also must include identification of other possible funding sources, as appropriate. All requests are reviewed by the Chancellor, Vice Chancellors and Director of Communications and Public Relations, as well as the Chancellor's Cabinet, with final approval by the Chancellor.

### **Analysis and Evaluation**

SDCC meets this Standard. The Chancellor relies on a number of assessments of the effectiveness of roles and responsibilities, district governance, and district operations to ensure their integrity and effectiveness in assisting the colleges to meet educational goals for student achievement and learning. These assessments include executive leadership meetings that have a feedback loop and formal annual assessments of the district divisions, and governance councils and committees. All of the district governance councils and committees undergo a self-assessment process, the results of which are shared with the groups through facilitated discussions and posted on the district institutional research website. The results of these assessments are used to make improvements in operations, membership, and responsibilities. The district divisions also undergo annual action planning and self-assessments of the effectiveness of their respective services in support of the mission of the colleges and the district. To further



enhance this self-assessment, in 2015-2016, the district leadership included a survey of all district employees to ascertain the effectiveness of the various services in supporting the colleges, as a component of their annual self-assessments.

In addition, as part of the institutional self-evaluation process it was determined that there should be a more formal program review and resource allocation process for the district divisions. Therefore, the Chancellor convened the Vice Chancellors, Director of Communications and Public Relations, and her executive assistant to define a more formal process, linked to resources, that builds upon the action planning and self-assessment process established in 2009. The process has been underway for 2016-2017, and has been communicated with the colleges.

The District Offices Employee Feedback survey contained four overall questions about communication, timeliness of service, effectiveness and contribution to the District mission, and an overall satisfaction question. In addition, there was one overall satisfaction question for each of the departments within each of the six divisions, as well as two comment questions (what works well, and what needs to be improved) for each division. These questions will be processed, analyzed, and reported in a comprehensive report that will be used by the Vice Chancellors and Chancellor to improve operations

The majority of survey respondents (62%) expressed satisfaction with the timeliness of response to questions by the District divisions. The Student Services division rated above the All Divisions satisfaction rating (73%), while all others were either at or below it.

The majority of the survey respondents (61%) agreed or strongly agreed that communication with the colleges by the District divisions overall was effective. The Student Services division had a relatively high satisfaction rating in this area (72%).

The majority of survey respondents (67%) believed that the District divisions effectively contribute to the mission of the District, while nearly one-quarter (22%) were neutral (neither agreed nor disagreed).

Overall, 63% of the survey respondents were satisfied with the support and services provided by the District divisions, while 21% were neutral (neither satisfied nor dissatisfied), and 16% were dissatisfied.

The SDCC respondents expressed varying levels of overall satisfaction with each of the departments. See survey results below:

<b>Business &amp; Technology Services</b>	32% to 84% Satisfaction
<b>Communications/Public Relations</b>	70% to 74% Satisfaction
<b>Facilities Management</b>	37% to 70% Satisfaction
<b>Human Resources</b>	39% to 59% Satisfaction
<b>Instructional Services &amp; Planning</b>	50% to 67% Satisfaction
<b>Student Services</b>	58% to 72% Satisfaction

The District Office uses information gathered from summative and formative assessments to help inform and assist the District divisions' planning and improvement efforts and to ensure their effectiveness in assisting the colleges. The survey results are widely communicated on the division/department websites as well as the District's Accreditation webpage and support ongoing improvement.

## **Standard IV.D Evidence**

### **IV.D.1**

- [IVD1<sup>1</sup>](#) Cabinet Retreat Agendas 2010-16
- [IVD1<sup>2</sup>](#) Chancellor's Annual Goals 2016-2017
- [IVD1<sup>3</sup>](#) Chancellor'sForum2016
- [IVD1<sup>4</sup>](#) Chancellor'sForum2015
- [IVD1<sup>5</sup>](#) Chancellor'sForum2014
- [IVD1<sup>6</sup>](#) Chancellor'sForum2013
- [IVD1<sup>7</sup>](#) Chancellor'sForum2012
- [IVD1<sup>8</sup>](#) Chancellor'sForum2011
- [IVD1<sup>9</sup>](#) Chancellor's cabinet update 2008-2015
- [IVD1<sup>9a</sup>](#) Chancellor'sForum2010
- [IVD1<sup>10</sup>](#) Chancellor's Cabinet Updates 2008-2015
- [IVD1<sup>11</sup>](#) DelFuncAdminGovHandbook
- [IVD1<sup>12</sup>](#) SDCCD Delineation of Functions

### **IV.D.2**

- [IVD2<sup>1</sup>](#) SDCCD Delineation of Functions
- [IVD2<sup>2</sup>](#) AdminGovHandbook 2016-17
- [IVD2<sup>3</sup>](#) Chance Cab Agendas 2015-16
- [IVD2<sup>4</sup>](#) Cabinet Action Items Jan-June 2016
- [IVD2<sup>5</sup>](#) chancellor's cabinet update 2008-2015
- [IVD2<sup>6</sup>](#) Chance Cab Agendas Policy Matters
- [IVD2<sup>7</sup>](#) District Office Feedback Survey Spring 2016
- [IVD2<sup>8</sup>](#) Chancellors Open Office Hours 2010-2016
- [IVD2<sup>9</sup>](#) Districtwide Action Plans 2016
- [IVD2<sup>10</sup>](#) SDCCD Accred Functional Map
- [IVD2<sup>11</sup>](#) Chancellor'sForum2015
- [IVD2<sup>12</sup>](#) Campus Allocation Model
- [IVD2<sup>13</sup>](#) Budget Allocation Model
- [IVD2<sup>14</sup>](#) BP 6200 Budget Preparation
- [IVD2<sup>15</sup>](#) AP 6200 01 District Support for Assoc Stud Org
- [IVD2<sup>16</sup>](#) AP 6200 02 Budgeting for Minor Improvement Funds
- [IVD2<sup>17</sup>](#) AP 6200 03 Campus Budget Model
- [IVD2<sup>18</sup>](#) AP 6200 04 Revenue and Expense Projections
- [IVD2<sup>19</sup>](#) AP 6200 05 Preparation of Budget Book
- [IVD2<sup>20</sup>](#) AP 6200 06 Budget Preparation Automated Systems
- [IVD2<sup>21</sup>](#) BP 6250 Budget Management
- [IVD2<sup>22</sup>](#) AP 6250 01 Associated Students Budget
- [IVD2<sup>23</sup>](#) AP 6250 02 Budget Management Budget Transfers
- [IVD2<sup>24</sup>](#) BP 6300 Fiscal Management
- [IVD2<sup>25</sup>](#) AP 6300 01 Purchase of Food and Refreshments
- [IVD2<sup>26</sup>](#) AP 6300 02 Library Overdue Notice
- [IVD2<sup>27</sup>](#) AP 6300 03 Student Emergency Loan Fund
- [IVD2<sup>28</sup>](#) AP 6300 04 Associated Students Petty Cash Fund

[IVD2<sup>29</sup>](#) AP 6300 05 Associated Students Funds Purchase of Equipment  
[IVD2<sup>30</sup>](#) AP 6300 06 Associated Students Banking  
[IVD2<sup>31</sup>](#) AP 6300 07 Associated Student Loans for Books and Supplies  
[IVD2<sup>32</sup>](#) AP 6300 08 Remote Image Deposit Procedure  
[IVD2<sup>33</sup>](#) AP 6300 09 Disputed Credit Card Procedure  
[IVD2<sup>34</sup>](#) AP 6300 10 Revolving Cash Funds  
[IVD2<sup>35</sup>](#) AP 6300 11 Student Refunds  
[IVD2<sup>36</sup>](#) AP 6300 12 District Cashiering Collections and Deposits  
[IVD2<sup>37</sup>](#) BP 6520 Asset Management and Inventory of Property and Records  
[IVD2<sup>38</sup>](#) AP 6520 01 Equipment Inventory  
[IVD2<sup>39</sup>](#) AP 6520 02 Transfer of Equipment  
[IVD2<sup>40</sup>](#) BP 6550 Disposal of Property  
[IVD2<sup>41</sup>](#) AP 6550 01 Disposal of Property  
[IVD2<sup>42</sup>](#) AP 6550 02 Storage and Disposal of Records  
[IVD2<sup>43</sup>](#) BP 6320 Investments  
[IVD2<sup>44</sup>](#) AP 6320 01 Investment of Associated Student Funds  
[IVD2<sup>45</sup>](#) AP 6320 02 Investments  
[IVD2<sup>46</sup>](#) BPDC Agendas Minutes 2015-16  
[IVD2<sup>47</sup>](#) Distance Office Action Plan and Self-Assess Program Review  
[IVD2<sup>50</sup>](#) Safety Security Master Plan  
[IVD2<sup>53</sup>](#) Introducing the new EZ Authorization for travel approval and expense reimbursement

#### **IV.D.3**

[IVD3<sup>1</sup>](#) BP 6100 Delegation of Authority  
[IVD3<sup>2</sup>](#) AP 6100 01 Delegation of Authority  
[IVD3<sup>3</sup>](#) Budget Allocation Model  
[IVD3<sup>4</sup>](#) BP 6200 Budget Preparation  
[IVD3<sup>5</sup>](#) AP 6200 03 Campus Budget Model  
[IVD3<sup>6</sup>](#) AP 6200 04 Revenue and Expense Projections  
[IVD3<sup>7</sup>](#) BP 6250 Budget Management  
[IVD3<sup>8</sup>](#) AP 6250 02 Budget Management Budget Transfers  
[IVD3<sup>9</sup>](#) BP 6300 Fiscal Management  
[IVD3<sup>10</sup>](#) AP 6300 01 Purchase of Food and Refreshments  
[IVD3<sup>11</sup>](#) AP 6300 02 Library Overdue Notice  
[IVD3<sup>12</sup>](#) AP 6300 03 Student Emergency Loan Fund  
[IVD3<sup>13</sup>](#) AP 6300 04 Associated Students Petty Cash Fund  
[IVD3<sup>14</sup>](#) AP 6300 05 Associated Students Funds Purchase of Equipment  
[IVD3<sup>15</sup>](#) AP 6300 06 Associated Students Banking  
[IVD3<sup>16</sup>](#) AP 6300 07 Associated Student Loans for Books and Supplies  
[IVD3<sup>17</sup>](#) AP 6300 08 Remote Image Deposit Procedure  
[IVD3<sup>18</sup>](#) AP 6300 09 Disputed Credit Card Procedure  
[IVD3<sup>19</sup>](#) AP 6300 10 Revolving Cash Funds  
[IVD3<sup>20</sup>](#) AP 6300 11 Student Refunds  
[IVD3<sup>21</sup>](#) AP 6300 12 District Cashiering Collections and Deposits  
[IVD3<sup>24</sup>](#) City 2015 Employee Survey 2015 q18-24  
[IVD3<sup>25</sup>](#) City 2015 Employee Survey 2015 q35-41

#### **IV.D.4**

[IVD4<sup>1</sup>](#) AP 9010  
[IVD4<sup>2</sup>](#) BP 2200n  
[IVD4<sup>3</sup>](#) BP 2430

#### **IV.D.5**

[IVD5<sup>1</sup>](#) 10/07/2015 Meeting  
[IVD5<sup>2</sup>](#) Chance Cab Agenda 10-13-15  
[IVD5<sup>3</sup>](#) StratPlanComm Agendas Minutes  
[IVD5<sup>4</sup>](#) Annual Update 2015-2016  
[IVD5<sup>5</sup>](#) Strategic Planning Metrics data 2013-17-Research  
[IVD5<sup>6</sup>](#) Strategic Planning 2014-2015 Annual Summary Worksheet-Mesa  
[IVD5<sup>7</sup>](#) Strategic Planning 2015-2016 Annual Summary Worksheet-Mesa  
[IVD5<sup>8</sup>](#) Strategic Planning 2015-2016 Annual Summary Worksheet-Miramar  
[IVD5<sup>9</sup>](#) Strategic Plan Minutes  
[IVD5<sup>9a</sup>](#) Strategic Planning 2015-2016 Annual Summary Worksheet-CE  
[IVD5<sup>10</sup>](#) District Office Feedback Survey Spring 2016  
[IVD5<sup>11</sup>](#) Districtwide Action Plans 2016  
[IVD5<sup>12</sup>](#) Distance Office Action Plan and Self-Assess Program Review

#### **IV.D.6**

[IVD6<sup>1</sup>](#) Chance Cab Agendas 2015-16  
[IVD6<sup>2</sup>](#) chancellor's cabinet update 2008-2015  
[IVD6<sup>3</sup>](#) AdminGovHandbook 2016-17  
[IVD6<sup>4</sup>](#) SSC Meetings  
[IVD6<sup>5</sup>](#) CIC Meeting Minutes  
[IVD6<sup>6</sup>](#) MSC Minutes 2013-15  
[IVD6<sup>7</sup>](#) BPDC Agendas Minutes 2015-16  
[IVD6<sup>8</sup>](#) DMOC Agendas & Minutes 2013-2016  
[IVD6<sup>9</sup>](#) USC Meeting Agendas 2015-16  
[IVD6<sup>10</sup>](#) District Governance Council Agenda  
[IVD6<sup>11</sup>](#) On Campus Board Meetings Min 2013-2016  
[IVD6<sup>12</sup>](#) Chancellor'sForum2016  
[IVD6<sup>13</sup>](#) Chancellor'sForum2015  
[IVD6<sup>14</sup>](#) Chancellor'sForum2014  
[IVD6<sup>15</sup>](#) Chancellor'sForum2013  
[IVD6<sup>16</sup>](#) Chancellor'sForum2012  
[IVD6<sup>17</sup>](#) Chancellor'sForum2011  
[IVD6<sup>18</sup>](#) Chancellor'sForum2010  
[IVD6<sup>19</sup>](#) Board Report Updates 2008-2015  
[IVD6<sup>20</sup>](#) Safe and Sound 2013-15  
[IVD6<sup>21</sup>](#) Timely Warning Community Safety Alerts  
[IVD6<sup>23</sup>](#) SDCCD Website  
[IVD6<sup>24</sup>](#) PeopleSoft Sign In  
[IVD6<sup>25</sup>](#) SDCCD NewsCenter

[IVD6<sup>27</sup>](#) The SDCCD - YouTube  
[IVD6<sup>30</sup>](#) SDCCD Instagram  
[IVD6<sup>31</sup>](#) SDCCD ERP Newsletter December 2016 FINAL

#### **IV.D.7**

[IVD7<sup>1</sup>](#) Chance Cab Agendas 2015-16  
[IVD7<sup>2</sup>](#) Cabinet Action Items Jan-June 2016  
[IVD7<sup>3</sup>](#) Campus Safety Notices  
[IVD7<sup>4</sup>](#) Student Services Newsletters  
[IVD7<sup>5</sup>](#) SDCCD ERP Newsletter 9-1-2016  
[IVD7<sup>6</sup>](#) Ann Not VC HR Pol Proc  
[IVD7<sup>7</sup>](#) Instructional Services Newsletters  
[IVD7<sup>8</sup>](#) BP 2510  
[IVD7<sup>9</sup>](#) AdminGovHandbook 2016-17  
[IVD7<sup>10</sup>](#) IRP Part Gov Self Assess Rpts  
[IVD7<sup>11</sup>](#) Districtwide Action Plans 2016  
[IVD7<sup>12</sup>](#) District Office Feedback Survey Spring 2016  
[IVD7<sup>13</sup>](#) Distance Office Action Plan and Self-Assess Program Review

## QUALITY FOCUS ESSAY

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San Diego City College's Master Planning, Assessment, and Resource Oversight Council (MPAROC) serves as the primary participatory governance council for the college. It is responsible for college-wide planning efforts, particularly development of the Educational Master Plan and the Strategic Master Plan. The MPAROC also conducts the following strategic planning functions for the institution:

- Provides direction for the program review, planning, and resources allocation processes for the campus.
- Integrates all long-term planning, including instructional, facilities, technology, budget, communication, Student Success and other Institutional plans.
- Facilitates the development of faculty-led and staff-led assessment processes of Student Learning and Administrative Outcomes for the College to improve teaching, learning, advising and serving students at the individual, course, program, and institutional level.
- Periodically reviews City College student competencies for currency.
- Integrates accreditation action plans into relevant College plans.
- Develops, reviews, and evaluates the processes and criteria for faculty and classified hiring.
- Integrates recommendations of other councils into the program review, planning, and resource allocation processes.
- Reviews and evaluates the:
  - Master plans and annual updates
  - Mission
  - Institutional Priorities
  - Institutional Learning Outcomes/Core Competencies
  - Processes for resource allocation and equipment acquisition.

The MPAROC is the guiding force for the following two QFEs. "During the process of self-evaluation, SDCC recognized the need to formalize planning processes to maximize institutional effectiveness, and has taken several steps towards such formalization. First, SDCC developed an Educational Master Plan to guide the development and integration of future plans. In addition, SDCC created and filled the position of Dean, Institutional Effectiveness. Further steps to formalize integrated planning are addressed in the Quality Focus Essay, attached" (Standard I.B.9).

During the 2015-16 academic year, the Council developed the criteria and provided oversight for the Educational Master Plan, which was approved by the President's Council in May 2016 and approved by the Governing Board in September 2016. Beginning in fall 2016, the Council embarked upon the development of the next three-year college Strategic Plan. The Council hosted a visioning session that included its 24 members and to which additional personnel from across campus were invited in order to ensure that voices of expertise from all corners of the college were heard. That visioning session built a framework for the Strategic Plan, and the work on that plan is still in the early stages. Workgroups have been formed to finalize the goals, or areas of focus, for the college over the next three years. Simultaneously, two focus areas identified by the MPAROC arose out of the examination of the college for the Self-Evaluation



Report: Program Review and Communication. The College has selected these two topics for college-wide action plans as a result.

## **Action Plan #1: Integrate Program Review More Fully into Master Planning**

### *Background*

The college has had an established program review process for two decades and all departments are expected to complete their annual program review by late fall semester. Until two years ago, the program review would sit in Taskstream with a cursory view by the MPAROC. In 2014-15, the college redesigned the resource allocation process and required that all departments provide written budget requests annually to a newly formed Resource Allocation Committee (RAC), comprised of representatives from all constituent groups: administrators, faculty, staff, and students. One criterion for receiving funds is the completion of the Program Review. That change, along with the efforts in 2015-16 to create an Integrated Planning process and cycle, has reinvigorated MPAROC and a college-wide interest in revising the overall department-level program review and program master planning process. The intent is to fully integrate Program Review into Master Planning. “While fully compliant with this standard, the self-evaluation conducted by SDCC presented the opportunity to improve institutional effectiveness by establishing more direct linkages between program review and planning activities” (Standard I.B.1).

As noted in the general overview, in 2015-16, the MPAROC embarked on a number of projects related to the college’s planning efforts. Program review, the integration of SLOs & AOs into the program review process, and the integration of the departmental program review into the department’s master plans, have been a topic of discussion at the MPAROC meetings throughout that year. In addition, the college participated in the CCCCCO IEPI project in 2015-16. Three areas for review were identified: integrated planning including program review, enrollment management, and SLOs. The college hosted two visits by the IEPI visiting team, during which time they reviewed the College’s written materials on those three topics and held campus meetings with various faculty, staff and administrators. Their guidance and recommendations have been valuable contributions to the College’s plans to revamp several processes on campus. “The IEPI Plan also contains recommendations related to the program review process, which are included as part of the Quality Focus Essay, included in this report” (Standard I.B.1). Revisions have already begun with a change in the cycle for program review, effective fall 2017: a comprehensive program review every three years; an annual program review in the ensuing two years.

### *Plan and Desired Outcomes*

Based on initial data gathering of the current program review process, it has been determined that more clearly-defined steps should be developed in order to more fully integrate program review into the Master Planning process. In order to achieve this objective, the primary goals are two-fold: incorporate more data into the review process and strengthen SLO/AO (Student Learning Outcomes/Administrative Outcomes) data usage by the MPAROC in master planning activities. Two program review workgroups have been formed for this purpose: one workgroup to focus on instructional programs with curricular SLOs; the other workgroup to focus on non-instructional programs with AOs. These workgroups meet independently, but the Dean of Institutional

Effectiveness sits on both and will provide the necessary thread to ensure the processes are aligned. The groups will develop process guidelines to delineate frequency of review, to determine what data is most relevant and meaningful, and to develop prompts to elicit thoughtful analysis and responses in the program review. The workgroups will provide updates to the MPAROC on their progress and share draft language, which the Council will review periodically. Upon completion of their work, the workgroups will deliver a draft to the MPAROC for discussion and final approval. The MPAROC will likely review several drafts before the final adopted version.

In order to incorporate more data into the review process, it was determined that staff and faculty needed to more fully understand how data on program outcomes could be used to evaluate student achievement of outcomes and identify opportunities for improvement. Staff and faculty will therefore need staff development to understand more fully the following about data collection (Standard I.B.6):

- What data are collected
- What the data mean
- How to use the data to evaluate achievement of outcomes
- How to identify trends in data
- How to request more or different types of data
- What the role/involvement of research personnel is in gathering data and communicating with faculty/staff

As faculty and staff are educated in data analysis and utilization, AOs (Administrative Outcomes) and SLOs (Student Learning Outcomes) for courses will be more regularly addressed within each department and used to inform master planning activities. The following steps will be taken to facilitate this goal.

- Program reviews will be reviewed and the analysis presented at MPAROC meetings, or to a subcommittee of the MPAROC dedicated to Program Review.
- Decisions that are made for both instructional and non-instructional program review and departmental master plans will be presented at the President's Council.
- The program review committee will determine the best format for publication of results.
- Student Success and Equity will be integrated in planning efforts.

It will be important to establish a format to regularly address SLOs and AOs. Data on SLOs and AOs should provide meaningful assessment of outcome achievement.

Program Master Plans currently map to the college's mission, priorities, and ISLOs. An expected outcome of this program review process revision is that departments will more intentionally set goals towards achieving the mission and priorities of the college, setting specific objectives and strategies for achieving those goals, and more carefully assess the success of their SLOs and AOs. "The results of program review are taken into consideration during the Master Planning process. As indicated in Standard I, during the process of self-evaluation, SDCC noted an opportunity to enhance institutional effectiveness by strengthening the link between program review and campus wide planning. The plan to accomplish this is addressed in the QFE included

in this report” (Standard II.A.2). Evaluation of this action plan and the effectiveness of outcomes will be integrated into the regular institutional integrated planning processes of the College.

## **Action Plan #2: Improve Communication among administration, faculty, staff and students**

### *Background*

Through the Self-Evaluation process, the college determined the need to improve communication and transparency of decision-making processes, activities, and results. Committees, councils, and special programs tend to appear disjointed even though there may be communication among them. The campus community at large often is unaware of initiatives and activities associated with the activities of those groups. A lot of work is being done and reports are written but with little campus-wide awareness. Consequently, many think that the groups are working in isolation without sufficient communication between them and that the resulting initiatives and projects are not effective. “... [the] College recognizes communication as an area for improvement. The plan to improve overall communication will be addressed in the Quality Focus Essay” (IV.A.5).

In addition to intra-campus communication, the communication between the District and Campus is also a weakness. Most employees have little understanding of how District decision-making processes work and little understanding or awareness of decisions made at the District level. This disconnect gives employees the sense that the campus gets minimal consideration when decisions are made at the District. “Specific plans to improve communication in general, and ensure that accurate, up to date information is available on the website, is addressed in the Quality Focus Essay included in this report” (Standard I.B.8).

### *Plan and Desired Outcomes*

Through the College’s Strategic Planning process, under the guidance of the MPAROC, workgroups have been formed to develop the goals, objectives, and strategies for the college’s next three-year Strategic Plan. One goal area is communication. While the workgroups are still polishing the goal language and developing the objectives, strategies, and metrics, the overarching idea of this goal is to “enhance the organizational effectiveness and employee satisfaction at San Diego City College by strengthening the College’s commitment to communication and collaboration efforts toward the aim of collectively improving student success.”

The college leadership has embraced the recommendations to engage in multiple activities to improve college communication among employees as well as with students. “The President also supports efforts to increase effective communication both internally and externally through a wide variety of sources and means, as outlined in the Quality Focus Essay included in this report” (Standard IV.B.3). The two workgroups have been in communication with each other through the MPAROC and have already identified some methods for improving the College’s communication and collaboration:

- Promote consistent and clear communication across diverse secure social media and social networking platforms to improve communications to students.
- Review communications internally and externally through an equity lens.

- Update the College website to improve the accuracy and currency of the information on every webpage.
- Identify the best method for maintaining the College website: contract employee, independent contract, or designating specified individuals across campus.
- Publicize and update all College reports online and in print, and enhance directory assistance with an increase in directory aids to reflect the updated campus climate and infrastructure.
- Inclusively develop and disseminate an institutional administrative, faculty, and classified staffing plan that equally takes into consideration planning for areas of demonstrated need or deficiencies and college leadership opportunities.
- Provide staff, full-time and part-time faculty, and administrators with collaborative opportunities for continued professional advancement consistent with the college mission and based on identified teaching, learning, and operational needs.
- Develop a campus culture of college-wide information sharing to empower employees and students and build morale.

“The campus is addressing the issue of improving communication through the addition of a Professional development coordinator, the hiring of a Dean of institutional effectiveness, by conducting a special session of the MPAROC for envisioning SDCC strategic plan/goals, which includes committee members and designated faculty, staff and administrators, and through the revamping of the campus website. The plan to improve campus communication, and thus the role of students in campus decision making, is addressed in the Quality Focus Essay, included in this report” (Standard IV.A.6).

In addition to strengthening the College’s commitment to communication, the college formed a separate workgroup this fall 2016 to design a new campus website. The current website is maintained by individual departments with the assistance of an independent contractor, which has led to inconsistency and inaccuracies on the website. “Currently, each department is responsible for ensuring accurate and up-to-date information on the appropriate pages of the College website. While this practice ensures departmental information is accurate, updating information in a timely manner has proven to be challenging. A plan to improve the accuracy of information and timely updates to the College website is included in the Quality Focus Essay included in this report” (Standard I.C.1). One goal of this action plan is to improve communication at San Diego City College by redesigning the College website for student success, equity, and access.

The College anticipates that a comprehensive website redesign will take place between 2016 and 2018. Evaluation of the project and effectiveness of the outcomes will occur through the comparison of survey data from the original survey data in 2016, assessed at the beginning of the project, to new survey data assessing the new website in 2018. These comparisons will assess both student and staff experiences and reflections on the new website. Overall, the effectiveness of the new website will be reflected in the following measures:

- An increase in overall end-user usage
- An increase in end-user satisfaction
- A decrease in the number of web pages, providing more concise information

- Increased enrollment and traffic to the new website

The intent as delineated in this action plan is to provide a medium or mediums in order to exchange information, ensure consistency and accuracy, maintain transparency, inspire campus cohesiveness, and stimulate engagement across all constituencies. The methodologies include surveying the institutional structure, supervisory relationships, teamwork, participatory governance structures, employee and workplace satisfaction. While structures are already in place for faculty and staff representation on committees and councils, the actual participation is low. Oftentimes committee members do not attend meetings regularly, for a variety of reasons, and more often than not, the same people serve on multiple committees. To resolve this issue involves the College's more actively encouraging representation on committees and promoting effective dialogue across the campus community at the College.