

SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



**SAN DIEGO COLLEGE OF
CONTINUING EDUCATION
SELF-STUDY REPORT**

**4343 Ocean View Boulevard
San Diego, CA 92113-1915**

San Diego Community College District

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**ACS WASC Adult School/ROCP Focus on Learning
Continuous Improvement Guide
2022 Edition**

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Introduction

- Provide a brief background of the school, a concise description of programs offered, and a description or list of schoolwide strategies that promote diversity, equity, and inclusion.
- Comment on how the school program addresses the unique and evolving needs of individuals and communities by providing older students and adults with the knowledge and skills necessary to participate effectively as productive citizens, workers, and family members.
- Briefly describe how the faculty and staff and other stakeholders/educational partners were involved and collaborated in the self-study process.

San Diego College of Continuing Education (SDCCE) has provided adult education services to the city of San Diego for over a century. Founded in 1914 on the principles of inclusion and social justice, SDCCE initially offered free night classes in elementary and secondary basic skills and citizenship to adults through San Diego City Schools. After World War II, high school completion courses were offered to returning veterans. The population and the economic conditions in the region have changed tremendously over the years and the institution has continuously transformed and adapted to those changes. SDCCE was originally part of the San Diego Unified School District (SDUSD). In 1970, City, Mesa, and Miramar colleges, alongside SDCCE as an adult noncredit division, separated from SDUSD and formed the San Diego Community College District (SDCCD). SDCCE has become a major provider of college preparation and career technical education (CTE) programs, and is a major educational provider for underserved, underemployed, displaced, and disenfranchised adults in San Diego. In fall 2020, the SDCCE community engaged in discussions to add “college” to the official name of the institution to better reflect the educational offerings and programs available to adults, and to elevate community understanding of what the college is and does within the community college system ([I1](#); [I2](#)). *San Diego College of Continuing Education* was approved by the college, the district and ACS WASC and was communicated widely in spring 2021 ([I3](#); [I4](#); [I5](#)).

SDCCE is one of the largest noncredit institutions within the California community college system. In 2022/23, SDCCE served over 22,000 students ([I6](#)). Like many educational institutions, SDCCE is re-building enrollment to pre-pandemic levels. The college provides education for life-long learners, High School Diploma/High School Equivalency (HSD/HSE) and Basic Skills programs, English as a Second Language (ESL)/Citizenship programs, emeritus (age 55+) programs, and a variety of career technical education (CTE) programs. SDCCE’s educational programs provide students pathways to noncredit CTE, college, and career. SDCCE offers a disability and support program and services (DSPS), community education general interest classes, and customized contract training classes designed for the military and business sector.

SDCCE provides information about its academic programs, support services, and enrollment processes on its website and in its catalog ([I7](#); [I8](#); [I9](#)). The website is also used by employees and the community to access other information, such as news and institutional updates, business processes, organizational reports, operational support departments, participatory governance, SDCCE Foundation information, and more ([I10](#); [I11](#); [I12](#)). SDCCE’s 2022/23 Annual Report celebrates our students, staff, college, and culture moving forward together to ensure student success ([I13](#)).

SDCCE has five campuses, two satellite facilities located on SDCCD credit college campuses, and community and neighborhood locations across San Diego ([I14](#); [I9](#) pp.7-8). SDCCE’s main facilities are the Educational and Cultural Complex (ECC) ([I14a](#)), Mid-City campus ([I14b](#)), West City campus ([I14c](#)), César E. Chávez campus ([I14d](#)), and North City campus ([I14e](#)). SDCCE’s two

satellite facilities are Continuing Education (CE) at Mesa College (I14f) and CE at Miramar College (I14g). Before the pandemic, SDCCE had agreements with many external entities and offered off-site classes at over 100 locations. With campus closures in March 2020, the acquisition of off-site class agreements ceased. As of fall 2023, SDCCE reactivated and/or initiated new agreements with 108 locations and offered classes at 39 locations (I15; I16).

SDCCE programs enhance student income and employment potential and promote overall health and well-being. SDCCE plays a key role in the economy and culture of the San Diego region, with SDCCE career education courses contributing \$244.9 million total income to the region or 2,956 total jobs supported in the region (fiscal year 2019/20). The benefit-cost ratio for students is 3:1, for taxpayers is 5:2, and for society is 9:1 (I17 p.6).

Due to SDCCE's program concentration, the institution typically enrolls an older student population than SDCCE's sister credit colleges (I18). SDCCE's student body is predominately female, ethnically diverse, and includes a sizable number of low-income and immigrant students (I19).

Diversity, equity, inclusion, anti-racism, and accessibility (DEIAA) are rooted in all that we do at SDCCE, as evidenced by our driving principles (I20). Feedback in fall 2022 guided a review of our existing driving principles in spring 2023 with wide feedback, input, and discussion via surveys, presentations, and shared governance meetings (I21; I22). Particular attention was paid to the wording of the driving principles statements based on an inclusion lens. For students, a new fifth institutional student learning outcome (SLO) centered on DEIAA was adopted. Supports for faculty to adopt this SLO at the program-level and course-level is a priority and a collaborative effort, guided by the SLO Taskforce, the SLO and Program Review Coordinator, and the Professional Development Diversity Coordinator (see criterion 1). A year-long review by the Diversity, Equity, and Inclusion Committee on a diversity statement and updated diversity pledge amassed constituency feedback in spring and fall 2023. The statement and pledge were adopted by EGC in December 2023. A diversity pledge signing campaign is planned for spring 2024.

The Accreditation Sub-Committee/Accreditation Steering Committee (ASC) was established in 2018 under the Planning and Institutional Effectiveness (PIE) Committee to align planning and accreditation efforts. The seven-year Institutional Strategic Master Plan (ISMP) was developed over 15 months leading up to the self-study and included survey feedback, data analyses sessions, planning sessions, and feedback from all constituent groups (I23 pp. 9-13). The ISMP purposefully embeds strategies that promote DEIAA at all levels of planning; from Institutional Strategic Plan goals, objectives, and action steps to Institutional Infrastructure Action Plans to program and department strategic plans (I23 pp. 52-59 and 60-95). At the same time, SDCCE Goal 3 highlights additional strategies to cultivate a DEIAA culture at SDCCE (I24).

The self-study process builds upon strategic planning, with the ASC meeting twice a term since 2018, and more often in 2022/23 (I25). Over 90 faculty, classified professionals, and managers participated in 2022/23 as leads and/or contributors. Several collaborators served on multiple criterion groups, totaling 112 (duplicated) participants. The ASC leadership team continued meeting in 2023/24 to finalize the self-study and develop the accreditation Action Plan based on recommendations from criterion groups. A core group of the ASC leadership team made preparations for the self-study visit (I26).

Chapter 1: Progress Report

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last self-study visit.
- Comment on the process for implementing and monitoring the schoolwide action plan aligned with the Continuous Improvement Plan (if applicable) goals.
- Summarize progress on each section of the current schoolwide action plan that incorporated growth areas for continuous improvement from the last self-study and all intervening visits.
- Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.
- Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better success for all students.
- Comment on why any growth areas for continuous improvement are not in the current schoolwide action plan.

Summary

Since the last self-study visit, SDCCE successfully responded to planned and unplanned events by engaging well-established infrastructure and shared governance, and collectively planning and implementing college-wide changes to serve students and the community. SDCCE's constituent groups contributed to planning, implementation, and evaluation of the college Action Plan to meet the college's goals and objectives. The college made substantial progress on growth areas for continuous improvement from the last self-study. No additional growth areas were recommended at the WASC Mid-Cycle visit, yet SDCCE constituents self-identified and added new activities in the Action Plan that would further support the existing growth areas. Previous areas of growth are now areas of achievement.

Significant Developments

SDCCE focused efforts to address the decrease in enrollment during the Covid pandemic and prioritized enrollment management efforts across the institution.

SDCCE set Institutional Strategic Plan Goal 1, *grow enrollment to support our community and meet district targets*, to rebuild student enrollment ([CH1.1](#)).

The SDCCE Office of Planning, Research, and Institutional Effectiveness (PRIE) and the district Office of Institutional Effectiveness and Research developed data products to support enrollment tracking and the development of data-informed enrollment strategies ([CH1.2](#); [CH1.3](#); [CH1.4](#)).

An Enrollment Management Taskforce, a body led by the Vice President of Student Services (VPSS) and Vice President of Instructional Services (VPIS), was charged with developing and implementing a new Institutional Enrollment Management plan ([CH1.5](#) p.56).

SDCCE is implementing novel strategies to assist students remotely in the registration process. Virtual student services assist students with the enrollment process and any information needed ([CH1.6](#); [CH1.7](#)). The ESL program implemented virtual registration assistance to increase access and enrollment and continues to offer the services for new and returning ESL students ([CH1.8](#); [CH1.9](#)).

SDCCE's Forward Together campaign seeks to expand community impact through promotion of the college and its learning pathways ([CH1.10](#)). The college is also engaged in a branding campaign to market the college and its programs to the wider San Diego community ([CH1.11](#); [CH1.11a](#)).

SDCCE continuously reinvents, revises, and updates instructional program offerings, technology, and student support services to align with the state economy's changes, labor market, industry specifications, higher education standards, and student needs.

CTE programming enhances student income and employment potential and facilitates the transition to further education and/or the workforce ([CH1.12](#)). CTE programs are aligned with nine career pathways in line with changing labor market and technology landscapes, which continues to necessitate new certificate program development and revision of existing programs and courses. Recently, student services reorganized departments by phases in the student journey.

SDCCE led the planning and submission of \$723,980 in Regional Strong Workforce Projects (SWP) to assist in building innovative programs, positively impacting the students' learning journey and building capacity to support student success alongside learning pathways funded by the Perkins Grant ([CH1.13](#); [CH1.14](#)). SWP metrics reflect growth in SDCCE student outcomes ([CH1.15](#) p.4).

The institution successfully transitioned on-campus instruction to online instruction in March 2020 due to the emerging pandemic ([CH1.16](#)). SDCCE launched an online mentoring program to support faculty teaching online classes and the college continued to develop opportunities for students to choose modes of instruction that accommodated their needs as the pandemic progressed ([CH1.17](#); [CH1.18](#); [CH1.19](#) p.2). The institution continues to offer a variety of offerings across programs, including in person (on-campus & off-site), hybrid/partially online, HyFlex and fully online classes ([CH1.20](#)).

The pandemic imposed a challenge to low-income students that lacked the technology required to attend distance education classes (i.e., online formats). In a student survey, 860 students (24% of respondents) were interested in a laptop loan program ([CH1.21](#)). SDCCE quickly responded to these needs through the Technology Access Program, advocacy for specialized funding, and direct aid to students ([CH1.22](#)). These efforts align with SDCCE's Distance Education Strategic Plan, Goal #1 to increase student digital literacy ([CH1.23](#) p.53; [CH1.24](#)). As of fall 2023, the number of online course offerings is expected to remain higher than pre-pandemic, thus, SDCCE will continue offering specialized support for students attending online classes ([CH1.25](#)).

As part of SDCCE's commitment to supporting all students in achieving their educational goals and eliminating barriers to access and completion, the college increased its promotion of low-cost and free materials for classroom use through the Open Educational Resources (OER) initiative. An OER Coordinator completed their goals, to establish infrastructure, professional development, and job aids to integrate OER content for both online and in-person classes ([CH1.26](#); [CH1.27](#); [CH1.28](#)). This represents a crucial step in supporting more students with approved, free learning content.

Accreditation Action Plan Implementation and Monitoring

The VPIS serves as School Principal, the Dean of PRIE serves as the Accreditation Liaison Officer (ALO), and a faculty member serves as the Accreditation and Planning Coordinator. The Accreditation Sub-Committee/Accreditation Steering Committee (ASC) resides as a part of the Planning and Institutional Effectiveness (PIE) Committee within the participatory governance structure ([CH1.29](#) p.27). These groups facilitate the continuous development and monitoring of the institution's collaborative accreditation process and Action Plan, while assuring that action steps positively impact student learning, institutional/program effectiveness, and integrated planning. ASC activities that were integral to the implementation of the Action Plan were the creation of infrastructure and the timeline for the accreditation cycle process; monitoring the Action Plan;

maintaining institution-wide communication; and supporting the development of annual update reports, the three-year progress report, and the self-study ([CH1.30](#); [CH1.31](#); [CH1.32](#); [CH1.33](#); [CH1.34](#)). The ASC members include administrators, faculty, and classified professionals from across the institution; the group expands in the two years prior to the self-study visit.

Throughout the accreditation cycle, responsible parties identified in the Action Plan (e.g., deans, program directors, classified professionals, and administrators) provided updates, key performance indicator data, and evidence to monitor implementation of the Action Plan. The Accreditation and Planning Coordinator annually added this information to the Action Plan ([CH1.35](#)). Update reports and presentations were consistently posted on the PRIE Accreditation webpages and regularly shared with the Executive Governance Council ([CH1.36](#)).

While the Action Plan was tracked and reviewed annually, changes to the Action Plan were made as needed. The Mid-Cycle Progress Report Visit garnered no new recommendations from the visiting team; however, student and employee focus groups informed the addition of ten prioritized action steps in the lead up to the mid-cycle progress visit ([CH1.35](#)). The Action Plan implementation and monitoring process worked well for the college and will continue with the new Action Plan, with technological advances reducing much of the manual processes used in the previous cycle.

Summary Progress on the Action Plan Aligned to Accreditation Growth Areas that Drive SDCCE Improvement

By the fall of 2023, 100% of the Action Steps in the Action Plan were complete, ongoing, or in progress ([CH1.37](#)). No action steps were deferred or cancelled. “Ongoing” Action Steps have been institutionalized as part of standard committee, instructional program, or department processes. There are only three remaining mutually dependent Action Steps that are in progress; each has an in-common technological hurdle to overcome. *1.3.2. Conduct an analysis of classroom space (facility utilization), 1.7.2. Identify utilization needs for student computer labs: Research options for establishing testing centers at each campus / Identify labs for online testing, and 5.2.2. Data analysis of space utilization and identification of in demand and workforce demand programming to use as priority in classroom utilization.* In 2019/20, classroom capacity indicators were implemented in Campus Solutions, which is automatically populated into Ad Astra room scheduling technology. However, on-campus-related action steps were on hold during the pandemic as the college shifted to online focus. The VPIS is currently working toward implementing Ad Astra with schedule preparers and room analysis efforts will follow.

Growth Area 1. Expand and increase access to course offerings, support services, and workforce development opportunities to support student success aligned with Goal 1. Growth in enrollment and student success ([CH1.35](#) pp.2-16).

The 2016/17- 2022/23 Action Plan incorporated the expansion of course offerings, including online courses and curriculum development, as core areas for growth. Since 2016/17, the Curriculum Review Committee approved more than 35 new programs and over 100 new courses in the college’s 13 overarching disciplines ([CH1.38](#)). Many older programs were revised to short-term stackable formats that support course scheduling flexibility and student program completion. New and revised CTE certificate programs were assessed for market demand during the curriculum approval process and sent to the district, SDCCD Board of Trustees, and the state for approval.

Online education has been an increasing focus of SDCCE that provides new modes of access to adult, non-traditional students and better accommodates adult students' challenging life and work

schedules. Before the pandemic, a modest number of programs launched initial distance education courses, and some began expanding existing online and partially online options. Student distance education attendance hours, measured by full time equivalency students (FTES), increased by 77% between 2016/17 and 2018/19 (273 FTES and 484 FTES). Due to the pandemic, the number of online classes offered by SDCCE increased dramatically, with FTES growing from 702 in 2019/20 to 9,225 in 2020/21 (1214% increase; [CH1.39](#)). SDCCE provided student support for online education with the student Technology Access Project and provided faculty support through online faculty mentoring and professional development. Online faculty mentoring models were scaled between spring 2020 and present, including: one-to-one mentoring, group mentoring (program level, instructional level), and multi-week online course design classes (e.g., HyFlex, Canvas, Zoom; [CH1.40](#)). In 2021/22, SDCCE implemented more than 80 HyFlex classes that translated into more than 3,400 enrollments ([CH1.41](#); [CH1.42](#)). For many students, SDCCE was a lifeline to learning and engagement in the promise toward new jobs and careers during the pandemic ([CH1.43](#) p.3). Campuses are now open and available to students for in-person classes, yet distance education classes in 2022/23 remained a primary generator of FTES (8,396 FTES). SDCCE expects additional instructional programming and modality growth opportunities in the next three years while re-building the number of students attending SDCCE in person and ensuring programming meets their pathways and employment needs ([CH1.44](#)).

The Office of Planning, Research, and Institutional Effectiveness (PRIE) was created in 2016 to strengthen college-wide data-based decision-making and planning at SDCCE. PRIE built SDCCE's data capacity by increasing the body of institution-wide and program-specific reports, including hands-on publicly available data dashboards ([CH1.45](#)). The PRIE team and the Program Review Committee embedded data coaching and labor market analysis into the annual program review process. The department offered content-specific enrollment, planning, and accreditation workshops to advance the use of data and data-informed decision-making among faculty and administrators to plan projects and activities that support student success. The Strong Workforce Program (SWP) Regional Consortium, PRIE, and the lead CTE dean collaborated to conduct two iterations of the Faculty Institute, a professional development program designed to increase faculty skills in assessing course-level information and implementing classroom changes for impacted student groups based on data ([CH1.46](#); [CH1.47](#)). The region, the PRIE team, and counselor leads are now collaborating to develop training materials for an upcoming Counselor Institute ([CH1.48](#)) to maximize student persistence. In summer 2023, SDCCE was awarded the Culturally Responsive Pedagogy and Practices Grant, a two-year \$300,000 grant that will enable the PRIE office to offer two SDCCE Faculty Equity Institutes in Summer 2024 and Spring 2025 ([CH1.49](#) pp.6-7; [CH1.50](#)).

Growth Area 2. Increase internal and external communication and collaboration aligned with Goal 2. Increased communication and community collaboration to support student success ([CH1.51](#) pp.16-22).

SDCCE significantly improved collaboration among internal and external stakeholders, simultaneously enhancing communication between these groups (see criterion 9). SDCCE Foundation implemented a Community Newsletter to highlight current community and business partnerships in educational programs ([CH1.52](#); [CH1.53](#)). The SDCCE California Adult Education Program (CAEP) manager also distributes a San Diego Adult Education Regional Consortium (SDAERC) newsletter to the SDCCE and SDUSD Adult School communities ([CH1.54](#); [CH1.55](#)).

Staff and faculty are better informed about programs and accurate information is disseminated to prospective and current students. Weekly messages from the SDCCE President began in 2018/19

and include programming updates, new hires, current events at SDCCE, trainings, research and planning updates, community events, and partnerships. These are posted on the President's webpage ([CH1.56](#); [CH1.57](#)). The SDCCE President also emails and posts media advisories for SDCCE, media coverage, and program and student successes as they occur. The SDCCE newsroom is regularly updated with videos and stories ([CH1.58](#); [CH1.59](#)). Town halls and forums are provided as needed for important updates to the SDCCE community (e.g., COVID pandemic campus closures, social justice, compassionate conversations, ECC theater renovation ([CH1.60](#); [CH1.61](#); [CH1.62](#)).

SDCCE's data management and communication for students have improved. SDCCD developed the PeopleSoft Enterprise Resources Planning (ERP) system, in which SDCCE and district Information Technology Services staff maintain student records permanently, securely, and confidentially with provision for secure back-up of all files with enterprise software. The ERP comprises: the Finance Management (FM) system, the Human Capital Management (HCM) system, and the Campus Solutions (CS) system. Campus Solutions allows students to access their portal via the SDCCE Student Dashboard and Student Quick Links. Students can self-enroll in class, see the online class schedule, see credits and grades, and access their Education Plan and transcripts ([CH1.63](#); [CH1.64](#); [CH1.65](#)). SDCCD Information Technology Services recently migrated the platform to a cloud modality and continues to adopt platform enhancements for students based upon SDCCE stakeholder feedback. SDCCD also implemented Microsoft 365 accounts with sdccd.edu student emails and began communicating all announcements to registered students in July 2023, alongside SDCCE Outreach Services-advertised on-campus and online email support ([CH1.66](#)). SDCCE implemented a student newsletter in 2022/23 and added Student News and Student Stories webpages alongside Videos and other SDCCE News ([CH1.67](#); [CH1.68](#); [CH1.69](#)). SDCCE redesigned student facing webpages based on academic pathway and implemented online student services ([CH1.70](#); [CH1.71](#)).

Growth Area 3. Provide equal access to targeted professional development with mechanisms that track and measure impact aligned with Goal 3. Professional development to support student success.

Professional development is a strength for SDCCE and one that continues as a priority for the institution. SDCCE professional development opportunities increased in number and variety, resulting in better access to professional development for all employees ([CH1.72](#); [CH1.73](#); [CH1.74](#); see also criterion 3.4). These programs increase employee capacity to serve students and support the development of programming to support student success and growth. The college developed robust employee professional development programs:

- Faculty Online Mentoring Program ([CH1.17](#))
- Passport to Success Program for new employee onboarding in all classifications ([CH1.75](#); [CH1.76](#))
- Classified Professional Staff Training and Retention (STAR) conference ([CH1.77](#); [CH1.78](#); [CH1.79](#))
- Culture of Dignity and Empowerment (CODE) online training series (launching spring 2024) and the Five-Day Experiential Learning Institute (FELI) to support all employees in maintaining a positive college-wide culture ([CH1.80](#); [CH1.81](#))

Faculty Flex trainings and independent projects increase knowledge and skills in target subject areas, provide opportunities to practice skills, increase learning opportunities for distance and online learning, and build skills in assessing student outcomes. SDCCE professional development opportunities increased in number and variety, resulting in better access to professional development

for all faculty and staff ([CH1.72](#); [CH1.73](#); [CH1.74](#)). Surveys are now deployed to measure the impact of professional development activities on student success and to provide feedback on professional development events, such as Flex Days, the Staff Training and Retention (S.T.A.R.) Conference, and external conference opportunities ([CH1.82](#); [CH1.83](#)). This work continues to support the development of programming and services to support student success and growth. ([CH1.84](#)). Convocation and Institution Day flex training are open to all employees ([CH1.85](#); [CH1.86](#)).

Surveys are regularly deployed to measure the impact of professional development activities on student success and to provide feedback on professional development events, such as Flex Days, the STAR Conference, and external conference opportunities ([CH1.82](#); [CH1.83](#); see also criterion 3.4).

Growth Area 4. Maintain and secure technology in support of data-driven instruction, decision making, and student services aligned with Goal 4. Maintaining and securing technology in support of instruction and student services to support student success ([CH1.51](#) pp.26-28).

SDCCE implemented strategies to maintain current technologies that benefit student learning environments and support students with critical services. Maintaining a Technology Plan demonstrates the college's commitment to implementing current technologies in all learning environments. Technology Committee developed a Collegewide Technology Plan in 2018. In 2022/23, the committee refined the plan, which was approved at an October 2023 Executive Governance Council meeting. The Technology Plan outlines advances in technology for SDCCE that impact student learning and service needs, including technology replacement goals that span the Plan, enhancement of video conferencing systems across all SDCCE locations, investigation of modern technologies to support improved communication, enhancement of campus wayfinding by leveraging digital wayfinding technology, and more ([CH1.87](#)).

SDCCE's commitment led to the expansion of instructional technology for the incremental buildout of HyFlex courses and online course support tools ([CH1.88](#); [CH1.89](#); [CH1.90](#)). The growth of online, hybrid/partially online, and HyFlex teaching modalities increased student access and improved learning for students who may not be able to attend, or fully attend, in person classes ([CH1.91](#)).

The ERP improved the availability of student outcomes reporting for SDCCE which had a positive impact on programs' abilities to make data-driven decisions to promote student persistence, improve course accessibility, and plan course offerings to accommodate student academic needs ([CH1.92](#)).

Growth Area 5. Use integrated planning to support institutional and student success aligned with Goal 5. Integrated planning to support student success ([CH1.51](#) pp.27-32).

In spring 2016, SDCCE began developing an office to support research and integrated planning for the college (i.e., office of PRIE). Annual integrated planning (AIP) took several years to fully develop and refine. AIP is now a crucial interconnecting framework for the review of data and assessment, strategic planning, resource allocation, and budgeting. A resource allocation process was developed that aligned resource allocation to program review and strategic planning by linking each resource request to a program's strategic objective(s) ([CH1.99](#)). The program review timeline was revised to position completion prior to yearly budget planning. The 7-year planning cycle is now in alignment with accreditation. All programs and departments are annually reviewed through the program review process. Department mission statements and SLO's are included in program review, which is used as a tool to inform annual planning and resource allocation. PRIE developed and led

the institution-wide adoption of Anthology, formerly Campus Labs, which provides one access and storage point for each phase of integrated planning ([CH1.93](#); [CH1.94](#)). This system provides cloud-based reporting and tracking of planning efforts year over year and enhanced information and evidence capture to support accreditation self-study efforts and the streamlining of program review and strategic planning ([CH1.95](#)). Instructional and administrative review forms, resource request forms, and CTE LMI analysis were established electronically in Anthology in 2019/20 to complement the strategic planning forms established in 2018/19 ([CH1.96](#)). Collaboration between content experts was key to effective trainings ([CH1.97](#); [CH1.98](#)). SDCCE continues to refine integrated planning practices, data, and data-based discussions and training to engage with student learner outcomes, assessment, and segmented data for DEIAA planning.

Meeting Major Student Learner Needs, College Needs, and Areas for Growth

SDCCE has addressed student learner needs, college needs, and growth areas by applying various strategies to impact student success. While some of the primary highlights are mentioned throughout Chapter 1 and in the Action Plan, many more are cited throughout the self-study report.

Student learner needs. SDCCE created a Seven Pillars of Student Success campaign and established a comprehensive basic needs program, SDCCE CARES, to support students ([CH1.100](#); [CH1.101](#); [CH1.102](#)). Learning needs have been supported through Higher Education Emergency Relief Fund (HEERF) student vouchers, community partnership events that provide students with hiring opportunities, the Technology Access Program (TAP) which provides eligible enrolled students access to laptops to complete online and remote courses and programs ([CH1.103](#); [CH1.104](#); [CH1.22](#)).

In 2021, to facilitate student enrollment, the offices of student services and instruction created an Institutional Strategic Enrollment Management Plan (SEM) and implemented a series of taskforce groups to address five focus areas within our institution ([CH1.23](#), pp. 56-57). These focus areas are student onboarding, marketing and outreach, student-centered scheduling, transitions and the student journey, and program development and innovation ([CH1.105](#)).

The investment in HyFlex technology has allowed many programs to offer courses in a variety of modalities ([CH1.88](#)). Advancements have also been made in the number of faculty utilizing Open Educational Resources in class. The use of Open Educational Resources is beneficial to students by reducing the out-of-pocket textbook and educational resources for students ([CH1.106](#); [CH1.107](#); [CH1.108](#); [CH1.109](#); [CH1.110](#)).

College needs. SDCCE continues to address school infrastructure needs by building additional CTE learning labs equipped with HyFlex technology, growing high-demand programming, building branding for SDCCE, marketing its programs to the community, increasing grant funding and SDCCE Foundation support, and renovating facilities and space usage for students. Implementation of tutoring centers and student lounges are aimed at increasing on-site student gathering areas and study support ([CH1.111](#); [CH1.90](#); [CH1.11](#)).

Chapter 2: School Profile and Supporting Data and Findings

Develop a clear profile of your school and students using data and information. Include the following:

- Provide data about the school including demographics, enrollment, relevant Dataquest information, course enrollment patterns by student groups, teacher assignment monitoring outcomes (AMO), link to SARC and other relevant data.
- Include job placement rates or military enrollment rates, ESL promotion data, CASAS benchmark data, licensing exam pass rates, GED pass rates, and other relevant program data.
- Ensure the updated School Profile addresses the following:
 - Three years of data, if available
 - Data presented through the use of appropriate charts, tables, and graphs data disaggregated, as appropriate, analyzed and interpreted, i.e., findings.
 - Include links to related profile materials at the end of the report
 - Determine implications of the data, noting trends and patterns
 - Identify two to three major preliminary student learner needs based on the data
 - Determine two to four important questions to consider in focus groups that have been raised by the analysis of student performance and demographic and perception data.

Additional Online School Program and Course Description

- Provide a succinct summary of all types of online instruction and specialized programs offered.
- For each program listed, provide data that demonstrates the impact on student learning. Incorporate the disaggregation of selected data based on the separate program provided: enrollment, achievement completion rate, etc.

Note: Some of this data may be referenced as part of schoolwide data.

Schoolwide Learner Outcomes

- List the schoolwide learner outcomes/completion profile
- Using data generated in this profile describe to what extent the programs/courses are connected to the schoolwide learner outcomes/completion profiles and to what extent these are being achieved.

SDCCE School Profile and Learner Outcomes Report ([CH2.1](#)).

Foreword

Each year, programs and departments are guided through a data-based review and improvement process in the form of program and administrative review. These are guided by program review-aligned program and department-level data and accreditation-aligned *SDCCE School Profile and Learner Outcomes Report*, which includes the learner outcomes/completion profile ([CH2.1](#); [CH2.2](#)). Additional institutional research reports and dashboards are on the PRIE website ([CH2.3](#)).

Summary

SDCCE stands as a pivotal institution with a profound impact on its diverse student community. The college's commitment to accessibility, flexible learning, career advancement, and academic achievement reflects its dedication to serving the unique needs of its students. SDCCE's influence extends beyond the classroom, contributing to the empowerment and skill development of its students, fostering a pathway to success in both education and the workforce. SDCCE's impact is evident in its commitment to providing educational opportunities to a diverse student population and addressing their unique needs.

Access to education. SDCCE serves a student body that is reflective of the surrounding communities in San Diego. It attracts a mix of high and low-income earners, including a substantial immigrant population. Many students speak languages other than English at home, underlining the institution's importance in providing education to a linguistically diverse community. SDCCE plays a vital role

in providing equitable access to education for underserved, underemployed, displaced, and disenfranchised adults in San Diego. It serves an older, ethnically diverse, and predominantly female population, with a sizable number of low-income students. The college mission is aligned with addressing the educational needs of these underserved groups.

Flexible learning opportunities. SDCCE offers flexible learning opportunities, with various in person and online instructional modalities, including fully online, live online, hybrid/partially online, and HyFlex classes. The creation of the ICOM Academy further enhances flexibility by offering competency-based micro-credentialing programs. These options cater to diverse student schedules and preferences, allowing them to access education in a way that suits their needs.

Academic achievement and skill development. The institution's focus on learner outcomes and SLOs, assessment, and learner-centered teaching strategies aims to enhance student success and skill development. SDCCE continually updates its programs to align with industry standards, ensuring that students acquire relevant skills and are prepared for career success.

Transition opportunities. SDCCE serves as an educational steppingstone for high school students and students transitioning to credit colleges or further education. While transitions temporarily declined due to the pandemic, the college's strategic location on the campuses of sister colleges facilitates this transition for many students, creating pathways to continued educational growth.

Career advancement. SDCCE provides numerous certificate programs designed to enhance students' income and employment potential. These programs, career counseling, and internship opportunities facilitate transition to the workforce, supporting students' pursuit of meaningful careers.

College Profile

SDCCE serves as the sole provider of noncredit classes in the community college system within the city of San Diego. SDCCE's geographical boundaries are coterminous with San Diego City; the local K-12, SDUSD; and SDCCD's credit colleges, City, Mesa, and Miramar colleges ([CH2.4](#)).

SDCCE offers an ongoing program of instruction throughout the year. The fall and spring terms are 88 and 87 days, respectively. The summer semester varies from 3 to 11 weeks. The first three fall term days and the first two spring term days are faculty Flex days. Flex is defined in Title 5 as instructional improvement activities "in lieu of instruction". Faculty may fulfill their apportionment-generating Flex credit during Flex days or at any time. The SDCCE calendar is approved each year by the Academic Senate and Board of Trustees ([CH2.5](#)).

SDCCE is authorized to offer classes in all nine state-supported noncredit categories outlined in the California Education Code Section 84757a. SDCCE has 13 overarching programs, nine of which are CTE programs organized by workforce pathways. Programs are designed to enhance student income and employment potential, facilitate transition to further education, and encourage life-long learning. ([CH2.6](#); [CH2.1](#) p.10). In fall 2023, SDCCE offered 109 certificate programs in basic skills and CTE areas, community education low-fee general interest classes, and customized contract training classes designed for the business sector ([CH2.7](#)).

Community Context, Student Demographics and Enrollment

According to the latest information available from the U.S. Census Bureau, in July 2022, the population estimate for San Diego was 1,381,162, while San Diego County was 3,276,208 (U.S. Census Bureau, n.d.). From 2020 to 2022, there was a negative growth trend across California; the population percentage decay for the city of San Diego was -0.4% (San Diego County, -0.7% and

California, -1.3%), while the United States remained in slow growth mode (0.6%); San Diego County's population is projected to grow by 2.1% between 2022 and 2027, which is slightly lower than the state's projected growth rate of 2.7% (California Dept. of Finance, 2023).

SDCCE reflects the diversity of its surrounding communities in the city of San Diego. San Diego is a mix of high and low-income earners. The city median household income between 2017 and 2021 was \$89,457, higher than the county and nation (\$88,240 and \$69,021, respectively). Still, about one tenth of the population (11.6%) lives in poverty (San Diego County, 10.7%; California, 12.3%; U.S. Census Bureau, n.d.). The poverty rate is alarming, considering the high and increasing cost of living across the region. While the median price of existing single-family homes sold in San Diego County in March 2012 was \$363,710, home prices trended ever higher to \$930,000 by April 2023 (California Association of Realtors, n.d.).

Like the rest of California, San Diego attracts many immigrants. Between 2017-2021, on average, foreign-born persons comprised 25.1% of the city's population. In comparison, percentages were 22.7% for San Diego County, 26.5% for California, and 13.6% across the nation. Consequently, a high percentage of the city (38.8%) speaks a language other than English at home, which is higher than San Diego County (36.7%), yet not as high as California overall (43.9%). 89.3% of the San Diego city population age 25 or older attained at least high school graduation, slightly surpassing the county, state, and country (88.3%, 84.2%, and 88.9% respectively ([CH2.8](#)).

SDCCE is an important tuition-free educational onramp for underserved, underemployed, displaced, and disenfranchised adults in San Diego. SDCCE typically enrolls an older student population than the credit colleges. SDCCE is predominately female, ethnically diverse, and includes a substantial number of low-income students. On average between fall 2020 and fall 2022, the largest age groups were students 50 years or older (40%) and students ages 30 to 39 (24%). Women constitute 68% of students. Latino and White students comprise 35% and 31% of students, respectively; Asian/Pacific Islander and African American students comprise 16% and 9% of students, respectively. Over a third (38%) of students reported an annual income of less than \$5,000 ([CH2.9](#); [CH2.10](#)).

Students enroll in two classes, on average, per semester ([CH2.11](#)). Classes and programs vary widely in the number of hours required. For some short-term vocational programs, students can complete a program in one term. In 2018/19, SDCCE served 37,597 students (unduplicated headcount) with 118,534 enrollments ([CH2.12](#)). SDCCE's enrollment had been declining slowly for several years due to a district-planned course reduction, a strong economy that shrunk the pool of potential students, and a hostile political climate that negatively impacted English language programs designed to serve immigrant populations. Yet, some career technical programs thrived due, in part, to efforts to increase industry partnerships and the development of short-term stackable certificate programs that gave students greater flexibility in scheduling classes ([CH2.13](#)). During the pandemic (2020/21), the student population declined to 16,467 headcount and 62,339 enrollments ([CH2.12](#)). Students faced challenges and obstacles migrating to online environments and some had to temporarily remove themselves from their education. The SDCCE student population rebounded in 2022/23; headcount rose to 22,179 and enrollment was 66,939. Ensuing years are similarly expected to increase.

Additional Online Programs and Course Descriptions

Types of Online Instruction. Online education can be a key component of a student's journey. Online classes offer students the flexibility to choose a variety of existing and emerging instructional modalities to fit their schedules and preferred method of instruction, while also being supported with

virtual student services. SDCCE faculty, staff, and student leaders contributed to the online education definitions in the SDCCD distance education terms crosswalk ([CH2.14](#)).

SDCCE offers several types of online instruction (referred interchangeably as distance education):

- *Fully online* - Classwork is conducted online without a requirement for real-time, live meetings
- *Live online* - Classwork is conducted online with a requirement for real-time, live meetings
- *Partially online* - Some required class meetings on campus; remainder of classes online
- *HyFlex* - Students can join class online or in person based on student day-to-day preference

Attendance procedures for all modalities are widely communicated. The SDCCE Instructional Services Office updates, emails, and posts the Attendance Accounting Policies and Procedures memo each semester ([CH2.15](#)).

The considerable progress in online instructional programming has been astounding just prior to, during and post-pandemic. Instructional and student services personnel developed the ICOM Academy in 2019/20, which provides students fully online interactive competency-based micro-credentialing in a fast, free, flexible education format ([CH2.16](#)). ICOM Academy piloted three programs in summer 2020 and progressed to 16 programs by the end of spring 2021 ([CH2.17](#)). These career education programs are short-term and can be completed in 5-10 months. OER content is prioritized to make learning “zero-cost” to students. SDCCE’s ICOM Academy is part of the Improving Online Career Technical Education Pathways Grant and the California Virtual Courses (CVC) online courses ([CH2.18](#); [CH2.19](#)).

In spring 2020, events related to the pandemic impacted all areas of the district ([CH2.20](#)). Most employees shifted to remote operations to continue supporting SDCCE students, faculty, and staff ([CH2.21](#) p.2). The pandemic accelerated transition to online instruction and student services; SDCCE’s distance education enrollment footprint expanded from 12% (4,509 students) of all enrollments in fall 2019 to more than 99% (25,135) of all enrollments in fall 2020. The student attendance hours in distance education, measured by FTES, surged 1,456% between fall 2019 and 2020, leaping from 258 FTES to 4,016 FTES. Subsequently, during fall 2021 and 2022, enrollment and FTES from online courses remained significantly higher than pre-pandemic levels. In fall 2022 due to concerted efforts to reopen the campus and resume in-person classes, there were 20,531 online enrollments and 3,586 online FTES, reflecting this transition ([CH2.22](#)).

Student learner needs identified: Equitable and Enhanced Access to Educational Offerings.

Recommendations: Priority strategies to build back enrollment and support for impacted populations and programs will be crucial moving forward, including data-focused class scheduling, new and relevant curriculum, and communication of online and in person services. Enrollment management, student outreach, and marketing are key to bringing students back, attracting prospective students, and providing equitable educational access to all San Diego communities.

Student Learning Data

SDCCE collects student learning data from various sources that provide information about student learner outcomes, persistence, completion, achievement, and transition. Student success data is part of the standard data collection processes required for state reporting and is measured by student enrollment, course completion, and program awards. Additionally, student achievement data is gathered from pre and post-test results of students’ California Adult Student Assessment System (CASAS) assessments, state licenses or industry-recognized certificates acquired by students, and

transition to college measures. Student success metrics were developed for SDCCE's noncredit programs in 2021. Unlike the credit colleges, success metric measurements are not typically recommended at the state level due to noncredit grading differing by program and institution. Therefore, SDCCE modeled its success metrics on SDCCE program recommendations and North Orange Continuing Education (NOCE) metrics. NOCE is the only other stand-alone noncredit college in the state. The PRIE team will continue developing and analyzing new metrics by student population, while utilizing qualitative student and faculty insight to identify and implement strategic priorities that mitigate institutionalized barriers to student success and for program planning and decision making.

Learner outcomes. SDCCE's programs and courses are designed, and continually updated, to align with SDCCE's learner outcomes. SLOs are developed through ongoing program-wide efforts, connecting to institutional SLOs (ISLOs) and to industry standards for CTE programs. Outcomes are integrated into course delivery, assessed using multiple methods, and informed by student feedback. Industry advisory boards and state initiatives shape SLOs. The curriculum is enriched with internal and external resources. The result is a dynamic educational approach that equips students with relevant skills, aligns with college and industry standards, and fosters student success and career readiness.

SDCCE's current ISLOs were most recently reviewed and adopted in spring 2023 ([CH2.23](#)). The five ISLOs are widely available (see criterion 1), including on the Outcomes and Assessment website and in classrooms ([CH2.24](#)). SDCCE integrated ISLOs and program SLOs into lesson planning by building a culture of SLO assessment and use of results. Consequently, despite a decrease in overall enrollments due to the pandemic, the number of students assessed annually increased. Between spring 2021 and spring 2023, SLO assessments increased by 87%, establishing a new qualified baseline for SLO data at 7,340 students assessed. Overall, 84% of students met their SLOs ([CH2.25](#)). There are differences in the number of courses assessed by program; in 2022/23 assessment rates ranged from 10% to 100% ([CH2.25](#) p.2). Similarly, pass rates across programs ranged from 59% to 100% over the most recent three years ([CH2.25](#) p.3). To address these disparities, the SLO Taskforce and the SLO/Program Review Coordinator will continue collaborating with department leads and faculty to identify and execute strategies aimed to enhance outcomes across all programs and work closely with programs in need of additional support.

Student and employee feedback surveys with accreditation-related questions are conducted every three years by the district research office. SDCCE results are then compared in a trend analysis that is posted on PRIE's website and shared with various SDCCE groups. Several questions from each survey can be directly tied to SDCCE's institutional SLOs ([CH2.26](#)). Over 80% of students who responded agreed with the statements related to the institutional outcomes, which affirms that students feel they are accomplishing SDCCE's global goals. Yet, wider communication of course-level SLOs is needed; 72% of respondents indicated they are familiar with their course SLOs.

Course retention and success rates. Course retention rates (alternatively referred to as course completion rates) measure the percentage of enrollments with a valid grade at the end of the semester divided by all enrollments. Valid grades are "A," "B," "C," "D," "F," Satisfactory Progress ("SP"), and Incomplete ("I") if the student returned the next time the class was offered. Between 2019/20 and 2020/21, retention rates for SDCCE students increased from 71% to 73% and decreased to 68% between 2020/21 and 2022/23 ([CH2.27](#) p2).

SDCCE developed alternative calculations for retention and success rates to ensure all programs, including those that do not grant grades (e.g., Emeritus, DSPS), were included in multi-program student learning analyses. The alternative retention rate is the percentage of enrollments that remain active until the end of the class, not dropped, divided by all enrollments. Between 2019/20 and 2022/23, the alternative retention rates for SDCCE decreased slightly from 95% to 93% ([CH2.27](#) p.4).

Course success rates measure the percentage of enrollments with a passing grade at the end of the semester divided by all enrollments. Passing grades are “A,” “B,” “C,” and “SP.” Between 2019/20 and 2022/23, SDCCE success rates decreased slightly from 66% to 63% ([CH2.27](#)).

Most academic programs at SDCCE have course-level indicators of satisfaction. These indicators are used to record if enrolled students satisfy course competencies in the course outline of record; they differ from the grade system utilized in the institution (e.g., A, B, C, D, F, I, SP). If students satisfy these competencies, they receive a “Satisfactory” mark. Other factors (e.g., assignments, attendance) may also be considered. The alternative success rate is the percentage of enrollments that received a “Satisfactory” mark divided by all enrollments. Between 2019/20 and 2022/23, alternative success rates for SDCCE classes increased overall, with some variability in the trend (31% in 2019/20, 41% in 2020/21, 37% in 2021/22, and 39% in 2022/23 ([CH2.27](#) p.3).

It is important to highlight that substantial efforts were undertaken within the last three years to develop, implement, and enforce a grading and credit policy within the institution. This policy includes provisions and guidelines pertaining to the utilization of satisfaction indicators, particularly the "Satisfactory" mark. This initiative has led to a significant increase in the frequency of employing the "Satisfactory" mark, contributing to the increase in the alternative success rate as traditional success rates experienced a slight decline during the same period ([CH2.28](#)).

Fall to spring retention. Fall-to-spring retention is a widely recognized indicator of student success in post-secondary credit education. While not formally defined at SDCCE, fall-to-spring retention refers to the percentage of students who attend at least one SDCCE fall course for one or more hours and then attend at least one SDCCE course for one or more hours the following spring term. SDCCE retention rates are influenced by the type of adult education programming offered. Many short-term certificate programs are offered, including some that take just one semester to complete ([CH2.27](#) p.4). Between 2016/17 and 2022/23, fall-to-spring retention increased from 55% to 64%.

Student learner need identified: Enhanced Retention and Success

Recommendations: Targeted support programs will be key to enhance course retention and success for all students in SDCCE. Faculty should employ learner-centered teaching strategies and provide timely feedback to foster engagement and learning. Regular assessment of SLOs, course outcomes and adjustments in curriculum design can enhance overall course effectiveness. Communication and awareness campaigns should inform students about course-specific learning objectives to empower them to achieve their academic goals, boosting retention and success.

Certificate and diploma completion. SDCCE offers three types of awards reported to state and federal agencies: Certificate of Course Completion, Certificate of Program Completion, and High School Diploma. A certificate of *course* completion is awarded to students who have completed a designated module or course within a program. A certificate of *program* completion is awarded to students who have completed the required courses in a certificate program pathway. High School Equivalency Preparation (HSEP) certificates of completion are awarded to students. SDCCE offers

the official HiSET test at the ECC and West City campuses (GED testing coming soon); however, results are not shared by the external testing agencies with SDCCE. High School Diplomas are awarded to students who have completed their required courses.

Course and program completion data, the predominant measures of student success, are compiled by SDCCE regularly and represented as a count. Between 2016/17 and 2022/23, the number of *course* awards granted by SDCCE increased by 83%. Programs that reflected the highest increase in the number of awards conferred were Digital Media and Programming (322%), Child Development (204%), and Information Technology (106%). Conversely, between 2016/17 and 2022/23, the number of *program* awards decreased by 12%, with ESL, Clothing and Textiles, and Hospitality and Culinary Arts reflecting the greatest decrease (77%, 71%, and 70%, respectively ([CH2.1](#) p.27). In the same period, the number of High School Diplomas awarded by the institution decreased from 148 to 80; however, this number does not include the number of program awards from the High School Equivalency program, which opened two years ago; 30 and 33 program awards were granted in 2021/22 and 2022/23, respectively ([CH2.1](#) p.30).

Noncredit to credit transition. Preparing students for transition to credit colleges is an important goal of many SDCCE programs, supported by SDCCE's two satellite sites on the Mesa College and Miramar College campuses. Between 2016/17 and 2022/23, the number of students who formerly attended classes at SDCCE and enrolled for the first time in credit classes at one of the sister colleges, fluctuated from 1,514 to 650. Transitions declined steeply between 2019/20 and 2021/22, from 1,178 to 565 due to the COVID district-wide campus closures and reduction in class offerings ([CH2.29](#)). As enrollments increase, transitions are slowly increasing.

Transition to the workforce. Student transition to the workforce is measured through the annual statewide Career Technical Education Outcomes Survey (CTEOS), administered to SDCCE students by the California Community Colleges Chancellor's Office (CCCCO), which oversees the state's district and college system. There is a reporting lag to provide former students time to find job placement (e.g., 2019/20 cohorts completed the survey in 2022). Students who reported securing a job closely related to their program of study varied between 62% and 66% during reporting years 2020 to 2022. At the same time, students who spent three or fewer months finding a job remained steady at 66% to 67% ([CH2.30](#)).

Student learner need identified: Expanded Completion and Transition

Recommendations: To improve program completion and transitions to the workforce and college, SDCCE must continue enhancing its support programs, regularly reviewing and updating its curriculum. Additionally, SDCCE must strengthen communication and collaboration with sister colleges to support noncredit to credit transitions and with industry partners to increase student internships and apprenticeship opportunities, providing more pathways to student success.

Chapter 3: WASC Adult School/ROCP Criteria and Indicators

Criterion 1: School Mission, Culture, and Schoolwide Learner Outcomes/ Completion Profile

Directions

- Evaluate the school's effectiveness in addressing the School Mission, Culture, and Schoolwide Learner Outcomes/Completion Profile criterion and indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the ***school mission, culture, and schoolwide learner outcomes/completion profile impact student learning and well-being.***

The school demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Schoolwide learner outcomes are developed and reviewed annually to ensure that they are current and relevant.

Summary

SDCCE's mission statement supports SDCCE's purpose and vision, identifies its intended student population, and commits to student transformation. The SDCCE mission guides institutional planning and decision making. The SDCCE mission is accessible, aligns with district goals and our institutional purpose, and the goals for all students based on current and future student learning needs and current research and industry input. Student attainment of SLOs is measured quantitatively and qualitatively. SLO's are reviewed annually to ensure students are successfully learning while achieving personal, academic, civic, and career goals. The mission, culture, and learner outcome/completion profile impact student learning, well-being, and sense of belonging by assisting the SDCCE team to implement goals, increase student learning success, and create a collaborative culture with an emphasis on personalized learning plans for adults and older adults. Our programs are highly effective based on our findings and analysis.

Indicator 1.1: The school has a statement of mission that describes its broad educational purpose, its intended student population, and its commitment to high levels of student learning.

SDCCE's Driving Principles comprise the college's vision, philosophy, core values, mission statement, diversity statement, and ISLOs ([CH3.C1.100](#)). The college mission and vision statements encapsulate the college's commitment to student success and well-being, supports the college's purpose and vision, identifies its intended student population, and commits to student transformation, community engagement, and leadership.

As a part of the district, SDCCE is committed to fulfilling the promise conferred on California Community Colleges by the 1960 California Master Plan for Higher Education (updated 2002) to admit any student capable of benefiting from instruction ([CH3.C1.1](#)). SDCCE serves the most vulnerable and underserved sector of the population within the district's service area by providing tuition-free noncredit programs that educate adults to obtain a vocational certificate, high school diploma, or high school equivalency; advance English language skills; obtain citizenship and/or job training; support brain injury and brain fitness; and more ([CH3.C1.2](#)).

Indicator 1.2: The school’s mission statement is central to organizational planning and decision- making activities. The mission statement is approved by the governing body, published internally and externally, and regularly reviewed and revised to connect to current student learning needs.

The SDCCE mission guides institutional planning and decision making ([CH3.C1.3](#) pp. 8-10). The SDCCE mission aligns with the district mission and goals ([CH3.C1.4](#); [CH3.C1.5](#)). SDCCE’s goals for all students are based on current and future student learning needs and current research and industry input. With the mission in mind, faculty and administrative leadership review existing and future programs in partnership with industry and community-based organizations. SDCCE revises programs and services as students’ needs change, while ensuring that any program changes are aligned with the college’s mission ([CH3.C1.6](#); [CH3.C1.7](#); [CH3.C1.8](#); [CH3.C1.9](#)).

Through stakeholder engagement in annual and cyclical program review and strategic planning, leadership answers the question: How is SDCCE serving its mission? The mission statement guides program-level planning, ensuring all programs and services are aligned with the college’s mission and align with the needs of its student population. All academic, student services, and administrative units create or update program mission statements during program review, which is an annual predecessor to strategic planning and resource allocation. Program mission statements are aligned with the college’s mission statement, reviewed annually, and revised as needed ([CH3.C1.10](#)). The college-wide and program mission statements were critical to the development of the SDCCE seven-year Institutional Strategic Master Plan ([CH3.C1.11](#); [CH3.C1.3](#), pp.8-10; 60-95).

The Driving Principles are formally reviewed twice within the accreditation cycle; prior to the mid-cycle progress report and self-study report ([CH3.C1.3](#), p.9). In fall 2022, the PRIE Office conducted a survey to assess employee perceptions about the driving principles ([CH3.C1.12](#)). Survey results supported student-centered, equity and inclusion focused changes. After review and discussion at numerous shared governance groups, a refresh of the driving principles statements and addition of a 5th ISLO were approved by SDCCE’s Executive Governance Council in April 2023 ([CH3.C1.13](#)). In December 2023, the SDCCE Diversity statement, developed by the Diversity, Equity, and Inclusion Committee and shared widely for feedback, was adopted.

The SDCCE mission statement is distributed to learners and the community in many ways. The mission is a footer on every SDCCE webpage, linking to the SDCCE driving principles and it is a recommended addition to committee meeting minutes and agendas via committee meeting templates ([CH3.C1.14](#); [CH3.C1.15](#)). The mission is in the annual course catalog and in the printed class schedule that is sent to homes in the region every fall and spring ([CH3.C1.16](#), p.3; [CH3.C1.17](#) pp 14-15). In early spring 2024, the mission statement and all driving principles will be re-posted in every classroom and student services counter after the spring 2023 statement and ISLO revisions and the late fall 2023 DEIAA statement addition ([CH3.C1.100](#)). The mission statement is shared in the President’s Weekly Messages, special messages from the President, and student newsletter. ([CH3.C1.18](#) p.7; [CH3.C1.19](#) p.3).

Indicator 1.3: School leadership and staff create a collaborative school culture with an emphasis on personalized learning plans for older students and adults.

Belonging is vital to performance, innovation, and retention, and starts with executive leadership commitment. A *Where You Belong* employee webpage was launched in September 2023 aimed at creating an environment where employees feel included, accepted, and valued, with their uniqueness treasured by the organization and colleagues ([CH3.C1.21](#)). To support this vision, our executive

leadership is dedicated to improving well-being across the campuses and breaking down silos. Instruction and Student Services leadership regularly work together on strategic initiatives that are important to the college (e.g., enrollment management, implementation of CCCApply, campus supports and events). Program review leads are managers and/or program chairs, but all program and department stakeholders are encouraged to become involved. Professional development and committees are places to engage collaboratively across the institution. ASB and student services leaders work with students to decide events and activities needed (e.g., affinity groups, Be Well, student membership on committees).

In 2021, the SLO/Program Review Coordinator worked with student services deans to create student-centered administrative unit outcomes statements (AUOs). College and Career Transitions and Student Support Services (formerly Student Equity and Support Services) offices developed and incorporated SLOs into their assessment plans to better track and support student success linked to their workshops and services ([CH3.C1.22](#)).

Instructional programs collaborate with counseling and student services to ensure personalized learning plans are developed for and with certificate program students according to each student's educational goals ([CH3.C1.23](#); [CH3.C1.24](#); [CH3.C1.25](#); [CH3.C1.26](#)). Students can access services and information through the SDCCE Online Student Assistance Services webpages and the Counseling Office's webpages, and Canvas site which contain easy-to-access information related to counseling services ([CH3.C1.27](#); [CH3.C1.28](#); [CH3.C1.29](#); [CH3.C1.30](#); [CH3.C1.31](#)). In spring 2023, tutorials for new student email accounts were created to ensure students could use their new Microsoft Outlook school emails and Microsoft 365 accounts starting in summer 2023 and Outreach Services provided on-campus and online email support events ([CH3.C1.32](#); [CH3.C1.33](#); [CH3.C1.34](#)).

SDCCE's Emeritus Program provides a wide array of courses and information about upcoming events for students ages 55+ ([CH3.C1.35](#); [CH3.C1.36](#); [CH3.C1.37](#)). Emeritus students work toward lifelong learning goals through education designed to engage them in interactive, communicative activities that promote critical thinking. Emeritus students can pursue their goals while participating in community events and contests that align with their learning objectives ([CH3.C1.38](#); [CH3.C1.39](#)). The SDCCE Outreach Office partners with the ESL and Emeritus programs to offer enrollment support at off-site locations. Counselors assist students who would like to learn about Emeritus courses via meeting appointments. If an Emeritus student indicates they may pursue a certificate program, counseling provides the necessary program/pathway information, confirms their interest, and adds an educational plan. Job opportunity events and other related resources for older adults are continuously updated ([CH3.C1.40](#)).

Indicator 1.4: The school establishes schoolwide learner outcomes that identify the broad, global goals for all students based on current and future student learning needs and current, research-based concepts.

An expectation at SDCCE is that SLOs are aligned with SDCCE's mission, and meet the standards required in the relevant disciplines. The fundamental elements of student learning are clearly articulated in the form of SLOs at all levels (e.g., course, program, and institution ([CH3.C1.41](#); [CH3.C1.42](#); [CH3.C1.43](#))). Well-planned strategies for implementing multiple measures of student learning, along with the results from these multiple measures, are used as feedback for further academic planning, including curriculum redesign, development of innovative programs, administrative decisions with respect to resource allocation, and potential facilities design and/or

renovation ([CH3.C1.44](#); [CH3.C1.45](#)).

In 2009, four ISLOs were developed. Individual SDCCE instructional programs examined and aligned their goals with the ISLOs and met to develop program and course-level SLOs. Recently, learning outcomes were expanded to student services departments during the program review process. Student services departments also review instructional strategies to inform their requests for resources that create alignment with student instructional needs ([CH3.C1.46](#); [CH3.C1.47](#)). In 2023, a fifth DEIAA-related ISLO was approved alongside the revision of the mission, vision, core values, and philosophy statements ([CH3.C1.48](#); [CH3.C1.49](#); [CH3.C1.50](#) p.3).

SLOs are developed and maintained for departments, programs, and courses ([CH3.C1.3](#) pp.60-79, 83-87; [CH3.C1.41](#)). Completion data is collected and reported at institutional and instructional program levels. SLOs are included in course outlines of record and used for assessments, as relevant to the course subject ([CH3.C1.51](#)). Faculty present ISLOs and program SLOs in their syllabi and course learning objectives and refer students to them regularly. ISLOs must be tied to new course development ([CH3.C1.44](#) p.6).

Some students take classes for personal enrichment and to improve their everyday roles as digital citizens, parents, and caretakers. Students in the ESL/Citizenship courses learn many ways to manage their lives (e.g., how to develop a letter requesting a parent/teacher conference and meeting preparation, advocacy for citizenship, how to complete the complex N400 Naturalization Application and prepare for the citizenship interview). These are gateway skills to new civil rights, new responsibilities, and a new life in American society. SDCCE courses for Emeritus students, many of whom have entered retirement or lost a spouse, provide an opportunity to engage in life-long learning, participate in society, learn digital skills, and maintain cognitive health. It is important for these programs and courses to update their SLOs for relevance and pertinent skills ([CH3.C1.51](#)).

SDCCE has progressed in integrating ISLOs and program SLOs into lesson planning by creating a strong culture of SLO assessment and use of results, guided by the SLO Taskforce and the established SLO assessment cycle ([CH3.C1.53](#); [CH3.C1.54](#); [CH3.C1.55](#); [CH3.C1.56](#); [CH3.C1.57](#); [CH3.C1.58](#)). The cycle kicks off each spring during biannual Flex program meetings. Discipline faculty set aside time to review, plan and collaborate on SLO assessment using a variety of tools ([CH3.C1.59](#); [CH3.C1.42](#); [CH3.C1.60](#)). Faculty efforts are augmented by SDCCE's annual SLO Assessment Week, which promotes and celebrates the assessment of student learning through workshops, faculty panels, and games focused on best assessment practices and submitted assessments ([CH3.C1.61](#); [CH3.C1.62](#); [CH3.C1.63](#); [CH3.C1.55](#)). The SLO assessment cycle culminates in the fall with programs reporting how use of results improved teaching and learning ([CH3.C1.64](#); [CH3.C1.46](#)).

A total of 3,927 assessments were reported for SDCCE's inaugural SLO Assessment Week in spring 2020 (19% of courses offered). Assessments increased over two years to 7,340 students assessed in spring 2022 (34% of courses offered), which establishes a qualified post-pandemic baseline for SDCCE ([CH3.C1.46](#)). Still, the college experienced a decline in the number of students meeting their SLOs over the three years by eight percentage points (92% in 2020/21 to 84% in 2022/23). SDCCE will monitor the decrease, which may be impacted by the sheer increase in course assessments. There is a need for ongoing collaboration, training, and support around data-informed decision-making so that students receive more targeted support inside and outside of their classes to increase assessment outcomes.

SDCCE has reached SLO milestones coming out of the pandemic that it will continue to build upon (e.g., increase in the assessment of SLOs; launch of the “SLO Exchange,” a new Canvas shell for SLO resources, announcements, newsletters, and exchange of assessment ideas; [CH3.C1.66](#)). The SLO Taskforce will support faculty in review and adoption of the fifth SLO at the program and course levels. The SLO Taskforce will strategically track and target unassessed courses and outcome areas in need of improvement, a capacity that SDCCE has established through the use of Anthology, the SLO repository and tracking system.

Criterion 1. School Mission, Culture, and Schoolwide Learner Outcomes/Completion Profile Summary

Prioritize and list the strengths and growth areas for this criterion based on the school’s identified major student learner needs.

Areas of Strength

1. SDCCE's ongoing measurement of SLOs has led to a significant cultural shift, emphasizing a commitment to continuous improvement and a dedication to ensuring the effectiveness of its educational programs.
2. SDCCE has increased comprehension and engagement in SLO assessment across programs by integrating institutional and program SLOs into lesson planning, institutionalizing a culture of SLO assessment and use of results.
3. SDCCE has continued to solidify its participatory governance process aiming to promote adaptability, collegiality, transparency, and collaboration by maintaining an update process that incorporates a feedback loop component.
4. SDCCE's driving principles strongly advocate for diversity, equity, inclusion, access, and anti-racism, fostering a culture that values and promotes these essential values.

Areas of Growth

1. SDCCE needs to continue streamlining the current SLO assessment process by solidifying data collection/reporting, investing in faculty training, and garnering support from all departments involved in these activities.
2. SDCCE needs to continue building a culture of evidence by expanding the data coaching ecosystem, which will ensure data/information is used effectively to support decision-making.
3. SDCCE needs to continue developing data infrastructure to facilitate the interpretation of student impact data in decision-making.

Criterion 2: Governance, Organizational Infrastructure, and School Leadership

Directions

- Evaluate the school's effectiveness in addressing the Governance, Organizational Infrastructure, and School Leadership criterion and indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the ***governing board impacts student learning and well-being***.

The organizational structure and roles of governance and leadership are clearly defined and designed to facilitate decisions that support student learning and improve organizational effectiveness. The governing body enables the administration to implement policies and lead the school effectively.

Summary

SDCCE's organizational structure, governance process, and leadership are clearly defined and designed to facilitate ethical and effective leadership, decision-making and continuous improvement that support student learning and improve organizational effectiveness. As one of four colleges at the SDCCD, SDCCE's governing body enables the administration to implement policies and lead the college effectively. The governance, decision-making structure, and organizational processes are regularly evaluated to ensure their integrity and effectiveness. The established infrastructure of policies and procedures provides stability and consistency for all organizational programs, activities, and events. The inclusive governance process supports SDCCE leaders who create a positive learning environment in a collegial and collaborative atmosphere that provides the foundation for college improvement and elevated levels of achievement and success for students.

Indicator 2.1: The school has clearly defined roles of governance that provide for ethical and effective leadership and results in continuous improvement of the school.

Administrative structure of the SDCCE. SDCCE is led by President Dr. Tina M. King. Dr. King is a transformative educational leader whose vision is guided by the core values of inclusive excellence, equity-mindedness, and institutional responsibility for student success. Dr. King has served in every sector of public education in California and is a tireless advocate for students and educators ([CH3.C2.1](#); [CH3.C2.2](#)).

The Administrative infrastructure plays a crucial role in advancing SDCCE's mission, led by the SDCCE President, vice presidents, deans, and managers ([CH3.C3.60](#)). The participatory governance structure at SDCCE is a collective effort that ensures that all aspects of the institution work together harmoniously to support students and uphold their commitment to excellence in adult education ([CH3.C2.3](#)).

Executive Governance Council (EGC). The highest-level governance group, EGC discusses and responds to recommendations that have been passed through the committee structure ([CH3.C2.4](#); [CH3.C2.5](#)).

Academic Senate. The Academic Senate is open to all SDCCE faculty members and provides the opportunity to participate in the SDCCE participatory governance structure ([CH3.C2.6](#); [CH3.C2.7](#)).

Classified Senate. The Classified Senate Executive Council represents classified professionals at all levels in the participatory governance structure of SDCCE. The primary function of the Classified Senate Executive Council is to provide SDCCE Classified Professionals with a leadership voice in the institution ([CH3.C2.8](#); [CH3.C2.9](#)).

Associated Students. The Associated Students (AS) are the center of campus involvement, connection, and service, to enrich the experience of the student body ([CH3.C2.10](#); [CH3.C2.11](#)). Membership in the Associated Students allows students to engage in campus clubs and organizations, create campus-wide activities and events, and advocate for student issues on local, districtwide, statewide, and national levels. Membership is open to all students.

Additionally, five governance committees provide recommendations to EGC on topics ranging from student access, retention, and completion, the budget, professional development, safety, facilities, and technology ([CH3.C2.3](#)). Currently, ten operational committees act as advisory to, and support communication of, the functional units' area of work ([CH3.C2.12](#)).

These governance and infrastructure efforts result in continuous college improvement for its students and employees, of which institution-wide feedback is a critical component ([CH3.C2.13](#); [CH3.C2.14](#); [CH3.C2.15](#); [CH3.C2.16](#); see indicator 2.2).

Administrative structure of the SDCCD. The SDCCD is led by Chancellor Designate Gregory A. Smith, the district's former Acting Chancellor and Vice Chancellor of People, Culture, and Technology Services ([CH3.C2.25](#) pp.7-8). Gregory Smith will become the permanent chancellor January 25, 2024 pending Board approval. SDCCD underwent a national search for a permanent chancellor. Chancellor Smith continues a legacy of chancellors deeply rooted in equity, inclusion, and social justice. The Chancellor provides leadership for the four colleges in the district ([CH3.C2.17](#); [CH3.C2.18](#); [CH3.C2.19](#))

SDCCE, City, Mesa, and Miramar colleges are part of the SDCCD and governed by a five member locally elected board of trustees and one student member from each college, in accordance with the California Education Code. The Board of Trustees is well known for its stability, strong commitment to students and the community, and overall effectiveness in governing the district. The Board sets annual goals that align with the district Strategic Plan; annual joint goals with the SDUSD, our K-12 partner; and governing touchstones for accreditation ([CH3.C2.20](#); [CH3.C2.21](#)). The board's goals center on maintaining elevated levels of student success, financial stability, and the Board's commitment to social and racial justice; which align with the SDCCE Strategic Plan, and the SDCCE President's Priorities ([CH3.C2.22](#)). The Board encourages and supports efforts at all SDCCD campuses to ensure students have access to health services, mental health services, basic needs, and childcare. The Board's exposure to student voice through more opportunities for direct Board-to-student communication can be exemplified by the newly created position of an SDCCE Student Trustee in 2022 ([CH3.C2.23](#)).

Additionally, the SDCCD shared governance structure allows opportunities for SDCCE students, faculty, and staff to participate regularly in formal (e.g., committee meetings, convocation) and informal (e.g., leadership office hours, celebrations) meetings and gatherings ([CH3.C2.25](#)).

Indicator 2.2 The school's governance, decision-making structure, and organizational processes are regularly evaluated to ensure their integrity and effectiveness.

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. The Board of Trustees is committed to regular participatory governance and ensures that faculty, staff, and students participate as required by law and the decision-making processes of the district ([CH3.C2.25](#); [CH3.C2.26](#); [CH3.C2.27](#); [CH3.C2.28](#)). SDCCD Board policies and structures provide decision-making guidance to all SDCCD constituents and are revised on a six-year review cycle ([CH3.C2.29](#)).

The District Governance Council (DGC) serves as the districtwide communication, planning, and review forum on issues affecting the district. This group reviews and recommends items to the Board of Trustees on significant issues (e.g., annual district budget, long-range and strategic planning directions, education/student services plans, advocacy at local, state, and national levels ([CH3.C2.25](#) p.30)).

The SDCCE students and employees follow a system of policy, procedure, decision-making structures, and organizational processes that provide guidance to governance members. To enhance effectiveness and integrity, governance committees continuously monitor, evaluate, recommend, and approve policy and procedure changes as a part of conducting business aligned with committee oversight ([CH3.C2.30](#); [CH3.C2.7](#); [CH3.C2.31](#); [CH3.C2.32](#); [CH3.C2.33](#)).

SDCCE's Office of Planning, Research, and Institutional Effectiveness (PRIE) conducts institutional research, employee professional development, and provides leadership and support for program review, strategic planning, assessment, accreditation, and shared governance review ([CH3.C2.34](#); [CH3.C2.35](#)). The Planning and Institutional Effectiveness (PIE) Committee is the operational committee responsible for assuring the institution's planning framework is consistent with accreditation criterion and guides the institutional assessment, evaluation, and coordination of activities leading to institutional effectiveness and improvement ([CH3.C2.36](#), [CH3.C2.32](#)). The Research Sub-Committee and Accreditation Sub-Committee/Steering Committee are subsidiaries of the PIE Committee.

The PRIE office measures and communicates results of regular governance and institutional effectiveness evaluations (e.g., surveys, self-assessments) for college improvement. The SDCCE Participatory Governance Self-Assessment is conducted every 3-4 years in advance of Governance Handbook revision ([CH3.C2.14](#)). Student and community Institutional Planning Feedback Surveys are conducted before strategic master planning ([CH3.C2.37](#); [CH3.C2.38](#)). The annual Administrative Unit Feedback Survey is conducted before program review ([CH3.C2.39](#)). The annual Integrated Planning Feedback Survey is conducted after strategic planning ([CH3.C2.40](#)). The SDCCD Research office conducts accreditation-focused employee satisfaction surveys ahead of the mid-cycle and self-study reports that examine perceptions and opinions of institutional effectiveness, governance and decision-making, programs, services, instruction, and facilities for each college.

Indicator 2.3: The school has an established infrastructure of policies and procedures that provides stability and consistency for all organizational programs, activities, and events.

The Board of Trustees is responsible for establishing policies that govern all activities that impact the business of the district and colleges ([CH3.C2.41](#)). SDCCE benefits from comprehensive policies and procedures that apply districtwide. Development and review of policies and procedures are collegial efforts involving participatory governance groups. The board relies primarily on the Academic Senates for policies and procedures that affect academic and professional matters. The board follows the requirements of negotiations on matters within the scope of bargaining interests. The board relies primarily on the recommendations of staff with input from various constituencies for administrative matters ([CH3.C2.25](#) p.9).

Board Policies (BP) and Administrative Procedures (AP) are adopted by the Board of Trustees in alignment with the recommendations of the Community College League of California, a statewide advocacy group, which helps to streamline the process of adoption and provides for similar policies and procedures to be uniformly applied across the state, while still allowing for internal flexibilities to address the specific needs of the district and the colleges ([CH3.C2.41](#)). Constituencies throughout

the district provide feedback on policies and procedures before the Board adopts them. Policies are regularly brought to the DGC, which features leadership from district and college administration, for review, revision, and referral to the Board of Trustees for adoption ([CH3.C2.43](#)).

SDCCE maintains a Participatory Governance Handbook (see Indicator 2.4) that details the bodies of consultation through which collegewide policies and procedures are adopted that either exist outside of the district's policy handbook, or enhance the implementation, understanding or clarification of district policies and procedures as they apply to SDCCE ([CH3.C2.44](#)). For example, recently the adoption of AP 3721 regarding use of electronic communications at the district level was delegated to the colleges for individual implementation. In so doing, the district helped to underscore the importance of providing a structure for the overall need addressed by the procedure, while allowing the colleges the opportunity to best address how to implement the procedure locally ([CH3.C2.5](#); [CH3.C2.45](#); [CH3.C2.46](#)).

Indicator 2.4: The leadership of the school creates a positive learning environment in a collegial and collaborative atmosphere that provides the foundation for school improvement and high levels of achievement and success for students.

In an ongoing effort to support student success, SDCCE creates a collegial and collaborative culture through an immersive participatory governance process. The participatory governance structure encourages faculty and staff to play an active role in the leadership of SDCCE. Academic faculty and staff are encouraged to exercise their rights and responsibilities to participate in the governance process, as defined in California Education Code, §70901(d,e) and reaffirmed in the SDCCD board policies.

SDCCE Governance Groups and Committees are governed by processes outlined in the SDCCE Governance handbook ([CH3.C2.44](#)). The handbook provides a visual overview of our structure, and detailed specifics about governance committees and supporting work groups. The Executive Governance Council (EGC) is the highest governance group at SDCCE; comprising 13 members that represent eight participatory governance groups, units and interests across SDCCE. EGC discusses and responds to recommendations from these participatory groups and renders recommendations to the President. The entire handbook is revised every three to four years, aligning with our seven-year accreditation cycle. However, any committee can propose changes to goals, membership, quorum requirements, and calendar at any point through the EGC approval form and with final approval of EGC and the President. This creates opportunities for input to drive purposeful action and continuous improvement.

The SDCCE master calendar informs the SDCCE community by listing committee meeting dates and times for the academic year and campus activities (e.g., term beginning/end dates, student enrollment support sessions, division-wide events; [CH3.C2.47](#)).

SDCCE's governance structure provides stability for widely used processes and collaborative responsiveness to emerging system-wide changes for planned and unplanned events. Sub-committees are standing committees that address a specific ongoing need for a larger committee. Sub-committees listed in the SDCCE Governance Handbook are open to all and bring recommendations and updates back to the governance committee. To respond to emerging system-wide changes, a temporary work group or taskforce can be created within or outside of a standing committee. These members address issues, identify recommendations, and suggest next steps for student access and success. This agile process allows members from various units to collaborate, meet regularly during a brief period, troubleshoot emerging issues, identify resources, suggest ways

to scale, monitor, evaluate solutions, and recommend ways to integrate work group or taskforce topics into existing governance structures ([CH3.C2.48](#); [CH3.C2.48.a](#); [CH3.C2.48.b](#)).

SDCCE leadership empowers staff through consistent supports that recognize and encourage professionalism and participatory governance. Faculty and staff are encouraged to participate in hiring committees, district-organized leadership academies, state and local conferences, program and department planning retreats, committees, taskforces, and work groups. Faculty and staff create and foster a sense of community and belonging by participating in opportunities for collaboration and consultation in both informal and formal settings including convocation day events, the Five-Day Experiential Learning Institute (FELI), work-based learning professional development, Passport to Success, Faculty Institute, Academic Senate and Classified Senate meetings, and Board of Trustees meetings ([CH3.C2.49](#); [CH3.C2.50](#); [CH3.C2.51](#); [CH3.C2.52](#); [CH3.C2.53](#); [CH3.C2.54](#); [CH3.C2.55](#); [CH3.C2.56](#); [CH3.C2.57](#)).

SDCCE leadership continually highlight and celebrate student and staff achievements, honor diverse cultures, and inform the community about student learner supports that leads to an open and welcoming environment for all, as chronicled through the President's Weekly Messages ([CH3.C2.58](#); [CH3.C2.59](#); [CH3.C2.60](#); [CH3.C2.61](#); [CH3.C2.62](#)).

Criterion 2. Governance, Organizational Infrastructure, and School Leadership Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. SDCCE's current organizational infrastructure enables collaboration/representation and supports SDCCE's mission to provide accessible, equitable, and innovative quality education and career training to adult students.
2. Institution-wide policies and procedures are developed collaboratively, involving various participatory governance groups.
3. SDCCE places emphasis on participatory governance, ensuring that faculty, staff, and students have opportunities to actively participate in decision-making processes.

Areas of Growth

1. SDCCE needs to further improve communication channels to ensure student and other stakeholder voices are consistently heard and incorporated into decision-making process while leveraging internal communication infrastructure developed within the last 7 years.
2. SDCCE needs to provide additional resources, communication, channels, and support systems as part of the organizational infrastructure to ensure high level-services and employee development.
3. SDCCE needs to enhance policies and procedures to promote cross-departmental and cross-committee collaboration.

Criterion 3: Faculty and Staff

Directions

- Evaluate the school's effectiveness in addressing the Faculty and Staff criterion and indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how **faculty and staff impact student learning and well-being**

The school leadership employs qualified personnel to support student learning programs and services to ensure organizational effectiveness. Personnel are treated equitably, evaluated regularly, and provided opportunities for professional development that impact student learning.

Summary

SDCCE faculty and staff provide quality support that positively impacts student learning and well-being. The college employs qualified personnel with appropriate education, training, and experience in line with its mission and Profile and Learner Outcomes Report. SDCCE implements personnel policies and procedures that are clearly communicated to all employees. The hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel. SDCCE leadership assures the effectiveness of its faculty and non-teaching support staff by systematically evaluating all personnel; offering direction and support for their growth. All personnel are offered opportunities for professional development and the college implements processes to measure the impact on student learning ([CH3.C3.1](#)). Our systems of instruction and support are highly effective based on our findings and analysis.

Indicator 3.1: The school employs personnel who are qualified by appropriate education, training, and experience in line with its school mission and schoolwide learner outcomes/completion profile.

SDCCE ensures that all personnel are qualified by appropriate education, training, and experience through strict adherence to the hiring policies and procedures established by the SDCCD and the California Community Colleges Chancellor's Office (CCCCO).

Minimum qualifications. In line with the above statement, all SDCCE faculty possess at least the minimum qualifications as specified in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* and reaffirmed through SDCCD Board Policy 7120: Recruitment and hiring or equivalent ([CH3.C3.2](#); [CH3.C3.3](#)). These qualifications are upheld as the benchmark for SDCCE programmatic needs throughout the entire recruitment and hiring process for contract and adjunct faculty, substitutes, administrators, and classified personnel, as described in SDCCD administrative procedures 7215, 4200.1, 4200.4, and 4200.6, and SDCCD board policies 7250 and 7230 ([CH3.C3.4](#); [CH3.C3.5a](#); [CH3.C3.5b](#); [CH3.C3.5c](#); [CH3.C3.7](#); [CH3.C3.8](#)).

A faculty candidate who does not meet the minimum qualifications may request an equivalency determination, as stated in Education Code 87359, Article 2, Assembly Bill 1725 (1988). The determination of equivalency and recommendation to the Board is exclusively reserved for the Academic Senate through the processes outlined in SDCCD AP 7211: Equivalency determination procedure ([CH3.C3.9](#)).

Screening committees. The SDCCD Employment Office provides general hiring process guidelines ([CH3.C3.10](#)). SDCCE ensures the qualifications for each position are closely matched to specific programmatic needs and aligned with SDCCE's mission by carefully following the APs pertaining to appointments to screening committees and developing appropriate screening criteria and questions to screen and interview candidates based on programmatic need. For example, faculty screening

committees are guided by AP 4200.1: Employment of faculty ([CH3.C3.5a](#)). Membership includes the Dean, Program Chair or Associate Program Chair, an equal employment opportunity (EEO) representative, two or more faculty who are subject matter experts in specific disciplines, and if appropriate, outside representatives from private industry, career services, or another institution. The entire committee approves the job announcement, which guides candidate evaluation as related to validated criteria established in the job announcement. The criteria address subject area knowledge and competency, teaching and communication skills, and demonstration of cultural competency and sensitivity. Classified hiring includes at minimum, a Classified Senate-appointed employee, the hiring manager, and an EEO representative ([CH3.C3.10](#)). AP 4200.4 and AP 4200.6 guide adjunct instructional, hourly, and substitute faculty and manager employment ([CH3.C3.5b](#); [CH3.C3.5c](#)).

Guided by BP 7100, SDCCE fulfills the board commitment to "...hiring and staff development processes that support the goals of equal opportunity, diversity, and cultural competency, to provide equal consideration for all qualified candidates" ([CH3.C3.11](#)). All faculty and staff who serve on screening committees must have certification indicating that they have participated in SDCCD Equal Employment Opportunity (EEO) and Diversity training within the three years prior to serving on a screening committee ([CH3.C3.12](#); [CH3.C3.13](#)). Screening committees must include a SDCCD-designated EEO representative who ensures that the committee members adhere to all EEO and nondiscrimination goals and procedures.

College planning that guides programmatic development and resources. SDCCE determines the number of faculty and staff members needed to meet the learning needs of all students by means of the seven-year SDCCE Strategic Plan and the annual integrated planning process, through which all programs and departments engage in annual program or administrative review, strategic planning, and resource allocation. This process is also informed by a variety of initiative mandates which provide funding to SDCCE including Basic Skills, CalWORKs, the California Adult Education Program (CAEP), the Student Equity and Achievement Program (SEAP), the Strong Workforce Program (SWP), the Student Success and Support Program (SSSP), and the Workforce Innovation and Opportunity Act (WIOA).

SDCCE's instructional program review provides an opportunity for programs to review the SDCCE Profile and Learner Outcomes Report and program-level student demographic, enrollment, and learning data to evaluate how student needs are met and how programs can be improved. They use this review of data to inform student- and equity-focused strategies and requests for resources, including requests for new faculty and staff. Similarly, the administrative program review allows administrative units to reflect on their role in weaving support for students and to assess the services they offer to support student success.

Indicator 3.2: The school implements personnel policies and procedures that are clearly communicated to all employees. The school's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.

All resources regarding personnel policies and procedures are publicly available on the SDCCD website. All positions are created, and all appointments are made by the SDCCD Board of Trustees ([CH3.C3.14](#)). Matters within the scope of collective bargaining are addressed in the SDCCD Classifications Collective Bargaining Agreements, Faculty Collective Bargaining Agreements, and BP 7140 ([CH3.C3.15](#); [CH3.C3.16](#)). The SDCCD Employment Office facilitates all new employment, promotions and transfers related to academic and classified job opportunities. The recruitment and hiring process for all personnel follow the SDCCD BPs and APs ([CH3.C3.3](#)).

Faculty, staff, and administrators participate in all steps of the process, including applicant screening, interviewing, and selection in accordance with SDCCD, CCCCCO, and EEO regulations and best practices ([CH3.C3.10](#)). The SDCCE Administrative Services Office announces newly hired personnel at each fall Convocation and spring Institution Day and provides quarterly position summary reports for transparency in hiring ([CH3.C3.17](#)).

Indicator 3.3: The school leadership assures the effectiveness of its faculty and non-teaching support staff members by evaluating all personnel systematically and provides direction and support for their professional growth.

Results of formal evaluations are used as mechanisms for growth, to assess effectiveness and identify measures necessary to correct deficiencies. SDCCD systematically establishes, publishes, communicates, and adheres to personnel policies and procedures available for information and review. SDCCE assures the effectiveness of its faculty and non-teaching support staff by following the formal evaluation guidelines established by the district ([CH3.C3.18](#)). Personnel policies and procedures are developed and updated by the SDCCD Human Resources Office, in compliance with changing laws and regulations. Draft policies and procedures are reviewed by the Chancellor's Cabinet and discussed and evaluated by the DGC, a standing council comprised of students, faculty, and staff representatives from throughout the district ([CH3.C3.19](#)). Final approval of policies is via action by the SDCCD Board of Trustees.

Evaluations are determined by district policies and procedures, the various collective bargaining agreements, and the Meet and Confer Handbooks ([CH3.C3.15](#)). For example, evaluation procedures for Classified Professionals are codified in the Classified Professionals Bargaining Agreement and implemented as part of the evaluation process ([CH3.C3.20](#)). The parameters governing each evaluation are dependent, in part, upon the classification of the individual and the permanency of the position ([CH3.C3.21](#); [CH3.C3.22](#); [CH3.C3.23](#)). Notices to managers about upcoming evaluations and tracking/submittal of evaluations are managed at SDCCE by the Administrative Services Office for classified personnel and by the Instructional Services Office for faculty. Clear and timely communication of upcoming individual evaluations ensures supervisors and managers abide by district policy and are an area of potential growth.

The evaluation of faculty, as detailed in Article XV, outlines committee coordination, timelines, frequency, and evaluation instruments ([CH3.C3.24](#)). Mandatory student evaluations are completed yearly. Faculty are evaluated using different domains and criteria depending upon whether they are teaching faculty or counselors. 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 ([CH3.C3.25](#)). 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 ([CH3.C3.26](#)). All faculty are evaluated using the same evaluation instruments whether they teach in the classroom, online, or by using a combination of both instructional modalities ([CH3.C3.27](#)).

Indicator 3.4: The school provides all personnel with appropriate opportunities for professional development and implements processes to measure the impact on student learning.

SDCCE is committed to supporting students and employees by using data to inform decisions and professional development (Goal 4 in ISMP). Strategic objectives 4.4 and 4.5 guide professional development opportunities that focus on customer service, DEIAA, fiscal processes, leadership, and

technology; and faculty professional development that supports teaching and assessment in all modalities and the development of online instruction ([CH3.C3.1](#); [CH3.C3.28](#) p.42).

According to the fall 2021 Employee Accreditation Survey report for SDCCE, more than three quarters of the respondents contend that SDCCE provides opportunities for continued professional/staff development (85%), offers opportunities that have a positive impact on student learning (78%), and that employees stay current in their field of expertise (76%; [CH3.C3.29](#) p.11).

Faculty and staff are provided with a rich array of training and enrichment opportunities that directly support student success. Professional development opportunities are organized and promoted to SDCCE employees by many distinct groups, sometimes with the intention of professional development for all, and sometimes focused on specific groups needing directed support. The institution recently realigned professional development programs dispersed across the institution to a consolidated professional development unit within the PRIE Office. Rationales are to solidify collaboration among these programs as professional development supports for all employees; to embed diversity, equity, and inclusion work across professional development programs; to collaboratively assess the need for new professional development programming institution-wide; and to more tightly marry professional development and research on the effectiveness of professional development. The Office of the President, the Office of Instructional Services Online Faculty Mentor Team, and the academic and classified senates are also prominent facilitators of professional development. Additionally, many activities are offered at the program and department level. Faculty and staff participate in external conference opportunities and districtwide events and academies ([CH3.C3.1](#)). Individual workshops respond to departmental needs such as computer training, evolving pedagogy, learning needs, health improvement workshops, communication, and customer service ([CH3.C3.30](#)).

SDCCE professional development efforts respond to both legacy topics and emerging topics. The Flex/Professional Development Coordinator regularly promotes professional development opportunities to the college ([CH3.C3.31](#); [CH3.C3.32](#); [CH3.C3.33](#); [CH3.C3.34](#)). SDCCE offers workshops during Flex days in the fall and spring ([CH3.C3.35](#); [CH3.C3.36](#); [CH3.C3.37](#)). The STAR Conference, held annually in spring, provides professional development specific to Classified Professionals ([CH3.C3.38](#); [CH3.C3.39](#); [CH3.C3.40](#)). Passport to Success is an employee onboarding program that is undergoing re-development in 2023/24 to support all new employees' integration into the college and knowledge base about programs and departments, policies, procedures, and SDCCE culture ([CH3.C3.41](#); [CH3.C3.42](#); [CH3.C3.43](#)).

In emerging needs, SDCCE supported faculty and staff development for the June 2023 activation of SDCCE student email addresses which better promote communication amongst students, faculty, and classified professionals. To prepare for student email, multi-factor authorization, and single sign-on implementation, SDCCE created job aids and workshops for students and staff digital literacy and direct email support ([CH3.C3.44](#)). Students are more easily able to set up and access their new email accounts ([CH3.C3.45](#); [CH3.C3.46](#); [CH3.C3.47](#)). This work is ongoing as district and college technology advances and SDCCE student and staff needs are identified and addressed.

A desire for growth and redevelopment of professional development programs is emerging. With Passport to Success's new direction to serve all employee onboarding, a stand-alone faculty teaching and learning institute will be developed in the next year to two years. SDCCE was also granted Regional Strong Workforce funding to implement a data-focused Counselor Institute ([CH3.C3.48](#)). In fall 2023, SDCCE sought and was granted the competitive CCCC Culturally Responsive

Pedagogy and Practices grant to develop a data-focused Faculty Equity Institute in spring 2023 and 2024 ([CH3.C3.49](#)). SDCCE recently allocated funding to implement a Classified Professional Equity Certification ([CH3.C3.50](#)). SDCCE also piloted a Diego Navarro-led online culture of dignity training series in spring 2023 and allocated funding to develop a Culture of Dignity and Empowerment (CODE) program for all employees to assure students have a safe and encouraging learning environment ([CH3.C3.51](#)).

Online training is available to all employees through the Cornerstone platform in coordination with the CCCCO and the Vision Resource Center. The district also utilizes the Keenan Safe Colleges program to provide OSHA-approved courses, interpersonal and work-related courses, sexual harassment prevention training, and many other topics ([CH3.C3.52](#)). Employees may be granted professional development incentives and educational-related study leaves (e.g., paid professional study leave or sabbaticals, tuition reimbursement, educational incentives) as part of their bargaining agreements ([CH3.C3.20](#), articles XII & XV; [CH3.C3.53](#), articles IX & VI; [CH3.C3.54](#), articles V & VII). For example, faculty may request sabbatical leave for research, classes, travel, or other work to enhance their knowledge in their discipline; they may seek professional development via travel and conferences; and may receive advancement of salary based on completed educational plans and advanced degrees ([CH3.C3.55](#), articles XVIII and VIII).

Surveys are conducted for many professional development opportunities to get feedback on topic areas of interest and needed support, how the professional development was received, and how the professional development supported employees' work and impact on students ([CH3.C3.56](#); [CH3.C3.57](#); [CH3.C3.58](#); [CH3.C3.59](#); [CH3.C3.60](#); [CH3.C3.61](#)).

A *Where You Belong* employee webpage was launched in September 2023 aimed at further boosting communication and building a stronger sense of camaraderie at SDCCE ([CH3.C3.58](#)). The web page contains our college's Culture Principals, the R&D Facilitation timeline for SDCCE, professional development opportunities, and the SDCCE Campus Climate Study data visualizations for each campus with data and recommendations ([CH3.C3.62](#)).

Criterion 3. Faculty and Staff Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. SDCCE student and programmatic needs act as the as the benchmark for employment qualifications.
2. SDCCE prioritizes providing professional development opportunities for faculty, classified professionals, NANC employees and administrators.
3. SDCCE has established well-defined and specific timelines and expectations for both faculty evaluation and the tenure process.

Areas of Growth

1. SDCCE needs to continue creating an environment that supports the growth and success of our valued classified professionals and faculty, through improved communication and well-defined evaluation procedures.
2. SDCCE needs to continue developing a symbiotic relationship between Professional Development initiatives and student success through integration of data.
3. SDCCE needs to continue enhancing the quality and efficiency of its decision-making processes through active engagement and feedback from stakeholders.

Criterion 4: Curriculum

Directions

- Evaluate the school's effectiveness in addressing the Curriculum criterion and indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how **curriculum impact student learning and well-being**

The school leadership develops and implements a challenging, coherent, relevant and research-based curriculum that allows all students the opportunity to reach schoolwide learner outcomes/completion profile. The school's curriculum reflects its mission and schoolwide learner outcomes/completion profile and connects directly to current student learning needs.

Summary

SDCCE's curriculum is designed, developed, implemented, and evaluated in a continuous improvement cycle to provide support for, and impact on, student learning and well-being, utilizing a current and documented curricular plan that outlines courses of study necessary to reach stated goals, licensure requirements, or certificate expectations. By collaborating with internal and external stakeholders, SDCCE maintains a regular curricular review cycle to ensure that the needs of the community are met, and the content taught in the classrooms is accurate, relevant, and maintains curricular integrity. With the provision of low-cost, zero-cost, and affordable materials and resources, many students have access to current texts, learning materials, informational resources, and technology that meet their course learning objectives. A system of online education innovation and scaling provides rigorous, relevant, coherent, and articulated online curriculum that is accessible to all students through courses/programs offered. These assessments analyze course completion, credits, grading policies, homework, and use of technology. The curriculum is highly effective based on findings and analysis.

Indicator 4.1: The school uses a current and documented curricular plan or map that outlines courses of study necessary to reach stated goals, licensure requirements, or certificate expectations.

Each program maintains the currency of curriculum by collaborating with industry, integrating emerging technology advances, and aligning curriculum with policy. Program pathways are provided to students, counselors, and faculty to inform students of educational and career pathways. Detailed descriptions of career training certificates and career pathways are on each program's webpages for the SDCCE community, prospective, new, and continuing students to reference ([CH3.C4.1](#)). The program pathways clearly define the sequence of courses necessary for career development, upskilling, or transition to college, ensuring that students have a better understanding of the opportunities and investment required to achieve success.

The goal of SDCCE to college CTE transitions credit by exam is to provide SDCCE students with opportunities to accelerate college degree completion by leveraging their prior learning ([CH3.C4.2](#)). Eligible students can earn college credit to support transition to City, Mesa and Miramar colleges and a degree program. All nine SDCCE program areas have at least one active agreement with a college in the district. SDCCE courses with active agreements increased by 22% from 36 in 2019/20 to 44 in 2023/24 ([CH3.C4.3](#) p.15; [CH3.C4.4](#)). In spring 2023, SDCCE offered 187 CTE transitions credit by exam sections with active agreements taught by 54 different faculty. With 2,873 active enrollments in those courses, 22% were academically eligible.

Faculty and administrators ensure that curriculum incorporates current and emerging technology standards. The Information Technology (IT) program has been designated by CyberHire as a

preferred provider of IT and Cybersecurity training, following a rigorous review by a panel of local San Diego employers convened by the San Diego Workforce Partnership. Students benefit from the additional opportunities provided by CyberHire, including internships and paid IT certifications ([CH3.C4.5](#); [CH3.C4.6](#) p.11). The Cloud Solutions certificate program ensures students have access to emerging technologies in Cloud Computing and are trained in industry standard tools ([CH3.C4.7](#)). Workforce Preparation certificate programs address industry recommendations to include vital soft skills training within short-term vocational training courses ([CH3.C4.8](#)).

Indicator 4.2: The school has developed and implemented a regular curricular review cycle to ensure that the needs of the community are met, and the content taught in the classrooms is accurate and relevant and maintains curricular integrity

SDCCE Curriculum Review Committee (CRC) supports the development and implementation of curriculum to fulfill the educational needs of the institution's diverse student population and the community it serves. The CRC supports the development of curriculum via the review and approval of new and revised course outlines and programs; ensures alignment of curriculum with institutional and district goals and missions; provides guidance and resources including templates, guidelines, and related curricular information to faculty and staff; supports institution-wide efforts to continually improve program pathways and promote interdisciplinary discussions; supports districtwide efforts to continually improve instruction and curriculum.

SDCCE curriculum development aligns with the BP and AP 5020, which ensure curriculum development is faculty-driven under the purview of the CRC and includes faculty representatives from each program ([CH3.C4.9](#); [CH3.C4.10](#); [CH3.C4.11](#)). The CRC meets monthly in fall and spring to review new and revised curriculum for academic rigor and relevance to the college mission, labor market data that justifies CTE curriculum, industry advisory feedback, and regional curriculum alignment ([CH3.C4.12](#); [CH3.C4.13](#); [CH3.C4.14](#)). Technical guidance and review are provided by the Curriculum Analyst and Curriculum Chair on the curriculum review process ([CH3.C4.15](#); [CH3.C4.16](#)). Course outlines of record (CORs) are accessible on the college website to provide direct and public access, supporting faculty, staff, and students in making better-informed decisions ([CH3.C4.17](#)).

The CRC regularly reviews and updates its practices and guidance to incorporate DEIAA best practices in the CORs, the curriculum review rubric, and certificate programs ([CH3.C4.18](#)). The CRC audits materials to ensure they use inclusive language. In 2022/23, a review of CORs not revised in five years or more and courses that were Active-Not-Offered is now used to deactivate or revise curriculum. These efforts ensure students are offered relevant and current courses ([CH3.C4.19](#); [CH3.C4.20](#)).

Curriculum review is driven at two levels, by annual program area review and by the direction of the CRC. Program Area Review is an organic process based on industry policy, licensure, certification, and student need. As a result, many programs have developed stackable certificates of completion. For example, the Digital Media and Programming program faculty redesigned their Front-End Web Development curriculum, moving from a seven-course to a six-course program with pathways to web programming and/or content management systems ([CH3.C4.21](#); [CH3.C4.22](#)). ESL program faculty responded to changing workplace and technology demands by expanding and updating prevocational ESL certificate programs and courses. ESL now offers prevocational instruction at the beginning, intermediate, and advanced levels at all campuses. Courses are nine weeks in length and provide more entry and exit points for students, thus increasing accessibility ([CH3.C4.23](#)). Emeritus program faculty continue to actively update courses to meet the needs of older adults, adding three

new courses and revising 20 others over several academic years, 2019 to 2023 ([CH3.C4.24](#)).

To provide more flexible and granular programs that meet the specific needs of the community, programs provide many entry points. Courses are offered in six, nine, or eighteen-week lengths and in the evenings, weekends and online, allowing students to pursue higher education or career training while maintaining other responsibilities and active lives. Short-term certificate programs and stackable certificate programs provide working professionals the opportunity to make quick gains toward professional growth ([CH3.C4.25](#)). In response to Adult Basic Education student needs and new Title 5 regulation, a new mathematics tutoring course has been developed and is currently in the approval process. A tutoring center is in the planning phase.

Indicator 4.3: Students have access to current texts, learning materials, informational resources, and technology that are sufficient to meet the course learning objectives.

SDCCE courses are tuition-free for all students. Yet some courses have textbook or materials fees. Providing zero-textbook cost (ZTC), low-cost, and affordable resources is a high priority for our college. SDCCE strives to make materials fees as low as possible. The Open Educational Resources (OER) Coordinator provided leadership for establishing an OER support infrastructure for OER adaptation over the past several years ([CH3.C4.26](#)). Additionally, opportunities to include OER and ZTC resources are now discussed within the technical review of new and revised courses ([CH3.C4.18](#)).

The IT program provides several digital learning resources at no cost to students. The North City NetLab makes hands-on labs available through a web browser requiring no specialized hardware or software. The Cisco Networking Academy, VMware IT Academy, and the Amazon Web Services (AWS) Academy provide access to learning management systems curated by industry-leading IT vendors at no cost to students ([CH3.C4.27](#); [CH3.C4.28](#); [CH3.C4.29](#)). These resources expand access to students from any internet-connected location and whenever needed, on or off-campus.

The Healthcare program provides creative innovative learning tools for skills training through Realityworks for a Certified Nursing Assistant Package which includes 19 hands-on resources, presentation slides, activities, assessments, and curricula. Students use simulation tools to support the development of empathy for patients they will provide care to in the clinical setting ([CH3.C4.30](#)). The Health Unit Coordinator course offers a healthcare simulation electronic health record and learning platform (EHR GO) to prepare students for electronic charting in the clinic and hospital setting.

The ESL textbook loaner program provided over 2,700 textbooks to students between 2020 and 2023 ([CH3.C4.31](#); [CH3.C4.32](#)). These loaner textbooks are invaluable, especially to beginning ESL learners. Many beginning-level students taking online integrated skills ESL courses are newcomers to the US. These students are less likely to have access to a computer in their home and frequently rely on their smartphone and its cellular data plan for internet connectivity to attend live online Zoom class meetings. When a student has a hard copy textbook, they can follow their phone-based Zoom classes with a larger textbook image of the material. Clear images are the foundation of language learning and bridge the language gap with the instructor. Most beginning-level students are also learning to write with the Roman alphabet and handwriting is an important kinesthetic component of learning the alphabet. Textbook and workbook activities guide students' writing development. These provide particularly important learner impacts to newcomers who strive to learn English but have transportation or childcare barriers that prevent them from attending on-campus classes.

Indicator 4.1a: A rigorous, relevant, coherent, and articulated online curriculum is accessible to all students through courses/programs offered.

SDCCE developed a rigorous implementation process to expand online offerings and enhance faculty professional development for quality distance education. SDCCE faculty who teach online courses complete the district's Online Faculty Certificate Program (OFCP) to acquire and refresh distance education teaching skills, including for accessibility ([CH3.C4.33](#)).

SDCCE strategically grew distance education and articulated online curriculum in several ways, including through the ICOM Academy and the Peer Online Course Review (POCR) process. The ICOM Academy was conceived when SDCCE developed several goals to serve online learners.

- Fill online quality gaps in existing CTE programs
- Build new online CTE programs and support services
- Increase retention and completion rates
- Provide equitable instruction for all students by supporting OERs or Zero-Textbook-Cost materials whenever possible
- Develop faculty mentors for scalability and future sustainability ([CH3.C4.34](#))

With the award of the Improving Online CTE Pathways Grant in 2019, Instructional and Student Services developed the ICOM Academy, which provides fully online interactive competency-based online micro-credentialing in a fast, tuition-free, flexible education format for students ([CH3.C4.25](#)). SDCCE developed 16 certificate programs; all are expected to be offered before the end of 2023/24 ([CH3.C4.35](#)). These career education programs are short-term and can be completed in 5-10 months. To date, eight of the nine SDCCE program areas offer ICOM courses, with 67 courses, and the participation of over 70 faculty ([CH3.C4.36](#)). ICOM courses offer students a predictable design and navigation path that increases accessibility by reducing the cognitive load. Rather than re-learn the navigation path of different digital design structures, the courses offer students a familiar way to click through the online courses.

Since 2021, SDCCE has taken steps to support distance education faculty professional development and review Canvas courses with the @One Online Course Design Rubric and the POCR process ([CH3.C4.37](#)). POCR is a robust professional development framework and credentialing system recognized statewide by CVC-OEI Consortium and the @One organization focused on professional development support for online instruction ([CH3.C4.38](#)). In 2021, the SDCCE Academic Senate discussed and adopted a resolution in support of these efforts ([CH3.C4.39](#); [CH3.C4.40](#)). Accessibility to online courses and programs is supported by the CRC. The Distance Education Addendum, which is attached to all CORs, addresses how course outcomes will be achieved in the distance education mode. This addendum is regularly revised based on CRC review and assessment, and as response to Title 5 distance education regulation changes ([CH3.C4.41](#) p.6).

Indicator 4.1b: The school assesses the online curriculum and its rigor, relevancy, and coherency by analyzing course completion, credits, grading policies, homework, and use of technology.

SDCCE invested in several programs that support online curriculum assessment and its rigor, relevancy, and coherency. POCR faculty review online course design and make recommendations for grading, homework, and the use of technology. Effective course design ensures students' learning experiences are transparent, eliminating the confusion and guesswork that can hinder learning. The POCR process has shown student success in aligned courses; success rates are 4.9%

higher than the statewide average for online courses ([CH3.C4.38](#) p.5).

The Summer Equity Project (SEP) was launched in 2021 to address student equity needs and identify professional development for faculty ([CH3.C4.42](#)). Participants found gaps in student services and student skills that limited their ability to participate in online classes. For example, some students with low technological literacy were left behind by the system of siloed responsibilities for online services. Staff with primary responsibility for providing these services often lacked the time or tools to adequately develop and present the services. Faculty, who may be students' first point of contact, often struggled to find, and share these services with students. The SEP team recommended that a process be established to provide student support services and faculty with the ability to collaborate on improving these services. This partnership focused on upgrading communication and student access and creating step-by-step guides that allow students easier access to resources. Participants identified and implemented emerging instructional opportunities for online courses, primarily HyFlex. The HyFlex modality comprises an online class with optional on-campus student attendance, meaning students have the option to attend live classes virtually (synchronously) or in-person. When combined with instructional best practices and professional development, the HyFlex approach increases student access, retention, and completion ([CH3.C4.43](#); [CH3.C4.44](#); [CH3.C4.45](#); [CH3.C4.46](#); [CH3.C4.47](#)).

Criterion 4. Curriculum Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. SDCCE provides a strong offering of tuition-free in person and online courses, including those that provide the opportunity to earn college credit through credit by exam.
2. Online education innovation (ICOM, HyFlex) has transformed from promising practices to pillars of student engagement and enrollment.
3. SDCCE implements the Peer Online Course Review (POCR) process that aligns with the (Online Education Initiative (OEI) Course Design Rubric providing a robust framework for online faculty.

Areas of Growth

1. SDCCE needs to continue extending micro-credentialing options such as those provided through ICOM Academy to accommodate student accessibility needs.
2. SDCCE needs to continue enhancing online curriculum options to support student goals.
3. SDCCE needs to continue providing Open Education Resources (OER) training to enable the integration of OER content in course materials.

Criterion 5: Teaching and Learning

Directions

1. Evaluate the school's effectiveness in addressing the Teaching and Learning criteria and indicators
2. Analyze and explain how the evidence supports your findings and response
3. Explain how the school continuous improvement process impacts student learning and well-being.

The instructional staff implements research-based instructional strategies and teaching methodologies that engage adult students at high levels of learning and allow them to achieve personal goals, schoolwide learner outcomes/completion profile, and course objectives.

Summary

SDCCE's teaching approach is designed, developed, implemented, and evaluated in a continuous improvement cycle to provide support for a positive impact for all students' learning and well-being. SDCCE provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses and ensures student success. Learning experiences link lived experiences and content and are self-directed, active, experiential, and collaborative. Leadership and faculty use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning. Differentiated learning opportunities for students with diverse backgrounds and abilities are supported through instructional approaches that promote inclusivity and equity. SDCCE is actively engaged in integrating legacy and emerging technology into instruction and monitoring its effectiveness. Strategies are used by the instructional staff to develop personalized approaches to learning and alternative instructional options which allow access to the rigorous standards-based curriculum and other programs.

Indicator 5.1: The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses and ensures student success. Learning experiences link lived experiences and content and are self-directed, active, experiential, and collaborative.

SDCCE offers programs and courses designed to align with the needs of the community, local industry, and employers ([CH3.C5.1](#)). SDCCE conforms with SDCCD policies and California state requirements for curriculum development, approval, award of certificates and instructional program review ([CH3.C5.2](#); [CH3.C5.3](#); [CH3.C5.4](#); [CH3.C5.5](#)). All courses have been developed by faculty who meet minimum qualifications in the relevant disciplines. SDCCE also offers 44 credit by exam courses for college credit opportunities ([CH3.C5.6](#)). The CRC engages in a recurring curriculum approval and revision process for certificate programs to ensure the courses and programs are appropriate to meet student educational needs and lead to student success (see criterion 4.2).

A crucial component of ensuring student success through effective instruction lies in the faculty's practice of evaluating the effectiveness of instructional courses and programs and then addressing any gaps. The assessment of instructional quality takes place within the classroom, encompassing both formative and summative evaluations of SLOs, formal and informal student feedback and evaluations, program and course completion rates, and for CTE programs, job attainment and the utilization of advisory boards. The array of student assessments is broad and includes evaluations of oral and written skills in EL Civics, ESL CASAS reading and listening assessments, and completion of capstone projects across various program disciplines ([CH3.C5.7](#); [CH3.C5.8](#); [CH3.C5.9](#); [CH3.C5.10](#); [CH3.C5.11](#)).

SDCCE engages in a robust annual program review process overseen by the Program Review Committee ([CH3.C5.12](#)). Program chairs and contract faculty, adjunct faculty, deans, and vice presidents reflect on student learner needs and develop strategies to help students through a focus on equity, access, and completion in their annual instructional and administrative program reviews. To support this work, the PRIE office develops, updates, and provides access to a Power BI dashboard that enables instructional program review writers to identify trends in access, course retention and success, persistence, certificate completion, and disproportionate impact among student populations ([CH3.C5.13](#)). Biennially, program faculty and deans reflect on labor market supply/demand, student completion, and program viability by analyzing labor market information (LMI) briefs provided by the Centers of Excellence, one of SDCCE's regional partners ([CH3.C5.14](#)). SDCCE is the only college in the region to fluidly embed and align the biennial LMI analysis directly into its program review process. In alternate years, program review is embedded with a CORs survey to ensure programs are regularly reviewing and updating curriculum. This continuous improvement process uses data as evidence to identify and support program improvements, create strategies for change, and ensure student success.

To assure course quality and equity in student success for students, SDCCE is offering a variety of data-based learning institutes. In 2020 and 2022, two faculty cohorts engaged in the SWP Faculty Institute. The institute was a professional development opportunity in which faculty reviewed and analyzed course and class-level data, including enrollment, student success and retention ([CH3.C5.15](#)). Faculty cohorts were empowered to analyze data from their individual class sections and build strategies and plans to make substantive improvements to retain more students and increase their sense of belonging and success ([CH3.C5.16](#)). SDCCE is now phasing to a counselor-focused institute in 2023/24 and two faculty equity institutes in summer 2024 and spring 2025.

SDCCE offerings are designed to empower students with skills that enable them to excel. Through rigorous curriculum and the college SLOs, SDCCE focuses on cultivating effective communication skills, fostering critical thinking abilities, and nurturing a powerful sense of social responsibility among its students. This approach is rooted in collaborative and cooperative coursework, with students actively engaging with their peers and faculty.

The Work-Based Learning (WBL) program is an effective student support to meet learner outcomes. SDCCE implemented WBL Coordinators to help faculty provide work-based learning opportunities for students, which enhances active, experiential, and collaborative learning. The WBL program provides students the opportunity to master necessary skills to process information, make decisions, work cooperatively in a diverse environment, and cope with changing situations in their lives. The program also provides opportunities for students to engage and prepare for employment while enrolled in instructional programs. WBL is an integrated component of SDCCE programming; from a student's first contact with an SDCCE classified professional who provides class and course information that emphasizes how classes are aligned to prepare students to enter or advance in their exploration and preparation for a career pathway, to the Career and College Transitions job developer that guides and supports students to enter or advance in a career pathway. Students are provided opportunities to interact with industry in various forums, including on-campus meetings and engagement at employer sites ([CH3.C5.17](#); [CH3.C5.18](#); [CH3.C5.19](#)). SDCCE's commitment to work-based learning is significant and the college plans to continue to enhance the program.

SDCCE Faculty provide a welcoming, inclusive environment in the online and in-person classroom, allowing students to bring their own experiences into their learning. This best practice effectively helps the students engage with and retain the instructional material. The effectiveness of SDCCE

instructional programs is evident. The spring 2022 Student Climate Survey demonstrates that students are being educated to “work, live and thrive” in today’s diverse communities ([CH3.C5.20](#) p.33). The success of our programs is also reflected in the number of courses, programs, and High School Diploma certificates awarded by SDCCE. Between 2016/17 and 2022/23, SDCCE increased the number of certificates awarded from 9,828 to 15,867.

Indicator 5.2: School leadership and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning for older students and adults.

SDCCE provides faculty with the support needed to remain current in their disciplines and develop continuous improvement infrastructure around teaching and learning. Robust teaching and learning infrastructures utilize internal and outside resources. Throughout the fall and spring terms, the college offers Flex workshops related to instruction that include credit by exam, grading and credit policies, curriculum development, and professional advancement ([CH3.C5.21](#)). The effectiveness of the professional development series is evident in feedback surveys where most respondents agree that programs are valuable and helpful to enhance instruction quality ([CH3.C5.22](#); [CH3.C5.23](#)).

SDCCE has developed numerous research-based professional development structures, including Passport to Success, an onboarding program that orients faculty and staff to SDCCE and SDCCD ([CH3.C5.24](#)). The curriculum has continuously improved, recently adding DEIAA topics into workshops ([CH3.C5.25](#)).

Indicator 5.3: Differentiated learning opportunities for students with diverse backgrounds and abilities are supported through instructional approaches that promote inclusivity.

Inclusivity and access for all students is a priority focus at SDCCE. Capstone projects allow students to determine their own project of interest using skills learned ([CH3.C5.10](#); [CH3.C5.11](#)). The ICOM Academy courses are designed in a consistent manner such that our students don’t have to relearn how to navigate each online course, removing barriers for student success and increasing enrollment into SDCCE’s noncredit courses ([CH3.C5.26](#)). Synchronous online courses offer live lectures, small groups, and one-on-one sessions throughout the day. Prior to the pandemic, classroom textbooks were available for many students. SDCCE recognized access was compromised during the pandemic and provided students laptop computers, continued facilitating book loans, and created print and video resources for beginning level ESL students ([CH3.C5.27](#); [CH3.C5.28](#); [CH3.C5.29](#); [CH3.C5.30](#)). CTE students were provided books, material kits, and loaner uniforms when necessary and appropriate to the course. Digital literacy support to students has become a key way to enhance learning, retention, and completion. ESL and DSPPS faculty collaborated on a two-year Digital Literacy Academy (DLAC) project to create a Canvas module for low-level learners following the Universal Design for Learning standards. It is currently shared as an OER in Canvas Commons for other institutions to access ([CH3.C5.31](#); [CH3.C5.32](#)). Materials were developed to help students attain access to Canvas and Zoom resulting in the elimination of some digital barriers to success ([CH3.C5.33](#); [CH3.C5.34](#); [CH3.C5.35](#)).

To assure quality and inclusive instruction, SDCCE explores ways to expand and enhance faculty professional development for distance education courses. Since 2021, SDCCE has taken steps to support faculty professional development and review Canvas courses with a design rubric developed by CVC-OEI Consortium ([CH3.C5.36](#)). SDCCE also focuses on engaging DEIAA work and professional development as a lens for curriculum development and greater inclusion within the classroom and in-classroom materials. Convocation, Institution Day, and embedded Flex sessions

provide faculty and staff the opportunity to participate in a wide variety of events designed to improve the student experience on our campuses ([CH3.C5.23](#)).

The CRC and distance education faculty members participated in the Long Beach Cultural Curriculum Audit. In fall 2020, the Academic Senate for California Community Colleges passed Resolution 03.04 F21, committing to “develop resources identifying effective practices” for equitable instruction and to “present the resources to local academic senates by fall 2021.” As part of this effort, SDCCE launched the Summer Equity Project (SEP). The SEP team met regularly to identify resources and best practices for anti-racist, equitable, and inclusive instructional strategies. Eight members were trained in a three-week Cultural Curriculum Audit workshop. These members shared what they learned, and the SEP team collectively made recommendations on how best to implement a similar practice at SDCCE. The SEP team conducted a gap analysis and identified areas of opportunity for further equitization: student technology support, HyFlex technology for hard-to-convert classes, and curriculum development processes and procedures ([CH3.C5.37](#)). Instructional leadership created student-centered schedules that include in-person classes in areas where our diverse students live and a large number of online courses to allow access to education from anywhere. Equity work groups also modified content in online Canvas courses to represent the populations of our students through diversity in visual images, authors of curriculum, etc.

Indicator 5.4: The school is actively engaged in integrating technology into instruction and monitoring its effectiveness.

The pandemic significantly affected SDCCE instructional modalities. As the college pivoted to remote and online education, faculty completed the 20-hour Online Faculty Certification Program. Faculty were provided distance education mentors and received training in the use of Canvas learning management system and Zoom. Since spring 2020, SDCCE has implemented a distance education survey of faculty, asking them to assess their comfort and proficiency in a variety of technology areas ([CH3.C5.38](#)). The results of this survey help monitor professional development effectiveness and inform a continuous improvement plan to support faculty needs. According to respondents of SDCCE Distance Education and Instructional Technology Survey, 85% of SDCCE faculty reported they were OFCP certificate holders; due to support from the SDCCE Online Faculty Mentor Team and a seven-tier professional development model ([CH3.C5.39](#) p.4).

SDCCE invested financial and human resources to become a leader in implementing HyFlex courses at scale. HyFlex professional development is robust and includes pre-semester educational technology training for faculty and instructional assistants, HyFlex Meetups, on-campus HyFlex mentoring/technology troubleshooting, and virtual HyFlex mentoring by appointment. Technology training is provided to students during onboarding (e.g., counseling, front desk assistance, Digital Navigator sessions, Outreach Services sessions), during registration (e.g., weekly ESL program digital technology trainings), and during class time. Professional development for faculty, staff, and students has supported a steady increase in HyFlex student enrollment from fall 2021 to spring 2023 (1,300 and 1,961, respectively; [CH3.C5.40](#)). Students indicate a high level of satisfaction with the technology resources available at SDCCE ([CH3.C5.41](#) p.12).

Beyond digital technology support, SDCCE technical programs utilize a variety of technological equipment and instructional modalities. For example, the Clothing and Textiles Program installed its first Fiber Technology Lab (FTL) ([CH3.C5.42](#)). The FTL provides students with access to Industry 4.0 advanced manufacturing technology for the Cut and Sew industry. The West City FTL lab houses direct-to-garment printers, sublimation printers, vinyl printers and cutters, laser cutters, 3-D

printers and scanners, desktop CNC milling machine, and multi-needle industrial embroidery equipment. The Industrial Sewing Lab advanced its suite of industrial sewing equipment by introducing computerized straight-stitch industrial sewing machines, the newest standard used in manufacturing.

The need for and effectiveness of technology is addressed during annual integrated planning and through new grant opportunities. Current technology and program needs are assessed and evaluated in program review and strategic planning, leading to appropriate resource allocation requests ([CH3.C5.43](#)). SDCCE also maintains an active Technology Committee whose charge includes assessing the status of technology in the delivery of services to students and developing a strategic Technology Plan ([CH3.C5.44](#)). Grants provide new means to advance curriculum, teaching, and learning opportunities that are priority workforce needs for our students, college, and the state. They can be particularly impactful when new or upgraded facilities and technologies are needed to support the build-out of in-demand programming for our students. SDCCE recently received a grant for \$1.175 million from BlueForge Alliance that will support the development of the Automation. Innovation. Robotics. (A.I.R.) Skilled Technical Trades and Workforce Development Center at SDCCE and associated skilled trades curriculum to address equity gaps.

Indicator 5.5: Strategies are used by the instructional staff to develop personalized approaches to learning and alternative instructional options which allow access to the rigorous standards-based curriculum and other programs.

Faculty at SDCCE utilize a wide variety of strategies to engage students in active learning. HyFlex, online options, and the use of Canvas shells provide access to classes for students in a variety of settings and locations. Another example is the Clothing and Textile (CLTX) Program faculty identification that the fall semesters had lower retention and completion rates than other semesters. Aligned with the program's mission for maker-centered learning, entrepreneurship, cultural inclusivity, environmental service, and ethical practices, the department developed the CLTX BIG MAKE. In this fall event, students explore the practical use of skills learned during the semester in a culminating class and community building project ([CH3.C5.45](#)). Students design and create an up-cycled textile product that represents their "story" (e.g., culturally, physically, inclusively), and learn about the environmental impact the cut and sew industry has on the world. Students are encouraged to consider their own role in repairing cut and sew environmental impact and educating others on related ethical issues and practices.

SDCCE is highly effective in implementing strategies to bring rigorous curriculum to students. Perhaps the greatest indication of the high level of effectiveness of SDCCE commitment to student learning is best summed up in student feedback. A survey of students in 2021 indicated that between 83%-87% of respondents believed their class(es) and instructors enhanced their academic development. Similarly, more than 85% of respondents believed that the classes offered, support their personal and educational goals (88%), that classes helped to improve their thinking (88%), and that learning at SDCCE made them feel valued and connected (85%; [CH3.C5.41](#) pp.20, 22).

Criterion 5. Teaching and Learning Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. SDCCE offers quality instructional programs that enable students to pursue learning goals, master skills that meet the needs of the local employers and prepare students for success as part of a diverse workforce.
2. SDCCE provides a wide variety of instructional support to students of diverse backgrounds and abilities allowing students to develop skills in self-advocacy and achieve short term and lifelong learning goals.
3. SDCCE instructional programs prepare students to communicate effectively, think critically and develop a sense of social responsibility through collaborative and cooperative course work.

Areas of Growth

1. SDCCE needs to continue expanding technology integration into instruction and programming that support our diverse student populations and workforce goals.
2. SDCCE needs to continue collecting student data and community input to make informed decisions that will lead to improved student outcomes.
3. SDCCE Instructional and Student Services divisions need to continue cultivating diversity, equity, and inclusion through professional development to expand a welcoming and accessible learning environment.
4. SDCCE Instructional and Student Services divisions need to continue increasing work-based learning opportunities and awareness while collaborating with community and business leaders.

Criterion 6: Assessment and Accountability

Directions

- Evaluate the school's effectiveness in addressing assessment and accountability criterion and indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how **assessment and accountability impact student learning and well-being**.

The instructional staff uses effective assessment procedures to collect, disaggregate, analyze, evaluate, and report performance data for students within courses and programs. Assessment is used to measure student progress, to modify learning approaches, and to carry out organizational planning, allocation of resources, and continuous school improvement.

Summary

SDCCE's faculty and staff use effective assessment procedures to collect, disaggregate, analyze, evaluate, and report performance data for students within courses and at program and institutional levels. Assessment is used to measure student progress, modify learning approaches, and carry out organizational planning, resource allocation, and continuous college improvement. Through data collection and analyses processes facilitated by the SLO and program review cycles, program-level faculty and staff draw conclusion about student achievement, identify and support students who are struggling, and take steps to support all learners. Findings from these evaluations are used to shape and refine their strategic plans and resource requests, with a focus on benefiting students. Assessment results are regularly reported to all staff and partners to increase accountability and ensure student learning remains the focus of the college. Assessment and subsequent accountability at SDCCE are highly effective based on our findings and analysis.

Indicator 6.1: The school gathers learning data from multiple sources, disaggregates and analyzes the results, draws conclusions, and makes recommendations for changes based on assessment results.

SDCCE has many processes in place to ensure that program and department changes and innovations are informed by assessment results and data. The PRIE office works on varied initiatives to collect, report, analyze and support data-informed decisions (e.g., program review, noncredit success metrics development, the Equity and CTE Outcomes Survey trend dashboards, Annual Program Factbook dashboards, and LMI analyses; [CH3.C6.1](#); [CH3.C6.2](#); [CH3.C6.3](#); [CH3.C6.4](#); [CH3.C6.5](#); [CH3.C6.6](#); [CH3.C6.7](#); [CH3.C6.8](#)). Program-specific data is provided to programs and departments in the fall as part of program review. Programs and executive leadership also make research requests directly to the PRIE office if they have questions which require more in-depth data.

SDCCE participated in the 2020 and 2022 Strong Workforce (SWP) Faculty Institute professional development program in collaboration with the SWP San Diego and Imperial Regional Consortium of Community Colleges ([CH3.C6.9](#); [CH3.C6.10](#)). Faculty participated in a series of workshops, regional workshops, local meetings, and mentoring to complete a *Faculty Institute assignment*, which is an online form that includes quantitative and qualitative reflection questions for one or more courses. The SDCCE PRIE team and the lead CTE Dean provided training and mentoring to review, analyze, and reflect on classroom and equity data found in the data dashboard ([CH3.C6.11](#)). Faculty reviewed their curriculum by analyzing course completion, grading policies, homework, and technology usage. SDCCE has and will continue to implement more data-based institutes that directly target faculty and counselor engagement and strategy-building for change using student-level and class-level data (e.g., SWP Counselor Institute, Faculty Equity Institute).

During the 2021/22 academic year, the seven-year Institutional Strategic Master Plan (July 2022-June 2029) was developed under the leadership of the President, vice presidents, and PRIE Office. The plan summarizes data from numerous sources, including regional, state, and national demographics, labor market information and trends, and issues identified by internal and external stakeholders. As the guiding document for integrated planning at SDCCE, the Institutional Strategic Plan is also used to inform SDCCE's annual integrated planning process ([CH3.C6.12](#)).

Since 2018, SDCCE has developed and maintained an Annual Integrated Planning Process (AIP) to enhance data-informed decision-making, student-centered resource allocation, and continuous improvement throughout the institution ([CH3.C6.12](#) pp.8-9). The institution developed and refined these components through the participation of the PRIE Office for operational support, the PIE Committee, the Program Review Committee, the SLO Taskforce, and now the Administrative Services office for resource allocation and budget support. Overall, the AIP process significantly improved SDCCE's ability to make data-informed decisions, allocate resources effectively, and continuously improve student access and success. To remain flexible to innovative technologies, best practices, and initiatives that impact SDCCE students locally and statewide, the AIP process continually undergoes reflective refinement and streamlining ([CH3.C6.14](#); [CH3.C6.15](#)).

Data are collected and reported in many other ways. Administrative records reports and survey results are produced by the instructional and student services offices, instructional programs, and individual faculty. Certain instructional-focused categorical grants, such as CAEP, Perkins, SWP, and WIOA II Adult Education Family Literacy Act (AEFLA), have specific administrative and data reporting requirements. Most use Campus Solutions which report to the Chancellor's Office Management Information System (COMIS). However, one large categorical, WIOA II AEFLA, is required by California Department of Education to report student data in the TOPSpro Enterprise. Programs also use data and input specific to their area, such as student waitlists for courses ([CH3.C6.16](#); [CH3.C6.17](#); [CH3.C6.18](#)).

Indicator 6.2: Assessment results are reported regularly to all staff and partners to increase accountability and ensure student learning remains the focus of the school.

Student learning results are reported regularly to increase accountability and ensure student learning remains the focus of the college ([CH3.C6.19](#); [CH3.C6.20](#)). Constituents learn about assessment results, corresponding analyses, and actions taken at Convocation, Institutional Day, Flex events, shared governance committee meetings, program meetings, categorical program and consortium meetings, and ad hoc data-review trainings ([CH3.C6.21](#); [CH3.C6.22](#); [CH3.C6.23](#)). Learning results are shared with the broader community through annual reports, newsletters, media announcements, the SDCCE and SDCCD websites, advisory board meetings, and community forum meetings.

The program review process is another primary method for disseminating student outcomes data for analysis and planning for highly effective changes. A program review dashboard containing enrollment, retention, and completion data is available to all programs for review and analysis, supplemented with live and recorded data training ([CH3.C6.20](#)). Through these ongoing means, SDCCE ensures that stakeholders remain focused on student learning and are held accountable for achieving the college's mission and goals.

In the last seven years, SDCCE increased the number of course and program awards from 9,828 15,867 (including High School Diplomas). This type of milestone is reported to the SDCCE community in a symbolic event, the Annual Commencement Ceremony where students are celebrated for their achievements at SDCCE ([CH3.C6.25](#); [CH3.C6.26](#)).

Indicator 6.3: Clear learning goals are developed for each course so that success criteria can be measured and students who are struggling can be identified and supported.

Development of learning goals. Objectives, key competencies, and learning outcomes are developed for each course through a collaborative process involving faculty, administrators, and outside discipline specialists, as needed, who identify the knowledge and skill sets necessary for student success. Input from industry specialists is sought for course outcomes that are dependent upon industry specifications, LMI, and/or state mandates. Training and guidance are provided to faculty members to assist them in developing clearly articulated and measurable outcomes, with curriculum workshops offered each semester during Flex days ([CH3.C6.27](#); [CH3.C6.28](#)). The CRC Technical Review team provides guidance to faculty during the curriculum development process to ensure course objectives are measurable and relate to the course content ([CH3.C6.29](#)). The SDCCD Online Faculty Certification program also supports faculty in creating appropriate assessments to meet course objectives in the distance learning context ([CH3.C6.30](#)).

CTE curriculum and certificate programs are based on recognized industry certification requirements. Industry pathways demonstrate where students can begin or continue their journey. Business and IT certifications are updated every two to three years to align competencies with industry standards. The pandemic expanded the Netlab infrastructure, which increased student access. Netlab includes simulated lab work completed from home, competency-based testing, and scenario-based learning ([CH3.C6.31](#); [CH3.C6.32](#)).

Faculty in Automotive, Child Development, ESL, Culinary Arts, DSPS, and Counseling have earned completion certificates for the Regional WBL 30-hour professional development course wherein faculty developed and submitted lesson plans highlighting clear work-based learning curricular focus with their students ([CH3.C6.33](#)).

Faculty also create curriculum and lesson plans promoting development of soft skills in the workplace that employers across career pathways have identified as high demand, distinguishing skills that are foundational to every aspect of employment. For example, ESL classes are feeder classes into SDCCE CTE certificated career pathway programs. The ESL program works in partnership with the Career and College Transitions program to help students prepare for and advance in a career pathway. ESL faculty focus on problem-solving, asking for clarification and confirmation, requesting assistance or information, working as a team member, handling difficult people, time management, customer service, written communication, and making presentations ([CH3.C6.34](#)).

The use and measurement of SLOs result in strategies to implement multiple measures of student learning. Results from these various measures are used as feedback for further academic planning, curriculum redesign, development of innovative programs, administrative decisions for resource allocation, and potential facilities design or renovation ([CH3.C6.35](#); [CH3.C6.36](#)).

The SDCCE SLO/Program Review Coordinator hosts the SLO Assessment Week each spring ([CH3.C6.37](#)). During this week and through a series of workshops, faculty refresh their knowledge on SLO development and assessment to improve students' learning journey and students' ability to transfer skills learned in the classroom to their personal, civic, and professional goals. As new courses are created, faculty and discipline specialists develop and incorporate SLOs into the curriculum. Under the leadership of the program chair, faculty and the discipline specialists discuss the course objectives and develop SLOs based on the results of these discussions and data analysis. During spring Flex program meetings, faculty gather by courses taught or by program, select one

SLO to assess, then develop and coordinate an activity to assess students' mastery of that SLO. SLO assessment at the course and program levels are highlighted at Assessment Week to promote teaching and learning. In spring 2023, the third annual SLO assessment week produced over 7,000 assessments for 2022/23, which shows a consistent upward trend in the levels of participation in SDCCE ([CH3.C6.19](#) p.3). Program and department conversations about SLOs lead to continuous improvement discussions, resulting in increased alignment between assessments and student success.

Supporting struggling students. SDCCE students face a variety of challenges and obstacles, including access to technology, digital literacy, English language literacy, housing and food insecurity, lack of transportation and childcare, and unemployment. Recognizing these factors, SDCCE responded with several initiatives and support.

IT. In the last two years, IT introduced a new web-based curriculum with 24-hour access Netlab. This innovation improved student retention and persistence and helped currently employed and nontraditional students reskill or upskill. Course materials and lessons are adjusted based on information gained from assessment, testing, and student feedback so challenges are addressed, and students can achieve the SLOs for the course ([CH3.C6.31](#); [CH3.C6.32](#)).

ESL. A number of strategies provide additional individual instructional support for struggling students, including assigning instructional assistants to beginning level online and in-person classes to work one-on-one with students. ESL multi-lingual assistants enhance community building and belonging by translating for students in one-on-one sessions; faculty can then get to know the students' needs, goals, and context for learning (ESL Project Assistant's Job Duties: [CH3.C6.38](#)). Assistants are also instrumental to teach students how to navigate online classes, expectations, and access to the textbook loaner program ([CH3.C6.39](#); [CH3.C6.40](#)). Many faculty provide online office hours via Zoom to assist students who are having difficulty and need additional instructional support. The ESL program developed digital literacy lessons, tools, and modules to support online learning during the pandemic and beyond ([CH3.C6.41](#)). Digital learning orientations are offered weekly at five locations for online students to receive in-person support. Based on steady student demand, there is a positive impact from these interventions ([CH3.C6.42](#)). An experienced online beginning-level faculty focus group recently identified instructional assistant support and digital literacy orientations among essential elements for effective online instruction ([CH3.C6.43](#)). Next, the program will create an exit survey to measure students' satisfaction with the digital learning orientation and development of OERs aimed at supporting beginning literacy learners online.

Skilled and Technical Trades. Welding course clothing and equipment can become large expenses for students. In response, the program developed a loaner program ([CH3.C6.44](#) p.6). Over the last three years, textbook and equipment donations by local businesses helped students minimize out-of-pocket costs to complete their program. These programs have and will continue to help with student recruitment and retention. While the loaner equipment program is not advertised outside of the Welding program, it is included in the program's syllabi, and students are made aware of it during orientation on the first day of the course.

CalWORKs program. The CalWORKs Office plays a vital role in providing direct support to students facing various basic needs challenges. These challenges may include childcare, housing instability, food insecurity, or a lack of technology and Wi-Fi access, all of which can hinder their ability to enroll, stay in college, and successfully complete their courses. The dedicated CalWORKs counselors collaborate closely with ESL faculty to ensure students receive the necessary assistance to remain in school and complete their coursework. ESL faculty share a roster of students who are

struggling or failing in their classes with the CalWORKs counselors, which enables counselors to reach out to students individually, assess their specific needs, and determine the required support services to help them overcome their academic challenges ([CH3.C6.45](#)). SDCCE faculty and administrators discuss best practices for helping recently arrived immigrants take steps towards personal, academic, civic, and work goals by highlighting the significant impact of the collaborative efforts of the ESL and CalWORKs programs ([CH3.C6.46](#)).

SDCCE CARES is a comprehensive program that addresses fundamental student needs (e.g., food, housing, transportation, childcare, technology, healthcare, and mental wellness). Basic needs are a significant barrier to student success for many students. The goal is to ensure that students have access to dignified, readily available resources that enable them to live well and flourish as they pursue their educational aspirations. Through the CARES program, connections are established between students and a wide range of support services both on and off campus ([CH3.C6.47](#); [CH3.C6.48](#)). These services are designed to assist students in meeting their basic needs and create an environment conducive to their overall well-being. Students are encouraged to complete the CARES request form to identify and match resources of need ([CH3.C6.49](#)). CARES recently hired a Basic Needs Coordinator to take the lead in providing resources for food, technology, transportation, and childcare needs.

TAP and digital navigators. In 2021/22, the Student Support Services Office (formerly Student Equity and Support Services Office) distributed over 1,200 laptops and 175 internet hotspots with 6-12 months pre-paid service to enrolled students under its Technology Access Project. The project also provided tailored digital literacy workshops based on student needs ([CH3.C6.50](#); [CH3.C6.51](#) p.12).

Indicator 6.4: A range of student work and other data measures is used to assess student achievement of standards, schoolwide learner outcomes/completion profile, and program goals, and to make organizational changes to better support all students.

SDCCE faculty and staff review a variety of student work and data to assess student achievement of standards, the SDCCE Profile and Learner Outcomes Report, and program goals to make organizational changes to better support all students.

Orientation and placement. Several counselors implemented the Counseling Orientation Questionnaire during March 2022 online orientations. The anonymous Zoom poll comprised three questions related to Counseling SLO #2: *Students utilize basic information regarding registration and educational options offered through SDCCE* ([CH3.C6.52](#)). The project assessed 175 students and results indicated that students are getting the information they need in orientation/education planning sessions to enroll in classes, understand the programs, and how to seek follow-up services. Looking ahead, the Counseling Office acknowledges the need for revisions to questions due to upcoming changes in the orientation and enrollment process. This proactive approach ensures that the SLO questions remain relevant and supportive of students' needs during the enrollment process.

Counseling and academic programs collaborate to implement placement processes that match students to appropriate courses and levels within a program. ESL administers assessments for new and returning ESL students. Counselors refer students to ESL assessment through an ESL in-person registration website ([CH3.C6.53](#)). The assessment comprises e-CASAS assessment, an oral screening, and a writing assessment for ESL course placement. Classified professionals who administer ESL assessments regularly participate in standardized training to learn how to administer and interpret scores from the e-CASAS, oral screening, and writing assessment.

Assessment to inform student achievement. Faculty use formative assessments to monitor students' progress and summative assessments to determine if students are meeting the course competencies and standards. Formative assessments include various strategies and tools: checklists, class discussions, observations, oral tests, peer reviews, self-evaluations, questionnaires, rubrics, multiple-choice tests, and writing tests. Summative assessments may include a final project or presentation or a passing score on a cumulative or licensing exam. The Outcomes and Assessment Practices Handbook provides examples of these assessments to faculty to support them in the SLO data collection process ([CH3.C6.54](#) pp.11-33).

Faculty regularly participate in professional development that teaches how to provide effective assessments in online environments ([CH3.C6.55](#); [CH3.C6.56](#); [CH3.C6.57](#)). Online faculty provide asynchronous feedback to students on assessment in a variety of ways, including Canvas rubrics used to score and grade; Canvas Speed Grader tool for written, oral, and video feedback; Canvas Studio for informal quizzes and video feedback; and Canvas messages/email ([CH3.C6.58](#); [CH3.C6.59](#); [CH3.C6.60](#)). Many SDCCE online faculty also use Zoom, a video conferencing tool for live online class meetings, in which students can communicate in real-time with their instructors and classmates. Online faculty can use Zoom features, such as screen share and breakout rooms, to engage students in formative assessments (e.g., oral inquiry to activate background knowledge and to check for understanding of latest content) and summative assessments (e.g., students prepare and present slides for their oral presentation assignment). Faculty also support students with online learning and assessments by regularly providing tips and tutorials created by the district, SDCCE, and vendors; including technology tutorials, assessment tutorials, and technical support (e.g., phone, chat, email) for Canvas and Zoom ([CH3.C6.61](#); [CH3.C6.62](#); [CH3.C6.63](#); [CH3.C6.64](#); [CH3.C6.65](#)). Online education courses remain popular among students. In 2022/23, more than 16,000 students chose to enroll in distance learning modalities, which represented more than 50,000 enrollments ([CH3.C6.66](#); [CH3.C6.67](#)).

Through the SLO and Program Review data collection and analysis process, faculty within a program or department draw conclusions about student achievement and make changes as needed to support all students. The findings from these evaluations are used to refine program strategic plans and resource requests, with a focus on benefiting the students ([CH3.C6.68](#)).

The HSDP/HSE program uses SLO data to determine if students will be promoted to the next level and if they need additional support ([CH3.C6.69](#)). CASAS is also a datapoint considered as a measure for progress. CASAS is additionally used to determine if students are proficient at a level to where they can pass the high school equivalency exam in reading, writing and mathematics. All students in HSDP/HSE are encouraged to complete a pre- and post-CASAS test. Students are then notified of their scores and provided with a free voucher to take the official state high school equivalence exams. GED/HiSet practice and official test results determine specific competencies where students need additional practice and support to pass official equivalency exams. SLO, CASAS and GED/HiSet assessment provide critical formative feedback to students and faculty that helps to target and scaffold lessons that accelerate student learning and completion ([CH3.C6.70](#)).

The Career and College Transitions Office offers students the ability to take career assessments in several ways ([CH3.C6.71](#)). After students meet with the Career Counselor, they can be referred to the San Diego Workforce Program website to take career assessments that provide an opportunity for in-depth career exploration ([CH3.C6.72](#)). The results are then shared with the Career Counselor, who provides an in-depth overview.

Most recently, through resources provided by the Pathway Navigation project, three career assessments were purchased to be administered to students by the Career Counselor:

- **Choices 360** – Provides the capability to administer assessments to over 700 students at SDCCE in over 100 languages and offers students personalized career planning, including learning about themselves through validated assessments and career exploration ([CH3.C6.73](#)).
- **Myers Briggs** – Students can take assessments and get instant results feedback to explore their personality type and interests, which support career educational course choices ([CH3.C6.74](#)).
- **EMSI-Burning Glass (Career Coach)** – Provides customized assessments with O*NET codes and crosswalks between the codes and our programs to help students identify their career interests and strengths to support enrollment into programs they will succeed in ([CH3.C6.75](#)).

In addition to Campus Solutions and COMIS, SDCCE uses data from the Center of Excellence (COE) for labor market information for CTE and Perkins, which combines analyses of student and employer data (e.g., Automotive Technology Brief; [CH3.C6.76](#)). Automotive and HVAC certificate programs use CTE advisory boards and federal and state legislation on emissions and sustainability to prompt curriculum changes. In 2023, the Automotive program received electric and hybrid vehicle trainers and students have begun training with these vehicles. Recently, employers have commented that our program graduates have stronger skills due to increased access to and experience with electronic automotive systems and are more employable.

Indicator 6.5: The school uses assessment results for organizational planning, action plan revision, and resource allocation.

The development of the Annual Integrated Planning process (AIP) facilitated the alignment of planning and budgeting processes while ensuring transparency, resulting in more effective resource allocation ([CH3.C6.77](#)). Program review enables instructional and administrative areas to identify necessary tools and resources to support program planning and resource needs. Strategic planning established an activity tracking system to ensure the institution can follow up on its strategic plan ([CH3.C6.78](#)). Resource request processes were also developed to include major funding sources, support a widespread understanding of guidelines and procedures, and guide short-term and long-term institutional planning and resource allocation.

SLO assessments and results are made available to the institution and then linked to program review. Each fall, program chairs in consultation with faculty, staff, and administrators review SLO assessment results and provide examples in program review (Question 11) on how results are being used to improve teaching, learning and the program overall ([CH3.C6.79](#)). Committees meet to review assessment results and update annual integrated planning documents. Every year, learning data are reviewed for relevance and appropriateness through department meetings, professional learning communities, industry meetings, planning/research analysts, Flex meetings/professional development, and the annual integrated planning process. Data analysis is reviewed within workshops, institutes, and activities hosted by the PRIE office with a DEIAA lens. The assessment of learning data resulted in the modification of the SDCCE Action Plan to emphasize revision and modification of curriculum, staffing changes, and adding professional development in needed subject areas.

SLO results impact course content, materials development, course scheduling, and professional development. For example, in ESL, student learning data analysis plays an integral role in improving instruction and clarifies which areas students need additional or modified instruction ([CH3.C6.80](#)). Inadequate writing skills prevent students from transitioning to higher education/career training; as a

result, the ESL program and the SLO Taskforce established SLOs for writing for seven levels of instruction. Faculty administer a writing assessment at the end of the semester scored with a level-specific rubric. Faculty must identify writing objectives related to SLOs in their course syllabi to inform students of the writing goals and criteria for course completion. At the end of each term, faculty share a tally of the numbers of students who were assessed; passed the assessment with a higher than average score, average score, and failing scores; and assessed with three samples of writing (high pass, average pass and no pass). Based, in part, on SLO assessment results, faculty provide students recommendations for the next term's enrollment. Students who are unable to pass the SLO writing assessment are typically recommended to continue in the same skill level course or transfer to a class with a greater emphasis on reading and writing. Students generally accept the instructor's recommendations.

Online writing assessment is challenging at lower levels as many students don't have computers or keyboarding skills. Thus, faculty provide multiple means for students to demonstrate writing skills. At the literacy level, students demonstrated spelling skills by holding up their paper in front of the camera during Zoom sessions. Students could use apps such as Remind or What'sApp to send pictures of pencil and paper writing at home. Faculty use the same apps to send back annotated photos or screencasts of the feedback necessary for learning. Online writing assessment is discussed in ESL level meet-up groups where faculty share their strategies for teaching and assessing writing. Faculty trained students how to submit writing in Canvas assignments and discussion posts. They also used Google docs and Padlet for students to publish their work and receive feedback. Faculty engage in peer mentoring through the beginning-level meetup, HyFlex meetup, and the Teachers Using Technology Committee to improve online writing instruction and assessment. In 2021/22, reading courses were also offered at the Beginning and Intermediate/Advanced levels. There is a correlation between reading and writing development, so faculty recommend these courses to supplement core course instruction for students who are struggling.

In Child Development, contract and adjunct faculty, community members, and especially industry partners, review current job requirements to ensure that faculty teach Child Development students the skills necessary to satisfy entry-level and higher job requirements. Assessment surveys seek input from constituents ([CH3.C6.81](#)). Collaboration and data exchange occur at child development industry advisory meetings ([CH3.C6.82](#); [CH3.C6.83](#)). Program faculty review an occupational analysis to influence curriculum development so student learning and student outcomes align with employer needs and expectations. SLOs ensure that students are getting the same quality instruction no matter which course or instructor they are taking ([CH3.C6.84](#); [CH3.C6.85](#)). Curriculum review occurs on a minimum yearly basis beginning at the fall Flex meeting where topics are discussed and carried forward to direct future meetings ([CH3.C6.86](#)). Curriculum discussion has included caring for school-age children, addressing community need for transitional kindergarten and homeschooling, and filling the numerous K-12 SDUSD instructional aide job openings for caregivers who assist children with disabilities and/or neurodiversity ([CH3.C6.87](#); [CH3.C6.88](#)). As a result, six new courses and three innovative programs (School-age Care & Leadership, Three to Five-Year-Old Specialty Curriculum, and Instructional Aide) were created. These CORs can be found on SDCCE.edu ([CH3.C6.89](#); [CH3.C6.90](#)). Some course elements, such as articulation agreements, are reviewed every two years. Current articulation agreements exist with three courses: HMDV 575A, 575B, and 581 ([CH3.C6.91](#); [CH3.C6.92](#)).

Revision and modification to Child Development curriculum and changes in staffing and the direction/focus of professional development are informed by learning data. Job skills data is gathered from Burning Glass and San Diego County of Education reports which are inform curriculum ([CH3.C6.75](#); [CH3.C6.84](#); [CH3.C6.85](#)). Industry requests for short-term classes were addressed in the development of HMDV 595 and 596. Through continued and improved connection with credit colleges, students are assisted in transitioning to credit for an increase in job advancement. Presently, Child Development is working to add four units to the CHIL 291A-D credit-by-exam agreements.

Criterion 6. Assessment and Accountability Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. SDCCE leverages assessment data to inform resource allocation, grants, and partnership requests in support of students.
2. SDCCE has successfully integrated the Student Learning Outcomes (SLO) evaluation process across all departments within the institution.
3. SDCCE has developed user-friendly and accessible dashboards that offer data on enrollment, retention, persistence, completion, and transition to address student needs.
4. The program review and strategic planning processes have proven instrumental in supporting all stakeholders by providing a platform for thorough analysis and interpretation of data.
5. SDCCE has expanded its assessment capabilities by implementing online CASAS pre/post-testing for ESL, HSE, and HSDP programs to evaluate student progress.

Areas of Growth

1. SDCCE needs to promote professional development in assessment methods for faculty and other stakeholders, ensuring data collection/reporting protocols are followed.
2. SDCCE needs to continue expanding dashboards to enable additional disaggregation options will enhance our ability to understand student needs and outcomes, while also facilitating improved scheduling and support services.
3. SDCCE needs to increase the use of assessment tools to determine if programs and departments are meeting strategic goals and objectives and to inform professional development.
4. SDCCE needs to enhance the utilization of data and analysis within the resource allocation process.

Criterion 7: Student Support Services

Directions

- Evaluate the school's effectiveness in addressing the student support services criterion and indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how *student support services impact student learning and well-being*.

Systems of support are in place to meet the needs of students and help ensure a supportive learning environment focused on student access, progress, learning, and success. The school team systematically assesses student support priorities using faculty, staff, and student input, and other appropriate measures in order to improve effectiveness.

Summary

SDCCE provides comprehensive student support services to effectively enhance the learning environment and enhance student success. SDCCE instructional and counseling faculty and staff use systems of support to meet student needs and help ensure a supportive learning environment focused on student access, progress, learning, and success. The college systematically assesses student support priorities using faculty, staff, and student input, and other appropriate measures to improve effectiveness. SDCCE provides support for all students from the orientation and enrollment phase to successful completion of the course or program of choice to transition to ongoing education or employment opportunities. The college provides ongoing referral services support, such as health and family support, career and personal counseling, and academic assistance based on analysis of student needs. SDCCE uses an educational approach that customizes learning for each student's strengths, needs, skills, and interests through DSPS, CalWORKs, Veterans' Services, and ASB. The college evaluates student needs to inform changes and innovations in counseling and/or academic advising and referral programs to improve effectiveness and student success. Student support services are highly effective based on findings and analysis.

Indicator 7.1: The school provides effective systems of support to enhance the learning environment and support student success, goals, and schoolwide learner outcomes/completion profile.

SDCCE provides comprehensive student support services to effectively enhance the learning environment and enhance student success ([CH3.C7.1](#)). The comprehensive nature of student support services and the variety of modalities expands student access and enhances students' ability to complete their courses ([CH3.C7.2](#)). The success of online support services prompted the development of a fully online orientation module that is accessible to students as they enroll ([CH3.C7.3](#)). Orientation allows students to learn and obtain crucial information about academic programs and student services resources in an anytime, anywhere format. Students have information readily available and accessible to them so they can dive further into programs or resources of interest. Students can reach out to classified professionals and faculty, and most importantly their counselor, to obtain specific information.

Recently, the Student Services Division re-organized departments to align with the student journey and ensure onboarding through graduation student support ([CH3.C7.74](#)). The division continued core services that assist students in achieving their goals (i.e., orientation, assessment, placement, counseling, student educational planning, follow-up services in in-person and virtual environments) and legacy programs that serve specific student populations with customized support for their personal, academic, and career needs (i.e., DSPS, CalWORKs, Immigrant-Based Support Program, and Veterans' Services; [CH3.C7.4](#); [CH3.C7.5](#); [CH3.C7.6](#); [CH3.C7.7](#); [CH3.C7.8](#); [CH3.C7.9](#)). An

Office of Enrollment Services was developed that comprises the offices of Admissions and Records, Outreach, and Veterans' Services. In 2022, the college hired its first ever Director of Admissions and Records to support office operations and goals and streamline admissions, records, evaluation, and registration functions and practices across all seven campuses. An Associate Dean of Outreach position was also created to increase staffing resources within the Outreach Office and support enrollment management goals.

Indicator 7.2: The school provides support for all students from the enrollment phase to the successful completion of the school course/program of choice and transitions to ongoing education or employment opportunities.

SDCCE students have access to the core support services at all five SDCCE campuses and the two satellite sites. Pre-enrollment and intake services (i.e., online applications, student attendance cards, virtual and on-site orientation signup, interest lists for vocational programs, student transcript requests, requests for evaluations for adult high school diploma students) are available at each SDCCE campus and at CE Mesa; CE Miramar students receive pre-enrollment and intake services through the North City Campus ([CH3.C7.1](#); [CH3.C7.10](#); [CH3.C7.3](#); [CH3.C7.11](#); [CH3.C7.12](#)). Student onboarding processes are continuously being improved. Campus Reg Fests and the Virtual Welcome Center support students in learning about our programs and registering ([CH3.C7.13](#); [CH3.C7.14](#); [CH3.C7.15](#)). Ongoing efforts are made to keep up with the numerous Campus Solutions enterprise software changes ([CH3.C7.16](#); [CH3.C7.17](#) pp.11-12). Enrollment in online classes was crucial during the pandemic and continues to be in high demand, as are wrap around services to support online students. SDCCE recognizes the importance of providing digital literacy support, which is essential to help students successfully apply for, enroll in, and participate in these classes ([CH3.C7.18](#)).

The implementation of a new student-centered enrollment process is a key step to enhancing the overall student experience at SDCCE. These efforts are aimed at streamlining the enrollment process by offering our prospective students a more seamless and user-friendly experience. Simplifying the enrollment process will reduce bureaucratic hurdles, allowing students to focus on their academic ambitions rather than getting entangled in drawn-out processes. As part of these efforts, the college and District collaborated to convert the SDCCE application process from a home-grown application to CCCApply. CCCApply is a statewide online admission application utilized by institutions within the CCCCO to streamline their application processes. SDCCE went live with CCCApply mid-term in October 2023 in preparation for spring 2024 registration ([CH3.C7.19](#); [CH3.C7.20](#)). SDCCE is developing resources with step-by-step guidance and providing hands-on enrollment support to ensure all applicants can easily navigate through the application and enrollment requirements. SDCCE will continue to develop and adapt resources as implementation continues, including individualized program support for ESL students, DSPS students, and emeritus students at off-site locations.

Counselors who meet with students before enrolling in programs provide them with a noncredit student education plan outlining courses students need to take in their field of interest ([CH3.C7.21](#); [CH3.C7.22](#); [CH3.C7.23](#); [CH3.C7.24](#)) and show them how to get online course information about their career pathway ([CH3.C7.25](#)). Counselors provide academic counseling to students, elaborating on career pathways ([CH3.C7.26](#); [CH3.C7.27](#); [CH3.C7.28](#)). Additionally, counselors provide classroom presentations focused on student services, counselor role, educational planning, scholarship, and commencement ([CH3.C7.29](#); [CH3.C7.30](#)).

Career counselors and job developers assist students with career and/or major exploration, career assessments, workplace entry preparation, career transitions, and career planning before educational planning ([CH3.C7.31](#); [CH3.C7.32](#); [CH3.C7.33](#); [CH3.C7.34](#); [CH3.C7.35](#)). The Career and College Transition team also supports students in transitioning to SDCCE's credit colleges.

SDCCE makes a significant effort to share student services information with students to make sure they know all options available to them on or in:

- SDCCE website, the student services section, and other [sdcce.edu](#) resources ([CH3.C7.36](#))
- SDCCE printed schedules mailed to all city of San Diego residents
- Online class schedule and course descriptions ([CH3.C7.37](#))
- In-person and online student orientations
- Classroom presentations and workshops
- Online Canvas course resources (e.g., syllabus, modules, weekly announcements; [CH3.C7.38](#))
- Outreach to SDCCE credit college students that may need basic skills or academic support
- Outreach to local high school counselors ([CH3.C7.39](#))
- Campus tours for high school students and community agencies
- Community Advisory meetings

SDCCE conducts extensive community outreach and coordination with SDCCE and reaches out to its students who might benefit from classes in other programs. Counselors provide specific information about SDCCE programs during orientation, in-class workshops, and presentations about transition options (e.g., transition of high-level ESL students to CTE programs). The regularly updated *Endless Possibilities* brochure published by the district lists programs available within and across colleges, is available on campuses, and distributed in classes ([CH3.C7.40](#)). The SDCCE Student News is regularly sent to enrolled and former students, informing them of academic and student service opportunities ([CH3.C7.41](#)).

SDCCE recently partnered with the city of San Diego to bring digital navigators to the campuses ([CH3.C7.42](#); [CH3.C7.43](#); [CH3.C7.44](#)). The navigators support students in accessing their district email accounts, Zoom sessions, and Canvas modules. They also assist students in finding internet connectivity with low or no-cost technology resources.

Indicator 7.3: The school provides ongoing support including referral services, such as health and family support, career and personal counseling, and academic assistance based on the analysis of student needs.

SDCCE employs a comprehensive approach to inform student services and innovations via many on and off campus resources ([CH3.C7.45](#)). The Annual Integrated Planning process enables instructional, administrative, and student services departments to leverage data and use it to reflect on their challenges and accomplishments (see criterion 6.1). Moreover, the institution conducts a series of student surveys throughout the year that cover crucial areas such as student basic needs, experiences, and challenges. This information informs strategic planning in the institution, translating into data-informed student support programs to enhance student outcomes ([CH3.C7.46](#); [CH3.C7.47](#); [CH3.C7.48](#)).

Be Well CCE was established in 2018 as a mental health stigma reduction program. Now in the program's fifth year, Be Well CCE provides mental health resources and referrals for all SDCCE students. Students can access a mental health resource specialist who provides group support and tools for various mental health topics, referrals, and programs for student wellness ([CH3.C7.49](#); [CH3.C7.50](#)).

PATHWAYS is a retention model program creating educational communities that provide intensive case management and direct services to support homeless students on their pathway to completion of academic courses and/or job training, a new career, and/or transition to credit college ([CH3.C7.51](#)). PATHWAYS focuses on the student's journey by breaking down barriers to access, retention, and completion, and by empowering students to drive their success and possibilities to achieve their education and career goals and reach self-sufficiency.

SDCCE CARES is a comprehensive basic needs program designed to help students meet fundamental needs of food, housing, transportation, childcare, health care, and mental wellness ([CH3.C7.52](#)). The program offers on and off-campus support to assist students in meeting their basic needs ([CH3.C7.53](#)) and connects students to dignified, accessible, and timely resources that help students to live well and thrive while completing their educational goals ([CH3.C7.54](#)).

Indicator 7.4: School team provides an educational approach that customizes learning for each student's strengths, needs, skills, and interests.

SDCCE provides educational approaches that customize learning for each student's strengths, needs, skills, and interests. DSPS provides support services, specialized instruction, academic accommodations, and auxiliary aids to qualified students with disabilities, as mandated by the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 ([CH3.C7.55](#)). These services ensure that DSPS students have access to resources they need to complete their educational, personal, and career goals ([CH3.C7.6](#)). Each semester, every qualified student works with DSPS counselors and instructional faculty to create an individualized plan called the Student Educational Contract (SEC). The SEC provides students with a road map of classes to complete to meet their educational goals in a timely manner.

The CalWORKs program supports students receiving public assistance to achieve long-term self-sufficiency through coordinated student services ([CH3.C7.56](#)). Student support services include work-study employment, job placement, coordination, and some post-employment skills training and instructional services. During the COVID-19 pandemic, the program shifted to assist students quickly and effectively via remote services ([CH3.C7.57](#)).

SDCCE Veterans' Services has three programs that are approved for veterans' benefits: Auto Tech, Auto Body and Paint, and Sheet Metal Welding. Support services for veterans certify documentation for veteran's benefits, provide workshops tailored for veterans, and follow-up services ([CH3.C7.9](#)).

SDCCE provides students opportunities to develop leadership skills and support the well-being of all students through the Associated Student Body (ASB) councils. ASB councils provide student leaders with an opportunity to practice parliamentary procedures and develop planning and organizational skills necessary to lead ([CH3.C7.58](#); [CH3.C7.59](#)). Through ASB, students learn to plan and organize events and work cooperatively with students, staff, and faculty ([CH3.C7.60](#)).

ASB continues to grow and expand at SDCCE campuses ([CH3.C7.61](#); [CH3.C7.62](#)). Each campus has an ASB Council with an executive board ([CH3.C7.63](#); [CH3.C7.64](#)). The ASB executive board, with guidance from a faculty advisor, creates and holds ASB events and activities ([CH3.C7.65](#); [CH3.C7.66](#)). Each ASB regularly holds fund-raising activities as student development activities to support annual SDCCE scholarships ([CH3.C7.67](#)).

ASB provides the opportunity for students to participate in many activities annually including the San Diego Martin Luther King, Jr. Day parade, Earth Day event, holiday maker events, food drives, campus civility training, clothing drives, and welcome week events ([CH3.C7.68](#); [CH3.C7.69](#); [CH3.C7.70](#); [CH3.C7.71](#); [CH3.C7.72](#) p.2).

In 2022, SDCCE students elected Julia Kogan, ASB council President at the Mid-City Campus, as SDCCE's first student trustee representative SDCCD Board of Trustees. Through the advocacy of the SDCCE President, the VPSS, and peers at the SDCCD credit colleges, a fourth student trustee member was added by the Board of Trustees to provide a voice for noncredit college students. Kogan was sworn in on June 9, 2022, along with three student trustees from San Diego City, Mesa, and Miramar colleges ([CH3.C7.73](#)).

Criterion 7. Student Support Services Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. SDCCE has implemented CARES, a comprehensive basic needs program, establishing a centralized resource hub for students to easily access support services.
2. SDCCE has established the Be Well Mental Health Program, aiming to eliminate stigmas surrounding mental wellness resources for students.
3. SDCCE has implemented a new online orientation module, enhancing student information access about academic programs and support resources.
4. SDCCE demonstrates a commitment to student representation by integrating a student trustee into the SDCCD Board of Trustees.

Areas of Growth

1. SDCCE needs to continue planning for the CCCApply implementation to facilitate the admissions process.
2. SDCCE needs to continue streamlining and expanding registration, enrollment, student support services and orientations.
3. SDCCE needs to continue expanding digital literacy support for students enrolling in online courses.

Criterion 8: Resource Management

Directions

- Evaluate the school's effectiveness in addressing resource management criterion and indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how **resource management impacts student learning and well-being**.

Financial resources are sufficient to support student learning programs and services. The distribution of resources supports the development, implementation and enhancement of programs and services. The level of financial resources provides a reasonable expectation of both short- and long-term financial solvency.

Summary

The district and SDCCE plan and manage financial affairs cohesively, with integrity and transparency and in a manner that ensures fiscal oversight, accountability, and stability. SDCCE's financial resources are sufficient to support and sustain student learning programs and services. The level of financial resources allocated provides a reasonable expectation of both short and long-term financial solvencies. Financial resource planning at the district and SDCCE is consistently integrated with institutional planning. The district ensures that SDCCE is provided clean, safe, and well-maintained facilities necessary to execute its educational mission. The district and SDCCE are highly effective in addressing resource management.

Indicator 8.1: The school operates with financial integrity and transparency and has a management system in place with appropriate control mechanisms to ensure sound financial practices are followed.

Financial policies and practices. SDCCD follows the legal requirements of the California Education Code and Code of Regulations. The district also adheres to the CCCCCO Budget and Accounting Manual (BAM), federal guidelines, and other applicable statutes and regulations. All community college districts must present their financial statements in accordance with Generally Accepted Accounting Principles for state and local governments.

The district is also required to adhere to guidelines and directives provided by the CCCCCO. The CCCCCO is organized by divisions. The College Finance and Facilities Planning Division oversees, directs, and issues accounting advisories to districts regarding financial policies and practices. The district Fiscal Services Department is responsible for ensuring that as changes or additions to financial policies and practices are implemented, the district adjusts its practices to the changing requirements and conditions of the pronouncements and guidelines from any of the previously identified agencies or organizations.

Updates to fiscal-related BPs and APs are reviewed and discussed with the district Budget Planning and Development Council (BPDC) and then brought to the District Governance Council (DGC) for review and input from all constituency groups, including SDCCE representatives. While BPs are brought to the Board of Trustees for final adoption, APs are brought to the Chancellor for approval after input has been received and considered for inclusion ([CH3.C8.1](#)).

Financial resources and processes. The Board of Trustees is committed to maintaining the ongoing fiscal stability of SDCCD by meeting the CCCCCO's fiscal monitoring requirements and Title 5 regulations related to principles of sound fiscal management. The district's ongoing fiscal stability is essential to assuring achievement of SDCCD's core mission and function which is student learning and success. Therefore, fiscal and budget-related decisions for adopted budgets are made with this core mission in mind and to fund the four colleges, district Support Services, and district office divisions based on anticipated state funding.

SDCCD's adopted budget reports provide explanations of SDCCD reserves, budget parameters and priorities, the budget and budget development process, and comparisons of year-to-year budgets. Budget reports are maintained and communicated widely on the website ([CH3.C8.2](#); [CH3.C8.3](#)). The primary source of revenue in General Funds, Unrestricted (GFU) is state apportionment revenue earned and funded to support district operations and educational programs. General Funds, Restricted (GFR) are used for the operation and support of educational programs that are specifically restricted by laws, regulations, donors, or other outside agencies as to how those funds may be used. Other Funds are defined by the state in the BAM, which has the authority of regulation in accordance with Title 5 Section 59011 of the California Code of Regulations. District Fiscal Services monitors cash flow daily and projects future cash flow requirements over a revolving twelve-month cycle. Bank statements are reconciled monthly. The district is fiscally independent, and its cash reserve is held in the San Diego County treasury pool.

Budgets are developed based on realistic projected annual revenues and anticipated expenses for a given fiscal year. The district's BAM projects continuous and one-time revenue and continuous and one-time expenses districtwide. For a balanced budget, revenue and expenses must be equal unless there is sufficient beginning fund balance to augment the projected revenue in any given budget year to align with budgeted expenses.

SDCCD's Campus Allocation Model (CAM) provides a budget allocation to each college as part of the budget planning and development process. The CAM uses projected apportionment funding the district anticipates being earned and funded by the state ([CH3.C8.4](#)). Fiscal resources are distributed across many funds, such as discretionary funding and operating expenses, which are allocated on a per FTES basis. Each fund represents a separate fiscal and accounting entity designed to verify categories that contribute to the mission, strategic goals, and overall operations of the credit colleges and SDCCE. The model allocates funding to SDCCE for instruction, contract, and adjunct faculty compensation costs to support student learning in the classroom. SDCCE is responsible for developing its annual budget based on the funding allocated in support of achieving SDCCE's operational strategic planning goals and objectives.

Financial oversight of grants, contracts, and investments. Financial oversight of grants, externally funded programs, contractual relationships, auxiliary organizations, and institutional investments and assets occur at the SDCCE and district. Budget to actual variances is calculated and monitored in terms of expenditures. Grant requirements are monitored by SDCCD Fiscal Services. Assets are accounted for and controlled through the district's fixed asset database system. Acquired assets are recorded, tagged, and entered in the system in accordance with accepted accounting principles and Education Code requirements.

The SDCCE Foundation is a separate legal entity from SDCCE. A Board of Directors oversees its operation. The district collaborates and oversees each college foundation in accordance with the terms and conditions defined in Memoranda of Understandings as to the role, responsibilities, and relationship between the district and the foundations ([CH3.C8.5](#); [CH3.C8.6](#); [CH3.C8.7](#); [CH3.C8.8](#)).

Most investments are held in the San Diego County investment pool. The Board of Trustees receives quarterly reports that are reviewed and considered as part of a public meeting agenda ([CH3.C8.9](#)). The Board also annually reviews and adopts the County's Investment Policy ([CH3.C8.10](#)). The only other district investments are the "Other Post-Employment Benefits," which the district invested in an irrevocable trust with the Community College League of California.

SDCCE's overall budget in fiscal years 2021/22, 2022/23, and the adopted budget for 2023/24 are \$75,842,670, \$75,431,972, and \$88,084,310, respectively.

- In 2021/22, SDCCE received approximately 55% of its overall budget in grant funds (\$42.0M), including CAEP, WIOA Title II, Carl Perkins, SWP, SEAP, HEERF, Physical Plan and Instructional Support (PPIS), and CalWORKs/TANF ([CH3.C8.11a](#)).
- In 2022/23, SDCCE received approximately 52% of its overall budget in grant funds (\$39.3M), including CAEP, WIOA Title II, Carl Perkins, SWP, SEAP, HEERF, COVID Recovery Block Grant, PPIS, and CalWORKs/TANF ([CH3.C8.11b](#)).
- In 2023/24, SDCCE received approximately 60% of its overall budget in grant funds (\$52.5M), including CAEP, WIOA Title II, Carl Perkins, SWP, SEAP, COVID Recovery Block Grant, PPIS, and CalWORKs/TANF ([CH3.C8.11c](#)).

The process for overseeing grant expenditures includes administrators and/or budget managers, and staff as part of the participatory governance process. The SDCCE Business Office ensures that grant expenditures are in accordance with grant requirements. Most grant allocations are approved at the beginning of the year by the CCCC. Periodically, SDCCE receives grant funding during the fiscal year. Acceptance of Fund items are presented to the Board of Trustees for each new categorical funding award. All items to be presented to the Board are first vetted through the Chancellors' Cabinet. Throughout the year, formative and summative evaluations are part of reporting the expenditures. SDCCE annually reports to the district and CCCC. Annual audits are performed on all funding sources.

Reporting financial updates and decisions to stakeholders. The district's Fiscal Services office regularly informs the SDCCE VPAS and the college of any updates or decisions related to fiscal matters and the Chancellor regularly publishes communications districtwide ([CH3.C8.12](#); [CH3.C8.13](#)). The Chancellor also conducts Chancellor's Forums each fall. The Executive Vice Chancellor of Business and Technology Services accompanies the Chancellor to provide financial and budget reports and updates. At SDCCE, the President publishes financial communications collegewide in special updates and provides updates of accruing FTES and enrollments in weekly President's Messages. The VPAS provides updates at Convocation and Institution Day ([CH3.C8.14](#); [CH3.C8.15](#); [CH3.C8.16](#)).

The BPDC comprises faculty, staff, and administrative representatives across SDCCD to ensure districtwide budget development is a decentralized process that supports maximum input on budget development from the SDCCD community. The SDCCE VPAS represents the Administrative Services Office and is responsible for preparing SDCCE's operational budget, as defined in the SDCCD Administration and Governance Handbook ([CH3.C8.17](#) p.27). The Council makes recommendations to the Chancellor on districtwide budget and planning issues, reviews the CAM and budget assumptions used in the development of the annual adopted budget, and ensures that distributed resources promote institutional priorities. The VPAS summarizes what has been discussed in BPDC meetings and shares it with the SDCCE Budget Committee ([CH3.C8.18](#)). SDCCE programs and departments are asked to submit their desired requests to the Administrative Services Office. The VPAS then presents the new funding sources to the college Budget Committee. The committee discusses each unit's needs and scores and ranks each request, before being allocated across SDCCE. Prior to the end of the year, grant balances are evaluated and if there are any remaining funds, the committee reallocates them to those who need them most.

Internal control structures. SDCCD and SDCCE use PeopleSoft ERP (Enterprise Resource Planning), which securely automates business and office functions related to finance, technology, student services, and human resources ([CH3.C8.19](#)). The PeopleSoft Finance Management system (FMS) is one of the three components of PeopleSoft ERP, and includes functions such as purchase requisitions and orders, travel authorizations, expense reporting, cash advances, payment requests, and related accounts payable functions to make sure checks can be issued and budgets reconciled. Functions also include asset management, workflows for budget automation, enterprise reporting, and a new budgeting system using Hyperion that creates and monitors budgets as they change throughout each fiscal year while providing reporting tools to assist with integrated planning efforts.

All district processes require a budget check to make sure there are sufficient resources before the purchase is made. The FMS provides the controls to ensure expenses accurately and efficiently monitor resources to support effective operations and lead to student learning goals. The FMS has a series of progressive approval queues that require a sign-off before going to the next level of authorization. The first step in any request at SDCCE is an automated budget check that pre-encumbers funds to cover the request only if resources are available, which prevents over-spending. A request approved at all levels is then put in the queue for the Business Office. The Business Office performs the first substantial review to make sure the request has all the required information and documentation attached. If deficiencies are noted, the request is sent back to the end user for correction. The campus then sends the requisition to the SDCCD Purchasing Office, where accounting staff ensure it complies with purchasing guidelines. Issues noted at this level go back again to the end user who input the request. An approved transaction is converted to a Purchase Order. Once all items are received and signed off by the original end user, an invoice is generated and sent to Accounts Payable for processing.

The district utilizes an encumbrance control system for 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 with future long-term obligations accounted for as appropriate or necessary via an actuarial review. SDCCD's Other Post-Employment Benefits irrevocable trust is studied by an independent actuary in accordance with the Governmental Accounting Standards Board (GASB) 43 and 45 requirements bi-annually ([CH3.C8.20](#)). Worker's compensation costs undergo a review every three years by an independent actuary to ensure that the proper level of fiscal reserves in the applicable actuarial study report are accounted for annually.

The district's internal controls are evaluated and reported annually by independent external auditors. The auditors have consistently determined that the district's internal control structure is adequate and strong enough to support sound financial decision-making and fiscal stability of the district and has appropriate control mechanisms. The district's internal controls are followed at SDCCE and are in accordance with Generally Accepted Accounting and Auditing Standards. Internal controls allow management and employees to prevent or detect and correct misstatements on a timely basis. The separation of duties between functional areas within the SDCCD Fiscal Services Department is reviewed and evaluated annually to ensure adequate controls exist to prevent and detect errors throughout the district. Additionally, Fraud Policy and Whistleblower Protection provides a process by which irregularities can be reported and appropriately addressed ([CH3.C8.21](#); [CH3.C8.22](#)).

SDCCE undergoes up to two external auditor visits as part of the annual audit process. The first visit takes place between March and April and focuses on internal controls, including cash controls. An externally contracted independent auditing firm (currently Clifton Larson Allen) reviews records of all cash collected, how receipts are booked, and how cash is disbursed. The auditors thoroughly

review bank accounts and review fiscal operational processes using random sampling to ensure proper internal control practices are in place. The second SDCCE visit is scheduled between August and September. The auditors review any issues or corrections identified in the first visit to ensure they have been addressed. For the past three years (2020/21 - 2022/23) there were no issues or corrections identified, thus a second visit was not required.

SDCCD's audits have consistently been identified by the external auditors as "unmodified." For the past five years (2018/19 - 2022/23), all five SDCCD audits had an "unmodified" opinion by the external auditors. The Board of Trustees' Budget Study and Audit Subcommittee, the Chancellor, Executive Vice Chancellor, and District Controller meet with the external auditors to review the annual audits before they are brought forward for consideration during a public meeting of the Board of Trustees in December of each year. The district responds directly to the auditors. If clarifications are required by SDCCE when responding to the audit, the district coordinates communication. If additional information is required, communication goes through the Controller's Office. The results of the final district audit are shared with SDCCE via the BPDC. Implementation of any audit recommendations or findings identified at SDCCE are handled by SDCCE's Business Office and then communicated to each site by the campus office supervisors. Audits are critical in maintaining quality instruction and effective operations of the institution for our students' benefit.

Indicator 8.2: Organizational planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning to ensure financial stability.

The SDCCD and SDCCE annual budgets represent a culmination of the budget development processes which ensure an appropriate level of resources support student learning programs and services. In addition to thorough budget review protocols in place to ensure fiscal oversight and stability, budget allocations are based upon districtwide FTES targets, allocation rates, budget assumptions, and budget needs all in accordance with the districtwide BAM (see Indicator 8.1). The SDCCE allocates its budget allotment based upon its Institutional Strategic Master Plan and Resource Allocation process. These processes ensure that institutional funds are used judiciously so that facilities and support materials are sufficient for all programs and courses offered at SDCCE. CAEP funds, for example, have allowed SDCCE to plan for classroom upgrades of equipment and technology (e.g., update technology labs and classrooms in the ESL program, remodel outdated culinary program space to expand course offerings, equip classrooms with smart technology, create media and video conferencing capabilities).

Financial tracking and reporting. Budget-impacting forces are followed closely. Regular fiscal related reports are provided by the Executive Vice Chancellor, Business and Technology Services and the Chancellor during the Chancellor's Cabinet weekly meetings. The Chancellor regularly sends the SDCCD community state budget updates, beginning with the Governor's annual release of the proposed budget in January and an updated version based upon the Governor's May Revise.

A standing budget item on the DGC agenda provides an opportunity for regular reporting of the financial condition of the district and the State. DGC is comprised of students, faculty, staff, and administrative representatives from throughout the district. The DGC shares information and reviews matters concerning education programs and services, long-range and strategic planning directives, annual district budget and financial conditions, and advocacy efforts occurring at the local, state, and national levels that impact community colleges. The Chancellor and Executive Vice Chancellor meet with the Board of Trustees' Budget Study and Audit Sub-Committee to discuss current financial resources and long-range financial planning. Each year, the Executive Vice Chancellor presents the

budget development phases to the Board of Trustees at public meetings. In spring a Preliminary Budget based upon the Governor's initial budget proposal for the upcoming fiscal year is presented; in June, a Tentative Budget based upon the Governor's May Revise is presented; and in September, a final Adopted Budget is presented. The Chancellor, with assistance from the Executive Vice Chancellor, communicates budget and financial related matters via a Budget Message which is distributed districtwide and to the community at large. Reports are provided regularly and transparently. Chancellor's Forums are conducted each fall to present the budget and impact for the upcoming academic year at the colleges and the district office ([CH3.C8.23](#); [CH3.C8.24](#)).

The President of SDCCE is a member of Chancellor's Cabinet and attends the weekly meetings. SDCCE also has representatives on the DGC comprised of the SDCCE President, Academic Senate President, and Classified Senate President. These key faculty and classified staff positions are updated monthly on the financial condition of the district and the State. The information they receive is then communicated to the faculty, staff, and administrators at SDCCE.

Long-term facility and strategic master planning. In 2022, SDCCE engaged facilities planning consultants, Moore Ruble Yudell (MRY), to create a collaborative Facilities Master Plan (FMP) development process resulting in an FMP that serves as a physical planning framework for campus architecture and site development and guides future physical decision-making ([CH3.C8.25](#) pp.16-19). The Facilities Master Plan (FMP) and Institutional Strategic Master Plan are interlocked and aligned ([CH3.C8.26](#) p.13). As part of the strategic planning process, the SDCCE planning team engaged with Facilities Planning Consultants, MRY, and its Planning Team, Brailsford and Dunlavey. The process is documented in both master plans.

Short-term and long-term financial planning relates to the priorities and objectives identified in the 2022-2029 SDCCE Institutional Strategic Master Plan. The strategic plan includes six goals consistent with the FMP themes and demonstrates a comprehensive need to grow in critical areas not addressed in past goals and objectives for the district ([CH3.C8.26](#) p.14).

SDCCE annual integrated planning (AIP). SDCCE's AIP process ensures that review and assessment of programs guide college strategic planning and requests for resources ([CH3.C8.27](#); [CH3.C8.28](#)). The process is fundamentally based on the SDCCE mission and institutional strategic plan which are focused on short- and long-term planning that support students at all levels. The SDCCE President provides a blueprint for short-term planning and resources that guide annual integrated planning for programs and departments and are based on advancing the Facilities Master Plan and the Institutional Strategic Master Plan ([CH3.C8.29](#)).

Program and department leads interact with and conduct each phase of AIP in the Anthology Planning and Outcomes platform modules. Leads make direct connections from program and department project strategic objectives to their requests for resources. The Faculty Priority Hiring Committee, the Technology Committee, the Professional Development Committee, and the Safety and Facility Committee review resource requests in their areas of expertise and provide recommendations to the Administrative Services Office and Executive President's Cabinet to consider when allocating annual resources. The resource allocation process is reviewed and adjusted annually to ensure that it is flexible to changing budget needs, yet is a clear process for requestors, and provides transparency in SDCCE's budgeting process.

Indicator 8.3: The school provides facilities that are clean, safe, and well-maintained in order to provide an effective learning environment.

Safe, secure, and healthy learning environment. The SDCCD ensures that all institutions within the district are provided safe and sufficient physical resources necessary to execute their educational mission. They are constructed and maintained to assure access, safety, security, and a healthy learning and working environment. Through the activities, programs, and documents below, fiscal resources and the allocation of campus police resources are leveraged effectively.

Board policies and procedures. SDCCD Facilities and Equipment Services BPs 6750-8101 and APs 7000.2 - 8102.1 guide district and college facilities and equipment services. BPs 3500-3560 are in place to strengthen student and employee safety and security for disaster/crisis planning, campus safety, campus security and access, the emergency response plan, and more ([CH3.C8.30](#)).

Management Services Council. This council serves as a forum for staff members to meet districtwide to review matters concerning the district's management services. Through these meetings, recommendations are made to cabinet and other governance organizations regarding the allocation of resources to meet district requirements.

Facility Master Plan. Prior to the last SDCCD bond capital improvement program, facility master plans were created for each college that identified facility requirements to meet their educational missions. These plans, created with participation from faculty and staff, provided the blueprints for the facility modernization that has occurred throughout the district. A new SDCCE FMP was created in 2022, should SDCCD begin a new SDCCD bond capital improvement plan which would support physical expansion for in-demand programs and services at SDCCE campuses ([CH3.C8.25](#)).

SDCCD safety support. The district maintains an Occupational Safety and Health website to support district and college students and employees that houses safety resources and allows users to report safety concerns ([CH3.C8.31](#)). The district oversees the Police Department which supports campuses across SDCCD to remain safe and secure. The department works within stated policies and procedures to provide effective services to SDCCE students and employees. A Police Advisory Committee (PAC) provides students, employees, and the broader community input to the SDCCD Chancellor and Chancellor's Cabinet regarding public safety matters and public policies which influence or impact the ongoing relationship between the SDCCD Police Department and the community it serves. The PAC assists with implementation of long-term planning by providing input, evaluation and feedback on goals, policies, and strategies; service delivery programs and priorities; and progress in establishing and maintaining coordinated and cooperative working relationships between the community, colleges and campuses, other agencies, and the Police Department ([CH3.C8.32](#); [CH3.C8.33](#)).

SDCCE safety and facilities resources. SDCCE's Administrative Services Office is responsible for overseeing financial and administrative services; budget development and management; expenditure control and purchasing control; facilities operations maintenance and planning; human resources services; technology services; business services; and safety and security of the educational institution. The department ensures that campuses, programs, and departments have the necessary tools and support to best serve students. This includes components such as payroll, budget management, processing human resources paperwork and payroll, enhancing, and maintaining learning environments, and encouraging professional development for employees.

In September 2023, the department launched the Administrative Services SharePoint page as an employee portal to resources, procedures, and forms that support efficient and effective work ([CH3.C8.34](#)). The site is organized by functional areas: payroll, event planning, fiscal services, human resources, safety, district facilities and IT, and resource allocation. The Safety page houses SDCCE safety plans and procedures; training materials; upcoming events; and website links to access SDCCD safety escort services, file a police report, and open a facility work request ([CH3.C8.35](#)). The district Facilities and IT page houses links to open districtwide facilities and IT work orders, and instructions on how to initiate IT work orders ([CH3.C8.36](#)).

SDCCE Emergency Action Plan. BP 3500 states that the Chancellor shall establish a district and campus safety plan and ensure that it is posted or otherwise made available to students. The SDCCE Emergency Action Plan Guide and the SDCCD Emergency Procedures are on the Administrative Services SharePoint page ([CH3.C8.37](#); [CH3.C8.38](#)). The plan is updated annually. Each campus is provided with an updated copy stored in the campus administrative office and each SDCCE classroom includes an emergency procedures poster and an evacuation plan.

Automated work order process employed throughout the district. Megamation, the automated work order tool used by the district, provides faculty and staff a portal to submit work orders and allows the facility staff to prioritize requirements based on established parameters ([CH3.C8.39](#)). The highest priority is allocated to work orders that address issues that threaten life safety. The process ensures there are always proper resources allocated to these types of issues.

SDCCE Safety and Facility Committee. The Safety and Facility Committee is a governance committee that reports directly to the EGC ([CH3.C8.40](#)). The committee promotes campus safety, security, and emergency preparedness to ensure safe and secure learning and working environments. The committee discusses facility planning and improvement and annually reviews and advises on facilities-related resource requests as part of resource allocation.

SDCCE recently received a \$35 million grant to renovate the ECC theatre ([CH3.C8.41](#); [CH3.C8.42](#)). Renovations will include updated entries and foyer areas plus a new control room. There will be better seating arrangements, new sound and lighting controls, updated video projection equipment, and modern acoustic panels. The national architecture and engineering firm Hammel, Green and Abrahamson (HGA) was selected to develop renderings and plans.

Safety and Facilities Events. The SDCCE Administrative Services Office and the district regularly hold safety-related events or training courses for the SDCCE community. Recent training includes the Great Shakeout Earthquake drill, campus fire drills, a College-Community Emergency Response Team (C-CERT) three-day training, two Cardiac Arrest Awareness Courses, Rape Aggression Defense (RAD) Basic Self Defense Training, and A.L.I.C.E. training (Alert. Lockdown. Inform. Counter. Evacuate.), which is a comprehensive active shooter and safety preparedness training class led by trained SDCCD Police Officers ([CH3.C8.43](#); [CH3.C8.44](#); [CH3.C8.45](#)).

Criterion 8. Resource Management Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. The implementation of the PeopleSoft ERP Finance Management System (FMS) enhances financial management by automating business functions related to finance, technology, student services, and human resources, resulting in efficient budgeting, expense monitoring, and reporting.
2. SDCCE utilizes a collaborative approach to budget planning through the annual integrated planning and resource allocation processes.
3. SDCCE maintains a strong internal control structure, as confirmed by independent external auditors, which supports sound financial decision-making and fiscal stability across the district.

Areas of Growth

1. SDCCE needs to continue enhancing its communication strategies to ensure that all stakeholders, including faculty, staff, and students, have a clear understanding of the budget allocation and how financial resources are being utilized to support student learning outcomes.
2. SDCCE needs to continue promoting professional development and training opportunities to staff involved in financial management, ensuring they are equipped with the necessary skills and knowledge to effectively manage resources and comply with financial regulations.
3. SDCCE needs to continue exploring opportunities to increase SDCCE engagement and involvement in financial planning, seeking input and feedback from stakeholders to align resource allocation with the needs and priorities of the community it serves.

Criterion 9: Community/Educational Partnerships

Directions

- Evaluate the school's effectiveness in addressing community/educational partnerships criterion and indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how **community/educational partnerships impact student learning and well-being**.

The school leadership engages in strategic relationships, partnerships and collaborations with employers and other organizations in order to develop and improve educational opportunities for youth and adult learners

Summary

SDCCE's leadership engages in strategic relationships, partnerships and collaborations with employers and other organizations to develop and improve educational opportunities for youth and adult learners. The college communicates the goals of the programs and works collaboratively with community partners to meet local needs. Leadership develops strong relationships among colleges, workforce development organizations, and local employers. Leadership invites partners to engage with students in activities (e.g., presentations, mock job interviews, tour of the business, work-based learning experiences). Students learn employability skills, acquire career path competencies, and transition to employment as they engage in career and academic counseling, employer presentations, and on-the-job training. Community/education partnerships at SDCCE are highly effective based on findings and analysis.

Indicator 9.1: The school communicates the goals of the programs and works collaboratively with community partners to meet local needs.

Community partnership goals, actions, and results are reported regularly to increase accountability, and ensure student learning and career success remain the college focus. Constituents learn about community relationships; local, community, and partnership student support events and programs; data analyses; and actions at Convocation, Institutional Day, Flex events, governance committees, and program/department meetings. Community activities and outcomes are shared with the broader community through annual reports, newsletters, media announcements, the SDCCE and SDCCD websites, advisory board meetings, and community forum meetings.

SDCCE leadership works with local and community partners to meet students' needs in many ways ([CH3.C9.1](#)). The Student Support Services Office works collaboratively with the PRIE Office to identify disproportionately impacted student groups in relation to completion of CTE, high school diploma and high school equivalency. Annual reports for Student Equity and Achievement Program (SEAP) programs and services are submitted internally each January. Data required to support SEAP programs is reviewed annually alongside instructional program reviews which help identify impacted student populations and planned activities. Other data sources utilized for SEAP programs and services include a Civilian Marketing campus report for potential outreach populations, census data, city and county data, and program enrollment and outcomes data ([CH3.C9.2](#)). Annual student data is updated and reported to measure the impact of academic programs and student support services.

The SDCCE Outreach Office works alongside the Student Support Services Office to host campus and community events to create awareness of SDCCE's programs and services ([CH3.C9.3](#); [CH3.C9.4](#); [CH3.C9.5](#); [CH3.C9.6](#)). Exploration Days, a series of open house events, are promoted via flyers, social media, outreach services, and canvassing efforts ([CH3.C9.7](#); [CH3.C9.8](#); [CH3.C9.9](#); [CH3.C9.10](#); [CH3.C9.11](#); [CH3.C9.12](#); [CH3.C9.13](#)). The department provides regular information

sessions at Metro Career Center, Second Chance, PATH, San Diego Libraries, Core Civic, and the San Diego Housing Commission ([CH3.C9.14](#); [CH3.C9.15](#) pp.9-10). They partner with the ESL and Emeritus departments to offer enrollment support at off-site locations, including Park de la Cruz Community, Pacific Regent, The Glen, and Neighborhood House Association. The department offers a Parents Night and “Redefine Success” workshop at local high schools to expose students to the many options available to them as they transition from high school ([CH3.C9.16](#); [CH3.C9.17](#); [CH3.C9.18](#)). SDCCE Outreach continues to offer both in-person and online services for prospective students including Reg Fests and the Virtual Welcome Center ([CH3.C9.19](#); [CH3.C9.20](#)).

In the last accreditation visit the Career and College Transitions (C&CT) Office did not exist. However, leaderships’ belief that there needed to be a department focused on employment and postsecondary transition of students necessitated its creation. This department, established in 2019, supports learners by providing career development training and creating employment opportunities for students ([CH3.C9.21](#); [CH3.C9.22](#)). The department leadership collaborates with employers across San Diego County ([CH3.C9.23](#)). These partnerships provide a platform for students to engage in on-the-job training and to interact with employers in their chosen career field as they transition to work ([CH3.C9.24](#); [CH3.C9.25](#); [CH3.C9.26](#); [CH3.C9.27](#)). Working collaboratively with the job placement specialists in the department, community employers have an opportunity to participate in dedicated pathway-specific hiring events, employer spotlights, classroom visits and employer informational sessions; all geared to provide students with access to employers while meeting local employment needs ([CH3.C9.23](#); [CH3.C9.28](#)).

Indicator 9.2: School leadership develops strong relationships among education institutions such as community colleges, workforce development organizations, and local employers.

Public and nonprofit community partnerships are maintained for multiple purposes, including outreach and recruitment, collaborative approaches to meeting student service needs, and employer connections to ensure curriculum meets labor market demand ([CH3.C9.29](#); [CH3.C9.30](#)). SDCCE maintains connections with the other SDCCD colleges, SDUSD, and the SDICCCA region to provide support services and opportunities for students (e.g., credit by exam, high school to SDCCE transition).

Instructional services and industry advisory councils. Community partnerships are a core aspect of SDCCE Instructional Services that support outreach to adult learners needing noncredit instruction. Community meetings, memorandums of agreement, and funding request letters of support are part of instructional services engagement with the community, including with many nonprofit agencies (e.g., Mandatory Partnership MOU with the Career Center via America’s Job Centers of California, San Diego Office of Education, city of San Diego Promise Zone Jobs & Education Committee, MAKE Projects MOU, Affiliation Agreement San Diego Literacy Council MOU, USD TESOL Program MOU, Second Chance Strive Grant, Local Workforce Development Board (LWDB) Joint Partnership Committee) ([CH3.C9.31](#)).

SDCCE programs meet regularly with industry and community representatives to confirm job demand data, discuss hiring challenges and ways programs can address them. Industry advisory councils are in each of SDCCE’s nine career training programs. The college recruits and invites industry-related professionals to meet with faculty and deans each year. Faculty verify course pathways and identify industry partners for classroom visits, internships, and entry level positions. The faculty share program goals, current certificate and course outlines, curriculum in development, and special projects. The industry guests are invited to share industry trends, job opportunities, and

job requirements. Industry partners are invited to classroom visits to speak directly with students about career pathways, individual experiences, and to share opportunities in their fields. SDCCE leadership also participates on the district's Corporate Council ([CH3.C9.32](#)).

The Automotive Tech Advisory Committee provides community connection points to advise the Automotive program and recently recommended SDCCE move into "Green" technologies, including but not limited to electric vehicles and advanced driver assist systems. The committee is a larger, more inclusive group because of Zoom technology which allows more local participation.

The Culinary Arts and Hospitality Industry Advisory Board helps identify industry gaps the program can fill; advises on industry re-branding; discusses trends in occupation and labor market data, potential revisions to the Culinary Arts certificate, and partnership opportunities; and works together on the Industry Catalyst Event. Board members represent Sodexo, Sensations Salud!, SDUSD, Puffer Malarkey Collective, Cruise Planners, Fredericka Manor Retirement Community, Olivewood Gardens, Warung RieRie, SDCM Restaurant Group, Les Dames d'Escoffier San Diego, and ACF Chef de Cuisine San Diego ([CH3.C9.33](#); [CH3.C9.34](#); [CH3.C9.35](#)).

The Clothing and Textile Arts Program (CLTX) Industry Advisory Board helps develop the local and regional cut and sew industry's interaction with CLTX program students and alumni and aids the industry in capacity-building for the fast-changing digital transformation of the industry. The board assists the program to create unique opportunities that bring the multi-faceted disciplines of the cut and sew industry together. Events include Industry Catalysts Recognition, Re-CONNECTIONS Industry Summit, industry subject matter speakers, and visiting artist events. Each event brought over 200 industry partners, potential students, students, alumni, administration, and fellow educators together to discuss programming needs, industry technology advancements, sustainable practices, and host CLTX sewn product business student pitches and student portfolios ([CH3.C9.36](#)). Key partners on the board are Vivacity Advantage, prAna, Keep Sewing Alive, Gibson and Barnes, PahaQue Wilderness, TulleVess, Liza Aguirre-Oviedo, and MSOGL.

The Healthcare Careers Clinical and Advisory Board faculty and industry partners engage in conversations that inform and maintain the credibility of the personal care and nursing assistant programs. The board comprises representatives from hospice, home care, nursing homes, a clinic, and a local Hospital. Industry partners include Grossmont Post Acute, St Paul's, Sharp Medical, San Ysidro Health, Hospice of San Diego, Home Instead, Aveanna, and Devoted Care.

The IT Council partners with local businesses including Padres IT, US Navy, Linux Red Hat, Qualcomm, Proven Recruiting, and Dispatch Tech. The Digital Media and Programming programs meets with industry representatives from the creative and web development fields. Based on industry feedback, the Python certificate program updated curriculum that incorporates a hackathon into each Programming with Python course. Industry partners serve as judges for SDCCE's digital design scholarship and agreed to class visits. The Business, Accounting and Entrepreneurship Advisory Board is a valuable voice for developing these SDCCE programs. The programs tap into staffing companies (e.g., San Diego Manpower, Robert Half) to develop relationships for jobs in the business and accounting fields. Their input helps reshape the office skills courses and prompted the new name, Administrative Professional, which better aligns with positions in the field. The relationship also provides feedback on hiring requirements for the administrative and accounting fields.

The Parent Education Advisory Board provides community connection and collaboration for the Childcare Program. The outcomes of board recommendation impact current relevant curriculum, industry approved capstone projects, maintenance of industry equipment standards in the laboratory

classrooms, employment opportunities for child development students, and improve work-based learning assessments. The board comprises ten members from the San Diego community, with representatives from publicly funded social service agencies; private preschools; local SDUSD after-school care providers; child home care providers; and part-time substitute, sitter, tutor, and nanny providers. Organizations on the board include Neighborhood House Association and SDCCE as co-chairs, A+ Subs, SAY San Diego, Bridgepoint Education, St. Paul's Senior Center's Childcare, Childcare Careers, Cambrian Homecare, SD Center for Children, YMCA of San Diego, and College Nannies, Sitters & Tutors.

The Skilled & Technical Trades, Welding Advisory Committee meets with a diverse group of welding industry representatives to inform the SDCCE welding faculty and classified professionals about new and emerging industry trends, employment outlooks, and approve any capital equipment (\$200+) items to be purchased by the Welding department during the fiscal year. The committee comprises members representing all welding industry sectors within the region, including General Dynamics NASSCO, Pacific Coast Iron, WestAir Gasses, GKN Aerospace, Lincoln Electric, Miller Electric, ESAB, Chromaloy, Iron Workers Union Local 229, Noreas Environmental Services, Palomar College, and Goodheart-Willcox Publisher.

Partnerships with other educational institutions. The C&CT office has worked diligently through the last five years to establish strong relationships with employers, the Local Workforce Development Board (LWDB), and various organizations in San Diego. Two of the institution's biggest grants are through a collaborative partnership with the San Diego Workforce Partnership (SDWP) Board ([CH3.C9.37](#) p.12-13). These two grants support the San Diego Gateway to College and Careers (G2CC) and the Apprenticeship Ready Program. The G2CC, in conjunction with SDWP and WIOA, is a grant that is focused primarily on providing intensive wraparound services to opportunity youth that identify as English language learners, immigrants, or refugees ([CH3.C9.38](#)). Through this grant students are provided supports and resources for success in their chosen academic or career training pathway and dedicated job readiness activities that support students in obtaining a job, transitioning to a better job, or participation in paid internships. The Apprenticeship Ready Program provides students with the skills and knowledge in Multicraft Core 3 training to enter union or apprenticeship jobs in the construction field ([CH3.C9.39](#); [CH3.C9.40](#)). This program partners with SDWP, the city of San Diego, and the National Association of Building and Trades Unions. Job Placement Specialists in the C&CT Office develop relationships with employers throughout San Diego to support students in their employment journey and the various career pathways offered at SDCCE. Some of these employers are United States Postal Service, Amazon, St. Paul's Convalescent Home, TESLA, NAVWAR, NASCO, Bridgestone, city of San Diego, Lowes Hotels, Marriott Hotel, San Diego Zoo, Sea World, SDUSD, and UCSD. These partnerships have helped the department place students in jobs across San Diego County and help to create strong employment-focused goals in the seven career centers at the institution's campuses.

C&CT works closely with City, Mesa, and Miramar colleges to provide a pathway for transfer through the CE Promise Program ([CH3.C9.41](#)). This program provides students with a two-year scholarship at one of the institutions. These students have a unique opportunity to engage in dedicated Promise information and support groups and FASFA workshops to support their transition to credit college. Promise staff from the credit colleges are invited to connect to students long before the start of the fall semester, which gives students an opportunity to become familiar with the staff and understand what will be required of them when they transfer. These processes have proven effective in increasing the number of students who transfer and persist. One hundred twenty-six

SDCCE students transferred to one of the district credit colleges through the Promise program between 2016/17 and 2020/21, ([CH3.C9.15](#) p.14-15). In addition to the Promise program, C&CT has partnered with the Outreach teams from the various campuses to have a presence in the career centers on a rotating basis. Outreach teams provide dedicated one-on-one sessions with the students in the institution that include application workshops, FASFA workshops, and connection to counselors to create educational plans ([CH3.C9.37](#)). Students also have the opportunity for connection to the credit colleges through City Day and CE Mesa Day ([CH3.C9.42](#)). These activities provide a platform for SDCCE students to spend a day at City and Mesa colleges for support in transfer decisions.

San Diego is part of the Southern Border Region of the LWDB which includes Imperial and San Diego County workforce development boards and other partners (i.e., SDCCE, community colleges, adult education providers, economic development commission, business community). There are four "sub-regions" where America's Job Center of California (AJCC) are located, including East, North, South, and Metro. The Southern sub-region gains WIOA I funding allocations based on population size, unemployment, and poverty data. The Southern fiscal year 2021-2024 plan was developed in 2021 and is reviewed biennially to meet WIOA I requirements ([CH3.C9.43](#) [CH3.C9.44](#)). The local plan identifies the need for a diverse, skilled workforce, especially in the priority industry sectors.

SDWP and the SDCCD formed the SDWP SDCCD Joint Partnership committee in spring 2021 to "strengthen partnership opportunities and develop a structure to support collaborative activities" ([CH3.C9.31](#)). The committee meets monthly and is focused on three areas of collaboration: referrals and recruitment, program and process awareness, and job placement and employability. In 2022/23, the SDWP changed the AJCC structure; SDWP is now operating the Career Center Services.

Indicator 9.3: School leadership invites partners to engage with the students in activities such as presentations, mock job interviews, tour of the business, or work-based learning experiences.

SDCCE prides itself on a century's worth of commitment to the larger community, maintaining strong and extensive connections with local business and organizations. To create awareness of SDCCE, our programs, and services, and to support our institution's enrollment goals, the college forms new partnerships while continuing to strengthen existing partnerships and marketing. These connections have been made easier by SDCCE campuses design and recognition as destinations highlighting a specific educational emphasis:

- ECC – Campus of Excellence for Career and Technical Education
- Mid-City – Campus of Excellence for English as a Second Language
- West City – Campus of Excellence for Hospitality and Consumer Science
- César E. Chávez – Campus of Excellence for Healthcare Careers
- CE Mesa – Campus of Excellence for Intergenerational Studies
- North City – Campus of Excellence for Business and Information Technology

Accordingly, many campuses host outreach events and programs congruent with their emphasis of excellence that connect community leaders, businesses, and organizations who share common vocational interests. Events include resource fairs, job fairs, health fairs, financial planning workshops, and open house outreach programs ([CH3.C9.3](#); [CH3.C9.4](#); [CH3.C9.5](#); [CH3.C9.6](#)). Community leaders share their expert skills, knowledge, or experience in classroom presentations. These classroom visits encourage student success with an exchange of vocational and educational

experiences. The Outreach team holds regular tours for community organizations, tables at community events, and open houses on campus with an array of entities (e.g., re-entry services, County of San Diego Health and Human Services Agency, city of San Diego, CalWORKs contractors, LWDB/AJCC, SD Literacy Council) and many other grassroots neighborhood groups and ethnic community-based nonprofit organizations.

SDCCE maintains numerous partnerships with community-based organizations to promote noncredit Adult Education programming ([CH3.C9.1](#)). As a result, the community becomes aware of pathways to support adult learners with low literacy skills and multiple barriers to achieving basic education and certification. The Outreach team coordinators and student ambassadors support students with pre-enrollment engagement, utilizing a supportive community and student-focused approach. Strategies for targeted recruitment for those with barriers include data-informed recruitment using close community partner involvement. The team uses a tracking system that is reviewed frequently to make necessary revisions.

In spring 2023, the Outreach team offered "Redefine Success" presentations at 10 local high schools (e.g., Hoover High school, San Diego High School, Mission Bay, Twain High School, Madison High School, Kearny Mesa High School) ([CH3.C9.45](#)). Monthly information sessions were established at Mira Mesa High School Adult Education and Crawford High School. Outreach also partners with the San Diego Housing Commission to enroll students to the Digital Media program as part of the digital media internship program and digital design partnership ([CH3.C9.15](#) pp.9-10). The college hosted Promise2Kids for a grand tour of ECC and Cesar Chavez campuses to expose participants to college and career readiness programs. The Adopt an Ambassador Program was launched, which allows local agencies and schools to adopt an ambassador to serve as a liaison between SDCCE and participants ([CH3.C9.46](#)). Six enrollment workshops were offered to support enrollment of new, current, and returning students to mid-semester classes. SDCCE Outreach is hiring more Outreach Ambassadors to expand its services.

The San Diego Adult Education Regional Consortium ("SDAERC") comprises two member agencies located within the boundaries of the local Adult Education region: SDCCE and SDUSD Adult Education. SDAERC is designated by state legislation (AB104) as the decision-making body that approves the regional CAEP (formerly Adult Education Block Grant, AEBG) Adult Education Plan ([CH3.C9.47](#)). The SDAERC oversees the development and implementation of Adult Education Plans to address adult education needs of the region. The SDAERC is charged with evaluation of Member Agency effectiveness, advancement of service integration, improvement of student transition to post-secondary education and workforce, alignment of adult education services in the region among adult education providers and the WIOA programs, and engagement of providers and stakeholders to develop the Adult Education Plan.

The C&CT team established and instituted strong employment practices that support students in their career journeys ([CH3.C9.48](#)). The team recognizes that students need to be introduced to employment opportunities in several ways. Thus, multiple processes that bring employers and students together are created, including employer spotlights, pathway-specific hiring events, all pathway hiring events, employer informational events, and Wednesday employer mixers ([CH3.C9.23](#)). The team supports employer engagement, but also offers a catalog of job readiness activities to students as resources to ready them for work (e.g., Determining your Best Career Fit, How to Dress for the Job You Want, Creating a Social Media Presence, Job Search Techniques, Rock Your LinkedIn Profile ([CH3.C9.22](#))). The C&CT team provides students job interviewing workshops, resume workshops (group and one-on-one), mock interviewing, career assessments (e.g.,

Choices 360, Career Coach), and career planning ([CH3.C9.49](#); [CH3.C9.50](#); [CH3.C9.51](#); [CH3.C9.52](#); [CH3.C9.53](#)). Students can engage in these activities by working with a job placement specialist in person, on zoom and in the classroom, or in one-on-one settings, Job placement specialists create partnerships with employers to provide students employer engagement opportunities. The C&CT team maintains a You Tube Channel that houses work readiness workshops, so students have access to world-of-work support whenever they need.

The Work Based Learning (WBL) team collaborated with the C&CT Office, faculty, and students to bring WBL activities to the classroom. WBL advisors invite employers to participate in CTE trade advisory meetings to help build and strengthen the advisory boards. CTE trade advisory meetings help CTE program faculty focus on new and innovative trends, and curriculum support and skills building to support students. WBL advisors also connect faculty with employers in their career field to serve as in-classroom guest speakers, provide job shadowing opportunities, and mentor students.

Criterion 9. Community/Educational Partnerships Summary

Prioritize and list the strengths and growth areas for this criterion based on the school's identified major student learner needs.

Areas of Strength

1. SDCCE offers career training certificates that are both state-approved and based on industry labor needs.
2. SDCCE has built an exceptional reputation for consistently delivering high-quality career training programs
3. SDCCE has cultivated strong partnerships with both local community organizations and industry leaders that have resulted in valuable collaborations and mutually beneficial relationships that enhance educational opportunities and promote workforce development

Areas of Growth

1. SDCCE needs to continue increasing industry engagement initiatives, including industry mixers, placement support, and apprenticeships to foster meaningful connections.
2. SDCCE needs to continue expanding online education offerings, aligning with the evolving demands of the modern workplace.
3. SDCCE needs to continue revisiting curriculum to incorporate digital elements that reflect the changing demands of the workforce and ensure our students are equipped with the necessary online skills to thrive in today's technology-driven world.

Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

- Insert the table with prioritized strengths and growth areas.
- Provide a summary confirming the major student learner needs based on the School Profile and the Focus Group findings. Cite data/evidence that supports the identification of the major student learner needs.

Major Student Learner Needs Identified

Three major student learner needs were identified from analyzing the School Profile and Learner Outcomes Report: 1) student access, 2) student retention and success, and 3) student completion and transition ([CH4.1](#), p.4). These areas were utilized to guide and ground discussions for all criterion groups with emphasis on the focus groups, which resulted in 60 areas of strength and growth identified for the institution. A discussion citing evidence to support these major student learner needs may be found in Chapter 2.

Access. Equitable and enhanced access to SDCCE’s educational offerings include priority strategies that build back enrollment and support for impacted populations and programs; they will be critical moving forward (i.e., student-centered class scheduling, new and relevant curriculum, communication of online and on-campus services, support programs to bridge digital equity gaps). Enrollment management, student support, outreach, and marketing are of utmost importance to bringing students back, attracting prospective students, and equitably providing educational access to all communities in San Diego.

Retention and success. Equity-focused support programs will enhance course retention and success for all students in SDCCE. Faculty should employ learner-centered teaching strategies and provide timely feedback to foster engagement and learning. Regular assessment of SLOs, course outcomes, and adjustments in curriculum design can enhance overall course effectiveness. Communication and awareness campaigns should inform students about course-specific learning objectives to empower them in achieving their academic goals, boosting retention and success rates.

Completion and transition. SDCCE must continue enhancing its support programs, regularly reviewing, and updating its curriculum to improve program completion and transitions to the workforce and college. SDCCE must strengthen communication and collaboration with sister colleges to support noncredit-to-credit transitions and with industry partners to increase student internship opportunities, providing more pathways to student success.

Criterion 1 - School Mission, Culture, and Schoolwide Learner Outcomes/Completion Profile

Strength Areas

1. SDCCE's ongoing measurement of SLOs has led to a significant cultural shift, emphasizing a commitment to continuous improvement and a dedication to ensuring the effectiveness of its educational programs.
2. SDCCE has increased comprehension and engagement in SLO assessment across programs by integrating institutional and program SLOs into lesson planning, institutionalizing a culture of SLO assessment and use of results.
3. SDCCE has continued to solidify its participatory governance process aiming to promote adaptability, collegiality, transparency, and collaboration by maintaining an update process that incorporates a feedback loop component.

4. SDCCE's driving principles strongly advocate for diversity, equity, inclusion, access, and anti-racism, fostering a culture that values and promotes these essential values.

Growth Areas

1. SDCCE needs to continue streamlining the current SLO assessment process by solidifying data collection/reporting, investing in faculty training, and garnering support from all departments involved in these activities.
2. SDCCE needs to continue building a culture of evidence by expanding the data coaching ecosystem, which will ensure data/information is used effectively to support decision-making.
3. SDCCE needs to continue developing data infrastructure to facilitate the interpretation of student impact data in decision-making.

Criterion 2 - Governance, Organizational Infrastructure, and School Leadership

Strength Areas

1. SDCCE's current organizational infrastructure enables collaboration/representation and supports SDCCE's mission to provide accessible, equitable, and innovative quality education and career training to adult students.
2. Institution-wide policies and procedures are developed collaboratively, involving various participatory governance groups.
3. SDCCE places emphasis on participatory governance, ensuring that faculty, staff, and students have opportunities to actively participate in decision-making processes.

Growth Areas

1. SDCCE needs to further improve communication channels to ensure student and other stakeholder voices are consistently heard and incorporated into decision-making process while leveraging internal communication infrastructure developed within the last 7 years.
2. SDCCE needs to provide additional resources, communication, channels, and support systems as part of the organizational infrastructure to ensure high level services and employees' development.
3. SDCCE needs to enhance policies and procedures to promote cross-departmental and cross-committee collaboration.

Criterion 3 (Focus Group) - Faculty and Staff

Strength Areas

1. SDCCE student and programmatic needs act as the benchmark for employment qualifications.
2. SDCCE prioritizes providing professional development opportunities for faculty, classified professionals, NANC employees and administrators.
3. SDCCE has established well-defined and specific timelines and expectations for both faculty evaluation and the tenure process.

Growth Areas

1. SDCCE needs to continue creating an environment that supports the growth and success of our valued classified professionals and faculty, through improved communication and well-defined evaluation procedures.

2. SDCCE needs to continue developing a symbiotic relationship between Professional Development initiatives and student success through integration of data.
3. SDCCE needs to continue enhancing the quality and efficiency of its decision-making processes through active engagement and feedback from stakeholders.

Criterion 4 (Focus Group) - Curriculum

Strength Areas

1. SDCCE provides a strong offering of tuition-free in person and online courses, including those that provide the opportunity to earn college credit through credit by exam.
2. Online education innovation (ICOM, HyFlex) has transformed from promising practices to pillars of student engagement and enrollment.
3. SDCCE implements the Peer Online Course Review (POCR) process that aligns with the (Online Education Initiative (OEI) Course Design Rubric providing a robust framework for online faculty.

Growth Areas

1. SDCCE needs to continue extending micro-credentialing options such as those provided through ICOM Academy to accommodate student accessibility needs.
2. SDCCE needs to continue enhancing online curriculum options to support student goals.
3. SDCCE needs to continue providing Open Education Resources (OER) training to enable the integration of OER content in course materials.

Criterion 5 (Focus Group) - Teaching and Learning

Strength Areas

1. SDCCE offers quality instructional programs that enable students to pursue learning goals, master skills that meet the needs of the local employers and prepare students for success as part of a diverse workforce.
2. SDCCE provides a wide variety of instructional support to students of diverse backgrounds and abilities allowing students to develop skills in self-advocacy and achieve short term and lifelong learning goals.
3. SDCCE instructional programs prepare students to communicate effectively, think critically and develop a sense of social responsibility through collaborative and cooperative course work.

Growth Areas

1. SDCCE needs to continue expanding technology integration into instruction and programming that support our diverse student populations and workforce goals.
2. SDCCE needs to continue collecting student data and community input to make informed decisions that will lead to improved student outcomes.
3. SDCCE Instructional and Student Services divisions need to continue cultivating diversity, equity, and inclusion through professional development to expand a welcoming and accessible learning environment.
4. SDCCE Instructional and Student Services divisions need to continue increasing work-based learning opportunities and awareness while collaborating with community and business leaders.

Criterion 6 (Focus Group) - Assessment

Strength Areas

1. SDCCE leverages assessment data to inform resource allocation, grants, and partnership requests in support of students.
2. SDCCE has successfully integrated the Student Learning Outcomes (SLO) evaluation process across all departments within the institution.
3. SDCCE has developed user-friendly and accessible dashboards that offer data on enrollment, retention, persistence, completion, and transition to address student needs.
4. The program review and strategic planning processes have proven instrumental in supporting all stakeholders by providing a platform for thorough analysis and interpretation of data.
5. SDCCE has expanded its assessment capabilities by implementing online CASAS pre/post-testing for ESL, HSE, and HSDP programs to evaluate student progress.

Growth Areas

1. SDCCE needs to promote professional development in assessment methods for faculty and other stakeholders, ensuring data collection/reporting protocols are followed.
2. SDCCE needs to continue expanding dashboards to enable additional disaggregation options will enhance our ability to understand student needs and outcomes, while also facilitating improved scheduling and support services.
3. SDCCE needs to increase the use of assessment tools to determine if programs and departments are meeting strategic goals and objectives and to inform professional development.
4. SDCCE needs to enhance the utilization of data and analysis within the resource allocation process.

Criterion 7 (Focus Group) - Student Support Services

Strength Areas

1. SDCCE demonstrates a commitment to student representation by integrating a student trustee into the SDCCD Board of Trustees.
2. SDCCE has established the Be Well Mental Health Program, aiming to eliminate stigmas surrounding mental wellness resources for students.
3. SDCCE has implemented a new online orientation module, enhancing student information access about academic programs and support resources.
4. SDCCE has implemented, CARES, a comprehensive basic needs program, establishing a centralized resource hub for students to easily access support services.

Growth Areas

1. SDCCE needs to continue expanding digital literacy support for students enrolling in online courses.
2. SDCCE needs to continue planning for the CCCApply implementation to facilitate the admissions process.
3. SDCCE needs to continue streamlining and expanding registration, enrollment, student support services and orientations.

Criterion 8 – Resource Management

Strength Areas

1. The implementation of the PeopleSoft ERP Finance Management System (FMS) enhances financial management by automating business functions related to finance, technology, student services, and human resources, resulting in efficient budgeting, expense monitoring, and reporting.
2. SDCCE utilizes a collaborative approach to budget planning through the annual integrated planning and resource allocation processes.
3. SDCCE maintains a strong internal control structure, as confirmed by independent external auditors, which supports sound financial decision-making and fiscal stability across the district.

Growth Areas

1. SDCCE needs to continue enhancing its communication strategies to ensure that all stakeholders, including faculty, staff, and students, have a clear understanding of the budget allocation and how financial resources are being utilized to support student learning outcomes.
2. SDCCE needs to continue promoting professional development and training opportunities to staff involved in financial management, ensuring they are equipped with the necessary skills and knowledge to effectively manage resources and comply with financial regulations.
3. SDCCE needs to continue exploring opportunities to increase SDCCE engagement and involvement in financial planning, seeking input and feedback from stakeholders to align resource allocation with the needs and priorities of the community it serves.

Criterion 9 – Community/Educational Partnerships

Strength Areas

1. SDCCE offers career training certificates that are both state-approved and based on industry labor needs.
2. SDCCE has built an exceptional reputation for consistently delivering high-quality career training programs.
3. SDCCE has cultivated strong partnerships with both local community organizations and industry leaders that have resulted in valuable collaborations and mutually beneficial relationships that enhance educational opportunities and promote workforce development.

Growth Areas

1. SDCCE needs to continue increasing industry engagement initiatives, including industry mixers, placement support, and apprenticeships to foster meaningful connections.
2. SDCCE needs to continue expanding online education offerings, aligning with the evolving demands of the modern workplace.
3. SDCCE needs to continue revisiting curriculum to incorporate digital elements that reflect the changing demands of the workforce and ensure our students are equipped with the necessary online skills to thrive in today's technology-driven world.

Chapter 5: Schoolwide Action Plan or CIP

- State any additional specific strategies to close achievement gaps of student groups in the schoolwide action plan or CIP.
- Revise the schoolwide action plan or CIP.
- Describe the process to monitor student learning based on the major student learner needs, the schoolwide learner goals, academic standards, and the progress for each area in the schoolwide action plan or CIP.

2023 Accreditation Action Plan ([CH5.1](#))

Developing the Action Plan. The 2017-2023 Action Plan gives way to a newly developed and streamlined seven-year Action Plan post self-study reflection.

Strategic Master Planning is purposefully aligned just prior to the self-study to leverage new initiatives and institution-wide feedback that can enhance the development of the self-study and Action Plan ([CH5.2](#)). In 2022, instructional programs, student support departments, and administrative departments conducted strategic planning that included short-term and long-term focuses for the college's newly approved goals ([CH5.3](#)). Select committees developed SDCCE's Infrastructure Action Plans in a similar manner. Institution-wide feedback and program and institution-wide planning meetings guided identification of strategic objectives and action steps for the Institutional Strategic Plan.

Yet, a primary difference between the Strategic Plan and the Action Plan is that the 29 growth areas discovered during the self-study process provide the impetus for continuing and newly identified student-centric needs to guide the central focus of the Action Plan. Four priority areas were derived from the growth areas during the accreditation self-study process. These areas were turned into four goals that support student learner needs.

1. *Leading-Edge Curriculum* – Goal 1. Modernize curriculum to meet workforce demands while emphasizing diversity, equity, inclusion, anti-racism, and access.
2. *Equitable Student Support Services* – Goal 2. Maintain a welcoming and supportive environment for all students by providing support programs and resources and improving communication effectiveness.
3. *Faculty and Staff Excellence* – Goal 3. Elevate teaching and learning quality by empowering faculty and staff with innovative teaching methods and student support services.
4. *Holistic Institution-wide Data Integration* – Goal 4. Expand SDCCE's data infrastructure and consolidate a data-informed culture through data product development, data coaching, and professional development.

Nine objectives and 23 Action Steps were further developed.

Symbiotically, knowledge gained during the self-study process for needed areas of growth authentically changes the college's strategic plan. Within the Accreditation Action Plan, 13 Action Steps naturally aligned with existing Strategic Plan Action Steps (identified as SP #.#.# in the Action Plan); 6 Action Steps had not previously been identified in the strategic plan and were added, and 4 Action Steps incurred revisions to the Strategic Plan.

New Action Steps were developed with input from the programs/departments that would oversee the initiatives. The Accreditation Steering Committee leadership team and the Planning and Institutional

Effectiveness Committee provided key input into the development of the Action Plan. Input was also obtained from Executive Presidents Cabinet. The Action Plan was then shared institution-wide, including with the governance body, culminating in Executive Governance Council approval. The Action Plan brings a timely refresh as SDCCD advances salient features of importance to students, the community, and its employees.

Monitoring the Action Plan. SDCCE will continue to take some of the highly effective steps developed in the past cycle (see Chapter 1) to monitor and implement the Action Plan in this next cycle. Yet, with the integration between planning efforts and advancement of the planning software, we expect much of the manual tracking to be minimized and reporting to be streamlined. SDCCE will rely on its Annual Integrated Planning system, Anthology, to monitor progress achieved in the Accreditation Action Plan over subsequent years. Department, division, program, and committee actions occur all year-long with reporting into the system every fall semester. The information will be utilized to assess the level of progress achieved in the Accreditation Action plan each spring for discussion with leadership, programs, and departments.

Appendices

- A. [Glossary Acronyms](#)
- B. [2023/24 Course Catalog](#) (includes academic requirements)
- C. [SDCCE Certificate Program List](#) (as of 10/17/2023)
- D. [Evidence List](#)