SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

San Diego College of Continuing Education

4343 Ocean View Boulevard

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San Diego Community College District

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WASC Adult School/ROCP Manual, 2022 Edition

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Chapter I: Introduction, Nature of the Adult School/ROCP, and Accreditation History

San Diego College of Continuing Education (SDCCE) is a noncredit institution that has provided adult education services to the city of San Diego since being founded in 1914. Services initially included free night classes in elementary and secondary basic skills and citizenship to adults through San Diego City Schools. In conjunction with City, Mesa, and Miramar colleges, SDCCE separated from the San Diego Unified School District (SDUSD) and formed the San Diego Community College District (SDCCD). In spring 2021, SDCCE officially added the word college to the institution's name. SDCCE provides college preparation and career technical education (CTE) programs to underserved, underemployed, displaced, and disenfranchised adults in San Diego. As one of the largest schools in the California community college system, SDCCE served over 22,000 students during the 2022-2023 fiscal year with college preparatory and CTE courses.

SDCCE is comprised of five campuses (the Educational and Cultural Complex, Mid-City campus, West City campus, César E. Chávez campus, and North City campus). There are also two satellite campuses for continuing education courses located at Mesa College and Miramar College. SDCCE created agreements with 108 locations and offered classes at 39 locations to provide more access to students. The student population is predominantly female, ethnically diverse, and includes a sizable number of low-income and immigrant students.

Over 20,000 students enrolled in courses during the 2022-2023 school year. The student population was reflective of the diversity of San Diego County. The following demographics illustrate the composition of the student population: 40% - students age 50 and over, 24% - students age 30 to 39, 68% - women, 35% - Latino, 31% - White, 16% - Asian/Pacific Islander, 9% - African American. Thirty-eight percent of students reported an annual income of less than $5,000.

Despite a decrease in enrollment due to the pandemic, the number of student assessments increased between spring 2021 to spring 2023 by 87%. A total of 84% of 7,340 students assessed met their Institutional Student Learning Outcomes (ISLOs). The course completion rate and success rates have slightly decreased between 2019/20 and 2022/23. The course retention rate increased from 71% to 73% between 2019/20 and 2020/21, but decreased to 68% between 2020/21 and 2022/23. The alternative retention rate for programs in which students do not receive a letter grade slightly decreased from 95% to 93% between 2019/20 and 2022/23. Course success rates, the percentage of enrollments with a passing grade at the end of the semester divided by all enrollments, went from 66% to 63%. The fall to spring retention rate increased from 55% in 2016/17 to 63% in 2022/23. SDCCE offers three types of awards: Certificate of Course Completion, Certificate of Program Completion, and High School Diploma. These course awards increased by 85% between 2016/17 and 2022/23. Noncredit to credit transition ranged from 650 to 1,514 students. These numbers sharply declined due to campus closures and reductions in course offerings resulting from the COVID-19 pandemic. The percentage of students who reported securing jobs closely related to the program of study ranged from 62% to 66%.

To improve outcomes, SDCCE is focused on targeted support programs. Strategies for providing student support are learner-centered teaching strategies, timely feedback, communication and awareness campaigns, regularly assessing ISLOs and the curricula, and adjusting curriculum design.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating: Highly Effective   Effective   Somewhat Effective   Ineffective

Narrative Rationale:

SDCCE had a decline in student achievement since the COVID-19 pandemic. However, the school has demonstrated a commitment to improving these outcomes through analyzing data to make informed decisions for any necessary adjustments.

Chapter II: Progress based on the growth areas of the previous WASC Visiting Committee

Two Significant Developments for SDCCE are:
SDCCE focused efforts to address the decrease in enrollment during the Covid pandemic and prioritized enrollment management efforts across the institution.

Institutional Strategic Plan Goal 1 was set by SDCCE staff and stakeholders. To implement Goal 1, the Office of Planning, Research, and Institutional Effectiveness (PRIE), along with the district, developed data instruments for enrollment tracking. The Vice President of Student Services (VPSS) and Vice President of Instructional Services (VPIS), leading an Enrollment Management Taskforce, focused on a new Institutional Enrollment Management plan. Virtual student services and registration assistance were developed to assist with the enrollment process and ESL needs. The Forward Together campaign promoted and marketed the college throughout the San Diego community.

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 programs are aligned with the changing labor and technology market into nine career pathways requiring new certificate program development and existing program revisions. Strong Workforce Projects (SWP) were developed and financed with $723,980 to build innovative programs in student learning and success in addition to the Perkins Grant. On-campus instruction was successfully transitioned to online in March 2020, and SDCCE developed online mentoring to support. The option of online instruction was made available to students towards the end of the pandemic and the school now offers a variety of instructional modes including in-person, hybrid/partially online, HyFlex, and fully online. Access to technology for low-income students, during the pandemic, was met by SDCCE through the Technology Access Program, advocacy for specialized funding, and direct aid to students. Supporting this need aligns with the SDCCE Distance Education Strategic Plan, Goal #1, for digital literacy. The school's commitment to supporting all students in eliminating barriers and achieving educational goals prompted the increase in promotion of low-cost and free materials for classroom use under the Open Educational Resources (OER) initiative. The OER Coordinator's goals of infrastructure, professional development, and job-aids for OER content were completed as a crucial step to support free learning content for students.

Growth Areas
While no additional growth areas were recommended at the Mid-Cycle visit, SDCCE evaluated and added new Action Plan growth areas. Three remaining Action Steps that are in progress have obstacles to completion: *1.3.2 Conduct an analysis of classroom space, 1.7.2 Identify utilization needs for student computer labs: Research opinions 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 to use as programming to use as a priority in classroom utilization.* In 2019/2020, Campus Solutions implemented classroom capacity indicators, however all on-campus action steps were paused during the pandemic. Implementation of Ad Astra, schedule preparers, and room analysis is currently being worked on.

Growth Area 1: Expand and increase access to course offerings, support services, and workforce development opportunities to support student success (Goal 1. Growth in enrollment and student success)

The Action Plan incorporated an expansion of courses (i.e. online) as a core area of growth. Since 2016, the Curriculum Review Committee approved more than 35 new programs and over 100 new courses per 13 disciplines. Older programs were revised to short-term formats for scheduling flexibility and student completion. CTE certificate programs were assessed for market demand and sent to the district, SDCCE Board of Trustees, and state for approval.

Pre-pandemic, there was a modest number of distance education courses and some started expanding existing online and partially online options. Distance education attendance hours increased by 77% between 2016/2017-2018/2019. With the pandemic, the number of online classes increased from 702 Full Time Equivalency Students (FTES) in 2019/2020 to 9,225 in 2020/2021 (1214%). Online education support was provided to students with the Technology Access Project and faculty through mentoring and professional development. Faculty mentoring included one-to-one mentoring, group mentoring, and multi-week online course design classes (HyFlex, Canvas, Zoom). In 2021/2022, SDCCE implemented over 80 HyFlex classes (more than 3,400 enrollment). Currently, campuses are open for in-person classes, however, in 2022/2023 distance education was still the main enrolled option of students (8,396). SDCCE predicts additional programs and instructional modes growth in the next three years while increasing the in-person student enrollment.

The Office of PRIE was created in 2016 to focus on data-based decision-making and planning at SCCE. PRIE increased institution-wide and program-specific reports. The PRIE and the Program Review Committee put data coaching and labor market analysis in the annual program review process. Workshops offering content-specific enrollment, planning, and accreditation were offered to expand data among faculty and administrators to plan projects and activities. The SWP, Region Consortium, PRIE, and lead CTE Dean organized the Faculty Institute professional development program to use data in assessing information and implementing classroom changes. Training materials are being developed for a Counselor Institute. In 2023, SDCCE received the Culturally Responsive Pedagogy and Practices Grant so PRIE can provide two SDCCE Faculty Equity Institutes in 2024/2025.

Growth Area 2: Increase internal and external communication and collaboration (Goal 2. Increased communication and community collaboration to support student success)

Significant improvement in collaboration and enhanced communication was completed by SDCCE. A Community Newsletter for current community and business partnerships in education programs was implemented by the SDCCE Foundation. The San Diego Adult Education Regional Consortium newsletter is distributed amongst the SDCCE and SDUSD Adult schools by the SDCCE California Adult Education Program (CAEP) manager. In 2018/2019, on the President's webpage, the SDCCE President began sending out weekly messages about program and research updates, new hires, current events, training, community events, and partnerships. The president also emails and posts media and successes as they occur. The SDCCE has a newsroom regularly updated with videos and stories. Town halls and forums are used for important updates to the community.

SDCCE improved communication for students. Student records are now permanently, securely, and confidently maintained by the PeopleSoft Enterprise Resources Planning (ERP) system. Students can access the Campus Solutions (CS) system to see their portal, enroll in classes, see schedules, credits, grades, and access their Education Plan and transcripts. The ERP system was recently migrated to a cloud platform and continues to improve with stakeholder feedback. Microsoft 365 has been utilized with student emails to communicate all announcements to registered students and Outreach Services. A student newsletter was created in 2022/2023 with student webpages and videos.

Growth Area 3: Provide equal access to targeted professional development with mechanisms that track and measure impact (Goal 3. Professional development to support student success)
SDCCE professional opportunities increased and is a strength for the institution; resulting in better access for all employees; increasing student service and programming development. Robust professional development programs include:

- Faculty Online Mentoring Program
- Passport to Success Program
- Classified Professional Staff Training and Retention (STAR) conference
- Culture of Dignity and Empowerment (CODE) online training and Five-Day Experiential Learning Institute (FELI)

Surveys are deployed to measure how professional development is impacting student success and gain feedback on events.

Growth Area 4: Maintain and secure technology in support of data-driven instruction, decision making, and student services (Goal 4. Maintaining and securing technology in support of instruction and student services to support student success)

SDCCE developed strategies for current technologies that benefit student learning and critical services. SDCCE maintains a Technology Plan, developed by the Technology Committee, in 2018 and refined in 2022/2023, approved in October 2023 at an Executive Governance Council meeting. The plan advances technology that benefits student learning and service needs; including replacement goals, video conference systems, technology to improve communication, leveraging wayfinding technology, etc. Instructional technology for HyFlex courses and online support tools was expanded under SDCCE. Student access was increased with the growth of different teaching modalities utilizing technology and student learning was improved for online students. Student outcomes reporting was improved under the ERP and had a positive impact on data-driven decisions for student success and needs.

Growth Area 5: Use integrated planning to support institutional and student success (Goal 5. Integrated planning to support student success)

Annual Integrated Planning (AIP) is an interconnecting framework for data and assessment, strategies planning, resource allocation, and budgeting review. Resource allocation was aligned to program review and strategic planning through correlating resource requests to a program's strategic objective. Completion of program reviews was designed to end before the yearly budget planning. The program review process annually reviews all programs and departments, and every department's mission statement and SLOs. Anthology was adopted institution-wide under PRIE. Anthology helps support accreditation efforts, program review, and strategic planning through cloud-based reporting, tracking, and evidence capture. In 2019/2020, instructional/administrative review forms, resource request forms, and CTE LMI analysis were established in Anthology.

<u>Meeting Major Student Learner Needs, College Needs, and Areas for Growth</u>
Various strategies have been applied to address student learner needs, college needs, and growth areas. ***Student Learner Needs.*** The Seven Pillars of Student Success campaign and SDCCE CARES were established to support students' comprehensive basic needs. The Higher Education Emergency Relief Fund (HEERF) student vouchers, job opportunity community partnership events, and the Technology Access Program (TAP) for student laptop access support learning needs. An Institutional Strategic Enrollment Management Plan (SEM) was created by student services in 2021 for student enrollment and implemented groups to address student onboarding, marketing and outreach, student-centered scheduling, transitions and the student journey, and program development and innovation. HyFlex technology has expanded the modalities offered for every course. Open Educational Resources use has been increased in the number of faculty using the program to reduce out-of-pocket textbook and educational resources for students.

College Needs. School infrastructure needs are addressed by building additional CTE learning labs with HyFlex, growing high-demand programming, SDCCE branding, community marketing, increasing grant funding and foundation support, and renovating facilities for students. To enhance on-site student gathering areas and study support, tutoring centers have been implemented and student lounges created.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating: Highly Effective <mark>Effective</mark> Somewhat Effective Ineffective

Narrative Rationale:

SDCCE has aligned goals, SLOs, and the Action Plan with the SDCCD and the ISMP. SDCCE utilized an organizational structure for disseminating, evaluating, and approving the targeted goals identified. There is a clearly defined process in place for monitoring of the goals aligned with student achievement and developing additional practices to address student needs.

The Self-Study Process

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. The Institutional Strategic Master Plan (ISMP) was developed leading up to the self-study with survey feedback, data analysis, planning sessions, and constituent group feedback. DEIAA strategies are embedded by the ISMP at all levels of planning from the Institutional Strategic Plan to the Institutional Infrastructure Action Plan, program and department strategic plans. SDCCE Goal 3 highlights additional DEIAA culture strategies.

The self-study process is part of strategic planning, with ASC meeting twice a term since 2018; increased in 2022/2023. Over ninety faculty, classified staff, and managers participated in the process in 2022/2023 as leads and/or contributors. Several staff served on multiple criterion groups; equaling 112 participants (with duplicates). The ASC leadership team facilitated additional meetings in 2023/2024 to finalize the self-study and develop the accreditation Action Plan based upon criterion group recommendations. A core group of the ASC leadership were involved in planning the self-study visit.

Learner Outcomes

All SDCCE programs and courses align with the learner outcomes. SLOs are developed under program-wide efforts, institutional SLOs, and CTE industry standards, and shaped by industry advisory boards and state initiatives. Outcomes are a part of course delivery, assessed through multiple methods, and informed by student feedback. The educational approach equips students with relevant skills, aligns with college and industry standards, and encourages student success and career readiness.

The current ISLOs were reviewed and adopted in Spring 2023. SDCCE integrated ISLOs and program SLOs into lesson planning through a culture of SLO assessment and result utilization. During the pandemic, annual student assessment increased; even with the drop in enrollment. From Spring 2021 to Spring 2023, SLO assessments increased by 87% with 7,340 students assessed. Of those students assessed, 84% met their SLOs. For course assessments, in 2022/2023 rates ranged from 10%-100% and pass rates ranged from 59%-100% over the most recent three years. The SLO Taskforce and the SLO/ Program Review Coordinator continue collaborating with department leads and faculty to identify strategies to enhance outcomes across all programs.

Every three years, SDCCE conducts student and employee feedback surveys with accreditation-related questions included. The results are compared in trend analysis, posted on the PRIE's website, and shared with SDCCE groups. Over 80% of students who responded on the survey agreed with the institutional outcomes statements, affirming students feel they are accomplishing SDCCE's global goals. Asked if they are familiar with their course SLOs, 72% agreed, requiring wider communication of course level SLOs.

Course Retention and Success Rates
To find course retention (course completion) rates, enrollment percentages with a valid grade at the end of the semester are divided by all enrollments. Between 2019/2020 and 2020/2021, retention rates increased from 71% to 73%; rates decreased to 68% between 2020/2021 and 2022/2023. Alternative retention rates (active enrollments to the end of the semester, divided by all enrollments) decreased from 95% to 93% between 2019/2020 and 2022/2023. Course success rates (percentage of enrollment with a passing grade at the end of the semester divided by all enrollments) decreased from 66% to 63% between 2019/2020 to 2022/2023.

Course-level indicators of satisfaction are used for most academic programs. The indicators are outlined by if enrolled students satisfy course competencies in the course outline of record. Rates for SDCCE class indicators are the percentage of enrollments that receive a satisfactory score, divided by all enrollments. Between 2019/2020-2022/2023, rates increased overall with some variability; 31% in 2019/2020, 41% in 2020/2021, 37% in 2021/2022, and 39% in 2022/2023.

Fall to Spring Retention
Fall to spring retention refers to the percentage of students who attend a minimum of one course in the fall and then a minimum of one course the following spring term. Between 2016/2017 to 2022/2023, fall-to-spring retention increased from 55% to 64%.

Certificate and Diploma Completion
SDCCE offers three types of completion certificates; Certificate of Course Completion, Certificate of Program Completion, and High School Diploma. Course completions occur upon the completion of a designated module or course within a program. Program completions occur when a student completes the required courses in a certificate program pathway. High School Equivalency Preparation (HSEP) certificates are awarded through completion of the HiSET test at the ECC and West City campuses. High School Diplomas are awarded for completion of required courses. Between 2016/2017 and 2022/2023, course awards increased by 83% with the highest programs being Digital Media and Programming (322%), Child Development (204%), and Information Technology (106%). Between 2016/2017 and 2022/2023, program awards decreased by 12%; ESL, Clothing and Textiles, and Hospitality having the greatest decrease. High School Diplomas decreased between 2016/2017 and 2022/2023 from 148 to 80; not reflecting the High School Equivalency.

Noncredit to Credit Transition
Credit college transition is a goal supported by SDCCE's satellite campuses at the Mesa College and Miramar College. Between 2016/2017 and 2022/2023, the number of students who were formally enrolled at SDCCE and enrolled in credit classes at a sister college fluctuated from 1,514 to 650. The pandemic caused a decline in student transitioning, from 1,178 to 565 due to campus closures and a reduction in class offerings.

Transition to the Workforce
The California Community Colleges Chancellor's Office (CCCCO) administers the annual statewide Career Technical Education Outcomes Survey (CTEOS) to SDCCE students. Students who reported securing a job closely related to their study was between 62% to 66% during 2020-2022. Students who found a job in under three months remained steady at 66%-67%.

Accreditation Action Plan Implementation and Monitoring
At SDCCE, the VPIS has the role of School Principal, the Dean of PRIE has the role of Accreditation Liaison Officer (ALO), and a faculty member has the role of Accreditation and Planning Coordinator. The Accreditation Sub-Committee/Accreditation Steering Committee (ACS) is part of the PIE Committee. This structure facilitates the continuous development and monitoring of the accreditation process and Action Plan; ensuring the action steps positively impact student learning, program effectiveness, and integrated planning. ASC creates the infrastructure and timeline for the accreditation cycle process, monitors the Action Plan, maintains institution-wide communication, and supports the development of annual reports including the progress report and self-study. ASC members include administrators, faculty, and classified staff across the institution.

During the 2016-2023 cycle, staff identified in the Action Plan (i.e. deans, program directors, classified staff, and administrators) provided updates, key performance indicator data, and evidence to monitor implementation of the Action Plan. Information was added annually to the Action Plan by the Accreditation and Planning Coordinator. The PRIE Accreditation web pages regularly posted updated reports and presentations and shared them with the Executive Governance Council.

The Action Plan was tracked and reviewed annually and changes were made as needed. Prior to the Mid-Cycle visit, student and employee focus groups adjudicated ten new action steps and the Visiting Committee had no new recommendations to add. The Action Plan implementation and monitoring process worked well and will be continued with the new Action Plan; executed with increased technology use.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one):   Highly Effective   <mark>Effective</mark>   Somewhat Effective   Ineffective

Narrative Rationale:

Work on the WASC Self-Study process began in 2018 with the creation of the Accreditation Steering Committee. Under the ASC, the self-study was developed in accordance with strategic planning and the current ISLOs were reviewed and adopted in Spring 2023. SDCCE integrated ISLOs and program SLOs into lesson planning. The Action Plan is reviewed and monitored annually by the Accreditation and Planning Coordinator and disseminated to stakeholders to identify student learning impact and program effectiveness.

Chapter III: Quality of the School's Program

Criterion 1: School Mission, Culture, and Schoolwide Learner Outcomes

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

Visiting Committee Comments

SDCCE's culture is one of diversity, inclusion, with a sense of belonging. The staff are provided with professional development opportunities and school-wide engagement. Staff are invited to participate in three school-wide events where campuses are closed to allow staff from the seven campuses to connect as one team. Based on conversations with staff and faculty, they enjoy working at SDCCE.

SDCCE has a culture where communication with staff, faculty, and students is a priority. SDCCE has a full Campus Communications team led by a Public Information Officer. The team has created a consistent branding message, has developed a consistent color scheme, has a published style guide, and are making advances in the area of accessibility for the website, documents, presentations, and videos. There is focus on implementing creative avenues to reach the extensive and diverse student body where they are and finding creative ways to communicate in different modalities. The team has a positive working relationship with the district PIO. The team is very active in acquiring information at all seven campuses to assist the President in her efforts to communicate with staff, faculty, staff, and the community.

SDCCE's inclusive culture is evidenced by launching the *Where You Belong* webpage in September 2023 to provide a resource for employees to feel included, accepted, and valued. SDCCE also offers a variety of opportunities for all staff populations: Faculty Online Mentoring Program, Passport to Success

Program, Classified Professional Staff Training and Retention (STAR) conference, Culture of Dignity and Empowerment (CODE) online training and Five-Day Experiential Learning Institute (FELI).

After conversations with the district staff, it was noted that SDCCE's culture, mission, staff, faculty, and students are fully supported at the district level. SDCCE's President is involved in meetings with the district executive staff as the voice for SDCCE.

SDCCE staff, faculty, students, and community members have access to the college's accreditation status and detailed information by utilizing the SDCCE website.

SDCCE's mission statement describes the school's broad educational purpose as being committed to student success and community enrichment. This is by way of providing tuition-free, accessible, equitable, and innovative quality education and support services. SDCCE seeks to serve diverse learners in pursuit of life-long learning, training, career advancement, and pathways to credit college. SDCCE's mission statement is central to the school's planning and decision-making activities and is aligned to the district's mission and goals. Program-level planning is conducted in partnership with faculty, staff, and community partners through the lens of the mission statement. This is also the lens through which program-level mission statements are created and analyzed annually. SDCCE strategically plans and allocates resources accordingly. The college-wide and program-level mission statements were critical to SDCCE's seven-year Institutional Strategic Master Plan.

SDCCE's been very thoughtful and intentional in designing the mission statement flyers that are public facing. The school colors are prominent and the design is eye-catching for the students and staff. The school's logo is clearly visible and consistent throughout the marketing piece. SDCCE's mission statement is distributed in various ways. The statement is the footer on every page of SDCCE's website which links to the school's driving principles. The statement is also in the annual course catalog and the printed class schedule which is sent to homes in the region during the spring and fall semesters. SDCCE posted the mission statement in each classroom and on the student services counter. The President includes the statement in the President's Weekly Message, special messages from the President, and the student newsletter.

In 2009, SDCCE developed four ISLOs. Instructional programs then aligned program goals with the ISLOs. The student services departments have now implemented learning outcomes to inform requests for resources. SLOs are included in course outlines and assessments. Faculty also include SLOs in syllabi and course learning objectives. Students benefit from improving life management skills such as citizenship, parenting, and caretaking.

The SLO/Program Review Coordinator collaborated with student services deans to create the Administrative Unit Outcomes (AUOs) for student feedback. The College and Career Transitions and Student Support Services offices developed and incorporated SLOs in assessment plans to provide a more effective means of tracking and supporting student success. Students have access to services and information through the Online Student Assistance Services and Counseling Office's web pages as well as the Canvas site. SDCCE provided tutorials to give support to new students for accessing emails and Microsoft 365 accounts. SDCCE's Emeritus Program provides a variety of courses and information regarding upcoming events for the student population 55 years of age and older. This program allows students to participate in interactive, communicative activities that promote critical thinking. Counselors provide information to students interested in the Emeritus courses. Information for job opportunities and other related resources are continuously updated for students ages 55 and over.

> ***School Mission, Culture, and Schoolwide Learner Outcomes** that supports high achievement for all students.*
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> **Visiting Committee Rating:** <mark>Highly Effective</mark>   Effective   Somewhat Effective   Ineffective
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> **Narrative Rationale:**
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> SDCCE is fully supported by the district office staff. SDCCE's culture is collaborative and supportive of students. The staff and faculty are passionate about the work they do at SDCCE. Although many staff have worked for SDCCE for a short period of time, their love for the school is evident in the innovative changes. Examples include: creating seven welcome centers, counselors helping all students regardless of location, the President's weekly newsletter, the "Where You Belong" website and Passport to Success event. SDCCE's mission and Values statements are prominently displayed in every classroom at each of the seven campuses.

WASC 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

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 policy and lead the school effectively.

Visiting Committee Comments

San Diego College of Continuing Education (SDCCE) is one of four colleges within the San Diego Community College District (SDCCD). The district is led by a chancellor and is governed by a five-member Board of Trustees and one student trustee from each college. SDCCE's administrative infrastructure includes a president, three vice presidents, and multiple deans and managers. SDCCE has clearly defined roles and standards of governance. There is a participatory governance structure in place that includes an Executive Governance Council (EGC) as the highest-level governance group. The EGC is comprised of 13 members who represent eight participatory governance groups across the College. EGC accepts and reviews recommendations that have been passed through a committee structure and makes executive recommendations to the president. The committee structure includes five governance committees (Access, Retention and Completion Committee, Budget Committee, Professional Development Committee, Safety and Facility Committee, and Technology Committee), and ten operational committees. While the five governance committees provide recommendations to EGC, the ten operational committees act as advisories to the functional units' areas of work. The operational committees include: Associated Student Body, California Adult Education Program, Curriculum Committee, Diversity Equity and Inclusion Committee, Faculty Priority Hiring Committee, Perkins Committee, Planning and Institutional Effectiveness Committee, Program Review Committee, WIOA Title II Committee, and Student Services Council.

The governance structure at SDCCE also includes Academic Senate, which is open to all faculty and provides the opportunity to participate in the SDCCE governance structure. The primary function of the Academic Senate is to allow faculty the opportunity to express their opinion and assume primary responsibility for making recommendations for curriculum and academic standards. Classified professionals are represented in the governance structure through the Classified Senate. The primary function of the Classified Senate is to provide classified professionals with a leadership voice in SDCCE and make recommendations in the formation and implementation of administrative procedures relating to operational matters, especially those which impact classified professionals. There is evidence to support that this committee structure and the defined roles of governance provide for ethical and effective leadership of SDCCE and results in continuous improvement of the college.

The SDCCD Board of Trustees is committed to participatory governance and has structures and processes in place to ensure that faculty, classified professionals, and students participate in decision-making across the district. SDCCD Board policies and structures are revised on a six-year review cycle, beginning in 2016. The District Governance Council (DGC) serves as the district-wide planning and review council on significant issues affecting the district. The DGC reviews and recommends items to the Board of Trustees related to district budget, strategic planning, education and student service plans, and advocacy. At SDDCE, the Office of Planning, Research, and Institutional Effectiveness (PRIE) is responsible for evaluating the College's governance, decision-making and organizational processes and the Planning and Institutional Effectiveness (PIE) Committee is the operational committee that guides the evaluation of governance processes at SDCCE. The PRIE office regularly evaluates governance processes and institutional effectiveness through surveys and self-assessments. For example, a Participatory Governance Self-Assessment survey is conducted every 3-4 years in preparation for the Governance Handbook revision, student and community surveys are conducted prior to strategic planning, and administrative unit surveys are conducted annually to inform departments' program review, strategic plans, and continuous quality improvement efforts.

SDCCE has an established infrastructure of policies and procedures that are established by the Board of Trustees and are applied district wide. Both the development and the review of policies and procedures involve participatory governance. For matters that affect academics, the Board relies primarily on the

Academic Senate. For administrative manners, the Board relies primarily on recommendations from staff from various constituencies. Board Policies (BP) and Administrative Procedures (AP) are adopted by the Board of Trustees in alignment with the Community College League of California recommendations. Before the Board adopts policies and procedures, constituencies throughout the district provide feedback and the DGC reviews and revises them before referral to the Board. In order to ensure understanding and implementation of policies, SDCCE creates and maintains a Participatory Governance Handbook that clarifies distract policies and procedures as they apply to SDCCE. This is especially important since some procedures that are adopted at the district level can be delegated to the colleges for local implementation.

The SDCCE Participatory Governance Handbook assists faculty and classified professionals by providing a visual overview of the SDCCE structure and outlining specifics about governance and operational committees. SDCCE leadership encourages faculty and classified professionals to participate in participatory governance through hiring committees, leadership academies, state and local conferences, program and department planning retreats, committees, task forces, and work groups. This collegial and collaborative atmosphere provides the foundation for continuous improvement and high levels of achievement and success for students. SDCCE's well-defined governance structure provides the foundation for stability for both planned and unplanned events. Sub-committees exist as standing committees to address a specific ongoing need for a larger committee and are open to all faculty and staff to make recommendations. The governance structure also allows for temporary work groups or task forces to form as needed to respond quickly to emerging issues and to identify next steps to ensure student success.

Governance, Organization Infrastructure, and School Leadership **that supports high achievement for all students.**
Visiting Committee Rating: Highly Effective   Effective   Somewhat Effective   Ineffective
Narrative Rationale:
SDCCE has clearly defined roles, organizational structure, and consistent standards of governance. There is evidence that a strong participatory governance structure is in place that includes all stakeholders and that supports and strengthens student achievement. The governance structure allows for significant collaboration within the college and within the district. Notably, SDCCE invites student voice into school and district governance via a student board representative.

WASC 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 the 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

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.

Visiting Committee Comments

SDCCE adheres to the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* and SDCCD Board Policy 7120 to ensure that all faculty are qualified. An equivalency determination procedure is in place for candidates who do not meet the minimum qualifications. This process determines whether a candidate has equivalent qualifications via completion of appropriate coursework when lacking a specific degree or certification. A candidate must provide conclusive evidence of having qualifications that are equivalent to the minimum qualifications.

Screening committee, which includes deans, EEO representatives, and subject matter experts, ensures candidates' qualifications match the specific needs of the program and the SDCCE's mission. Committees develop screening criteria and interview questions based on programmatic needs, ensuring candidates possess the necessary subject area knowledge, teaching and communication skills, and cultural competency.

SDCCE's commitment to equal opportunity, diversity, and cultural competency is evident in its staffing processes, with all faculty and staff participating in SDCCD Equal Employment Opportunity (EEO) and Diversity training. SDCCE uses a strategic planning process, including a seven-year strategic plan and annual reviews, to guide program development and resource allocation. Various funding sources support the process. The reviews assess student needs, program effectiveness, and equity, leading to informed decisions, enhancing student support and success.

SDCCE ensures that all personnel and procedures are clearly communicated and publicly available on the SDCCD website. The creation of positions and appointments are made by the SDCCD Board of Trustees, adhering to collective bargaining agreements and board policies. The SDCCD Employment Office oversees the recruitment, promotion, and transfer processes for academic and classified staff, ensuring all steps, including applicant screening, interviewing, and selection comply with SDCCD, CCCCO, and EEO regulations and best practices. Transparency in hiring is maintained by the SDCCE Administrative Services Office, which provides quarterly position summary reports for transparency in hiring.

The results of formal evaluations serve as a tool for identifying areas needing improvement. The SDCCD has clear policies and procedures for personnel, developed by the Human Resources Office and reviewed by the Chancellor's Cabinet and the District Governance Council (DGC). SDCCD Board of Trustees gives final approval. Evaluations are guided by district policies, collective bargaining agreements, and Meet and Confer handbooks with specific procedures for different staff. Evaluation parameters vary based on individual classification and job permanency. Administrative Services Office and Instructional Services Office managing evaluation notifications and submissions for classified personnel and faculty, respectively.

Faculty evaluations involve a committee and cover multiple domains, including subject matter expertise, teaching preparation, teaching methods, counseling skills, and engagement with SDCCD. There are fifteen criteria across five domains for faculty review, with specific emphasis on teaching skills such as presentation, adaptability, and student learning assessment. Regardless of teaching modality, all faculty are evaluated using the same tools, ensuring consistency and fitness in the evaluation process. The evaluation process, which includes feedback mechanisms, allows for adjustment and improvements in teaching and support services.

SDCCE prioritizes professional development for all personnel, aligning with its goal to use data-informed decisions to enhance student and employee support. SDCCE offers a variety of professional development opportunities focusing on areas such as customer service, SEIAA (Diversity, Equity, Inclusion, Accessibility, and Anti-Racism), fiscal processes, leadership, and technology, as well as faculty development for teaching and assessment across all instructional modalities. Most employees recognize these opportunities positively impact their expertise and student learning.

Professional development is organized by several SDCCE groups, including the PRIE Office, which aims to enhance collaboration, integrate DEIA work, and assess and improve the effectiveness of these programs. Various offices and sentates within SDCCE, along with program and department-level activities, facilitate professional development, which includes workshops addressing specific needs like computer skills, teaching skills, health improvement, and communication skills.

The SDCCE responds to professional development needs and regularly promotes sessions offered during Flex days in the fall and spring:

- Annual STAR conference for Classified Staff
- The Passport to Success onboarding program
- Projects include a faculty teaching and learning institute and a Counselor Institute funded by Regional Strong Workforce

Online training platforms like Cornerstone and Keenan Safe Colleges provide professional development on various topics.

Professional development incentives and leaves are part of the bargaining agreements. Feedback on professional development is gathered through surveys to tailor and improve professional development. A new employee webpage, '"Where You Belong," was launched to enhance communication and foster community, featuring cultural principles, professional development opportunities, and campus climate data.

Faculty and Staff **that supports high achievement for all students.**

Visiting Committee Rating: <mark>Highly Effective</mark>   Effective   Somewhat Effective   Ineffective

Narrative Rationale:

SDCCE stands out for its commitment to quality and inclusion, adhering to SDCCD and CCCCO hiring policies to ensure faculty qualifications, including equivalency options. It emphasizes transparent, equitable hiring practices, mandating EEO and diversity training for committee members. SDCCE evaluates all personnel, using formal evaluations for development and improvement. SDCCE's dedication to collaboration and professional growth is evident in its programs, including the Passport to Success, Faculty Online Mentoring Program, HyFlex training, SWP Institute, and STAR Conference, complemented by efforts to foster community through the "Where You Belong" webpage featuring cultural values and campus climate insights.

WASC 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 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

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.

Visiting Committee Comments

SDCCE is strongly committed to conducting reviews and evaluations of their curriculum to ensure that all courses and certificates are relevant, vigorous, and meet all licensure requirements and certificates through the Curriculum Review Committee (CRC), done annually. It involves advisory boards, faculty, and various forms of student feedback collected from student surveys.

SDCCE provides for CTE programs to be aligned with the changing labor and technology market into nine career pathways. The SDCCE developed the Strong Workforce Projects (SWP) to build innovative programs to promote student learning. SDCCE adopted PRIE to support accreditation efforts to aid in review and strategic planning.

SDCCE is committed to the ongoing process of reviewing and updating SLOs, ISOLs, and CTE industry standards. SDCCE maintains an Annual Integrated Planning (AIP) which annually reviews all programs, departments, as well as every department's mission statements and SLOs. Faculty are presented with opportunities to participate in the curriculum reviews and help to implement the changes and updates into their courses.

SDCCE supports student's education with the Higher Education Emergency Relief Fund (HEERF), and provides student vouchers (TAP), and access to computers to help reduce out-of-pocket student expenses. SDCCE increased the availability of low cost and free materials under the Open Education Resources Initiative (OER).

SDCCE committed to regular assessments of ISOs and curriculum and was able to approve 35 new programs and over 100 new courses.

SDCCE established the Seven Pillars of Student Success campaign and SDCCE CARES to support student's comprehensive basic needs. The HyFlex based technology was implemented in more than 80 programs to allow as many students who wanted access to attend classes so as to meet their educational goals. Further resources were added such as online assistance through the Technology Access Project which provides faculty mentoring, one- on- one mentoring and group mentoring.

SDCCE created Welcome Centers on all campuses staffed with trained classified professionals that provide information on all services available for students that are designed to promote student retention, success and course completion as evidenced by student surveys which indicated that 87% of the students felt classes and instruction contributed to their academic development and supported their personal and educational goals and made them feel valued.

SDCCE's faculty demonstrated the use of different teaching strategies when presenting course materials and the use of technology such as HyFlex to promote student learning. In the CTE classes, the faculty

presented course materials with a focus on industry standards and regulations, safety and state examination standards while also providing both textbook materials with opportunities to practice the skills unique to their courses. There was also a focus on future career opportunities after course completion. The diversity of the students was apparent with the inclusion of women.

Through conversation with staff, we learned that in-house systems are utilized for SDCCE's curriculum process and storage house. The SDCCE team noted CurricUNET was in process and the WASC Committee fully supports moving in that direction.

Curriculum **that supports high achievement for all students.**

Visiting Committee Rating: <mark>Highly Effective</mark>   Effective   Somewhat Effective   Ineffective

Narrative Rationale:

SDCCE has a comprehensive and rigorous curriculum review and revision process in place that is accessible to all interested stakeholders. SDCCE's commitment to the needs of their student population is evidenced by the adoption and implementation of the HYFlex program with the full support of the administration, the union and the faculty to provide access to education to all their student population in all areas of study.

WASC 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. Instruction

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.

Visiting Committee Comments

SDCCE is aligned with community needs by tailoring courses to local industry demands, collaborating with employers to ensure skills taught are relevant, and offering programs that cater to community interests. The alignment is achieved through adherence to SDCCD policies and California state requirements for curriculum development, approval processes, awarding of certificates, and conducting instructional program reviews. The college faculty develops courses, including 44 credit by exam opportunities that offer college credit. The Curriculum Review Committee (CRC) conducts reviews and revisions of the curriculum to ensure that certificates and courses remain relevant and meet educational and industry standards.

SDCCE strongly emphasizes the rigorous evaluation process to ensure instructional effectiveness. The process includes formative and summative assessments of Student Learning Outcomes (SLOs) and various forms of student feedback. For CTE programs, the integration of advisory boards and job placement metrics. Student assessment covers a wide range of skills, including written and oral, in El Civics, ESL CASAS reading and listening assessments, and completing capstone projects. SDCCE's commitment to continuous improvement is evident in its annual program review process by the Program Review Committee. It involves a reflective examination by program chairs, faculty, and administrative leaders, focusing on equity, access, and completion to develop targeted strategies for enhancing student support. The PRIE office supports this work by providing a Power BI dashboard that aids in identifying trends and disparities in access, course retention, success rates, persistence, and certificate completion.

Labor market relevance is closely monitored through biennial labor market information brief analysis and curriculum relevance checks, ensuring alignment with job market demands. SDCCE initiated various learning institutes focused on faculty development, including SWP Faculty Institute, which encourages faculty to analyze course-level data to identify and implement strategies to improve student retention and success. SDCCE is now phasing to a counselor-focused institute in 23-24 and two faculty equity institutes in summer 2024 and spring 2025.

The Work-Based Learning (WBL) program is designed to enhance student learning and readiness for employment. It offers students real-world learning opportunities to improve their ability to adapt, collaborate, and succeed in diverse settings. It offers students the chance to engage with and prepare for future employment while they are still enrolled in their educational programs. The effectiveness of SDCCE's programs is evident from the increased number of certificates awarded and the positive feedback from the Student Climate Survey. Certificates awarded rose from 9,828 in 2016/17 to 15,867 in 2022/23.

SDCCE supports its faculty with resources for staying updated in their fields and improving teaching methods, offering Flex workshops on topics like curriculum development and grading policies. The effectiveness of these workshops is confirmed by positive feedback in surveys. SDCCE established research-based professional development like Passport to Success, which introduces new faculty and staff to the school, and has recently added DEIAA topics into workshops.

SDCCE prioritizes inclusivity and accessibility in its educational offerings. Capstone projects enable students to engage in personalized projects that use their learned skills. The ICOM Academy courses are specifically designed with a uniform interface across the board to minimize the learning curve associated with navigating new online platforms, eliminating potential barriers to success and contributing to increased enrollment in noncredit courses. SDCCE offers synchronous online courses that include a variety of interactive formats, from live lectures to small group sessions.

SDCCE adapted during the pandemic by providing necessary resources like laptops, book loans, and print and video materials, especially for beginning-level ESL students, to ensure continued access to education. Books, material kits, and loaner uniforms were available to CTE students as needed. A focus on digital literacy through initiatives like the Digital Literacy Academy (DLAC) has been instrumental in supporting student success by developing resources to improve access to essential digital platforms like Canvas and Zoom.

Professional development for faculty, particularly in distance education, through various initiatives and the adoption of quality standards for course design development by the CVC-OEI Consortium and engaging in DEIAA work to ensure the curriculum and classroom materials are inclusive.

The college participated in the Long Beach Cultural Curriculum Audit. It launched the Summer eQuity Project (SEP) to explore anti-racist, equitable, and inclusive instructional strategies, resulting in actional recommendations for improving equity in education. Student-centered schedules and adapting online content to reflect the diversity of its study body reflect SDCCE's mission of providing an equitable education to all students.

The pandemic impacted instructional methods at SDCCE, leading to a transition to remote and online education. Faculty were required to complete a 20-hour Online Faculty Certification Program and received support from distance education mentors, alongside training in Canvas and Zoom. SDCCE initiated a faculty distance education survey in Spring 2020 to evaluate comfort and proficiency in technology, revealing that 85% of faculty were certified, supported by a seven-tier professional developSDCCE expanded its technical program with the integration of advanced technological equipment and diverse instructional modalities. Notable enhancements include the establishment of the first Fiber Technology Lab within the Clothing and Textiles Program, equipped with Industry 4.0 advanced manufacturing technology, and upgrading the Industrial Sewing lab with computerized industrial sewing machines.

SDCCE heavily invested in HyFlex courses, providing extensive professional development for faculty, staff, and students, including technology training sessions and support mechanisms like HyFlex Meetup and mentoring. These efforts have led to a significant increase in HyFlex course enrollment and high student satisfaction.

SDCCE expanded its technical program by integrating advanced technological equipment and diverse instructional modalities. Notable enhancements include the establishment of the first Fiber TEchnology Lab within the Clothing and Textiles Program, equipped with Industry 4.0 advanced manufacturing technology, and upgrading the Industrial Sewing lab with computerized industrial sewing machines. SDCCE's approach to integrating technology is facilitated through annual planning, program reviews, and active engagement of the Technology Committee in developing a strategic Technology Plan. Leveraging grant opportunities, including the BlueForge Alliance, SDCCE is advancing its curriculum and developing in-demand programming, exemplified by Automation Innovation. Robotics Skilled Technical Trades and Workforce Development Center aims to address equity gaps and meet critical workforce needs. SDCCE faculty use diverse teaching modalities, including HyFlex, online options, and Canvas, facilitating class accessibility across various settings and locations. To improve fall retention and completion rates, the Clothing and Textile Program introduces the CLTX BIG MAKE, a fall event emphasizing hands-on learning, entrepreneurship, and ethical practices. Students participated in a final project that told their personal story while learning about the industry's environmental and ethical impacts.

A 2021 survey revealed high levels of student satisfaction, with 87% affirming classes and instructors contributed to student academic development. Over 85% agreed that the classes supported their personal and educational goals and made them feel valued.

> ***Teaching and Learning** that supports high achievement for all students.*
>
> **Visiting Committee Rating:**   Highly Effective   <mark>Effective</mark>   Somewhat Effective   Ineffective
>
> **Narrative Rationale:**
>
> The committee observed diverse instructional strategies, evidence of robust professional development, and curriculum improvement supported by online, technology, and flexible course formats, all backed by the school's rigorous and regular analysis of program data for educational improvement. Conversations with the faculty and staff proved the staff prioritizes hands-on learning and a student-focused approach to prepare students for the workforce. Personalized learning and clearly defined pathways address students' varied needs and are supported by all staff. SDCCE's programs stay relevant and effective in meeting job market demands, contributing to academic achievement, skill development, and transitions into the workforce or further education for all students, ensuring that SDCCE's instruction remains relevant and impactful in meeting the evolving demands of the job market.

WASC 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

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.

Visiting Committee Comments

SDCCE has many processes in place to ensure that the program and department changes and innovation are informed by assessment results and data. The PRIE office works on varied initiatives to collect, report, analyze and support data-informed decisions. Program-specific data is disseminated to programs and departments during fall for review as part of the program review process.

Faculty engagement is fostered through various avenues such as workshops, regional meetings, and mentoring sessions aimed at completing Faculty Institute assignments. These assignments include quantitative and qualitative reflection questions regarding courses taught. Additionally, the PRIE team and lead Career and Technical Education (CTE) Dean provide training and mentoring sessions to review and reflect on classroom and equity data using a data dashboard.

Faculty actively participate in curriculum review by analyzing various aspects like course completion rates, grading policies, homework assignments, and technology usage. The institution continually implements data-based institutes to engage faculty and counselors in strategy-building for change, utilizing student-level and class-level data.

The Academic and Institutional Planning (AIP) process has notably enhanced SDCCE's ability to make data-informed decisions, allocate resources effectively, and improve student access and success. This process undergoes reflective refinement to remain adaptable to innovative technologies and best practices impacting students locally and statewide.

Furthermore, data collection and reporting extend beyond the PRIE office. Administrative records, survey results, and specific grant requirements contribute to the comprehensive data landscape. Notably, certain grants like the Workforce Innovation and Opportunity Act (WIOA) II, and the California Adult Education Education Program (CAEP), necessitate specific data reporting through systems like TOPSpro Enterprise mandated by the California Department of Education.

SDCCE regularly reports student learning results to enhance accountability and maintain focus on student learning. These reports, including analyses and actions taken, are disseminated at various forums such as Convocation, Institutional Day, Flex events, and governance committee meetings. Additionally, they are shared through program meetings, consortium meetings, and ad hoc data-review trainings. The broader community is informed through annual reports, newsletters, media announcements, and the SDCCE and SDCCD website.

SDCCE outlines the collaborative process involved in developing course objectives, key competencies, and learning outcomes (SLOs) at the learning agency. Faculty, administrators, and outside specialists contribute to identifying necessary knowledge and skills for student success, with guidance from the CRC Technical Review team to ensure objectives are measurable and related to course content. Curriculum and certificate programs are based on industry certification requirements, updated regularly to align with industry standards. Soft skills essential for employment are emphasized, with ESL faculty focusing on areas such as problem-solving, communication, and time management.

SLOs are used to measure student learning, informing strategies for academic planning, curriculum redesign, and resource allocation. Faculty participate in SLO development workshops to enhance student learning outcomes. The creation of new courses incorporates SLOs, leading to continuous improvement discussions. In specific programs like Skilled and Technical Trades, the welding course can become large

expenses for students in clothing and equipment; however, the program developed a loaner program to support students' needs. The CalWORKs Office plays a vital role in providing direct support to students facing various basic needs challenges. These challenges may include childcare, housing, food insecurity, or lack of technology and Wi-Fi access. The dedicated CalWORKs counselors collaborate closely with the ESL faculty to ensure students can enroll, stay in college, and complete their courses successfully. Collaboration between ESL, CalWORKs, and other programs highlights efforts to support students in achieving personal, academic, and professional goals. Finally, the SDCCE CARES program also provides resources to address fundamental student needs, aiming to remove barriers to educational success.

In terms of orientation and placement, SDCCE counselors have implemented the Counseling Orientation Questionnaire during online orientations to gather data and assess student needs. They're proactive in revising questions to ensure relevance and support during the enrollment process. Additionally, counseling and academic programs collaborate to match students with appropriate courses through placement processes, including ESL assessments for new and returning ESL students.

Faculty at SDCCE utilizes formative assessments to monitor progress and summative assessments to determine if students meet course competencies and standards. Various assessment tools and strategies are employed, and faculty participate in professional development to effectively assess students in online environments. The SLO and Program Review data collection process informs decisions about student achievement and program improvements.

In specific programs like HSDP/HSE, SLO data is used to determine student progression and additional support needs, alongside CASAS assessments. GED/HiSet assessments provide crucial feedback for targeted lesson planning. In addition, the Career and College Transition Office offers students the ability to take career assessments in several ways. SDCCE staff uses data from the Center of Excellence (COE) for labor market information for CTE and Perkins which combines analyses of student and employer data that demonstrates a comprehensive approach to assessment and support, integrating data-driven decision-making to enhance student success and program effectiveness.

The development of the Annual Integrated Planning process (AIP) facilitated the alignment of the planning and budgeting process while ensuring transparency, resulting in more effective resource allocation. Program review enables instructional and administrative areas to identify necessary tools and resources to support program planning and resources needs. Strategic planning established an activity tracking system to ensure the institution can follow up on its strategic plan.

Institutional assessment practices at SDCCE involve regular review of Student Learning Outcome (SLO) assessments, with results tied to program reviews for continuous improvement. Program chairs collaborate with faculty, staff, and administrators to analyze SLO assessment data each fall, informing teaching strategies and program enhancements. Workshops and activities, with a focus on Diversity, Equity, Inclusion, and Accessibility (DEIAA), facilitate data analysis and planning. Modifications to the institution's Action Plan, including curriculum revisions, staffing adjustments, and targeted professional development, stem from assessment findings.

In the SDCCE ESL department, faculty integrate SLO-related writing objectives into course syllabi, ensuring transparency for students. End-of-term assessments gauge student writing proficiency, guiding recommendations for subsequent term enrollment. Students failing the SLO assessment receive tailored recommendations, directing them towards appropriate courses.

In Child Development, collaboration with industry partners informs curriculum development to meet job requirements. Assessment surveys and industry advisory meetings facilitate data exchange and alignment of student learning outcomes with employer expectations. Annual curriculum reviews result in the creation of new courses and programs, with ongoing evaluation through articulation agreements and responsiveness to industry demands, exemplified by the development of courses like HMDV 595 and 596. Enhanced collaboration with credit colleges aids student transition for career advancement opportunities.

Assessment and Accountability **that supports high achievement for all students.**

Visiting Committee Rating: <mark>Highly Effective</mark>   Effective   Somewhat Effective   Ineffective

Narrative Rationale:

SDCCE has established a clear, comprehensive assessment system that supports all students as they enter different programs and complete their courses or career training, effectively collecting data to evaluate student performance. Further, SDCCE clearly leverages assessment data to inform resource allocation to carry out organizational planning to ensure that there's ample support to address all students' needs, demonstrating commitment to integrate the Student Learning Outcomes (SLOs) in the evaluation process of the programs.

WASC 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 with 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 that will enhance the 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

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.

Visiting Committee Comments

SDCCE provides comprehensive student support services to effectively enhance the learning environment and enhance student success. SDCCE offers orientations that allow students to learn and obtain crucial information about academic programs and student services resources in an anytime, anywhere format.

The Student Services Division re-organized departments to align with the student journey and ensure onboarding through graduation student support. The division continued core services that assist students in achieving their goals, and legacy programs that serve specific student populations with customized support for their personal, academic, and career needs.

SDCCE students have access to the core support services at all five SDCCE campuses and the two satellite sites. Pre-enrollment and intake services are available at each SDCCE campus and at CE Mesa; CE Miramar students receive pre-enrollment and intake services through the North City Campus. Student onboarding processes are continuously being improved. Campus Reg Fests and the Virtual Welcome Center support students in learning about programs and registration.

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 prospective students a more seamless and user-friendly experience. As part of this effort, 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 counselors provide academic counseling to students, elaborating on career pathways. Additionally, counselors provide classroom presentations focused on student services, counselor role, educational planning, scholarship, and commencement. Further, career counselors and job developers assist students with career and/or major exploration, career assessments, workplace entry preparations, and career planning before educational planning.

SDCCE employs a comprehensive approach to inform student services and innovations via many on and off campus resources. The Annual Integrated Planning process enables the instructional, administrative, and student services department to leverage data and use it to reflect on their challenges and accomplishments.

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. Also, 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 colleges. Finally, 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. SDCCE has a system in place to assist students with food insecurities. Students fill out the form online and deliveries are confidentially made to their campus of study.

SDCCE provides support services through DSPS. Students can benefit from specialized instruction, academic accommodation, and auxiliary aids to qualified students with disabilities. These services ensure that DSPS students have access to resources they need to complete their educational, personal, and career goals.

The CalWORKs program supports students receiving public assistance to achieve long-term self-sufficiency through coordinated student services. Student support services include work-study employment, job placement, coordination, and some post-employment skills training and instructional services.

SDCCE Veterans' Services has three programs that are approved for veterans' benefits: Auto Tech, Auto Body and Paint, and Sheet Metal Welding. Along with that, SDCCE provides students opportunities to develop leadership skills and support the well-being of all students through the Associated Student Body (ASB) councils. ASB continues to grow and expand at SDCCE campuses. Each campus has an ASB Council with an executive board. The ASB teams have the opportunity to hold diverse student focused events. The students shared they enjoy celebrating and educating students on all american based holidays, along with multi-cultural fairs.

Student Support Services **that support high achievement for all students.**

Visiting Committee Rating: <mark>Highly Effective</mark>   Effective   Somewhat Effective   Ineffective

Narrative Rationale:

SDCCE has established a robust system for providing support to students. Processes and procedures are in place to support all students in academics and social welfare. Students have equal access to support systems that help with navigating the rigors of school life. Students expressed that these resources are plentiful and staff respond quickly to student needs. SDCCE has successfully implemented programs such as DSPS, CalWORKs, and Veterans' Services to support students with different needs. Furthermore SDCCE faculty encourage students to freely participate in the ABS councils throughout all campuses to ensure that their voices are heard and improve campus life through students' feedback.

WASC 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 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 orientation.
3. SDCCE needs to continue expanding digital literacy support for students enrolling in online courses.

Criterion 8. Resource Management

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.

Visiting Committee Comments

The San Diego Community College District (SDCCD) and the Board of Trustees follow sound financial practices that are outlined by the California Education Code, Code of Regulations and by the California Community College Chancellor's Office (CCCCO) and federal guidelines. A district Budget Planning and Development Council (BPDC) and the District Governance Council (DGC) are responsible for reviewing fiscal-related Board Policies and Administrative Procedures. Fiscal and budget-related decision making in relation to adopted budgets considers the District's core mission of student learning and success. SDCCD maintains transparency by maintaining and communicating the annual adopted budget on their website. The adopted budget reports on the website provide descriptions of the reserves, parameters, priorities, the budget and budget development process, and comparisons of yearly budgets.
District Fiscal Services monitors the budget daily and projects future requirements over a revolving twelve-month cycle. Budgets are developed based on projected revenues and expenses for a fiscal year. SDCCD's Campus Allocation Model (CAM) allocates funding to SDCCE and SDCCE is responsible for developing its annual budget based on the funding allocated in support of achieving strategic planning goals. The overall budget for SDCCE is typically over half grant funds. In 2023-204, 60% of SDCCE's overall budget was funded by grants.

SDCCE Vice President, Administrative Services (VPAS) represents SDCCE on the district Budget Planning and Development Council and is responsible for preparing the operational budget. SDCCD and SDCCE use PeopleSoft ERP to manage business and office functions related to finance. Purchase requisitions, travel authorizations, expense reporting, and payment requests are all managed, tracked, and reported through the PeopleSoft ERP. SDCCD's internal budget controls are evaluated annually by independent external auditors. SDCCE undergoes up to two external auditor visits annually. The auditors review fiscal operational procedures. For the past three years, no issues or corrections have been identified by the auditors.

SDCCE uses its Institutional Strategic Master Plan and Resource Allocation planning process to guide budget allocation. Using this type of budget planning ensures that funds are used to support facilities and materials needed for all programs and courses offered SDCCE. The District and SDCCD Chancellor closely monitor events and forces that might impact the budget. The President of SDCCE is a member of the Chancellor's Cabinet and attends the weekly meetings where budget reports are provided. Both short-term and long-term financial planning at SDCCE related to the priorities and objectives identified in the 2022-2029 SDCCE Institutional Strategic Master Plan. SDCCE also effectively utilizes Annual Integrated Planning. Program and department leads for this planning process make direct connections from program strategic objectives to their requests for resources. Other committees at the College then review the resource requests and provide recommendations. The resource allocation process is reviewed and adjusted annually to ensure it is flexible to SDCCE needs and is transparent.

SDCCD ensures that all facilities within the district are clean, safe, and well-maintained in order to provide an effective learning environment. Board policies and procedures guide college facilities and equipment services, student and employee safety, security for disaster and crisis planning, campus access, and emergency response plans. A Management Services Council is in place for staff members to meet to review matters concerning the District's management services. The District also maintains an Occupational Safety and Health website that contains resources and allows students and employees to report safety concerns. SDCCD oversees the Police Department which supports campuses across the District. A Police Advisory Committee is in place to allow students, employees, and community members to provide input to the Chancellor and the Chancellor's Cabinet on matters regarding public safety and the relationships between the SDCCD police department and the community it serves.

SDCCE's Administrative Services Office ensures that SDCCE campuses, programs, and departments have the necessary tools to support and serve students. Administrative Services now has an employee portal where employees can access resources, procedures, and forms that support their work. Employees are able to use the portal to access safety escort services, file a police report, and open a facility work request, as well as access Emergency Action Plan and other resources.

Finally, SDCCE also formed the Safety and Facility Committee. The Safety and Facility Committee is a governance committee that reports to the EGC. The committee provides a venue to discuss facility planning and improvement and promotes campus safety, security, and emergency preparedness. The committee reviews facilities-related resource requests as part of annual resource allocation. The visiting team met with student stakeholders and some concerns about facility issues were raised that included leaking ceilings in a classroom and concerns about safety in a culinary classroom. However, administrators from SDCCE and from the district office noted that there is a site improvement process that is funded through the district and can be utilized to fix these issues going forward. There is evidence that there is appropriate funding and processes in place to address safety and facilities concerns.

Resource Management **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective   <mark>Effective</mark>   Somewhat Effective   Ineffective

Narrative Rationale:

In conversations with stakeholders, some issues with facility maintenance and safety in classrooms were noted. However, there is strong evidence that the district plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The distribution of resources across the district supports the development, maintenance, and enhancement of programs and services that are very important to the specific student populations that SDCCE serves.

WASC 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 Partnerships

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.

> **Visiting Committee Comments**

SDCCE's leadership team communicates the program and school goals and collaborates with community partners to meet local needs. Partnerships include other colleges, workforce development organizations, and local employers. Activities for providing opportunities for student and community engagement include presentations, mock interviews, tours, and work-based learning experiences. SDCCE shares outcomes and data results through annual reports, newsletters, media announcements, website, advisory board meetings and community forum meetings. The Student Support Services Office collaborates with the PRIE Office to identify students who are disproportionately impacted in regards to completion of CTE, high school diploma, and high school equivalency. SDCCE reviews reports for the Student Equity and Achievement Program (SEAP) annually to assist with identifying the needs of this underserved population. The Outreach Office and the Student Support Services Office work together to host events to provide awareness to students on campus as well as people in the community about opportunities at SDCCE. Open house events are promoted through social media, outreach services, and flyers. SDCCE partners with the Metro Career Center, Second Chance, PATH, San Diego Libraries, Core Civic, and the San Diego Housing Commission to conduct informational sessions. Since the last accreditation, SDCCE created the Career and College Transitions Office (C&CT) to focus on employment and secondary transition. This office collaborates with the Job Placement Specialist to conduct hiring events to provide students with access to local employers for job opportunities.

SDCCE partners with the other SDCCD colleges, SDUSD, and the SDICCCA region to serve students. In addition, instructional services and industry advisory councils serve to support outreach to adult learners who need noncredit instruction. Various programs meet with industry and community representatives to confirm the current job demand data. Each career training program has an Industry advisory council. The advisory councils provide information on industry trends, job opportunities, and industry standards. SDCCE collaborated with the San Diego Workforce Partnership Board (SDWP) to earn two grants which support the San Diego Gateway to College and Careers Program (G2CC) and the Apprenticeship Ready Program. The G2CC, in conjunction with SDWP, provides wrap-around services to English language learners through WIOA. Students receive job readiness services for obtaining a job, transitioning to a different job, or participating in paid internships. The partnership with SDWP, the City of San Diego, and the National Association of Building and Trades Unions offers students training to enter the union or apprenticeship jobs in construction. The Job Placement Specialists have established relationships with employers such as the United States Postal Service, Amazon, Lowe's, and Bridgestone.

C&CT works with City, Mesa, and Miramar Colleges to provide pathways for transfer through the CE Promise Program. SDCCE is part of the Southern Border Region of the LWDB. SDWP and the SDCCD

formed the SDWP SDCCD Joint Partnership committee in 2021 to "strengthen partnership opportunities" to focus on referrals, recruitment, program and process awareness, and job placement and employability. Many SDCCE campuses host outreach events and offer programs that connect community leaders, businesses, and other organizations. These events include job fairs, health fairs, financial planning workshops, and open houses. Community leaders give classroom presentations to encourage student success. The Outreach team gave the "Redefine Success" presentation at 10 high schools. In addition, monthly information sessions were held at Mira Mesa High School Adult Education and Crawford High School. Outreach enrolls students in the Digital Media programs as part of the digital media internship program through a partnership with San Diego Housing Commission. The San Diego Adult Education Regional Consortium (SDAERC), comprised of SDCCE and SDUSD, work together as the decision-making body that approves the regional CAEP. SDAERC also evaluates functions such as Member Agency effectiveness, advancement of service integration, improvement of student transition to post-secondary education and workforce, and alignment of adult education services. The Work Based Learning team collaborates with the C&CT Office to bring WBL activities to the classrooms.

Community/Educational Partnerships **that support high achievement for all students.**

Visiting Committee Rating: Highly Effective   Effective   Somewhat Effective   Ineffective

Narrative Rationale:

SDCCE has extensive systems in place to develop a variety of community partnerships. The community partners were highlighted in the self-study report and evidence was provided showing the President active in the community. However, the WASC Visiting Committee was not able to meet with multiple external community partners.

WASC 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 IV: Action Plan Effectiveness: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The visiting committee identified the following <u>specific</u> schoolwide strengths and their rationale for the identification:

1. SDCCE promotes diversity, equity, inclusion, access, and anti-racism to build a community that actively embraces and promotes these values, fostering a more inclusive and equitable community for everyone.
2. SDCCE developed an organizational infrastructure designed to foster collaboration and ensure representation to deliver accessible, equitable, and innovative education and career training to adult learners.
3. SDCCE works collaboratively with participatory governance groups to develop institution-wide policies and procedures to positively impact student learning, program effectiveness, and integrated planning.
4. SDCCE provides consistent and creative professional development opportunities for all faculty, classified professionals, and administrators, both individual and school-wide choices, to support life-long learning of all members of the SDCCE community.
5. SDCCE offers online education innovation (ICOM, HyFlex) that has transformed from promising practices to pillars of student engagement and enrollment to ensure that students learn and hone their skills to be successful individuals.
6. 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.
7. SDCCE has successfully integrated the Student Learning Outcomes (SLO) evaluation process across all departments within the institution, which assists all faculty and staff with assessing student learning outcomes.
8. SDCCE has implemented CARES, a comprehensive basic needs program, establishing a centralized resource hub for students to easily access support services which supports them with their success in learning.
9. SDCCE has implemented a new online orientation module that enhances student access to information about academic programs and support resources so students are able to navigate their educational path with fewer obstacles.

Schoolwide Growth Areas for Continuous Improvement

The visiting committee <u>concurs</u> with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below:

1. SDCCE needs to improve communication channels so that students' and stakeholders' voices are incorporated into decision making processes to support student access to educational services.
2. SDCCE would benefit from increased engagement and feedback from stakeholders during the decision-making process to promote a consistent, higher functioning learning environment for students.
3. SDCCE needs to continue expanding technology integration into instruction and programming that supports the diverse student populations and workforce goals in order to enhance student achievement.
4. SDCCE needs to continue streamlining and expanding registration, enrollment, student support services and orientation to better support student access to education and their achievement.
5. 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.

Include a brief summary of the schoolwide action plan

The self-study process identified 29 growth areas as the foundation for continuing and newly identified student-centered needs of the Action Plan. Four priority areas were developed from the growth areas during the self-study process. Those areas were then turned to 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.

Evaluate the school improvement issues:

– **The effectiveness of the action plan to enhance student learning and support the identified major student learner needs**
The Action Plan is tied to the district and school's strategic planning to support student learner needs and was moved through multiple shared governance approval processes before being enacted. The Action Goals are relevant, realistic, and measurable to increase student achievement.

– **The level of commitment to accomplish the action plan, schoolwide and systemwide**
The Visiting Committee believes that the SDCCE President and Leadership Team, the SDCCE community, Chancellor, and the district Board of Trustees are fully committed to accomplishing the Action Plan. Every constituent group is represented throughout the process. A dedicated committee and a set monitoring process has been established.

– **The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan.**
The monitoring process and implementation of changes to the Action Plan are thorough in the development of multiple committees designated to continuous review of the Action Plan data and goal accomplishments. SDCCE has systems in place to review and analyze the Action Plan to implement any necessary changes.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.
Visiting Committee Rating: Highly Effective   Effective   Somewhat Effective   Ineffective

Narrative Rationale:
The SDCCE Action Plan is aligned to the Institutional Strategic Master Plan (ISMP) and the district's strategic plan to support equitable access to education and student learner needs.

The capacity to implement and monitor the schoolwide action plan.
Visiting Committee Rating: Highly Effective   Effective   Somewhat Effective   Ineffective

Narrative Rationale:
SDCCE has a governance organizational structure that supports continuous monitoring, evaluation, and improvement of the Action Plan and action steps. A routine process of review has been established by SDCCE to include committees of the SDCCE community.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
Acceptable Progress by All Students		X		
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement		X		
Involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes		X		
Criterion 1: School Mission, Culture, and Schoolwide Learner Outcomes/Completion Profile	X			
Criterion 2: Governance, Organizational Infrastructure, and School Leadership	X			
Criterion 3: Faculty and Staff	X			
Criterion 4: Curriculum	X			
Criterion 5: Teaching and Learning		X		
Criterion 6: Assessment and Accountability	X			
Criterion 7: Student Support Services	X			
Criterion 8: Resource Management		X		
Criterion 9: Community/Educational Partnerships		X		
Alignment of a Schoolwide Action Plan to School's Areas of Greatest Need	X			
Capacity to Implement and Monitor Schoolwide Action Plan		X		