Institutional Self-Evaluation Report
In Support of an Application for
Reaffirmation of Accreditation

Submitted by
San Diego City College
1313 Park Boulevard
San Diego, CA 92101

to
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

August 2023

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

From: Ricky Shabazz, Ed.D., President  
San Diego City College  
1313 Park Blvd.  
San Diego, CA 92101

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution’s accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Ricky Shabazz, Ed.D., President  
Date

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

Gregory A. Smith, Acting Chancellor  
Date

Susan Allen Murray, Ph.D., Dean of Institutional Effectiveness/Accreditation Liaison Officer  
Date

Marco Anzures, Faculty Accreditation Coordinator  
Date

Maria José Zeledón-Perez, Ed.D., President, Academic Senate  
Date

Sean Ryan, President, Classified Senate  
Date

Diego Bethea, President, Associated Students Government  
Date
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A. Introduction

College History
San Diego City College is a public, two-year community college administered by the San Diego Community College District (SDCCD). San Diego City College (known as City College or City) is located at the heart of downtown San Diego at 1313 Park Boulevard. It is one of three credit colleges within SDCCD, which also include San Diego Mesa College, San Diego Miramar College, and the non-credit San Diego College of Continuing Education. Established in 1914, City has a long, distinguished history of service to the San Diego community; its campus consists of 40 buildings and is one-fifth of the downtown footprint, comprising 60 acres. City offers over 250 majors and certificate programs and 1,500 classes each semester to approximately 13,000 students. Adjacent to San Diego High School, City offers associate degrees and certificates, prepares students for transfer, and provides licensure or certification in career fields.

Significant campus developments include the creation of a land acknowledgement to the Kumeyaay Nation (A-01); installation of five murals across campus highlighting the College’s commitment to social justice and Diversity, Equity, Inclusion, and Accessibility (DEIA); and nearly $500 million in new construction and facility improvements as part of the District’s $1.555 billion Propositions S and N construction bond program. Additionally, City is proud to offer a new Bachelor of Science degree in Cyber Defense and Analysis, launching in fall of 2024. The program directly aligns with the College’s mission by creating a pipeline to an industry in high demand and diversifying the computer science field.

The COVID-19 pandemic was one of the most significant challenges City faced. To work remotely, City trained faculty to teach online and provided technology and support to classified professionals, faculty, and students. City faces the challenge of strengthening retention, rebuilding enrollment, and enhancing campus life as pandemic restrictions ease.

Commitment to Social Justice & Equity
Since its last comprehensive review by the Accrediting Commission for Community and Junior Colleges (ACCJC), City has continued efforts to provide quality educational opportunities while focusing on social justice and equity. City provides a multitude of resources to help students fulfill their basic needs, which ultimately contribute to student enrollment, retention, and success. Welcome Home City is a grant-funded program providing support, resources, and case management for students experiencing homelessness or housing insecurity to help them meet basic housing needs and secure permanent housing. A part-time grant coordinator, two part-time housing case managers, two part-time project assistants, one part-time academic counselor, and one full-time housing navigator run the program. The Student Services Division hired the College’s first full-time Basic Needs Coordinator to oversee the Knights’ Table Food Pantry; Knights’ Threads & Things, a campus
clothing and home goods resale store; and Hunger Action Days, free food and produce distributions on campus in partnership with Feeding San Diego and the San Diego Food Bank.

City received funds to explore the possibility of on-campus housing to further assist students, allocating $344,000 in planning funds to retain SGPA Architecture and Planning firm to conduct a needs assessment and feasibility analysis. The City Planning Committee worked with SGPA to establish the scope, goals, and milestones for completion and submission of a state grant student-housing application. The resulting conceptual proposal detailed an eight-story development encompassing 300,000 square feet, including 500 units and 808 beds with accommodations for food services, a family resource center, and wellness services. The College applied for the Higher Education Student Housing Grant through SB 169 to help fund the construction of low-cost housing options for students.

The College is committed to serving active-duty and veteran service members. Through support services offered to active-duty service members, veterans, and military families, City has earned silver status as a Military Friendly® school (A-02). The campus Veteran’s Service Center (VSC) offers a range of services, such as a study space with computer and printer access; academic, career, and mental health counseling; community resource information; and peer support mentoring.

**Significant Accomplishments and Highlights**

- City expanded efforts around basic needs by creating Welcome Home City, relocating and updating the Knights’ Table Food Pantry, updating and rebranding Knights’ Threads & Things, and hosting bi-monthly Hunger Action Days food distributions.
- City offers numerous campus support hubs aimed at assisting impacted student groups, such as veterans, Dreamers, the formerly incarcerated, and LGBTQIA+ students. The SUBIR Dreamer Resource Center opened in 2018 to provide a welcoming place for undocumented students and their allies. City’s Pride Hub opened in 2022 and offers a safe, inclusive space for LGBTQIA+ students.
- City’s Nursing program ranks second out of 134 nursing programs in the State of California; it ranks third out of 1,700 national nursing programs. City’s 3-year average National Council Licensure Examination for Registered Nurses (NCLEX) passing rate for registered nurses is 99.50 percent, giving the College an overall A grade (A-03).
- City's award-winning Graphic Design program has been ranked as the top educational program of its kind in the world by a London-based graphic design industry nonprofit. City ranked second in the World Brand Society’s Global Design Education Ranking, which is based on the cumulative number of points and awards secured in its competitions. City was the only community college on the World Brand Design Society’s lists for 2022–23 (A-04).
- In 2022, the College was awarded a $2 million Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) grant funded by the Department of Education (ED). The grant, which will provide $400,000 a year over the next five years, will fund the Inclusive City Achievement Network, also known as Project ICAN,
enabling the College to improve and expand its capacity to serve Asian American, Native American Pacific Islander students, and low-income individuals (A-05).

**Student Enrollment Data**

The College serves a large, diverse student population with an annual unduplicated headcount—number of registrations—of approximately 22,000. Enrollment and demographic data are publicly available through the annual Facts on File report produced by the SDCCD Office of Institutional Research and Effectiveness (OIER) and the Student Profile compiled by the City Office of Institutional Research. Forty-six percent of students identify as Latinx and 56 percent as female. Thirty-six percent of enrolled students are first-generation college students; 15 percent are veterans, a military spouse, or a dependent; and 42 percent receive need-based financial aid. Figures 1–4 present Student Profile data from fall 2022, and Figure 5 shows enrollment status data.
Figure 1. City College Student Ethnicity, Fall 2022

Displays the unduplicated student count by characteristics. Excludes drops, no-shows, and canceled classes.
Figure 2. City College Student Gender Identity, Fall 2022

Figure 3. City College Student Age Distribution, Fall 2022
The College has experienced gradual declines in enrollment since the 2016–17 academic year. Part-time attendance is rising, with over half of the student body taking fewer than six units each semester. Higher part-time enrollment means more individuals must be enrolled, advised, and supported with services to reach the College’s targets for full-time equivalent students (FTES). During the height of the pandemic in 2020–21, more students took courses
across multiple Colleges within the District, increasing headcount—the number of individual students—but decreasing FTES. City offers the College and Career Access Pathways (CCAP) dual enrollment program, which allows high school students to earn both college and high school credit. CCAP had a headcount of 1,034 students in spring 2023, a 50 percent increase over headcount in spring 2022. Figure 6 shows these changes.

<table>
<thead>
<tr>
<th>Year</th>
<th>City College Headcount</th>
<th>Prior Year % Change</th>
<th>City College FTES</th>
<th>Prior Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/17</td>
<td>26,731</td>
<td></td>
<td>10,525</td>
<td></td>
</tr>
<tr>
<td>2017/18</td>
<td>25,638</td>
<td>-4.1%</td>
<td>10,123</td>
<td>-3.8%</td>
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<tr>
<td>2018/19</td>
<td>24,348</td>
<td>-5.0%</td>
<td>9,614</td>
<td>-5.0%</td>
</tr>
<tr>
<td>2019/20</td>
<td>23,329</td>
<td>-4.2%</td>
<td>9,175</td>
<td>-4.6%</td>
</tr>
<tr>
<td>2020/21</td>
<td>24,516</td>
<td>5.1%</td>
<td>7,541</td>
<td>-17.8%</td>
</tr>
<tr>
<td>2021/22</td>
<td>21,843</td>
<td>-10.9%</td>
<td>6,574</td>
<td>-12.8%</td>
</tr>
</tbody>
</table>

Figure 6. City College Headcount, 2016–22

Each student is counted once regardless of course enrollment. FTES is a student workload measure equal to 30 credit hours of enrollment (525 contact hours in an academic year). Includes resident and non-resident FTES.

Prior to the pandemic, most students enrolled in face-to-face courses on campus. The percentage of students enrolled in on-campus courses decreased between 2016–17 and 2019–20 while the percentage of students enrolled in online courses (or in both on-campus and online courses) gradually increased to 29 percent in 2019–20. In 2020–21 and 2021–22, over 90 percent of enrollments were in online courses. Figure 7 details these changes.

Figure 7. City College Annual Enrollment by Course Modality, 2016–22

When a student enrolls in multiple courses, each enrollment (or registration) is counted.
Labor Market Data

The San Diego-Imperial Center of Excellence for Labor Market Research provides the College with tools and resources to analyze occupational demand, wages, and educational supply (A-06, A-07, A-08). This labor market data supports planning and program development at the College and indicates areas of high demand. Figures 8 and 9 show relevant data.

Figure 8. Average Job Earnings in San Diego County by Sector, 2020
Source: Sector Analysis: San Diego County, May 2022

Figure 9. Number of Jobs by Sector in San Diego County, 2020
Source: Sector Analysis: San Diego County, May 2022

Within San Diego County, the pandemic disproportionately affected persons of color. Figure 10 shows that residents who reported that they or someone in their household experienced negative economic impacts due to the pandemic were more likely to be Latinx or Black.
The economy of the San Diego region experienced significant shifts due to the pandemic. Most students work while attending the College; 51 percent report working part-time and 17 percent report working 40 hours or more per week. The instability in the job market means that many students must work multiple part-time jobs. The economic sectors of tourism, retail, and education accounted for the loss of over 80,000 jobs from 2019–20.

**Demographic Data**

The College’s service area encompasses the neighborhoods within the City of San Diego that are south of the Interstate 8 freeway and east of the downtown area, urbanized and ethnically diverse communities with high representation of persons of Latinx/Hispanic, Black, and Asian origin. Figure 11 shows the College service area’s total population.
Socio-economic Data

Southeast San Diego neighborhoods are historically marginalized and underserved, resulting in lower household income levels. Though students from across the city (and beyond) enroll at the College, there are strong connections between the feeder high schools and community organizations located in central and southeast San Diego and the College’s programs and services. Figure 12 shows household and income data for the College’s service area.

<table>
<thead>
<tr>
<th>Income and Benefits</th>
<th>2016</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $10,000</td>
<td>12,209</td>
<td>8,650</td>
</tr>
<tr>
<td>$10,000 - $14,999</td>
<td>11,433</td>
<td>8,144</td>
</tr>
<tr>
<td>$15,000 - $24,999</td>
<td>19,515</td>
<td>14,349</td>
</tr>
<tr>
<td>$25,000 - $34,999</td>
<td>18,192</td>
<td>14,629</td>
</tr>
<tr>
<td>$35,000 - $49,999</td>
<td>24,350</td>
<td>19,021</td>
</tr>
<tr>
<td>$50,000 - $74,999</td>
<td>31,512</td>
<td>32,815</td>
</tr>
<tr>
<td>$75,000 - $99,999</td>
<td>19,920</td>
<td>23,938</td>
</tr>
<tr>
<td>$100,000 - $149,999</td>
<td>21,155</td>
<td>31,447</td>
</tr>
<tr>
<td>$150,000 - $199,999</td>
<td>7,895</td>
<td>14,166</td>
</tr>
<tr>
<td>$200,000 or more</td>
<td>7,890</td>
<td>15,340</td>
</tr>
</tbody>
</table>

Figure 12. Total Income and Benefits by Household in City College’s Service Area

Source: U.S. Census, compiled by the San Diego City College Office of Institutional Research

Sites

The College does not currently offer 50 percent or more of a program, degree, or certificate at any single off-campus location. Dual enrollment agreements where select College courses are offered on high school campuses or high school students are enrolled at the College are in place for several San Diego high schools. Table 1 shows participating schools.

Table 1. City College CCAP Program: Participating High Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crawford High School</td>
<td>4191 Colts Way, San Diego, CA 92115</td>
</tr>
<tr>
<td>Garfield High School</td>
<td>1255 16th St., San Diego, CA 92101</td>
</tr>
<tr>
<td>Hoover High School</td>
<td>4474 El Cajon Blvd., San Diego, CA 92115</td>
</tr>
<tr>
<td>Lincoln High School</td>
<td>4777 Imperial Ave., San Diego, CA 92113</td>
</tr>
<tr>
<td>Morse High School</td>
<td>6905 Skyline Dr., San Diego, CA 92114</td>
</tr>
<tr>
<td>O’Farrell Charter High School</td>
<td>6130 Skyline Dr., San Diego, CA 92114</td>
</tr>
<tr>
<td>E3 Civic Charter High School</td>
<td>395 Eleven Ave., 6th Floor, San Diego, CA 92101</td>
</tr>
<tr>
<td>San Diego High School</td>
<td>1405 Park Blvd., San Diego, CA 92101</td>
</tr>
<tr>
<td>San Diego School of Creative and Performing Arts</td>
<td>2425 Dusk Dr., San Diego, CA 92139</td>
</tr>
</tbody>
</table>
East Village High School
1313 Park Blvd., San Diego, CA 92101
Note: East Village High School is a Middle College High School co-located on the City College campus.

The College has a memorandum of understanding with Altus Charter Schools to make online courses available to students at the high schools where they operate; these classes are also open to the public. The College offers select credit courses at the San Diego College of Continuing Education’s Educational Cultural Complex (ECC), located at 4343 Ocean View Blvd., San Diego, CA 92113.

**Specialized or Programmatic Accreditation**

The College has 3 programs approved by third parties:

- Alcohol and Other Drug Studies
  - Approved by the California Consortium of Addiction Programs and Professionals (CCAPP) and accredited by the California Association of Alcohol/Drug Educators (CAADE) (A-09).
- Cosmetology
  - Approved by the Board of Barbering and Cosmetology (A-10).
- Nursing
  - Approved by the California Board of Registered Nursing and accredited by the Accreditation Commission for Education in Nursing (A-11).

**Evidence List**

A-01  Land Acknowledgement
A-02  Military Friendly Rating
A-03  City College Nursing Program Statistics
A-04  City College Graphic Design Program Statistics
A-05  Project ICAN Overview
A-06  San Diego County Pandemic-Resilient Jobs
A-07  Center of Excellence Demand Tool for Registered Nursing
A-08  Equity Gaps in Priority Jobs and Programs
A-09  City College Alcohol and Other Drug Studies Program
A-10  City College Cosmetology Program
A-11  City College Nursing Program
B. Presentation of Student Achievement Data and Institution-Set Standards

In alignment with ACCJC expectations expressed in the Accreditation Standards and Annual Report template, the College reports annually on a set of student achievement metrics. The original metrics included course completion, degree and certificate awards volume, transfer volume, and licensure/certification exam pass rates. In 2014, the College added a metric for progression through the Basic Skills pipeline for math and English, and a metric for persistence (now called annual retention). After Assembly Bill (AB) 705 was implemented in 2018, the Basic Skills pipeline metrics were removed. Using Perkins Core Indicator data from the California Community Colleges Chancellor’s Office (CCCCO) DataMart, the College reports and monitors employment rates for completers of Career and Technical Education (CTE) programs. As the data tools provided by the CCCCO evolve, the College’s data and standards are reviewed for alignment, most recently with the Student Success Metrics dashboard.

Standards for expected performance (floor) and aspirational goals are set for each metric and reviewed and updated periodically, most recently in the 2022–23 academic year. The process for setting standards begins in the Institutional Research and Effectiveness Committee (IREC), with a review of data and trends and discussion of options for methodology. IREC makes a recommendation to the College Planning Council, which brings the Institution-Set Standards (ISS) forward to College Council for final review and dissemination. The ISS are published annually on the College website and in the ACCJC Annual Report.

Successful Course Completion

Successful course completion is the percentage of course enrollments resulting in a successful grade notation (A, B, C, or P) out of total course enrollments. The aspirational goal from 2015–22 was 72 percent. Figure 13 shows that course success rates have been declining, with the 2019–20 through 2021–22 academic years directly impacted by the pandemic. The aspirational goal remains to increase the course completion rate to 72 percent by the 2027–28 academic year. An academic year includes the summer, fall, and spring terms.
Annual Retention

Annual retention refers to the percentage of first-time students enrolled at the College in a fall term who enroll the subsequent fall term in SDCCD. Committee discussion of the 2017–21 cohort data led to the aspirational goal of increasing annual retention to 59 percent by 2027–28. Figure 14 shows the annual retention rate within the acceptable range in 2021.

Degree Completion
Degree completion constitutes the number of students who earn any associate degree each year. Future degree completion ISS acceptable ranges and aspirational goals were set through committee discussion informed by 2017–18 through 2021–22 data. The aspirational goal is to increase the number of students who earn an associate degree to 903 by 2027–28; in 2021–22, the number fell just below acceptable range, as shown in Figure 15.

Figure 15. City College Student Degree Completion, 2017–22

**Certificate Completion**

The certificate completion metric counts the number of students who earn a certificate each year. Future certificate completion ISS acceptable ranges and aspirational goals were set through committee discussion informed by 2017–18 through 2021–22 data. The aspirational goal is to increase the number of students who earn a certificate to 426 by 2027–28. As shown in Figure 16, in the 2021–22 academic year, the number of students who earned a certificate each year fell within the acceptable range.
Transfer Volume

Transfer volume is the number of students who completed twelve or more semester units as a minimum in the academic year prior to their academic year of transfer to a four-year university. In addition, the student could not have earned units in the CCCCO in the academic year of transfer. Prior to aligning with the CCCCO’s Student Centered Funding Formula (SCFF) methodology in 2022–23, the District determined transfer volume by calculating the number of students who transferred from SDCCD to a four-year university that met two conditions: complete 12 or more transferable units at any community college within six years prior to transfer, and enroll at the College within two years prior to transfer. The past five years of data were re-analyzed using the SCFF methodology. The aspirational goal is to increase the transfer volume to 643 by 2027–28. As shown in Figure 17, in the past three academic years, transfer volume has fallen within or above the acceptable range.
Licensure/Certificate Exam Results: Nursing

The College’s Nursing program prepares students for the NCLEX examination for registered nursing. In alignment with the program’s Accreditation Commission for Education in Nursing (ACEN) accreditation, the aspirational goal for the NCLEX pass rate is 98 percent. As shown in Figure 18, in the past five academic years, nursing licensure/certification exam pass rates surpassed the aspirational goal with a 100 percent pass rate in 2019–20 and 2020–21.
Disaggregated Student Achievement Data

In addition to the overall metrics presented in the ISS, the College disaggregates student achievement data for planning and improvement in support of equitable outcomes and social justice. The College has a long history of providing disaggregated student achievement data for Program Review. In 2018, the Office of Institutional Research converted its suite of static data reports to an interactive Program Review dashboard using Tableau software. The College’s Program Review dashboard is updated annually and supports first- and second-level data disaggregation on enrollment (headcount and seat counts), course completion, course success, and grade point average (GPA) by student characteristics (age, gender, ethnicity, academic standing); participation in targeted programs such as disAbility Support Programs and Services (DSPS) and Extended Opportunity Programs and Services (EOPS); and by course attributes (subject, accounting method, facility location, modality, etc.). Data views can be set for Schools within the College or for specific departments or disciplines (B-01).

The Office of Institutional Research is developing dashboards in response to data requests, particularly those that cross multiple programs or student groups, so these tools can meet ongoing data needs. Additional dashboards with similar disaggregation include:

- A special population dashboard (B-02) with the same data elements as the Program Review tool, but with additional student group variables such as:
  - Black and Latinx students
  - Veterans
  - Former foster youth
  - Students receiving need-based aid
  - Student athletes
- A Title V dashboard created for grant development that focuses on students in STEM programs, which was expanded to include all disciplines (B-03).
- An off-campus programs dashboard with the same student disaggregation but more detailed location data (B-04).
- Dashboards for two cohorts of the Strong Workforce Partnership (SWP) Faculty Institute that allow participating faculty to see disaggregated course outcomes for specific classes they teach (B-05).
- An awards dashboard that disaggregates degree and certificate awards by program codes and student characteristics (B-06).

For institutional-level planning for the Student Equity and Achievement (SEA) initiative and Equity Plan development, the College created data tools from the CCCCO’s updated equity metrics presented to system colleges in fall 2022 (B-07). The Equity Plan dashboard used data from the statewide data to focus on College students. This tool uses a cohort view of first-time credit students based on year of entry into the College. Metrics and outcomes align with the CCCCO Vision for Success and the SCFF funding model and include:

- Successful enrollment in the first year.
- Completing transfer-level math and English in the first year.
- Persistence from first primary term to subsequent primary term.
- Attain the Vision for Success definition of completion within three years.
- Transfer to a four-year institution within three years.

Data are disaggregated by a first level with a defined set of characteristics:

- Race/ethnicity
- Gender
- LGBTQIA+-identifying
- Economically disadvantaged
- First-generation
- Foster youth
- Students with disabilities
- Homeless students
- Veterans

A second level of disaggregation by gender for all outcomes allows the College to examine interactions and multiple identities. Groups with evidence of disproportionate impact (DI) for the College are shown in Table 2.

Table 2. Student Groups with Disproportionate Impact Observed at City College

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Groups with Disproportionate Impact Observed</th>
</tr>
</thead>
</table>
| Successful enrollment in the first year. | Overall DI student groups:  
  - Ethnicity: White  
  - Gender: Female  
  DI subgroups:  
  - White females |
| Completing transfer-level math and English in the first year. | Overall DI student groups:  
  - Ethnicity: American Indian or Alaska Native  
  - Gender: Female  
  - First-generation students  
  - Homeless students (predominantly female-identifying)  
  DI subgroups:  
  - Black or African American females  
  - Filipino females  
  - Pacific Islander or Hawaiian Native males  
  - Foster youth females |
| Persistence from first primary term to subsequent primary term. | Overall DI student groups:  
  - Ethnicity: White  
  - Gender: Male |
<table>
<thead>
<tr>
<th>Attain the Vision for Success definition of completion within three years.</th>
<th>Overall DI student groups:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DI subgroups:</td>
<td></td>
</tr>
<tr>
<td>● Black or African American males</td>
<td></td>
</tr>
<tr>
<td>● LGBTQIA+ females</td>
<td></td>
</tr>
<tr>
<td>Overall DI student groups:</td>
<td></td>
</tr>
<tr>
<td>● Ethnicity: Pacific Islander or Hawaiian Native and Unknown</td>
<td></td>
</tr>
<tr>
<td>● Gender: Male</td>
<td></td>
</tr>
<tr>
<td>● First-generation students (predominately male-identifying)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transfer to a four-year institution within three years.</th>
<th>Overall DI student groups:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DI subgroups:</td>
<td></td>
</tr>
<tr>
<td>● Asian males</td>
<td></td>
</tr>
<tr>
<td>● Hispanic males</td>
<td></td>
</tr>
<tr>
<td>● Unknown males</td>
<td></td>
</tr>
<tr>
<td>● DSPS males</td>
<td></td>
</tr>
<tr>
<td>● Economically disadvantaged males</td>
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</tr>
<tr>
<td>Overall DI student groups:</td>
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<tr>
<td>● Ethnicity: Hispanic, Pacific Islander or Hawaiian Native, and Unknown</td>
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<tr>
<td>● Gender: Male</td>
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<tr>
<td>● Foster youth students</td>
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<table>
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C. Organization of the Self-Evaluation Process

Planning

The accreditation planning process began in spring 2021 with the recruitment of the Faculty Accreditation Coordinator (FAC) led by the Dean of Institutional Effectiveness, the designated Accreditation Liaison Officer (ALO) for the College, and an Academic Senate representative. Together, the ALO and FAC created a timeline, process, and writer recruitment strategy for the development of the Institutional Self-Evaluation Report (ISER) (C-01). A Logic Model was used to track outcomes and identify short-term objectives and activities (C-02).

Timeline

Figure 19 provides an overview of the Accreditation Timeline:

![Accreditation Timeline](image)

Figure 19. City College Accreditation Timeline

Organizational Structure

Four core writing teams were created for each Standard, along with two support teams (the review team and the action plan team), to help review and respond to the writing teams’ analysis (C-03). Recruiting for the core writing teams and support teams began in fall 2021.
after the first training led by the College ACCJC staff liaison. Particular attention was paid to recruiting individuals from all employee classifications, such as faculty (full- and part-time), classified professionals, managers, and supervisors. The Accreditation Committee decided to engage with the Associated Student Government (ASG) and special student population groups to gather student feedback and participation in developing the report. The College ALO and FAC led an orientation in spring 2022 with the full ISER development team. Work and collaboration on the ISER were completed within the Microsoft Teams platform. Figure 20 shows the Accreditation Committee structure.

The ISER development process was divided up into three distinct phases organized around the College’s semesters (C-04):

- Spring 2022: Gather the evidence needed to begin the analysis of each Standard.
- Fall 2022: Write and present a first draft for each signatory group to review.
- Spring 2023: Complete the final draft of the report for College, District, and Board approval prior to final design and edits for submission by the August 1, 2023, deadline.

Evidence List

- C-01 City College Accreditation Timeline
- C-02 ISER Logic Model
- C-03 Organization of Workgroups
- C-04 ISER Draft Review Process
D. Organizational Information

The College is part of SDCCD, which encompasses four institutions: San Diego City College, San Diego Mesa College, San Diego Miramar College, and San Diego College of Continuing Education. SDCCD and the College coordinate their respective functions to provide leadership and oversight. Leadership and management roles are either primary, secondary, or shared. The functional map outlines the role and responsibility of SDCCD and the College (D-01).

The College is governed through a participatory governance process. The role and purpose of all committees and councils in the governance process is to provide input in decision-making and assist in the communication of the nature and the necessities of College projects throughout the College community. College governance councils and committees make recommendations, through the College President, to the Chancellor and the Board. Special interest groups use the governance process to accomplish their goals to assure broad-based College support and College wide prioritization of institutional goals. Figures 21–27 show the line of authority and the line of consultation/communication from the College to the Board.

Figure 21. SDCCD Administration Organization Chart
Figure 22. Administrative and Governance Structure

Figure 23. City College Leadership
Figure 24. City College President and Direct Reports

Figure 25. Student Services Organizational Structure

Figure 26. Instruction Organizational Structure
Figure 27. Administrative Services Organizational Structure

Evidence List

D-01 Functional Map
E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority
The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

The College operates as a public community college. The authority for the College resides with the District Board of Trustees (the Board), who are elected, govern on behalf of the citizens of San Diego, and derive authority from California Education Code §70902. The College is accredited by the ACCJC of the Western Association of Schools and Colleges (WASC) (E-01, E-02, E-03).

Eligibility Requirement 2: Operational Status
The institution is operational, with students actively pursuing its degree programs.

The College was established in 1914 as California's fifth community college. Currently, it offers associate degrees, Certificates of Achievement, and Certificates of Performance in over fifty fields of study. In spring 2022, the College served 13,363 full-time and part-time students (E-04). Courses are offered weekdays, evenings, and weekends in face-to-face, hybrid, and online modalities; online courses may be synchronous or non-synchronous. Course offerings are listed in the schedule of classes published each term, accessible through the College and District websites (E-05, E-06, E-07).

Eligibility Requirement 3: Degrees
A substantial portion of the institution’s educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

The College’s educational offerings include associate degrees and certificates with programs and requirements published in the College Catalog and on the College website (E-08, E-09). Associate degrees require a minimum of 60 units, which can be completed in two years with full-time enrollment (15 units per semester). All of the College’s programs are credit-bearing; non-credit courses and programs are offered by the College of Continuing Education.

Eligibility Requirement 4: Chief Executive Officer
The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

In 2017, Dr. Ricky Shabazz was confirmed as the College President and CEO by the Board. Dr. Shabazz earned an Ed.D. in Educational Leadership, a master's degree in Educational Administration from California State University, San Bernardino, and a bachelor's degree from University of California, Davis. The Board delegates to the President the authority to administer Board policies for the College (E-10).

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Annual financial audits, including those pertaining to bond expenditures and auxiliary organizations, are conducted by externally contracted certified public accountants using generally accepted accounting principles in accordance with Board Policy (BP) 6400, Financial Audits (E-11, E-12, E-13, E-14, E-15). The Board reviews these audit reports on an annual basis. The financial audit and management responses to any exceptions are reviewed and discussed in public sessions (E-16). Audit reports are filed with the County Department of Education and other public agencies as required and posted on the District website (E-17).

Annual audits demonstrate the College’s and District’s fiscal integrity and accuracy. The College is in full compliance with federal requirements as outlined in Title IV. The College separates responsibilities for approval, disbursement, and delivery of student financial aid and utilizes appropriate checks and balances as stipulated in Title IV. The College’s Financial Aid Office coordinates the approval process and provides assistance to students completing and submitting their Free Application for Federal Student Aid (FAFSA) forms. Business Services disburses financial aid to students.

Evidence List

- E-01 ACCJC Reaffirmation Letter
- E-02 Accreditation Statement in the College Catalog
- E-03 California Education Code §70902
- E-04 City College Enrollment Report, Spring 2022
- E-05 Class Schedule, College Website
- E-06 Class Schedule, District Website
- E-07 ACCJC Annual Report, 2022
- E-08 Degrees and Certificates - Catalog Listing
<table>
<thead>
<tr>
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<tr>
<td>E-09</td>
<td>City College Website, Home Page</td>
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<td>E-10</td>
<td>BP 2436, President Selection</td>
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<td>E-11</td>
<td>BP 6400, Financial Audits</td>
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<td>E-12</td>
<td>District Annual Audit 2021–22</td>
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<td>E-13</td>
<td>District Audit Auxiliary Organization, 2022</td>
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<td>E-14</td>
<td>Proposition S Bond Audit, 2022</td>
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<td>E-15</td>
<td>Proposition N Bond Audit, 2022</td>
</tr>
<tr>
<td>E-16</td>
<td>Corrective Action Plan</td>
</tr>
<tr>
<td>E-17</td>
<td>District Audits Webpage</td>
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</table>
F. Certification of Continued Institutional Compliance with Commission Policies

City College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment
Regulation citation: 602.23(b).

The College will notify the campus community and public of the upcoming review and the ACCJC Third Party Comment Form through its website, campus wide emails, and the participatory governance process (F-01).

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

The College collects, analyzes, and publishes reports that document assessment of student learning and evaluate student achievement. Course, program, and institutional-level data are shared throughout individual programs and with departments, students, the College, the District, and the greater San Diego community. Additional evidence and details from these data and reports may be found in Section B. and Standards I.B.4, I.B.6, and I.C.3. Data resources, reports, and data dashboards are available on the College website (F-02).

Credits, Program Length, and Tuition
Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

District policies regarding credits, program length, and tuition for baccalaureate degrees, associate degrees, and certificates follow ACCJC policies. Credit hour assignments and the length of baccalaureate degrees, associate degrees, and certificates follow standards, guidelines, and good practices in higher education and are verified by the College. Requirements are reliable and accurate across classroom-based courses, laboratory courses, distance education, and directed clinical practice. The College Catalog provides current, accurate information on tuition, credit hours, and program lengths.

The enrollment fee follows the standard set by California legislation and is assessed of all students, including nonresident students and baccalaureate degree students. Enrollment fees are waived for students who petition and qualify as recipients of benefits under the
Temporary Assistance to Needy Families (TANF) program, the Supplemental Security Income (SSI) program, or the General Assistance Program. Students can access information about the College’s Financial Aid programs on its webpage and the costs of books and other required classroom materials on the online class schedule. Nonresidents of California are charged nonresident tuition and the enrollment fee and health fee. BP 5030, Fees, and Administrative Procedure (AP) 5030, Fees, provide detailed information (F-03, F-04).

Transfer Policies
Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

The College is in full compliance with the ACCJC’s policy on transfer credits. Board policies and procedures for transfer credits, including Advanced Placement exams, International Baccalaureate (IB), College Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DANTES), international coursework, high school articulated credits, upper-division coursework, and credits for military experience are comprehensively published in the College Catalog and on Student Web Services, the District’s student portal. District Colleges have numerous articulation agreements with other institutions of higher education with mutual patterns of student enrollment, developed under the leadership of the College Articulation Office with broad input from faculty.

Transfer policies are appropriately disclosed to students and the public. Policies contain information about the criteria the Colleges use to accept credits for transfer. The College Transfer Center assists students navigating the complex transfer pathway. Transfer Center staff routinely hold workshops and events to inform students about transfer opportunities and help with applications, requirements, and processes. Accepting transfer credits to fulfill degree requirements is described in AP 5235, Credit for Prior Learning; BP 5235, Credit for Prior Learning; and in Standard II.A.10 (F-05, F-06).

Distance Education and Correspondence Education
Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Distance education courses go through the same rigorous curriculum approval process as traditional courses. While they are separately approved by the College Curriculum Review Committee (CRC), distance education courses follow the same official Course Outline of Record (COR) as traditional courses. Competency levels and measurable student learning outcomes (SLOs) for distance education are developed by College faculty as part of the approved curriculum development process. In curriculum review, faculty assess the breadth, length, depth, rigor, and synthesis of learning of the College’s distance education courses. Courses delivered via distance education conform to state regulations and follow the same standards as traditional courses; students taking distance education courses are assessed in the same manner as face-to-face courses.

The College has an extensive list of courses approved for online and/or partially online modalities and has filed for substantive changes through the ACCJC for courses, programs,
degrees, or certificates in which 50 percent or more of the courses are via distance education. District policies regarding distance education follow Title 5 of the California Code of Regulations (CCR), federal standards, and ACCJC policies. Distance education students have the same availability of resources as students taking on-campus courses, such as access to library materials, online tutoring, online counseling, online registration, class enrollments, and grade posting. Learning resources and student support services are discussed in depth in Standards II.B and II.C. The Department of Curriculum Services ensures that policies and procedures for defining and classifying a course offered by distance education exist and align with ED definitions, following AP 5105, Distance Education (F-07), and Title 5 §55200, §55202, §55204, §55206, §55208, §52210, §55374 and §58003.1.

**Student Complaints**

Regulation citations: 602.16(a)(1)(ix); 668.43.

The District has clear policies and procedures for addressing various student and public complaints. A description of the student complaint process, along with the online form to file a complaint, is posted on Student Web Services (F-08, F-09). Information about filing a complaint is also contained under the Student Consumer Information link on the District website in compliance with the Higher Education Act (F-10).

Several other Board policies and procedures also address student complaints:

- AP 5530, Student Grievance, provides students with a prompt and equitable process for resolving grievances (F-11).
- AP 3435, Discrimination and Harassment Investigations, provides a process to address complaints alleging discrimination or harassment (F-12).
- AP 3540, Sexual and Other Assaults on Campus, addresses complaints about sex- or gender-based assaults (F-13).
- AP 5140, Support Services, Programs and Disability Discrimination Procedures for Students with Disabilities, provides a process for students to resolve disputes regarding academic accommodations, including formal complaints (F-14).

The District Accreditation webpage contains a direct link to the ACCJC webpage where students and the public can find information on filing a complaint against member institutions (F-15). The District Office maintains files on student complaints pertaining to both discrimination and Title IX. Complaints regarding 504 compliance and other general complaints about programs and services are maintained in the Office of the College Vice President of Student Services. Complaints regarding allegations of unlawful sexual harassment/discrimination are the responsibility of the District Equal Opportunity and Diversity Officer. Complaints regarding Title IX matters are the responsibility of the District Title IX Coordinator.

**Institutional Disclosure and Advertising and Recruitment Materials**

Regulation citations: 602.16(a)(1)(vii); 668.6.
The College’s official primary sources for recruitment information are the College Catalog and website, as detailed in Standards I.C.1 and I.C.2. Trained College employees in Outreach and Community Relations lead recruitment, with specialized information provided by various Student Services departments, including Counseling and Student Development, Admissions, Financial Aid, EOPS, the Puente Project, UMOJA, and Student Affairs. Students are provided accurate information on cost of attendance and program requirements. Costs of textbooks and course materials are stated in the online schedule, and courses that are Zero Textbook Cost (ZTC) or use Open Educational Resources (OER) are flagged. The Office of Communications operates a public website and works with programs and services to provide up-to-date information. The Office of Communications produces marketing materials such as bus and trolley wraps, banners, videos, and radio/television ads.

The Office of the Vice President of Instruction and instructional Deans and faculty play a role in recruitment by presenting at student and parent events, showcasing specific program information during open-house events, and working collaboratively with high school partners to develop course offering lists for partnership agreements such as College and Career Access Pathways (CCAP), where College courses are taught on high school campuses. The College works with its high school partners to recruit in high schools and the community.

The College’s Athletics program supports 13 intercollegiate sports. Representatives and agents of the College extensively recruit potential student athletes. Potential student athletes are provided with information about College academics, Student Services, and support for student athletes, and may receive an on-campus tour.

The College does not:

- Employ the services of independent contractors or agencies for recruiting purposes.
- Make representations of employment guarantees or assurances to prospective, current, or former students.
- Use agencies or individuals to recruit students.
- Provide money or other inducements, other than student and academic support services, in exchange for enrollment.
- Misrepresent placement or employment opportunities for graduates.

**Title IV Compliance**

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

The College Financial Aid Office coordinates all aspects of the financial aid process for students receiving federal and state Title IV funding, scholarships, or other funding, and are available to assist and support students through all steps of the process. The Financial Aid Office maintains sufficient staff and resources to administer Title IV programs and provides adequate training and support to staff responsible for Title IV compliance. The College also
provides regular financial awareness workshops onsite and virtually. Students can access information pertaining to personal financial management, budgeting, identity theft prevention, credit reports, and investing. These workshops facilitate financial self-sufficiency and stability and help students build the foundation for their relationship with money.

The District undergoes an annual independent audit of all financial records; results are reviewed by the Board and made publicly available through meeting minutes and on the District website. Recent audits confirm District compliance with federal and state regulations. The District carefully monitors and manages student loan default rates to ensure compliance with federal requirements. In 2014, because of an increase in the loan default rate at one of the Colleges, the District team created an administrative plan with proactive steps to reduce the percentage of students in default, including the requirement that all students who intend to pursue student loans complete an entrance counseling session in accordance with federal regulations and College financial aid policy. Individual Colleges incorporated various other measures to proactively reduce students’ risk of defaulting on their loans. Measures include:

- Contracting a third-party agency to help manage students who are delinquent.
- Adding staff in the Financial Aid Office to assist students who are delinquent.
- Conducting a series of workshops on student loans and academic success.

Further information about the College’s oversight and management of financial aid and loans can be found in Standards III.D.10 and III.D.15. Other evidence of the District’s efforts to ensure compliance with federal regulations includes:

- The creation of a Consumer Information website in compliance with the Higher Education Reauthorization Act (F-16).
- The creation of the Drug and Alcohol Prevention Program (DAAPP) website, including online training (F-17).
- The creation of a Title IX website, including online student training (F-18).
- The creation of a streamlined online complaint process (F-08).

**Evidence List**

- F-01 Sample Campus Newsletter
- F-02 SDCCD and College Research Reports
- F-03 AP 5030, Fees
- F-04 ISER Draft Review Process
- F-05 BP 5235, Credit for Prior Learning
- F-06 AP 5235, Credit for Prior Learning
- F-07 AP 5105, Distance Education
- F-08 SDCCD Complaint Process
- F-09 SDCCD Complaint Form
- F-10 Student Consumer Information, Complaints
| F-11 | AP 5530, Student Grievance |
| F-12 | AP 3435, Discrimination and Harassment Investigations |
| F-13 | AP 3540, Sexual and Other Assaults on Campus |
| F-14 | AP 5140, Support Services, Programs and Disability Discrimination Procedures |
| F-15 | District ACCJC Weblink |
| F-16 | SDCCD Consumer Information |
| F-17 | SDCCD Drug and Alcohol Prevention Program |
| F-18 | SDCCD Title IX |
G. Institutional Analysis

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

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

I.A.1 The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

The College’s highest priorities are student learning and achievement. The College provides lower-division and general education (GE) courses that lead to certificates and associate degrees or transfer to a four-year college or university; CTE programs that meet specific industry needs, upgrade the employment skills of students, fulfill licensing requirements of the State of California, and contribute to the economic development of our region; Basic Skills instruction to assist all students in meeting their educational goals; and essential student support services for all students.

The mission statement is published in the College Catalog (I.A.1-01) and on the College website (I.A.1-02). The current mission statement was adopted by the Board in February 2015. In alignment with BP 1200, District Mission, the College is engaged in mission review under the leadership of College Council (I.A.1-03, I.A.1-04). This review began following the February 2023 approval of the College’s first baccalaureate degree, which necessitates a change in the scope of the College’s mission (I.A.1-05).

Analysis and Evaluation

Since its founding in 1914, the College has remained committed to providing instruction and support services that enable students to meet their educational goals. The mission describes the College’s purpose as a public community college, provides a common foundation for institutional plans and goals, and serves as a reference point for decision-making within programs and services. The mission review process currently underway is an opportunity for the entire College community to reflect on alignment between intended outcomes and actions at all levels and to reaffirm focus on student success.
Analysis of the College’s current mission revealed that several aspects are out of sync with recent legislative actions, including the advent of baccalaureate degree programs at California Community Colleges (CCC) and the impact of AB 705 and AB 1705 on pre-college and/or Basic Skills course offerings (I.A.1-06). The College determined that the mission should more explicitly articulate the College’s commitment to diversity, anti-racism, and social justice. In 2021–22, the College engaged in a participatory process to create a Social Justice Commitment (SJC) defining the principles guiding institutional actions to ensure structural inequities are addressed (I.A.1-02, I.A.1-07). Within this process, campus conversations noted the current mission statement did not capture this intent to the extent desired by employees and students. The mission review process currently underway is described in Standard I.A.4.

I.A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The College uses data at all levels of the organization to help determine how effectively it is accomplishing its mission. Processes that support continuous assessment and use of data for improvement include Program Review, Strategic Planning, and development of focused institutional plans that support SEA, enrollment management, and responses to expectations of the CCCCO, such as AB 705 and the Guided Pathways implementation. Student achievement data compiled by the College and District Institutional Research Offices is presented in multiple formats and disaggregated by student characteristics and course or program elements. Table 3 shows data sets compiled and updated at least annually.

Table 3. Student Achievement Data Compiled Through College and District Research

| Student Progress and Success | ● Course enrollment and fill rates  
| | ● Course completion and success  
| | ● GPA  
| | ● Completion of transfer-level math and English  
| | ● Retention between primary terms  
| | ● Certificate/degree completion  
| | ● Transfer volume  
| | ● Assessment of course and program student learning outcomes (CSLOs and PSLOs)  
| | ● Licensure exam results for applicable programs  

| Student Characteristics | ● Age  
| | ● Ethnicity  
| | ● Sexual orientation and gender identity  
| | ● Identity as military veterans, former foster youth, and students with disabilities  
| | ● Financial aid status  

The Program Review cycle includes creating a comprehensive plan with improvement goals every three years. These goals are mapped to the College’s institutional priorities and published in the Strategic Plan (I.A.2-01). Program Review plans and results are used to inform resource allocation processes.

ISS are presented in Section B. These reports are updated annually in alignment with the ACCJC Annual Report and reviewed by College governance groups to ensure broad awareness of the College’s progress and any areas of concern. Annual data is reviewed by IREC and the City Planning Council before being presented to College Council (I.A.2-02, I.A.2-03, I.A.2-04).

Data reports are published or presented to a wide range of audiences, including governance committees and councils, constituency groups, instructional programs, and Student Services departments. The College makes extensive use of interactive Tableau dashboards to promote access to data and allow end users to customize reports to meet their needs (presented in Section B) (B-01, B-02, B-03, B-04, B-05, B-06, B-07). In addition to data on student progress and success, both the College and District regularly survey students to provide feedback on their experiences on- and off-campus (I.A.2-05, I.A.2-06, I.A.2-07).

**Analysis and Evaluation**

The College’s strategic priorities, published in the 2022 Educational Plan (EP), align with the mission and guide the institution’s action agenda for continuous improvement. These priorities—widely published to guide planning and decision-making—are aligned with program outcomes and comprehensive improvement goals documented in Program Review.

Program Review activities are on a three-year cycle. Programs are grouped so that about one-third of the College’s instructional programs and service areas create a new comprehensive plan each year. In each year of the cycle, programs report on outcomes assessment and progress toward comprehensive improvement goals, which are mapped to the College’s strategic priorities. The results of these inter-institutional and District-level analyses are issued in a variety of ways: through regular monitoring by governance groups (City Planning, College Council); presentations to constituency groups (Academic Senate, Classified Senate); and publicly accessible reports and dashboards (ISS, degree and certificate awards, the District FactBook and Facts on File publications).

**I.A.3** The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
Evidence of Meeting the Standard

The College’s mission statement is used to guide priorities and decision-making in support of attaining institutional goals for student learning and achievement. Periodic review of the mission ensures it is current and comprehensive to accurately reflect the needs of College communities and students. Programs and services review their functions and outcomes to ensure student needs are being met and they are supported in reaching their educational goals (I.A.1-02, I.A.1-05).

The development of the College Equity Plan in fall 2022 is an example of participatory institutional planning in alignment with the mission. Following the distribution of the plan template and guidelines by the CCCCO, a workgroup was formed with members of the Student Journey Council and faculty and staff representatives of programs and services engaged in equity efforts. This workgroup reviewed equity data and presented a Institutional Improvement (FLEX) workshop at the start of the semester to offer additional opportunity for engagement and participation (B-07, I.A.3-01). The draft was reviewed by the Student Journey Council and Academic Senate before final review and approval at College Council and submission of the plan to the CCCCO (I.A.3-02, I.A.3-03, I.A.3-04, I.A.3-05, I.A.3-06, I.A.3-07).

Analysis and Evaluation

The College's decision-making processes align with the mission and actively articulate it. The mission and strategic priorities are explicitly referenced in Program Review and institutional plans, such as the Equity Plan. Charges for committees and governance groups identify how functions and responsibilities align with the mission, strategic priorities, Accreditation Standards, and faculty 10+1 responsibilities (as appropriate). Resource requests are integrated into Program Review and submitted annually with a rationale tying the request to accomplishment of program outcomes and goals. Student achievement data is published in dashboards and discussed in governance and committee meetings.

I.A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The mission statement of the College is articulated in a widely published statement (I.A.1-02) periodically reviewed, approved, and updated by the Board. Key stakeholders participate in this process. In fall 2022, the College initiated a review and update of the mission statement adopted in 2015, partially in response to the College’s application for its first baccalaureate degree program in Cyber Defense and Analysis, which received ACCJC substantive change approval in November 2022 and approval from the CCC Board of Governors in January 2023 (I.A.1-05, I.A.1-06). The updated mission statement is anticipated to go through campus constituency group review in May 2023 and to the Board in summer 2023.
Analysis and Evaluation

As noted in Standard I.A.1, the College is currently engaged in mission review. The updated mission statement will better articulate the College’s work toward equity, social justice, and anti-racism. The College has a tradition of advocating for education as a way to move toward a more just society. During the development of the SJC in the 2021–22 academic year, discussions among College constituencies noted that the College’s mission did not explicitly speak to this lived philosophy, which was another factor indicating a need for mission review. The implementation of AB 705 and the shift away from Basic Skills education toward transfer-level math and English course success in the first year of college is another change in the College’s operating environment that warrants review of the mission. To maintain a current and relevant mission statement, the institutionalization of a regular mission review process was an area of improvement identified. The current mission review and update process will include College Council’s approval of the mission review timeline.

College Council, with representation from all key constituency groups, designated a workgroup of five leaders from Academic Senate, Classified Senate, ASG, and administration to design a process for engaging the College community in a discussion considering required elements of the mission statement and factors that make the College unique (I.A.1-05). This College wide mission review process encouraged broad engagement through in-person and virtual forums open to all members of the College community and considered feedback generated during the SJC’s development, the ongoing work to redesign curriculum and remove Basic Skills course sequences in English and math, and the addition of the new baccalaureate degree.

Input from these conversations was captured online, and a writing team composed of the College Council workgroup plus additional faculty members is meeting in summer 2023 to develop an initial draft. Once the College approval process is completed, the updated mission statement will be forwarded to the Board for final approval. Once approved, it will be published in the College Catalog, on the website, and widely circulated in physical and virtual locations, actively guiding internal decision-making and ensuring currency.

Conclusions on Standard I.A: Mission

The College has engaged in robust dialogue with broad participation to ensure its mission reflects current programs and structures and is responsive to needs for student learning and achievement. The mission guides planning, decision-making, and resource allocation processes across the College. Data sources are in regular use by programs and services, faculty and managers, and College leadership to determine how effectively the mission is accomplished. The mission is broadly published to the public in the College Catalog and on the College’s website and is visible in internal documents, such as meeting agendas.
Improvement Plan(s)

The College's mission review and update process is nearing a conclusion. A draft will be presented to College Council on July 25, 2023, and from there it will be circulated to constituency groups before being presented to the Board for approval in October 2023.

Evidence List

| I.A.1-01 | Mission Statement |
| I.A.1-02 | Mission Webpage |
| I.A.1-03 | BP 1200, District Mission |
| I.A.1-04 | College Council, 01/24/23 - Mission Review |
| I.A.1-05 | Mission Review webpage |
| I.A.1-06 | Bachelor of Science in Cyber Defense Approvals |
| I.A.1-07 | Social Justice Commitment |
| I.A.2-01 | Sample Map of Program Outcomes to Institutional Priorities |
| I.A.2-02 | IREC Agenda 02/09/23 |
| I.A.2-03 | City Planning Agenda 04/12/23 |
| I.A.2-04 | College Council Agenda 04/04/23 |
| I.A.2-05 | Basic Needs Survey |
| I.A.2-06 | Mental Health and Math Survey |
| I.A.2-07 | Student Climate Survey |
| I.A.3-01 | Equity Plan Workshop 08/18/22 |
| I.A.3-02 | Student Journey Council 10/07/22 |
| I.A.3-03 | Academic Senate Minutes 10/10/22 |
| I.A.3-04 | Academic Senate Minutes 10/24/22 |
| I.A.3-05 | College Council Minutes 10/11/2022 |
| I.A.3-06 | College Council Minutes 10/25/2022 |
| I.A.3-07 | Equity Plan 2022 |

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1 The institution demonstrates a sustained, substantive, and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

The College engages in ongoing dialogue about student success, institutional effectiveness, equity, and continuous improvement in multiple ways through planning, decision-making,
and shared governance processes. Professional development opportunities for classified professionals, faculty, supervisors, and managers support these efforts. Each Vice President oversees one of the three College divisions (Administrative Services, Instructional Services, and Student Services), and each division encompasses multiple departments, programs, and services, supporting sustained and substantive dialogue about SEA and academic quality through Program Review, program outcomes assessment, and student learning assessment.

The College is revising structures and processes for governance groups through its Committee Review Project that began with the Institutional Effectiveness Partnership Initiative (IEPI) improvement grant awarded in 2019. Within this new framework, all governance groups are expected to identify a work plan aligned with their purpose and the strategic priorities they support. A hallmark of the College is its focus on social justice and equity, which is a shared institutional belief formalized in its SJC and integrated into all planning and decision-making; the charge of each governance group identifies how its work advances social justice and anti-racism (I.A.1-07, I.B.1-01). City Planning Council, Student Journey Council, and College Council are College governance groups that engage in dialogue and examine data. As the representative oversight body for College wide processes, City Planning supports planning and institutional effectiveness in alignment with College priorities (I.B.1-02, I.B.1-03). Student Journey integrates planning into a student journey framework, supporting students from initial contact through completion and transfer (I.B.1-04, I.B.1-05). College Council receives reports and recommendations from all other councils and constituency groups (I.B.1-06, I.B.1-07).

Analysis and Evaluation

The City Planning Council is the representative oversight body for College wide processes that support planning and institutional effectiveness in alignment with College priorities. City Planning coordinates development and reporting for the College’s Strategic Plan and oversees outcomes assessment for programs and services as defined by the Program Review model. The IREC, which reports to City Planning, regularly reviews data such as the ISS and makes recommendations for areas needing improvement. The Accreditation Committee reports through City Planning, which in turn has representation on College Council, the highest level of governance within the institution.

The Student Journey Council was formed in 2021–22 by merging several existing overlapping groups following recommendations from the Committee Review Project. Student Journey integrates planning for enrollment management, SEA, Basic Skills/AB 705, and Guided Pathways that supports students from initial contact through successful entry, persistence, completion of transfer-level math and English, completion, and transfer or employment.

College Council is chaired by the President, and its membership is composed of representatives from Academic Senate, Classified Senate, ASG, the Supervisory and Professional Administrators Association (SPAA), administration, Vice Presidents, and the Public Information Office (PIO); each council is represented. Figure 28 depicts this structure:
College Council receives proposals and recommendations from constituency groups and councils and recommends approval to the President and, where appropriate, the District. It sets goals and evaluates progress, periodically reviews the College mission and the College Governance Handbook (CGH), and adopts or recommends updates (I.A.3-01).

**I.B.2** The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

**Evidence of Meeting the Standard**

All units of the College identify outcomes, publish them on the website and in the Catalog, and document assessment activities through Program Review. Instructional programs define SLOs at the program level and for each course. PSLOs are published in the Catalog and on the website; CSLOs are defined in the COR and are reflected in syllabi given to enrolled students. Institutional Student Learning Outcomes (ISLOs) describe the knowledge, skills, abilities, and attitudes students will develop as a result of their overall experience. Achievement of ISLOs is marked by the successful completion of an associate degree, completion of transfer curriculum, and/or a certificate. PSLOs and CSLOs are mapped to ISLOs in Nuventive, the College’s online assessment platform (I.B.2-01, I.B.2-02, I.B.2-03, I.B.2-04, I.B.2-05, I.B.2-06).

Non-teaching departments have Service Area Outcomes (SAOs) reflecting the key functions provided. Student Services programs may either have PSLOs or SAOs in alignment with the services provided and whether they directly affect student learning. PSLOs and SAOs are documented in Nuventive (I.B.2-07, I.B.2-08). All areas submit resource allocation requests annually as part of Program Review, with a rationale tying the request to results of prior assessments and/or needs to support attainment of outcomes (II.B.2-09, II.B.2-10).
Analysis and Evaluation

College integrated processes are aligned with the mission and strategic priorities for Program Review, outcomes assessment, planning, and resource allocation. These processes support institutional effectiveness through continuous improvement and assurance of academic quality. Outcomes assessment activities are supported by the Office of Institutional Effectiveness and the Faculty Assessment Coordinator with review and input from City Planning. The transition to Nuventive created initial delays when deployment did not occur as planned, but the overall response to the new site is positive. In 2023, the goal is to recreate the existing Program Review and outcomes assessment environment using Nuventive; next year, the College can begin focusing on enhancing reporting and taking full advantage of the software’s integrated tools for dashboards, reports, and data presentation.

Faculty at the College define SLOs at the program and course levels and the measures used to assess these outcomes. The development of curricula, including PSLOs and CORs, is overseen by the CRC of the College Academic Senate and by the District Curriculum and Instructional Council (CIC), which has representation from all three credit Colleges. Curriculum and course outlines are maintained in CurricUNET (I.B.2-11).

I.B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

The College established ISS for student achievement for the metrics of course completion, annual retention, degree completion volume, certificate completion volume, transfer volume, and licensure/certification exam results (I.B.3-01). Standards for expected performance (floor benchmarks and aspirational goals) are set every seven years while results are reported and published annually.

Analysis and Evaluation

Annually, the College reports to ACCJC regarding ISS and student achievement. These Standards are aligned to the mission of the College published in the College Catalog, on the College and District websites, and in other publications. The ISS were initially created for submission with the ACCJC Annual Report (course completion, degree and certificate volume, transfer volume, and certificate/licensure exam pass rates are required submissions). The Basic Skills pipeline completion metrics were removed in 2018 with the passage of AB 705, which discontinued most pre-college math and English instruction at CCC. As course sequences are continuing to be adjusted due to AB 1705, particularly in math, the College is tracking the development of the metric for completing transfer-level math and English in the first year in the CCCCO Student Success Metrics Dashboard (II.B.3-02).
ISS data is used as a broad indicator of the College's success in fulfilling its mission. These indicators are supported by data sources that assess the same metrics, but with disaggregation for student demographic characteristics, participation in special programs, and course characteristics (B-01, B-02). In conjunction with the annual data update, the results of the ISS metrics are reviewed by governance groups (IREC, City Planning, and College Council) and shared with constituencies (I.B.3-03, I.B.3-04).

If performance drops below the expected threshold, City Planning identifies a workgroup to review more detailed data and identify key stakeholders associated with the Standard to develop an action plan addressing the gap. Observation of the past two reports show evidence of the pandemic’s impact on student success, with certificate completion and retention dropping in 2020–21 and course completion falling in 2022–23. Action plans are being led by Student Journey as part of the College’s enrollment management strategies.

**I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.**

**Evidence of Meeting the Standard**

The College uses the results of assessment and data on student progress and success as the basis for institutional plans and changes in process to improve student learning and achievement. Individual departments and programs use the results of course and program assessments to guide programmatic and curricular changes (I.B.2-10). Quantitative and qualitative feedback on the student experience is gathered through surveys, interviews, and focus groups (I.B.4-01, I.B.4-02). In response to patterns observed in the data, dialogue, reflection, and planning for actions occurs at multiple levels:

- Within programs, services, and departments.
- Within the Instructional Cabinet (composed of all College Deans and department Chairs and led by the Vice President of Instruction).
- Within the Student Services Council (composed of leads from all Student Services areas and led by the Vice President of Student Services).
- Within governance groups (e.g., Student Journey Council).
- At the institutional level (e.g., LGBTQIA+ summits led by Dr. Merrill Irving, equity plan).

Annually, the Office of Institutional Effectiveness, with the input of the IREC, develops a College research agenda summarizing the types of reports and sources scheduled to be produced each year and outlines the process for requesting additional data support (I.B.4-03).

**Analysis and Evaluation**

The College’s Program Review activities are designed to explicitly encourage and support reflection and dialogue about the results of outcomes assessments. The Faculty Assessment
Coordinator offers resources and coaching to support departments in ensuring outcomes are defined and measured meaningfully and effectively.

On a larger scale, one example of the College progressing from data to action comes from a collaboration between the College’s Guided Pathways team and Dr. Cecilia Rios-Aguilar, Professor of Education and Associate Dean of Equity, Diversity, and Inclusion at UCLA’s Graduate School of Education and Information Studies. After connecting at an online workshop presented during the pandemic, Guided Pathways leaders had further conversations with Dr. Rios-Aguilar regarding strategies for bringing student voices into Guided Pathways planning. Her team of graduate students worked with College Guided Pathways leads to design and implement a student interview study exploring how students make choices about attending college and choosing majors and careers.

The collaboration with Dr. Rios-Aguilar and her team formed the basis for a series of facilitated workshops for College faculty and staff that explored the study’s findings and identified problem statements. As this work moved toward its culminating activity of action planning, retention was identified as an area of overlap with EP planning occurring concurrently. This convergence led to Dr. Rios-Aguilar’s facilitation of an action planning workshop centered on findings from the student voices data that captured ways in which students felt disconnected from the College. Action plans focused on Latino male students since this subgroup was identified in the Equity Plan as experiencing disproportionately lower retention. The workshop activities used templates and structured discussion to create logic models for actions to address student needs. This experience will help facilitate additional planning work to address needs for other subgroups such as adult learners, San Diego Promise program participants, and high school dual enrollment students.

**Institutional Effectiveness**

**I.B.5** The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

**Evidence of Meeting the Standard**

The College’s Program Review processes were significantly updated in 2017, as documented in the Program Review Handbook (PRH) (I.B.5-01). In addition to annual assessment of program outcomes and reporting of results, every three years, each program area creates a comprehensive plan with one to three improvement goals. In fall 2022, the District transitioned from Taskstream to the Nuventive software platform for Program Review and SLO assessment activities. Program Review support is provided by the Faculty Assessment Coordinator (I.B.5-02). In support of Program Review and other student achievement data needs, the College’s Office of Institutional Effectiveness prepares a variety of dashboards with multiple first- and second-order options for disaggregated data at the course, program,
and College levels (B-01, B-02, B-03, B-04, B-05, B-06, B-07). The District OIER provides additional data and reporting for District wide programs.

### Analysis and Evaluation

After over ten years of using Taskstream as the repository for Program Review and SLO assessment, the College transitioned to Nuventive in fall 2022. The first phase of this transition retained and replicated the processes implemented in 2017 in the new environment. The College has completed five years of Program Review and assessment activities following this model. The change in software was motivated by the need to move away from an outdated platform which relied primarily on static extracts for reporting. The new software offers a more user-friendly experience with single sign-on integrated with the District’s use of Microsoft Office 365. Templates are menu-driven with all options available on the screen. Mapping is dynamic and links CSLOs and PSLOs to institutional strategic priorities and SLOs; these relationships serve as organizers to compile reports showing activity aligned with these institutional objectives. In the next phase, starting in summer 2023, the College will build out more reports using the integrated tools and designs and implement outcomes assessment models for strategic priorities and ISLOs.

The Program Review cycle (shown in Figure 29) takes place annually, with new improvement goals developed every third year. This process provides opportunities for instructional programs, student services programs, and service areas to reflect on their performance, collaboratively develop new goals, implement action plans, and assess results. The information is used in supporting the need for resource requests. In 2022–23, a feedback component was added to the cycle.

![Program Review Cycle](image-url)

Figure 29. Program Review Cycle
Program Review data compiled by the College’s Office of Institutional Effectiveness is presented in interactive dashboards using Tableau data visualization software. Embedded filters allow disaggregation by student characteristics (age, gender, ethnicity, disability status, veteran status, etc.), course characteristics (time, location, instructional modality, length of term), and program code. Metrics include course outcomes—completion, success, and GPA—as well as student headcount. Additional dashboards created for specific projects (e.g., Title V grant development, SWP Faculty Institute) support drilling down to specific courses, subjects, or sections taught by faculty participants who explore their own course data.

The District OIER provides quantitative and qualitative data and disaggregation for College programs and departments to use. Examples include:

- Research on the San Diego Promise program (I.B.5-03).
- Data aligned with Perkins and SWP requirements for CTE programs and courses (I.B.5-04).
- Research on early college/dual enrollment programs that provide opportunities for high school students to earn college credit (I.B.5-05).
- Support for the Textbook Affordability Initiative, including students utilizing courses with OER and ZTC materials (I.B.5-06).

**I.B.6** The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

**Evidence of Meeting the Standard**

The College has provided disaggregated student achievement data since before the Office of Institutional Research was established in 2016. While the earliest data distributions took the form of static, printed data packets, since 2018, efforts have focused on using interactive dashboards to make differences between subpopulations visible and allow examination of interactions between multiple characteristics (B-01, B-02). More focused professional development for faculty on data disaggregation has been supported by SEA and Title V HSI (Hispanic Serving Institution) funds and by projects such as the SWP Faculty Institute program, which has supported two cohorts of about 15 faculty each through examining disaggregated course data and participating in structured dialogue and activities to review classroom practices (B-03, B-05, I.B.6-01).

Targeted dashboards have been created for Equity Plan data and to examine outcomes across subgroups for grant development and planning (B-07). These tools facilitate action planning to address equity gaps. The scope of these plans can vary from within specific instructional or student support programs, from institutional plans such as the Equity Plan or the Title III HSI STEM to Title III AANAPISI grants (I.B.6-02).


Analysis and Evaluation

Dashboards produced by the Office of Institutional Effectiveness provide disaggregated data to support the College’s integrated Program Review process, which directly informs resource allocation discussions and is aligned with institutional priorities. Dashboards include student progress and success metrics such as enrollment, course completion, and course success, and can be disaggregated by course (e.g., time, location, modality) and student (e.g., ethnicity, gender, age, military status, foster youth status) characteristics. Awards—completion of degrees and certificates—are presented in a separate dashboard.

The Equity data dashboard looks at similar metrics, but with a cohort-based view (as provided by the CCCCO) rather than a term or annual snapshot. This dashboard also has flags for identifying subgroups experiencing disproportionate impact along each of the metrics. These tools make it possible for faculty and other College personnel to look at institutional, School, program, or course-level views and examine patterns and their changes over time.

Program Review templates and materials provide guiding questions that help frame conversations about students and outcomes and capture observations about inequities. Governance and constituency groups frequently engage in conversations about data. As part of its initial Guided Pathways efforts, a faculty Data Advocacy Institute was designed and offered in 2019–20 to provide a collegial environment for discussion and inquiry. These efforts strengthened the College’s capacity to engage in data-informed planning with a focus on equitable outcomes.

I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

Policy for the College is set at the District level through Board Policy (BP) and Administrative Procedure (AP). All BPs and APs are kept current through an ongoing six-year cycle of review and, where necessary, revision (I.B.7-01). District policies and procedures address instructional programs, student support services, governance, and physical, fiscal, and human resources, further described in Standard I.C.5. The College evaluates its own practices for governance, instructional and student support services, and resource management through its participatory council and committee structure, with input from campus constituency groups.

Analysis and Evaluation

The College is reviewing and redesigning its governance structures and processes to improve effectiveness and make committee and council participation more meaningful and relevant to constituency representatives. This process began in 2019 with a request for a Partnership Resource Team (PRT) from the IEPI of the CCCCO. The College specifically asked for the PRT’s
assistance in identifying governance structures and process models and used this input to secure an improvement grant. Over the course of the 2019–20 academic year, campus open forums and discussions in existing governance groups identified the following priorities:

- Reduce duplication across governance groups.
- Support governance work with tools and resources for effective planning.
- Ensure each governance group creates a work plan with measurable outcomes.
- Improve communications so meetings focus on productive conversation rather than reporting out (I.B.7-02).

The pandemic slowed implementation of these updates. However, two groups piloted changes during the 2021–22 year, creating internal websites for committee agendas, minutes, calendars, and documents, and a revised template for committee and council charges linking the work of governance groups to the Strategic Plan, Accreditation Standards, and faculty 10+1 responsibilities. Responsibilities for institutional plans or planning processes were identified and a new council structure was created to streamline the number of individual groups, coordinate across groups, and articulate with College Council. The College completed adoption of the recommendations emerging from this work and published an updated CGH (I.A.3-01). Prior to 2021–22, multiple groups were concerned with aspects of student engagement, progress, and success, created in response to new statewide initiatives or to expand constituency engagement. Over time, separation resulted in lack of coordination because each group examined different data and developed separate plans and strategies.

The IEPI improvement project provided an impetus to look not only at the number of College committees and councils, but also at their functions and responsibilities. College conversations around Guided Pathways planning and SEA converged around the Student Journey Framework where student success is assessed and interventions are planned at specific loss/momentum points: outreach and recruitment, entry and matriculation, progress and retention, completion, and transfer or employment post-community college. The College created a Student Journey Council to bring together work on enrollment management, student equity, Guided Pathways, and marketing and outreach (Figure 28). Student Journey includes faculty, administrators, classified professionals, and supervisors, and is led by the Vice President of Instruction, Vice President of Student Services, and Faculty Chair of Chairs as Council Tri-Chairs. With this structure, the Student Journey Council was well-positioned to lead the creation of the new integrated Equity Plan in fall 2022 (I.A.3-01).

**Distance Education**

In alignment with ED definitions, the College regularly evaluates its policies and practices for defining and classifying a course offered through distance education. AP 5105 defines and classifies a course offered through distance education (F-07). Policies and procedures are applied accurately and consistently in determining if a course is offered by distance education or correspondence education. Distance education requires regular and substantive
interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade, whereas in correspondence education, online activities are primarily “paperwork related” and include reading posted materials, submitting homework, and completing examinations; interaction with the instructor is initiated by the student as needed. All courses delivered through distance education are based on the same CORs as face-to-face courses to ensure consistency and academic rigor.

Determination and judgments about the quality of distance education under course quality standards are made with full involvement of faculty per District policy and Title 5 §55374. Faculty develop competency levels and measurable SLOs for distance education as part of the approved curriculum development process. Faculty within the department determine whether the program is offered via distance education. In addition, College faculty participate in the District wide CIC. Faculty within the subject discipline confer and decide which programs/courses to offer at a distance. Each proposed or existing course delivered by distance education is reviewed and approved separately by the College’s CRC.

Additional District policies and procedures address the process for awarding credit for distance education programs. Curricula and program standards are consistent for all courses and programs of study, regardless of location or mode of delivery. Course credits, degrees, and certificates are linked to student learning and grading standards established through the curriculum review and approval process as stated on the official COR for each course and the approved program requirements for each certificate and degree. Policies and procedures are reviewed on a six-year review cycle.

I.B.8 The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard
The College communicates results of assessment and evaluation activities in a variety of different settings and modalities to ensure that this information is broadly accessible to all members of the College community. Venues include the College governance structure, campus wide events such as Convocation (fall and spring) (I.B.8-01) and Planning Summits (fall and spring), the website, newsletters, news releases, publications, and presentations. College Council regularly schedules agenda items for presentations; meetings are broadcast live on YouTube and recorded to maximize access (I.B.8-02). These activities help ensure all areas of the College are engaged in sharing results of assessment and evaluation in support of ongoing discussion about what is working effectively and what needs improvement.

Analysis and Evaluation
The College has actively supported faculty, classified professionals, and administrators in engaging with program and institutional data to develop a shared understanding of the institution’s strengths and weaknesses. Faculty professional development opportunities
include the Data Advocacy Institute, completed by over 30 faculty, and the SWP Faculty Institute (B-05, I.B.6-01), which engages participants in structured discussion about their own disaggregated course outcomes data.

The Dean of Institutional Effectiveness and the Research and Planning Analyst facilitate data discussions in governance group and department meetings and for the Academic Senate, Classified Senate, and supervisors; the Dean presents at monthly managers' meetings, College Council, and Planning Summits held once each semester. Campus events, whether for students or for employees, follow an event planning template that includes an evaluation component. Committees and councils are expected to conduct annual evaluations. The governance structure changes described in Standard I.B.7 are explicitly intended to foster meaningful discussion of the results of assessment and evaluation processes.

The College publishes an annual report on the ISS in conjunction with the preparation of the ACCJC Annual Report. The ISS report is reviewed by governance groups (IREC, City Planning Council, College Council) and published on the website. The Office of Institutional Effectiveness publishes dashboards with multiple first- and second-order disaggregation options that are available by request to faculty and staff and are being transitioned to the College intranet site for ease of access.

Institutional plans document data-informed planning processes and are widely shared. Development of the 2022 Equity Plan was led by a team of Student Journey Council members who joined with representatives from aligned programs and services to address each of the plan metrics: successful enrollment, completion of transfer-level math and English, retention, completion, and transfer. The Research and Planning Analyst created a dashboard and data summary using the prescribed data sources and disproportionate impact methodology from the CCCCO (B-07). As work progressed, an intranet page was created to document progress and proposed strategies and was shared with the College in a FLEX workshop along with the planning timeline, data sources, and expectations (I.A.3-01). The final draft was presented to Student Journey Council, Academic Senate, and College Council. This participatory process created a shared understanding of the College’s successes and challenges regarding SEA and engaged a wide range of stakeholders in crafting the plan.

Program Review is another area of focus for reviewing data and discussing strengths and areas for improvement. Program Review processes underwent extensive review leading up to changes in 2017, described in the College’s 2018 Follow-Up Report. Processes were documented in the PRH, which is available on the website and is reviewed and updated annually by the Faculty Assessment Coordinator and Dean of Institutional Effectiveness with input from City Planning. Until fall 2022, Program Review reports and documents were housed in Taskstream; as of fall 2022, Nuventive is now used for Program Review and SLO assessments with plans to build out a Strategic Plan reporting module in summer 2023. Examples of Program Review documents are presented in Standards I.A.2 and I.B.5.
I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

The College has well-established systems and processes for continuous planning. City Planning is the representative governance body that oversees these processes and provides a forum for discussion, input, and consideration of feedback from College constituencies. These processes include the development of the College’s Strategic Plan and planning and outcomes assessment processes for individual programs and services. City Planning makes regular reports and recommendations to College Council for final approval and dissemination to all constituencies and the campus community. The Resources Council (RC) develops processes for prioritizing resource needs and reviews annual requests for unrestricted general funds.

The District engages in integrated planning for every component of operations and is committed to fostering ongoing alignment between the Colleges and all Accreditation Standards. The integrated planning approach is evidenced in the Strategic Planning process, the Chancellor’s Cabinet, and the District Governance Council’s (DGC) practices. The District has been engaged in an evaluation of its integrated planning processes, which prompted the Chancellor’s Cabinet and DGC to develop a District wide integrated planning framework model to visually represent its planning processes in a comprehensive framework.

Analysis and Evaluation

The District’s framework model describes its integrated planning concept, including stakeholder groups' participation in developing Strategic Plan goals, operational planning, budget development, resource allocation, and continuous improvement. Shown in Figure 30, this framework is the overarching system by which ongoing planning People, Culture, and Technology Services (PCTS), Business and Finance, Student Services, Communications and Public Relations, Instruction Services, College Police, Facilities Planning and Operations, and the Chancellor’s Office occurs at the District Office, linked to the fulfillment of and effectiveness of the mission. The model is periodically reviewed and refined.
The District wide model addresses short- and long-range needs in the development of the eight-year Strategic Plan. This integrated approach builds upon each institution’s EP, Facilities Plan (FP), Technology Plan (TP), and Strategic Plans. As outlined in Figure 31, the Strategic Planning process involves Research and Data Gathering, Data Collection and Analysis, Environmental Scan and Program Assessment. Multiple drafts are refined by feedback from all constituents across SDCCD.

This integrated approach to Strategic Planning allows for the thorough review and intentional alignment of the Board’s goals and District priorities and the consideration of District and College plans by the Chancellor’s Cabinet, which results in the articulation of broad themes. The District wide Strategic Planning Committee, composed of faculty representatives appointed by the Colleges’ Academic Senates, students, administrators, and classified professionals, refined the overall themes in goals, objectives, and measures for the eight-year Strategic Plan. The District wide Strategic Planning Committee will continue
coordinating a review of the Strategic Plan objectives and publishing an Annual Update (I.B.9-01).

Figure 31. SDCCD Strategic Plan Development Timeline

As shown in Figure 32, the District’s Strategic Planning process demonstrates a framework for integrated planning, resource allocation, and evaluating short- and long-term objectives. Within the College, integrated planning is accomplished by aligning plans at all levels with the College’s mission and strategic priorities and by using the results of planning and assessment to inform resource allocation decisions.
Within the College, program, area, and division plans address short-term needs with annual planning and reporting cycles. In addition, the Program Review framework includes one to three comprehensive improvement goals implemented and monitored over a period of three years. Programs report accomplishments each year and create new goals at the end of the three-year cycle. These improvement goals are aligned with the strategic priorities, which articulate improvements and priorities for long-term action (seven to ten years). In 2021–22, the College updated its strategic priorities, as shown in Figure 33, which were published in the EP update presented to and approved by the Board in October 2022.
Figure 33. City College Strategic Priorities

The strategic priorities inform and guide other institutional planning work, such as plans for SEA, Guided Pathways, enrollment management, and facilities improvements. A new ten-year FP was adopted in October 2022. All these plans are informed by the results of assessments of student learning conducted by faculty and by data reports and dashboards produced by the College Office of Institutional Effectiveness, the District OIER, the CCCCO, and/or verified external sources. The College’s planning processes are designed to keep students and their needs and goals at the center by engaging in qualitative and quantitative data review and by incorporating student voices through surveys, focus groups, and engagement with Student Services and organizations.

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness

The College meets Standard I.B through its ongoing planning and assessment activities and use of results for continuous improvement. The College has strengthened its commitment to data-informed decision-making in support of academic quality with the recent changes made to governance structures and processes that explicitly align committee work with strategic priorities and institutional plans. Quantitative and qualitative data are available and College personnel are actively engaged in reviewing, analyzing, and applying these findings.

Improvement Plan(s)

One area has been identified as needing attention or enhancement for Standard I.B (Table 4 provides more detail):

- The College and District Institutional Research Offices will collaborate on the assessment of the impacts of AB 705 and AB 1705 to ensure recent changes are having the intended result of improving student progress.
Table 4. Improvement Plans for Standard I.B.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Intended Outcome</th>
<th>Activities</th>
<th>Timeline</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.B.3</td>
<td>Data and assessment to understand AB 705 and AB 1705 impact on student success</td>
<td>Track success rates for paired transfer-level and support courses; monitor development of first-year math and English metrics in the CCCCOC student success metrics dashboard; incorporate into ISS reporting when finalized; develop student feedback plan for paired courses</td>
<td>Forthcoming</td>
<td>AB 705 Committee; Student Journey Council; College Office of Institutional Effectiveness; District OIER; English and Mathematics faculty</td>
</tr>
</tbody>
</table>

Evidence List

- **I.B.1-01**: Charge Template
- **I.B.1-02**: City Planning Council Charge
- **I.B.1-03**: City Planning Council Minutes 10/26/22
- **I.B.1-04**: City Student Journey Council Charge
- **I.B.1-05**: Student Journey Minutes 03/03/23
- **I.B.1-06**: College Council Charge
- **I.B.1-07**: College Council Minutes 03/21/23
- **I.B.2-01**: Program Review Handbook
- **I.B.2-02**: Sample Catalog Pages
- **I.B.2-03**: Student Learning and Administrative Outcomes
- **I.B.2-04**: Student Learning and Administrative Outcomes Resources
- **I.B.2-05**: Child Development Program Outcomes Report
- **I.B.2-06**: Geography and Geographic Information Systems Program Outcomes Report
- **I.B.2-07**: Veterans Affairs Service Area Outcomes Report
- **I.B.2-08**: DSPS Service Area Outcomes Report
- **I.B.2-09**: Resource Allocation Committee Request Form, 2023–24
- **I.B.2-10**: Comprehensive Goals Template
- **I.B.2-11**: CurricUNET
- **I.B.3-01**: SDCCD ISS, 2022–23
- **I.B.3-02**: Transfer-Level Math and English Completions, Student Success Metrics
- **I.B.3-03**: City Planning Minutes 03/09/22
- **I.B.3-04**: City Planning Minutes 05/11/22
C. Institutional Integrity

I.C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

The College provides clear and accurate information about the College’s mission statement, learning outcomes, educational program, student support services, and accreditation status to its students, employees, and the public through publications such as the College website and the College Catalog. Information is shared through reports and presentations, video recordings of College Council meetings and other proceedings where College programs and outcomes are discussed, in social media posts, and on other online platforms.

The College ensures all the information provided to its students, employees, and the public on its platforms is up-to-date and accessible. The College mission statement can be found in the printed College Catalog and on the College website. SLOs are published on program webpages and in the Catalog. Educational programs of the College are organized into Schools, each under the leadership of a Dean, and found on the College website. A comprehensive list of student support services is listed on the College website. A dedicated webpage for the College’s accreditation status includes reports, recommendations, and
correspondence with the ACCJC to address compliance recommendations or other required actions.

**Analysis and Evaluation**

The District supports the College by striving to provide accurate information to students and the public about its accreditation status through various outlets. These include, but are not limited to, the methods below:

- Regular presentations and College meetings allow students, faculty, and staff to hear directly from representatives of the District and share questions and concerns.
  - The Board holds the most important of these meetings once a year at each of the District’s four Colleges (I.C.1-01).
  - The District Chancellor holds a Chancellor’s Forum each fall at each of the four Colleges (I.C.1-02). The forums are well-promoted, and faculty and staff are strongly encouraged to attend. A summary of the meetings is typically shared, and copies of presentations are provided online.
- Board Reports inform students, employees, and the public of the Board’s actions.
  - Electronic summary reports are prepared and distributed (I.C.1-03).
  - The Board agenda, notices of upcoming meetings, and other outreach are regularly published.
- The District NewsCenter provides updated information on District wide interest via a news site operated by Communications and Public Relations (I.C.1-04).

**I.C.2** The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)

**Evidence of Meeting the Standard**

The College Catalog contains a comprehensive collection of precise, accurate, and current information on all facts, requirements, policies, and procedures of the College. The Catalog is updated and reviewed prior to publication each academic year. Addenda are added and published periodically with updated information on new or modified courses and programs adopted in the time in between full Catalog publications. In addition to detailed information on courses, programs, and degree and certificate requirements, the Catalog includes the following information, as shown in Table 5:

<table>
<thead>
<tr>
<th>General Information</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official name, location, web address, and contact information for the College</td>
<td>1</td>
</tr>
<tr>
<td>Names and degrees of District Board members and administrative personnel</td>
<td>3</td>
</tr>
<tr>
<td>Names and degrees of College administrative and supervisory personnel</td>
<td>4</td>
</tr>
</tbody>
</table>
Representation of accredited status with ACCJC and programmatic accreditors or approving agencies  5

Statement on academic freedom  5-6

Academic calendar and program length  9

Mission statement  15

Student financial aid information  39-44

<table>
<thead>
<tr>
<th>Student Requirements and Expectations</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>17-32</td>
</tr>
<tr>
<td>Student tuition, fees, and financial obligations</td>
<td>31-32</td>
</tr>
<tr>
<td>Requirements for degrees, certificates, graduation, and transfer</td>
<td>99-116</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Policies and Procedures Affecting Students</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refund of fees</td>
<td>31</td>
</tr>
<tr>
<td>Transcripts</td>
<td>63</td>
</tr>
<tr>
<td>Nondiscrimination</td>
<td>91</td>
</tr>
<tr>
<td>Sexual harassment prevention and reporting</td>
<td>92</td>
</tr>
<tr>
<td>Academic regulations, including academic honesty</td>
<td>55-98</td>
</tr>
<tr>
<td>Grades</td>
<td>58-59</td>
</tr>
<tr>
<td>Transfer of credits</td>
<td>63-89</td>
</tr>
<tr>
<td>Grievance and complaint procedures</td>
<td>94-97</td>
</tr>
</tbody>
</table>

### Analysis and Evaluation

The College provides a comprehensive Catalog in electronic format on Student Web Services. A downloadable PDF is also available, as are electronic versions of historical Catalogs from 2004–05 (I.C.2-01). The College Catalog can be accessed from the College website, which points to the District site maintained by District Educational Services (I.C.2-02).

The Catalog undergoes an extensive review each academic year in accordance with an agreed-upon production timeline developed and monitored by the District Educational Services department, which is responsible for the overall production of the College Catalog. (I.C.2-03). Review and updates to the content for the academic programs and course sections of the Catalog are coordinated by the District Educational Services department with review, input, and campus coordination by the College Vice Presidents of Instruction, relying upon the College faculty, along with the District evaluators, to ensure accuracy. The CIC’s College Catalog Taskforce, composed of faculty and District and College administrators, performs a systematic review of Catalog production.

Changes to content consistent in the Catalogs of the three credit Colleges are reviewed by the District Student Services Council and its various subcommittees. In the College Catalog
and on the schedule of classes, the District Curriculum Services website, the College departmental websites, and CurricUNET, the online curriculum management system and archive of courses, degrees, and certificates, the College provides accurate information to students, perspective students, personnel, and outside organizations. More specifically:

- The College’s accreditation status is stated on the College website and in the Catalog. The accreditation status of each program awarded separate accreditation is indicated on the program’s website and the program pages of the Catalog (E-2).
- The College mission statement, learning outcomes, and accreditation status are included in the College Catalog, available in print and online (I.A.1-01).
- All curricula, including associate degrees, certificates, and courses, are listed and described in the College Catalog and on CurricUNET (E-09).
- ISLOs, PSLOs, and GE learning outcomes are listed in the College Catalog. SLOs are listed on the course syllabi, and the course report, a component of the COR, is available to students, prospective students, and the public.
- The College Catalog includes BP 4030, Academic Freedom (I.C.2-04).

I.C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

The College assesses student learning through its Program Review cycle and through published reports and data resources that document student success. The College evaluates student learning and achievement by analyzing SLOs for courses, programs, and the institution. Student achievement data is accessible via data dashboards and research reports produced by the College Office of Institutional Effectiveness and the District OIER. Reports with analysis are produced for specific data sets, such as surveys, or to address research questions regarding a group of students or programs. The College increased its use of dashboards to allow end users direct access to data and provide flexibility by building in menus and filters. The College uses sources from the CCCCO, including the Management Information Systems Data Mart and the CCC Student Success Metrics dashboard, and national data, such as the Integrated Postsecondary Education Data System and the National Student Clearinghouse.

The College communicates matters of academic quality to campus constituency groups through its governance system by presenting data and engaging representatives in discussion (I.C.3-01). The College’s bi-annual Planning Summit, hosted by the Office of Institutional Effectiveness and the Office of the President, utilizes student success metrics to engage the campus in matters pertaining to the achievement of the College’s mission or strategic priorities (I.C.3-02). The College and District communicate evaluations of student learning, achievement, and academic quality with the community through a variety of methods, including the College website, conference presentations, social media, and web-based news centers (I.C.3-03).
Analysis and Evaluation

All stakeholders—including prospective, current, transferred, and graduated students, the public, and College employees—have access to the College’s data collection and results via College and District webpages. Data dashboards published by the College Office of Institutional Effectiveness that include cell sizes smaller than ten are not published to the public due to privacy and confidentiality concerns, but they are shared internally and include guidance on appropriate uses of data. The District and College record demographic data at admission and registration and data for retention, transfer, degrees, and certificates. Data is disaggregated by student demographic characteristics (e.g., gender, age) and by sub-populations who participate in specialized programs or services (e.g., DSPS, EOPS).

SLOs for each course are assessed by the instructor of record and input into Nuventive for evaluation. The results of SLO assessment and course student success rates provide required information for successful planning, public transparency, and communication to stakeholders. Outcomes assessment is integral to the College’s Program Review process, which not only documents plans, actions, and results, but also facilitates sharing of this information for a continuous cycle of data-based improvement.

I.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The College accurately describes the certificates it offers, including the purpose, content, course requirements, and expected learning outcomes. Degree and certificate programs are described in the Catalog alongside their course requirements for completion and PSLOs (I.C.4-01).

Analysis and Evaluation

The College provides and updates its College Catalog, which accurately reflects certificate and degree programs. Description of programs includes award type, program emphasis, career options, program goals, PSLOs, transfer information, and course requirements.

I.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The College publishes information about its mission, services, and certificate and degree programs on the website and in the College Catalog (in print and electronic format). The Office of the Vice President of Instruction reviews the College Catalog annually to ensure the accuracy and integrity of programs and services marketed to current and prospective students. Changes made after the publication of the Catalog are updated in the addenda on
an as-needed basis. Other College publications, such as newsletters and community reports, are made broadly available to the public through the College NewsCenter website (I.C.5-01).

Under the leadership of the Chancellor, the District regularly reviews institutional policies, procedures, and publications to ensure integrity and alignment with the mission. This review includes broad consultation and communication through District and College participatory governance groups.

**Policies and Procedures**

The Chancellor and Vice Chancellors ensure BPs and APs that fall under their respective areas of responsibility are current and align with state and federal regulations and District business processes per AP 2410, Board Policies and Administrative Procedures, and BP 2410, Board Policies and Administrative Procedures. In addition to ongoing review, a comprehensive review of all policies and procedures is conducted every six years (I.C.5-02, I.C.5-03).

Changes to policies and procedures undergo a thorough review and consultation by the District wide councils, which include College faculty, staff, and students; College constituents; the Chancellor's Cabinet; and the DGC, composed of the Presidents of the Academic and Classified Senates, student leaders, College Presidents, Vice Chancellors, and representatives from the labor organizations. Under AP 2410 and BP 2410, changes to BPs undergo two readings at Board meetings before the Board issues final approval. Once approved, the policies are posted on the District website. The Chancellor approves changes to APs after comprehensive review and consultation by governance councils and committees as well as constituent groups throughout the institution.

To ensure integrity and compliance with state and federal law, the District subscribes to the Community College League of California (League) Policy and Administrative Procedure Service, which provides semi-annual updates to policies and procedures based upon changes to laws and regulations. There are no differences between distance education and face-to-face policies and procedures.

**Publications**

The District has several publications that support and promote its mission, updated annually to ensure effective communication throughout the organization and the community. All publications are broadly available to the College/District community, including the *Annual Report to the Community* (I.C.5-04); the District Administration and Governance Handbook (AGH) (I.C.5-05); *Endless Possibilities: Your guide to majors and programs of interest at the San Diego Community College District* (I.C.5-06); *Safe and Sound: Annual Safety Report* (I.C.5-07); *WE: With Excellence* (the District’s news magazine) (I.C.5-08); the Student Veterans Handbook (I.C.5-09); and the *Financial Aid Bulletin* (I.C.5-10). An electronic copy and one hard copy of all significant publications are available for each College.
Before updating major District publications, various District departments, committees, councils, and the Chancellor's Cabinet are consulted as appropriate to ensure accuracy, currency, and integrity in representing the District’s mission, programs, and services.

Analysis and Evaluation

The College engages in District processes for developing these materials through several means. College representatives serve on all District wide councils, including the DGC. The flowchart in Figure 34 describes the steps taken to develop or modify BPs and APs. Beginning in 2016, the District established a six-year review cycle for all BPs and APs to ensure information is accurate and current.
The Office of the Vice President of Instruction is responsible for coordinating the development of the College Catalog each year. A detailed tracking process ensures all sections are reviewed for accurate and current content. The Office of Communications oversees the website, newsletters, and community reports.

The College participates in reviewing District policies and procedures through representation on governance bodies. Following AP 2410 and BP 2410, changes to BPs undergo two readings at Board meetings before approval. Once approved, they are posted to the District’s website. The Chancellor approves changes to APs after comprehensive review and consultation by the institution’s governance councils, committees, and constituent groups. To ensure integrity and compliance with state and federal law, the District subscribes to the League’s Policy and Administrative Procedure Service, which provides semi-annual updates to policies and procedures based upon changes to laws and regulations. There are no differences between distance education and face-to-face policies and procedures.

I.C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

The District and College fully comply with all state and federal laws and regulations about accounting fees and inform current and prospective students of the total cost of instruction. The District provides information about the total cost of education in various locations to ensure current and future students can easily find it. The College Catalog, the website, AP 5030, and BP 5030 all outline specific costs. Other policies and procedures ensure information is updated appropriately and disseminated in a timely manner. Textbook costs and required materials fees are easily viewable in the schedule of classes.

Analysis and Evaluation

The District and College accurately inform current and prospective students of the total cost of education, including all required fees and instructional materials. The Student Fee Schedule is reviewed by multiple stakeholders and updated annually, with final approval by the Board (I.C.6-01). All fees charged to students are established in accordance with the Education Code. Per the Higher Education Act, the online schedule contains a listing and cost for all textbooks and other instructional materials for each class and various instructional materials fees for specific classes, updated each semester.

- The Board must approve all fees charged to students (I.C.6-02, I.C.6-03).
- All fee information must be included in the College Catalog and class schedules, including any exemptions to fees and the refund policy, which is provided in print and electronic formats (I.C.6-04).
- A comprehensive list of fees is available on Student Web Services and the District website (I.C.6-05).
- The Student Fee Schedule, detailed in AP 5030, includes a listing and description of all mandatory and optional fees and consumer fees charged to patrons of services for various CTE programs, such as Automotive Technology and Cosmetology (I.C.6-01).
- The online class schedule includes a search option to find courses with zero textbook cost (I.C.6-06).

I.C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard
The District is committed to an academic environment that embraces principles of academic freedom and freedom of expression (I.C.7-01). The College’s “Academic Freedom and Freedom of Expression” webpage details the College’s commitment to academic freedom for faculty and freedom of expression for all constituencies (I.C.7-02). These policies are referenced in handbooks for faculty and staff and collective bargaining agreements (CBAs) (I.C.7-03, I.C.7-04).

The District and College honor their policies and procedures on academic freedom. BP 4030 affirms the institution’s commitment to the free pursuit and dissemination of knowledge and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty, staff, and students. BP 4030 outlines the fundamental rights of faculty within academic freedom and of faculty, staff, and students with respect to freedom of expression.

Analysis and Evaluation
The District establishes and publishes policies pertaining to academic freedom, integrity, and responsibility. As stated in BP 4030, faculty are afforded “the right to speak freely and write, without unreasonable restrictions or prejudices.” The College follows District policy and communicates this information to all constituencies. Both the College website and Catalog are easily accessible to students (I.C.2-04).

The COR for each course is documented in CurricUNET, the College’s curriculum management system. The COR defines the content to be covered in each course and the learning outcomes for students. In alignment with BP 4030 and Title 5 §§5102312, faculty have the freedom to determine the methods, activities, and resources used in teaching.
These principles are applicable to all course modalities, including face-to-face and online instruction.

**I.C.8** The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

**Evidence of Meeting the Standard**

The District has clear policies and procedures that promote honesty, responsibility, and academic integrity, align with all state and federal regulations, and are published in the College Catalog, on Student Web Services, and on the College and District websites. The Student Code of Conduct, which includes expectations for honest academic conduct, is posted in various locations on campus (**I.C.8-01**).

**Analysis and Evaluation**

The College implements District policies, which promote honesty, responsibility, and academic integrity for all members of the College, including students, faculty, staff, and the Board. These policies are published in the College Catalog, on the Office of Student Affairs Website, and on the District website (**I.C.8-02, I.C.8-03**). The Faculty Resource Handbook includes guidelines for faculty members’ responsibilities, such as including academic integrity statements in their course syllabi (**I.C.8-04**). The College adheres to all District-established BPs and APs surrounding both academic and behavioral student conduct.

BP 5500 (**I.C.8-05**) enumerates the rights and responsibilities of all students, including the Student Code of Conduct, which establishes clear standards and expectations for students, and affirms the District’s commitment to providing a safe learning environment for all students. Students are expected to always be honest and ethical in pursuing academic goals. Following the Code, students are subject to charges of misconduct and disciplinary action concerning, but not limited to, the following acts:

- Academic misconduct or dishonesty.
- Forgery, alteration, falsification, or misuse of College/District documents, records, electronic devices, or identification.
- All forms of nonacademic dishonesty, including fabricating information, any form of bribery or knowingly furnishing false information, reporting false information, or reporting a false emergency to officials acting in an official capacity.

Other BPs and APs surrounding both academic and behavioral student conduct include:

- AP 3100.3, Honest Academic Conduct, ensures honesty and integrity are an integral component of College academics and provides both academic sanctions, such as grade modification, and administrative sanctions, such as suspension or expulsion (**I.C.8-06**).
● AP 5520, Student Disciplinary Procedures, provides uniform standards ensuring due process when a student is charged in violation of the SDCCD Student Code of Conduct (I.C.8-07).
● AP 5530 outlines procedures that students can follow if they believe their rights have been adversely affected by a District decision or action as enumerated in BP 5500 (I.C.8-08).

The District follows Higher Education Opportunity Act §496 and promotes academic honesty and integrity in the development and delivery of online courses through student identity and verification processes. The District offers faculty the use of a plagiarism detection tool, requires written work from students, uses various assessments, and provides unique, secure student logins where access is restricted to enrolled students. The student information system tracks students who are out-of-state residents and notifies students who register from unauthorized states. The District has state authorization for 37 states and one U.S. territory; a State Authorization statement is posted on the web (I.C.8-09). Policies and procedures for determining if a course is offered by distance education are applied accurately and consistently to adhere to ACCJC’s policy on distance education, including regular and substantive interaction with the instructor and regular monitoring of students’ academic engagement and success.

I.C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

College faculty distinguish between personal conviction and professionally accepted views in a discipline and present data and information fairly and objectively according to District policy. As detailed in BP 4030, the District is committed to an academic environment embracing the principles of academic freedom and freedom of expression (I.C.2-04). However, faculty also have responsibilities based upon principles of fairness, integrity, confidentiality, safety, professionalism, and respect for others.

Analysis and Evaluation

In alignment with BP 4030, the College follows expectations set forth for faculty performance in the College Faculty Appraisal Guide, which specifies behaviors that competent faculty demonstrate, and establishes a process where peers, students, and administrators, along with individual self-reflection, are used to appraise performance (I.C.9-01). BP 4030 communicates the responsibility of faculty to teach fairly and objectively and with conviction and professionalism while supporting the right of faculty to express individual and diverse viewpoints. Behaviors such as “offering and responding to criticism with respect for differences of opinion” and “defending academic freedom with an acceptance of the obligation to exercise critical self-discipline and judgment” exemplify how faculty are expected to present data and information fairly and objectively (I.C.9-01).
Faculty are made aware of these expectations through training and materials provided through the College’s Faculty Evaluations Coordinator. Professional development is available to explore related matters in more depth. Students have access to the College’s complaint procedure to raise concerns if they feel these expectations are not met (I.C.9-02).

**I.C.10** Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

**Evidence of Meeting the Standard**
Standard I.C.10 is not applicable to the College.

**Analysis and Evaluation**
Standard I.C.10 is not applicable to the College.

**I.C.11** Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

**Evidence of Meeting the Standard**
Standard I.C.11 is not applicable to the College.

**Analysis and Evaluation**
Standard I.C.11 is not applicable to the College.

**I.C.12** The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

**Evidence of Meeting the Standard**
The College and District comply with all Eligibility Requirements (ER), Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. BP 3200, Accreditation, and AP 3200, Accreditation, articulate the Board’s commitment to adhering to all ER and Accreditation Standards (I.C.12-01, I.C.12-02). Information pertaining to the College’s accreditation is disclosed to the public on the accreditation webpage (I.C.12-03). This page includes links pertaining to accreditation, such as reports, transmittals, and other communication.
When directed by the Commission, the College responds in a timely manner and meets requirements within the set timeline. In October 2018, the College submitted a Follow-Up Report and evidentiary material to the Accrediting Commission on time in response to the Commission’s Action Letter from June 2017 (I.C.12-04). In the follow-up report, the College responded to and addressed the one recommendation for compliance issued by the Commission (I.C.12-05). Subsequently, in January 2019, the Commission found the College in compliance and reaffirmed accreditation for the remainder of the cycle (I.C.12-06).

Analysis and Evaluation

The College has maintained compliance with all ACCJC ER, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When prompted by the Commission, the College responded to meet requirements in a timely manner.

The Board has several structures in place demonstrating its commitment to comply with ER and Accreditation Standards:

- The Board’s Subcommittee on Accreditation reviews periodic reports on the Colleges' accreditation progress.
  - The two Board members on the subcommittee meet with the Vice Chancellor of Educational Services, who provides staff support to the subcommittee.
  - The subcommittee receives regular reports on institutional effectiveness, including ongoing reports on student outcomes and accreditation (I.C.12-07).
- The Board receives periodic reports on accreditation status at public meetings and Board Retreats (I.C.12-08, I.C.12-09).
  - The Board received an annual update on accreditation progress through 2020.
  - On March 11, 2021, the Board approved the spring 2021 midterm reports for all four Colleges; the leadership team discussed the status of meeting the Accreditation Standards and planned for the team visits.
  - The Board attended an accreditation Board Training presentation facilitated by Dr. Catherine Webb, Vice President of the ACCJC, at the October 2021 retreat.
- The Board receives regular reports on various student outcomes and other measures of institutional effectiveness.
  - Reports include: student demographics, student and employee diversity, enrollment, transfer, degrees conferred, the Student Success Scorecard, graduation rates, student loan defaults, Honors Program outcomes, ISS, anti-racism curriculum, Dreamer Centers, the San Diego Promise program, textbook affordability, and distance education student success.
The annual goals for the Board are aligned with various Accreditation Standards. Each goal references the ACCJC Accreditation Standard it addresses (I.C.12-10).

I.C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard
The College advocates and demonstrates honesty and integrity in its relationships with external agencies. The College and the District comply with ED regulations regarding all its accrediting agencies in accordance with ER 21, BP 3200, and AP 3200 (I.C.12-01, I.C.12-02).

Analysis and Evaluation
In addition to institutional accreditation, the College works with several external boards and agencies for accreditation or approval of specific career education programs:

- The College’s Cosmetology program is approved by the Board of Barbering and Cosmetology (I.C.13-01).
- The College’s Alcohol and Other Drug Studies program is approved by the CCAPP and accredited by the CAADE (I.C.13-02).
- The College’s Nursing program is approved by the California Board of Registered Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN) (I.C.13-03).

The College’s Nursing program was the first at a community college to have a joint review by ACEN and the Board of Registered Nursing (in September 2021), which resulted in reaffirmation by both entities. By communicating accreditation information clearly and accurately in the Catalog and on the website, the College demonstrates honesty and integrity.

I.C.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard
Standard I.C.14 is not applicable to the College as a public community college.

Analysis and Evaluation
Standard I.C.14 is not applicable to the College as a public community college.
Conclusions on Standard I.C: Institutional Integrity

The College and the District demonstrate institutional integrity in how information about programs, services, policies and procedures, intended outcomes, and accreditation status is presented to students, faculty, classified professionals, administrators, and the public. The College complies with all APs and BPs and requirements and strives to consistently communicate this information though the Catalog, website, and published media.

Improvement Plan(s)

Evidence and analysis indicate no major gaps to be addressed.

Evidence List

I.C.1-01 Board Meeting Calendar, July–December 2023
I.C.1-02 Chancellor’s Forum, 22–23
I.C.1-03 Board Report 03/21/22
I.C.1-04 District NewsCenter Website
I.C.2-01 SDCCD Catalog Webpage
I.C.2-02 Catalog Access on City website
I.C.2-03 Catalog Production Timeline
I.C.2-04 Catalog Academic Freedom Statement
I.C.3-01 Sample Minutes: City Planning and Student Journey Councils
I.C.3-02 Forum and Summit Agendas
I.C.3-03 Media Reports on Student Achievement
I.C.4-01 Sample Program Listings: City Catalog
I.B.2-02 Sample Catalog Pages
I.C.5-01 City NewsCenter
I.C.5-02 BP 2410, Board Policies and Administrative Procedures
I.C.5-03 AP 2410, Board Policies and Administrative Procedures
I.C.5-04 SDCCD Annual Report to the Community, 2019–20
I.C.5-05 SDCCD Administrative and Governance Handbook 2022-23
I.C.5-06 Endless Possibilities Brochure
I.C.5-07 Safe and Sound Report
I.C.5-08 WE: With Excellence Magazine
I.C.5-09 Veterans Handbook
I.C.5-10 Financial Aid Bulletin
I.C.6-01 Student Fee Schedule
I.C.6-02 BP 5030, Fees
I.C.6-03 AP 5030, Fees
I.C.6-04 Fees Catalog
I.C.6-05 Tuition Fees Website
I.C.6-06 Online Class Search
Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of
knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

The College’s instructional programs are developed and administered according to Title 5 regulations and the CCCCO, regardless of location or means of delivery. The College develops PSLOs and CSLOs aligned with the College mission.

Analysis and Evaluation

The District has established policies and procedures for program and course development consistent with Title 5 regulations and the CCCCO, as shown in Table 6.

Table 6. District Policies and Procedures for Course Development

<table>
<thead>
<tr>
<th>Purpose</th>
<th>APs and BPs</th>
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</table>
| Outline the process for curriculum development. | ● AP 5019, Instructional Program Review (II.A.1-01)  
● AP 5020, Curriculum Development (II.A.1-02)  
● BP 5020, Curriculum Development (II.A.1-03)  
● AP 5022, Course Approval (II.A.1-04) |
| Outline the philosophy and criteria for GEs, associate degrees, and certificates. | ● AP 5025, Philosophy and Criteria for Associate Degrees and General Education (II.A.1-05)  
● BP 5025, Philosophy and Criteria for Associate Degree and General Education (II.A.1-06)  
● AP 5026, Philosophy and Criteria for Certificates (II.A.1-07) |
| Ensures that approval of distance education programs and courses are subject to the same approval conditions and criteria as traditional courses. | ● AP 5105 (II.A.1-08) |

College courses offered at the ECC are subject to the same criteria as courses offered at the main campus. Program and course development is not specific to the location or modality in which the courses are presented. The College follows the guidelines in the 7th edition of the
CCCCO Program and Course Approval Handbook (PCHA) related to curriculum approval and authority in programs and courses (II.A.1-09).

The CRC establishes specific timelines and ensures consistency in approving curriculum that aligns with the institution’s mission, District guidelines, the Education Code, and the CCR, Title 5 §5300.2 (II.A.1-10, II.A.1-11). All programs and courses have established SLOs aligned with the College mission. PSLOs and CSLOs are regularly assessed to evaluate student attainment of SLOs, with results documented in Nuventive (II.A.1-12, II.A.1-13). In 2021–22, there were 619 associate degrees awarded, 357 associate degrees for transfer awarded, and 420 certificates awarded (II.A.1-14). The awards for degrees exceed the ISS and the number of certificates awarded falls within the range of the ISS. The College has consistently exceeded its range for transfers for the past six years.

The College maintains consistency in its curriculum review process through guidance from the Chancellor’s Office and the CCR. Each program and course, regardless of modality, must meet the same approval, criteria, and regulations, ensuring that programs and courses meet the mission and priorities of the institution. The College effectively offers courses and programs that culminate in the award of degrees and certificates and transfer to other higher education programs. The number of associate degrees awarded, including for transfer, and certificates awarded has maintained consistency over the last three years, despite the pandemic. This consistency is due to the processes maintained in approving courses and programs.

II.A.2 Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard
The College defines faculty status as contract (full-time) and adjunct (part-time). All faculty are expected to engage in curriculum development and the design and delivery of courses consistent with academic and professional standards. BP 5020 states, “...faculty and Academic Senates assume primary responsibility for making recommendations in the areas of curriculum and academic standards” (II.A.1-03). AP 5020 and AP 5022 establish the process for curriculum development and course approval, respectively (II.A.1-02, II.A.1-04). Faculty position descriptions delineate responsibilities related to development and evaluation of curriculum. The College CRC is composed primarily of faculty that regularly review curriculum to ensure currency and quality. The College PRH outlines the expectations and responsibilities of faculty in systematic review of courses and student achievement and includes guidelines for assessment of goals and outcomes. The College research team
provides packages containing data related to student characteristics and completion (course and program).

Analysis and Evaluation

AP 5020, BP 5020, and AP 5022 outline the procedures the curriculum approval process follows. After the curriculum is developed or revised, it must pass through the Academic Senate, CRC, and CIC, ensuring the COR is current and the curriculum complies with national and state regulations. This approval is necessary for new curriculum and revisions, and must be reviewed at least once every six years.

The CRC ensures faculty develop high quality curriculum relevant to community and student needs and evaluate it regularly. The CRC, as a standing committee of the Academic Senate, is charged with reviewing and approving curriculum, revisions, new curriculum, and six-year reviews. The CRC is composed of a group of faculty and supervisors. It meets biweekly to ensure the curriculum is in the best interest of students and meets the standards and criteria of the College’s mission and priorities as well as Title 5 regulations. The committee may ask faculty questions about their curriculum and programs, suggest best practices and revisions, and gain clarity on the curriculum being reviewed before sending it to the Academic Senate and the CIC (II.A.1-11).

To maintain the standards of learning found within programs and courses, SLOs are assessed, and programs go through a review process. Each year, faculty and programs complete data collection at the program and course level and determine measures to assess student learning, set goals, report their findings, and use data to create action plans moving forward to best attain student learning and achievement. Each year, the Office of Institutional Effectiveness publishes a Program Review dashboard including data with regard to student characteristics, success in outcomes, and productivity (B-01). The dashboard is presented to department Chairs and Deans and a direct link is distributed, allowing faculty and programs to review the previous years’ data before embarking on Program Review for the current year.

During their annual review, programs summarize assessment results and hold discussions within their departments to assess strengths, weaknesses, and goals. Programs in their comprehensive review cycle will review the outcomes and previous cycle’s goals and discuss which goals were met and how, which goals were not met and why, the program strengths, and improvements. Then, faculty and programs determine where they want the program to head in the next few years, setting up to three goals. Faculty and programs map their goals and provide strategies to achieve them, along with measures, resource requests, and rationales (I.B.2-01). The Faculty Assessment Coordinator develops guidance and offers workshops and one-on-one consultation (II.A.2-01, II.A.2.02).

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning
outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

Evidence of Meeting the Standard

The College engages in regular systematic assessment of SLOs using the process of Program Review, a detailed description of which is included in Standard I.B.2. The College Faculty Handbook establishes minimum requirements for course syllabi contents, including CSLOs. Faculty provide enrolled students with a copy of the course syllabus. The College utilizes CurricUNET to facilitate official approval of courses and programs. CORs reflect officially approved and current course outlines and SLOs. College faculty, Deans and the CRC review current courses on a regular schedule. Standard II.A.2 details the curriculum review process.

Analysis and Evaluation

The College Faculty Handbook discusses requirements for course outlines, such as including the number of units, hours required, ideas for assignments, and methods of evaluating performance (II.A.3-01). The Faculty Handbook requires syllabi to include the CSLOs from the official, District-approved COR (II.A.3-02). The CRC reviews and approves courses and programs that meet institution requirements, including outcomes supporting student learning and achievement. SLOs must be included in the COR of programs and courses (II.A.3-03). CTE courses are reviewed using CurricUNET every two years. Non-career technical courses are reviewed every six years. Faculty submit their course syllabi to the appropriate Dean and provide students a hard or electronic copy of the syllabus by the first day of class.

The College PRH discusses the requirement for programs to assess their program outcomes each academic year and outlines strategies and measure types to assess program and course outcomes within Nuventiv (II.A.1-09). The 2022–23 academic year was the College’s first cycle of Program Review within Nuventive; previously, faculty completed program outcomes assessment within Taskstream. Programs assess at least one program outcome each year and use the data to provide meaningful strategies about best practices to improve outcomes data.

II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

The College offers pre-college-level curriculum (99 and below), clearly differentiated from college-level curriculum (100–299 and 401–99) as stated in the 2023–24 Catalog, which provides students the opportunity to master the subject material and skills necessary to be successful in undergraduate coursework (II.A.4-01). Basic Skills courses (1–49) will be phased out as of summer 2023, except as support courses paired with transfer-level courses. This change supports a swift transition to enrollment in college-level curriculum to align with AB
705 and AB 1705 (II.A.4-02). The College offers English Language Acquisition (ELAC) courses to assist non-native English speakers (II.A.4-03).

Analysis and Evaluation

Pre-college-level courses are listed in the College Catalog and are identifiable, numbered 99 and below. The course numbering system has meaning with regard to level and transfer. For courses numbered 50–99, course credit applies towards an associate degree, though they are not intended for transfer to four-year college or university. Courses listed as 100–299 receive credit towards an associate degree and are intended for transfer to a four-year university or college. Some courses are identified as associate degree-applicable only, and the final determination regarding the transfer of credit rests with the receiving institution. Courses listed as 401–99 apply to a baccalaureate degree program. The College is launching a Cyber Defense and Analysis Bachelor of Science degree program in fall 2024.

The College has significantly reduced its pre-college-level course offerings in recent years in response to AB 705. This reduction was an unintended consequence of the bill that required all community colleges to be in compliance by fall 2019. AB 705 was written to clarify existing regulations and ensure students are not placed into remedial courses that may delay or deter their educational progress unless evidence suggests they are highly unlikely to succeed in a college-level course (II.A.4-02). In September 2022, Governor Newsom signed AB 1705 into law, which expands on AB 705 by requiring community colleges in California to expand their efforts to enroll and support students in transfer-level math and English courses, allowing them to require concurrent support if it is deemed necessary. Placement exams for English and math are no longer allowed; rather, self-placement occurs. Students enter the College’s ELAC program by choice, though faculty screen incoming students to ensure placement most appropriate for student skill level. The ELAC program can be completed within two years, though multiple challenge opportunities are built into the curriculum to allow students enrolling at the beginning of the program to accelerate themselves through the sequence.

Ultimately, the goal is to ensure that all students with an academic goal of certificate, degree, or transfer begin English and math in appropriate gateway transfer-level coursework that satisfies course requirements for the intended goal. Plans to support these goals and students include events such as Jump Start and Math Jams, development of Canvas modules and shells, and Communities of Practice, which are in-house professional development opportunities for faculty (II.A.4-04). All pre-college-level courses are proposed, reviewed, and approved by the CIC and CRC and evaluated using SLO assessment cycles.

As of summer 2023, the College will no longer offer Basic Skills courses in English and math. All students can enroll directly into transfer-level courses. When a student is likely to benefit from additional support, they are placed into transfer-level English and math classes with a linked concurrent support course. The College offers both in-center and embedded tutoring to further meet the needs of students in English and math. Because the College offers a variety of industry internship programs where specific algebra skills are required, college-level courses that fit
these needs will be offered. These courses are not transferable to most four-year institutions but they may be used to meet associate degree requirements. As of summer 2023, enrollment in any college-level math course will be restricted to students whose educational goals specifically designate a program of study requiring college-level math coursework that cannot be satisfied by a transfer-level course.

**II.A.5** The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

**Evidence of Meeting the Standard**

The College’s degrees and programs adhere to similar applications found in higher education in the United States, including pertinent length, breadth, rigor, course sequencing, time to completion, and learning management. The CRC is responsible for the oversight of these expectations (II.A.5-01). Associate degrees are awarded upon the successful completion of 60 semester credits (or the equivalent) and bachelor’s degrees are awarded upon the successful completion of 120 credits (or the equivalent). These requirements are documented in the Catalog and in District policy (II.A.5-02, II.A.1-01, II.A.1-05).

**Analysis and Evaluation**

The College CRC meets twice a month and demonstrates that the College has a system in place to assure the institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The CRC assures the College curriculum meets the standards and criteria defined by the College’s mission statement, District guidelines, the Education Code, and Title 5, §55002 of the CCR (II.A.5-03). The 2023–24 College Catalog clearly and accurately describes the number of credits required for degrees and certificates and ensures the minimum degree requirements are 60 semester credits (or the equivalent) at the associate level (II.A.5-02). The College is approved for its first baccalaureate degree in Cyber Defense and Analysis, which will begin enrolling students in fall 2024.

The College uses the CCCCCO PCAH to guide curriculum development (II.A.1-09). The PCAH assists administrators, faculty, and classified professionals in the development of programs and courses and the submission of these proposals for review and charting by the CCCCCO. By law, the Chancellor is required to prepare and distribute a handbook for program and course approval. Units of credit, expected student contact hours, and total student work are identical for distance education and face-to-face courses. A credit hour is defined in BP 5020 and AP 5020 to align with federal and state regulations (II.A.1-01, II.A.1-02).

Except for a few courses offered for 0.2 units, course credit is calculated in 0.5 increments, with 0.5 units being the lowest allowed unit value. The College prorates weekly hours for
courses that meet for fewer than 16 weeks to ensure a maximum of 54 hours of total student work earns 1 unit of academic credit, no matter the term length. The College awards course credit, associate degrees, and certificates in compliance with state and federal laws and according to standard practices in higher education.

The College determines the appropriate units of credit for each course during the curriculum approval process based on the formula compliant with federal regulations, Title 5, §55002.5, and BP 5020 (II.A.5-04). The College formula is based on a minimum of a 16-week semester to a maximum of an 18-week semester, assuming every unit of credit represents a minimum of 48 and a maximum of 54 student learning hours, including in-class and out-of-class hours. Forty-eight hours divided by 16 weeks equals three hours of student learning per week per unit of credit earned. Likewise, 54 hours divided by 18 weeks equals a minimum of three hours of student work per week. Table 7 provides the calculations for 1 unit of credit using the minimum and maximum number of hours for lecture and laboratory courses (II.A.5-05).

Table 7. Minimum/Maximum Hours Equaling 1 Credit Unit for Lecture/Laboratory Courses

<table>
<thead>
<tr>
<th>Lecture</th>
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<tr>
<td>Units</td>
<td>Contact Hours</td>
<td>Homework Hours</td>
<td>Total Student Learning Hours</td>
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<td>16</td>
<td>32</td>
<td>48</td>
<td></td>
</tr>
<tr>
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<td>18</td>
<td>36</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Laboratory</th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Units</td>
<td>Contact Hours</td>
<td>Homework Hours</td>
<td>Total Student Learning Hours</td>
<td></td>
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<tr>
<td>1.0</td>
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<tr>
<td>1.0</td>
<td>54</td>
<td>0</td>
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II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

The College approaches course scheduling to enable students to successfully complete certificate and degree programs in a timely manner in accordance with higher education expectations. The CRC reviews all instructional offerings and new proposals for instructional programs, assures curriculum decisions are aligned with participatory governance expectations, and oversees periodic review of all approved degree and certificate programs. The College established the Enrollment Management Committee (EMC) in 2017 as part of its Strategic Plan. The EMC generated an Enrollment Management Plan (EMP) intended to ensure several objectives, including to maintain student access and pathways consistent with educational quality and to offer a well-balanced and varied schedule responsive to the needs of students and the community (II.A.6-01). In response to the President’s spring 2023 Convocation presentation, a campus wide Enrollment Management Forum was held March
Analysis and Evaluation

The EMC was initiated as a standing committee reporting to the Master Planning, Assessment, and Resource Oversight Council, now called the City Planning Council, and its committee members include key stakeholders across campus. The EMC is charged with developing and periodically revising enrollment objectives for the College, which must align with the institution's mission, resources, facilities, demographics, mandates, and other factors impacting enrollment. The EMC supports the coordination of College-wide efforts to achieve these objectives, with emphasis on developing tools to assist with scheduling classes, recruiting, retention, marketing, program and service offerings, and resource allocations.

In 2021–22, as part of the College’s governance review and committee realignment project, the EMC merged with the Student Success Initiatives Council to form the City Student Journey Council (II.A.6-03). Guided Pathways, SEA, and other student success efforts will be coordinated within this structure. Student Journey commits to ensuring student success, College access, and resource access to programs, departments, and individuals, which will support innovative approaches to enrollment management and student success at all phases of the educational process: outreach, enrollment, retention, completion, and transfer.

The three focus areas of the EMP are:

- Innovative and Flexible Scheduling Practices
- Collaboration with the Community through Marketing and Outreach
- Models of Practice for Retention

The focus area “Innovative and Flexible Scheduling Practices” is applicable to this Standard. To meet the needs of all students, an intentional focus is to reflect on current scheduling practices and refine when necessary, using various modalities. Some of these innovations include increased online course offerings, targeted annual scheduling, weekend and evening courses, late-start courses, and varied options for the length of time a class runs. Strategies A–D were proposed and have been in process since 2019–20 (II.A.6-01).

**Strategy A: Increase Online Course Offerings**

- Data from fall 2018 indicates that over 44 percent of College students attending during the day are employed and attend college part-time. Of the students who attend evening classes, 99 percent are part-time, and 88 percent are employed.

**Strategy B: Targeted Annual Scheduling and Weekend and Evening (Night@City) Courses**

- Courses are available as weekend and evening offerings intentionally aligned with certificates of completion and degrees.

**Strategy C: Scheduling for Working Adults During Weekends and Evenings**
• When possible, courses will be offered in an easily-understood pattern to facilitate program completion, accommodating working adults with time-constricted schedules.
• To meet diversity of needs, more instruction will be scheduled throughout afternoon, evening, and weekend hours as well as during prime times, both day and evening.
• Through data-informed decision-making, most of these courses will meet Intersegmental General Education Transfer Curriculum (IGETC) requirements as degree-applicable courses without prerequisites to ensure an easier transition for returning students.

**Strategy D: Late-Start Courses and Varied Options for the Length of Time a Class Runs**

• Students enroll in late-start classes for a variety of reasons, including challenges with enrollment. In response, the College increased its promotion of late-start classes weeks prior to their start date to encourage enrollment. The Dean and department Chairs began redesigning late-start courses to fill them to capacity. The strategy is used to schedule in areas where traditional 16-week classes are not even considered.
• The College’s Business program exemplifies late-start classes being offered in varied lengths of times, allowing students options to successfully complete the program.
• Currently, the College is exploring a 7-week, weekend cohort model to complete 60 credits in 18 months. This weekend cohort will require an extremely active high-touch wrap-around student services component.

The Enrollment Management Forum took place at the College on March 24, 2023, where the intent was to outline strategies for the following four areas: retention, programs for working adults, dual enrollment, and expansion of the San Diego Promise program. One intended outcome was to develop procedures allowing students to successfully navigate the selection of courses lending to expedient certificate and degree program completions while simultaneously increasing retention rates. The Forum laid the groundwork for class scheduling for working adults, dual enrollment candidates, and participants in the San Diego Promise program to elevate certificate and degree program completion rates.

The College implemented the California Guided Pathways Project, taking the approach of starting with structured inquiry. The Project provides a unique opportunity to honestly and openly reexamine how effectively the College has been serving its students, especially the populations most disproportionately affected by educational inequity. The College decided to initiate Guided Pathways work with various inquiry projects to effectively identify institutional processes and structures that can potentially be redesigned to reach their full potential in serving students. Areas of inquiry include new student onboarding, high school and dual enrollment pathways, collaborative support teams, academic and career pathways, and ensuring accurate information for students.

Because some service areas may encounter significant institutional shifts in norms and practices, the College’s focus is to ensure the decision-making processes regarding the
Guided Pathways project are as inclusive and deliberative as possible (II.A.6-04). The structure and membership of the Guided Pathways Committee deliberately reflect this principle. A significant Guided Pathways effort was a research collaboration with Dr. Cecilia Rios-Aguilar of UCLA that conducted extensive student interviews used for planning and professional development (II.A.6-05).

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

The College effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of students. The College utilizes a variety of course delivery modes, including face-to-face and non-traditional delivery modalities, to accommodate the learning needs of students (II.A.7-01). Many students at the College are first-generation college students, recent immigrants, formerly incarcerated, and/or individuals living in low-income households who often work full-time in addition to attending college (II.A.7-02). The College disaggregates student learning assessment data and student achievement data by delivery mode and acts on achievement gaps (II.A.7-03).

Faculty identify instructional methodologies during the curriculum development process, and faculty assigned to teach the course select from identified methodologies and customize instruction to meet the students’ needs. The COR Curriculum Proposal Report indicates approval for alternate modalities and specifies instructional methods and how student achievement is evaluated (II.A.7-04, II.A.7-05). The syllabus communicates instructional methodologies and assessment strategies to students for each course section. Faculty are provided with professional development activities throughout the year on topics including syllabus development, pedagogical tools, teaching methodologies, mechanisms to engage students, distance education platforms, and so on (II.A.7-06, II.A.7-07). As additional support to online faculty, the College has an online faculty mentor (II.A.7-08).

Analysis and Evaluation

The College is committed to responding to the unique needs of the local community by creating and maintaining access and success for all students by offering high-quality instruction in traditional classroom and online settings. Many College students rely on robust Student Services, including EOPS and DSPS, along with high-quality, equity-driven distance education course offerings delineated in District BPs and APs, described fully in Standard II.C.

All College course offerings are written by discipline faculty (with support from the College CRC Chair, a classified professional Curriculum Technician, and the Articulation Officer) to meet and exceed the requirements set by the Academic Senate for California Community Colleges (ASCCC) for integrated CORs (II.A.7-09). This writing process ensures each element of the COR (course description, learning objectives, course content, assignments, and
textbooks and other reading materials) is purposely drafted so all faculty have an up-to-date, cohesive, academically-sound model for teaching each course (II.A.7-10). This clarity supports positive responses from GE reviews and course-to-course articulation with university partners.

The College takes the development of distance education course proposals as seriously as it takes COR development. While this has always been the case, the pandemic provided the opportunity for the curriculum development team to work with faculty to further update and refine distance education standards on CORs to include greater detail than a university may require to create or maintain course-to-course articulation with university courses (especially laboratory courses and CTE courses, some of which may be articulated to universities in addition to preparing students for industry work) (II.A.7-04, II.A.7-05, II.A.7-11).

At the College, faculty-to-faculty professional development is central to providing equity in success for all students. One example is the new MyDSPS Instructor Portal where all faculty have the opportunity to work with Professor and Online Accessibility Mentor Tucker Grimshaw, who guides them through the portal’s features and accessibility workshops. In the DSPS Resource Hub, faculty can find details related to accommodations, accessibility, and universal design; receive, confirm, and view student accommodations letters; and submit and manage accommodated exams and quizzes for students in their courses (II.A.7-12, II.A.7-13).

Another way in which faculty collaborate to promote student equity and success is through the Summer Institute (TSI) “time + space 2 innovate” program (II.A.7-14). TSI is sponsored by the American Federation of Teachers (AFT) Guild and is in partnership with faculty from Miramar and Mesa. Co-coordinated and co-led by College faculty member Jennifer Boots, TSI provides a hands-on space for faculty to apply concepts and tools learned in a unique, collaborative environment right on the spot. During the pandemic, when the usual in-person format was not a possibility, TSI was adapted to an online format. Faculty came together to find new ways to engage students and promote creative thinking by pulling in concepts and pedagogies from a variety of fields to enhance their own subject matter. TSI aims to help faculty provide students with a fuller and richer experience approaching coursework while meeting those students exactly where they are at in their educational journey (II.A.7-15).

A recent expansion of the College’s learning support programs through a collaborative effort by instructional and Student Services faculty is the Test Proctoring Center (TPC) in the BT building, which opened in fall 2021. The TPC is staffed and equipped to provide in-person test proctoring to meet a variety of student and instructor needs. These include:

- Disability examination accommodations as authorized by DSPS faculty.
- Proctoring for computer or paper-based course exams.
- Instructor approved make-up exams.
- Course challenge exams.
- Distraction-reduced environment (access to noise canceling headphones or earplugs).
The TPC supported 13 sections of Biology and Mathematics courses in its first semester. By fall 2022, this increased to 39 sections across Biology, Mathematics, and Nursing, in addition to all DSPS proctoring needs. This example demonstrates the College’s effective redesign of learning support services as student needs evolved (II.A.7-16).

**II.A.8** The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

**Evidence of Meeting the Standard**

The College does not require department-wide course and/or program examinations. In the Nursing Education associate degree program, a third-party assessment is used in the admissions process to support the program’s external accreditation and prepare students for completing program requirements and the NCLEX certification exam. Published by Assessment Technologies Inc. (ATI), the Test of Essential Academic Skills (TEAS) is part of the program’s multi-criteria admissions screening. This requirement complies with California Education Code §78261.5 and AB 1559 (II.A.8-01, II.A.8-02).

BP 5235 addresses direct assessment of prior learning, with APs for challenging prerequisites and/or corequisites, credit by examination, advanced placement credit, credit for prior military experience, multiple measures, and high school transcripts (II.A.8-03, II.A.8-04).

**Analysis and Evaluation**

The Nursing Program’s use of the TEAS is supported by analysis of nursing program admissions criteria published in the CCCCO 2019 Nursing Education Programs Report, which examines admissions criteria, student attrition, and license exam passing rates during the 2017-18 academic year, including a 100 percent retention rate and 98 percent NCLEX pass rate for College Nursing students that year (II.A.8-05).

The TEAS—vetted and reviewed for bias and validated by ATI—is only one component of a multi-factor admissions process used in admitting students to the Nursing program (II.A.8-06). The Nursing faculty and Associate Dean monitor the results of these assessments to ensure student outcomes are equitable. Multiple options for support services have been established, including tutoring and academic advising specifically for Nursing students, to ensure all students have the resources needed to be successful. The Nursing Education department sets a high priority on reducing potential bias that may be written into the TEAS in any given year through careful construction, revision, and use of a Multi-Criteria Point System (with 100 possible points) (II.A.8-07).

- The first part of the Multi-Criteria Point System focuses on the student’s previous academic progress and is worth a maximum of 50 possible points:
  - A maximum of 10 points for academic degrees, diplomas and/or certificates held by the applicant.
- A maximum of 20 points for GPA in Anatomy, Physiology, and Microbiology.
- A maximum of 20 points for GPA in a “fixed set” of courses, including English, Intermediate Algebra, Speech/Communication, Psychology, and Behavioral or Social Science/Anthropology.

- The second part of the Multi-Criteria Point System considers the student’s TEAS score, with 20 points awarded for an overall score of 62 percent or higher.
  - Prospective students may take the TEAS as many times as they need or choose; however, if the student scores below 62 percent on any attempt, they must complete a remediation program and upload proof of its completion to the application.
  - By allowing students a score of 62 percent overall rather than requiring 62 percent across the various sections of the exam, the College Nursing Education department acknowledges that while some students may enter with specific weaknesses, the Nursing faculty are prepared to support them, as needed.

- The remaining 30 points available to prospective Nursing students speak to the skills and needs of the College’s student population, many of whom are immigrants, and many of whom have served their communities in a variety of ways. These include:
  - A maximum of 10 points for the ability to communicate in a health care setting in a language other than English, including American Sign Language.
  - A maximum of 8 points for life experience or special circumstances (veteran or active military, disability, low-income, first-generation student, refugee, etc.).
  - A maximum of 12 points for relevant health-related work or volunteering.

The Nursing Education program’s practices around the TEAS assessment align with other similar programs in the CCC. This approach has proven successful, as the College ranks second of 160 nursing schools in California and third out of more than 1,700 nursing programs nationally, with a 3-year NCLEX pass rate of 99.50 percent (II.A.8-08). Within the College, however, analysis for this Standard has revealed the lack of an institutional process for approving, validating, and confirming the reliability of course or program evaluations outside of the Nursing department. The IREC will review models and bring forward proposals for the Academic Senate to consider during the fall 2023 semester.

Students wishing to complete direct assessment procedures can access information on the website and in the College Catalog. Students apply to receive credit by examination through the Evaluations Office; the Admissions Office receives petitions to challenge prerequisites based on specific criteria (knowledge/skill, health and safety, undue hardship); and Counseling assists with prerequisite removal based on transcripts from other institutions.

**II.A.9** The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the
institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

BP 5020 guides the development of courses, degrees, and certificate programs, and AP 5020 outlines the requirements for curriculum development, including credit hours (II.A.1-01, II.A.1-02). The College complies with the CCCCPCA, which reflects the accepted norms of the CCC (II.A.1-09). BP 5100, Graduation Requirements for Degrees and Certificates, outlines the graduation requirements for certificates and degrees (II.A.9-01).

Analysis and Evaluation

BPs and APs align with the CCCCPCA. The College implements AP 5020 to ensure appropriate courses meet standards for transfer, thus reflecting norms of higher education. Assessment of CSLO achievement is conducted in a variety of ways. Professors may evaluate based on performance on assignments, class work, tests, quizzes, and/or other assessment methods used to determine content mastery and student grades as outlined in course syllabi. Annual Certification demonstrates that the CRC Chair, Academic Senate President, Vice President of Instruction, and the President are committed to following norms and policies in curriculum review each year (II.A.9-02).

Students who successfully complete the coursework identified as criteria for a passing grade, including coursework used as a measure of SLO attainment, are awarded units of credit as specified on the COR (II.A.9-03). Degrees and certificates are awarded to students who successfully complete all required and elective courses specified on the degree or certificate template and published in the College Catalog (II.A.9-04).

II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

The College Catalog, BP 5235, and AP 5235 provide specific guidelines for the evaluation of credits from other institutions, international transcripts, military credits, credit by examination, and Advanced Placement examinations (II.A.10-01, II.A.10-02, II.A.10.03). The District’s centralized Records and Evaluations department within the District Educational Services Division evaluates transfer credits. The District Records Office reviews credits transferred into the District according to District policies and procedures, expected comparable learning outcomes, consultation with faculty discipline experts, and generally accepted practices in higher education. Acceptance of transfer credits aligns with the CSU (California State University) and IGETC GE patterns. All credits earned by students at the
three credit Colleges are posted on a single District transcript to facilitate the mobility of students within the District and transfer institutions (II.A.10-04).

**Analysis and Evaluation**

The process for evaluating credits from other regionally accredited institutions starts with an official transcript, in an official sealed envelope, being submitted from a regionally accredited college or university to the District Student Services Office. After the transcript is validated by District Student Services, each course is evaluated for its transferability. District Colleges will not accept transfer credits from another accredited institution if SDCCD evaluators determine the credits received do not meet equivalent standards for a similar course taken at an SDCCD College. International transcripts must be evaluated by an approved agency.

Students may earn credit for skills or knowledge not obtained through formal scholastic experience or for prior course work with content determined equivalent to District courses. Such credit is available through the following:

- Advanced Placement examinations
- CLEP
- DANTES
- IB

District APs, BPs, and the College Catalog outline the process for students to earn credit through standardized testing programs. Specifically, to obtain credit, students must request evaluation of tests and meet the following criteria:

- All official transcripts must be on file.
- Official copies of test scores must be submitted.
- Students must be currently enrolled.

The College Catalog includes tables indicating the score necessary to receive credit, the credit allowed, and the area(s) satisfied for each examination accepted for credit. District procedures and the College Catalog outline limitations on credit through standardized examination. Some limitations include:

- Advanced Placement and CLEP examinations may be used to partially clear the American Institutions requirement. Detailed charts outlining the acceptance of non-traditional education are included in the College Catalog.
- The English composition requirement can be met with the Advanced Placement exam.
- Credit will not be granted for equivalent courses completed.
- Credit earned through standard examination is not used to calculate GPA and grades are not assigned.
- Credit granted by SDCCD does not necessarily transfer to other institutions. Credit transferability is determined by the receiving college or university.
- Credit awarded through non-traditional education may not be used for grade alleviation.
- A maximum of 30 cumulative units may be granted for acceptable scores on any combination of Advanced Placement, CLEP, DANTES, and/or IB examinations.
- Duplicate credit will not be awarded for non-traditional education and completed SDCCD coursework.

Students may earn credit by examination in compliance with SDCCD policies and Title 5 §55050 and §55052. Students must meet the criteria listed in the College Catalog and District APs and BPs. Credit by examination forms are available in the College Evaluations Office. Students may earn Advanced Placement credits towards associate degrees, IGETC, and CSU GE requirements with scores of 3 or higher. The College Catalog clearly outlines Advanced Placement procedures and awarding of credit and serves as an important resource for students regarding articulation and transfer, as do the transfer and articulation websites (II.A.10-05).

The College Articulation Officer maintains and works with faculty to coordinate articulation agreements with four-year schools and independent institutions. For UC and CSU institutions, articulation agreements have been developed for GE requirements and various majors. To ensure quality education, the Articulation Officer ensures the coursework—including distance education courses—is comparable and accepted by baccalaureate-conferring institutions. The Catalog provides information on the College's associate in arts or science degrees for transfer (AA-T or AS-T) and resources on transfer of credits available through the Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST) and C-ID websites (II.A.10-06). Likewise, SDCCD Colleges submit individual courses to C-ID for articulation with established course descriptors. The Articulation Officer sends courses to C-ID for approval to ensure courses are equivalent and comparable to CSU courses. Students are encouraged to meet with a counselor for up-to-date information regarding current transfer-of-credit and articulation agreements.

II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

The College adheres to the policies and procedures outlined in AP 5025 with regard to awarding degrees to students (II.A.1-06). District competencies and GE requirements are found within this document and presented in ISLOs, PSLOs, and the Catalog. The College adheres to policies and procedures for curriculum approval and mapping outcomes.

Analysis and Evaluation
The College implements AP 5025 to assure appropriate programs and GE requirements meet standards for awarding degrees, thus reflecting norms of higher education. The College Catalog provides ISLOs that all degrees and certificates align with as well as SLOs for each individual program, which are described on Nuventive and mapped to the CSLOs found in the COR (II.A.11-01, II.A.11-02). Program proposals and narratives provide program outcomes and include major and GE requirements (II.A.11-03). Through AP 5025, the College ensures programs adhere to the standards for awarding degrees and allow students to meet ISLOs during their time at the College. ISLOs inform programs to assure students meet these institutional standards before transferring or receiving a degree. ISLOs reflect the totality of student learning experiences and are assessed through multiple measures. PSLOs are mapped to ISLOs to understand ISLO attainment within each program.

To bring the student perspective into the picture, the College implemented a student survey to measure perceptions of graduating students on their growth regarding each ISLO. Survey questions encompassed extracurricular experiences, out-of-classroom learning, and course instruction. The data was shared with faculty to determine best practices for programs and courses to meet mapped ISLOs (II.A.11-04). Program outcomes are mapped to ISLOs within Nuventive (II.A.11-05). Program outcomes assessment is completed yearly; this process requires reviewing findings and creating an action plan to increase the success rate of program outcomes, which are directly tied to ISLOs (II.A.11-06). A faculty workgroup is reviewing the seven ISLOs in summer 2023 to determine if they can be consolidated and to update the assessment model and embed it within the new Nuventive platform.

II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

As stated in the College Catalog, the College requires—for all its degree programs—GE based on a carefully-considered philosophy for both associate and baccalaureate degrees. BP 5025 establishes GE as a requirement for associate degrees and transfer degrees and outlines the criteria for GE courses, establishing that the GE component is central to degree programs (II.A.1.05). The College community has established a General Education Philosophy stating the philosophy behind GE course design and how GE courses ensure that students develop knowledge and skills in the following areas:

- Critical thinking, writing, and oral communication.
● Understanding and the ability to use quantitative analysis.
● Awareness of the arts and humanities.
● Understanding of physical, social, and behavioral sciences as they affect one’s interaction with diverse local and global communities (II.A.12-01).

The College relies on faculty expertise to determine the appropriateness of each course for inclusion in the GE curriculum. Faculty base recommendations upon SLOs and competencies appropriate to degree level. BP 5020 makes it clear that the faculty have primary responsibility for recommending curriculum, with the CRC as the primary decision-making body for the College (II.A.1-01). The CRC Charge outlines the responsibilities of faculty members in regard to GE curriculum and course approvals (II.A.1-11).

The College ensures that all learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. The College ISLOs support a commitment to GE and outline the outcomes expected from student participation in College programs (II.A.12-02).

Analysis and Evaluation

BP 5025 establishes criteria for GE credit courses; they must fulfill requirements for submission to IGETC, CSU, and UC or meet the transfer standards for electives and major requirements to CSU, UC, and/or other postsecondary colleges and universities. The General Education Philosophy and GE requirements for associate degrees are clearly stated in the Catalog. BP 5025 establishes the requirement of a minimum of 18 semester units or 27 quarter units of GE for associate degrees within the following four areas: Natural Sciences, Social and Behavioral Sciences, Humanities, and Language and Rationality.

The College’s Counseling department updates GE advising sheets each year for use during educational planning and advising appointments with students. These sheets are specific to the different GE pattern options that align with students’ educational goals:

- The SDCCD General Education Pattern specifies District GE requirements for graduation (II.A.12-03).
- The CSU GE Breadth Pattern is for students who plan to transfer to a CSU campus (II.A.12-04).
- The IGETC Pattern is designed to align with GE requirements at all CSU campuses and most UC campuses (II.A.12-05).

The ISLOs, which support a commitment to GE, are outlined in the College Catalog and describe the knowledge, skills, abilities, and attitudes students will develop because of their overall experience. These ISLOs include:

- Communication/Interpersonal Skills
The College’s ISLOs show its commitment to offer programs of study that prepare students for responsible participation in society and teach skills for lifelong learning and application of learning with broad understanding of the arts and humanities, sciences, mathematics, and social sciences. The ISLOs are well-developed, communicated, and mapped to program SLOs. The City Planning Council has initiated a workgroup, under the leadership of the Faculty Assessment Coordinator, to review the ISLOs and propose an update, which will be reviewed by faculty and governance groups in fall 2023.

**II.A.13** All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

**Evidence of Meeting the Standard**

The College’s degree programs include focused study in at least one area of inquiry or established interdisciplinary core, defined by the College Catalog (II.A.13-01). The identification of specialized courses in an area of inquiry or interdisciplinary core at the College is based upon SLOs and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study. AP 5020 outlines the District’s standard, rigorous curriculum review process and defines the process of submitting new curriculum proposals and modifications (II.A.1-02). The CCCCO PCAH requires SLOs to be in official CORs and listed on the syllabus for each course (II.A.1-09).

**Analysis and Evaluation**

The College Catalog outlines the degree programs and requirements to obtain an associate degree. The College offers three types of associate degrees:

- The associate of arts degree is awarded in the social sciences, humanities, the arts, and similar disciplines.
- The associate of science degree is awarded in engineering, physical and biological sciences, and occupational curricula.
- The AA-T and AS-T are intended for students who plan to transfer to a four-year college or university to pursue a bachelor’s degree in a similar major at a CSU school (II.A.13-02).
The College Catalog details each degree program and its units of required study. These major requirements are designed to facilitate transfer to UC or CSU schools and prepare the student for one of several career options. The Catalog program descriptions show that all degrees include focused study in an area of inquiry or an interdisciplinary core and describe how the degree is aligned with key theories and practices within the field of study. All degrees have established SLOs published in the program description in the College Catalog. AP 5020 and the review process ensure the placement and content of courses are appropriate for the degree core and level and meet standards commonly accepted in higher education.

The PCAH asserts that the District will rely primarily upon the Academic Senate for all recommendations pertaining to new or revised courses, degrees, and certificates. These recommendations must be approved by the CRC and CIC prior to approval by the Board and submission to the CCCCO as required. The PCAH requires all CORs be current and aligned with transfer requirements and industry practices as appropriate. Standard II.A.5 outlines the District’s definition of and procedures for approval of all courses and identifies that course recommendations are reviewed based on SLOs. The PCAH outlines the process by which curriculum is reviewed and approved in a timely fashion—credit curriculum changes will meet established timelines to ensure inclusion in the Catalog as stated in the District Instructional Services Office curriculum calendar.

Student success in focused study in different areas of inquiry can be measured by the number of degrees awarded in these areas. For example, in the RTVF (Radio, Television, Video, and Film) department, multiple areas of specialization are offered, with numerous options for associate degrees and certificates. The RTVF department offers an AA-T in Film, Television, and Electronic Media, and four additional areas of study: Broadcast News, Film Production, Radio, and Video Production, each offered as a Certificate of Performance, a Certificate of Achievement, and an associate of science degree. In 2022, students completed 11 certificates and 19 associate degree programs in these specialized areas (II.A.13-03).

**II.A.14** Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

**Evidence of Meeting the Standard**

College graduates who complete CTE certificates and degrees demonstrate technical and professional competencies that meet employment standards and serve as preparation for external licensure and certification. The College Catalog includes the wide range of vocational and occupational programs offered and the certificates and degrees available. Each CTE program maintains an industry advisory committee that meets with program faculty to ensure content aligns with current standards and communicates employment needs. The District organizes research projects and data sources to support CTE programs (II.A.14-01).
The following CTE programs teach technical and professional competencies that meet employment standards and serve as preparation for external licensure and certification:

- Alcohol and Other Drug Studies (II.A.14-02)
- Cosmetology (II.A.14-03)
- Child Development (II.A.14-04)
- Nursing Education (II.A.14-05)

**Analysis and Evaluation**

The College is home to a range of vocational and occupational programs offering CTE certificates and degrees that meet technical and professional competencies established by the College, professional standards, and licensure and certification requirements. These programs prepare students for entry into the job market or allow students to upgrade their skills in areas of current employment. Advisory committees of employers and industry representatives provide input to program faculty to ensure students completing programs are attaining the skills and knowledge needed for successful employment. The District maintains resources for advisory committee use, including a handbook outlining expectations for participants, templates for meeting minutes, and a guide to effective practices (II.A.14-06).

Requirements for each vocational and occupational program are defined in the College Catalog. Degrees and certificates available to students include:

- **Certificate of Achievement**: Requires a minimum of three courses in residence at the College and 6 semester units at a College within the District. Students must also earn a minimum grade of 2.0 in all courses required for the certificate.

- **Certificate of Performance**: Designed to prepare students for employment, job enhancement, or job advancement. Requires the completion of at least two courses in a specific career field and completion of all required courses at one of the Colleges within the District with a GPA of 2.0 or higher.

- **Associate Degrees**: Require completion of 60 or more degree-applicable units of College courses with at least 12 semester units taken in residence at the College granting the degree.

- **AA-Ts and AS-Ts**: Require completion of 60 or more transferable units. A GPA of 2.0 is required in the curriculum in which the degree is based, including GE requirements, District requirements, electives (if applicable), and major requirements from the College Catalog.

One College CTE program is Cosmetology, a licensure program that offers an associate of science degree and Certificates of Achievement and Performance. Approved by the Board of Barbering and Cosmetology, the program provides the 1,600 hours of instruction required for state licensing, including focus on laboratory instruction, small business practices, salon
management, client relations, marketing skills, and basic employment skills. Students participate in practical and theoretical training under the supervision of a State-licensed instructor while enrolled. Completing the program prepares students to take the California State Bureau of Barbering and Cosmetology written exam required for licensure.

Other programs preparing students for licensure or certification by external agencies include Child Development and Nursing Education. These programs offer Certificates of Achievement and Performance, an associate degree, and/or preparation for transfer to a four-year university or college. The Child Development program provides training and supervised practicum that fulfill state licensing requirements for employment in various childcare settings, including for the State of California Child Development Permits and the California State Department of Social Services, Title 22, Community Care Licensing.

One of the College’s strengths is that it offers an Occupational Work Experience program and a variety of apprenticeship programs (II.A.14-07). Each apprenticeship program provides the technical instruction and on-the-job training required to attain the position of journeyperson in one of several programs approved by the State of California under the terms of the Apprenticeship Labor Standards Act. Each program is administered by the Apprenticeship Committee, which includes representatives from the trade or industry and a representative from the state’s Division of Apprenticeship Standards (DAS). Depending on the trade, an apprenticeship program takes two to five years to complete and culminates in a Certificate of Achievement or an associate of science degree. Each program’s quality is monitored through the same curriculum review process applied to transfer programs, and the DAS and the Apprenticeship Committee must approve the training standards.

The College works with industry partners to ensure it is using up-to-date labor data and safety guidelines so that students are poised to enter the workforce as competitive job candidates. In 2019 (prior to recently implemented changes) the Cosmetology program licensure exam pass rate was 100 percent for graduates on the practical portion of the exam and 94 percent on the written portion of the exam, exceeding the state requirements. The awards dashboard from the Office of Institutional Effectiveness shows the number of certificates awarded to students in any CTE Program (B-06).

**II.A.15** When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

**Evidence of Meeting the Standard**

The College is required to establish procedures regarding program elimination per AP 5021, Instructional Program Discontinuance. These processes monitor the impact on students, establish a phase out plan, plan for current students to complete the program, and ensure a participatory governance process in decision-making (II.A.15-01). AP 5019 links decisions about program discontinuance to the Program Review process at the College (II.A.15-02). The
PRH prompts review of the implications of discontinued courses or programs within their respective comprehensive plan and the recording of those results within Nuventive (II.A.15-03). Changes to program prerequisites must be identified.

The College follows policies regarding program modifications and substantial changes to approved programs defined by the District in AP 5021 (II.A.15-01). When programs go through significant changes, they must be reviewed and approved by the College CRC and the Academic Senate. The self-analysis process revealed the need for improvement in strengthening alignment with the Standard regarding program discontinuance. The analysis below provides an example of the discontinued VFX (special effects) Makeup certificate program. In addition, the College recognizes an opportunity to improve processes in identifying programs undergoing significant change, communicating those changes, and planning for minimal disruption for enrolled students.

**Analysis and Evaluation**

The College is expected to follow the District’s policies regarding program discontinuance and approvals for significant changes to programs. These policies provide guidance to the College in establishing procedures ensuring appropriate arrangements are made so that enrolled students experience minimal disruption in pursuit of their educational goals.

Despite the rarity of program discontinuances, there is an identified need for improvement to align with District policy and the Standard. The most recent example of a discontinued program is of the VFX Makeup certificate, which could no longer be offered because of instructor attrition. When required classes are no longer offered or available for enrollment, more clarity and documentation of formal communications aligned with Steps I through IV in AP 5021 are needed. Terminology and processes for archiving or deactivating curriculum need to be clarified and distinguished from keeping a course on the books that is not actively being taught. The District uses the term program discontinuance and the College uses deactivation to refer to what the ACCJC Standard calls program elimination; however, all three terms are synonymous in this section. The College tends to deactivate, rather than eliminate, programs to archive materials as a reference point for the future.

A recent example of a program that underwent significant change was the Cosmetology program. Requirements for state licensing were significantly changed in 2022 and the program required updates to be in compliance (II.A.15-04). A memo released between the College and District detailed the changes and outlined a list of actions to address the law (II.A.15-05). The Dean notified students about the change, who were asked to sign and confirm they were aware of the change in requirements (II.A.15-06). An action plan was developed to assist existing students in completing the program (II.A.15-07). This example illustrates an external change that prompted a program revision.

The College recognizes the need to strengthen processes regarding program discontinuance and significant program changes. Standardizing communication processes with students
regarding program discontinuances and/or significant changes would minimize disruption to student completion. The Vice President of Instruction, the CRC, and the Faculty Assessment Coordinator have been identified as key constituents to lead a review of the current procedures and suggest improvements to standardize and align College practice in this area.

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

The College adheres to the PRH to assure all programs are being evaluated and improved in order to attain SLOs and student achievement. The Program Review cycle is organized by clustering programs into three different groups (II.A.16-01). All programs complete an annual update each year; every three years, programs complete their cycle and start a new one by creating a new comprehensive plan with improvement goals. Group schedules and requirements for annual review and comprehensive review, as well as templates for closing the loop of the previous cycle, dialogue, goal setting, and planning, are found in the PRH (I.B.2-01). The Program Review timeline assures programs are meeting deadlines. The College documents the results, goals, and plans of programs and courses in Nuventive.

Analysis and Evaluation

The College has a well-defined process of Program Review. All programs, including service areas and Administrative Services, are included in Program Review. The PRH describes the purpose of Program Review and contains an overview of the process, best practices, guides, and examples (I.B.2-01). Program Review is a yearly process for all programs, instructional and service areas. Programs are divided into three groups and, each year, one group completes a comprehensive review while the other two complete an annual review. This process is outlined in the PRH timeline for Program Review, along with responsibilities, due dates, and monthly tasks (II.A.16-01).

At the end of a three-year cycle, programs complete a reflection of the previous cycle before beginning a new comprehensive plan (II.A.16-02, II.A.16-03). Programs initiate dialogue to reflect on strengths and program needs (II.A.16-04). New comprehensive goals are written every three years with measures, strategies, and explanations (II.A.16-05, II.A.16-06). Every year during the cycle, programs review their progress toward the goals and determine action steps to assure continued evaluation and improvement to enhance achievement for students (II.A.16-07). Resource requests, hiring requests, rationales, and mapping are included in the process, as is Program Review data collected by the Office of Institutional Effectiveness. This data is disaggregated in many ways, including by completion rate, success rate, enrollment numbers, gender, DSPS status, course type, location, subject, and course. For example,
Psychology 101 instructors could use the dashboard to see that enrollment improved during 2021–22, but especially so for DSPS students (II.A.16-08). Program Review provides meaningful information to improve how programs and courses meet SLOs.

Conclusions on Standard II.A: Instructional Programs

The College has strengths in several instruction processes. First, the curriculum review process is strong and consistent. The CRC is tasked with monitoring and guiding degree requirements and maintaining clear differentiation of pre-college and college-level course offerings, which support preparation for students’ College success. Furthermore, the CRC adheres to policies and procedures set out by the CCCCO and the District to maintain course outlines appropriate for the degree level and for inclusion in the GE curriculum and to meet accepted academic and professional standards and expectations.

The Program Review process is another strength of the College. Within this process, courses and programs map to the Strategic Plan and/or the ISLOs. This mapping assures students meet standards before transferring or receiving a degree within a specific program. Program and course outcomes assessment is a yearly endeavor that allows programs and courses to enhance SLOs and achievement for students. Combined with Program Review data and accessible through the awards dashboard, this data helps programs create comprehensive, short-term goals as a focus for three years, allowing for continuous improvement of instructional courses and programs. This systematic and inclusive Program Review assures programs and courses are current, promotes student success, and allows faculty to continuously improve teaching and learning. The Program Review process is stronger and more accessible with Nuventive.

Finally, the EMC is a strength of the College; it addresses retention and scheduling maximization efforts. The College is committed to scheduling courses in a manner that supports the retention of all students, not only from semester-to-semester, but in completing certificate and degree programs within a specific time frame. The EMC held a forum in March of 2023 to address retention and scheduling and gain input from the campus community, showing continued dedication.

The College stands out as a premier institution for vocational and occupational programs that prepare students for successful careers in various industries. It offers a wide range of CTE certificates and degrees that align with industry standards, licensure, and certification requirements. These programs provide students with the skills and knowledge needed to enter the job market or advance in their current employment. Additionally, the Occupational Work Experience program and apprenticeship programs provide hands-on training and industry-relevant skills. The College’s commitment to using up-to-date labor data and safety guidelines, along with a track record of high licensure exam pass rates, showcases the College’s strengths in providing quality CTE education to students.
### Improvement Plan(s)

These areas have been identified as needing attention or enhancement for Standard II.A:

- ISLOs are not formally evaluated on a consistent or collaborative basis. A faculty workgroup will propose a new assessment model in fall 2023.
- Despite the rarity of program discontinuances, the VFX Makeup Certificate program was discontinued due to teacher attrition. There is room for improvement within the process for programs that face similar reasons for cessation.
- A formal process should be created for reviewing department, program, and/or third party assessments utilized with course and Program Review.

Table 8 overviews the outlined improvement plans.

Table 8. Improvement Plans for Standard II.A.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Intended Outcome</th>
<th>Activities</th>
<th>Timeline</th>
<th>Responsible Parties</th>
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<tr>
<td>II.A.11, II.A.12</td>
<td>ISLO evaluation timeline and Program Review integration</td>
<td>ISLO workgroup to review ISLOs and recommend assessment plan; integrate assessment plan into Program Review in Nuventive</td>
<td>June 2023 to August 2023; November 2023</td>
<td>City Planning Council faculty workgroup; Faculty Assessment Coordinator</td>
</tr>
<tr>
<td>II.A.15</td>
<td>Program discontinuance process</td>
<td>Develop a decision process that accounts for possible initiating events (loss of faculty, low enrollment, etc.); create a communications plan to ensure all constituencies are involved; present plan for review and approval</td>
<td>Fall 2023; Fall 2023; Spring 2023</td>
<td>Vice President of Instruction; Academic Senate; CRC; College Council</td>
</tr>
<tr>
<td>II.A.8</td>
<td>Department, program, and third-party assessment approval and validation process</td>
<td>Review assessment and validation models Propose process for review and approval</td>
<td>Fall 2023; Spring 2023</td>
<td>Vice President of Instruction; IREC; Nursing faculty; Academic Senate; College Council</td>
</tr>
</tbody>
</table>

### Evidence List

- **II.A.1-01** AP 5019, Instructional Program Review
- **II.A.1-02** AP 5020, Curriculum Development
- **II.A.1-03** BP 5020, Curriculum Development
II.A.1-04 AP 5022, Course Approval
II.A.1-05 AP 5025 Philosophy and Criteria for Associate Degrees and General Education
II.A.1-06 BP 5025 Philosophy and Criteria for Associate Degrees and General Education
II.A.1-07 AP 5026 Philosophy and Criteria for Certificates
II.A.1-08 AP 5105 Distance Education
II.A.1-09 Program and Course Approval Handbook
II.A.1-10 AP 5300.2
II.A.1-11 Curriculum Review Committee
II.A.1-12 Program Outcomes Report: Astronomy
II.A.1-13 Program Outcomes Report: History
II.A.1-14 Awards Dashboard
II.A.2-01 Quick Guide to Program Review
II.A.2-02 Program Review and Outcomes Newsletter
II.A.3-01 Faculty Handbook
II.A.3-02 Sample Syllabi
II.A.3-03 Course Outline of Record Examples
II.A.4-01 Pre-college Courses - Catalog
II.A.4-02 Equitable Placement
II.A.4-03 ELAC Courses
II.A.4-04 AB 1705 Presentation, Math Department
II.A.5-01 CRC Website
II.A.5-02 Catalog Associate Degree Requirements
II.A.5-03 Title 5 Section 55002
II.A.5-04 Credit Hour Definition 34CFR600
II.A.5-05 CCCC Credit Hours and Units Calculations
II.A.6-01 Enrollment Management Plan 2022
II.A.6-02 Spring 2023 Convocation Presentation - Enrollment Management
II.A.6-03 Student Journey Council Charge
II.A.6-04 City Guided Pathways Principles
II.A.6-05 UCLA Guided Pathways Presentation 042123
II.A.7-01 Course Modalities
II.A.7-02 Student Information - Facts on File
II.A.7-03 Course Success by Modality
II.A.7-04 Course Outline of Record -CHEM 231
II.A.7-05 Course Outline of Record MUSC 160
II.A.7-06 Online Faculty Certification
II.A.7-07 POCR Online Course Design
II.A.7-08 Online Mentor Blog
II.A.7-09 ASCCC COR Curriculum Reference Guide
II.A.7-10 Course Outline of Record DRAM 109
II.A.7-11 Course Outline of Record AMSL 12
II.A.7-12 MyDSPS Portal
II.A.7-13 DSPS Workshop: Alt Text
II.A.7-14 The Summer Institute 2021
II.A.7-15 The Summer Institute Schedule and Faculty Responses
II.A.8-01 CA Ed Code 78261.5: Multicriteria Admissions
II.A.8-02 AB 1559 Multicriteria Assessment Nursing
II.A.8-03 BP 5235 Credit for Prior Learning
II.A.8-04 AP 5235,3900.1, 3900.3, 3900.5 Credit for Prior Learning
II.A.8-05 CCCC Credit and Education Report
II.A.8-06 TEAS Research Briefs
B. Library and Learning Support Services
II.B.1 The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

The College fosters student learning and attainment by supplying library and other learning support services to students and student learning and support professionals. These services are adequate in quantity, currency, depth, and variety to support educational programs, including distance education and correspondence education. These learning support services include library collections, tutoring, learning centers, computer laboratories, learning technology, and continuing instruction (II.B.1-01, II.B.1-02, II.B.1-03, II.B.1-04, II.B.1-05, II.B.1-06, II.B.1-07, II.B.1-08, II.B.1-09, II.B.1-10).

Analysis and Evaluation

Reference services and instruction are offered in-person or virtually for individuals or entire classes. The reference desk is covered by faculty librarians during the Learning Resource Center’s (LRC) business hours. The library offers 20–30-minute tours of the facility. Faculty are encouraged to bring their class(es) in for a 90-minute Information Literacy session (II.B.1-05). Research assistance for individual students or small groups is available through reference services, which offers drop-in, in-person, or Zoom appointments. Since fall 2022, statistics for one-on-one and small group sessions have been collected. Email, phone reference services, and 24/7 chat are available via the library website (II.B.1-02). Research reference assistance for faculty includes identifying access to low-cost, no-cost, and OER library materials to serve as course textbooks and supplemental readings (II.B.1-10). Every semester, the library offers a 1-unit transferable class in Information Literacy (LIBS 101) (II.B.1-05). Librarians trained peer mentors, and they participate in the New-Hire Institute and offer FLEX workshops in addition to the formal liaison relationships they have with every department (II.B.1-05).

The catalog, as part of the Library Services Platform (LSP), provides access to e-books and records for the print book collections (II.B.1-02). Databases can be accessed online in the library or via any internet-enabled computer using usernames and passwords (II.B.1-02). Faculty librarians develop and maintain research guides for many disciplines (II.B.1-07). Students are provided with how-to guides on conducting research and an OER textbook on Information Literacy, among other information (II.B.1-08). These resources are accessible via the library website created and maintained solely by library faculty (II.B.1-02, II.B.1-06).
The library provides resources that are ample in quantity, currency, depth, and variety. The library holds over 60,000 print books and provides access to nearly 100,000 e-books. The library meets the sufficient currency mark for lower-division undergraduate articles via the library’s collection of over 60 databases containing peer-reviewed and popular sources and four video streaming platforms. Assuming a publication date no older than ten years is the mark to meet, the library book collection misses the sufficient currency criteria. Eighty-four percent of the print book collection is over 12 years old. Not all appropriate books are available in e-format, and e-books also age (II.B.1-01).

Ensuring the currency of the collection requires consistent, sufficient funding allowing librarians to effectively select resources. Consistent funding available early in the fiscal year would enable librarians to more effectively maintain the collection and make multi-year decisions. This funding would amplify the ongoing process of updating the collection. In support of a collection with sufficient depth and variety, each academic department has a librarian liaison to track any fluctuation in the curriculum. A librarian serves on the CRC to keep other librarians abreast of impending and anticipated curricular changes. When made available, each librarian is allotted funds to select print books and e-books for their disciplines based on the Collection Management Guidelines (II.B.1-03). Liaison responsibilities and a sample email regarding curricular updates are provided (II.B.1-04).

The CCC Board of Governors gave its approval for the College Cyber Defense and Analysis Bachelor of Science degree program at its January 23, 2023, meeting in Sacramento, California. The program will launch as early as fall 2024. In anticipation of the very different research needs a Bachelor of Science candidate requires, the library has had numerous communications with the program’s faculty. Librarians have expressed the need for additional funding to provide resources and services sufficient in quantity, currency, depth, and variety to support the BS program and administration. This degree will need upper-division resources in the discipline’s major as well as across the curriculum to support the required upper-division electives, which is manifested in the program’s proposals (II.B.1-09).

II.B.2 Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard
Written in conjunction with faculty input to reflect the College mission and support student learning, the library’s Collection Management Guidelines guide the selection and maintenance of educational materials and equipment (II.B.2-01, II.B.2-02, II.B.2-03, II.B.2-04).

Analysis and Evaluation
The College provides formal and informal processes for faculty and learning support services professionals to provide input on the selection of instructional materials and equipment.
Collection management, including the identification, purchasing, processing, and delivery of educational resources, is a crucial function of the library. Librarians consulting appropriate colleagues is a vital part of this process. Each of the three-and-a-half full-time librarians has liaison responsibilities for different departments (II.B.2-01). To encourage consultation and promote the library’s resources and services, librarians attend department meetings and communicate with faculty in-person, via email, and via print fliers placed in faculty mailboxes. To ensure all faculty are solicited, the library Chair gathers input and provides information about resources and services to faculty at least twice each academic year (II.B.2-02).

Fifty-two computers, three printers, and two scanners are available for student use. A new campus wide print system, Papercut, has been acquired but not fully implemented (II.B.2-03). Librarians liaise with District and College ITS to ensure student computers on the library floor and in LRC classrooms are set up correctly and operating properly. The librarians worked tirelessly during the pandemic to ensure hotspots and laptops were available for all students that requested them (II.B.2-04).

II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College assesses the library and other affiliated learning support services to confirm identified student needs are being met. This evaluation process includes verifying evidence that the library and these services contribute to SLOs. The results are then utilized for continued enhancement (II.B.1-03, II.B.3-01, II.B.3-02, II.B.3-03).

Analysis and Evaluation

To improve library collection and instruction, librarians have developed, revised, measured, and used SLOs to adjust collections and instruction and request more support. Annually, the collection is measured for currency. Funds are used to select materials reflecting the curriculum's depth as per the Collection Management Guidelines (II.B.1-03).

The College’s goal was for 70 percent of students to sometimes or always be able to find books and articles in the College library for their research topics (II.B.3-01). In spring 2019, a student survey showed that 55 percent of students could always or sometimes find print or e-books on their topics and that 68 percent always or sometimes reported they found relevant articles on their topic (II.B.3-01). From the data, a question arises: Do these results reflect the quality of the collection or the search capabilities of the students? This data presents the opportunity for more research.
All part- and full-time faculty have been made aware of the SLO measurements. By focusing on one specific measure from the data, student learning was significantly improved. Between the 2017–18 and the 2018–19 academic years, librarians focused on improving students’ knowledge of where/how to find articles, resulting in an increase from 45 percent to 82 percent in those who answered the SLO survey measurement affirmatively (II.B.3-03).

II.B.4 When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard
The College interfaces with other institutions, library cooperatives, and learning support services for instructional programs at both the local and state level. Formal agreements are verifiable, and these resources and amenities are adequate, accessible, and utilized. The College manages the security, maintenance, and reliability of services rendered directly or via contractual agreements, and Collection Management Guidelines are consistently adhered to. Even though the LSP was only recently purchased, this shared system has tremendous potential regarding increased student success and learning capabilities (II.B.1-02, II.B.1-03, II.B.4-01, II.B.4-02).

Analysis and Evaluation
The College library relies on and collaborates with other institutions, including those in the District. The library participates in the purchasing cooperative at the state level via the League and at the local level via the San Diego and Imperial Counties Community Colleges Learning Resources Cooperative (SDICCCLRC) II.B.4-02.

College librarians implemented the new LSP acquired in 2019. While the integration is an ongoing process, the LSP is functional and has been integrated with PeopleSoft, which provides updated student records. The LSP from ExLibris is a statewide buy-in that most CCC have adopted. Not only does the College share the system with the other for-credit Colleges in the District, but it also shares with 107 other CCC that have adopted it. This adoption enables a shared catalog and may warrant a much richer interlibrary loan system in the future. While this shared system is in the early stages, its potential is tremendous.

The public-facing side of the LSP is the catalog and resources found on the library home page, such as “One Search,” “SDCCD Books+,” “Course Reserves,” “Journal Finder,” “Browse Search,” and librarian-developed guides (II.B.1-02). The technical services side of the LSP (non-public) integrates behind-the-scenes functions and the roles of librarians and classified professionals, including acquisitions, cataloging, student library records, and circulation.
The League manages:

- The acquisition of and license agreements for e-resources (books, periodicals, and streaming videos) selected by College librarians.
- The acquisition of Spring-Share products (LSP and 24/7 library chat system).
- The state acquisition of the ExLibris LSP (II.B.4-01).

SDICCCLRC manages:

- The acquisition of and license agreements for some streaming video collections.
- The acquisition of physical media such as DVDs.
- Fiscal support for 24/7 chat (II.B.4-02).

Security and maintenance of consortium agreements are managed by consortium partners. Materials review is ongoing to ensure the collection is sufficient in quantity, currency, depth, and variety of resources. Consistent with the Collection Management Guidelines, print and electronic collections are evaluated regularly by faculty librarians (II.B.1-03). Faculty librarians participate in collection management, instruction, and reference services. The latter two keep the librarians aware of and connected to student needs.

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**Conclusions on Standard II.B: Library and Learning Support Services**

The College provides significant and effective learning support to all students by investing in and maintaining library collections, equipment, and research/reference instruction. Librarians manage physical and digital resources and provide training on their usage to faculty, staff, and students. Librarians seek input from faculty to further enhance and support these resources. Learning and support services are well integrated and provide equitable and supportive learning environments and resources intended to foster student success.

The College is surpassing expectations in several areas of this Standard, including reference services and instruction, library resources, and the Collection Management Guidelines. Services provided during the pandemic, such as laptop and hotspot distribution, and the virtual work done by library liaisons and faculty who provided input are to be commended.

Increase in student research capabilities is another advancement, but more research needs to be conducted to determine if the increase is a reflection of the quality of the collection or the capabilities of students. The LSP was successfully launched in 2019 and implemented despite the pandemic. It has tremendous potential, which will be determined in the near future.

**Improvement Plan(s)**
An action item to address is making consistent funding projections available early in the fiscal year so that librarians can more effectively maintain the collection and make multi-year decisions. One area in process is the implementation of the campus wide print system, PaperCut, that has been delayed. The delay has impacted the ability for students to print. Implementation was originally scheduled for spring 2023 and has now been pushed to fall 2023. Table 9 shows the College’s improvement plans for Standard II.B.

Table 9. Improvement Plans for Standard II.B.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Intended Outcome</th>
<th>Activities</th>
<th>Timeline</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.B.1</td>
<td>Multi-year funding projections</td>
<td>Determine funding sources and projections</td>
<td>Spring 2023</td>
<td>Vice President of Administrative Services; RC</td>
</tr>
<tr>
<td>II.B.2</td>
<td>Full launch and implementation of PaperCut print system</td>
<td>Implement software; communicate to students</td>
<td>May 2023 to September 2023</td>
<td>Dean; SILT; ITS; Communications Office</td>
</tr>
</tbody>
</table>

Evidence List

II.B.1-01 Resource Statistics
II.B.1-02 Library Website (Home Page), LSP, and Database Page
II.B.1-03 Collection Management Guidelines
II.B.1-04 Liaison Responsibilities and Sample Email Regarding Curricular Updates
II.B.1-05 Information Literacy Instruction and Faculty/Staff Instruction
II.B.1-06 Faculty Staff Services, First Page
II.B.1-07 Research Guides, First Page
II.B.1-08 Information Literacy: Basic Research Skills
II.B.1-09 Sample Email Discussing Baccalaureate with Faculty Program Lead
II.B.1-10 Textbook Alternatives
II.B.1-01 Liaison Responsibilities and Sample Email Regarding Curricular Updates
II.B.2-02 Sample Communication With Faculty Asking For Input
II.B.2-03 Computers, Scanning, and Printing
II.B.2-04 Liaison with IT and Example of Tech Issues (Hot Spots)
II.B.3-01 SLOs (1. 2017 and 2. Revised in 2019)
II.B.3-02 Instruction SLO Measures
II.B.3-03 SLO Summary Measured in 2017-18 and 2018-19 for Comparison Purposes
II.B.4-01 Consortia
II.B.4-02 SDICCCLRC Agreement

C. Student Support Services

II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)
Evidence of Meeting the Standard

The College regularly evaluates the quality of student support services to ensure services support student learning and promote the mission. Ongoing evaluation takes place at all locations where College students attend classes, regardless of course delivery mode (face-to-face or online). Locations for services include the main campus in downtown San Diego, off-campus sites such as the ECC, and campuses of San Diego Unified School District (SDUSD) feeder high schools. The annual Program Review process serves as an important tool for continuous assessment, program improvement, department self-reflection, evaluation, planning, and budgeting for all College programs and services. Program Review highlights the strengths and successes of the program and opportunities for improvement.

The Program Review process for Student Development serves as evidence of an evaluative tool within Student Services that is used for continuous assessment, program improvement, department self-reflection, evaluation, planning, and budgeting programs and services. SLOs and Administrative Outcomes (AOs) from the Student Development report in Nuventive demonstrate that student support services develop SLOs and AOs that assess student learning and the quality of services. Furthermore, the SLOs/AOs ensure the College’s programs support student learning and help accomplish the College’s mission.

Under the leadership of the Vice President of Student Services, the Office of Student Services creates Divisional Goals, which ensure a reflective process of Student Service departments working together to achieve shared goals. Departments share their Program Review plans and reports at Student Services Council meetings. Student Services departments aligned their goals with Divisional Goals as a guide for planning and resource allocation and to promote program awareness within the division and campus. The College utilizes student progress and achievement data and surveys from a variety of sources (discussed in Standard II.C.2).

The District provides support to the College’s regular evaluation of the quality of their support services through discussions at the District Student Services Council and regular workgroup meetings with the following departments across Colleges (II.C.1-02):

- Admissions and Records
- Counseling
- EOPS
- CalWORKs Believe
- Financial Aid
- Veteran Services

The District provides support and assistance to help students succeed in online education courses by directing them to the District’s website whenever they enroll in an online class (II.C.1-03). These resources provide support and ongoing services to students before and after registering. Faculty have access to training, including certification in online teaching,
and tools and resources to support student success in the online environment (II.C.1-04). The Colleges’ Program Review processes monitor and track student success in online programs.

Analysis and Evaluation

Services are evaluated regularly through the Program Review process and department and divisional planning, which provides continuous assessment, program improvement, department self-reflection, evaluation, planning, and budgeting for all programs and services at the College. Through these evaluative processes, Student Services departments develop outcomes that directly measure student learning within the College’s programs and services. The College develops and measures AOs to ensure student needs are met. The Student Services Division Goals are aligned with Institutional Priorities, ACCJC/WASC standards, and SEA. Student Services receives ample feedback demonstrating that student support services meet College student needs. The College delivers high quality, accessible services in support of the College mission.

II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

The College’s array of student support programs and services demonstrates intentionality in providing appropriate resources supporting the learning of all College students, including low-income, first generation, and disadvantaged students; students of color; and students with diverse abilities, languages, and backgrounds. Offering services remotely and in-person ensures student needs are met in multiple modalities. Table 10 lists College Student Services.

<table>
<thead>
<tr>
<th>Table 10. Student Services Provided by City College</th>
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<tbody>
<tr>
<td>Academic Counseling</td>
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<tr>
<td>Admissions and Records</td>
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<tr>
<td>Assessment</td>
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<tr>
<td>ASG</td>
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<tr>
<td>Athletics</td>
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<tr>
<td>Black Excellence Resources</td>
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<tr>
<td>CalWORKS Believe</td>
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<tr>
<td>Campus Bookstore</td>
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<tr>
<td>Career Services</td>
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</tbody>
</table>
Nuventive catalogs planning and assessment efforts to ensure continuous improvement of student support programs and services appropriate for the College’s student population. The online system aids in the achievement of department SLOs and AOs and provides an opportunity for faculty and staff to utilize data and information to support student success and completion. The College uses multiple research and evaluation methods to assess and improve the effectiveness of student services that help close achievement gaps for students from traditionally underrepresented populations.

The College Institutional Research Office produces dashboards with student success data that can be filtered by participation in services (such as DSPS and EOPS) or identification (foster youth, veteran, etc.) (II.C.2-01). SEA data from the CCCC0 DataMart was used to create an equity dashboard highlighting groups experiencing disproportionate impact on student success metrics (II.C.2-02). An active Institutional Research Office project is building a survey item bank to be deployed in fall 2023 that will provide a foundation for new point-of-service surveys. These efforts help identify new areas where student support services are needed to boost achievement in access, course completion, ELAC, degrees and certificates awarded, and transfer rates for traditionally underrepresented populations.

Analysis and Evaluation

College Student Services utilizes SLOs and AOs to ensure student needs are met. Nuventive stores the results of outcome assessment and effectively produces reports essential to the Program Review process. The Student Services Council schedules Program Review presentations throughout each year to provide opportunities for programs to share and discuss outcomes and results with colleagues (II.C.2-03). The Institutional Research Office has been integral in improving assessments efforts through the development of surveys and other evaluative tools that help provide meaningful data to inform decisions. Their increased support enables Student Services to further enhance student learning and continuously improve student support programs and services.

II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard
Student Services demonstrates the College’s commitment to providing reliable, appropriate, and comprehensive services to students in-person and online (II.C.3-01). The College assesses students’ need for services, regardless of location or mode of delivery, and offers access face-to-face, online, or in a hybrid of both. The College provides robust student support services to help close equity gaps for traditionally disadvantaged students, assessing student need and program effectiveness via surveys, Program Review, and targeted SLOs and AOs.

The District supports the Colleges’ efforts to assure equitable access for all its students through its website, student information system, and other interactive online technologies. For example, admissions and registration processes are completed online using CCCApply and the MySDCCD portal for the Campus Solutions records system (II.C.3-02, II.C.3-03). Students can view the class schedule online at any time on the District website and Campus Solutions (II.C.3-04). The following services are accessible online through mySDCCD:

- Viewing financial aid.
- Paying for classes.
- Registering for classes.
- Viewing and ordering official and unofficial transcripts.
- Applying for graduation.

Placement Assistant and ELAC GO are self-guided placement tools for English and math or English language learners, respectively, that can be used in-person and online and do not require physical on-campus access (II.C.3-05, II.C.3-06). Forms for most College services are available through the JIRA online service desk (II.C.3-07). Students can access guidance through the mySDCCD Student Support Center (II.C.3-08). The District provides employees training and support in using these online systems through the mySDCCD Info Hub (II.C.3-09).

Analysis and Evaluation

All student support services and programs provide their services both online and in-person. The College provides equitable access by offering services online, so that students who want to access services remotely can do so, and in-person for students who may lack access to technology, have learning challenges, or prefer face-to-face interaction.

II.C.4 Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

College co-curricular and athletics programs are suited to and support the mission of the College by providing a cohesive system of support for students pursuing interests beyond the classroom that enable them to reach their educational goals. Co-curricular and athletics
programs are reviewed in the same manner as all other academic programs to ensure program components are consistent with sound educational policy and standards of integrity and meet expected standards for higher education. The College assumes responsibility for the control of these programs, including financial management. All co-curricular programs have webpages on the College website; examples are linked in the corresponding sections.

Athletics

A high level of academic commitment is required to participate as a student athlete. Athletes are required to sustain full-time enrollment (12+ units) to participate and must maintain a GPA of 2.0 or higher for continued participation. College athletic programs are a part of the School of Health, Exercise Science, and Athletics, with direct supervision and oversight by the Dean of that School (II.C.4-01). Courses associated with the Athletics program have been reviewed and approved by the CIC, the CRC, the Board, and the CCCCO.

The Athletics program complies with sport codes, policies, procedures, and bylaws established and administered by the California Community College Athletic Association (CCCAA), State Education Code §67360-§67365, and Title IX. Required annual financial reports and reports related to gender equity are submitted to the ED (in accordance with the Equity in Athletics Disclosure Act) as well as to the CCCAA to publish statistics and information about the Athletics program.

The Athletics department is engaged in the College’s Program Review processes, and budget allocations are reviewed and approved by the RC. In addition, the department conducts a five-year Program Review and self-study for the Pacific Coast Athletic Conference (PCAC). Table 11 shows the sports offered through the College Athletics program.

Table 11. Sports Offered by City College

<table>
<thead>
<tr>
<th>Sport</th>
<th>Men’s</th>
<th>Women’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Badminton</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Baseball</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Beach Volleyball</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Cross Country</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Soccer</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Softball</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Tennis</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Volleyball</td>
<td>✔</td>
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</table>

City Works
The City Works Journal is a non-profit press, funded by local writers and friends of the arts, committed to the publication of fiction, poetry, creative nonfiction, and art by members of the campus community and the community at large (II.C.4-02). City Works publishes poetry, fiction, prose, and artwork of College students, staff, and faculty along with works by local, national, and international writers and artists. Over 50 percent of published work is created by student writers, poets, and artists. City Works provides students with real-life work experience, as students are involved in all aspects of the production of this literary journal.

Students read and judge over 200 manuscripts submitted annually and learn to select and edit the best work, compile issues, and determine the journal’s layout and artwork. Students advertise, promote, and produce City Works readings, developing workforce competencies and creating a final product that showcases their learning and achievement. City Works promotes diversity and supports a positive campus culture by serving as a literary voice for the community. City Works publishes writers of all ethnicities and social classes. The stories, poems, and essays published in this journal are a lasting testament to the diversity of the campus and the everyday struggle and experiences of College students.

Dance

In keeping with the College’s mission statement and GE philosophy, the Dance department is committed to providing a diverse experience in dance techniques, forms, history, and performance, as well as choreographic opportunities (II.C.4-03). Emphasis is placed on technique, choreography, and performance. The program encourages critical and abstract thinking, adaptation, and personal expression, providing a background in the historical, cultural, and political aspects of dance and classes that focus on ethnic dance forms and integration of anatomy and body modalities. Students in the Dance program can complete an AA-T and transfer to a four-year institution, or they may choose to become a part of a local, national, or international dance community.

Journalism

Digital Journalism, the City Times student newspaper, and the CityScene student magazine (formerly known as Legend) support the College mission as a vocational program with an AA-T in the major, which transfers to several CSU institutions. As a recognized co-curricular activity, Digital Journalism requires direct student involvement in creating and managing content and provides educational opportunities through involvement in conferences and professional organizations. As a media institution on campus, the program and its publications serve as a conduit of information, campus culture, and continuity (II.C.4-04).

City Times and CityScene connect students and provide information about issues involving the campus community, including general news, critical analysis, campus arts, culture, history, campus sports teams, and commentary. Members of the campus community can submit letters to the editor and longer commentaries as part of that coverage. These publications are active on social media, which adds an interactive dimension. Students in the program have graduated and had successful careers at employers such as The San Diego
Union-Tribune, San Diego Latino Film Festival public relations, Casper (Wyoming) Star-Tribune, Univision, and local weekly community newspapers.

**Student Affairs and ASG**

The Office of Student Affairs oversees and coordinates non-athletic co-curricular programs at the College, including ASG, the official governing body of the students, and the Inter-Club Council, the official governing body of all student clubs ([II.C.4-05], [II.C.4-06]). The Dean of Student Affairs approves new clubs and oversees the programmatic activities of ASG and student clubs, including their finances. ASG supports the College’s mission by providing students with opportunities to engage in leadership roles in student clubs, participatory governance committees, and other campus activities. ASG has established academic requirements and clear expectations for students participating in elected leadership roles, as stated in the ASG Constitution. To participate, students must have a 2.0 GPA and maintain enrollment in a minimum of 12 units (full-time status). The Dean of Student Affairs verifies enrollment and GPA during the election process to ensure all candidates running for elected office meet the criteria set forth by the ASG Election Code.

**Theater**

The College Theatre program supports the College’s mission through degrees and certificates in Technical Theatre, Theatre, and Musical Theatre. The program contributes to cultural awareness by teaching students how to work effectively within an ensemble. The Theatre program encourages students to present themselves and their personal artistic talents with clarity and confidence and provides an opportunity for students to gain practical experience in professional and community theater work and prepare for continued higher education. Major theater productions are offered each year, allowing students to develop practical skills and talents while earning credit for transfer to universities ([II.C.4-07]). The College Theatre program promotes multiculturalism by employing “color blind casting.” Every play features a multiracial cast. The program features original plays by students, which gives them the opportunity to have their voices heard both as playwrights and as actors. Performances explore issues of race, gender, sexuality, and religion.

**Analysis and Evaluation**

The College is proud of the athletic and co-curricular programs it offers to students. Each year, the College strives to build better and improved programs as student needs change. The College is flexible and adaptable in the way it offers programs and services. The College’s athletic and co-curricular programs are aligned to its mission and provide opportunities for engagement and the development of new skills that contribute to the social and cultural dimensions of students’ educational journeys. Table 12 provides more information about the athletic and co-curricular opportunities offered by the College.

<table>
<thead>
<tr>
<th>Program</th>
<th>Social/Cultural Contribution and Mission Alignment</th>
</tr>
</thead>
</table>

Table 12. Athletic and Co-Curricular Opportunities at City College
| ASG  | • Represents all students at the College with the goal of improving their experiences through advocacy and empowerment.  
• Works with student clubs and organizations; faculty, staff, and administration; the surrounding community; the state legislature; and the Board.  
• Charters and oversees the College’s student clubs. |
|---|---|
| Athletics  | • Enrollment is monitored on a weekly basis to ensure continued eligibility for participation in the Athletics program.  
• Has a dedicated full-time academic counselor to support student athletes.  
• The Athletics department’s mission and statement of strategic goals is consistent with the College’s mission.  
• The 2005 and 2010 reviews by the PCAC led to significant increases in staffing and facilities in support of the program.  
• In 2015, the program hired Apogee Consulting, led by the long-time former Athletic Director at Palomar College, John Woods, to review eligibility monitoring and staffing.  
• Review results helped formulate objectives for the 2015–16 academic year, which include improved CCCAA communication, monitoring for CCCAA compliance, and review of departmental organizational structure and staffing.  
• The review also resulted in the establishment of a Master Planning Committee for the Athletics department.  
• Title IX Gender Equity compliance in Athletics is monitored by the CCCAA and the ED.  
• Annual reports to ensure compliance include the CCCAA Form R-4 report, the Statement of Compliance of Title IX Gender Equity, and the ED Equity in Athletics Disclosure Act report. |
| CityWorks, Dance, Journalism, and Theatre  | • CityWorks, Dance, Journalism, and Theater are housed within the School of Arts, Humanities, and Communications.  
• Broad oversight is provided by the Dean of the School.  
• Department Chairs and program faculty and staff members provide specialized oversight of budgets and cocurricular functions.  
• These programs are reviewed on a regular basis as part of department Program Review processes. |
| Student Affairs  | • The Student Services mission is to inspire and empower, support students, help students excel in their intellectual, social, and cultural development, and enhance student goal completion.  
• The Office of Student Affairs implements and supports student-centered programs aimed at enhancing the student experience at the College.  
• Student Affairs works individually and collectively with the student body and clubs to promote student leadership, cultural awareness, and diversity within the campus community. |

II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful,
and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

The Counseling department offers an extensive variety of counseling and academic advising programs that students can use to receive timely, accurate, and useful information specific to meeting their educational goals and provides educational, career, and personal counseling for all students. (II.C.5-01) General counseling provides services to all students, though counselors are assigned to programs for specific student groups, including DSPS, EOPS, CalWORKS Believe, Puente, Umoja, and veterans. The Counseling department offers one-hour appointments online and in-person and walk-in counseling (II.C.5-02). Counselors conduct workshops on topics such as transfer and academic probation that support student learning and achievement. Online counselors are assigned specific hours throughout the week to answer emails and are accessible through a virtual front desk (II.C.5-03). To minimize the risk of breaching confidentiality, the counselor must only provide general information and cannot share specific student information such as identification numbers or records via email. Saturday services are offered in order to reach working and evening students.

New students are guided through submitting the online application, accessing the online orientation, participating in education planning, and accessing follow-up Counseling services (II.C.5-04). All new College students must submit the online admissions application through CCCApply, attend a New Student Educational Planning workshop on Canvas, and complete the online orientation (I.C.3-02, II.C.5-05, II.C.5-06). Orientation is a strong component of the student development process, as it provides important information about the programs, requirements, and services available at the College; an overview of academic requirements, including for graduation and transfer; and strategies for student success. Students must complete the orientation process before registering for classes. The College hosts several in-person introductory sessions affiliated with specific programs, such as San Diego Promise.

Analysis and Evaluation

While the College’s Counseling services have many notable strengths, more can be done to improve student access to services. For example, improvements to the systems and processes used to schedule student appointments will make Counseling services easier to access. Furthermore, insufficient contract classified professionals contributes to scheduling challenges and inefficiencies given that there are many limitations for part-time classified employees in terms of accessing student information due to the Family Educational Rights and Privacy Act (FERPA) of 1974 and the Health Insurance Portability and Accountability Act (HIPAA). Hiring more contract classified professionals will help improve efficiency and access to Counseling services for students by avoiding the barriers part-time employees face.

Currently, the College uses the SARS Anywhere software for appointment scheduling, which is compliant with the Web Content Accessibility Guidelines, FERPA, and HIPAA. SARS offers many scheduling features for counselors, such as automated notifications through text
messages, the ability to run reports for scheduling projections, and other data usage functionalities. More efficient scheduling software and/or scheduling processes should be explored to help maximize access to counseling services for students. An efficient scheduling tool and process will help Counseling faculty and classified professionals manage student traffic and meet student needs.

**II.C.6** The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

**Evidence of Meeting the Standard**

As an open-access institution of higher learning, the College’s admission policies and practices are consistent with the College mission, the California Education Code, Title 5 regulations, and the statewide mission for CCC. The District’s admission policies align with Title 5 regulations, are consistent with its mission, and specify necessary qualifications for various programs. Information about these policies is available in published BPs and APs and the College Catalog (II.C.6-01, II.C.6-02, II.C.6-03, II.C.6-04). The Catalog fully describes all student requirements for admission and fees and other financial obligations as well as information on degrees, certificates, graduation, and transfer. Information is also available on the College website under both “Admissions” and “Outreach” (II.C.6-05, II.C.6-06).

**Analysis and Evaluation**

The District has adopted and adheres to admission policies consistent with its mission. Admission policies comply with state regulations and are published in the College Catalog and on the College and District websites. According to BP 5010, Admission of College Students, admission is open to all persons with a high school diploma, a California High School Proficiency Examination Certificate, or a California High School Equivalency Certificate (II.C.6-01). Persons 18 years of age or older or emancipated minors who do not possess a diploma or equivalent are provisionally admitted. The District has several policies and procedures specific to the admission of special categories of students.

**F-1 Visa Students**

The College accepts applications from international students who wish to study in the United States. Students must provide all required evidence noted in the College Catalog; admission is granted if criteria are met. Before the College will issue Form I-20 by the United States Citizenship and Immigration Service, an applicant must achieve a minimally passing TOEFL (Test of English as a Foreign Language) score, demonstrate financial independence, receive health clearance, and be accepted to a program of study (II.C.6-07, II.C.6-08).

**High School Students**
The District admits concurrently enrolled high school students as special part-time students per District policy and the state law. Some of the policies are:

- Students must have completed the 10th grade.
- High school students must satisfy course prerequisites and eligibility requirements.
- The course is advanced scholastic or technical (College degree applicable).
- The course is not available at the school of attendance.
- Students are given College credit for all courses in which a passing grade is earned. Grades are part of the student’s permanent College record.
- Concurrently enrolled high school students whose College GPA falls below 2.0 or who do not complete 60 percent of all units attempted will not be permitted to re-enroll without approval from a College counselor.
- Concurrently enrolled high school students must complete a special admissions form signed by the parent and high school principal (II.C.6-03).

**Nursing Program Students**

The College will admit qualified applicants to the Nursing program using a competitive admission process with a multi-criteria screening tool that considers prerequisite GPA, Fixed Set GPA, TEAS score, degrees, work experience, life experience, and second language proficiency. This process is discussed in detail in Standard II.A.8.

**II.C.7** The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

**Evidence of Meeting the Standard**

With the implementation of AB 705, which required colleges to maximize the probability that students will complete college-level math and English requirements in their first year, the College is no longer using a placement instrument. To comply with AB 705 and AB 1705, District Colleges adopted guided and self-placement practices in compliance with Title 5 §55522 and the SDCCD “Business Process for English and Math Placement” guide (II.C.7-01).

The placement process begins when a student initiates an application for admission to the College through CCCApply (II.C.3-02). During the application process, students respond to questions regarding the highest level courses they have taken in math and English, the grades they received, and the year they graduated from high school or completed a GED or high school proficiency exam. Responses to these questions help determine recommended math and English placements. For some students, including those still enrolled in high school, graduated more than ten years ago, or completed secondary schooling in another country, placement is determined after completing the online Placement Assistant (II.C.7-02). This tool asks similar questions about past math and English courses and was piloted at Mesa College in 2017 prior to adoption for all SDCCD credit colleges. Non-native English speakers may take the ELAC GO self-guided assessment (II.C.3-06).
Placement results are presented to students in the form of milestones for math and English, ranging from 30 to 50. English milestones include reading (R) and writing (W), as well as listening (L) for ELAC students (II.C.7-03). Milestones correspond to specific course recommendations; the initial math course will vary depending on a student’s intended program of study (II.C.7-04). Students are advised to discuss their milestones with a counselor before registering for classes. They may also receive drop-in assistance at the Welcome Center. These practices align with AB 705 and AB 1705 in supporting successful completion of transfer-level math and English in the first year of college.

Analysis and Evaluation
As an open-access institution of higher education, the College does not use placement or assessment processes to restrict admission. The use of self-reported information on high school math and English achievement, with alternatives for those who are not recent graduates, ensures there is no barrier to enrollment. Supplemental instruction, tutoring, and cross-listed support courses are available to ensure students can be successful in college math and English courses. The College monitors successful completion of math and English in the first year in Program Review and SEA data to ensure students are attaining these achievements in this new placement environment. Milestones have been reviewed and adjusted from their initial definitions. Pre-college courses are being phased out as of fall 2023 to meet AB 1705 requirements.

II.C.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard
The District and College maintain student records permanently, securely, and confidentially. The District has provisions for secure backup of all files. District policies and procedures are fully compliant with FERPA and the California Education Code (II.C.8-01). Release of student records is strictly monitored and enforced in accordance with BP 5040, Student Records, Directory Information and Privacy, and AP 5040, Student Records, Release, Correction and Challenge (II.C.8-02, II.C.8-03). The District broadly publishes policies and procedures for releasing student records in all publications and on District and College websites (II.C.8-04).

Analysis and Evaluation
The District and College comply with all state and federal laws and District policies regarding confidentiality, classification, retention, release, and destruction of student records. Access to student records is strictly monitored, and all student records are maintained in a secured database with nightly backups and off-site storage. The District’s student records policies identify the various classifications of student records and the process for disposition and
destruction according to state regulations. Information about the release of student records is published in the College Catalog, AP 5040, and BP 5040.

Secure Storage

The PeopleSoft Campus Solutions application permanently maintains student records, supported by full-page and row-level security and its secure Oracle database. The District used Tivoli Storage Manager to schedule and catalog backups of all student records to Luminex’s virtual tape device, a high-speed disk device with a redundant fiber connection. The Oracle database is backed up multiple times during the day, with critical steps taken during nightly batch processing updates. Daily backups include copies of flat files, program libraries, financial aid data, archives, and transaction logs. Data—including full operating system files—is backed up weekly within PeopleSoft. All backups are written to the virtual tape device and then to two simultaneous LT06 Ultrium tape drives; one of which is kept in the local data center safe, and the other was sent off-site to Corodata’s digital media storage vault. Backup tapes are numbered and electronically cataloged before being sent off-site to Corodata’s local climate-controlled vault storage facility built for long-term electronic media storage. Corodata provides secure daily tub pickup and delivery services to and from the District’s data center for safe tape rotations, as scheduled by data center operations.

The PeopleSoft Campus Solutions application is integrated with a records imaging system provided by ImageSource. It maintains critical document images indexed by corresponding student identification or course reference numbers, such as official class rosters, student transcripts from other institutions submitted for transfer credit, official grades, attendance forms, and various student aid management forms related to financial aid. The ImageSource system is on an imaging application server used to scan, save, or search for electronic images and a backend Microsoft SQL server that stores images on the application server. The imaging system servers are backed up on high-speed LT06 tape drives every night. The tapes are numbered, electronically cataloged, and then picked up by Corodata to be stored in their digital media storage vault like the PeopleSoft Campus Solutions backup tapes. These backups would allow District ITS to perform a complete server (or entire image system) restore for either server should any server hardware or software failure occur. Data center operations rotate the backup tapes as scheduled using Corodata’s secure pickup and delivery services.

Confidentiality

Student record information is in a centralized student information system accessible to users with approved access throughout the District. Users are granted access based on role and responsibilities and must have the approval of their supervisor. The Vice Chancellor of Educational Services maintains requests for user access per District policy. All users must sign a Confidentiality Acknowledgement before they are given access to the student records system, and module security administrators must review and request the deletion of inactive users on an ongoing basis. Student workers are not provided online access to student records information other than data that would otherwise be classified as directory information. The
Vice Chancellor of Educational Services provides periodic training on the confidentiality of student records at department meetings, workshops, and the leadership development academies offered by the District’s PCTS Division.

**Single Sign-On and Multi-Factor Authentication**

User and department passwords are changed annually. Complex user passwords must be greater than or equal to ten characters and include at least three of the following: one uppercase letter, one lower case letter, one number, and/or one unique character. All users must reaffirm their understanding of the confidentiality of student records and sign a confidentiality statement (II.C.8-05). Logging in with complex credentials through the PeopleSoft Interaction Hub provides faculty and staff access to the Campus Solutions application through PeopleSoft Unified Navigation. The District integrated Multi-Factor Authentication at the end of 2022 for all faculty, staff, and students.

**Release of Student Records**

The release of student records is strictly monitored and enforced per BP 5040 and AP 5040. Board policies and procedures comply with FERPA and the California Education Code. The District does not classify student records as directory information.

**Student Records Classification and Destruction**

The District adheres to procedures that provide expectations and guidelines for classifying, storing, and destroying student records. In consultation with the Colleges, the District produces the “Student Records: Classification, Retention, Disposal” manual containing listings and classifications for student records (II.C.8-06). The manual is strictly adhered to and is maintained in the District Student Services Office. All Class 1 records are stored electronically with a backup stored in an off-site location. In some cases, the College maintains paper records on campus.

**Conclusions on Standard II.C: Student Support Services**

The College provides all students with effective and responsive services to support academic success and achievement of personal and educational goals. These services begin with a student’s first contact with the College and encompass admissions, placement, development of an educational plan, class selection and registration, retention and engagement in student life, career services, transfer planning, and completion, culminating in the award of a certificate or degree. Student Services are aligned with the mission and include specialized programs that meet the needs of the College’s unique student population. Continuous improvement is supported by Program Review and other assessments.

**Improvement Plan(s)**
None.

**Evidence List**

| II.C.1-01 | Program Review Outcomes Report and Comprehensive Plan – Student Development |
| II.C.1-02 | District Student Services Council |
| II.C.1-03 | SDCCD Online Student Resources |
| II.C.1-04 | SDCCD Online Faculty Certification |
| II.C.2-01 | Student Equity Plan Dashboard |
| II.C.2-02 | Special Populations Dashboard |
| II.C.2-03 | Student Services Council – Program Review Presentation Calendar |
| II.C.3-01 | Student Services Offices and Hours |
| II.C.3-02 | CCCApply Website |
| II.C.3-03 | mySDCCD Student Portal |
| II.C.3-04 | SDCCD Online Class Schedule Website |
| II.C.3-05 | Placement Assistant Website |
| II.C.3-06 | ELAC GO! Placement |
| II.C.3-07 | Online Student Forms |
| II.C.3-08 | SDCCD Student Support Center Website |
| II.C.3-09 | mySDCCD Info Hub Resources |
| II.C.4-01 | City Athletics Website |
| II.C.4-02 | City Works Journal Website |
| II.C.4-03 | Dance Website |
| II.C.4-04 | Digital Journalism Website |
| II.C.4-05 | Associated Students Government Website |
| II.C.4-06 | Student Clubs and Organizations |
| II.C.4-07 | Drama Production History Website |
| II.C.5-01 | Counseling Website |
| II.C.5-02 | Counseling Appointments |
| II.C.5-03 | Counseling Virtual Front Desk |
| II.C.5-04 | New Students Website |
| II.C.5-05 | New Student Ed Planning |
| II.C.5-06 | Online Orientation |
| II.C.6-01 | BP 5010 Admission |
| II.C.6-02 | AP 5010 Admission Status |
| II.C.6-03 | AP 5011 High School Admission |
| II.C.6-04 | Admission – Catalog Pages |
| II.C.6-05 | Admissions Website |
| II.C.6-06 | Outreach Website |
| II.C.6-07 | AP 5012 International Students |
| II.C.6-08 | International Students – Catalog Pages |
| II.C.7-01 | AB 705 Business Process |
| II.C.7-02 | SDCCD Placement Website |
| II.C.7-03 | City English Milestones |
| II.C.7-04 | City Math Pathways by Milestone |
| II.C.8-01 | FERPA |
| II.C.8-02 | BP 5040 Student Records |
| II.C.8-03 | AP 5040 Student Records |
| II.C.8-04 | Student Records – Catalog Pages |
| II.C.8-05 | SDCCD Confidentiality Statement |
| II.C.8-06 | SDCCD Student Records Manual |
Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

**III.A.1** The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

District APs and BPs require comprehensive processes for establishing appropriate qualifications, advertising qualifications in vacancy announcements, using committees with diverse perspectives to evaluate qualifications, and requiring verification of degrees and prior work experience before hiring. The District’s Equal Employment Opportunity (EEO) Plan, revised in 2020, reflects the District’s commitment to equal employment opportunity and promotes nondiscriminatory practices pursuant to applicable Title V regulations (**III.A.1**-01).

The District’s Hiring Guide is given to all hiring managers and Chairs and outlines procedures for hiring College personnel (**III.A.1**-02). The College is in the final stages of finalizing its Hiring and Screening Committee Process, which outlines the hiring process for all employees at the College in adherence to District policy (**III.A.1**-03). Vacancies are posted on the District Employment Opportunities website and in niche sources for hard-to-fill disciplines and advertised to diverse communities (**III.A.1**-04).

Academic qualifications are set by the CCCCO and applied in compliance with BP 7120, Recruitment and Hiring, including baccalaureate degree programs, distance education, and the College of Continuing Education (**III.A.1**-05). Recruitment and selection of faculty (contract and part-time), classified professionals, and managers follows AP 4001.1, Personnel Administration, which requires the Board to approve all position qualifications and make final positions and appointments (**III.A.1**-06). The District and College utilize diverse hiring committees and objective screening criteria to assess candidates for qualifications for full-
time employment and alignment with the mission (III.A.07, III.A.08). The District states the criteria, qualifications, and procedures for personnel selection through BPs and APs.

Faculty
- The processes for hiring full-time and part-time faculty are established in AP 4200.1, Employment of Faculty, and AP 4200.2, Employment of Instructional Staff – Adjunct (III.A.1-09, III.A.1-10).
- Equivalency requests are processed following Education Code 87359, Assembly Bill 1725 (1988), and AP 7211, Equivalency Determination Procedure (III.A.1-11).

Classified Professionals
- Classified positions are defined in BP 7230, Classified Employees, with job classifications based on duties and responsibilities in relation to the programs and services the position serves (III.A.1-12).

Managers and Supervisors
- Manager and supervisory positions are filled by following District procedures in the respective employee handbook for each unit (III.A.1-13, III.A.1-14).

Analysis and Evaluation
Existing College and District policies, procedures, and practices are effective to ensure administrators, faculty, and staff are qualified to provide and support instructional programs and student support services. The College relies upon Program Review plans to determine personnel needs based upon mission-driven programs and service area plans. The College supplements District hiring guidelines with its own process to strengthen its commitment to transparency in decision-making.

Minimum qualifications are established based on the education and training necessary for successful job performance, and job classifications state the duties and responsibilities needed to effectively serve in the assigned area. As duties evolve, positions are reviewed and reclassified. Job announcements list minimum qualifications, licenses, and certifications, the job requirements, and any related criteria for the discipline as well as provide guidance on equivalency. Vacancies are posted on the District employment website, the CCC Registry, online job boards, and higher education sites.

Job descriptions written by the screening committee include specific qualifications needed for the position to meet programmatic needs. Both program and subject-matter experts participate with administrative staff in developing job descriptions to ensure positions support the institutional mission and goals and that job descriptions accurately reflect the duties, responsibilities, and authority of the positions. Throughout the recruitment and hiring process, these qualifications are upheld as the benchmark criteria. The District PCTS Division and College hiring committees assess the degree to which applicants meet the minimum and desirable qualifications for positions through the screening of applications and interviews.
The District and College use diverse hiring committees during screening and interviewing of all staff applying to full-time positions to assess candidate qualifications. Managers and supervisors are screened by a hiring committee, which assesses applications and conducts interviews, then the College President recommends the candidate for hire to the Chancellor, who presents the individual for Board approval. Part-time faculty are screened by Deans and Chairs for program needs and minimum qualifications. The District’s PCTS Division verifies minimum qualifications and degrees for all selected applicants before hire and placement.

The District is implementing anonymous screening, DEIA qualification requirements, and DEIA scoring criteria and metrics to ensure DEIA are essential qualifications for all positions. Expected outcomes include more diverse and more highly qualified applicant pools and new hires best able to serve the institution’s diverse student communities.

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

The CCCCO establishes faculty qualifications, which are applied by BP 7120, and include faculty in baccalaureate degree programs, distance education, and the College of Continuing Education (III.A.1-05). Each faculty member is required to meet the qualifications outlined in the State Minimum Qualifications Handbook and adopted by the Board of Governors and the District Board, which include knowledge of effective principles and practices in instruction; curriculum development, assessment, and revision; student rights; technical knowledge; and two years of directly-related experience.

The minimum and desirable qualifications for faculty are cited in job announcements and include the appropriate degree(s), professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution (III.A.2-01). Faculty job descriptions include criteria evaluating the development and review of curriculum and assessment of learning (III.A.2-02).

Per AP 4200.1, candidates for full-time faculty positions are assessed by diverse hiring committees during screening and interviewing, as discussed in Standard III.A.1 (III.A.1-09). Deans and Chairs screen part-time faculty for program needs and minimum qualifications.

Analysis and Evaluation

Faculty hiring practices are well-suited to ensure that faculty have appropriate knowledge and experience to achieve the College mission, including knowledge of subject matter and requisite skills for services performed. Faculty job announcements describe the position and
include information related to faculty responsibilities. The job announcement describes the position and states that faculty have the responsibility for development and review of curriculum and assessment of learning. Comprehensive assessment scoring rubrics for hiring are created based off of job postings and allow the selection committee to recommend, recommend highly, recommend with reservation, or not recommend an applicant.

**III.A.3** Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

**Evidence of Meeting the Standard**

BP 7250, Educational Administrators, defines educational administrators (**III.A.3-01**). All administrators must meet established qualifications through appropriate education, training, and experience as defined in BP 7120 (**III.A.1-05**). Employees are hired per the advertised position’s criteria and procedures (**III.A.3-02**). The District PCTS Division verifies minimum qualifications and degrees for all selected applicants before hire and placement.

Annual performance evaluation and employment contract renewal processes ensure institutional effectiveness and academic quality. The Management Employees Handbook outlines evaluation and renewal processes (**III.A.1-13**). Administrators are incentivized to pursue higher education, licensure, and certification through professional study leave and paid management leave for projects that would enhance performance.

**Analysis and Evaluation**

Rigorous qualification standards are applied in recruiting, employing, evaluating, and developing administrators. Most management positions require a master's degree relevant to the area(s) of responsibility. Job descriptions are periodically reviewed for currency with industry trends and best practices. DEIA-related performance criteria were expanded to meet the evolving needs of diverse communities. Professional development is offered in multiple modalities, including support for participation in statewide organizations, local workshops, industry conferences, and the District’s supervisor and management leadership academies.

Screening and interview processes assess the degree to which applicants possess the necessary qualifications to perform the duties of the position being filled. Minimum and desirable qualifications take into account the College’s needs related to effectiveness and program quality. Opportunities for expansion of knowledge and skills are available through conferences and other professional development activities.

**III.A.4** Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.
Evidence of Meeting the Standard

BP 7120 requires a thorough assessment of academic degrees required for the position during the hiring process (III.A.1-05). Degrees must be from a U.S.-accredited institution listed in the ED Database of Accredited Postsecondary Institutions and Programs. Applicants must submit official transcripts upon hire. Foreign degrees are evaluated by an agency approved by NACES to determine if the applicant meets the academic qualifications for the position. Requirements are the same for in-person and distance education assignments. Equivalency processes follow requirements outlined in Education Code 87359, AB 1725 (1988) and AP 7211 (III.A.1-11).

Analysis and Evaluation

Degree requirements are applied following legal requirements and best practices. Applicants must validate credentials, and employees must be provided with ongoing professional development. Established policies, procedures, and practices are sufficient to ensure faculty, administrators, and other employees hold degrees from appropriately accredited U.S. institutions, foreign degrees are equivalent to U.S. degrees, and/or appropriate equivalence has been established. DEIA performance requirements were expanded to meet the needs of diverse communities. Leadership positions require expertise in organizational leadership.

III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

Performance evaluations follow policies, procedures, CBAs, and employee handbooks. The District PCTS Division oversees the coordination and implementation of employee evaluations. Evaluations guide improvement and increase effectiveness through timely performance feedback and linking criteria to successful performance.

Faculty

- Full-time and part-time faculty evaluation criteria are codified in Article XV, Evaluation of Faculty, of the AFT Guild, Local 1931 — Faculty CBA (III.A.5-01).
- Section 15.2.4.1 outlines evaluation frequency for tenured faculty (every three years), probationary faculty (annually), and part-time faculty (every three years or as needed if their teaching load is less than 48 percent full-time equivalent faculty [FTEF]).
- Evaluations include appraisal forms that include examples of performance to determine evidence of effectiveness in each domain evaluated and student evaluations (III.A.5-02, III.A.5-03, III.A.5-04).
Classified Professionals

- Classified professional evaluation criteria are codified in Article XV, Evaluation, of the AFT Guild, Local 1931 — Classified Staff CBA (III.A.5-05).
- Unit members are evaluated on a timeline according to their service time using the Performance Appraisal Report Form, which includes a self-appraisal and a supervisor/manager appraisal (III.A.5-06).

Supervisors

- Evaluation procedures for supervisory and professional employees utilize a standard evaluation instrument and adhere to stated timelines outlined in Chapter XVIII of the SPAA Handbook (III.A.5-07).

Managers

- Managers are evaluated using a 365-survey process (includes 23 elements) outlined in Chapter XVII and Appendix 4-A of the Management Employees Handbook.
- The comprehensive evaluation is consistent with the guidelines in the Management Employees Handbook (III.A.5-08, III.A.5-09).

All evaluation policies and procedures include formal processes for timely identification of, correction, and monitoring of inadequate performance. Performance improvement plans and reevaluation are used any time performance fails to meet minimum requirements.

Analysis and Evaluation

College evaluation policies, procedures, and practices are vigorous and assure personnel are effective in their positions. Inclusion of a personal statement or self-evaluation by the individual being evaluated creates dialogue enhancing continued growth and improvement of personnel. Personnel in each classification group are evaluated on a cycle specified in the CBA or the Meet and Confer Handbook. All evaluations identify areas for improvement in a cooperative manner. As needed, professional development and improvement plans are crafted in collaboration with the supervisor and staff members being evaluated.

In the case of faculty, the cycle is related to tenure and rank: tenure-track faculty are evaluated annually during their probationary period (four years in most cases), tenured faculty are evaluated every two years after tenure is awarded, and faculty with the rank of professor are evaluated every three years. Part-time faculty are evaluated during their first year of employment and then at least once every three years after that.

The teaching domain on the faculty evaluation includes the following criteria:

- Adaptability/Flexibility
- Assessment of Student Learning Skills
- Facilitation Skills
- Presentation Skills
● Skill in Creating the Learning Environment
● Skill in Making Content Relevant
● Skill in Managing Class Time
● Testing and Measurement

Classified professionals are evaluated accordingly. Probationary members are evaluated by their immediate supervisor before the end of their third and tenth months of service. Permanent unit members with five to eight years of service within their current job classification are evaluated every 24 months. Permanent unit members with more than nine years of service within their current job classification are evaluated every 36 months.

All administrator and supervisor evaluations measure institutional effectiveness, accountability, and overall performance within their role at the College. Evaluations focus on performance effectiveness and encourage improvement. Per the SPAA Handbook, probationary administrators are evaluated between the fifth and tenth month of their employment. After the first year of employment, permanent administrators are evaluated annually for the first four years of employment within their position. After four years, the administrator will be evaluated every three years; though an interim evaluation can be initiated at any time.

Per the Management Employees Handbook, all managers will be evaluated annually for the first four years of their employment within their position. After four years, the manager will be evaluated every three years; though an interim evaluation can be initiated at any time.

PCTS tracks the completion of evaluations and compliance with processes and criteria from applicable CBAs and employee handbooks. Executive managers are notified of delinquent evaluations to ensure prompt resolution. The District is developing expanded criteria for DEIA-related performance criteria to be implemented for all job classifications to ensure the institution continues to serve diverse student communities successfully in all operations.

**III.A.6** The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

**III.A.7** The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)
Evidence of Meeting the Standard

The College maintains a sufficient number of qualified faculty to assure the fulfillment of faculty responsibilities essential to the quality of education programs and services that achieve the College mission. The College and District utilize several metrics to determine appropriate faculty staffing levels.

BP 7210, Academic Employees, requires compliance with its goals under the Education Code regarding the ratio of full-time faculty employed by the District with the goal of making progress toward the standard of 75 percent of total faculty workload hours taught by full-time faculty (III.A.7-01). The College maintains records of the FTEF percentage for contract classroom faculty and part-time classroom faculty (III.A.7-02). The District PCTS provides an annual analysis to the Chancellor’s Cabinet using data from the Full-Time Faculty Obligation (FON) report (III.A.7-03). Title 5, §51025 of the CCR requires community college districts to increase their base number of full-time faculty over the prior year in proportion to the amount of growth in funded credit FTES. The College’s Faculty Hiring Prioritization (FHP) list determines faculty hires on a bi-annual basis, developed between faculty, instructional Deans, and the Office of Instruction to meet the needs of the College (III.A.7-04, III.A.7-05).

Analysis and Evaluation

In 2022, the District exceeded its FON number (507.0 FON to 553.8 reported FON). The FON is calculated as a District, which allows Colleges with a higher number of full-time faculty members to compensate for Colleges with a lower number of full-time faculty members. In April 2023, the College Academic Senate began discussing a California State Auditor report, “Increasing Full-Time Faculty and Diversity Remains a Challenge,” and its findings concerning unfilled faculty positions allocated to the District (III.A.7-06, III.A.7-07). On April 10, 2023, the Academic Senate resolved to report data to the CCCCCO about the number of full-time faculty positions filled and maintained with allocated funds in the prior fiscal year, the percentage of funds used in the prior fiscal year, and the cumulative total of funds used and unused since the initial fiscal year allocation. Additionally, the Academic Senate resolved to share this data with District employees in November each year (III.A.7-08).

The process for determining faculty hires at the College begins with the development of the FHP list. Departments project faculty needs during the Program Review process and department Chairs put forward position requests. The process includes consideration of full-time/part-time faculty ratios, enrollment growth, current or projected community and student need, and the College’s mission. Requests are reviewed and scored by department Chairs and Instructional Deans, who create a ranked list to recommend to the Vice President of Instruction and the College President. At any time, veering off the list to fulfill an urgent need or request to meet special needs is a possibility; this process is outlined on the FHP list.

The District has met its FON without exception. New positions at the College are allocated following Program Review outcomes and enrollment trends to ensure resources are invested equitably and efficiently across the District. The evaluation of this Standard highlighted the
need for the College to use multiple measures in determining faculty staffing levels to ensure the workload is distributed in a reasonable and equitable manner so essential functions for which faculty are responsible can be completed and the mission of the College achieved.

**III.A.8** An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

**Evidence of Meeting the Standard**

Professional development, orientation, oversight, and evaluation of adjunct faculty is consistent with AP 4200.2 and in accordance with Article XV of the Faculty CBA (**III.A.1-10, III.A.5-01**). Part-time faculty have access to the Faculty Handbook that provides guidance on class management resources and District and employee resources and are invited at the beginning of each semester to an orientation provided by Professional Development (**III.A.8-01, III.A.8-02**). The College provides ample opportunities for part-time faculty professional development through FLEX activities offered to all faculty through the Professional Development program. Part-time faculty may request funds for professional development activities off campus through established policies for faculty travel. Part-time faculty have access to the District’s robust professional development offerings.

The College strongly encourages part-time faculty involvement in participatory governance. The CBA allows for part-time faculty to have committee service compensated with approval (**III.A.8-03, III.A.8-04**). Part-time faculty are represented on the Academic Senate by a part-time faculty officer who is chosen by the part-time faculty at large by vote. Part-time faculty have representatives for each School: Information and Learning Technologies, Student Development/Matriculation, and Off-Campus Programs (**III.A.8-05**).

**Analysis and Evaluation**

The College and District have employment policies and practices for part-time faculty that provide orientation, evaluation, and professional development. The College Professional Development program offers semesterly orientations for all part-time faculty and provides ongoing professional development via FLEX activities open to all College staff. The College follows the established process for part-time faculty evaluations, which are designed to ensure part-time faculty perform assigned duties and receive constructive peer feedback.

The College encourages full participation of part-time faculty in campus life, including participation in campus organizations and College governance such as Academic Senate and other committees. Part-time faculty have opportunities to voice concerns and suggestions about campus operations and their role in the College community.
The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

College administrators review current staff vacancies submitted by programs and service areas, administrator requests for reorganization, and requests for reclassification and reallocation submitted by individual employees to ensure staffing levels meet the institution’s evolving needs. Any employee may be transferred to another location at the discretion of the Chancellor to balance service needs and workload. The Vice Presidents work with their divisions to develop a hiring priority list, which each Vice President presents to the executive team on an annual basis or as needed. On a monthly basis (or after employee retirement or resignation), the Vice Presidents and the President review vacancies at the College and consider the funding source and type of position before deciding which crucial positions will be filled when a position is available. BP 7120 affords classified professionals — staff holding nonacademic positions—the opportunity to establish criteria and procedures for hiring under BPs for local decision-making (III.A.1-05, III.A.1-12). Staff must meet job qualifications.

The District supports the College with centralized human resources, facilities, technology, inventory control and distribution, budget and finance, contracts and purchasing, and governance operations, utilizing an annual review process to identify where evolving operational needs have changed individual positions' work responsibilities and tasks to where reclassification or reorganization is necessary (III.A.9-01). A major outcome of completing the 2023–30 District Strategic Plan was a significant institution reorganization in 2022 (III.A.9-02).

Analysis and Evaluation

The College follows policies supporting the hiring of qualified staff that execute campus duties and operations in line with their respective roles and the mission. It maintains enough qualified staff to ensure effective operations and mission fulfillment, facilitated through regular self-assessment, including Program Review, resource allocation, and position control reviews.

The District supports the College in several ways. Each District operational area is managed by a Vice Chancellor with qualifications established by PCTS and approved by the Board. Vice Chancellors develop goals for their areas of responsibility each year in consultation with the Chancellor, which are aligned with the District’s Strategic Plan and support the Board’s and the Chancellor’s annual goals. District position classification review is conducted by PCTS in consultation with the appropriate bargaining unit or meet-and-confer representatives and can be initiated by any employee or manager. The Chancellor’s Cabinet reviews vacant positions monthly to ensure staffing meets current instruction and service needs.
During the creation of the District Strategic Plan, a comprehensive evaluation resulted in the decision to combine Human Resources and IT Services Departments, consolidate enterprise services, and create new divisions for Institutional Effectiveness and Development and Entrepreneurship. The reorganization led to improved network performance and cybersecurity and a refresh of technology resources at the Colleges. Reorganization of Financial Aid, Admissions and Resources, and Administrative Services were recently completed at the Colleges.

**III.A.10** The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

**Evidence of Meeting the Standard**

The College maintains a sufficient number of administrators to provide continuity and effective administrative leadership. The College ensures administrators have the preparation, experience and expertise to support the institution’s purpose and mission by employing sound hiring and evaluation practices.

BP 7250 addresses the employment process for academic administrators (**III.A.3-01**). BP 7260, Classified Supervisors and Managers, addresses the employment process for classified managers and supervisors (**III.A.10-01**). Administrator positions are determined at the College level and prioritized by the review and planning process. The District establishes the minimum funding for a baseline number of administrators for each College in the Budget Allocation Model (BAM). The District conducted a comprehensive survey of similar-sized institutions to assess current staffing levels in 2022, which determined that the District has similar ratios of employees to managers (**III.A.10-02**). The District supports ongoing preparation and expertise for all administrators through professional development academies and mentoring programs (**III.A.10-03**).

**Analysis and Evaluation**

All administrators are encouraged to continue life-long learning and pursue higher education and licenses or certifications as appropriate. The District supports this goal through professional study leave and separate pre-authorized paid management leave for the purpose of study or other projects that would directly benefit the District’s mission. The District offers a robust professional development program for administrators, managers, and supervisors at each College. While the District determined that staffing levels were appropriate given the size of the organization, in 2021 and 2023, it still embarked on an extensive reorganization of Admissions and Records, Financial Aid, and Administrative Services to provide higher-level strategic leadership, promotion and career growth opportunities, and succession planning in alignment with the Strategic Plan.
The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

**Evidence of Meeting the Standard**

Policies and procedures are developed and updated bi-annually and undergo a comprehensive review every 6 years (or as needed) in compliance with evolving laws, regulations, and best practices for efficient, effective, and equitable personnel operations (**III.A.11-01**). The Chancellor’s Cabinet, the DGC (the highest level of participatory governance with representation from each Academic Senate, Classified Senate, collective bargaining unit, and student government), and the Board review policies and procedures. The Board must approve all policies. Policies and procedures are posted on the District’s website for review by the public (**III.A.11-02**). Revisions are communicated and reviewed by the College through the Academic and Classified Senates (**III.A.11-03**). The Vice Chancellor of PCTS periodically sends updates to all employees highlighting various personnel policies and procedures.

The following examples represent the policies and procedures in place that ensure fair and equitable administration:

- AP 3410, Nondiscrimination, and BP 3410, Nondiscrimination, require equity in operations, employment, and personnel matters (**III.A.11-04, III.A.11-05**). The District provides periodic training to managers and supervisors on the appropriate and equitable application of personnel policies and procedures.
- BP 3430, Prohibition of Harassment, and AP 3435 ensure faculty and staff can address concerns timely and formally (**III.A.11-06, III.A.11-07**). Grievance procedures in the CBAs and employee handbooks further ensure accountability for fair and consistent administration of policies and procedures.

**Analysis and Evaluation**

District executive managers are responsible for resolving concerns and ensuring timely, systematic review of, updates to, and equitable application of policies and procedures. The District implemented a process to align all policies and procedures with the League system. It continues to progress as periodic reviews of policies in each category are completed. The College adheres to all policies and procedures established by the District.

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

**Evidence of Meeting the Standard**

The District regularly assesses employment equity and diversity, including employee ethnicity and gender diversity. The District FactBook publishes diversity data annually (**III.A.12-01**).
Quarterly, the Chancellor’s Cabinet reviews staff diversity data for the College, and diversity data and outcomes are presented to the Board annually.

The District’s EEO Plan, which was revised in 2020, reflects the District’s commitment to equal employment opportunity and promotes practices that are nondiscriminatory pursuant to applicable Title V regulations (III.A.1-01). College Site Compliance Officers provide EEO and Diversity Training for screening committees. Per the District’s EEO Plan, training is mandatory for screening committee members. The training provides information on EEO requirements, anti-discrimination laws, District policies and procedures on nondiscrimination, the value of diversity in the workforce, cultural competency, and recognition bias.

The following examples outline the ways in which the College upholds District policy, creates and maintains appropriate programs, practices, and services that support its diverse personnel, and regularly assesses its record in employment equity and diversity consistent with its mission.

- **Diversity Committee:** The College’s Diversity Committee has established a Five Point Plan and best practices for hiring diverse personnel (III.A.12-02).
- **Strategic Planning:** Talent Development Goal 1 of Priority: Professional and Talent Development indicates that the College will develop and implement practices for recruitment and advancement of employees that better reflect the identities of College students as a whole (III.A.12-03).
- **Professional Development:** The Career Pathways Institute, part of the Professional Development program, developed a series of workshops focusing on women of color in the workplace that shared experiences, resources, and support strategies (III.A.12-04, III.A.12-05, III.A.12-06).
- **Governance:** The Academic Senate, in response to a CCC audit, passed several resolutions calling for hiring practices that would increase diversity among full-time and part-time faculty to reflect student demographics and create a system to support and track progress (III.A.7-08).

**Analysis and Evaluation**

The District’s 2022 employee diversity analysis shows the District and College have a highly diverse workforce with more than 50 percent of employees identifying with a community of color. However, College faculty, represented by the Academic Senate, acknowledge that more intentionality is needed in hiring a diverse and representative workforce. The Academic Senate requested the creation of mechanisms to support College equity and strategic goals.

The District and College continue to prioritize a broad employment marketing campaign to encourage applicants to be well-prepared to successfully serve the diversity of its student communities. Challenges persist in disciplines where systemic discrimination in employment has limited opportunities for individuals from communities of color, women and non-binary individuals, LGBTQIA+ communities, individuals with disabilities, and others. Revisions to
application and screening procedures, such as anonymous application screening, are expected to improve employment equity and diversity within the District and College.

**III.A.13** The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

**Evidence of Meeting the Standard**

The District has adopted AP 2710, Conflict of Interest, and BP 2710, Conflict of Interest, which identify actions conflicting with an employee’s duties and require action by supervisory or management personnel ([III.A.13-01, III.A.13-02]). BP 7150, Civility and Mutual Respect, describes unacceptable and unethical behavior ([III.A.13-03]). The Board adopted and complied with an ethics policy applicable to its members and a specific conflict of interest policy to ensure actions in the public’s interest ([III.A.13-04, III.A.13-05, III.A.13-06]). BP 2715, Code of Ethics/Standards of Practice, establishes an expectation of Board members for high ethical conduct and addresses managing conflicts of interest and special interest groups ([III.A.13-07]).

Appendix I of the College Faculty CBA includes a code of professional ethics specific to all faculty members ([III.A.13-08]). An EEO representative is assigned to each hiring screening committee to ensure members engage according to appropriate professional and ethical standards ([III.A.13-09]). The District Employment and Professional Development Office also offers an extensive list of resources through original programming or Keenan Safe Colleges for all staff regarding employment practices, discipline and due process, and human resources ([III.A.13-10, III.A.13-11]). Violations of the District’s ethics policy are addressed through the disciplinary process following the applicable CBA or employee handbook. Infractions are subject to progressive discipline up to termination.

**Analysis and Evaluation**

The District and College attempt to proactively foster a culture of mutual respect and ethical conduct through establishing policies, procedures, and ongoing training. Professional development workshops are offered year-round by the District and College for all employees. Violations are promptly addressed through appropriate investigation and discipline.

**III.A.14** The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

**Evidence of Meeting the Standard**

At the District, professional development is offered through the Employment and Professional Development Office throughout the year via Leadership Academies, which offer training in communication, self-management, leadership, team building, priority management, DEIA,
conflict resolution, ethics, strategic thinking and planning, and performance management (III.A.14-01). A sampling of training and workshops offered include (III.A.13-10, III.A.13-11):

- Accounting Systems
- Conducting Employee Performance Evaluations
- Discipline and Due Process
- Diversity in the Workplace
- Grant Writing
- Payroll Considerations and Timekeeper Responsibilities
- EEO Diversity Training for Screening Committees
- Professional Development for Managers and Supervisors
- Human Resources/Workplace Concerns and Work Skills
- Wellness and Work/Life Seminars
- VEBA Lunch and Learn Seminars
- Keenan SafeColleges

Training is also available to all employees online through the College’s customizable Cornerstone platform, which includes all Vision Resource Center content. The District supports professional development guidelines established by CBAs for employee groups that allow for activities such as professional advancement committees, sabbatical, research, continuing education, and travel (III.A.14-02, III.A.14-03, III.A.14-04).

The College is committed to providing all personnel with appropriate opportunities for continued professional development, consistent with the College mission and based on evolving pedagogy, technology, and learning needs. The College Strategic Plan prioritizes professional and talent development through Goal 2, which commits the College to developing a comprehensive professional development program that will create the capacity for achieving the College’s social justice mission (III.A.14-05). Professional development is systematically evaluated, with results used to improve offerings by the Professional Development Council (PDC) (formerly the Professional Development Advisory Committee) (III.A.14-06). The current 3-year Strategic Plan expired during the pandemic, so the PDC created annual plans; now it has begun developing the next 3-year plan (III.A.14-07, III.A.14-08).

Professional development is coordinated by the Professional Development Office and three employee coordinators for faculty, classified professionals, and managers and supervisors. The College has invested in a Professional Development Center to host events and foster cross-disciplinary and cross-departmental collaborations by supporting professional learning networks and the development of innovative new projects (III.A.14-09). Programs supported by professional development include:

- The New Hires Institute
Analysis and Evaluation

Academies are offered for management, supervisors, classified professionals, and faculty. Over 500 employees have completed the Academies and provided feedback to inform the evolution of the curriculum. The Leadership Academy Mentoring Program provides ongoing professional development. The District uses Keenan SafeColleges to provide sexual harassment prevention, OSHA-approved safety training—interpersonal and work-related—and other courses. Employees are offered tuition reimbursement and educational incentives for completing higher education courses.

Faculty are offered sabbatical leave to enhance discipline-related knowledge. Faculty may seek professional development through travel and conferences under Section 18.3 of the Faculty CBA. Professional development for continuing education and adjunct faculty is outlined in Section 18.6 of the CBA. Article VIII, Section A4.3 includes salary increases for completed educational plans. Article VIII, Section A4.4 outlines salary class advancement based on an approved professional development plan.

The College EP and subsequent Strategic Plans make provisions for enhancing professional development programming for all personnel. The Professional Development Office is tasked with supporting appropriate opportunities for continued professional development, as evidenced by the many types of training accessed through supported websites, and the work of the PDC and FLEX offerings.

Evidence of Meeting the Standard

Following California Education Code (§87031) and California Labor Code (§1198.5), employees may inspect personnel records, which are secure within PCTS with restricted access (III.A.15-01, III.A.15-02). CBAs for faculty (Article XX), classified professionals (Article IV), SPAA (Chapter II), and managers (Chapter II) outline provisions for the security and confidentiality of personnel records according to the law (III.A.15-03, III.A.15-04, III.A.15-05, III.A.15-06). In addition, employees have a right to be notified of and to review and comment on information added to their permanent personnel file.

Digital records are maintained on the District’s private network, with access limited to staff with an operational need, and may be accessed during open office hours. Faculty evaluations are kept secure in the appropriate College Dean’s office. Administrators are responsible for the security and confidentiality of personnel records. Apart from faculty, administrator,
supervisor, and classified professional evaluation files, no official records are kept on the College campus.

Analysis and Evaluation

The District and College have a well-established security system for personnel files and records that protects employees from unauthorized disclosure of personal information. The College provides for the security and confidentiality of personnel records of each employee and has guidelines in place to provide employees with access to their individual records. These guidelines and assurances of security are described in employee handbooks and CBAs between the College and its employee groups.

The District recently added encryption for computers, email, and file transfers to protect digital records from unauthorized access. Institutional human resource processes are well-established and ensure consistent compliance with policies, procedures, and legal requirements. Current efforts are focused on converting to the League’s policy organization structure and embedding DEIA qualifications and performance criteria into all aspects of personnel administration.

Conclusions on Standard III.A: Human Resources

District human resources processes are well-established and ensure consistent compliance with policies, procedures, and legal requirements. Current District efforts are focused on converting to the League’s policy organization structure and embedding DEIA qualifications and performance criteria into all aspects of personnel administration. The College complies and supports all District policies and procedures in support of its mission. The College champions social justice and equity reform and, to that end, has recognized areas where it could come into better alignment with its values and strategic goals.

Improvement Plan(s)

Table 13 shows the College’s improvement plans for Standard III.A.

Table 13. Improvement Plans for Standard III.A.

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Evidence List

III.A.1-01 District EEO Plan 2022-23
III.A.1-02 District Hiring Process Guidelines
III.A.1-03 College Hiring and Screening Committee Process
III. A.1-04 District Employment Webpage
III.A.1-05 BP 7120 Recruitment and Hiring
III.A.1-06 AP 4001.1 Personnel Administration
III.A.1-07 District Hiring Committee Packet
III.A.1-08 Example Committee Call Email June 2023
III.A.1-09 AP 4200.1 Employment of Faculty
III.A.1-10 AP 4200.2, Employment of Instructional Staff - Adjunct
III.A.1-11 AP 7211 Equivalency Determination Procedure
III.A.1-12 BP 7230 Classified Employees
III.A.1-13 Management Employees Handbook
III.A.1-14 SPAA Handbook
III.A.2-01 Example Faculty Job Posting, Minimum Qualifications
III.A.2-02 Example Faculty Job Posting, Development and Review of Curriculum
III.A.3-01 BP 7250 Educational Administrators
III.A.3-02 Example Job Posting, Criteria
III.A.5-01 Faculty CBA, Evaluation of Faculty
III.A.5-02 Tenure Faculty Appraisal Form
III.A.5-03 Part-Time Faculty Appraisal Form
III.A.5-04 Student Evaluation Survey B
III.A.5-05 Classified Professionals CBA, Evaluation
III.A.5-06 Classified Professionals, Performance Appraisal
III.A.5-07 SPAA CBA, Performance Evaluations
III.A.5-08 Manager CBA, Evaluations
III.A.5-09 Management Feedback Survey Procedure
III.A.7-01 BP 7210 Academic Employees
III.A.7-02 Fall 2019-Spring 2023 Classroom Faculty FTEF and Headcount
III.A.7-03 Chancellor's Cabinet Meeting, FON Estimate, 3/8/22
III.A.7-04 College Faculty Hiring Prioritization List Spring 2022-Fall 2023
III.A.7-05 VPI Considerations for Recommendations for Faculty Hiring
III.A.7-06 CCC Increasing Full-Time Faculty and Diversity Remains a Challenge
III.A.7-07 Academic Senate Resolution, Meeting Minutes 4/24/23
III.A.7-08 Academic Senate Resolution
III.A.8-01 Faculty Handbook 2022-23
III.A.8-02 Spring 2023 Adjunct Night
III.A.8-03 SDCCD & AFT Adjunct Shared Governance Process Guidelines
III.A.8-04 AFT Adjunct Shared Governance: Committee Service Form
III.A.8-05 San Diego City College Faculty Association Constitution and Bylaws
III.A.9-01 Position Reclassification
III.A.9-02 District Office Reorganization, Presentation to Board of Trustees, 8/25/22
III.A.10-01 BP 7260 Classified Supervisors and Managers
III.A.10-02 District Staffing Survey
III.A.10-03 Supervisory Leadership Academy Webpage
III.A.11-01 AP 2410 Board Policies and Administrative Procedures
III.A.11-02 Board Policies and Administrative Procedures Webpage
B. Physical Resources

**III.B.1** The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard
The District ensures that all Colleges have safe and sufficient physical resources necessary to execute their educational mission. The District and College are guided by policies such as BP 7006, Safe and Secure Facilities, BP 7005, Buildings, Grounds and Equipment — General Maintenance, and AP 7005.1, Facilities and Equipment — General Maintenance. Physical resources are constructed and maintained to assure access, safety, security, and a healthy learning and working environment. Fiscal resources and the allocation of campus safety resources are leveraged effectively, including the activities below:

- The Management Services Council (MSC) serves as the forum where District wide staff meets to review matters concerned with the District’s management services. Through these meetings, recommendations can be made to Cabinet and other governance organizations regarding the allocation of resources to meet District requirements.

- The College Health and Safety Committee, under the RC, addresses campus health and safety concerns and makes recommendations to College Council. The College recently hired an Occupational, Environmental Health, and Safety Coordinator to oversee health and safety on campus.

- The District wide security plan and annual safety report identify measurable metrics, processes, and procedures to be assessed and followed to ensure the safety and security of all who frequent the campuses. The documents:
  - offer a phased approach to further enhancing safety and security;
  - identify areas of risk that need to be addressed;
  - aid in mapping out plans to achieve improvements in the identified risk areas;
  - and allow decision-makers to evaluate information and make decisions that will facilitate the best allocation of resources.

- The District Police department provides the primary law enforcement response on and around the College campuses, coordinating several functions that provide safety and security, including the Campus Community Emergency Response, RAD self-defense training, psychiatric emergency response, and parking enforcement. The Campus Safe and Sound annual security report discloses policies, procedures, and actions taken in accordance with Clery Act requirements.

**Analysis and Evaluation**

The College and District work to ensure safe and sufficient physical resources at all locations where courses, programs, and student support services are offered. Many mechanisms exist at both College and District levels to ensure accessibility, safety, security, and healthy learning and working environments, including oversight councils, committees, and personnel. These efforts are coordinated by several College and District offices, including Administrative Services, Facilities Services, Risk Management, College Police, Human Resources, and DSPS.
assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The College, in partnership with the District, continuously assesses the physical resources necessary to accomplish its educational mission, including the planning, acquisition, construction, maintenance, refurbishing, and replacing of physical resources. The College recently completed an FP in 2022 that outlines strategic adjustments to the academic needs of the campus as well as the long-term vision for campus development (III.B.2-01). The District is currently formalizing a more sustainable equipment replacement strategy. Processes currently in place are outlined below:

- The District’s five-year Capital Outlay Plan highlights the planned capital improvements over the next five years, as required by the CCCCO (III.B.2-02). The state-scheduled maintenance program allocates state resources to scheduled maintenance requirements levied by the District (III.B.2-03, III.B.2-04).
- The Return on Physical Assets analysis is conducted and updated annually, projecting future operational costs based on assigned parameters that ensure the District gets the best value for its allocated resources (III.B.2-05). The District uses benchmarking with metrics of comparable peer institutions and standards identified by a leading physical asset life cycle management consulting firm (III.B.2-06).
- The District instructional equipment plan is reviewed through governance annually. The immediate funding available to support equipment replacement has been one-time money from the state (via the Physical Plant and Instructional Support restricted funds), allocated to each College to offset instructional equipment costs.

Analysis and Evaluation

District assessments look at facilities, equipment, land, and other assets in a manner that assures effective utilization and the continued quality necessary to facilitate services and programs in support of the College’s educational mission. The District has processes in place to ensure its physical resources are maintained and updated as needed to support its programs and services. However, the District has identified the need for a more sustainable equipment replacement strategy following the completion of bond measures S and N.

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

The College coordinates its efforts with the District to ensure the feasibility and effectiveness of physical resources in support of its educational mission and institutional programs and services. The College FP and EP form the framework for long-term integrated planning. Short-term assessment of resources is provided by the College Review of Services Committee,
which reviews and collaborates on administrative, auxiliary services, facilities, maintenance, security, health and safety, telephones, and technology infrastructure issues. Individual programs, department space, and equipment needs, including utilization, are developed in department meetings and incorporated in Program Review and resource allocation.

At the District, the MSC serves as the forum where District wide staff meet to review matters concerned with the District’s management services (III.B.1-04). The District uses data-driven tools to provide critical information to decision-makers. In its continual assessment of physical resources, the District uses established metrics to measure its effectiveness and a process using total cost of ownership ideals to establish the feasibility of resource allocation, which includes support for all modalities, including distance education and all levels of courses taught (III.B.3-01, III.B.3-02). Facilities equipment replacement is evaluated using work order data summaries, repair histories, and District Service Center unit plans (III.B.3-03).

Analysis and Evaluation

The College has several mechanisms in place to assure physical resources support institutional planning and services. Long-term planning is established by the FP and EP. Annually, the Review of Services Committee is the participatory governance group that has oversight over physical resources and evaluates them, including facilities. Area managers incorporate needs into Program Review, which, in turn, are fed into the resource allocation review process.

The MSC makes recommendations to the Chancellor's Cabinet and other governance organizations regarding allocation of resources to meet District requirements. Multiple measures are utilized to plan and evaluate for physical resources across the District. Prioritization of requests originate at the College level and are aligned with District annual planning priorities and the District Strategic Plan.

III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The District utilizes a Facilities Strategic Plan (FSP) to help guide resource allocation, which includes support for all modalities, including distance education. The development of a new FSP was authorized in May 2023 with the completion of the three credit College’s FPs (III.B.4-01). The FSP, when coupled with the College EP and FP, provides a framework for long-range capital planning to determine the most pressing needs District wide. The District uses processes and procedures that ensure it captures all related costs so an informed decision can be made. Long-term planning and the allocation of physical resources are compared to the sustainability goals established by the District (III.B.4.02, III.B.4-03).

Analysis and Evaluation
The District assesses the effectiveness of long-range capital planning in advancing the District’s improvement goals through the integrated facilities planning process involving all Colleges. When making decisions about facilities and equipment, the District considers the "total cost of ownership" to function in a fiscally responsible manner. As the District develops its FSP, it has requested priority facility requests from each College to create a project list to apply for another Capital Improvement Bond Measure (III.B.4-04, III.B.4-05). Once the District FSP is approved, a cost analysis is conducted. A simple representation of the process is reproduced below:

- Purchase Cost + Maintenance Cost + Hidden Cost = Actual Cost

Examples of considered hidden costs include:

- Acquisition Costs (identifying, selecting, ordering, receiving, inventorying, or paying for something)
- Upgrading/Enhancing/Refurbishing Costs
- Operating Costs (human/operator labor or energy/fuel costs)
- Change Management Costs (user orientation, user training, and workflow/process change design and implementation)
- Financing Costs (loan interest and loan origination fees)
- Depreciation Expense Tax Savings (a negative cost)

Annually, District and College departments are required to provide ongoing cost estimates as part of funding requests (when applicable) to provide a clearer representation of total cost, including scheduled equipment maintenance. The District uses a broad definition of cost of ownership including staffing, equipment, maintenance, replacement, utilities, and supplies.

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**Conclusions on Standard III.B: Physical Resources**

Working closely with the District, the College effectively utilizes its physical resources to achieve its mission and improve academic quality and instructional effectiveness. Facilities planning and budgeting at the College are integrated with District planning and budgeting processes. These efforts include building projects and ongoing maintenance. Challenges include the age of facilities, increasing construction costs, and limited expansion opportunities, requiring the College to strategically use space and consider alternative options, such as renovating existing buildings or building up instead of out. The District’s facilities planning process considers these factors and allows for planning and decision-making to assure access, safety, positive learning, and appropriate working environments. However, the District has identified the need to create a sustainable equipment replacement strategy.

**Improvement Plan(s)**
Evidence List

III.B.1-01 BP 7006 - Safe and Secure Facilities
III.B.1-02 BP 7005 - Buildings, Grounds and Equipment - General Maintenance
III.B.1-03 AP 7005.1 - Facilities and Equipment - Maintenance General
III.B.1-04 Management Services Council
III.B.1-05 Occupational, Environmental Health, and Safety Coordinator Hire Announcement
III.B.1-06 Annual Security Report 2019-21
III.B.1-07 SDCCD Police Department Webpage
III.B.2-01 Facilities Plan 10/13/22
III.B.2-02 FY 2025-FY 2029 Five Year Capital Outlay Plan
III.B.2-03 Notice of Certification: 2022-23 Scheduled Maintenance Program
III.B.2-04 SM Projects for Funding Year 2021-22
III.B.2-05 Return on Physical Assets (ROPA) Final Presentation
III.B.2-06 ROPA Draft
III.B.3-01 Site Improvement Projects
III.B.3-02 SOAP
III.B.3-03 SDCCD Facilities Services Service Level Agreement
III.B.4-01 Board Report 05/11/23
III.B.4-02 BP 6980 - Sustainability
III.B.4-03 AP 8100.2 - Environmental Sustainability
III.B.4-04 School Bond Measure U
III.B.4-05 College Council Meeting Minutes 05/16/23 - Top 10 Facilities List

C. Technology Resources

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The College, in collaboration with the District, ensures that various types of technology services, support, facilities, hardware, and software are appropriate and adequate to meet the needs of the College and support the teaching and learning technology needs of the academic programs on campus. Assessment and management of equipment and technology services as they relate to academics, teaching and learning, and campus operations occurs at the College’s School of Information and Learning Technology (SILT) and through the Institutional Technology Council (ITC) (III.C.1-01, III.C.1-02). The SILT area plan outlines the outcomes, Strategic Plans, annual goals, technology resources, and services in support of the area mission (III.C.1-03). The College maintains significant technological support through its learning centers, computer laboratories, and campus wide connectivity; examples include the LRC, the Tutorial/Learning Center (TLC), the MySDCity intranet platform, and laptop loaner program (III.C.1-04, III.C.1-05, III.C.1-06, III.C.1-07).
The District’s Information Technology Services (ITS) department provides District wide network infrastructure, hardware, software, telephone operations, data center, and Help Desk services to all four Colleges in addition to being responsible for the District Office’s various locations. Technology supported by the District and made available to the College is posted publicly (III.C.1-08). ITS is responsible for the District wide library system and web servers, the administrative Enterprise Resource Planning (ERP) system’s hardware and software configuration, installation, and maintenance, and the standards for all technology software and hardware used throughout the District. ITS maintains an inventory of all the equipment it is responsible for supporting and is funded by a general maintenance budget to maintain and refresh technology every five years (III.C.1-09). The current District Technology Replacement Plan’s priority is server upgrades, which require a comprehensive evaluation of the District's various physical and virtual servers (III.C.1-10).

The District assures a robust and secure technical infrastructure for privacy and security. ITS was awarded the Technology Planning Award from the Chief Information Systems Officers Association (CISOA) at the 2023 conference in San Francisco (III.C.1-11). The award recognizes the District’s recent achievement of implementing a comprehensive security and technology infrastructure and validates the District’s efforts to strengthen security through multi-factor authentication, data-loss prevention, and improved information security controls. ITS successfully completed several initiatives enhancing the District’s technology capabilities and helping safeguard data and information systems.

**Analysis and Evaluation**

The teaching and learning technology service-related needs of the academic programs within the College are supported by the College’s institutional technology support areas under the purview of SILT. These areas include:

- Library services, including the distribution of mobile devices (laptops, tablets and webcams) to employees and students.
- The Independent Learning Center.
- The LRC.
- The MySDCity intranet, which provides College governance groups internal space to conduct work and collaborate.
- The Office of Classroom Technology Management.
- The Professional Development Center.
- The Technical Services Group, which supports instructional computing laboratories, manages their instructional software, and handles technical support for the College’s “Pay to Print” service for students.

Additional technology services supporting student learning and academic programs include:
• TSS, which provides support for student learning and achievement through individual and group consultations and student access to learning resources (such as the English Center, Math Center, and Tutorial Center).
• Assistive technologies for DSPS, located in the LRC and High Tech Center.
• The TPC, which provides accommodations for DSPS students and equitable testing options for participating academic programs.

The ITC identifies and evaluates campus technology needs, including technology services, facilities, hardware, and software. Constituency representation includes administrators, faculty, and staff, who serve and provide input on planning projects, budgets, and timelines for the College’s technology needs. The ITC develops and updates the College’s Institutional TP and affords the College access to District wide software licensing for many essential and commonly-used software packages, such as Adobe Creative Suite and Microsoft Office. Advisory committees serve as a resource to the District’s ITS Director to solicit input from the College regarding network and technology infrastructure capacity to ensure the District can support the academic and administrative program needs of SILT and act as an informal information-sharing opportunity regarding information technology to ensure standards are established and adhered to District wide. The technology maintenance and refresh budget funds the District ITS department-supported systems. Major system replacements are capital budget project requests, funded through the District’s budget prioritization process.

ITS utilizes network management tools to monitor the quality and capacity of network segments, wide area network circuits (WAN), file server response times, disk capacities, and internet bandwidth, sharing data with College and District planning groups to ensure efficient, effective resource use. ITS maintains and operates a Help Desk where support calls are logged, tracked, and reviewed monthly to determine trends in equipment failures and support service challenges. Some ITS department-supported systems include:

• Administrative PeopleSoft ERP Systems (Campus Solutions, Finance, PCTS Management Systems)
• Telecommunications Infrastructure (voice, data, video)
• Network and Internet Services (including security)
• Email (including anti-spam and anti-virus systems)
• Administrative Desktop PC Support
• Telephony System (and the voice mail messaging system)
• Ex Libris Alma LSP
• Canvas LMS

The District participates in the CCCCO Systemwide Technology Access Collaborative (STAC) master license agreement for Canvas, the faculty/student Help Desk Service Agreement, InCommon Secure Services, and Zoom video conferencing. All student records are secured by multiple technologies, including firewalls installed on local servers. Student and course data
refresh on a four-hour cycle throughout the semester. Students and faculty have secure
logins to Canvas. ITS and SILT ensure all campus computers can connect to Canvas data
centers with reliable networking equipment, sufficient speeds of WAN bandwidth, and high-
speed internet access. All systems are monitored daily for reliability and bandwidth capacity.

The District assures a robust and secure technical infrastructure for distance education
classes through cloud-managed hosting with Canvas. Canvas uses redundant Amazon Web
Services to help ensure uptime of 99.999 percent and loading of services, and evaluates and
maintains its own technical infrastructure. Reliability and support of the resources are
monitored and provided through a 24/7 Canvas Help Desk with phone, email, and chat
services accessible by District students, faculty, and staff. Canvas schedules security
maintenance adhering to ISO 27001.

III.C.2 The institution continuously plans for, updates and replaces technology to ensure
its technological infrastructure, quality and capacity are adequate to support its mission,
operations, programs, and services.

Evidence of Meeting the Standard

The College SILT and District ITS ensure various technology needs are identified, updated,
and replaced through multiple planning and administrative processes, ensuring technological
infrastructure, quality, and capacity are adequate to support the College mission, operations,
programs, and services. The District recently added a District wide Technology Committee
composed of individuals possessing technical and functional technology skills and knowledge
representing the District and the Colleges. The Technology Committee was formed to ensure
a venue by which broad-based communications related to District wide technology support
and services may be addressed.

ITS and SILT collaborate on technology-related issues through several methods; the College’s
ITC has constituency representation to provide input for the College’s Institutional TP,
budgets, and services (III.C.1-02, III.C.2-01). ITS provides various services, including technical
and hardware support, infrastructure, internet and telecommunications, and instructional
platforms. To ensure coordination of District wide technology needs, the District ITS Director
attends the various College SILT committee meetings to share planning information related
to District wide operational technology projects.

The College’s Technology Acquisition and Replacement Program (TARP) is a framework that
informs the College’s technology acquisition process and identifies technology resources that
are targeted for replacement and/or reallocation (III.C.2-02). At the College, selecting and
maintaining educational technology to support student learning and enhance mission
achievement relies on the expertise of faculty and learning support services professionals,
who can provide input on the selection of instructional equipment and materials through
formal and informal College processes.
The ITC recommends technology staffing levels for learning support areas to ensure adequate support of the technology utilized in those areas and maintenance protocols for technology (III.C.2-03). The ITC provides leadership for developing guidelines for computer-assisted instruction, including instructional media and technology-mediated student evaluation tools. The ITC develops the College’s Institutional TP, providing guidelines for addressing institutional technology needs. As new construction and facility renovations are considered, personnel from various learning support services are consulted for input as appropriate.

The District makes decisions about the use and distribution of its technology resources at the District level with input from each College through advisory committees. The District wide Distance Education Steering Committee (DDESC) and the Educational Services Software Workgroup (ESSW) facilitate discussions about evaluation, adoption, and review of District wide technological resources (III.C.2-04, III.C.2-05). These groups ensure compliance with standards related to technology and acquisition, particularly regarding technology equipment, applications, support services bid documents, and Request for Proposals (RFPs).

Analysis and Evaluation

To ensure coordination of District wide technology needs, the ITS Director attends College ITS committee meetings to share planning information related to District wide operational technology projects. The District recently added a District wide Technology Committee where classified professionals, faculty, and administrative representatives throughout the District meet to discuss and review technology matters related to the centralized technology services provided by ITS in support of the District as a whole and the four Colleges.

Advisory committees serve as a resource to the District’s ITS Director to solicit input from the Colleges regarding network and technology infrastructure capacity to ensure the District can support the academic and administrative program needs of the Colleges’ ITS services. The advisory committees serve as an informal information-sharing opportunity with regard to information technology to ensure standards are established and adhered to District wide. The DDESC participated in a Canvas LMS system pilot, and in summer 2019, the District fully transitioned to the Canvas LMS. Recently, ESSW reviewed the District’s plagiarism solution in fall 2021 via an evaluation group composed of faculty at each College and OLP. After evaluating various solutions, the ESSW replaced the current Unicheck plagiarism system with TurnItIn. The ESSW annually reviews software related to accessibility, plagiarism, student communication, and online tutoring offered to colleges at a discount through the STAC.

ITS works closely with the Purchasing and Contract Services department in developing RFPs related to technology acquisitions and the development of technology standards District wide. Each major technology vendor utilizes the “Track-IT” Help Desk software, enabling automatic tracking, status, and dispatch of support staff for problems or work request tickets. This process enables the District to identify equipment problems and vendor support issues and assist in modifying computer, printer, and audiovisual standards.
III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

The College LRC and TLC provide a broad range of technologies to support instruction and student learning and achievement. The College uses technology to develop content and make information accessible and comprehensible for student patrons. The College SILT inventories classroom technology, such as instructional computer labs and equipment, and maintains 297 smart learning spaces, approximately 500 loaner laptops, and nearly 300 tablets to support instruction (III.C.3-01, III.C.3-02, III.C.3-03, III.C.3-04). The College’s Wi-Fi infrastructure has been enhanced by ITS to ensure a reliable and secure operating environment. To support students with disabilities, DSPS offers a High Tech Lab with equipment and technological tools, and provides training in the use of adaptive computer software and hardware, alternate text media, speech-to-text captioning, and other adaptive equipment and materials based upon student need (III.C.3-05).

Technology has been utilized successfully at the College tutoring Centers—the English Center, the Math Center, and the TLC—for both in-person and online tutoring. For in-person tutoring, students and tutors use computer labs with specialized, discipline-specific software to assist with tutoring and allow students to work independently.

College Instructional Learning Technicians maintain technology resources in select discipline-specific labs (Chemistry, Biology, Photography, Graphic Design, etc.). District ITS assures technology resources at all locations are implemented and maintained to ensure reliable access, safety, and security. District ITS systems are operational seven days a week, 24 hours a day. Each server is backed up nightly to a system that duplicates the data for onsite and offsite storage. Backups are copied to tape, placed into a safe weekly, and transported offsite to a secure location in case of a disaster.

The District ITS maintenance budget covers all the hardware and software it supports throughout the District. ITS maintains various maintenance and support contracts depending on the systems' critical nature and downtime impact. ITS maintains a stock of critical spare parts, such as network switches and blades, servers, and raid array hard disks, for replacement purposes, which usually facilitates quicker service than vendors can provide. ITS utilizes various network management tools to monitor the quality and capacity of network segments, WAN, file server response times, disk capacities, and internet bandwidth.

Analysis and Evaluation

The College currently has 297 smart learning spaces (classrooms and conference rooms) equipped with video projectors, audio assist, and computer systems, and six portable video conferencing systems with 75-inch monitors. The College uses a global viewer to monitor the
life-expectancy of perishable tech resources for smart spaces. The College has 43 discipline-specific instructional computer labs, four open computing instructional labs, and two non-instructional computer labs. Among the open computing labs are three computer labs in the LRC’s Independent Learning Center that afford students access to 106 computers. The LRC’s second floor contains 76 open lab computers, representing one of the largest concentrations of open-lab computers on campus.

Tutoring Centers provide current technology and media, including projectors and document cameras for use in supplemental instruction study sessions, and offer academic study skills workshops and tutor training classes. The Centers have cutting-edge software, tablets, styluses, and document cameras to assist with online tutoring, helping the College reach students outside of the Centers and provide online tutoring support and resources. The Centers use social media to disseminate up-to-date information to students. To support students with disabilities, DSPS provides training in the use of adaptive equipment and materials based upon student need.

Technology-mediated professional development support, including in-service training for College employees, is facilitated by the College’s Professional Development Center. To assess the effectiveness of resources, the College collects usage statistics to inform decisions on selection and purchases. LRC Point-of-Service surveys are periodically conducted, and items related to satisfaction with LRC resources are included in Employee Feedback surveys and Student Satisfaction surveys.

When the College relies on or collaborates with external sources for learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes and are easily accessible and utilized. The College takes responsibility for and assures the security, maintenance, and reliability of services provided directly or through contractual arrangement, regularly evaluating these services to ensure their effectiveness.

Critical systems supported by District ITS (such as the Administrative Peoplesoft ERP hosts) have a maintenance agreement that provides seven days a week, 24 hours a day on-site support. Other less critical systems have five days a week, 8:00 a.m. to 5:00 p.m. on-site service agreements with spare-in-the-air service (manufacturer sends replacement parts before receiving the failed part).

All District computer equipment is behind multiple firewalls using network address translation (NAT) technology, which translates the names of District computers visible to the public to internal Transmission Control Protocol/Internet Protocol (TCP/IP) addresses of the servers to prevent hackers from seeing or accessing District servers. Regarding security, all active directory servers authenticate user accounts and passwords. Web servers utilize Secure Socket Layer (SSL) encryption for data security, preventing hackers from seeing or stealing employee login IDs and passwords. ITS provides and supports the network infrastructure, including cloud and file servers, and ensures core data and telecom services
are available at all District locations, including telephone service with local four-digit dialing for internal District calls and voicemail, local microcomputer and network service, internet and email services, and access to core Administrative PeopleSoft ERP systems.

**III.C.4** The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

**Evidence of Meeting the Standard**

The College coordinates training on new and existing technology through its technology support areas, academic discipline areas, the Business Office, and the Professional Development Center (**III.C.4-01**). Self-paced individualized training is available through the District via the Vision Resource Center, which includes access to over 100 products, including Microsoft Office Suite, programming languages, techniques and tools, Adobe products, Microsoft Certified Network Engineer training, SharePoint, SQL Server, AutoCAD, Java, Apple iOS, Final Cut, and many more.

District wide support related to the use of technology and technology systems are primarily done on an as-needed basis via requests made to the ITS Help Desk (**III.C.4-02**). As new technology applications or equipment come on board at the District, ITS facilitates and supports training opportunity resources, such as when the District migrated to Microsoft Office 365 (**III.C.4-03**). The District and the Colleges provide training and support for faculty, staff, students, and administrators for using technology related to teaching and learning through extensive OLP and Professional Development programs (**III.C.4-04, III.C.4-05**). The OLP offers training to faculty and staff for Canvas, online pedagogy, and general educational technology applicable to online and in-person learning. OLP offerings include:

- The Online Faculty Certification Program (**III.C.4-06**)
- Open on Demand @ SDCCD (**III.C.4-07**)
- Instructional Technology Workshops (**III.C.4-08**)
- Student Online Training (**III.C.4-09**)

**Analysis and Evaluation**

In partnership with the College, the District provides training and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to teaching and learning. Each semester, a series of general instructional technology workshops pertinent to both online and classroom instruction is offered by OLP staff. These workshops may be face-to-face, online synchronous, or online asynchronous. Topics include media production, regular and substantive interactions, accessibility, online learning, and more. OLP provides a Distance Education Handbook, which includes policy, procedure, technology resources, and best practices. At the end of each workshop, participants receive face-to-face or email evaluations or an online questionnaire. OLP has made a Student Orientation available for all students taking an online class, which covers time management,
organizational skills, local resources, and navigating the LMS. OLP has a 24/7 Help Desk to support faculty and students with technology-related problems accessing Canvas.

The College relies heavily on the District's OLP to provide technology training for distance education teaching. OLP regularly offers the Online Faculty Certification Program, which is a self-paced rigorous certification activity facilitated and graded by District instructional designers that requires an average of 20–30 hours to complete. Over 1,000 contract and adjunct faculty have completed the course and received certification. The course is required for teaching distance education courses in the District. The District assists the College in supporting an online faculty mentor and accessibility mentor for the campus to support faculty, staff, and administrators in the effective use of technology for teaching and learning.

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The College is guided by District policies and procedures outlining the appropriate use of technology in teaching and learning, addressed by the following policies and procedures:

- AP 5105 (authorizes the use of secure credentialing/login or other technologies effective in verifying student identification for financial aid eligibility) (III.C.5-01).
- AP 3720, Computer and Network Use (III.C.5-02).
- AP 3721, Email and Digital Communications (III.C.5-03).
- AP 6330.10, Accessibility of Information Technology (III.C.5-06).

The District developed guidelines for good practice, included in the OLP Online Faculty Certification Program and Distance Education Handbook (III.C.4-06, III.C.5-07). During the pandemic, the College adopted practices for using instructional video technology (III.C.5-08).

Analysis and Evaluation

The College has representation on the District Technology Committee, District Educational Software Committee, and the Technology Strategic Planning Committee. College representatives directly participate in the review and implementation of District wide technology policies and procedures. College personnel are contributing to a District wide Acceptable Use of Technology Policy. The College PIO and ITC recommend acceptable use guidelines for online content on official College websites. As evidenced by the College level and District wide processes that guide technology use, the College and the District follow established policies and procedures outlining appropriate use of technology in the teaching and learning process.
Conclusions on Standard III.C: Technology Resources

The District and College collaborate to ensure students and employees have access to suitable technology resources to meet educational and operational requirements. Shared governance is a hallmark of decision-making at the District, and the College has ample opportunity to provide input on technological infrastructure needs. Both the College and District prioritize the reliability, safety, and security of their technological assets while continuously striving for improvements through their respective planning processes. District ITS offers robust technical support, and both the College and District make comprehensive training and support available to all to ensure proficient usage of technology. The College and District are dedicated to refining their planning processes to foster collaboration, provide support, and allocate resources effectively to successfully fulfill both institutions’ missions.

Improvement Plan(s)

None.

Evidence List

III.C.1-01 SILT Directory
III.C.1-02 ITC Charge
III.C.1-03 SILT Area Plan
III.C.1-04 LRC and Library Websites
III.C.1-05 Tutorial Learning Center
III.C.1-06 MySDCity Intranet
III.C.1-07 Tech Support and Laptop Loaner Guide
III.C.1-08 District Software Products
III.C.1-09 District Technology Replacement Plan
III.C.1-10 District Legacy Upgrades
III.C.1-11 District Technology Planning Award
III.C.2-01 ITC Agenda and Notes
III.C.2-02 College TARP
III.C.2-03 College Technology Inventory and Replacement Recommendation
III.C.2-04 DDESC Meeting Notes
III.C.2-05 ESSW Meeting Notes
III.C.3-01 College Mobile Technology Inventory
III.C.3-02 College Classroom Technology Inventory
III.C.3-03 Instructional Computer Labs
III.C.3-04 OCTM Classroom Equipment
III.C.3-05 DSPS High Tech Center
III.C.4-01 College PD Webpage
III.C.4-02 District IT Service Request
III.C.4-03 District IT Support - Office365
III.C.4-04 OLP Webpage
III.C.4-05 District PD Training Workshops
III.C.4-06 District Online Training Certification Syllabus
III.C.4-07 District On Demand OER Webpage
III.C.4-08 OLP Flex Workshop
III.C.4-09 Online Student Training
III.C.5-01 AP 5105 Distance Education
D. Financial Resources

Planning

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

Financial resources are sufficient to support and sustain student learning programs and services, improve institutional effectiveness, and provide a reasonable expectation of short- and long-term financial solvencies (III.D.1-01). Financial resource planning at the District and College level is consistently integrated with institutional planning. The District and College plan and manage financial affairs with integrity in a manner that ensures financial stability (III.D.1-02, III.D.1-03).

The District wide Budget Planning and Development Council (BPDC) is tasked with making recommendations to the Chancellor on District wide budget and planning issues (III.D.1-04, III.D.1-05). The council is composed of constituency representatives throughout the District as defined in the District AGH and reviews the Campus Allocation Model (CAM) and the budget assumptions used in developing the annual tentative and adopted budget.

A campus-based allocation process determines the resources allocated to the four Colleges, the District Office, and the District Service Center. The CAM determines the actual amount allocated to the Colleges based upon yearly FTES and FTEF targets established as part of the District’s budget planning and development process (III.D.1-06, III.D.1-07). The District’s Resource Allocation Formula (RAF) establishes the proportional share of dollars available to each employee unit and defines the methodology and documentation supporting the calculations agreed upon by all employee units in the three-year RAF document (III.D.1-08).

Analysis and Evaluation

The BPDC reviews the CAM and the budget assumptions used in developing the annual tentative and adopted budget. The District and Colleges' Strategic Plans provide the
underlying guidelines for District wide budget planning and development. The BPDC meets monthly to discuss state and local funding and non-collective bargaining aspects of the District wide annual expenditure budget. Each of the Colleges receives its allocation based upon the CAM and District BAM allocations from the District wide General Fund Unrestricted (GFU) and General Fund Restricted (GFR), used to develop the College’s budget based upon institutional planning and resource allocation processes.

The CAM flows to the District’s BAM, which includes all District divisions and departments, projected salary and benefit costs for contract positions, and District wide commitments, including collective bargaining and “Meet and Confer” agreements. Each unit is responsible for determining how to distribute its allocated compensation dollars to its unit membership. The current RAF, as of this writing, is effective July 1, 2020 through June 30, 2023.

Resource allocation to the Colleges is primarily based on the agreed-upon FTES, FTEF targets, and other agreed-upon allotments defined in the CAM to support and respond to local community demand. The primary operating fund of the District is the GFU and GFR, representing revenues and expenditures that support instructional programs, student services, maintenance and operations, and business and institutional operations. All funded programs are instrumental to successfully fulfilling the District’s mission and goals as defined in all the Strategic Planning documents.

Concerning the GFU and GFR, the District primarily depends on state apportionment revenue funding, representing approximately 84 percent of the total GFU revenues. GFU represented 63 percent of the District’s total General Fund revenues per the adopted budget for the year ending June 30, 2023; GFR adopted budget revenue represented 37 percent of the District’s total General Funds in the same period. GFR revenues were the third largest source of revenue budgeted to be received by the District in fiscal year 2022–23. The GFR encompasses revenues and expenditures primarily composed of categorical programs, grants, contracts, and other state-funded programs, such as SEA, EOPS, DSPS, Basic Skills, General Child Care and Development (CCTR), matriculation, CalWORKs, TANF, CTE, the Environmental Training Center, and the Industry Driven Regional Collaborative. In addition to state-restricted funds, the District’s federal and local income averaged approximately 27 percent of the District’s fiscal year 2022–23 GFR adopted budget. The District’s funds other than the GFU and GFR represent approximately 56 percent of the District’s total adopted budget, established in accordance with and as defined in the Budget and Accounting Manual of the CCC system.

The distribution of resources at the District supports the development, maintenance, allocation and reallocation, and enhancement of programs and services offered District wide. The District’s adopted budget, approved annually by the Board, is a balanced budget. Any deficit budgeting results from realistic but somewhat conservative revenue projections to ensure that estimated revenues do not result in over-allocation of expense budgets. The District has consistently addressed budget deficits to avoid financial deficits, maintaining adequate cash reserves, avoiding external borrowing costs, and meeting all state-mandated fiscal requirements, such as the 50% Law and the FON.
The budget and financial affairs of the District are widely and regularly communicated through participatory governance councils and committees, the Chancellor’s Forums, College and District wide meetings, budget messages, and various internal and external publications distributed throughout the fiscal year. The District’s financial stability is demonstrated by its annual externally prepared audits consistently opinioned as “unmodified” by independent auditors. The District’s financial stability is further demonstrated by the District consistently receiving the highest bond rating—an “AAA”—for a CCC from Standard & Poors and Moody’s Investment Services, both of which were reaffirmed in fall 2021.

**III.D.2** The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

**Evidence of Meeting the Standard**

The College’s mission and goals serve as the foundation for financial planning. Financial planning processes are integrated with and support all institutional planning activities. Oversight of all integrated planning stems from the City Planning Council, which reports to College Council, and whose membership is representative of administrators, faculty, and classified professionals (I.B.1-02).

The RC supports institutional effectiveness by ensuring open, equitable, and orderly budget processes. It is tasked with establishing an operational budget for the College and sharing information and recommendations with campus representatives and the District Budget Committee (III.D.2-01). The RC oversees the resource allocation process and develops and recommends a College budget.

The department plan and Program Review process feeds into resource allocation and budget planning by allowing budget managers and College programs to prioritize need and request additional staffing resources. The Vice President of Administrative Services then shares the budget planning process and draft budgets at College Council (III.D.2-02, III.D.2-03). The Office of Administrative Services launched a new budget planning webpage that includes workshops, budget information, grants, and timelines in an effort to increase transparency in budget development (III.D.2-04).

**Analysis and Evaluation**

The City Planning Council provides direction for integrated planning, including the Program Review process that feeds into budget development. The RC facilitates budget development, oversight, transparency, and financial information sharing with the College, integrates Program Review requests, and develops budget recommendations that are shared at College
The College and Office of Administrative Services have strived to increase transparency, participation, and understanding of the budget development process.

**III.D.3** The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

**Evidence of Meeting the Standard**

The College has established guidelines and processes for financial planning and budget development. The RC is a transparent and participatory model for budget allocation responsible for several activities, including ensuring an open, equitable, and orderly budget process that complies with all District BPs and APs (III.D.2-02). The RC is composed of four representatives from each participatory governance group on campus: administrators, faculty, classified professionals, and students. The council is led by the Vice President of Administrative Services (a non-voting member) and tasked with annually creating the budget development timeline, identifying budgetary priorities at both the District and College level, facilitating budget hearings, and preparing budget recommendations for submission to the President through College Council (III.D.2-04, III.D.2-05). The resource allocation process is communicated through participatory governance groups such as the RC and College Council, ongoing budget workshops, and email and media, such as the Administrative Services Monthly Newsletter and “Budget Planning” webpage (III.D.3-01, III.D.3-02, III.D.3-03).

**Analysis and Evaluation**

The District BAM allocates the personnel budgets for each College. The College RC allocates discretionary funds for supplies, equipment, and other operating expenses. The only funding for personnel facilitated through the council is for non-academic hourly staff. All instructional faculty (classroom and non-classroom) are funded through the FTEF allocation process in the CAM based upon FTES targets. A zero-based budget model was adopted to allow for flexibility in fund movement tied to programmatic needs reflected in Program Review.

The RC engages in budget development throughout each fiscal year through monthly meetings and annual budget hearings facilitated by the resource allocation process. The Vice President of Administrative Services sends emails to budget managers and department Chairs initiating the budget request process, who work collaboratively within their departments to compile a detailed request (using a structured template) for their program tied to their annual Program Review. Budget requests are submitted to the RC within the prescribed timeline. The RC is provided with all departmental Program Reviews, three years of budget history, and the previous year’s allocated budget and current expenditures.

Budget hearings are held to allow the budget manager to speak on behalf of program needs within their area. The RC evaluates requests through an established priority ranking process before making recommendations to distribute the General Fund discretionary dollars, College-allocated lottery funds, and IELM funds. Once the budget hearings are concluded,
the tentative College budget recommendations are sent to the President and College Council for review. Once approved by the President, division award letters are sent to each budget manager and department Chair by July 1st so budget information can be disbursed appropriately to all staff and departmental planning can take place throughout the summer.

**Fiscal Responsibility and Stability**

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

**Evidence of Meeting the Standard**

Financial assessment is the responsibility of all four Colleges and the District. The District’s Strategic Planning Committee reviews and updates its priorities and goals, (informing the Colleges’ Strategic Plans and vice versa), which include audits, program planning and review, Strategic Plans, productivity reports, key performance indicators, staffing analysis, and budget committees (III.D.4-01, E-12, III.A.10-03, III.D.4-02). The Board has established policies and adheres to best practices for budget preparation and management (BP 6200, Budget Preparation, and BP 6250, Budget Management) and fiscal management (BP 6300, Fiscal Management) (III.D.4-03, III.D.4-04, III.D.4-05).

The State and District’s budget status is a standing agenda item at the Chancellor’s Cabinet meetings, the DGC meetings, and District Budget Planning and Development Council meetings (BPDC) (III.D.4-06, III.D.4-07). Enrollment management outcomes and efforts are assessed at the Chancellor’s Cabinet meeting to ensure that the District maximizes its state apportionment revenue allocation under the Student-Centered Funding Model (SCFF) that focuses on student outcomes as a primary priority. Enrollment management is also a standing agenda item for the BPDC. The College systematically assesses the effective use of financial resources in alignment with planning documents (such as the Facility Plan) using various methods and tools (III.B.2-01).

**Analysis and Evaluation**

The District takes a conservative approach to budget allocation, relying on several different funding sources. Following comprehensive dialogue and planning through realistic needs analysis, the District identifies priorities and reaches decisions, emphasizing continued communication throughout the budget development process through the participatory governance structure.

The College complies with all District BPs and APs regarding budget development and financial prudence. The integrated budget development process facilitated through the City Planning Council and the RC builds a realistic picture of College needs and available resources based on the identification of key budget assumptions. The budget is closely aligned to planning through a conscious effort to build a connection between planning and budget. The
transparency of annual planning and the budget process has greatly improved the College’s ability to consider planning needs and incorporate the results in budget development.

**III.D.5** To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

**Evidence of Meeting the Standard**

Both the College and the District maintain financial integrity through sufficient control mechanisms and transparent and participatory models for developing the College’s budget. The College and District staff regularly explore ways to improve accuracy in financial reporting and internal controls. The District BPDC is charged with regularly reviewing and assessing the budget planning process and making recommended changes accordingly.

To ensure the financial integrity of the District and responsible use of resources, internal controls are evaluated and reported annually by external auditors. Annual financial audits, including those pertaining to bond expenditures, are conducted by externally contracted certified public accountants using generally accepted accounting principles in accordance with BP 6400 ([E-11](#), [E-12](#), [E-13](#), [E-14](#), [E-15](#)). The independent external auditors have consistently determined that the District’s internal control structure has appropriate control mechanisms, which are strong and adequate to support sound financial decision-making and fiscal stability. In addition to meeting with the Board’s Budget Study and Audit Subcommittee, the external auditor publicly presents the outcome of the District’s annual audits at the Board’s December meeting, and the Board reviews these audit reports on an annual basis. The financial audit and management responses to any exceptions are reviewed and discussed in public sessions ([E-16](#)). Audit reports are filed with the County Department of Education and other public agencies as required and posted on the District website ([E-17](#)).

The internal control structure has appropriate control mechanisms and uses the review results to improve internal control systems throughout the District. The internal controls are followed at the District and the College in accordance with generally accepted accounting and auditing principles and requirements. BP 6125, Fraud Procedure and Whistleblower Protection, and AP 6125, Fraud Procedure and Whistleblower Protection, provide a process by which irregularities can be reported and appropriately addressed ([III.D.5-01](#), [III.D.5-02](#)).

**Analysis and Evaluation**

The District assures financial integrity and the responsible use of its financial resources. The District widely disseminates reliable, timely information for sound financial decision-making and has appropriate control mechanisms. Annual budget reports and audits are available for review and are communicated to institutional leadership. The Board reviews the annual audit at a regular public Board meeting. The District’s internal controls allow employees to prevent
or detect and correct misstatements on a timely basis while performing their assigned functions. Separation of duties within functional operational areas is reviewed and evaluated regularly to ensure adequate internal controls exist to prevent and detect errors.

**III.D.6** Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

**Evidence of Meeting the Standard**

The District’s annual budget represents a culmination of the Strategic Planning and budget development processes, including a campus allocation formula ensuring the four Colleges are allocated an appropriate level of resources to support student learning, services, and outcomes (III.D.1-04). Financial documents are reviewed to ensure transparency and accuracy, developing a high degree of credibility. Financial integrity mechanisms enumerated under compliance with ER 5 and restated in III.D.5 lend credibility to the appropriate allocation of financial resources.

The BPDC reviews state apportionment reports and enrollment management decisions (which drive FTES and FTEF targets). The annual CAM and budget assumptions (used in the development of the BAM) in the annual tentative and adopted budget are reviewed by the BPDC (III.D.1-05). Annually, the Executive Vice Chancellor presents a tentative budget to the Board in June, a final adopted budget in September, and an annual preliminary budget in late March/early April, which is not a state requirement. The preliminary budget is unique to the District, intended to provide an opportunity for faculty and staff to be kept informed of some issues that will be considered in developing the upcoming year’s tentative and adopted budgets.

District budget allocations are developed based upon:

- FTES targets, which are converted into FTEF requirements based upon defined productivity targets to achieve the targeted FTES.
- Allocation rates as defined within the District wide CAM.
- Budget assumptions following the BAM’s projected revenues.

The District’s independent audit reports attest that the financial information system is accurate and reliable. The independent audit tests internal controls and compliance with BP and state and federal regulations. The District received an unqualified external audit opinion with no material weaknesses or deficiencies for 2020–21.

**Analysis and Evaluation**

The District’s budget accurately reflects institutional spending and has high credibility with constituents due to collaboration and shared governance. All documents reflect appropriate allocations and use of financial resources to support student learning programs and services.
III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

The District regularly provides information District wide about the budget, fiscal conditions, financial planning, and audit results, which is sufficient in content and provided in a timely manner to support institutional and financial planning and management. External auditors have consistently identified the District’s audits as unmodified (E-12, E-13, E-14, E-15). If findings are included in the final audit report, corrective actions are communicated appropriately and immediately addressed. The financial audit and management responses to any exceptions are reviewed and discussed in public sessions (E-16).

Analysis and Evaluation

The Board Budget Study and Audit Subcommittee, the Chancellor, and Executive Vice Chancellor meet with external auditors to review the annual audits before the documents are brought to the Board for consideration each year during a public meeting of the Board. The District engages the external auditors for three years with two one-year renewals (maximum of five years). In advance of the fifth year, the District publishes an RFPs solicitation for external auditing services in accordance with its practice of awarding a contract for up to five years to ensure a truly independent, objective review of its financial documents.

If findings are identified during the audit discovery process, the Executive Vice Chancellor reviews the items identified—with the appropriate management personnel present—through random sampling methods determined by the auditors to ensure corrective action is initiated and a timely response regarding the findings and proposed corrective plan is communicated to the external auditors during fieldwork, well in advance of finalization of the annual audit. Corrective actions are implemented and appropriately communicated based on the type of finding and processes are developed to avoid repeat findings in subsequent audit reports.

III.D.8 The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The District’s financial and internal control systems are evaluated and assessed regularly for validity and effectiveness, with results used for improvements. The Board has established policies for budget preparation and management (BP 6200 and BP 6250) and fiscal management (BP 6300) (III.D.4-03, III.D.4-04, III.D.4-05). These policies ensure adequate internal controls exist, and that fiscal objectives, procedures, and constraints are communicated to the Board.
External auditors annually review internal control processes throughout the District by performing random sampling processes identified during their fieldwork efforts at the District. When planning and conducting the audit of the District's financial statements, the auditors assess the District's internal control over financial reporting to determine whether the controls are suitable for expressing an opinion on the financial statements under the specific circumstances. The auditor's review ensures there are no material weaknesses or significant deficiencies to merit attention by those charged with governance at the District. Audit reports are filed with the County Department of Education and other public agencies as required and posted on the District website (E-17).

**Analysis and Evaluation**

As evidenced by the external auditors’ review, deficiencies in internal control rarely result in identification of material weaknesses or significant deficiencies. Any identified are immediately addressed.

**III.D.9** The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

**Evidence of Meeting the Standard**

The District consistently maintains sufficient cash reserves to maintain stability, supports strategies for appropriate risk management, and implements contingency plans to meet financial emergencies and unforeseen occurrences. The District has never had to borrow cash at any time, despite federal and state economic conditions impacting apportionment revenue earnings and state payments to the District.

The Board recently updated BP 6200 and BP 6300, to require the District to achieve and maintain a minimum ending fund balance reserve of two months (approximately 16.7 percent) of General Fund operating expenditures (III.D.4-03, III.D.4-04). The RAF defining distributions to all employee units requires an annual 311 ending fund balance reserve of 15 percent for employee units to receive an annual distribution.

**Analysis and Evaluation**

Continuous review of financial conditions and state funding levels by the Vice Chancellor of Finance and Business Services, the Chancellor, the Chancellor’s Cabinet, the BPDC, and the Board provides accurate and ongoing assessments of any potential financial risks. The District’s Fiscal Services department monitors cash flow and projects future cash flow requirements over a revolving 12-month cycle. Bank statements are regularly reconciled. The District is fiscally independent and its cash reserve is held in the San Diego County Treasury.

The District’s cash reserve as of June 30, 2022, was 5.3 percent of General Fund expenditures, in line with the state-recommended 5 percent and following the prior BP 6200, which stated that the General Fund cash reserve would not fall below 5 percent. In 2022–23,
BP 6200 was modified to require reserves of at least two months (16.7 percent) of GFU operating expenditures. The District’s total reserves and set asides as of July 1, 2023, were $41,433,074.

III.D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

Financial oversight occurs throughout the District at the College and District levels. Budget to actual variances is calculated and monitored in terms of expenditures. The District’s Fiscal Services department monitors grant requirements. Assets are accounted for and controlled through the District’s Fixed Asset Database system. Acquired assets are recorded, tagged, and entered into the system in accordance with generally accepted accounting principles and Education Code requirements.

The College Foundation is a separate legal entity with a Board of Directors overseeing operations (III.D.10-01). The District oversees the College to ensure they remain compliant and follow the terms and conditions of memorandums of understanding executed with each entity by the District as to the role, relationship, and responsibilities of each foundation and the District (III.D.10-02). The San Diego Community College Auxiliary Organization (SDCCAO) was formed in 1990 to promote and assist the programs of the District in accordance with its mission, policies, and priorities. SDCCAO undergoes external audits, shared publicly (E-13).

The District monitors and manages student loan default rates, revenue streams, and compliance with Title IV of the Higher Education Act (III.D.10-03, III.D-10-04). Contracts and grants are monitored, following District policy, at the program level on the campuses and centrally at the District Office to ensure proper fiscal oversight. Investments are held in the County of San Diego investment pool, with the Board receiving quarterly reports from the County, which are reviewed and considered as part of a public meeting agenda. Annually, the Board reviews and adopts the County’s investment policy (III.D.10-05).

The only other District investment is Other Post-Employment Benefits (OPEB), which the District invested in an irrevocable trust under a Joint Powers Authority (JPA) organization established by the League. The Executive Vice Chancellor of Finance and Business Services serves on the Board of the JPA, which consists of District member representatives assigned by each member District to serve on the JPA Board.

Analysis and Evaluation

The oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organization, and institutional investments and assets, are primarily at the District level, with some aspects of the oversight process being
the responsibility of the Colleges. As a result of the review by the external auditors, all the functions and entities are effectively operated and overseen.

The District is responsible for ensuring federal funds are used appropriately and funds are not drawn down in excess of cash received from the agencies through regular review of the student financial aid system. The District’s Fiscal Services Office monitors proposed payments to ensure compliance with financial aid entitlements. The District’s Educational Services Division, along with the College Financial Aid Directors, monitor student loan default rates which are consistently below the 30 percent federal limit.

**Liabilities**

**III.D.11** The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

**Evidence of Meeting the Standard**

The District utilizes an encumbrance control system for human capital and non-personnel costs to ensure resources are properly allocated for short-term and long-term commitments. All liabilities have an associated resource identified for funding purposes for these obligations. An independent actuary reviews workers’ compensation costs every three years to ensure the proper level of financial reserves, as determined in the applicable actuarial study report, are accounted for and budgeted annually (E-12). To support those long-term obligations, the District maintains reserves for vacation leave accrual, insurance, building maintenance, and operations costs.

Concerning the OPEB liability, the Board approved joining the California Retiree Health Benefits Program JPA established by the League in December 2005. In June 2006, the Board authorized $11 million previously held in a District fund reserve to be transferred into an irrevocable trust in the JPA to fund the OPEB. The balance of the OPEB fiduciary net position as of June 2022 was $6.9 million, which represents a funded percentage of 17 percent (E-12).

**Analysis and Evaluation**

The District identifies plans and allocates resources for payment of liabilities and future obligations as evidenced by the District’s significant operational, cash, and irrevocable reserves, calculated at $285.5 million as of June 30, 2022. The level of financial reserves provides a reasonable expectation of the institution’s short- and long-term financial solvency.

**III.D.12** The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to
determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The most recent actuarial study was performed for the year ending June 30, 2022, which calculated the District’s OPEB liability at $41 million. The accrued liability at the time of the study was $34 million, with $6.9 million invested in an irrevocable trust with the League’s JPA. Actuarial studies are independently conducted and reported on a bi-annual basis following Governmental Accounting Standards Board (GASB) 74 and 75 requirements, which ensure all community college districts identify, plan, and allocate resources to pay liabilities and future obligations (E-12).

Analysis and Evaluation

Meeting this Standard is evidenced by the District’s annual independently prepared actuarial reports beginning in 2016 that reflect the reporting requirements of GASB 74 and 75. The District is committed to planning for and allocating appropriate resources for paying liabilities and future obligations, as evidenced by the District’s policy and practice of maintaining at least two months of expenditures in reserves and a RAF that prioritizes liquidity before allocating new revenues to operations (III.D.4-05).

III.D.13 On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

Through sound financial management and strong reserves, the District has not incurred any local debt instruments except for its general obligation bond debt for Propositions S and N (approved in 2002 and 2006 by local taxpayers, respectively). The general obligation bond debt is administered through the County of San Diego auditor and controller’s offices, with direct payment on the debt coming from property tax assessments to local taxpayers.

Analysis and Evaluation

The District has no local debt obligations other than the general obligation 39 bond debt for its Proposition S and N capital bond projects. This debt is paid directly through the County of San Diego based on local taxpayers’ property tax assessments. Both propositions are fully expended and have recently closed out (E-14, E-15). The District has consistently maintained the highest bond rating for an apportionment-based CCC of “AAA” by Standard & Poors and “AAA” by Moody’s, which was reaffirmed by both rating agencies in fall 2021, demonstrating the sound fiscal management of the District (III.D.1-03).

III.D.14 All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants,
Evidence of Meeting the Standard

The District and College Business Services Offices are vigilant in the oversight of all financial resources and activities. Separate funds are established and monitored regularly to ensure proper accounting for various financial resources and that funds for all auxiliary activities and grants are used for their intended purposes (E-13). The District does not have outstanding Certificates of Participation. General Obligation 39 capital bond programs approved by the District’s local taxpayers as Propositions S and N are used with integrity in a manner consistent with the intended purpose of the taxpayers and have recently closed out (III.D.14-01). This use is evidenced by annual financial and performance audits consistent with legislation related to bond construction programs that resulted in unmodified audits with no findings or recommendations noted by the external independent auditors (E-14, E-15).

Analysis and Evaluation

The District does not have any local, federal, or state debt. The only debt recorded on the District’s financials is the general obligation debt established by Propositions S and N. General obligation bond debt is reported on the District’s financial statement; however, this debt is not the responsibility of the District as it is paid by the taxpayers of the District as assessed by the County of San Diego.

III.D.15 The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The District carefully monitors and manages student loan default rates to ensure compliance with federal requirements. The District Office is responsible for ensuring federal funds are used appropriately and that funds are not drawn down in excess of cash received by the agencies through regular review of the student financial system. The District Student Services Office coordinates a bi-monthly meeting of Financial Aid Officers from all three credit Colleges to coordinate and address the financial aid system and business processing needs, including monitoring program balances, compliance with the Higher Education Act, and loan defaults. District Educational Services supports the Colleges in monthly reconciliation and ensures compliance with federal regulations regarding the Direct Loan program.

The College Financial Aid Office informs students interested in direct federal loans about the advantages and disadvantages of borrowing and encourages students to consider other financial aid options, such as grants or scholarships, before borrowing. The College requires students to complete entrance counseling when applying for a federal student loan and complete a loan request form during application to help reduce excessive borrowing and
deter students from incurring unnecessary debt instead of automatically packaging the student for the loan(s). In compliance with federal regulations, direct loan disbursement letters are sent to student loan borrowers allowing the student to cancel the disbursement of loan. The College has contracted a third-party agency to assist with default prevention and case management of students who are delinquent.

**Loan Default Rates**

Table 14 shows the College’s three-year loan default rates for 2017, 2018, and 2019.

Table 14. Three-Year Loan Default Rates for City College, 2017–19

<table>
<thead>
<tr>
<th>Year</th>
<th>3-Year Default Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>5.9 percent</td>
</tr>
<tr>
<td>2018</td>
<td>18.2 percent</td>
</tr>
<tr>
<td>2017</td>
<td>16.5 percent</td>
</tr>
</tbody>
</table>

Source: ED 5-Year Student Loan Default Report

The District makes a concerted effort to monitor student loan default rates and conduct routine audits to ensure compliance with all other federal, state, and local statutes by holding regular meetings between the College Financial Aid Officers and District Educational Services. These sessions are in addition to the consultation process with District wide governance and collaboration with statewide associations. As a result, the Colleges and the District have created the following resources to ensure compliance with federal regulations:

- The “Consumer Information” webpage ([III.D.15-01](#III.D.15-01)).
- The DAAPP website (including online training) ([III.D.15-02](#III.D.15-02)).
- The Title IX website (including online student training) ([III.D.15-03](#III.D.15-03)).
- A streamlined online complaint process ([III.D.15-04](#III.D.15-04)).
- The Alcohol eCHECKUP ([III.D.15-05](#III.D.15-05)).
- The Marijuana eCHECKUP ([III.D.15-06](#III.D.15-06)).
- The Drug and Alcohol Prevention Programs resource sheet ([III.D.15-07](#III.D.15-07)).

**Analysis and Evaluation**

The District fully complies with all federal requirements, including Title IV of the Higher Education Act. The District carefully monitors and manages loan default rates and revenue streams to ensure compliance. The default rates for City, Mesa, and Miramar Colleges are below the “30% for a three-year” threshold established by the ED.

**Contractual Agreements**

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate...
provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

**Evidence of Meeting the Standard**

Contractual agreements with external entities are governed by policies adopted by the Board consistent with the District’s mission and goals. The District’s Finance and Business Services Division implements these policies through procedures established by the Chancellor, which contain appropriate provisions to maintain the integrity of the District and the quality of its programs, services, and operations. The Board has delegated the Chancellor authority to purchase supplies, materials, apparatuses, equipment, and services necessary to the District’s legal and efficient operation and to enter contracts on behalf of the District. The Chancellor delegates this responsibility to oversee and administer the procedures developed in support of the BPs to the Executive Vice Chancellor of Finance and Business Services (III.D.16-01).

**Analysis and Evaluation**

Contractual agreements with external entities are generated by institutional policies and are concurrent with the District’s mission and goals. All contractual agreements maintain the institution’s integrity, including the quality of programs, services, and operations.

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**Conclusions on Standard III.D: Fiscal Resources**

The District and College effectively foster transparent and effective processes to ensure the fiscal responsibility and integrity of institutional resources required to meet the College’s strategic objectives, mission, and goals. The District uses short-term planning processes and long-term projections to ensure the Colleges can meet their financial obligations and maintain fiscal solvency, and internal control processes and financial operations are continually assessed to identify areas of improvement and manage risk. Both the District and College maintain sufficient resources and manage these resources responsibly and accurately to support SLOs, programs, and services. The District BPDC and the College RC work collectively to ensure an open, equitable, and orderly financial planning process and regularly undergo external audits to ensure the fiscal integrity of financial resources, demonstrating strong integrity in fiscal planning, budgeting, and expenditures crucial to maintaining trust and transparency with stakeholders. The College and District are committed to sound fiscal management practices and transparency in maintaining financial stability and accountability.

The College’s financial resources are aligned with the District and are tied to policies, procedures, and controls established and guided by the District. The College’s RC provides guidance on the allocation of financial resources in accordance with the budget development process. The District and College continually evaluate and improve upon fiscal operations; the District undergoes annual external audits to ensure financial sustainability and fiscal
The College maintains sufficient resources to support its learning programs and services.

**Improvement Plan(s)**

None.

**Evidence List**

- **III.D.1-01** Annual Financial and Budget Report for FY ended 06/30/22
- **III.D.1-02** Article: District saves taxpayers $38.1M by refinancing bonds 02/23/22
- **III.D.1-03** Article: District’s bond rating raised to AAA 02/08/18
- **III.D.1-04** SDCCD 2022-23 Adopted Budget
- **III.D.1-05** Budget Planning and Development Council Meeting Agenda 09/07/22
- **III.D.1-06** SDCCD 2022-23 Adopted Budget - City Allocation
- **III.D.1-07** AP 6200.3 - Campus Budget Model
- **III.D.1-08** Resource Allocation Formula (RAF) effective 07/01/20 to 06/30/23
- **III.D.2-01** City Resources Council
- **III.D.2-02** GFU Forecast for FY 2022-23
- **III.D.2-03** College Council Minutes 03/07/23
- **III.D.2-04** Budget Planning
- **III.D.3-01** Administrative Services Monthly Updates 04/18/23
- **III.D.3-02** Fiscal Year-End Close 2023
- **III.D.3-03** Budget Trainings and Workshops
- **III.D.4-01** District Strategic Plan 2023-30 - Related Planning Processes
- **III.D.4-02** HEERF Quarterly Reporting
- **III.D.4-03** BP 6200 - Budget Preparation
- **III.D.4-04** BP 6250 - Budget Management
- **III.D.4-05** BP 6300 - Fiscal Management
- **III.D.4-06** Budget Planning and Development Council Meeting Agenda 03/02/22
- **III.D.4-07** District Governance Council Agenda 11/02/22
- **III.D.5-01** BP 6125 - Fraud Policy and Whistleblower Protection
- **III.D.5-02** AP 6125 - Fraud Policy and Whistleblower Protection
- **III.D.10-01** College Foundation Webpage
- **III.D.10-02** MOU Between SDCCD and San Diego City College Foundation
- **III.D.10-03** Fiscal Year 2019 Official Cohort Default Rate
- **III.D.10-04** Audit Control
- **III.D.10-05** Board Meeting, Budget and Finance, 3/25/21
- **III.D.14-01** Prop S and N Citizen Oversight Committee Annual Report
- **III.D.15-01** Consumer Information Webpage
- **III.D.15-02** DAAPP Program
- **III.D.15-03** Title IV Webpage
- **III.D.15-04** Complaint Process Webpage
- **III.D.15-05** Alcohol eCHECKUP
- **III.D.15-06** Cannabis eCHECKUP
- **III.D.15-07** Campus Drug and Alcohol Prevention Program
- **III.D.16-01** BP 6100 Delegation of Authority

**Standard IV: Leadership and Governance**
The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

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

Evidence of Meeting the Standard

The College’s mission and values statement clearly define its commitment to student success and educational excellence. The College values the ability to adapt to the ever-changing educational needs of its students and encourages innovative and high-quality instructional and student support programs. College leaders create and encourage innovation and practices that guide the College toward institutional excellence and support all campus constituents by taking initiative for improving practices, programs, and services.

Several areas of campus responded to the pandemic by expanding or reworking existing services to meet student needs. DSPS and the Mathematics department collaborated to create an expanded TPC to promote an inclusive testing environment that incorporates equity-minded principles and universal design elements in its physical space to support student learning and achievement, promote a relaxing environment, and offer flexible testing options for students while maintaining academic integrity and exam validity (**IV.A.1-01**). In response to a survey conducted by the Hope Center for College, Community, and Justice on the rates of food insecurity, housing insecurity, and homelessness at the College, Student Services coordinated an expansion of student support services under the Basic Needs Center (**IV.A.1-02**, **IV.A.1-03**), including Hunger Action Days, the Knights Table, the food voucher program, and Welcome Home City (**IV.A.1-04**, **IV.A.1-05**, **IV.A.1-06**).

The College has a strong tradition of supporting efforts that dismantle barriers and support equity for all students. Recent examples include the addition of the Pride Hub, the Title III HSI...
“Yo Soy STEM” grant, and the Title III AANAPISI “Project ICAN: Inclusive City Achievement Network” grant, which will improve and expand the College’s capacity to serve Asian American, Native American Pacific Islander students, and low-income individuals (IV.A.1-07, IV.A.1-08, IV.A.1-9).

The governance process formalizes the path for constituent groups to actively participate in Strategic Planning, innovate, and advocate for initiatives that improve practices, programs, and services. When ideas for improvement have policy or institution-wide implications, the College engages constituent groups through the participatory governance process to assure effective planning and implementation. The College utilized the Basic Skills Committee (now the AB 705 Committee under Student Journey Council) to engage English and Mathematics faculty in the process of making changes to comply with AB 705 and AB 1705.

Analysis and Evaluation

The College has a culture of supporting initiatives that originate from faculty, supervisors, classified professionals, and managers. The President directs all constituents to engage with the governance process and College Council by connecting with the appropriate governance group or by bringing proposals to their council representatives. The PIO provides weekly updates highlighting initiatives and projects. Using a link, the entire College can add updates to the College Council agenda or recognize distinguished work from around the College.

The TPC is a great example of a collaboration between various departments that leveraged existing resources to expand equitable testing practices to the entire College. Leadership from DSPS and the Mathematics department implemented an expanded use of the TPC for Mathematics and Physics courses in summer 2021 with four sections supported. That grew to 32 sections during the spring 2023 semester, with nearly 1,500 exams proctored. Fully staffed, the TPC supports flexible testing options for faculty and students while maintaining academic integrity in a relaxing environment.

The College governance system is the catalyst for sharing and vetting innovations and initiatives that originate from the campus community. Institution-wide changes such as AB 705 and AB 1705 were formally managed through the council and committee structure to ensure wide representation and participation. The expansion of the Basic Needs Center demonstrated the College’s ability to quickly respond to the needs of its student body. Student Services leadership utilized data from the 2019 #RealCollege survey report to advocate for resources in support of programs that alleviate food and housing insecurity. The impetus for the Pride Hub originated in disaggregated data on the challenges faced by the College’s LGBTQIA+ community. Initiatives and grants stemming from student success data on disproportionately impacted groups led to successful efforts to bring Title III grants for HSI STEM and AANAPISI. The College’s expansion of accessible data improved equity planning and empowered faculty, staff, and administrators to push for resources to close equity gaps.
IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The District has a long-standing commitment to administrator, faculty, staff, and student participation in decision-making processes and has adopted BPs and APs to ensure that constituent groups have effective means to participate in decision-making processes. BP 2510, Participation in Local Decision-Making, and AP 2510, Participation in Local Decision-Making, ensure faculty, staff, and students have the right to effectively participate in District governance (IV.A.2-01, IV.A.2-02). BP 0210, Academic Senate, authorizes the formation of Academic Senates within the District, ensuring faculty the opportunity to meaningfully participate in decision-making processes (IV.A.2-03). BP 2310, Regular Meetings of the Board, explains how regular Board meetings will be conducted (IV.A.2-04). The DGC’s membership demonstrates the District’s commitment to faculty, staff, administrator, and student participation in decision-making (IV.A.2-05). The DGC’s membership and roles and the councils and committees that report to it are described in the District AGH (IV.A.2-06).

Participatory governance practice within the College authorizes administrators, faculty, staff and students to participate in decision-making processes supported by policies and procedures developed within the District. The College recently restructured governance groups through an IEPI grant that also streamlined decision-making and clarified reporting responsibilities. The most recent CGH reflects these changes and outlines the governance structure, reflecting a decision-making process that involves representatives of all constituent groups in developing and recommending policies and procedures to the College President, Chancellor, and Board (IV.A.2-07).

Analysis and Evaluation

The District demonstrates commitment to ensuring faculty, students, and staff have the right to participate effectively in District governance through AP 2510 and BP 2510, which specify that the Board will consult collegially with representatives of the Academic Senates and rely primarily on the advice and judgment of faculty in curricular and other academic matters; affirm that the Board will not take any action on a matter having a significant effect on students until a representative body of students, designated as the United Student Council, has had the opportunity to participate in the development of recommendations and formulation of policies and procedures; and state that staff may participate in the formulation of matters significantly affecting them by allowing them inclusion on appropriate committees, councils, advisory groups, and other structures at all Colleges.
The overall composition of the DGC and the councils and committees that report to it demonstrate the vital role faculty, staff, students, and administrators play in institutional governance, including policy and procedure review and updates, planning, and budget development. The DGC is composed of the Chairs of the five councils, the College Presidents, Academic Senate representatives from all four Colleges, Classified Senate representatives from all four Colleges, the Student Trustees, and representatives of the labor organizations. The DGC meets to review the Board meeting agenda and address District operational matters, including changes to policies and procedures; council and task force reports; state budget updates; and significant changes to business processes. The DGC periodically appoints special task forces to address a specific topic.

The restructuring of governance groups was designed to help the College focus on its core values of inclusion, equity, and social justice. College Council is composed of representatives from all three constituency groups, including the ASG president, representatives from each council, and key administrators, such as the Vice Presidents and the Communications Officer. Five councils and three constituency groups (Academic Senate, Classified Senate, and ASG) report directly to College Council. Councils and constituency groups oversee specific areas of College operations including enrollment management, technology, professional development, and accreditation. College participatory governance, reporting, and recommendations flow from the five councils, three constituency groups, and their reporting groups to College Council for action or consideration.

**IV.A.3** Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

**Evidence of Meeting the Standard**

The Board is responsible for establishing policies that govern all activities related to conducting the business of the District and the Colleges. The Chancellor is the District’s Chief Executive Officer (CEO), responsible for the administration of the District in accordance with BP 2430, Delegation of Authority to the Chancellor, and AP 2430, Delegation of Authority to the Chancellor (IV.A.3-01, IV.A.3-02). The District AGH provides direction to the organization and delegation of function of the various departments and District governance structures and illustrates the District’s commitment to participatory governance, ensuring faculty and administrators have substantive, clearly defined roles in District governance (IV.A.3-03). Development and review of policies and procedures are collegial efforts involving various governance groups. For policies and procedures affecting academic and professional matters, the Board relies primarily on the Academic Senates. For example, the Board agenda includes a standing item titled “Call for Academic Senates’ Agenda Items for Discussion,” intended to allow Academic Senate Presidents identify items on the agenda they wish to address, including policy matters (IV.A.3-04). For administrative matters, the Board relies primarily on staff recommendations with constituency input in the development and review process.
The College utilizes the practice of participatory governance authorizing administrators, faculty, staff, and students to participate in decision-making processes supported by policies and procedures developed within the District and guided by the governance process outlined in the CGH (IV.A.2-07). College decisions ultimately pass through College Council, composed of faculty, staff, administrators, student representatives, and the Vice Presidents overseeing Instruction, Administrative Services, and Student Services. Administrators are represented on College Council and other councils and committees. Academic Senate, Classified Senate, ASG, and a SPAA constituency group are recognized (IV.A.3-05, IV.A.3-06, IV.A.3-07). Faculty are represented by the Academic Senate, which makes recommendations with respect to academic and professional matters, including grading policies, program development, and institutional planning and budget development (IV.A.3-08).

Regarding budget and fiscal matters, the District is primarily responsible for developing and administering all policies and procedures related to expenditures, internal controls, audit compliance, and fiscal accountability. Once a budget is developed and approved by the Board, the Colleges determine campus expenditures in accordance with their integrated planning framework to fulfill their mission within the scope of their budget allocation. Budgetary decisions on discretionary funds (supplies and materials, equipment, events, professional development, and travel) within the GFU are primarily made by the RC, which represents administrators, faculty, classified professionals, and students (IV.A.3-09). Under the Vice President’s leadership, Administrative Services provides semesterly budget training workshops to all budget managers and maintains an extensive budget planning resource webpage (III.D.3-03). The Enrollment Management Forum demonstrates the strong participatory process at the College; forums widely attended by each constituency group were held in spring 2023 to develop plans in four key areas toward which the College committed nearly $1 million (IV.A.3-10).

Analysis and Evaluation

The District AGH comprehensively delineates District and College operations, describes BPs and APs pertaining to governance and membership, and identifies the role of all governance councils and committees and special Board committees. As part of the District’s commitment to shared governance, a variety of District wide councils and committees meet regularly, with attendance open to anyone from the District, which contributes to governance and provides an essential venue for sharing information. Summaries are prepared after each meeting.

College Council is the forum for campus wide input on participatory governance issues through review and discussion, serving as the main policy body that forwards recommendations on participatory governance issues to the District and Board. Faculty and administrators are well-represented within the traditional participatory governance structure, though the District employs a separate SPAA employee classification describing employees who oversee direct reports but are not classified as administrators. The College is
unique within the District in formally recognizing SPAA employees with representation on College Council and within the governance structure as a constituency group.

The College has an established resource allocation structure that relies on participation from each constituency group. RC membership includes faculty, classified professionals, SPAA, and administrators and makes recommendations to College Council in consultation with the Vice President of Administrative Services. College leadership encourages input from all employees on important matters such as enrollment management.

**IV.A.4** Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

**Evidence of Meeting the Standard**

College faculty and academic administrators have well-defined responsibilities for making recommendations about curriculum and student learning programs and services. The College Academic Senate, CRC, and the Vice President of Instruction and Vice President of Student Services have official responsibilities and authority regarding curricular and instructional matters outlined in the CGH and District AGH. The Student Services Council recommends policy regarding student support and development activities.

The following are examples of APs and BPs that specify faculty and academic administrator responsibility for curriculum and student learning programs and services recommendations:

- BP 0210 authorizes the creation of an Academic Senate with purview over curriculum (**IV.A.2-03**).
- BP 2510 and AP 2510 outline participatory governance and decision-making processes regarding academic matters shared between the College and District (**IV.A.2-01**, **IV.A.2-02**).
- BP 5020 ensures that the Academic Senate, through the College CRC, has primary decision-making authority in curriculum matters (**II.A.1-02**).
- AP 5300.2 outlines the responsibility of faculty and administrators to work cooperatively through the curriculum approval process and gives administrators the authority to form and implement policy regarding instructional programs (**II.A.1-10**).
- BP 7250 gives administrators in Instructional Services and Student Services direct responsibility for supervising operation and policy development for both areas (**III.A.3-01**)

District policies assign primary responsibility for curriculum and academic standards to faculty and the Academic Senate. The College CRC is the primary decision-making body that issues recommendations on courses, degrees, and certificates to the CIC, the Board, and the CCCCO. The Student Services Council includes faculty, administrators, and other representatives and recommends policies on Student Services programs and activities.
Analysis and Evaluation

Faculty and the Academic Senate assume primary responsibility for making recommendations regarding curriculum and academic standards. Approved by the Academic Senate, the College constitution and bylaws make the CRC responsible for curriculum review, ensuring faculty, administrators, and classified professionals have input in the process. Chaired by faculty, the CRC is recognized as the primary decision-making body, offering recommendations regarding courses, degrees, and certificates to the CIC, the Board, and the CCCCCO.

Led by the Vice President of Student Services, the Student Services Council includes broad membership from faculty, managers, supervisors, and classified professionals, recommending policies and actions related to student learning programs and services. The council interfaces with College governance by sharing updates through representatives in governance groups.

**IV.A.5** Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The Board and College governance system ensures appropriate consideration is given to relevant perspectives and decision-making reflects appropriate expertise and responsibility through the actions of the Academic Senate, Classified Senate, and ASG as codified in BP 2510, AP 2510, BP 0210, and the Faculty CBA ([IV.A.2-01], [IV.A.2-02], [IV.A.2-03], [IV.A.5-01]). The CGH outlines the participatory governance groups serving as vehicles for discussion and evaluation of institutional plans, policies, curricular changes, and other key considerations ([IV.A.2-07]). The College completed and approved a restructuring of governance groups through an IEPI grant that streamlines decision-making, clarifies reporting responsibilities, increases collaboration, and requires governance groups to complete an annual review evaluating membership and charge. New additions to the charge include tying governance group work to the Accreditation Standards, Strategic Plan, and Equity Plan goals ([IV.A.5-02]).

The District’s system of governance and organization—outlined in the District AGH—demonstrates a commitment to participatory governance ensuring broad input, dialogue, and consideration of relevant perspectives in decision-making throughout the District. The AGH describes the role and responsibilities of the governance councils and committees and District administrative divisions and departments. The Chancellor’s Cabinet meets weekly and is composed of campus Presidents, District Vice Chancellors, the Director of Communication, and other staff who are expected to share relevant information within their respective organizations. Conversely, important items of District wide interest are expected to be shared with other members of the Chancellor’s Cabinet. A Chancellor’s Cabinet Update
is prepared monthly during the academic year and shared with the Colleges in digital and print formats (IV.A.5-03). The Chancellor’s expectation for timely action on institutional plans, policies, and other matters is illustrated by Chancellor’s Cabinet agendas and action items following the meeting (IV.A.5-04). The annual Chancellor’s Cabinet retreat agenda consists of Cabinet members’ goals and accomplishments and the year’s planning agenda (IV.A.5-05).

**Analysis and Evaluation**

The reorganization of the College governance structure through the IEPI grant enhances transparency and decision-making by clustering committees under the five councils while retaining constituency groups for the Academic Senate, Classified Senate, and ASG. Each of the five councils includes constituent group members and oversees specific areas of College activities. The governance structure reflects an institutional decision-making process involving representatives from all constituent groups in developing and recommending policies and procedures to the College President, District Chancellor, and Board.

BP 2510 clarifies the Board’s commitment to collegial governance, ensures faculty, students, and classified professionals have the right to participate effectively in District governance, and maintains rights and responsibilities of the Academic Senate that are not specified in statute or regulations, including the right to appear before the Board as evidenced by a standing agenda item on the Board meeting agenda.

BP 0210 ensures faculty have meaningful participation in the formation of policies and procedures on academic and professional matters, formalizing the input process and the responsibilities and recognition of the Academic Senate. The Faculty CBA specifies faculty participation in committees based upon expertise and requires tenure/tenure-track faculty to attend all District meetings, functions, and activities that require the presence of faculty members during their regularly scheduled on-campus work week.

**IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**

**Evidence of Meeting the Standard**

The CGH outlines the governance structure and reflects a decision-making process involving representatives of all constituent groups in developing and recommending policies and procedures to the College President, District Chancellor, and Board (IV.A.6-01). The CGH is reviewed on an annual basis by City Planning, with recommendations brought to College Council for final approval before the CGH is shared on the College website (IV.A.6-02).

College governance groups document and communicate decision-making processes and the results in various ways. Council, Senate, and committee minutes are taken at each meeting and posted on the College website (IV.A.6-03). In accordance with the California Brown Act (1953), Academic Senate and ASG post their agenda and minutes on the College website.
(IV.A.6-04, IV.A.6-05), as does College Council, which also broadcasts each session live via YouTube (IV.A.6-06, IV.A.6-07). In addition to meeting minutes, at both the District and College level, decision-making processes are documented in the form of published planning documents, such as the District’s Strategic Plan and the College’s EP. Other examples of widespread communication include the President’s webcast Convocation Address and Weekly Updates from President Shabazz (via email) to the campus community (IV.A.6-08, IV.A.6-09).

The Chancellor is committed to effective and timely communication on all critical matters. The Chancellor and the Board use many communication vehicles to document and communicate decisions and important information impacting the organization. District Vice Chancellors and College Presidents are expected to communicate important matters to various constituencies broadly. Communication includes Chancellor’s Messages, NewsCenter publications, and various ongoing updates, such as Chancellor’s Cabinet Updates and Board Reports (IV.A.6-10, IV.A.6-11, IV.A.5-03). These communiqués are distributed broadly to the internal and external community electronically and in print format and are available on the District website in many cases.

**Analysis and Evaluation**

The College invested a significant amount of time in refining the decision-making process. While the CGH is typically reviewed annually, that action was paused during the pandemic and delayed while the governance restructuring process was being developed. Now that the new structure has been approved, annual review of the CGH, governance structures, and decision-making processes will resume.

College governance groups are directed to update agendas and minutes on the College website in a timely manner, but the practice has been inconsistent, with some groups updating their respective webpages more than others. The purchase of ThoughtFarmer, an intranet platform, will assist in increasing the College’s internal communication ability. With ThoughtFarmer, all governance groups not mandated by the Brown Act to post agendas and minutes publicly can share information internally to the campus community. The full implementation of this platform was delayed because of the pandemic and the District’s adoption of Microsoft Cloud. The College is finalizing its purchase of ThoughtFarmer’s cloud version in summer 2023 with the intent to implement fully in fall 2023. The College recognizes the importance of governance information sharing. The Academic Senate identified the need for professional development regarding the posting of agenda and minutes for its standing committees in accordance with the Brown Act. Since only the CRC currently meets this requirement, the Academic Senate will address this item in fall 2023.

The District disseminates timely information about significant decisions such as program offerings, commitment to SLOs, and commitment to DEIA through a network of published meeting agendas and minutes, public reports, committee liaisons, memos, and email
updates. The District OIER is working on a climate survey that will provide insight into decisions and how they are made in order to improve effectiveness.

The District offers various methods of communication and dialogue to its stakeholders:

- **NewsCenter**: The District’s online news outlet reports on various events, activities, and significant accomplishments, apprising the community of the many exemplary ways the District accomplishes its mission, and provides an opportunity for the community to remain informed of celebrations and events throughout the District.

- **Chancellor’s Messages**: The Chancellor sends periodic updates to the District community and community members on significant areas of interest. Updates have pertained to the state budget, the baccalaureate degree, enrollment, and facilities. Chancellor’s Messages are available on the District website and in print.

- **Board Reports**: Reports provide a summary of all actions by the Board at public Board meetings and are distributed electronically throughout the organization and to key community leaders after each Board meeting. The reports are available electronically on the District website and in printed form in various District offices.

- **Chancellor’s Cabinet Updates**: Updates provide a monthly report summarizing the significant discussion and decisions of the Chancellor’s Cabinet. The Chancellor’s Cabinet is composed of the Chancellor, the Presidents, the Vice Chancellors, the District Director of Communications and Public Relations, and the Executive Assistant to the Chancellor. The Chancellor’s Cabinet meets weekly to collectively plan and provide leadership for the business of the District to meet its mission effectively.

**IV.A.7** Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

**Evidence of Meeting the Standard**

The College is committed to maintaining effective leadership roles and ensuring the integrity and effectiveness of its governance and decision-making policies, procedures, and processes, as demonstrated by the reorganization of the College governance structure through the IEPI improvement grant. Led by the Office of Institutional Effectiveness, the College conducts an annual review of governance groups that includes an anonymous survey on governance group effectiveness and a checklist that guides governance group review and evaluates membership and charge (IV.A.7-01). The results of these evaluation tools are communicated via meeting agenda items and the minutes of each governance group.

On behalf of the College, the District conducts regular management evaluations for directors, Deans, Vice Presidents, and the College President in accordance with the scheduled sequence for evaluating management employees. This evaluation process includes a Management Evaluation and Management Feedback survey (IV.A.7-02, IV.A.7-03, IV.A.7-04).
BP 2435, Evaluation of the Chancellor, and AP 2435, Evaluation of the Chancellor, grant the Board the authority to evaluate the District Chancellor ([IV.A.7-05, IV.A.7-06]).

Leadership roles and the District’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. BPs and APs are reviewed on a six-year cycle to ensure currency ([III.A.11-01]). The District has nine participatory governance councils and committees divided into two tiers, all of which have a defined set of functions and responsibilities consistent with BP 2510 and AP 2510 and reviewed annually based on feedback from council and committee membership ([IV.A.2-01, IV.A.2-02]). The results are published in the District AGH. The development of the District Strategic Plan identified the need for a Program Review process that mirrored the Colleges’, including the goal of creating a District Office of Program Review, which the newly appointed Vice Chancellor of Institutional Innovation and Effectiveness has been tasked with instituting.

**Analysis and Evaluation**

It is recommended to identify a point of contact for the governance review process and formalize the review of survey results at College Council. During the ISER’s development, the annual review process for governance groups was found to be non-systematic, with no individual or campus entity identified as having oversight of the process.

College leadership roles, including the President, are assessed at regular intervals according to each unit’s respective CBA. In conjunction with their supervisors, managers develop a list of people to whom to send a feedback survey, including all direct reports, peers, and anyone the individual works closely with within the College or the District. Managers meet with their supervisors once the results are received for a review, and an evaluation form is filled out. The District Chancellor is assessed at regular intervals by the Board. The evaluation process includes a discussion of the prior year’s goals and objectives, management feedback instrument results, a self-evaluation, goals and objectives for the upcoming year, and a discussion of performance goals relating to the District’s commitment to DEIA.

The IEPI improvement grant reorganized College governance by clustering committees under five councils while retaining constituency groups for the Academic Senate, Classified Senate, and ASG. Within this new framework, all governance groups are expected to identify a work plan in alignment with the group’s purpose and the strategic priorities it supports (e.g., the College mission, Accreditation Standards, Strategic Plan priorities, Equity Plan goals, and other initiatives). The grant strengthened the annual review of governance groups outlined in each group charge. Items addressed in the review are:

- The group’s purpose.
- Plans or planning processes the group supports, approves, or recommends.
- Activities the group supports, approves, or recommends.
- The group’s role in advancing equity and anti-racism.
- Accreditation Standards related to the group’s work.
Within the District governance structure depicted in Figure 35, the first tier of participatory groups consists of five councils with broad oversight, each chaired by one of the District Vice Chancellors. The second tier consists of three more narrowly-focused committees chaired by a Chancellor’s Cabinet member or a manager reporting to a Cabinet member.

**Conclusions on Standard IV.A: Decision-Making Roles and Processes**

The College has prioritized an inclusive, transparent, and streamlined governance system, as evidenced by its extensive work in governance group restructuring, with the goal of ensuring all constituency voices are well-represented in College wide decisions. The decision-making
structures are well-defined with a clear line of reporting. In keeping with the social justice mission of the College, an intentional focus was placed on incorporating each group’s role in advancing equity. The College will implement an intranet platform allowing governance groups to share documents, agendas, and minutes, and reestablish the annual governance survey. The College adheres to all policies and procedures that allow constituent groups representation and authority over certain campus operations, such as instruction and Student Services. The College has a strong tradition of supporting ideas from all members of campus and encouraging and valuing work that supports the mission.

**Improvement Plan(s)**

Table 15 shows areas needing attention or enhancement for Standard IV.A:

Table 15. Improvement Plans for Standard IV.A.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Intended Outcome</th>
<th>Activities</th>
<th>Timeline</th>
<th>Responsible Parties</th>
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<tbody>
<tr>
<td>IV.A.6</td>
<td>Implementation of ThoughtFarmer</td>
<td>Training for committee Chairs</td>
<td>Fall 2023</td>
<td>ITC</td>
</tr>
<tr>
<td>IV.A.6</td>
<td>Institutionalization of governance group posting of agenda/minutes</td>
<td>ThoughtFarmer training; Professional development for all governance groups subject to the Brown Act</td>
<td>Fall 2023 to Spring 2024</td>
<td>ITC; Academic Senate; College Council</td>
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<tr>
<td>IV.A.6</td>
<td>Climate survey on decision-making processes</td>
<td>Implementation of survey</td>
<td>To be determined by the District</td>
<td>District OIER</td>
</tr>
<tr>
<td>IV.A.7</td>
<td>Program Review process at the District level</td>
<td>To be determined by the District</td>
<td>To be determined by the District</td>
<td>Vice Chancellor of Institutional Innovation and Effectiveness</td>
</tr>
<tr>
<td>IV.A.7</td>
<td>Identify the College governance group survey point of contact and assessment timeline</td>
<td>Discussion at City Planning Council; Update to College Council</td>
<td>Fall 2023 to Spring 2024</td>
<td>Office of Institutional Effectiveness; City Planning Council</td>
</tr>
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</table>

**Evidence List**

- [IV.A.1-01](#) Test Proctoring Center
- [IV.A.1-02](#) #RealCollege Survey Report 2019
- [IV.A.1-03](#) Basic Needs Center
- [IV.A.1-04](#) Hunger Action Day/Knights Table Food Pantry
- [IV.A.1-05](#) Meal Vouchers
- [IV.A.1-06](#) Welcome Home City
- [IV.A.1-07](#) Title III HSI Yo Soy STEM Grant
- [IV.A.1-08](#) Pride Hub
- [IV.A.1-09](#) Title III AANAPISI Grant
B. Chief Executive Officer

**IV.B.1** The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard
The College President serves as the CEO, with overall responsibility to the Chancellor for all aspects of leadership, planning, and budgeting; selecting and developing personnel and facilities; and delivery of all the College’s educational programs and institutional services (IV.B.1-01, IV.B.1-02). The President’s overall responsibility is to provide leadership and coordination that encourages collaboration among constituents and the community. Per AP 4200.1, the President makes the final decision when selecting all new College administrative, faculty, and staff personnel by virtue of the position as Chair of the final interview committee and by recommending the candidate of his choice to the Chancellor (IV.B.1-03).

The President utilizes the governance structure of councils and committees—with representation from the College’s major operational divisions and constituents—to implement College plans, District policies, and Education Code regulations. As Chair of College Council, the President facilitates College wide participation of constituents, including College councils and committees, and the development of planning documents such as the Strategic Plan, EP, FP, CGH, SJC, and review of the College mission.

The President communicates his vision and goals at Convocation each year and reinforces these messages with Weekly Updates through email and President’s Messages via YouTube (IV.B.1-04, IV.B.1-05). The President meets regularly with the leadership of all constituency groups and area supervisors and invests in professional development for administrators, faculty, and classified professionals (IV.B.1-06).

Analysis and Evaluation

The President establishes leadership of the College through the integrity of overall planning, vision, and goals for the College and the effective integration of information-sharing and ongoing self-assessment. The President delegates the assessment of institutional effectiveness to the Dean of Institutional Effectiveness, who chairs the City Planning Council, which is responsible for oversight of College wide processes that support planning and institutional effectiveness aligned with College priorities. The Dean regularly meets with the President to discuss institutional effectiveness. Annually, the Academic Senate develops and submits faculty hiring priority recommendations to the College President for consideration. In the hiring process, the College President attends the final interviews, then makes recommendations to the Chancellor for final approval and recruitment authorization.

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The College President plans, oversees, and evaluates the College administrative structure, which is organized and staffed to reflect the College’s purpose, size, and complexity. The President delegates authority as appropriate to administrators, the Academic Senate, and
others consistent with their responsibilities and District policy. The President has six direct
reports, including the Vice Presidents of Instruction, Student Services, and Administrative
Services, who rotate the role of acting President in the President’s absence (IV.B.2-01). The
other three direct reports include the Dean of Institutional Effectiveness, who oversees the
Office of Institutional Research; the Information Officer, who oversees the Office of
Communications; and the Director of Resource Development and Entrepreneurship.

Analysis and Evaluation
College Council affords the President an opportunity to delegate authority, communicate
important issues, and pass responsibility for action to classified professionals, supervisors,
administrators, managers, faculty, Academic Senate leaders, ASG leaders, and others. At
these meetings, the President delegates authority to address issues related to student
success, budget administration, facilities management, human resource requirements, and
other topics. The administrative organization works in conjunction with the governance
structure to carry out the delegation of duties as assigned by the President. The CGH
illustrates the size and complexity of the administrative structure overseen by the President.

IV.B.3 Through established policies and procedures, the CEO guides institutional
improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student
  achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of
  external and internal conditions;
- ensuring that educational planning is integrated with resource planning and
  allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and
  achievement; and
- establishing procedures to evaluate overall institutional planning and
  implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard
The College President establishes a collegial process of value, goal, and priority setting
through the governance process of councils and committees that ultimately report to College
Council. The governance reorganization through the IEPI grant was supported and affirmed
by the President through College Council, strengthening the connection between decision-
making and the core values of the College (IV.B.3-01). The President establishes and
communicates broad goals in alignment with the College’s mission through formal addresses
at Convocation, College Council leadership, and email (IV.B.3-02, IV.B.3-03, IV.B.3-04). Of
special note is the President’s advocacy and support in establishing the College’s first SJC and
Land Acknowledgement in alignment with the core values of the College (IV.B.3-05).
The President establishes the priorities for the bi-annual Planning Summits reliant on institutional data, such as student success metrics (in consultation with the Dean of Institutional Effectiveness), allocates financial resources, and delegates authority to the Vice President of Instruction to engage all College constituents in creating retention strategies aligned with the Equity Plan and Guided Pathways initiatives (IV.A.3-10).

**Analysis and Evaluation**

The President utilizes the governance structure for effective decision-making involving all constituent groups and aligning with the College's mission, values, and priorities. As Chair of College Council, the President oversees major decision-making processes and receives recommendations on key issues like integrated planning, organization, budget development, and institutional effectiveness. Within a multi-college district, the President integrates College and District plans and advocates for the College.

**IV.B.4** The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

**Evidence of Meeting the Standard**

The College President leads the accreditation process, ensuring that the College meets ER, Accreditation Standards, and ACCJC policies (IV.B.4-01, IV.B.4-02). In consultation with the assigned ALO, the President establishes the framework under which institutional accreditation activities and self-evaluation processes occur. The College ALO assigned by the President is the Dean of Institutional Effectiveness, who co-chairs the Accreditation Committee with the FAC. Accreditation Committee membership includes the Vice Presidents of Administrative Services, Instruction, and Student Services, the Student Services and Instructional Deans, faculty, classified professionals, and student representatives (IV.B.4-03). With leadership from the ALO and the FAC, the Accreditation Committee coordinated the creation, recruitment, training, and support of the ISER team (IV.B.4-04), which included representatives from nearly every employee group on campus (IV.B.4-05). The President meets regularly with the ALO to discuss matters of accreditation. The new governance structure emphasizes which Accreditation Standards relate to each governance group and requires review of those responsibilities at the end of each academic year (IV.B.4-06).

**Analysis and Evaluation**

The President, through the governance and administrative structure of the College, oversees continual compliance with ER, Accreditation Standards, and Commission policies. The President is briefed regularly by the ALO and offers public support for accreditation activities through campus communications (IV.B.4-07). The President delegates authority to faculty, staff, and administrative leadership through the ALO, Vice Presidents, and the FAC.
The President engages in continual learning regarding the accreditation process by participating as an ACCJC peer reviewer and encourages campus leadership to serve on review teams, with both the Vice President of Instruction and the ALO serving on comprehensive evaluation teams in 2022. The President supported the new governance structure that emphasized linking governance groups to their ongoing role in accreditation, institutional effectiveness, and the mission and values of the College.

**IV.B.5** The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

**Evidence of Meeting the Standard**

The College President implements Board policies, statutes, and regulations and ensures the College operates in accordance with the District and College mission, policies, procedures, and guidelines. Because the President engages in participatory governance as a member of the DGC and the Chancellor’s Cabinet, he is well-informed of District and Board policies governing College practices and can make recommendations to the District and Chancellor regarding legislation and issues consistent with the College mission. For example, the College successfully won a $344,000 Affordable Student Housing Grant (Senate Bill 169), to support a feasibility study and planning for on-campus affordable student housing (**IV.B.5-01**). The President was integral in winning support from state and local officials, the San Diego Housing Commission, and District leadership.

The President communicates information about Board policies and state regulations through campus wide communications and works closely with the Vice Presidents of Instruction, Student Services, and Administrative Services to ensure that regulations and policies pertaining to those divisions are adhered to (**IV.B.5-02, IV.B.5-03**). Through the College’s governance structure, the President works with campus leadership to participate in operational and College policy recommendations, oversee budget and expenditure management, and assure College practices are consistent with the institutional mission and policies.

**Analysis and Evaluation**

The President is an active member of the Chancellor’s Cabinet and the DGC and attends Board meetings to maintain currency on Board actions and recommendations. When the President cannot attend, he delegates the responsibility to a Vice President. Through College Council and the Executive Cabinet, the President facilitates the sharing of policy and procedural recommendations, statutes, regulations, and/or BPs to all governance groups.

The College is a leader in advocating for social justice issues. The President was integral in lobbying local, state, and District leadership to support the College’s Affordable Student Housing Grant proposal, which aligned with institutional priorities of equity and access to
higher education. Due to the feasibility study and needs assessment conducted for the grant, the College was awarded a $75 million construction grant for affordable student housing.

IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The President is actively involved with and communicates regularly with the various cultural and civic organizations and other communities served by the College. The President serves on several community organization boards, such as the African American Male Education Network and Development (A2MEND) organization and is a member of the American Association of Blacks in Higher Education (AABHE) (IV.B.6-01, IV.B.6-02).

The College serves a large proportion of students who live east and south of the College service area in historically underserved areas of the city. The President has strongly supported and encouraged outreach efforts by the Outreach Office and other departments to the College’s feeder high schools and community centers in these areas. A key high school outreach effort has been the creation of “signing days” hosted by the Outreach Office (IV.B.6-03, IV.B.6-04). Outreach efforts within the community include resource fairs with staff panels to build community and invite potential students to engage with services (IV.B.6-05). The President supports an annual Week of Service with administrators, staff, and students volunteering for various organizations, such as the Salvation Army, Father Joe’s Village, and Chicano Park (IV.B.6-05, IV.B.6-06).

The President is aware of the challenges the College faces and makes concerted efforts to engage with the community the College serves. The President’s motto for the College is “You Belong Here,” which indicates that the College has the interest of every student who comes to the College seeking opportunity and education at heart. This motto is reflected in the various organizations the President participates in and events he supports.

Analysis and Evaluation

The President shows commitment to the communities the College serves and actively advocates for building partnerships and services that support the needs of students. The President is a board member of A2MEND and actively supports the work of the organization by establishing relevant College events, such as the first annual Black Educators Event in 2023. This free event featured educators of color from around the region and within the K–12, college, and university systems. The community was invited to attend, network, and participate in the job fair. Similarly, the President is a member of AABHE and collaborates with colleagues from the region to address issues such as Black faculty and staff representation.

College enrollment and retention are areas of focus for the President, reflected within the EP. The Outreach Office hosts innovative “signing days” at local feeder high schools to
celebrate the accomplishments and decisions of students who committed to attending the College. Over the past several years, the College emphasized targeted outreach efforts within the communities the campus serves. One such event at the East African Community and Cultural Center captures the nature of these efforts. The event included a panel of students and staff who shared personal experiences and concluded with a resource fair connecting attendees to campus services such as counseling, financial aid, and specialized student programs such as UMOJA and Hermanos Unidos Brothers United (HUBU). The President is actively involved in advocating for and recruiting administrators and staff for the annual Week of Service the College hosts, where the campus community volunteers with local organizations.

Conclusions on Standard IV.B: Chief Executive Officer

The College's leadership plays a pivotal role in upholding and advancing its mission, vision, and values. The President strongly shares the values of the College and makes every effort to promote them within the campus and community the College serves. The President supports a transparent and participatory governance structure and communicates expectations regarding decision-making while emphasizing the importance of open communication and collaborative efforts. Under the President’s leadership, a new governance structure was enacted that intentionally tied Accreditation Standards and strategic priorities to the work of College governance. The President delegates authority to executive leadership that enables effective oversight of College processes.

Improvement Plan(s)

None.

Evidence List

IV.B.1-01 College President Job Description
IV.B.1-02 BP 0010 District Administrative Organization
IV.B.1-03 AP4200.01 Employment of Faculty
IV.B.1-04 President’s 2022 Vision and Goals
IV.B.1-05 President's Enrollment Message: July 18, 2023
IV.B.1-06 Classified Appreciation Development
IV.B.2-01 Acting President Example
IV.B.3-01 Governance Values and Priorities
IV.B.3-02 Convocation Spring 2021
IV.B.3-03, College Council Goals: January 10, 2023
IV.B.3-04 President’s Enrollment Management Forum Message
IV.B.3-05 Social Justice and Land Acknowledgement
IV.B.4-01 BP 3200 Accreditation
IV.B.4-02 Ap 3200 Accreditation
IV.B.4-03 Accreditation Committee Charge DRAFT May 2023
IV.B.4-04 Writing Team Orientation January 2022
IV.B.4-05 Writing Team Membership
IV.B.4-06 Example Committee Charge with Accreditation Standards
C. Governing Board

IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

Per the California Education Code, a five-member locally elected Board with one non-voting student member governs the District. The five Trustees are elected to four-year terms in even-numbered years. Trustee candidates first run in district-only (regional) elections, and the two top candidates for each of the five districts run city-wide in a general election. The Associated Students Presidents, elected by the students at each College, collectively share the role of Student Trustees (IV.C.1-01, IV.C.1-02). BP 2015, Student Members, and AP 2015, Student Members, were recently updated to include a Student Trustee representative from the College of Continuing Education to have representation from all four District Colleges.

Through policies and actions, the Board exercises oversight of the academic quality and effectiveness of student learning programs and services, including regular reports at Board meetings on student outcomes and accountability measures (such as review and approval of SEA plans), enrollment strategies, commitment to student and faculty diversity, policy changes, ongoing review of fiscal matters, and reports on various academic programs and services (IV.C.1-03, IV.C.1-04, IV.C.1-05, IV.C.1-06). Agenda items for retreats reflect the Board's commitment to academic quality. After comprehensive review and approval by faculty, the Board approves new revisions to courses and degree and certificate programs for credit and noncredit programs (IV.C.1-07). The Board's commitment to academic quality and institutional effectiveness is evident in the Board's annual goals; each is linked to various Accreditation Standards and the District's Strategic Planning Goals (IV.C.1-08).

Board policies and procedures require sound fiscal and budget management practices to help ensure the District's financial stability. Composed of two Board members, the standing Budget Study and Audit Subcommittee meets with the Chancellor and the Vice Chancellor of Finance and Business Services to review annual proposed, tentative, and final adopted
budgets in detail before they are finalized and submitted for full Board approval at a public Board meeting. The subcommittee, the Chancellor, the Vice Chancellor, and representatives of an external auditing firm meet to review the five District audits.

**Analysis and Evaluation**

The District has a stable, deeply committed, locally elected governing Board with authority over and responsibility for policies and practices that assure the academic quality, integrity, and effectiveness of student learning programs and services and the institution's financial stability. The Board is well-known for its commitment to students, as evidenced by the inclusion of a Student Trustee from the College of Continuing Education and the rotating "sitting Trustees" model for a student voice at Board meetings. In addition to being mentored, the Student Trustees collectively plan and advocate on behalf of students.

Quality of programs, integrity of institutional actions, and effectiveness are the Board's top priorities, as demonstrated through the District’s mission statement, policies, and actions. The Board consistently monitors outcomes and exercises oversight over the academic quality and effectiveness of student learning programs and services. The Board receives routine reports on student outcomes and establishes goals to strengthen institutional effectiveness.

**IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

**Evidence of Meeting the Standard**

Board members are collegial and highly regarded in the community. They have varied backgrounds and perspectives which lead to thorough discussions on matters before the Board. Once a decision is reached, all Board members act in support of the decision and speak with one voice. The Board’s commitment to high standards is reflected in BP 2715, which specifies that to function legally and effectively, the Board must govern as a whole and not through individual actions of Board members. BP 2715 establishes the expectation of Board members for high ethical conduct and addresses managing conflicts of interest and handling special interest groups (III.A.13-07). Board meetings are conducted to ensure Board members can engage in a thorough discussion before the Board takes decisive action.

**Analysis and Evaluation**

The District’s governing Board is highly stable and effective. One Board member has served for 32 years, two members for more than 14 years, one member for ten years, and one member for one year. Members collaborate in support of decisions and are active statewide and nationally, contributing to innovation and effective Board relations. The Board has authority over and responsibility for policies ensuring academic quality, integrity and effectiveness of student learning programs and services, and the District’s fiscal integrity.

Board members recognize that legal and effective functioning is by the Board as a whole. District matters are not governed by individual actions of Board members. When acting as
Board members, Trustees speak and act on behalf of the District, not as individuals. Trustees use care not to misrepresent their individual opinions or actions as those of the Board. Although Trustees abide by Board direction, they retain the right to seek changes in decisions through ethical and constructive channels.

**IV.C.3** The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

**Evidence of Meeting the Standard**

The Board adheres to policies for selecting and evaluating the District Chancellor and College Presidents. The Board follows BP 2431, Chancellor Selection, and BP 2432, Chancellor Succession (**IV.C.3-01, IV.C.3-02**), for the selection of the Chancellor, and BP 2435 and AP 2435 for the Chancellor’s annual evaluation (**IV.A.7-05, IV.A.7-06**). The Board follows BP 2436, President Selection, and BP 2437, Evaluation of the President, for selection and evaluation of College Presidents (**IV.C.3-03, IV.A.7-04**).

**Analysis and Evaluation**

The Board takes responsibility for selecting and evaluating the Chancellor very seriously, following set selection and evaluation processes. In turn, the Chancellor is responsible for selecting and evaluating his direct reports (including College Presidents, Vice Chancellors, and members of the Chancellor's Cabinet). The Board designates a Board Chancellor Search Subcommittee to oversee the search process to fill the Chancellor position in the event of a vacancy. The subcommittee (composed of members of District governance groups and appropriate representatives from the community) reviews application materials, conducts initial interviews, and makes recommendations concerning all aspects of the search process. The Board interviews finalists in a closed session with the final selection announced in an open session and voted on for approval. The last successful Chancellor search occurred in 2021. However, the Chancellor recently resigned, and an acting Chancellor was appointed (**IV.C.3-04**). The search for a new Chancellor has recently begun (**IV.C.3-05**).

A Board Subcommittee on Chancellor Evaluation is responsible for the evaluation process. The Board may solicit input from various constituents, including College Presidents, District senior staff, Academic Senate Presidents, union representatives, outside agencies, and others designated by the Board. Each year, the Chancellor prepares a written self-evaluation and accomplishments document to be included in the evaluation. The Board meets with the Chancellor, who is provided with the final evaluation report. A signed copy of the Chancellor's evaluation is maintained in the District PCTS Division.

The Board shares responsibility with the Chancellor for hiring and evaluating the performance of College Presidents. BP 2436 specifies the selection procedures, which involve national searches. To begin the process, the Board must direct the Chancellor to initial the presidential search process. Contracts for College Presidents include a provision for an annual evaluation conducted by the Chancellor. College Presidents complete an annual
presidential self-assessment, update their goals for the following year, and meet with the Chancellor to review both documents. Presidents undergo a comprehensive evaluation annually for the first four years and every three years thereafter. The Presidents’ self-evaluations are supplemented by the results from the management feedback survey, which collects input from classified professionals, faculty, supervisors, managers, outside agencies, and others as designated by the Chancellor, who prepares summary evaluations.

IV.C.4 The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The Board includes five members elected to four-year terms by the voters of the Trustee areas composing the District. The Associated Students Presidents, selected by the students at each College, collectively share the role of Student Trustee, who serves a one-year term on the Board. The Student Trustee has the right to attend all meetings of the Board, except for closed sessions, and may cast an advisory vote on actions. Board members work together collaboratively to advocate for and defend the interests of the District, execute its mission, and achieve its strategic goals. The Board established a Trustee Advisory Council to facilitate communication among citizens, Board members, and educators and to advocate for the community (IV.C.4-01, IV.C.4-02). The Board adopted and complied with an ethics policy applicable to its members and a specific conflict of interest policy to ensure actions in the public's interest (III.A.13-04, III.A.13-05, III.A.13-06).

Public input on the quality of education and College operations is facilitated through open session comments at Board meetings and through the Board’s consistent adherence to open meeting laws and principles. Public members can express their perspectives during the public comments section of each Board meeting when individual agenda items are under consideration and through direct correspondence with the Board (IV.C.4-03). Board members engage with local communities across the District (IV.C.4-04). The Board engages in advocacy efforts on behalf of the District and CCC in general through its legislative advocacy locally, in Sacramento, and in Washington, DC (IV.C.4-04). Annually, the Board sets policy and legislative priorities in consultation with the Chancellor and the state legislative consultant.

Analysis and Evaluation

The Board carries out its role and appropriately reflects the public interests while adhering to the highest ethical standards. The Board maintains its independence as a policymaking body by studying all materials before meetings, being well-informed before engaging in District business, asking questions, and requesting additional information. Through legislative advocacy in Sacramento and Washington, DC, the Board participates in advocacy efforts on behalf of the District and CCC.
The practice of Board members visiting the local community helps broaden members' perspectives on issues affecting the Colleges and the communities they serve. The Board receives a wide range of input from community and constituent groups by holding meetings annually at the four Colleges in addition to the ones regularly scheduled at the District Office.

**IV.C.5** The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

**Evidence of Meeting the Standard**

The Board establishes policies consistent with the District mission to ensure the quality, integrity, and improvement of student learning programs and services, demonstrated by the integrated planning of the Board’s annual goals, the respective Accreditation Standards, and the District Strategic Planning Goals (IV.C.1-08). BP 2200, Board Duties and Responsibilities, enumerates the Board's ongoing commitment to fulfilling its responsibilities regarding legal standards, fiscal health, and educational quality (IV.C.5-01). Board policies support SEA and the establishment of a philosophy and criteria for association degrees and GE (IV.C.5-02, IV.C.5-03, IV.C.5-04). BP 2200 outlines the Board’s responsibility for legal matters and establishing policies that define the institutional mission and set prudent, ethical, and legal standards for College operations (IV.C.5-01). The Board regularly receives counsel on pending and anticipated litigation in closed sessions so it may take appropriate action on all legal matters (IV.C.5-05). The Board established policies for budget preparation and management (BP 6200 and BP 6250) and fiscal management (BP 6300) (III.D.4-03, III.D.4-04, III.D.4-05).

**Analysis and Evaluation**

The Board is committed to educational quality, financial integrity, and stability per state and federal laws and regulations. The Board establishes and regularly updates policies consistent with the District mission to ensure the quality, integrity, and improvement of student learning programs and services in alignment with ACCJC Standards. The Board holds the Chancellor responsible for the District’s overall operation, following policy to ensure quality academic programs and services, sound fiscal practices, and prudent ethical and legal standards for the institution's operation. The Board approves and manages all fiscal matters and maintains sufficient cash reserves to meet all short-term obligations and address unforeseen emergencies. Adequate funds are held for long-term commitments. The Board assures sound fiscal management, including adequate internal controls, accurate, timely, and reliable fiscal information, and clearly defines responsibility and accountability for fiscal management.

**IV.C.6** The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.
Evidence of Meeting the Standard

The Board's webpage contains resource links directing the public to the Board’s bylaws and policies. Published resources include BPs specifying the Board’s size and composition, duties and responsibilities, and operating procedures (IV.C.6-01). Board duties and responsibilities are specified by BP 2200 (IV.C.5-01), and Board size and structure are specified by BP 2010, Board Membership; BP 2015; BP 2210, Officers; and BP 2220, Committees of the Board (IV.C.6-02, IV.C.6-03, IV.C.6-04, IV.C.6-05).

Board operating procedures are specified by BP 2100, Board Elections; BP 2105, Election of Student Member(s); BP 2110, Vacancies on the Board; BP 2310; BP 2315, Closed Session Meetings; and BP 2320, Special and Emergency Meetings (IV.C.6-06, IV.C.6-07, IV.C.6-08, IV.C.6-9, IV.C.6-10, IV.C.6-11). A number of policies that address the specific conduct of the Board, include: BP 2330, Quorum and Votes; BP 2345, Public Participation at Board Meetings; BP 2717, Board of Trustees Personal Use of Public Resources; and BP 2745, Board Self-Evaluation and Goal-Setting.

Analysis and Evaluation

The District publishes and maintains a Board webpage describing the composition of the Board, guidance for communicating with the Board, BPs, and Board goals, in addition to the Board meeting schedule, agenda, minutes, and reports. BPs about the size, structure, and operating procedures of the Board and the District's responsibilities are published on the District webpage, available to the public. The Board consistently adheres to its policies and ensures they remain current through ongoing review.

IV.C.7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The Board consistently acts following its policies and procedures. All new Board members participate in a comprehensive orientation and attend statewide Trustee training to ensure a thorough understanding of their role as Trustees and an understanding of the policies and procedures of Board operations.

The Board conducts regular meetings at least once each month. Board meetings are scheduled adhering to a schedule approved by the Board at a regular meeting (IV.C.7-01). Minutes and formal Board Reports reflecting all the actions of the Board are published after each meeting (IV.C.7-02, IV.C.7-03). All regular and closed sessions and special and emergency meetings are conducted per APs and BPs 2310–2365 (IV.C.7-04). The Board schedules special retreats each semester to address specific policy and operational matters, such as College policies and operations, and to establish annual goals. APs and BPs are established under AP 2410 and BP 2410 and are revised every six years to ensure accuracy and compliance with state and federal law changes (I.B.7-01, IV.C.7-05, IV.C.7-06).
Analysis and Evaluation

The conduct of Board meetings, meeting minutes, and Board Reports demonstrate the Board's actions are consistent with its policies. The Board actively reviews and assesses its policies to ensure effectiveness in fulfilling the District's mission. BPs and APs are updated periodically based on state and federal law changes or organizational needs. The Chancellor and Vice Chancellors are ultimately responsible for ensuring that the policies and procedures under their respective areas remain current and accurate.

IV.C.8 To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Board has a deep, long-standing commitment to student success and equity, best reflected in its annual goals, which link to the District's recently-completed Strategic Plan and reference the Accreditation Standards they support (IV.C.1-08, IV.C.8-01). At public meetings, the Board receives regular reports on various student outcomes and achievements, including annual degrees and certificates awarded, enrollment trends, student demographic trends, Basic Skills outcomes, student success planning, student support services, the Student Success Scorecard, and Honors Program outcomes.

The Board's commitment to monitoring student achievement is demonstrated by the Board's practice of scheduling public Board meetings at each of the Colleges with a particular focus on highlighting student excellence and achievement (IV.C.8-02). Another indication of the Board's commitment to ensuring student success is its collaboration with SDUSD’s Board of Education, the governing body for the District's K–12 feeder schools. Each year, the two Boards hold a joint Board meeting to review outcomes of first-time high school students transitioning to District Colleges and the various concurrent enrollment partnership programs and support services between the two Districts (IV.C.8-03, IV.C.8-04).

Analysis and Evaluation

The Board establishes clear expectations for student success and equity through its Strategic Plan and annual goals. The Strategic Plan primarily focuses on what is required to meet student needs and achieve student success. Board goals align with the Strategic Plan and Accreditation Standards, support the Board’s commitment to social and racial justice, and call for multiple measures of student success indicators such as the State Chancellor’s “Call to Action,” the College’s Equity Plan progress, and student food and housing insecurity.

The College-hosted rotating public Board meetings have become an important mechanism to highlight the excellent work of the institutions in meeting their mission. These meetings include a special segment, generally one hour in length, where the Colleges highlight academic programs and services with a specific focus on student learning and academic
achievement. The Board’s commitment to student success is evident in its strong relationship
with the SDUSD Board, where the two develop joint goals and committees and review
indicators of success for the San Diego Promise program, concurrent enrollment, CTE credit
by examination, CCAP, and others.

**IV.C.9** The governing board has an ongoing training program for board development,
including new member orientation. It has a mechanism for providing for continuity of
board membership and staggered terms of office.

**Evidence of Meeting the Standard**

The District, in accordance with BP 2740, Board Education, is committed to ongoing
development of the Board. The process for orienting Board members is clear and includes an
overview of District operations; a review of ethical rules and responsibilities; a briefing on
compliance with the Ralph M. Brown and Fair Political Practices Acts; a review of the roles of
auxiliary organizations and employee organizations; and a discussion about preparing for and
conduct during Board meetings (**IV.C.9-01**). In consultation with the President of the Board,
the Chancellor facilitates semi-annual Board retreats and schedules regular educational
presentations to the Board throughout the year. Board members participate in mandated
training, such as ethics training required under AB 1234, and training through attending
League and ACCT conferences where leadership development training is provided. The Board
follows a policy to ensure the continuity of Board membership when vacancies occur, and
the staggering of Board elections provides continuity of governance (**IV.C.6-08, IV.C.9-02**).

**Analysis and Evaluation**

Board members participate in a comprehensive orientation and attend statewide Trustee
training to ensure a thorough understanding of their role as Trustees. Training is conducted
to provide an understanding of BPs and APs pertaining to Board operations.

**IV.C.10** Board policies and/or bylaws clearly establish a process for board evaluation. The
evaluation assesses the board’s effectiveness in promoting and sustaining academic quality
and institutional effectiveness. The governing board regularly evaluates its practices and
performance, including full participation in board training, and makes public the
results. The results are used to improve board performance, academic quality, and
institutional effectiveness.

**Evidence of Meeting the Standard**

The Board consistently adheres to its self-evaluation policies by routinely assessing its
practices, performance, and effectiveness in promoting and sustaining academic quality and
institutional effectiveness (**IV.C.10-01**). The Board's annual self-evaluation is published and
adopted at an open Board meeting, available as part of the Board's published agenda
(**IV.C.10-02, IV.C.10-03**). The Board's self-evaluation details goals, plans, and training for the
upcoming year (**IV.C.10-04**).
Analysis and Evaluation

The Board's self-evaluation process facilitates focus on appropriate roles and responsibilities in the policymaking and accreditation activities of the District and helps promote and sustain educational quality, institutional effectiveness, and student success. The Board and Chancellor are committed to continuously improving the Board's self-evaluation process.

**IV.C.11** The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

**Evidence of Meeting the Standard**

The Board has a code of ethics and a conflict of interest policy including a clearly defined process for dealing with behavior that violates the code. BP 2715 documents the expected behavior of Board members (**IV.C.2-01**). The Board President will address violations of the code, review the matter with the Board member in question, and may establish a process to review the matter further if warranted. If the President of the Board's behavior is in question, the Executive Vice President will address the matter. Other policies relating to the behavior and conduct of Board members include AP 2710, BP 2710, BP 2712, Conflict of Interest Code, BP 2716, BP 2717, and BP 2720, Communications Among Board Members (**III.A.13-04, III.A.13-05, III.A.13-06, IV.C.11-01, IV.C.11-02, IV.C.11-03**).

Numerous policies specify how Trustees should conduct themselves appropriately and legally and assure that they understand their duties and responsibilities, including BP 2200 and policies regarding meetings and practices compliant with the Brown Act. Board members complete a Conflict of Interest form (California 700, Statement of Economic Interest) each year that ensures no conflicts of interest among Board members. Additional Board policies ensure that meetings and practices are in compliance with the Brown Act.

**Analysis and Evaluation**

The Board has numerous policies that specify how Trustees are to conduct themselves appropriately and legally, ensure that Trustees understand their duties and responsibilities, and assure meetings and practice are in compliance with the Brown Act. The Board’s code of ethics and a conflict of interest policy include a clearly defined process for dealing with behavior that violates the code. Annual completion of these forms is conducted under the leadership of the Risk Management Office and completed forms are maintained on file for public inspection. Board members have no employment, family ownership, or other personal financial interest in the District.

BP 2715 documents the expected behavior of Board members in terms of:
● Recognizing their role as a member of the Board and the ramifications of being part of a governing body.
● Managing conflicts of interest and not intentionally using their position for personal gain.
● Monitoring compensation and expense accounts.
● Addressing special interest groups.
● Using appropriate channels of communication and supporting District personnel.
● Maintaining appropriate conduct at Board meetings.
● Exercising their authority as Trustees in a proper manner.
● Addressing administrative matters, assuring that they refrain from involving themselves in matters delegated to the Chancellor.

BP 2715 further states that possible violations of the code of ethics will be addressed by the Board President, who will review the matter with the Board member in question and may establish a process to review the matter further if warranted. In instances where the Board President’s behavior is in question, the Executive Vice President will address the matter.

IV.C.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The Board delegates full authority to the Chancellor, who has responsibility for oversight of District operations and the autonomy to make decisions without interference. Per AP 2430 and BP 2430, Trustees specifically agree to participate in developing District policy and strategies while respecting the delegation of authority to administer the institutions to the Chancellor and College Presidents (IV.A.3-01, IV.A.3-02). The Chancellor’s Cabinet supports the training and focus of the Board in its policymaking role. The Board adheres to AP 2435 and BP 2435 when evaluating the performance of the Chancellor and appropriately holds the Chancellor, as its sole employee, accountable for all District operations (IV.A.7-05, IV.A.7-06).

Analysis and Evaluation

The Board delegates full authority to the Chancellor and pledges to avoid involvement in day-to-day operations, effectively empowering the Chancellor to manage the functions of the District and provide a structure by which the Board holds the Chancellor accountable.

IV.C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.
Evidence of Meeting the Standard

The Board receives regular updates on accreditation processes, Accreditation Standards, ERs, and Commission policies from the Chancellor and through the standing Board Subcommittee on Research, Planning, and Institutional Effectiveness for Student Equity and Inclusion, which is composed of two Board members that meet to review accreditation matters and student success and equity outcomes. The subcommittee engages in the accreditation process through dialogue and review of the College’s ISERs with an emphasis on recommendations for improvement (IV.C.13-01). Periodic updates are provided to the Board at public meetings, such as those held for the Midterm Report submission (IV.C.13-02). The ISER is reviewed by the Board in advance of submission and the College presents a summary of ISER development to the Board (IV.C.13-03).

The Board is deeply committed to the importance of its role in accreditation, as shown in its annual goals, where each goal references the relevant Accreditation Standards and District strategic goals (IV.C.8-01). The District, on behalf of the Board, conducts a comprehensive self-evaluation every seven years prior to the development of the next ISER. The self-evaluation solicits feedback from students and employees through an online survey, which includes items pertaining to accreditation, the District mission, and fiscal oversight (IV.C.13-04, IV.C.13-05). The results of the survey are reviewed and compared to previous years, with the survey feedback informing the Board’s goals and Strategic Planning.

Analysis and Evaluation

The Board subcommittee and periodic reports at public Board meetings and retreats provide systematic mechanisms for the Board’s active involvement in accreditation and facilitates the Board’s review of information about ERs, Accreditation Standards, Commission policies, and accreditation processes to ensure that Board policies and procedures support excellence. Information from Board subcommittee meetings is conveyed to the full Board during open Board meetings. Board members can engage in discussions, ask questions, and provide input. College representatives present relevant information in open Board sessions to begin the accreditation agenda item and answer questions. This comprehensive, interactive communication process ensures all members are informed and involved. All proceedings are documented in meeting minutes and presentations are part of the public Board agenda.

The Board’s annual goals integrate the relevant Accreditation Standards and include District Strategic Plan goals. The Board’s commitment to its role in accreditation is evidenced by its maintaining a standing subcommittee on accreditation and its responsibility to engage in the accreditation process and monitor progress and compliance with the Accreditation Standards. Feedback from student and employee surveys is communicated to the Board and incorporated into the Board’s annual goals.

The District and the Board subcommittee invited the credit Colleges to share their experiences collaborating with the District and Board and engaged in frank dialogue that
produced several areas of improvement. The credit Colleges recognized a need for better communication and information sharing between the District and Colleges during the report’s development. It was acknowledged that the District underwent significant changes in leadership and a reorganization during this time that affected communication. Considering these challenges, the District and Board, in collaboration with the credit Colleges, have resolved to address these issues in follow-up meetings after the ISERs’ submissions.

Conclusions on Standard IV.C: Governing Board

The Board receives training and orientation about the ERs, Accreditation Standards, Commission policies, accreditation processes, and the Colleges’ accredited status from the ACCJC and through statewide and local workshops. The Board participates in regular self-evaluation and has affirmed its commitment to improvements as part of the self-evaluation and accreditation processes (outlined below). The Board approves all reports the Colleges submit to ACCJC.

Improvement Plan(s)

Table 16 shows the areas that need attention or enhancement for Standard IV.C:

Table 16. Improvement Plans for Standard IV.C.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Intended Outcome</th>
<th>Activities</th>
<th>Timeline</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV.C.13</td>
<td>Improved communication between the District, Board Subcommittee on Accreditation, and credit Colleges on accreditation support and reporting</td>
<td>Meeting between ALOs of credit Colleges and the District ALO (Vice Chancellor of Institutional Effectiveness and Research)</td>
<td>Fall 2023 through Spring 2023</td>
<td>ALOs, FACs, Accreditation Committee, Vice Chancellor of Institutional Effectiveness and Research</td>
</tr>
</tbody>
</table>

Evidence List

IV.C.1-01 BP 2015 Student Members
IV.C.1-02 AP 2015 Student Member(s)
IV.C.1-03 Diversity, Equity, and Inclusion Presentation to the Board of Trustees 2022
IV.C.1-04 SDCCD Distance Education Growth, Success, and Support Update 2022
IV.C.1-05 LGBTQ+ Programs and Services Presentation to the Board of Trustees 2022
IV.C.1-06 San Diego Promise Program Presentation to the Board of Trustees 2022
IV.C.1-07 BP 5020 Curriculum Development
IV.C.1-08 Board of Trustees Goals For 2022-23
IV.C.2-01 BP 2715 Code of Ethics/Standards of Practice
IV.C.3-01 BP 2431 Chancellor Selection
IV.C.3-02 BP 2432 Chancellor Succession
IV.C.3-03 BP 243 President Selection
IV.C.3-04 NewsCenter Chancellor Resignation
IV.C.3-05 Board Report 6/15/23 Chancellor Search
IV.C.4-01 Trustee Advisory Council
IV.C.4-02 BP 2820 Trustee Advisory Council
IV.C.4-03 BP 2350 Speakers
IV.C.4-04 Board Report 5/11/23
IV.C.5-01 BP 2200 Board Duties and Responsibilities
IV.C.5-02 BP 5050 Student Equity and Achievement Program
IV.C.5-03 BP 5025 Philosophy and Criteria for Associate Degree and General Education
IV.C.5-04 AP 5025 Philosophy and Criteria for Associate Degrees and General Education
IV.C.5-05 BP 2325 Closed Sessions
IV.C.6-01 Board of Trustees Website
IV.C.6-02 BP 2010 Board Membership
IV.C.6-03 BP 2015 Student Members
IV.C.6-04 BP 2210 Officers
IV.C.6-05 BP 2220 Committees of the Board
IV.C.6-06 BP 2100 Board Elections
IV.C.6-07 BP 2105 Election of Student Member(s)
IV.C.6-08 BP 2110 Vacancies on the Board
IV.C.6-09 BP 2310 Regular Meetings of the Board
IV.C.6-10 BP 2315 Closed Sessions
IV.C.6-11 BP 2320 Special and Emergency Meetings
IV.C.7-01 Board Meeting Schedule
IV.C.7-02 Board Minutes 12/15/22
IV.C.7-03 Board Report 1/19/23
IV.C.7-04 Screenshot BP 2310 to BP 2365
IV.C.7-05 BP/AP Review Flowchart
IV.C.7-06 CCLC Legal Update #40, 4/2022 - Board Policy Review Template
IV.C.8-01 District Strategic Plan 2023-2030
IV.C.8-02 Convocation Fall 2022
IV.C.8-03 Joint Board Report: March 21, 2023
IV.C.8-04 Joint Board Report Score Card
IV.C.9-01 BP 2740 Board Education
IV.C.9-02 AP 2110 Board Vacancies
IV.C.10-01 BP 2745 Board Self-Evaluation and Goal-Setting
IV.C.10-02 Board Meeting: September 9, 2021
IV.C.10-03 Board Annual Survey 2021 Results
IV.C.10-04 Board Self-Evaluation and Accomplishments
IV.C.11-01 BP 2716 Political Activity
IV.C.11-02 BP 2717 Personal Use of Public Resources
IV.C.11-03 BP 2720 Communications Among Board Members
IV.C.13-01 Board Subcommittee on Accreditation ISER Draft Review: May 10, 2023
IV.C.13-02 Board Meeting: March 11, 2021 - Midterm Report
IV.C.13-03 Board Report: June 15, 2023
IV.C.13-04 Accreditation Employee Feedback Survey
IV.C.13-05 Accreditation Student Feedback Survey

D. Multi-College Districts or Systems
**IV.D.1** In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

**Evidence of Meeting the Standard**

An acting Chancellor was appointed after the Chancellor recently resigned, and the search for a new Chancellor has begun ([IV.C.3-06, IV.C.3-05]). Historically, the Chancellor provides strong leadership in establishing and communicating expectations of educational excellence and integrity throughout the District and consistently assures support for the effective operations of the institution. At the beginning of each academic year, the Chancellor’s Cabinet holds a retreat to plan, establish priorities and expectations, and share annual goals; all of which serve as the broad planning framework for the year ([IV.D.1-01]). The Chancellor's annual goals focus on institutional excellence and a demonstrated commitment to the effective operation of the institutions. Each year, the Board’s evaluation of the Chancellor includes an assessment of the Chancellor’s major goals and objectives ([IV.A.7-05, IV.A.7-06]).

The Chancellor and District establish, update, and communicate the delineation of functions and responsibility between the District and the College. These functions are broadly described in the District AGH ([IV.A.3-03]). The Chancellor uses the Chancellor’s Forums scheduled at each College and the District Office at the beginning of the fall semester to establish and communicate expectations of educational excellence ([IV.D.1-02]). The Chancellor establishes expectations of excellence in the Chancellor Messages, which serve as regular written communication to the entire District on enrollment, the budget, and various major planning items, such as the District Strategic Plan ([IV.D.1-03, IV.A.6-10, IV.D.1-04]).

**Analysis and Evaluation**

The Chancellor provides leadership in establishing and communicating expectations for educational excellence and integrity throughout the organization. Through careful planning and weekly meetings, along with the Chancellor’s Cabinet’s annual retreat, the Chancellor ensures the effective operation of the District and its institutions. Working with the Cabinet, the Chancellor has established clearly defined roles and responsibilities between the Colleges’ and District’s administrative departments, a delineation of function published annually and communicated throughout the organization.

**IV.D.2** The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.
Evidence of Meeting the Standard

The Chancellor and District clearly delineate, document, and communicate the delineation of responsibilities and functions of the District from those of the Colleges and consistently adhere to these delineations in practice. The District, in consultation with the ALOs and FACs from each College, updated the Functional Map according to ACCJC guidelines (IV.D.2-01).

The Chancellor holds each President responsible for the operation of their respective institution as articulated in the AGH and the President’s job description. The Chancellor ensures the Colleges receive the effective and adequate services provided by the District to assist them in achieving their mission. The Chancellor meets regularly with each College President to discuss operational matters and engages in planning with them through the Chancellor's Cabinet (IV.D.2-02). The Chancellor meets with the Academic Senate Presidents to receive direct feedback on operations, demonstrating the Chancellor's commitment to effective operations and support for the Colleges.

Resources are allocated to each College through the District budget model that includes resources for fixed costs, FTEF and FTES enrollment targets, and other contractual commitments. Each College has a Business Services Office responsible for budget allocation at the College level to support its programs and operations. Resources are allocated to each District administrative unit to fulfill their responsibilities to the overall organization and the Colleges, including ITS resources, student records maintenance, and legal services. The District is responsible for identifying and calculating District wide revenue resources and allocating those resources to College and District operations to support student access. Planning occurs at both the District and College levels, with ongoing emphasis on integrated planning and resource allocation based upon projected revenues and expenses in support of the mission of the Colleges and the community served by the District.

Analysis and Evaluation

The Chancellor delineates, documents, and communicates the operational responsibilities and functions of the District administrative units from those of the Colleges. This delineation of roles and responsibilities is consistently adhered to and reviewed periodically to ensure effective operation. Administrative divisions of the District—PCTS, Business and Finance, Student Services, Communications and Public Relations, Instructional Services, College Police, Facilities Planning and Operations, and the Chancellor’s Office—provide resources and support to the Colleges in achieving their missions. Administrative divisions conduct annual planning and assessment of the effectiveness of operations in supporting the mission and functions of the Colleges. Since 2016, a survey of the effectiveness of services was added to the annual self-assessment to gather feedback from the Colleges. The results of the survey are included in the Division’s action plans for the following year; this continuous feedback loop contributes to the overall effectiveness of District programs and services.
The Chancellor holds the President responsible for the overall operation of the College and ensures the College has adequate resources and support to achieve its mission by meeting regularly with the President and Academic Senate representatives. The Chancellor’s Cabinet meets weekly to address operational and policy matters and includes clear expectations for follow-up on matters before the Cabinet. The Chancellor’s Cabinet meetings serve as an important forum for the President to provide feedback on the services of the District divisions and departments and the effectiveness of operational responsibilities.

**IV.D.3** The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

**Evidence of Meeting the Standard**

Several BPs and APs guide allocating resources to support the effective operation and sustainability of the Colleges and the District, clearly defining the roles, responsibilities, and allocation process related to resources and expenditures within the budget development process. These include: BP 6100, Delegation of Authority; AP 6100.1, Delegation of Authority; BP 6200; AP 6200.3, Campus Budget Model; AP 6200.4, Revenue and Expense Projections; BP 6250; AP 6250.2, Budget Transfers; BP 6300; and AP 6300.12, District Cashiering, Collections, and Deposits (III.D.16-01, IV.D.3-01, III.D.4-03, III.D.1-07, IV.D.3-02, III.D.4-04, IV.D.3-03, III.D.4-05, IV.D.3-04).

Annual resource allocation is based on state revenue apportionment funding, restricted state funds, and all federal, state, and local grants and contracts in any fiscal year. The District estimates apportionment revenue based upon the prior year's state-funded FTES increased by system-wide growth and COLA as defined in the state's adopted budget for any given fiscal year, plus 1 percent unfunded FTES. The BAM considers the allocation of estimated revenue and projects the District wide revenue and expense allocations to develop the annual budget and provide adequate control of expenditures. Allocation of resources is based upon FTES targets for the Colleges, which is translated into FTEF funding for each entity and covers contract compensation costs for filled and vacant positions that support the targeted FTES to be generated and other discretionary expenses. The Colleges, District wide support service operations, and the District Offices are responsible for resource allocation within their areas of responsibility according to operational needs and planning efforts based upon the BAM.

**Analysis and Evaluation**

District BPs and APs ensure sound practices to support the effective operations and sustainability of the Colleges and District Office. BP 6200, BP 6250, and BP 6300 ensure that the budget preparation and the budget and fiscal management of the District adhere to Title 5 and the CCC Budget and Accounting Manual required of all 72 community college districts in the state. The Colleges are funded to support effective operations and sustainability as determined by the state.
IV.D.4 The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.

Evidence of Meeting the Standard

The Chancellor delegates full responsibility and authority to the College Presidents and supports them in implementing District policies at their respective Colleges (IV.D.4-01). Presidents are held accountable for their College's performance by the Chancellor, the Board, and the communities they serve. Annual evaluations of the Presidents by the Chancellor and regular management evaluations conducted by the District ensure accountability and continual improvement in achieving the College’s mission (IV.A7-03, IV.A.7-04). The Chancellor’s Cabinet conducts an annual retreat to share goals and accomplishments and conduct yearly planning (IV.A.5-05). The Chancellor hears from the Presidents through his participation in DGC and meets with them weekly through the Chancellor's Cabinet, where Presidents share relevant information from within their respective institutions.

Analysis and Evaluation

The President’s authority is delegated by the Chancellor, who has received authority from the Board. The President is expected to strictly adhere to all District policies and the Chancellor expects all communication between the College and the District to be thorough and regular. The President’s overall responsibility is to provide leadership and encourage coordination among staff, students, and the community. The Chancellor delegates full authority and responsibility to the Presidents of the Colleges and does not interfere in any way.

IV.D.5 District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

The District has been evaluating its integrated planning practices by reviewing and assessing planning components to ensure various planning processes are linked in a holistic system. When the District Strategic Plan was created, the Chancellor’s Cabinet and the DGC developed an updated integrated planning framework model to represent planning processes visually through a comprehensive framework, as shown in Figure 36.
The eight-year Strategic Plan was developed in three phases over the course of a year, involving outreach, synthesis of key themes, and creation of goals and objectives (IV.D.5-01). The District wide Strategic Planning Committee, composed of faculty appointed by the Academic Senates, students, administrators, and staff, refined the Strategic Plan’s goals, objectives, and measures. The Board approves the Colleges’ Strategic Plans and charts and monitors the intersection of the District Strategic Plan goals and College Strategic Plans (IV.D.5-02). The Chancellor, with the evaluation and leadership of the College Presidents, ensures accountability in executing the District’s Strategic Plan.

Analysis and Evaluation

The District wide planning framework is an integrated approach allowing for thorough review and intentional alignment of Board goals and District priorities and consideration of District and College plans by the Chancellor’s Cabinet, resulting in the articulation of broad themes.

**IV.D.6** Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

The District values effective two-way communication between itself and the Colleges. In addition to the strong participatory governance structure outlined in the DGH, the District employs various other methods to ensure clear two-way communication where information is easily shared. The following exemplify how effective operations are facilitated by the District’s extensive information sharing network.
● Chancellor’s Cabinet
  ○ Meets weekly.
  ○ Consists of College Presidents, Vice Chancellors, and other executive staff.
  ○ The agenda typically includes items of District wide importance and interest.
  ○ Members share relevant information within their respective organizations.
  ○ Important items of District wide interest are shared with the Cabinet (IV.D.2-02).

● Chancellor’s Forum
  ○ Held in the fall semester.
  ○ Open to all employees and the public.
  ○ The Chancellor communicates District priorities and answers questions (IV.D.6-01).

● Shared Governance Councils and Committees
  ○ Meet regularly.
  ○ Anyone from the District can attend.
  ○ Agendas and minutes are posted online.
  ○ Consist of faculty, classified professionals, administrators, and students from across the District.
  ○ District officials participate when appropriate (IV.D.6-02, IV.D.6-03).

● Board Reports
  ○ Inform students, faculty, staff, and members of the public of Board actions.
  ○ Prepared and distributed in print and electronic formats immediately following each Board meeting (III.B.4-01).

Analysis and Evaluation

Participatory governance fosters consistent communication between the District, the Board, and the Colleges. District personnel maintain regular reporting to the Board, and their active involvement in District participatory governance groups and workgroups ensures effective communication throughout the institution. Similarly, College representatives on these governance groups bring pertinent information back to their respective campuses via the College level participatory governance structure. As a result, both the Board and the College are well-informed about District matters.

**IV.D.7** The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard
The Chancellor relies on summative and formative assessment of the organization, governance, and decision-making processes to ensure integrity and effectiveness in meeting student achievement and learning goals. The Chancellor receives input from the Cabinet, which addresses these topics. Summary reports from these meetings are published monthly and communicated throughout the organization. The Chancellor’s Cabinet is composed of District and College leadership with responsibility and expertise for each administrative department and institution in the District ([IV.A.5-03, IV.D.2-02]). Cabinet members work together to accomplish the mission and goals of the District within delineation of roles. The District AGH delineates District and College operations, describes BPs and APs pertaining to governance and membership, and identifies the role of all governance councils and committees and special Board committees ([IV.A.2-07]). Evaluations of the District participatory governance process are scheduled on a five-year cycle, last completed in 2015–16. The latest evaluation was delayed by the pandemic, administrative turnover, and District restructuring.

**Analysis and Evaluation**

The Chancellor expects the leadership team to routinely communicate with the various constituent groups to ensure students and employees are informed of new initiatives and progress on multiple activities and offered the opportunity to provide feedback on operational matters. The Chancellor expects District leadership to provide regular updates on important matters and give updates to the Board in the form of weekly Board Reports.

District governance groups conduct formal self-assessments every five years to improve the alignment between Board policies on governance and the Accreditation Standards and to ensure integrity and effectiveness. Intended to be an ongoing process, this summative assessment includes a formal review of the assessed outcomes as well as action plans for continuous improvement. It is recommended that the self-assessment cycle be restarted so that governance groups can revise their functions, responsibilities and make improvements accordingly. The assessment’s four areas of concern are: participation in policy and procedure development; communication; participatory governance, and effectiveness in meeting goals.

**Conclusions on Standard IV.D: Multi-College Districts or Systems**

The District welcomed a new Chancellor in 2021 and an acting Chancellor in 2023. The Chancellor provides strong leadership in establishing and communicating expectations of educational excellence and integrity throughout the District and consistently assures support for the institution’s effective operations. Under the Chancellor’s leadership, the District regularly evaluates the roles of governance and decision-making processes. District governing procedures are outlined in the DGH, which is updated annually to reflect changes to the council and committee charge, composition, and meeting schedule. Policies and procedures are updated based on the data collected. These structures and processes ensure
effective communication regarding issues of interest to the Colleges and the District, fostering a collaborative and strategic approach to addressing issues that arise.

**Improvement Plan(s)**

Table 17 shows the College’s improvement plans for Standard IV.D.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Intended Outcome</th>
<th>Activities</th>
<th>Timeline</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV.D.7</td>
<td>Published results of governance self-assessment; revision of functions, responsibilities and improvements as necessary</td>
<td>Summative self-assessment of four key areas for District governance councils and committees</td>
<td>2023–24</td>
<td>District; OIER</td>
</tr>
</tbody>
</table>

**Evidence List**

- **IV.D.1-01** Chancellor’s Cabinet Annual Retreat 8/12/22
- **IV.D.1-02** Chancellor’s Forum 2022-2023
- **IV.D.1-03** Chancellor’s Message NewsCenter 1/27/22
- **IV.D.1-04** Chancellor’s Message District Strategic Plan Email 10/7/22
- **IV.D.2-01** Functional Map
- **IV.D.2-02** Chancellor’s Cabinet 8/11/20
- **IV.D.3-01** AP 6100.1 Delegation of Authority
- **IV.D.3-02** AP 6200.4 Revenue and Expense Projections
- **IV.D.3-03** AP 6250.2 Budget Management - Budget Transfers
- **IV.D.3-04** AP 6300.12 District Cashiering, Collections, and Deposits
- **IV.D.4-01** Policy 0010 Governance - District Administrative Organization
- **IV.D.5-01** Strategic Plan Development Process
- **IV.D.5-02** Strategic Plans Comparison Table
- **IV.D.6-01** Chancellor’s Forums Schedule
- **IV.D.6-02** District Governance Council
- **IV.D.6-03** District Governance Council Meeting Schedule
H. Quality Focus Essay

Introduction and Rationale

The College’s Quality Focus Essay (QFE) projects focus on improving student retention. Multiple factors contribute to identifying retention as a priority for the College. ISS reporting indicates a significant drop in retention during the pandemic, corresponding to over 2,000 students who were previously enrolled but did not return. Data on disproportionate impact compiled in fall 2022 for the development of the new Equity Plan indicates that Black or African American male students and LGBTQIA+ female students experience lower retention than other student subgroups. Retention is necessary for successful completion and transfer; Latino male students have disproportionately lower outcomes for those two metrics. The College’s student population is different from other Colleges within the District because a higher proportion of students enroll part-time. For the past three fall terms (2020–22), over half of the College’s students enrolled for six or fewer units, representing a significant change from fall 2018 when only 27 percent of students were taking six or fewer units.

Retention strategies are present in the EP, the Equity Plan, Pillars 3 and 4 of the Guided Pathways framework (“Stay on the Path” and “Ensuring Learning”), and in two of the College’s multi-year federal grants: the Title III HSI “Yo Soy STEM” grant and the Title III AANAPISI “Project ICAN: Inclusive City Achievement Network” grant. Targeted programs that build community and provide learning support include the MESA Program, UMOJA, and the Puente Project. Excellent work is occurring in many areas of the College, but there is a lack of overall coordination of strategies across programs. Connecting efforts will ensure the entire College community engages in supporting students and cultivating their sense of belonging.

Recent student surveys and interviews, including the research partnership with UCLA and the attendance decision survey conducted in fall 2022, indicate concerns regarding access to courses through flexible scheduling, different course modalities, and sufficient sections of required courses. The information that students use to base course decision-making on is limited. Students need more information about careers and the relationships between their educational programs and future employment—whether that is immediately after finishing at the College, after transfer, or after completing an advanced degree. Students have a strong motivation to give back to their communities and to use their education to contribute to the betterment of others in meaningful ways. This context sets the stage for student success—but if students’ experiences are fragmented and disjointed and their assets are not recognized by College processes and systems, the potential for disconnection increases.

The College worked with the Research and Planning Group for California Community Colleges (The RP Group) to do an analysis of course overlaps across degrees and certificates to inform Guided Pathways program clustering. While this information is relevant and important to program groupings, conversations with students indicate that this is not sufficient—a sense of community is needed around the commonalities across programs that are clustered together. Analysis of data across successful targeted programs, in addition to within, will help
the College better understand factors that affect particular subgroups of students differently and inform the design of more effective communication strategies about these supports.

**Anticipated Impact on Student Learning and Achievement**

These retention projects are anticipated to have a positive impact by increasing course success and retention, particularly for subgroups of students where disproportionate impact is identified. Over time, these increases should result in gains for completion and transfer.

**Outcome Measures**

Metrics for this work include course success (completion with a letter grade of A, B, or C, or a pass for a non-graded course), retention to the next primary term (enrollment in the subsequent spring or fall semester), an increase in the ratio of units earned to units attempted, and annual retention (year-to-year). Data for all of these measures will be disaggregated by student and course characteristics. Courses tied to specific activities (e.g., the instructor participated in related professional development activities regarding classroom practices, the course is part of a learning community with integrated support services, courses are offered in specific schedules or modalities) will be monitored to compare success rates with those that are not part of the project. Table 18 shows the project action plan.

Table 18. City College Project Action Plan

<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsible Party</th>
<th>Resources Required</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Learning Project:</strong></td>
<td></td>
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<tr>
<td>● Student Services integration via in-class presentations (face-to-face, Zoom), information shared by instructor (syllabus, Canvas), student-to-student connections.</td>
<td>● Student Services Program leads.</td>
<td>● Project assistant or assigned staff to coordinate scheduling.</td>
<td>● Student Services integration begins fall 2023.</td>
</tr>
<tr>
<td>● Faculty Chairs/leads.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Career Exploration Project:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Guided Pathways work on engaging students with communities built around clusters of connected programs aligned with students’ passions and interests.</td>
<td>● Guided Pathways leads, faculty Chairs, CRC.</td>
<td>● Time for program cluster development and feedback from students and faculty.</td>
<td>● Summer 2023 (clusters implemented by September 2023)</td>
</tr>
<tr>
<td>● Welcome packets and information in Canvas for newly enrolled students to</td>
<td>● Student Services and Financial Aid.</td>
<td></td>
<td>● Fall 2023 development; spring 2024 implementation</td>
</tr>
<tr>
<td></td>
<td>● Instructional faculty, career counseling,</td>
<td></td>
<td>● Begin fall 2023; new materials by fall 2024</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
start out with strong connections.
● Increased outreach for on-campus jobs and accessing work-study support.
● Increased integration of career information and exploration activities into instruction.

<table>
<thead>
<tr>
<th>SWP program.</th>
<th>Assistant or assigned staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Centralized on-campus job listings and resources for hiring fairs.</td>
<td></td>
</tr>
<tr>
<td>● Labor market and career information integrated with degree and certificate programs.</td>
<td></td>
</tr>
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</table>

Responsive Scheduling Project:
● Vice President of Instruction, scheduler, Instructional Deans, faculty Chairs.
● Promise and Outreach staff.
● District ITS and Student Services support for access to EP data.

<table>
<thead>
<tr>
<th>Models and tools for annual schedule development</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Timelines to meet new District registration periods.</td>
</tr>
<tr>
<td>• Input from instructional faculty and Deans.</td>
</tr>
<tr>
<td>• Technology support linking education plans to course schedules.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Schedule planning initiated 2023–24, implemented fall 2024.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Promise bundles begin fall 2023.</td>
</tr>
<tr>
<td>• Alternative schedule pilot begins fall 2023.</td>
</tr>
<tr>
<td>• Investigate planning tools in summer/fall 2024; target fall 2024 registration for implementation.</td>
</tr>
</tbody>
</table>

● Moving from term to annual schedule planning.
● Implementing bundled courses for San Diego Promise students.
● Identifying programs for alternative schedules (8-week blocks evening/weekend blocks) and revising course schedules to align.
● Accessing cumulative EP data to identify and schedule needed courses.
Appendix A - Referenced District APs/BPs

Please note: SDCCD APs and BPs are currently being updated and renumbered to align with the League’s Policy and Procedure Service. As current policies are revised and new policies are written, they will be approved by the Board and posted to the web site. During the revision process, there will be occasional duplication of numbers. Once the process is completed, any duplication in numbering will be eliminated.

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<td>BP 2010</td>
<td>Board Membership</td>
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<td>BP 2015</td>
<td>Student Members</td>
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<td>Board Elections</td>
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<td>Board Duties and Responsibilities</td>
<td>IV.C.5</td>
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<td>Officers</td>
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<td>Closed Session Meetings</td>
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<td>BP 2320</td>
<td>Special and Emergency Meetings</td>
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<td>Quorum and Votes</td>
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<td>BP 2345</td>
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<td>Chancellor Selection</td>
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<td>Student Records, Release, Correction and Challenge</td>
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<td>Graduation Requirements for Degrees and Certificates</td>
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<td>Facilities and Equipment — General Maintenance</td>
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## Appendix B - Acronym Glossary

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<th>Acronym</th>
<th>Word or Phrase</th>
<th>First Usage</th>
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<td>A2MEND</td>
<td>African American Male Education Network and Development</td>
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<td>AABHHE</td>
<td>American Association of Blacks in Higher Education</td>
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<tr>
<td>AANAPISI</td>
<td>Asian American and Native American Pacific Islander</td>
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<td>AA-T</td>
<td>Associate in Arts for Transfer</td>
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<td>AS-T</td>
<td>Associate in Science for Transfer</td>
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<td>AB</td>
<td>Assembly Bill</td>
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<td>Accrediting Commission for Community and Junior Colleges</td>
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<td>ACCT</td>
<td>Association of Community College Trustees</td>
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<td>ACEN</td>
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<td>AFT</td>
<td>American Federation of Teachers</td>
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<tr>
<td>AGH</td>
<td>Administration and Governance Handbook</td>
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<td>ALO</td>
<td>Accreditation Liaison Officer</td>
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<td>Association of Physical Plant Administrators</td>
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<td>Associated Student Government</td>
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<td>Articulation System Stimulating Inter-Institutional Student Transfer</td>
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<td>ATI</td>
<td>Assessment Technologies Institute</td>
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<td>Budget Planning and Development Council</td>
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<td>California Association of Alcohol/Drug Educators</td>
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<td>Cooperative Agencies Resources for Education</td>
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<td>Coronavirus Aid, Relief, and Economic Security Act</td>
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<td>Collective Bargaining Agreement</td>
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<td>College and Career Access Pathways</td>
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<td>California Consortium of Addiction Programs and Professionals</td>
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