This report represents the findings of the Peer Review Team that conducted a focused site visit to San Diego City College on February 28 – 29, 2024. The Commission acted on the accredited status of the institution during its June 2024 meeting and this team report must be reviewed in conjunction with the Commission’s Action letter.

Whitney Yamamura, Ed.D.
Team Chair
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San Diego City College
Peer Review Team Roster
TEAM ISER REVIEW

Dr. Whitney Yamamura, Chair*
Chancellor
Coast Community College District

Dr. Barry Gribbons, Vice Chair
President
Los Angeles Valley College

ACADEMIC REPRESENTATIVES
Ms. Alicia Aguirre
Professor, Humanities and Social Sciences
Cañada College

Ms. Sondra Bergen
Instructor of English
College of the Sequoias

Dr. Michael Cawdery
Professor, Teacher Education
Leeward Community College

ADMINISTRATIVE REPRESENTATIVES
Mr. Christopher Bonvenuto
Vice President of Business Administration
Santa Monica College

Dr. Paul de Dios*
Vice President, Student Services
Cypress College

Dr. Thad Russell
Vice President, Instruction
Porterville College

Dr. Jeremy Smotherman
Senior Director of Institutional Effectiveness Research and Planning
Santa Rosa Junior College

ACCJC STAFF LIAISON
Dr. Catherine Webb, Vice President

*Persons who served as participants on the district review team should be noted with an asterisk.
San Diego City College
Peer Review Team Roster
FOCUSED SITE VISIT

Dr. Whitney Yamamura, Chair*
Chancellor
Coast Community College District

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Senior Director of Institutional Effectiveness Research and Planning
Santa Rosa Junior College

ACCJC STAFF LIAISON
Ms. Virginia “Ginni” May
Interim Vice President
Summary of Focused Site Visit

INSTITUTION: San Diego City College

DATES OF VISIT: February 28-29, 2024

TEAM CHAIR: Dr. Whitney Yamamura

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. On October 16, 2023, the team conducted Team ISER Review (formative component) to identify where the college meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team will pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

A six-member peer review team conducted a Focused Site Visit to San Diego City College on February 28-29, 2024, for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair and vice chair held a pre-Focused Site Visit meeting with the college CEO on January 31, 2024, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately 50 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. The team held an open forum, which was well attended, and provided the College community and others to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews and ensuring a smooth and collegial process.
Major Findings and Recommendations of the Peer Review Team Report

Recommendations to Meet Standards:

None

Recommendations to Improve Quality:

**Recommendation 1:** In order to increase effectiveness, the team recommends the College fully develop and implement their comprehensive and systemic procedures to ensure all distance education courses meet regular and substantive interaction. (Policy on Distance Education and on Correspondence Education and Standard II.A.7)

District Recommendations to Meet Standards:

None

District Recommendations to Improve Quality:

None
San Diego City College, also known as “City College” or “City,” is a comprehensive public two-year community college and part of the San Diego Community College District (SDCCD), which has two other credit community colleges and one non-credit community college. City was established in 1914 and comprises 60 acres, or one-fifth of the downtown San Diego footprint. City has completed a $600 million new construction and facilities improvement program that is part of the SDCCD’s $1.555 billion Proposition S and Proposition N bond programs.

The College offers over 250 majors and certificate programs and serves approximately 22,000 students. Additionally, City is launching a Bachelor of Science degree in Cyber Defense and Analysis in Fall 2024. Notably, the College’s Nursing program ranks second of the 134 programs in California with an NCLEX pass rate of 99.5%. The College has an award-winning Graphic Design program.

The College’s commitment to social justice, diversity, equity, inclusion, and accessibility is tangibly evident through the five murals installed across campus. City has developed a land acknowledgement statement to the Kumeyaay Nation. The College also developed Welcome Home City, a grant-funded program to help homeless and housing insecure students. The College Basic Needs Coordinator leads several efforts to support students, including a Knights’ Table Food Pantry, Knights’ Threads & Things, and Hunger Action Days. The College is also exploring on-campus student housing, including an eight-story, 500 unit and 808 bed development. Demonstrating their commitment to veterans, the college earned a Military Friendly Silver Award. In 2018, the College established the SUBIR Dream Resource Center to provide a safe, welcoming space for undocumented students. In 2022, the College was awarded a $2 million Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) grant.

The College serves approximately 22,000 students annually. With regard to race and ethnicity, approximately half (46 percent) of the students are Latinx, twenty-two percent are White, ten percent are Black/African American, seven percent are Asian, six percent are two or more races, and five percent are Filipino/a. Fifty-six percent of the students are female. About a third of the students (36 percent) are the first generation in their family to attend college. Fifteen percent are veterans, a spouse of a veteran, or a dependent of a veteran. Forty-two percent receive financial aid. Regarding the age of students, twelve percent of students are under 18 years old, forty-nine percent are 18-24, and thirty nine percent are over 25 years old. Nine percent of the students are concurrently- or dual-enrolled.

The College has been experiencing enrollment declines since 2016-17 with an increase coming in 23/24. In 2016-17, the College’s full-time equivalent students (FTES) was 10,525. This declined by four to five percent annually until the pandemic. By 2020/21, FTES had declined to 6,574, reflecting 13 to 18 percent annual decreases during the first two years of the pandemic. The 23/24 academic year the college’s enrollment was up over 12%. The College also had a dramatic shift in delivery mode during the first two years of the pandemic: in 2020-21, nearly all classes were online, and in 2021/22, the vast majority of classes remained online.
Eligibility Requirements

1. Authority

The team confirmed that San Diego City College is authorized to operate as a public post-secondary degree-granting educational institution. The College has been in continual operation since 1914 and under the authority of the State of California. The College is part of the San Diego Community College District. The College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

The College meets the Eligibility Requirement.

2. Operational Status

The team confirmed that the College is operational and has students actively pursuing degrees and certificates.

The College meets the Eligibility Requirement.

3. Degrees

The team confirmed that a substantial portion of the courses offered at the college lead to a degree, certificate, or transfer. More than one program is two academic years in length.

The College meets the Eligibility Requirement.

4. Chief Executive Officer

The team confirmed that the College President, Ricky Shabazz, is responsible for the College's operations. The President is committed to ensuring that Board Policies are followed and has a passionate commitment to Social Justice.

The College meets the Eligibility Requirement.

5. Financial Accountability

The team confirmed that District undergoes and makes available a financial audit prepared by an independent certified public accountant and the College demonstrates compliance with Title IV regulations.

The College meets the Eligibility Requirement.
Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third Party Comment

Evaluation Items:

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<tbody>
<tr>
<td>X</td>
<td>The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.</td>
</tr>
<tr>
<td>X</td>
<td>The institution cooperates with the review team in any necessary follow-up related to the third party comment.</td>
</tr>
<tr>
<td>X</td>
<td>The institution demonstrates compliance with the Commission Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions as to third party comment.</td>
</tr>
</tbody>
</table>

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

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<tbody>
<tr>
<td>X</td>
<td>The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.</td>
</tr>
<tr>
<td></td>
<td>The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.</td>
</tr>
<tr>
<td></td>
<td>The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.</td>
</tr>
</tbody>
</table>

Narrative:

The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
Standards and Performance with Respect to Student Achievement

Evaluation Items:

<table>
<thead>
<tr>
<th></th>
<th>The institution has defined elements of student achievement performance across the institution and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>The institution has defined elements of student achievement performance within each instructional program and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)</td>
</tr>
<tr>
<td>X</td>
<td>The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)</td>
</tr>
<tr>
<td>X</td>
<td>The institution analyzes its performance as to the institution-set standards and as to student achievement and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)</td>
</tr>
</tbody>
</table>

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

<table>
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<th>The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.</th>
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</tr>
</tbody>
</table>

Narrative: The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
## Credits, Program Length, and Tuition

### Evaluation Items:

<table>
<thead>
<tr>
<th>X</th>
<th>Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>The assignment of credit hours and degree program lengths is verified by the institution and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)</td>
</tr>
<tr>
<td>X</td>
<td>Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)</td>
</tr>
<tr>
<td>X</td>
<td>Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)</td>
</tr>
<tr>
<td>X</td>
<td>The institution demonstrates compliance with the Commission Policy on Credit Hour, Clock Hour, and Academic Year.</td>
</tr>
</tbody>
</table>

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

### Conclusion Check-Off (mark one):

<table>
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</tr>
<tr>
<td></td>
<td>The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.</td>
</tr>
</tbody>
</table>

**Narrative:** The college demonstrates consistent adherence to state-level policies and higher education standards of practice on credit hours, program lengths, course development, and tuition. This is ensured through the participatory governance framework, board policies, and administrative procedure. Tuition is consistent across degree programs. The college meets the requirements regarding credits, program length, and tuition.
Transfer Policies

Evaluation Items:

| X | Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10) |
| X | Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10) |
| X | Transfer of credit policies identify a list of institutions with which it has established an articulation agreement. |
| X | Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning. |
| X | The institution complies with the Commission Policy on Transfer of Credit. |

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

Conclusion Check-Off (mark one):

| X | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements. |
|   | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended. |
|   | The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements. |

Narrative: The college provides evidence of policies related to transfer of credit that meet the basic requirements. The institution clearly disseminates those policies to students and the public in the catalog. The college meets this requirement.
Distance Education and Correspondence Education

Evaluation Items:

<table>
<thead>
<tr>
<th>For Distance Education:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the Commission Policy on Distance Education and Correspondence Education.</td>
</tr>
<tr>
<td></td>
<td>The institution ensures, through the methods outlined in the Commission Policy on Distance Education and Correspondence Education, regular interaction between a student and an instructor or instructors prior to the student’s completion of a course or competency.</td>
</tr>
<tr>
<td>X</td>
<td>The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)</td>
</tr>
<tr>
<td>X</td>
<td>The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>For Correspondence Education:</th>
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<tbody>
<tr>
<td>N/A</td>
<td>The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)</td>
</tr>
<tr>
<td>N/A</td>
<td>The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.</td>
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<table>
<thead>
<tr>
<th>Overall:</th>
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<tbody>
<tr>
<td>X</td>
<td>The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)</td>
</tr>
<tr>
<td>X</td>
<td>The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.</td>
</tr>
</tbody>
</table>

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
- X The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the
Institution does not meet the Commission’s requirements.
The college does not offer Distance Education or Correspondence Education.

**Narrative:** The College has policies and processes in place to address effective distance education courses. The team observed robust and comprehensive training programs, professional development, and support staff designed to properly prepare and support faculty teaching distance education courses. Curriculum approval processes ensure strategies for regular and substantive interaction (RSI) are included in Distance Education Addendums. The team sampled distance education courses to ensure faculty initiate regular and substantive interaction with students. The team observed that, while RSI was present in a small majority of the courses sampled, the question of how the college ensures RSI in all of their courses remains. The College acknowledged it does not have a formal process for ensuring regular and substantive interaction (RSI) and resolved to draft a Distance Education: Regular and Substantive Interaction assessment policy.

Student support and learning support services for distance education students are comparable to those of on-ground students and are assessed through the regular program review process. Evidence confirms the College has sufficient technological infrastructure to support distance education.

The college has processes and policies in place to ensure the student who registers in a distance education program participates in all learning activities and receives the credit.

The College does not offer correspondence education.
# Student Complaints

## Evaluation Items:

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<tbody>
<tr>
<td><strong>X</strong></td>
<td>The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.</td>
</tr>
<tr>
<td><strong>X</strong></td>
<td>The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.</td>
</tr>
<tr>
<td><strong>N/A</strong></td>
<td>The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.</td>
</tr>
<tr>
<td><strong>X</strong></td>
<td>The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)</td>
</tr>
<tr>
<td><strong>X</strong></td>
<td>The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.</td>
</tr>
</tbody>
</table>

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

## Conclusion Check-Off (mark one):

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<td>The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.</td>
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</table>

**Narrative:** The College has established policies and procedures regarding student complaints and are accessible on the college’s website and catalog. Student Complaint files can be found in the following offices: District Office of the Title IX Coordinator: Title IX and Discrimination; Offices of Vice President of Student Services and Dean of Student Affairs: 504 Compliance and other student complaints; and District Office of the Equal Opportunity and Diversity Officer Unlawful Sexual Harassment/Discrimination.

The college meets the requirement related to student complaints.
Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

<table>
<thead>
<tr>
<th></th>
<th>The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>The institution provides required information concerning its accredited status. (Standard I.C.12)</td>
</tr>
</tbody>
</table>

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

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<thead>
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<tr>
<td></td>
<td>The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.</td>
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</table>

Narrative: The team has verified that the college meets the requirements regarding institutional disclosure and advertising and recruitment materials.
Title IV Compliance

Evaluation Items:

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<tr>
<td>x</td>
<td>The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)</td>
</tr>
<tr>
<td>x</td>
<td>If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)</td>
</tr>
<tr>
<td>x</td>
<td>If applicable, the institution’s student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)</td>
</tr>
<tr>
<td>x</td>
<td>If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)</td>
</tr>
<tr>
<td>x</td>
<td>The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Accredited Organizations and the Policy on Institutional Compliance with Title IV.</td>
</tr>
</tbody>
</table>

[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.]

Conclusion Check-Off:

| x | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements. |
|   | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended. |
|   | The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements. |

Narrative: Annual independent audits confirm compliance with federal and state regulations. In 2014, the college developed a plan to address the increase in loan default rate. The college has contracted with a third-party vendor to assist with case management and default prevention. The team reviewed the three-year default rate as shown in Table 14: Three-Year Default Rates for City College, 2017-2019. The default rates decreased from 16.5% to 5.9% during this time period. The team verified that the college meets the requirements related to compliance.
Standard I

Mission, Academic Quality, and Institutional Effectiveness

I.A. Mission

General Observations:
San Diego City College demonstrates its commitment to students through its mission, which articulates its educational opportunities available based on identified student and community needs. The College updated its mission after adding a baccalaureate program to its academic offerings. Through refining their program review, planning and resource allocation cycle, the College aligns its programs, services and resources toward its mission and the communities it serves. The mission is reviewed on a regular cycle updated, approved by the Board of Trustees, and communicated widely.

Findings and Evidence:
San Diego City College’s mission relates the institution’s broad educational purpose to prioritize “student learning and achievement that assist all students in meeting their educational goals; and essential student support services for all students.” The mission supports the intended student population pursuing educational, career, or personal development goals by offering associate degrees in arts, science, a baccalaureate degree in science and transfer along with certificates in career and technical education. The College demonstrates its commitment to student learning and achievement through its assessment of skills, knowledge and behaviors acquired by students (I.A.1).

The College uses a variety of institutional data and student outcome data to determine its effectiveness in accomplishing its mission. The College also reviews data through its program review, strategic planning to identify problem areas and, in turn, develop institutional priorities such as Student Equity, Guided Pathways, and enrollment management goal and objectives to meet the diverse educational needs of its students. (I.A.2)

The College aligns its programs and services with its mission through its program review and annual program assessment processes. Planning and resource allocation decisions are supported through participatory institutional planning. The College’s Student Journey Council is an example of supporting the alignment of programs and services with the mission. Additionally, all institutional plans and program reviews reference the mission and strategic priorities. (I.A.3)

The mission statement is widely published via the college website and catalog and is posted in high-visibility areas throughout the District. The College’s mission statement review was completed in Spring 2023 and adopted by the Board of Trustees in October 2023. The review process was initiated by adding their first baccalaureate degree in Cyber Defense and Analysis.
which required ACCJC substantive change approval. The process for engaging the community in reviewing the mission was designed by a workgroup created by the College Council that included representation from the Academic Senate, Classified Senate, ASG, and administration. (I.A.4)

**Conclusion:**
The College meets the Standard.

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

**General Observations:**
San Diego City College demonstrates substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The College implemented suggested improvements from the Institutional Effectiveness Partnership Initiative (IEPI) to develop their City Planning Council and Student Journey Council to help advance dialogues.

**Findings and Evidence:**
San Diego City College uses its governance groups (e.g., City Planning Council, the Accreditation committee, and the Student Journey Council) to drive collegial dialogues about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

The Peer Review Team acknowledges the role Social Justice plays in engaging the college community in sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. (I.B.1)

The College has clearly defined what constitutes Course Student Learning Outcomes, Program Student Learning Outcomes, Institutional Student Learning Outcomes, and Service Area Learning Outcomes. Program Review is the process tool used to assess all student learning outcomes, instructional learning outcomes, and support service outcomes. The College also has structures in place to support assessment (the Office of Institutional Effectiveness and Faculty Assessment Coordinators). Assessments are stored in Nuventive. (I.B.2).

The College has established Institutional Set Standards that are reviewed every seven years. Institutional Set Standards are reviewed by three councils (City Planning, College Council, and Institutional Research and Effectiveness Committee). The College has established a minimum threshold that triggers an action plan group for addressing unmet institutional set standards. Action plan groups provide a mechanism to ensure continuous improvements for student achievement. (I.B.3)
The College uses student learning outcome data and organizes its institutional processes to support student learning and student achievement. The College uses a Comprehensive Goals and Objective process that requires programs to create measurements of effectiveness (not completely tied to strategic plan). The College’s Office of Institutional Effectiveness develops a research agenda to organize when reports and data sources are scheduled to be produced. The agenda is tied to institutional priorities. (I.B.4)

The College does have disaggregated data widely available. Data disaggregation is used for program review goals and objectives, as well as student learning outcomes (including program award achievements). Disaggregated data are provided by multiple dashboard which are maintained by the Office of Institutional Effectiveness. (I.B.5)

The College does have disaggregated data for subpopulations. The College uses their Student Equity Plan to identify performance gaps for subpopulations. Disaggregated data for subpopulations is used to inform implementation strategies to mitigate equity gaps. (I.B.6)

The College 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. The College has a stated policy for a six-year cycle of review. (I.B.7)

The College 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. (I.B.8)

The College 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. Figure 32 provides initial evidence of meeting standard. Still need to see evidence of action/implementation. (I.B.9)

Conclusion:
The College meets the Standard.

I.C. Institutional Integrity

General Observations:
San Diego City College demonstrates institutional integrity by providing clear and accurate communication regarding programs outcomes and student learning outcomes to a broad audience (students, personnel, organizations, and the community). The College uses their web
site, print publications, and public presentations to assure institutional integrity. The College also has policies and procedures in place assure institutional and academic integrity.

Findings and Evidence:
San Diego City College uses its college website and College Catalog to communicate its mission and learning outcomes. The College provides communication via College Council reports, presentations, and video recordings. Course learning outcomes are published in multiple locations (e.g., Office of Institutional Effectiveness web page and academic program web pages). The College also provides accurate communication on accreditation and mission related activities via Board meeting presentations, the Chancellor’s report, and the District NewsCenter. (I.C.1)

The College has a print and online calendar that are accurate and up to date. The College program review process has documented assessments of student learning and regularly evaluates student achievement. The College communicates matters of academic quality through committee presentations and publications such as: the Student Achievement publication, the Annual Accomplishments and Opportunities publication, and the District Consumer Information web page. Certificate and program outcomes are clearly articulated in the College Catalog. The College reviews the catalog annually for accuracy and integrity prior to publication. The District reviews institutional policies and procedures every six years. The College states the student fee schedule in Board policy and on their financial aid web page. (I.C.2; I.C.3; I.C.4; I.C.5; I.C.6)

The College assures 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. (I.C.7)

The College has established and published 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. (I.C.8)

The College has policies in place for Faculty to distinguish between personal conviction and professionally accepted views in a discipline. The College presents data and information fairly and objectively. (I.C.9)

The College advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. Evidence includes program accreditations for
Cosmetology (Board of Barbering and Cosmetology), Alcohol and Other Drug Studies (CCAPP and accredited by the CAADE), and the Nursing program (California Board of Registered Nursing and accredited by the Accreditation Commission for Education in Nursing). (I.C. 12)

**Conclusion:**
The College meets the Standard.
Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:
The team observed that the college has multiple processes to ensure courses and programs adhere to generally accepted practices representing higher education in the United States. Faculty are engaged in all curricular aspects and a consistent and clear process is followed when assessing student learning outcomes with the results informing decision-making across the college. Communication to students and constituents is consistent and pervasive.

Findings and Evidence:
The team confirmed the college applies procedures and policies to ensure consistent application of courses and programs across all locations, including through distance education. Administrative Procedures 5020 and 5300 relate requirements for courses, programs, and associated student learning outcomes that connect to the institution’s mission including regular review and assessment. (II.A.1, ER9, ER11)

As indicated in Administrative Policy (AP) 5020 and 5022, the Faculty Handbook, and the duties of the Curriculum Review Committee, the college demonstrates a comprehensive and consistently applied process, including full- and part-time faculty, for evaluating courses for appropriate content and through program review, data analysis, and student learning outcomes assessment. The annual process includes data-informed evaluation of programs through assessment of student learning, which informs the development and alignment of goals and priorities. (II.A.2)

The College demonstrated the use of established procedures to regularly assess learning outcomes. The Faculty Handbook defines course outline and syllabus minimum requirements, and the Curriculum Review Committee regularly reviews each course, ensuring currency and alignment. CurricUNET is used to track course reviews while Nuventive provides outcomes assessment tracking. Program Learning Outcomes are regularly assessed with results included in Program Review which is widely publicized. (II.A.3)

The team confirmed the college catalog relates the use of a coded numbering system to clearly delineate pre-collegiate-level courses from collegiate-level courses. Assembly Bill 705 (AB705) proposes to increase student success by largely eliminating or restricting student access to remedial courses. To meet the expectations of AB705 the college is reducing non-collegiate-level courses to only co-requisite courses providing just-in-time support to students enrolled in appropriate transfer-level coursework. (II.A.4)
The College’s Curriculum Review Committee has established policies and processes in place to ensure programs and courses are comparative to common practices of higher education in America. Expectations of program and course length, breadth, depth, rigor, and sequencing are addressed in board policy, administrative procedures, the Faculty Handbook, Curriculum Review Committee policy, and the California Community College Chancellor Office (CCCCO) Program and Course Approval Handbook (PCAH). The Curriculum Review Committee meets regularly to monitor, review, and approve all curricular concerns. (II.A.5, ER12)

The team found the College’s Enrollment Management Committee is responsible for developing and revising enrollment objectives in alignment with several strategic planning factors. The Enrollment Management Plan helps communicate objectives and includes a strong focus on scheduling to help ensure students can complete their academic goals within a timeline considered appropriate for common higher education practices. (II.A.6, ER9)

The College uses multiple delivery modes including in-person and non-traditional modalities to accommodate diverse student learning needs. Suggested instructional methods are included in course outlines and faculty are offered professional development opportunities to refine their instructional practice. Quality instruction through distance education is a strong focus of professional development efforts and there is significant effort to ensure it is held to the same rigor and standards as traditional classes. The team sampled distance education courses to ensure faculty initiate regular and substantive interaction (RSI) with students. The team observed that, while RSI was present in a small majority of the courses sampled, the question of how the college ensures RSI in all of their courses remains. The College acknowledged it does not have a formal process for ensuring regular and substantive interaction (RSI) and resolved to draft a Distance Education: Regular and Substantive Interaction assessment policy. The team confirmed the college is in the process of drafting said policy. (II.A.7)

Board Policy 5235 and Administrative Policies 5235 and 3900 state expectations for credit-for-prior-learning. AP 5235 and AP 3900 state limitations and suggestions to address bias in the assessment. In an effort to maintain an excellent NCLEX pass rate, Nursing Education utilizes the Test of Essential Academic Skills (TEAS) as part of the acceptance requirements for the program. The test is vetted by its owner, ATI, and is an established product throughout nursing programs in the state. The college acknowledges the need to establish a process that confirms and validates department or program-wide examinations outside of Nursing and has a plan in place to address such a process. (II.A.8)

The College, through Board Policies, Administrative Procedures, and the CCCCCO PCAH, ensures course credit is in alignment with generally accepted expectations of higher education in the United States. Comprehensive curriculum review and approval processes ensure student attainment of learning outcomes ultimately determine overall student attainment of a credential. AP 5020 addresses the requirement that any clock hour programs must align with Federal standards. (II.A.9, ER10)
Board Policy 5235 and Administrative Procedure 5235 include guidelines for articulation of credit from other institutions and the evaluation of prior-learning-credit. These guidelines are communicated through the college catalog. Transfer of credit to other institutions is largely done through articulation agreements to universities and University of California and California State University articulations are generally managed through the Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST) and C-ID websites. Student transcripts reflect all courses taken at any college in the district to simplify transfer. (II.A.10, ER10)

The team confirmed the college has adopted institutional learning outcomes reflecting communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. Course and program learning outcomes are assessed annually and map to the institutional learning outcomes. In 2019, the college assessed institutional learning outcomes through a student survey and disseminated the results to the broader college community through the Survey on Institutional Learning Outcomes document. In 2023, a faculty workgroup reviewed the seven institutional learning outcomes for changes. (II.A.11)

The College addresses general education requirements through BP 5025 and AP 5025 and clearly communicates those expectations in the college catalog. BP 5020 specifies that faculty, along with faculty on the Curriculum Review Committee, have the responsibility for the development, proposal, and approval of curriculum, which includes the inclusion of general education courses. The college includes a comprehensive set of Institutional Student Learning Outcomes that reflect the student’s preparation for responsible participation in society. (II.A.12, ER12)

The College's degree programs include focused study in at least one area of inquiry or interdisciplinary core as demonstrated by the college catalog. AP 5020 and the CCCCO PCAH provide expectations for program composition, approval, review, and communication of all curricula as well as specifying the faculty role as it relates to curriculum. Discipline expert faculty ensure course inclusion in a program of study is based upon student learning outcomes and mastery of key theories and practices. (II.A.13)

The College ensures Career Technical Education programs meet employment and other applicable standards through program advisory committees, data-informed research, and alignment to licensure requirements. Advisory committees meet with faculty to align learning and workforce expectations and licensure programs provide clearly defined learning expectations. (II.A.14)

Administrative Procedures 5019 and 5021 outline the considerations and requirements for program discontinuance including impact and accommodation for students currently enrolled. Significant changes to program requirements are addressed through AP 5021 whereupon the Curriculum Review Committee reviews those changes for impacts to prerequisites and other secondary effects. The College identified an opportunity to improve these processes to clarify language and ensure consistency in practice. (II.A.15)
The College has a regular and comprehensive Program Review process including the Program Review Handbook and an established cycle. Programs establish goals every three years and review annually. Through this review process each program and effectively each course is evaluated for currency and quality improvement. (II.A.16)

Conclusion:
The College meets the Standard.

Recommendation 1: In order to increase effectiveness, the team recommends the College fully develop and implement their comprehensive and systemic procedures to ensure all distance education courses meet regular and substantive interaction. (Policy on Distance Education and on Correspondence Education and Standard II.A.7)

II.B. Library and Learning Support Services

General Observations:
The library and learning support services include appropriate resources and equitable access across modalities according to the College’s assessment conclusions. The College uses a comprehensive and consistent program review process to determine expectations and assessment of those expectations. The library is intentional in its communication with faculty regarding book and resource adoptions.

Findings and Evidence:
The College provides a variety of resources, library services, and learning support services. The College provides print and digital resources including a collection of databases. Tutoring and access to assistance from a librarian is available in-person and online. The College provides an information competency course, which uses an OER text. The library also offers class orientations and tours. Library liaisons are provided for faculty to assist with research collection requests, OER education and adoptions. Flex workshops are offered in addition to the liaisons.

In The Library Service Outcomes Report, the team observed that, after examining their collection, the library set and met their outcome of increasing the number of books that embrace equity and social justice. They plan to continue to evaluate this outcome to determine what additional actions are warranted.

The library provides sufficient materials: databases print books, e-books, and although it was noted that a large percentage of their print book collection is older than twelve years, it was also noted that the college has just implemented the new LSP from ExLibris and are optimistic about the significant expansion of their inter-library loan system, since it will share a common catalog with 107 California community colleges. They are currently pursuing updating/adding resources for the B.S. in College Cyber Defense and Analysis degree. (II.B.1, ER 17)
The library is responsive to faculty and other learning support professionals when selecting materials to support student learning. This is done informally through emails and communication with library liaisons, communication with appropriate constituents. (II.B.2)

The College endeavors to assess whether students are meeting learning outcomes. Surveys are administered after attending a library orientation, visiting the reference desk, using the databases, etc. These data are included in the evaluation of student success outcomes and informs adjustments in the servicing of students. The College has guidelines for management of its collection. (II.B.3)

The College collaborates with vendors and other sources for providing additional library and learning support services, such as the San Diego and Imperial Counties Community College Learning Resource Cooperative. All documents and formal agreements are easily accessed. This assures security, maintenance, and reliability of services through those agreements. These are all evaluated regularly to monitor their effectiveness and those results are documented. (II.B.4, ER 17)

**Conclusion:**
The College meets the Standard.

**II.C. Student Support Services**

**General Observations:**
The team confirmed that the college provides comprehensive services that support student success in alignment with their mission and available planning documents. It is evident that the institution provides support for student learning and success and regularly assesses the effectiveness of student support services offered in a variety of modalities and locations. The College’s Student Support Services regularly evaluate Student Learning Outcomes and Administrative Outcomes to identify areas of improvement and to ensure equitable access.

**Findings and Evidence:**
The College demonstrated a commitment to assessment and evaluation of support services regardless of location or means of delivery. The College offers support services on the main campus in downtown San Diego, off-campus sites including Educational Cultural Complex, and local feeder high school district campuses. The Student Services Department participates in annual Program Review. The College uses a new analytics platform called Nuventive to track Student Learning Outcomes and Administrative Outcomes. Administrative Outcomes reports from Student Development & Matriculation, Veterans Affairs Services, and DSPS outlined the use of outcomes data for continuous assessment, program improvements, self-reflection, evaluation, planning, and budgeting. Additional evaluations of the quality of support services
are discussed at the District Student Services Council and within student services departments while student success in online programs is evaluated in Program Review. (II.C.1, ER15)

The team confirmed that the College assesses learning support outcomes for its student population and provides student support services to achieve those outcomes while using the data for continuous program improvement. In addition, the College created dashboards and demonstrated the use of student success and equity data to continuously improve student support services. Of particular focus were data relating to those student groups experiencing disproportionate impact. The College has built a survey item bank to be active in Fall 2023, which will serve as a foundation for new point-of-service surveys. (II.C.2)

The College provides equitable access and support to all college students by providing student support services regardless of service location or delivery method. The College provides services remotely and in-person as evidenced in Table 10: Student Services provided by City College. The College identified student groups experiencing disproportionate impact based on the student success metrics and assessed student need and program effectiveness from surveys, Program Review, and Service Area Outcomes. The District supports the College with application and registration processes using CCCApply and MySDCCD portal. Through the online portal, students have access to various services. (II.C.3, ER15)

The team determined that the College provides and supports co-curricular and athletic programs by encouraging students to engage in social and cultural experiences to help them reach their educational goals. Athletics, City Works, Dance, Journalism, Student Affairs and ASG, and Theater are in alignment with the college mission. Information about these programs is clearly evidenced in Table 12: Athletic and Co-Curricular Opportunities at City College and is accessible on the College website. (II.C.4)

The team found that the College Counseling Department and other student services programs that assist a specific student population offer accessible and comprehensive counseling and advising services to students. Counseling services are provided in-person and online with appointment or walk-in options throughout the week, evenings, and Saturdays. In addition, online orientations provide important information about programs, academic requirements including graduation and transfer, support services available, and student success strategies. The College prepares counselors and other personnel responsible for the advising function. The College identified areas of improvement: systems and processes used for scheduling student appointments (SARS) and hiring additional classified employees. (II.C.5)

The team reviewed the following Board Policies and Administrative Procedures and found that policies and procedures are available in the college catalog and college website:

- Board Policy 5010: Admission of College Students
The team confirmed the College, through the district, has adopted admissions, placement, and student records policies consistent with its mission and provides clear pathways for students to complete degrees, certificates, and transfer goals. The District and College regularly evaluate admissions and placement instruments for all persons with a high school diploma, a California High School Proficiency Examination Certificate, or a California High School Equivalency Certificate. In addition, the district and college have policies and procedures for special student populations, specifically F-1 Visa Students, High School/Special Admit Students, and Nursing Program students. (II.C.6, ER16)

The team found the College no longer uses a placement instrument as part of the English and math assessment process. In addition, pre-college courses are no longer being offered effective Fall 2023. The College provides supplemental instruction, tutoring, and co-requisite support courses as an equitable practice to prevent barriers and ensure student success. The College, in collaboration with the District and peer colleges, developed and adopted an equitable guided and self-placement process as evidenced in the San Diego Community College District (SDCCD) Business Process for English and Math Placement Guide. The online Placement Assistant and ELAC GO are self-assessment tools that assists students determine the appropriate level of English and math classes and English Language Acquisition class(es). These tools are available as part of the onboarding process. (II.C.7)

The team reviewed Board Policy 5040: Student Records, Directory Information, and Privacy and Administrative Procedure 5040: Student Records, Release, Correction, and Challenge for compliance with Family Educational Rights and Privacy Act (FERPA) and California Education Code. BP/AP 5040 are accessible in the College catalog and district and college websites. The District and the College comply with all published policies for the maintenance, storage, retention, and destruction of student records. The District uses PeopleSoft, Tivoli Storage Manager, Luminex, Corodata, and Imagesource to maintain, secure, and store student records. The Oracle database undergoes multiple backups of student records each day. (II.C.8)

Conclusion:
The College meets the Standard.
Standard III
Resources

III.A. Human Resources

General Observations:
San Diego City College and the San Diego Community College District follow board policies and administrative procedures aided by policies and practices of the California Community College Chancellors Office (CCCCO). Primarily, these are communicated through employee handbooks, policies, CBAs, and mandatory training for individuals involved in processes related to Human Resources. These processes are reviewed regularly in a range of District and College committees. The College is committed to fair and equitable hiring practices to ensure diversity. Similarly, they are committed to providing employees with a positive and respectful workplace predicated on safety, ethics, security, effectiveness, and career advancement.

Findings and Evidence:
The San Diego Community College District follows board policies and administrative procedures dictating hiring practices, regardless of the position hired for. They are governed by the District’s Equal Employment Opportunity (EEO) Plan to ensure nondiscriminatory hiring practices. These policies are shared with all management and designees involved in hiring. This includes requiring how qualifications for positions advertised in vacancy announcements are established, posted, reviewed, and verified. The Board reviews all qualification requirements. They use committee specifics to ensure reviews are completed with diverse representation. These processes will be encapsulated in the college Hiring and Screening Committee Process, and the hiring process is finalized with approval from the Board. All recruitment verification efforts, both foreign and domestic, are aided by rigorous evaluation of credentials through the ED Database of Accredited Postsecondary Institutions and Programs and the National Association of Credential Evaluation Services (NACES). (III.A.1; III.A.4)

The College and District efforts are aided by the California Community College Chancellors Office (CCCCO), through handbooks, policies, and procedures, which are integral to establishing the faculty qualifications. For faculty, there are minimum educational requirements and criteria set for experience, academic knowledge, effective instruction, principles of distance education, scholarly activities, assessment of learning, ensuring the appropriate management of students' data and rights, and ability to contribute to the college's mission. (III.A.2)

The team found the hiring process for administrative positions is similarly rigorous, in which they must meet established qualifications. Administrative positions require annual performance evaluations. Additionally, administrative positions are encouraged to participate in varied opportunities for professional learning. These pieces constitute processes that ensure their roles positively correlate to institutional effectiveness and academic quality. These evaluative
processes are communicated to potential candidates and current employees in the Management Employees Handbook Administrators. (III.A.3)

A review of evidence found all employees are subject to performance evaluations. Generally speaking, Board policies and employee procedures are aligned and are governed by the District PCTS Division. Evaluations are designed to encourage improvement regarding the effectiveness of employees' primary responsibilities. Evaluation criteria are communicated and evaluated at the various employee milestones through fair, credible, transparent, and agreed-upon measures. Evaluation policies are designed to allow for individual improvement in areas identified as inadequate to performance expectations. (III.A.5)

Standard III.A.6 is no longer applicable.

The College’s human resources, faculty, staff, and administration are sufficient in number and quality to execute institutional quality, commitments, and responsibilities. Regarding faculty, staffing levels are measured by various metrics that focus on the ratio of full-time and part-time faculty, with the institutional value placed on full-time employment. The College maintains an annual hiring and reorganizing process that ensures adequate ratios for faculty and fills any gaps in staff and leadership. In this process, the administration listens to the needs of the programs, divisions, and student service areas, as well as perceived opportunities to reorganize and reallocate, prioritizing crucial needs. The administration also maintains leadership positions to provide continuity. The District supports the College’s efforts by utilizing an annual review process to identify evolving operational demands, establish minimum funding for administrative functions, and ensure appropriate leadership ratios to faculty and staff. (III.A.7; III.A.9; III.A.10)

The college appears committed to professional learning and employment support for part-time faculty. They receive guidance on resources and processes in the Faculty Handbook. Part-time faculty are invited to participate in various college-wide, professional development, and service opportunities, including travel and participatory governance. Part-time faculty are represented by certain aspects of the employee’s union contract and in the Academic Senate (III.A.8)

In a reasonably good-faith effort to ensure fairness and transparency, the College’s students, faculty, staff, and administration, with guidance from the union, review HR policies and procedures on bi-annual and 6-year review cycles. Policies reviewed include non-discrimination and harassment procedures and those included in the Staff and Faculty handbooks. Reviews ensure compliance with laws, regulations, and best practices. The Board has final approval and is responsible for initiating a communication of changes to the College stakeholders. The District publicly posts policies and procedures and updates all employees, highlighting various personnel policies and procedures. The District is responsible for resolving any issues or concerns. (III.A.11)
The College and District are committed to equity and diversity in employment. The District shares employment data annually. The College administration reviews employment data regularly, and findings are shared with the College and the Board. Additionally, the College has empowered various College planning, governance, and professional learning committees to participate in the review of equity and diversity in employment. Overall, the college seeks to be intentional about fair employment practices. Commitments are codified in the EEO policies and reinforced with training requirements for screening committees and all others involved in hiring practices. (III.A.12)

The team found the College and the District are committed to providing its employees with a work environment predicated on mutual respect and ethical conduct. They ensure this through policies and procedures focused on managing conflicts of interest, ethical behavior, and fair employment practices. When involved in hiring and human resource practices, Administration, faculty, and staff must participate in professional learning around these topics for all staff. The college is responsible for enforcing a District policy to address any violations and administer discipline as appropriately decided. (III.A.13)

The team found evidence that professional learning is important to the College. Leadership Academies, offered at the District level, are designed to include professional training, and learning opportunities around best practices in managing human resources. Over 500 employees have completed the academy training. Training focuses on various common topics, including financials, due process, performance evaluations, diversity and equity issues, harassment and conflicts, and other general quality of work-life matters. Professional learning opportunities, sponsored by the District and College, are guided by Collective Bargaining, the College’s Strategic Plan, the Professional Development Council (PDC), the Professional Development Office, and faculty and staff handbooks. The College provides employees access to similar training via an online platform and in the Professional Development Center. Professional learning opportunities are predicated on best practices in support of the College mission, including social justice. (III.A.14)

The College is bound to the California Education Code (§87031) and California Labor Code (§1198.5) to manage secure access to personnel records. These are also codified in the CBAs for faculty, staff, and administration. Employees are guaranteed rights regarding the confidentiality and use of personnel records. (III.A.15)

Conclusion:
The College meets the Standard.

III.B. Physical Resources

General Observations:
San Diego City College offers 250 majors and certificate programs across 40 buildings on a 60-acre campus. The College ensures that sufficient and safe physical resources are planned for, acquired, and maintained to support the college’s operations, academic programs, and support services through District and College level committees, strategic planning documents, Board Policy, and Administrative Procedures. The Management Services Council (MSC) and the College Health and Safety Committee provide forums for faculty and staff to make recommendations to the Cabinet, College Council, or other governance groups to ensure that concerns are being addressed. The College recently finalized a comprehensive Facilities Master Plan, which identifies facilities that are in need of repair, remodel, or replacement and identifies preferred land use, potential facilities additions, and potential repurposing and modernization of existing buildings. The College follows established District policies and procedures related to physical resources, including maintaining safe and secure facilities.

**Findings and Evidence:**
The team found that San Diego City College ensures safe and sufficient physical resources at all locations using Board Policies (7005, 7006) and Administrative Policies (7005.1) as their guide. College personnel participate in several committees, such as the Management Services Council and College Health and Safety Committee, to ensure health and safety concerns are being addressed. The District Police Department issues the “Annual Security Report” which identifies risks and provides processes, procedures, and resources to mitigate those risks. (III.B.1)

The District and College demonstrated that they follow a series of plans, including the “Five-Year Capital Outlay Plan” and “2022 Facilities Master Plan” and assessments, including the Districtwide “Return on Physical Assets Analysis,” to effectively plan for maintenance, replacement, and construction of its physical resources. The District has identified a need to create a more sustainable equipment replacement policy with the completion of their bond measures but effectively uses state-scheduled maintenance and instructional equipment funds to address facilities issues and instructional equipment needs. (III.B.2)

Physical resource planning is established by the Facilities and Educational Master Plans for the college. To ensure the feasibility and effectiveness of the College's physical resource planning, the District and College maintain separate participatory governance committees: the Management Services Council and the College Review of Services Committee. The College has also integrated Program Review into physical resource planning. (III.B.3)

The District is developing a new Districtwide “Facilities Strategic Plan (FSP)” based on the three colleges' “Facilities Master Plans (FMP)”. The FSP, when coupled with other college-level master plans, will form the framework for long-term capital planning for the District as a whole. The college uses a total cost of ownership model to determine the true cost of a capital project, which is best practice. The team would like an update on the development of the Districtwide FSP. (III.B.4)
Conclusion:
The College meets the Standard.

III.C. Technology Resources

General Observations:
San Diego City College ensures that technology, including support services, hardware, software, and professional development, support the college’s operations, academic programs, and support services. The School and Information and Learning Technology (SILT) develop plans to meet the technology needs for the campus. The District’s Information Technology Services (ITS) supports the network, hardware, software, telephone, and data center. ITS also operates a Help Desk. The Districtwide Distance Education Steering Committee (DDESC) and the Educational Services Software Workgroup (ESSW) evaluate and give input into the adoption of districtwide technology resources such as Canvas and Turnitin. Training in technology is provided by several areas on campus as well as using the Vision Resource Center. Online Faculty Certification Program completion is required to teach online. The College follows established District policy and procedures on technology use, including accessibility.

Findings and Evidence:
The team found that San Diego City College ensures that technology, including support services, hardware, software, and professional development, support the college’s operations, academic programs, and support services. The School and Information and Learning Technology (SILT) develop plans to meet the technology needs for the campus. (III.C.1)

SILT provides support of Library services, the LRC, the Independent Learning Center, MySDCity Intranet, Classroom Management Technology, Professional Development Center, instructional computer labs through the Technical Services Group, assistive technology for DSPS, and the TPC providing accommodations for students. (III.C.1, III.C.2)

The District’s Information Technology Services (ITS) supports the network, hardware, software, telephone, email, Ex Libris Alma LSP, Canvas LMS, the enterprise resource planning (ERP) system (PeopleSoft), website, and data center. ITS also operates a Help Desk. ITS was recently awarded the Chief Information Systems Officers Association (CISOA) Technology Planning Award for their comprehensive security and technology infrastructure. (III.C.2, III.C.3)

The College ITC develops the College’s Institutional Technology Plan and provides input into the budget and services. The College also has a Technology Acquisition and Replacement Program (TARP) to guide the acquisition and replacement of technology. ITC makes recommendations on staffing levels for learning support and develops guidelines for instructional technology, including instructional media and student evaluation tools. (III.C.1, III.C.2)
The Districtwide Distance Education Steering Committee (DDESC) and the Educational Services Software Workgroup (ESSW) evaluate and give input into the adoption of districtwide technology resources including Canvas and TurnItIn. (III.C.2)

The College demonstrated that training on technology is provided through technology support areas, the Business Office, and Professional development center. The District uses the Vision Resource Center for providing access to over 100 training modules for products such as Microsoft Office, adobe, Final Cut, SharePoint, Java, and others. The District and Colleges also provide training through the Online Learning Pathways (OLP) and Professional Development programs, including a 20–30-hour Online Faculty Certification Program, which has been completed by over 1,000 faculty members. (III.C.4)

The team found the College follows District policies and procedures for technology use, including AP5105 (secure credentialing/login), AP3720 (Computer and Network Use), AP3721 (Email and Digital Communications), AP3725/BP3725 (Information and communications Technology: Accessibility and Acceptable Use), and AB633-.10 (Accessibility of Information Technology). (III.C.5)

**Conclusion:**
The College meets the Standard.

**III.D. Financial Resources**

**General Observations:**
The College’s mission, goals, and master planning documents are the foundation of its financial planning. The College has an integrated financial planning process at both the District and College levels, which provides and fosters participation by all constituency groups in financial planning. College finances, guided by strong policies and procedures, are effectively managed and are sufficient to support and sustain an effective academic program, student support program, and supplementary services.

The College has implemented policies, procedures, guidelines, and participatory governance processes that govern financial planning and budget development. Working with the District, the College has implemented strong fiscal practices, effective internal controls, and effective participatory governance, which guide transparency, financial compliance, and financial stability.

**Findings and Evidence:**
The team found that San Diego City College follows effective policies (e.g., AP 6200.3), procedures (e.g., Campus Allocation Model) and a robust participatory governance process to ensure sufficient financial resources are maintained to support the student learning program.
and services. The District-wide “Budget Planning and Development Council” (BPDC) allows for constituency participation in developing assumptions for budget planning and allows for greater transparency of the budgeting process. The District has developed two resource allocation models, the “Campus Allocation Model” and the “Resource Allocation Formula,” which guide the allocation of resources based on annual FTES targets and additional funding sources, ensuring financial stability, and increasing understanding of how resources are to be allocated. The team confirmed through a review of audit documents and the “Annual Financial and Budget Report” that the college’s financial and budget information is accurately reported. (III.D.1, III.D.2)

The team reviewed participatory governance documents and the College webpage to confirm that the college’s mission and goals are the foundation of its financial planning. The team also confirmed that the college maintains a participatory governance and institutional planning structure that includes members from all constituencies and is charged with sharing financial information throughout the College. The College is guided by Board Policies 6200, 6250 and 6300, which help ensure sound financial practices. The College Administrative Services also maintains a budget planning webpage that includes opportunities for training, budget information, and timelines to improve transparency of the budget development process. (III.D.2)

The College maintains a strong institutional planning and participatory governance process, providing appropriate opportunities for all constituencies to participate in the budget and planning processes. The “Resource Council” is engaged in the budget development process throughout the year and is charged with overseeing the resource allocation process and developing a College budget. The College has integrated Program Review and departmental plans into resource allocation decisions, tying resource allocation to planning and departmental needs. To ensure transparency and participation in the financial processes of the College, Administrative Services maintains a webpage that includes all relevant information regarding the budget, Districtwide allocation models, and other pertinent information (III.D.3)

The District has implemented two resource allocation models, the “Campus Allocation Model” and the “Resource Allocation Formula,” which provide fiscally responsible and realistic allocations of funds to the College and its employees. The college’s “Resource Council” has established a process for resource allocation that includes using Program Review, budget history, and prior years’ expenditures to make informed and realistic allocation recommendations. (III.D.3, III.D.4)

The team reviewed three years of independent auditor reports and noted audit findings in each of the last three years. The District and College took appropriate steps and implemented corrective action plans, resulting in all but one of the findings being resolved in the most recent audit. The District and College’s actions to institute corrective action plans and successfully clear audit issues improve the credibility and accuracy of the financial statements. The most recent
Independent Auditors Report on Internal Control Over Financial Reporting and On Compliance...” notes no deficiencies in financial or compliance controls, demonstrating the effectiveness of the actions taken by the District and College. The strength, creditability, and accuracy of the District’s and College’s financial documents are also evidenced by the fact that the District became the first non-basic aid California Community College District to be awarded an AAA rating by Standard and Poor. (III.D.5, III.D.6, III.D.7, III.D.8)

The College and District have made financial and budget information readily available on their websites. The team reviewed the most current budget and audit reports and verified the College and District have received unmodified opinions from their auditors, indicating a high degree of credibility and reliability in their financial documents. Financial and budget information is readily available and disseminated throughout the campus community in a variety of ways, including participatory governance, new letters, and the website. (III.D.6)

The team reviewed the past three years of audit reports and noted audit findings in each year. The team confirmed that corrective action plans were initiated in a timely manner, and all but one of the audit findings have been resolved. The audited financial statements are reviewed with the external audits by the “Board Budget Study and Audit Subcommittee,” the Chancellor, and the Executive Vice Chancellor, and are presented to the Board as a whole at a public meeting and posted on the website. (III.D.7, III.D.8)

The District and College maintain sufficient cash flow and reserves to ensure fiscal stability. The team reviewed the District “Annual Financial and Budget Report (311)” and confirmed the District ended the fiscal year 2021-22 with a 12.19% reserve and budgeted 2023-24 to reach a 13.56% reserve; more than double the State recommendation of a minimum 5% reserve. The Board recently updated Board Policies 6200 and 6300, which requires the District to achieve and maintain reserves at a minimum of two months of General Fund operating expenditures or approximately 16.7%, which demonstrates the District and Colleges’ dedication to maintaining fiscal stability and appropriate cash flow to deal with unforeseen financial emergencies. (III.D.9)

The oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, and investments, are primarily handled at the District level. The Board has established policies 6250 (Budget Management) and 6300 (Fiscal Management) to guide the District’s financial oversight; the most recent audit report confirms the District and College are following those policies. (III.D.10)

The District manages financial matters beyond the college’s day-to-day operations. The team has reviewed the annual audit reports and various budget documents to confirm that the College and District have the necessary resources to meet both short-term and long-term financial obligations and that both short- and long-term liabilities are considered during financial planning. Two of the larger liabilities are related to the worker’s compensation fund and Other
Post-Employment Benefits. To ensure the worker's compensation fund is appropriately funded, the District initiates an actuarial study every 36 months and budgets annually to ensure the financial solvency of the fund. For Other Post-Employment Benefit (OPEB) liabilities, the District performs the required actuarial studies and has established an irrevocable trust with the Community College League of California to fully fund outstanding OPEB liabilities. In 2019, the District withdrew $14,700,000 from the Trust to pay for incurred OPEB costs since 2006, and the fund currently maintains a $6.9 million balance, which is invested in equities and fixed-income instruments. The District also maintains reserves for vacation leave accrual, insurance, and maintenance costs. (III.D.11, III.D.12)

The team reviewed the audited financial statements and confirmed that the College has no locally incurred debt that could affect its financial condition. (III.D.13)

Through a review of the District's Independent Financial audit and the Financial and Performance audits for Propositions S and N, the team verified that no item of financial reporting non-compliance was noted, verifying the proper use of all financial resources. The most recent audit report does contain a finding related to enrollment reporting for the Federal Direct Student Loan program. The College immediately initiated a corrective action plan to come into compliance with the regulation. The College monitors loan default rates and is well below the 30% threshold required by the Department of Education. This accomplishment is attributable to the concerted effort by the college to deter students from incurring unnecessary debt instead of automatically packaging a loan for the student. (III.D.14, III.D.15)

The College utilizes contracts to meet its mission and goals. Contractual agreements are governed by Board Policies, and these policies are implemented and enforced by the District's Business Services Division. This multi-step approval process for agreements with external entities ensures that contracts are appropriate and consistent with the mission of the College. (III.D.16)

**Conclusion:**
The College meets the Standard.
Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:
The College has done much work revising its governance structure. As outlined in the College Governance Handbook and elsewhere, the resulting structures are detailed and precise, and all college constituent groups were involved in the process.

While revising the governance structure, the need for additional improvements was revealed, such as the need for the timely posting of minutes on the public website meeting Brown Act Standards, posting minutes from sub-committees on the intranet, implementing ThoughtFarmer software in Fall 2023, and conducting professional development on these in Academic Senate. The revision also highlighted the need to identify a point of contact for the governance review process and to formalize the review of survey results at the College Council. During the ISER’s development, the annual review process for governance groups was found to be non-systematic. This is being addressed by the newly appointed Vice Chancellor of Institutional Innovation and Effectiveness, who has been tasked with the implementation.

Findings and Evidence:
The College encourages innovation as evidenced by the response to food and housing insecurity and homelessness. The College added Hunger Action Days, the Knight’s Table, the food voucher program, and Welcome Home City.

The College has completed an assessment and revision to the committee and participatory structures. The College ensures that students, faculty, manager, and administrators are engaged in participatory governance and follow AP/BP 2510 (shared governance), BP 0210 (10+1 guidelines), and BP 2310 (board meetings). The roles of administrators are clearly outlined in the organizational chart in the Administrative Governance Handbook. The Strategic Plan is detailed and includes the complete process and constituents involved. The SDCC Governance Handbook clearly outlines governance structure, decision-making processes, and reporting processes and defines all constituent groups and their membership, describing roles and responsibilities. (IV.A.1; IV.A.2)

The College provides clearly defined roles in the governance structure. It includes all constituent groups, as evidenced by APs/BPs, the Administrative Governance Handbook, the SDCC Governance Handbook, board agendas, and meeting minutes. (IV.A.3)
The College allocates responsibility for curriculum and student learning programs to faculty and academic administrators, as evidenced by AP/BP 2510 (participatory governance), AP 5300 (shared responsibility for curriculum), BP 7250 (Instructional and Student Services responsibilities), as well as the Administrative Governance Handbook. All constituents are involved in some part of the processes. (IV.A.4)

The College ensures the consideration of relevant perspectives, decision-making, and timely action on plans, policies, and curricular changes primarily through the Academic Senate, Classified Senate, and its Administrative Governance Senate. The evidence includes BP/AP 2510 (governance), the faculty CBA, The Administrative Governance Handbook, and The College Governance Handbook. (IV.A.5)

The College documents all processes for decision-making and the resulting decisions, district-wide, as evidenced by The College Governance Handbook. All governance groups document and communicate decision-making processes by posting agendas and meeting minutes on the public website while the College Council broadcasts their meetings live. The purchase of ThoughtFarmer, an intranet platform, will increase 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 institution recognizes room for improvement regarding the timeliness in posting documents, such as minutes, on the website. (IV.A.6)

The College has reorganized its governance structure, as evidenced in various documents, including the College Governance Handbook. The institution conducts anonymous surveys on behalf of governance groups, such as the City Planning Council District Management, and evaluation surveys for the president and chancellor and publishes all results. There are corresponding APs/BPs for these processes. The results of these evaluation tools are communicated via meeting agenda items and the minutes of each governance group. “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.” (IV.A.7)

Conclusion:
The College meets the Standard.

IV.B. Chief Executive Officer

General Observations:
The team affirms that the College President is responsible for the institution as the College's Chief Executive Officer. President Shabazz has demonstrated effective leadership in planning, organizing, budgeting, personnel matters and institutional effectiveness.
Findings and Evidence:
The College President has the responsibility and final decision-making power under the Chancellor regarding the entirety of the administrative structure, employee hiring and performance, finances, planning at the College. The President convenes and empowers a robust administrative and collegial governance structure, including the College Council, to ensure that instruction, student services and administrative services are performed according to policy and established plans. The President uses research to support data driven decision making. The President regularly communicates the College’s mission, vision, goals, and outcomes to college stakeholders, is invested in the effectiveness and ethical nature of all employees' work and utilizes bi-annual Planning Summits to assess programs and services vis-a-vis institutional data, especially student success metrics, to ensure resource allocation is aligned with student learning, success, and achievement outcomes. (IV.B.1; IV.B.2; IV.B.3)

The President actively leads the accreditation process through ACCJC, and in conjunction with the accreditation liaison officer, the President establishes the framework for self-evaluation. The President and ALO support the Accreditation Committee and ensure the committee membership is representative of college stakeholders. The President has made an effort to associate accreditation standards with committees and governance groups to embed the standards into the work of the College. (IV.B.4)

The President of the College oversees the compliance with College, District, and Board policies, guidelines, statutes, and regulations to support the mission. Aided by shared governance structures and his administration, The President supports bidirectional communication with College stakeholders and the District and Chancellor to ensure this compliance and provide feedback on regularly reviewing policies and procedures. (IV.B.5)

The President is in engaged with the local community and serves a broader community with his active participation in state and national affinity groups. He serves as a member of community-based organizations, including schools, centers, and associations, located within and adjacent to the communities within the College’s service area. The President has empowered all constituency groups conduct outreach and service efforts as part of the College’s focus on social justice. (IV.B.6)

Conclusion:
The College meets the Standard.

IV.C. Governing Board

General Observations:
The Board is a diverse, public-facing, consensus-driven governing body that delegates responsibility for operations to the Chancellor. It meets a minimum of once a month. The Board
is bound by law and its policies. The Board engages in processes that enhance its functioning, including regular assessment and evaluation of its practices and policies, including accreditation.

Findings and Evidence:
The San Diego Community College District has a five-member elected Board of Trustees. The Board includes a student as a non-voting member. The Board governs on a rigorous, dialogue-based consensus decision-making model. Board Policy (BP 2715) states that to function legally and effectively, it must govern as a whole and not through the individual actions of the Trustees. (IV.C.1; IV.C.2)

The Board established a Trustee Advisory Council to facilitate communications among citizens, Board members, and educators, to serve the public interest. The Board maintains its independence as a policy making body by studying all materials provided to it before meetings to full engage with District personnel on matters of policy. Board duties and responsibilities as stated in BP 2200 demonstrates their role as having the ultimate responsibility for educational quality, fiscal health, and legal issues. It further states the responsibilities of the Board to define the institutional mission and set prudent, ethical, and legal standards for the District. The Board’s role in budget preparation and management are stated in BP 6200 and BP 6250 and fiscal management in BP 6300. To provide consistency throughout the District, the Board’s annual goals, ACCJC standards and the District Strategic Planning Goals are integrated. (IV.C.4; IV.C.5)

The Board’s webpage is accessible to the public and contains its bylaws and policies. Specifically, BP 2015; 2200; 2210; 2220; and 2715 related to the Board’s size, duties, responsibilities, structure, and operating procedures are published and available. The Board acts consistently with its policies and bylaws. New trustees have a comprehensive orientation to reinforce the need for trustees to follow written processes. In order to maintain currency with state and federal law, AP 2410 and BP 2410 are reviewed on a regular basis. (IV.C.6; IV.C.7)

The Board’s deep commitment to student success is evident in its annual goals and strategic plans. It regularly reviews data on student outcomes and achievements. The Board has a practice of highlighting student excellence at each college. The Board’s commitment to its development and training is evidenced in BP 2740. Policies have been established for staggered terms of office in BP 2010. (IV.C.8; IV.C.9)

The Board is committed to comprehensive ethics and compliance training and professional learning around the board’s operations as can be seen in BP 2715. The Board engages in regular self-evaluations of its processes and practices. These evaluations include an assessment of Board and District goals, plans, and necessary professional learning for the subsequent years. Evaluations include close attention to the code of ethics, a conflict-of-interest policy, and the
Brown Act. The Board outlines specific areas where challenges and concerns may arise, including conflicts of interest, managing finances, addressing special interests, communication with the community and Colleges. (IV.C.10; IV.C.11)

The Board utilizes the role of the Chancellor to delegate full authority and responsibility over decision-making. The Board has a policy for hiring and evaluating College Chancellors and Presidents. The primary mechanism for hiring is the Board Chancellor Search Subcommittee. The committee processes include a range of input from a diverse group of College Presidents, District senior staff, Academic Senate Presidents, union representatives, outside agencies, faculty, and students. Evaluations for the Chancellor are conducted annually against performance measures in District operations. (IV.C.3; IV.C.12)

The Board is aware of and committed to accreditation processes exercised by the Board Subcommittee on Research, Planning, and Institutional Effectiveness for Student Equity and Inclusion. This subcommittee reports directly to the board and interfaces with the public and all District colleges. (IV.C.13)

**Conclusion:**
The College meets the Standard.

**IV.D. Multi-College Districts or Systems**

**General Observations:**
The College is one of three San Diego Community College District for-credit colleges. San Diego Mesa College and San Diego Miramar College are the other credit colleges, and San Diego College of Continuing Education is the only non-credit college in the District. There have been recent changes in leadership at the District CEO level. An acting Chancellor was appointed in 2023 after the Chancellor resigned. The search for a permanent Chancellor was completed in December.

**Findings and Evidence:**
The team found that as the District's Chief Executive Officer, the Chancellor provides leadership in communicating expectations of educational excellence and integrity throughout the district and assures support for the effective operation of the colleges. The Chancellor hosts an annual retreat for cabinet members to discuss priorities and goals, serving as a planning framework for the year. Topics include Budget and Financial Planning, Enrollment Management, Strategic Planning, Human Resources, Legislative priorities, College updates, and specific guidance information for cabinet members. The Board of Trustees conducts an annual evaluation of the Chancellor consistent with BP/AP 2435: Evaluation of the Chancellor. The execution of decisions made by the Board of Trustees concerning the business operations and functions of the District is the responsibility of the Chancellor. In addition, the Chancellor administers Board policies and
delegates authority to the college presidents. The Chancellor communicates the delineation of functions between the District and College as described in the District Administrative and Governance Handbook. The Chancellor hosts forums at each college and the District office and sends written communication to stakeholders regarding District-wide updates, including enrollment, budget, and planning initiatives (IV.D.1)

The team confirmed that the Chancellor delineates, documents, and communicates the operational responsibilities and functions of the District from the colleges and adheres to these practices. The Chancellor meets regularly with each college president and Academic Senate President to discuss college operations and receive feedback. Resources are allocated to the Business Services Offices at each college and District administrative units. Annual surveys and self-assessments are administered for continuous operational improvements and effectiveness (IV.D.2).

The team found that the District has Board Policies and Administrative Procedures (6100, 6200, and 6300) for allocation and reallocation of resources that support the operation and sustainability of the Colleges and the District. The District has a Budget Allocation Model that is implemented to ensure that annual resource allocation is based on revenue from state, local, and federal sources. In addition, the BAM is used to develop the yearly budget, and expenditures are adequately managed and controlled (IV.D.3).

The team confirmed that the Chancellor delegates full responsibility and authority to the college presidents and supports them in implementing board policies and administrative procedures without interference. The Chancellor holds each president accountable for the operation of the college. The District conducts annual management evaluations of the presidents. (IV.D.4)

The team found that the District and college planning and evaluations are integrated to improve student learning, achievement, and institutional effectiveness. The District-Wide Planning Framework was developed to illustrate how the District-Wide Strategic Plan, Board Goals, District Priorities, and College Strategic Plans are integrated. (IV.D.5)

The team found that communication between the colleges and District is valued and influential by employing various methods, such as weekly Chancellor Cabinet meetings, Fall Chancellor’s Forums, Shared Governance Councils and Committees, and Board Reports, as evidenced in the provided links. These methods ensure clear communication can be easily shared and stakeholders are well-informed (IV.D.6).

The team found that the Chancellor relies on formative and summative assessments of college role delineations, governance, and decision-making processes from the Chancellor’s Cabinet. Summaries of these meetings are published monthly and communicated district wide. Evaluations of the District participatory governance processes are scheduled and conducted on a
five-year cycle. It was noted that the last evaluation was completed in 2015-2016, and a delay in the subsequent evaluation occurred due to the pandemic, administrative turnover, and District restructuring. The team encourages the College to continue to implement its self-improvement plan. The team strongly encourages the College and District to continue the process that they have started: To engage in regular evaluation of District/College roles in governance and decision-making processes and to communicate the results of its evaluation. (IV.D.7)

Conclusion:
The College meets the Standard.
San Diego City College has engaged in a project of major significance and impact, to improve student retention. Given the scope and ambition of the project, the College divided it into three separate initiatives. 1) Classroom Learning Project, 2) Career Exploration Project, 3) Responsive Scheduling Project. It is a comprehensive project involving connecting and coordinating federal grants, Guided Pathways, and the Equity Plan among many areas.

As part of the three initiatives the college is expanding training and use of culturally responsive pedagogy, providing welcome packets for students and alternative scheduling are among the many ways the College is engaged with student retention. The College plans to measure the success of the project by evaluating course success rates and semester to semester retention.

The College deserves praise for its ambitious plans to improve such a core aspect of the College in such a comprehensive way.
# Appendix A: Core Inquiries

### Core Inquiry 1:
The team seeks to better understand how the college ensures regular and substantive interaction occurs in distance education courses.

### Standards or Policies:
Standard II.A.7, and the Policy on Distance Education and Correspondence Education

### Description:
1. The team reviewed the college’s AP 5105, the *Distance Education Handbook*, the *Quality Assurance for Distance Education at the San Diego Community College District*, *The ACCJC Policy on Distance Education and on Correspondence Education*, the Online Certification Program, Recommendations for Online Class Visits During the Faculty Evaluation Process, the CCC Peer Online Course Review (POCR). The team also evaluated twenty-one online courses from the college.
2. The team seeks to better understand how the college ensures regular and substantive interaction occurs in distance education courses in those instances where faculty who do not select online courses as part of their Formal Faculty Evaluation, or participate in 3-IDEAS, or POCR.
3. The team would also like to better understand how the college responds when it discovers instances in which regular and substantive interaction could be improved.

### Topics of discussion during interviews:
1. Processes for reviewing regular and substantive interaction in online courses not chosen for faculty review.
2. Processes for responding to opportunities to improve regular and substantive interaction.

### Request for Additional Information/Evidence:
1. Any documentation that might help address the questions above.
2. New sample of online courses that help demonstrate regular and substantive interaction.

### Request for Observations/Interviews:
1. Discussion with Academic Senate President, Distance Education coordinator, Vice President of Instruction, two Academic Deans, two Faculty Chairs, and others who can speak to questions above.
2. Sample of faculty who routinely teach online courses.
Core Inquiry 2:
The team was intrigued by the way that the College connects its Social Justice Commitment (SJC) with the mission to guide institutional actions for ensuring structural inequities are addressed. The team was also intrigued how social justice is identified separately from diversity, equity, and inclusion and how the formalized SJC is integrated into all planning and decision-making; the charge of each governance group identifies how its work advances social justice and anti-racism.

Standards or Policies:
I.A.2, I.B.1, IV.A.2.

Description:
1. The team reviewed evidence related to the incorporation of Social Justice into governance structure (College Council Agenda), administrative functioning, governance board commitments, institutional planning (Program Review), human resources, resource allocation, and decision-making through the Social Justice Commitment.
2. The team seeks to have a better understanding of how the Social Justice Commitment in connection with the College mission has informed decision-making, resource allocation, institutional effectiveness, and academic quality.
3. The team reviewed evidence presented in the ISER and related governance, planning, and resources, but also to the expansion of the Basic Needs Center (Hunger Action Days, Knights’ Thread & Things, Knights’ Table Food Pantry, food voucher program, and Welcome Home City) and efforts supporting equity for all students with the addition of the Title III HSI “Yo Soy STEM” grant, Title III AANAPISI “Project ICAN: Inclusive City Achievement Network” grant, Dreamer Resource Center, PRIDE Hub, and Veteran’s Service Center.

Topics of discussion during interview:
1. Institutional programs and services directly impacted by the Social Justice Commitment
2. Collegial dialogues on how the Social Justice Commitment influences Academic Quality
3. Human Resources goals
4. Shared Governance and core values
5. Governing Boards commitment to Social Justice
6. President’s advocacy and community partnerships

Request for Additional Information/Evidence:
1. 2-3 Comprehensive Program Plans that detail goal setting in relation to Social Justice Goals.
2. Examples where Social Justice and Social Justice frameworks were applied and resulting in decision making and/or resource allocation.

**Request for Observations/Interviews:**
1. Discussion with 1-2 members from each of the following groups: City Planning Council, College Council (workgroup on developing new mission statement), and Academic Senate.
2. If possible, 1-2 student ASG representatives.
3. The College President.
4. Members or leaders of Shared Governance.
5. Human Resources or individuals involved in resource allocation.

**District Core Inquiry 1:**
The college teams would like to better understand how the district:
1. Regularly evaluates district systems, college roles, and decision-making processes.
2. Communicates these results widely.
3. Uses these results as the basis for improvements.

**Standards or Policies:**
IV.D.7

**Description:**
1. The Peer Review teams included a review of BP 2510 Participation in Local Decision-Making and the Administrative and Governance Handbook 2021 –2022, as provided in the ISER.
2. The Peer Review teams need expansion on the ISER narratives and evidence to understand how decisions and shared governance evaluation are documented and communicated to the district and throughout the colleges. The ISER states that the Chancellor expects the Colleges to communicate governance and decision-making elements, but it is unclear how the Chancellor ensures this process.
3. Based on what the teams read, the teams are not yet clear about the processes to evaluate district systems, college roles, and decision-making processes and how this is communicated to constituency groups.

**Topics of discussion during interviews:**
1. Process for communication for decision-making and evaluation of governance from the District to the Colleges.
2. Impact of the new hire for Vice Chancellor of Institutional Innovation & Effectiveness
**Request for Additional Information/Evidence:**

1. Agendas and minutes of Tier 1 and Tier 2 meetings/committees where the Chancellor shares decision-making points with College Presidents and expectations for communication throughout the colleges.
2. Flow Chart of district and college communication process for decision-making, if available.
3. Self-evaluation of District shared governance process, timeline, & communication, including a plan for evaluation if regular evaluation is not occurring at this time, due to COVID.
4. Updated formalized assessment method (or plan of progress) to be provided by the District VC of Institutional Innovation & Effectiveness as it pertains to college governance and evaluation – including district program review.
5. The ISERs reference that the District Office of Institutional Effectiveness and Research is working on a Climate Survey that will provide insight into decisions and how they are made, if available

**Request for Observations/Interviews:**

1. Chancellor
2. Vice Chancellor of Institutional Innovation & Effectiveness
3. Chancellor’s Cabinet