

EXTERNAL EVALUATION REPORT

**San Diego City College
1313 Park Blvd
San Diego, CA 92101**

**A confidential report prepared for
The Accrediting Commission for Community and Junior Colleges Western Association
of Schools and Colleges**

**This report represents the findings of the External Evaluation Team that visited San
Diego City College March 13-19, 2017**

**Kimberlee Messina, Ed.D.
Chair**

NOTE: this page shall be added to the team report noted below, immediately behind the cover page, and shall become part of the final evaluation report associated with the review.

DATE: June 23, 2017

INSTITUTION: San Diego City College
1313 Park Blvd
San Diego, CA 92101

TEAM REPORT: Comprehensive Evaluation Report

This report represents the findings of the evaluation team that visited College March 13 – 16, 2017.

SUBJECT: Commission Revisions to the Team Report

The comprehensive External Evaluation Report provides details of the team’s findings with regard to the Eligibility Requirements, Accreditation Standards, and Commission policies, and should be read carefully and used to understand the team’s findings. Upon a review of the External Evaluation Report sent to the College, the College’s Self-Evaluation Report, and supplemental information, oral testimony evidence provided by the College and the District, the following changes or corrections are noted for the Team Report:

1. Change Recommendation 2 to a Recommendation to Improve Effectiveness.

Table of Contents

List of Team Members	2
Summary of the External Evaluation Report.....	3
Major Findings and Recommendations of the 2017 External Evaluation Team	5
Introduction	8
Eligibility Requirements.....	9
Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies	10
STANDARD I.....	19
Standard I.A: Mission	19
Standard I.B: Assuring Academic Quality and Institutional Effectiveness.....	21
Standard I.C: Institutional Integrity	24
STANDARD II.....	28
Standard II.A: Instructional Programs	28
Standard II.B: Library and Learning Support Services.....	36
Standard II.C: Student Support Services.....	38
STANDARD III	42
Standard III.A: Human Resources	42
Standard III.B: Physical Resources.....	46
Standard III.C: Technology Resources	49
Standard III.D: Financial Resources	52
STANDARD IV.....	61
Standard IV.A: Decision-Making Roles and Processes.....	61
Standard IV.B: Chief Executive Officer	63
Standard IV.C: Governing Board.....	65
Standard IV.D: Multi-College Districts or Systems.....	68
Quality Focus Essay Feedback	73

San Diego City College
External Evaluation Visit Team Roster
Monday, March 13 - Thursday, March 16, 2017

Team Chair

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Riverside City College

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Associate Superintendent,
Vice President of Academic Affairs
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Administrative Representatives

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Dr. Rosevonne Pato
President
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Dr. David El Fattal
Vice Chancellor Business Services
Ventura Community College District

Ms. Rebecca Tillberg
Dean, Research & Planning
West Los Angeles College

Summary of the External Evaluation Report

Institution:	San Diego City College
Dates of Visit:	Monday, March 13 – Thursday, March 16, 2017
Team Chair:	Dr. Kimberlee Messina

A team of eleven educational professionals made up the accreditation team that visited San Diego City College (SDCC) on March 13-16, 2017. The evaluation team's purpose was to verify that the college continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and United State Department of Education (USDE) regulations. The team evaluated how well the college is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the college.

In preparation for the visit, the evaluation team chair and team assistant conducted a pre-visit to the campus on January 10, 2017. During this visit, the team chair and team assistant met with campus leadership and key personnel involved in the self-evaluation preparation process. On January 20, 2017, the evaluation team attended training organized by ACCJC.

The evaluation team received the college's self-evaluation document and related evidence in advance of the site visit. Additionally, in advance of the visit, the team requested and received additional documentation and evidence in support of the Institutional Self Evaluation Report. Team members found the document addressed the Eligibility Requirements, Commission Standards, and Commission Policies and USDE regulations, as well as college specific processes. The self-evaluation report was compiled through broad participation by the entire college community including faculty, staff, students, and administration.

The team chair, team assistant and Standard Leads attended a reception and presentation by the Chancellor and the District ALO at San Diego Mesa College on the Sunday preceding the team visit. The presentation provided details of the delineation of functions between the district and the colleges, as well as general information about each college.

The team arrived to the college on Monday, March 13, 2017 and participated in an extremely well attended meet and greet with the college community before taking a campus tour. The team visited the Cosmetology, Nursing and Photography departments.

During the visit, the team conducted approximately 60 formal meetings, interviews, and observations involving College employees, students, and board members. There was ample time for less informal meetings and discussions with the college community. The team held two open forums that allowed the team to interact with members of the community and staff.

The team reviewed numerous materials supporting the self-evaluation report in the team room and electronically, which included document and evidence supporting the Standards, Eligibility Requirements, Commission Policies, and USDE regulations. Evidence reviewed by the team included, but was not limited to, documents such as institutional plans, program review procedures and reports, student learning outcomes evidence, distance education classes, College policies and procedures, enrollment information, committee minutes and material, and College governance. The team also viewed evidence and documentation through the College's intranet and electronic copies stored on a flash drive.

The team greatly appreciated the enthusiasm and support from the College employees throughout the visit. The team appreciated the assistance of key staff members who assisted the team with requests for individual meetings and other needs throughout the evaluation visit. Campus staff members met every request of the team.

The team found a number of innovative and effective practices and programs and issued a number of commendations to the College. The team found the College satisfies the vast majority of Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations, but issued recommendations for compliance and recommendations to increase effectiveness.

Major Findings and Recommendations of the 2017 External Evaluation Team

College Commendations

During the accreditation visit to San Diego City College, the team recognized several aspects of the College worthy of commendation:

Commendation 1: The Team commends the College for its demonstrated commitment to social justice, community partnerships, and integrating service learning into high quality instructional programs. Some shining examples are the student-run food pantry and “Fantastique,” the high-end boutique that sells community donated designer clothing and accessories at thrift store prices.

Commendation 2: The Team commends the Cosmetology program for its quality, rigor, program creation, and support of student learning. The program supports students with affordable materials, is highly integrated with the community, and provides services to the homeless, veterans, and hospice patients. The faculty and the dean are to be commended for innovation, student-centered approach, and integration of community service.

Commendation 3: The Team commends the college constituencies for creating a positive student-centered campus climate that embraces change for continuous improvement, in spite of several years of leadership transition.

Commendation 4: The Team commends the college community for its enthusiasm and dedication to an emerging culture of evidence.

Commendation 5: The Team commends the Interim President, her cabinet, and the deans for authentic leadership in engaging in transparent communication and support for student learning and student equity.

Commendation 6: The team commends the students’ engagement and sense of pride in their institution and community, their appreciation for the faculty, staff and support programs, and their willingness to give back to the college even after they leave.

College Recommendations for Compliance

Recommendation 1 (Compliance): In order to meet the Standards, the Team recommends that the College extend its student learning outcomes assessment beyond the course level to include program and institutional learning outcomes assessment across the College, to broadly share the results, to engage in meaningful dialogue, and to use the results to improve student learning and student success. Processes and results must be documented to demonstrate continuous improvement. (I.B.2, I.B.4, I.B.5, I.B.6, I.B.8, II.A.3)

Recommendation 2 (Compliance): In order to meet the standards, the Team recommends that the College fully implement its revised planning process to ensure that the Educational Master Plan and the program review and resource allocation processes are integrated,

documented, and consistently applied across the institution in order to support continuous improvement of student learning and success. (I.B.8, I.B.9)

College Recommendations for Improvement

As a result of the external evaluation, the team makes the following recommendations:

Recommendation 3 (Improvement): In order to increase effectiveness, the Team recommends that the College implement a regular cycle of evaluation of its processes, including program review, resource allocation, and participatory governance; document the results of the evaluation; and use the results of the evaluation for sustainable and continuous quality improvement. (I.A.3, I.B.7, I.C.1, III.A.9, III.D.1, ER 19)

Recommendation 4 (Improvement): In order to increase effectiveness, the Team recommends that the College disaggregate student learning outcomes data for sub-populations. (I.B.5, I.B.6, II.A)

Recommendation 5 (Improvement): In order to increase effectiveness, the Team recommends the College provide more detailed information on academic programs and support services for distance education students in the catalog, on the website, and in any other college publications. (I.C.2, II.A, ER 20)

Recommendation 6 (Improvement): In order to increase effectiveness, the Team recommends the College implement processes to ensure that the student learning outcomes are consistent between the course outline of record and the course syllabus. (II.A.3)

Recommendation 7 (Improvement): In order to increase effectiveness, the Team recommends that the student services programs move beyond assessing satisfaction of their services to evaluating outcomes. (II.C.2)

San Diego Community College District Commendations and Recommendations

District Commendations

District Commendation 1: The Team commends the District for its organization and collaborative systems supporting an aligned curriculum across all colleges to ensure students can access courses across the District with ease. (II.A.5)

District Commendation 2: The Team commends the District administrative staff for fostering a strong culture of service in support of the Colleges. (II.C, III.C.2, III.D, IV.D.7)

District Commendation 3: The Team commends the District for its robust professional development programs, especially the Leadership Development Academy series available to all employees. (III.A.12)

District Commendation 4: The Team commends the District on its prudent approach to establishing reserves to fund future financial obligations such as the increased pension expenses and Other Post-Employment Benefits liabilities (OPEB). (III.D.12)

District Commendation 5: The Team commends the Board's establishment of, and participation with, the Citizen's Advisory Council that brings to the District a strong degree of public participation and contact. (IV.C.4)

District Commendation 6: The Team commends the high level of Board engagement with the District and its high level of commitment to continued professional development around issues impacting the District as well as the California Community College System. (IV.C.5, 8, 13)

District Recommendations for Improvement

District Recommendation 1 (Improvement): In order to increase effectiveness, the Team recommends that the District evaluate its support for the Colleges' capacity to assess student learning in order to improve educational programs and services (I.B.6, II.A.1, II.C.2, III.A.9, III.B.2, III.C.2, III.D.1, IV.C.13, IV.D.2)

District Recommendation 2 (Improvement): In order to increase effectiveness, the Team recommends that the District enhance its efforts and extend its support to the Colleges to strengthen the linkages and alignment of institutional plans. (I.B.9, II.A.1, III.A.14, III.B.2, III.B.4, III.C.2, III.D.2, III.D.4, IV.D.5)

District Recommendation 3 (Improvement): In order to increase effectiveness, the Team recommends that the District complete the review and update of its policies and procedures and establish a formal schedule for their regular review and publication. (I.B.7, I.C.5, III.A.11, III.A.12, III.A.13, III.C.5, IV.C.7)

Introduction

San Diego City College, located in the heart of downtown San Diego, celebrated its 100th anniversary in 2014. SDCC is part of the San Diego Community College District along with San Diego Mesa, San Diego Miramar and San Diego Community Education. The college offers 250 majors and certificates and serves more than 16,000 students.

The college started at San Diego High School, and moved to share facilities with San Diego State University in 1921, where they remained for 25 years. By 1946 the college returned to the high school location and reorganized. In the 1950s and 1960s the college established its permanent campus and added additional property in the 1970s.

Since the college's last self-study accreditation visit in 2010, San Diego City College has undergone further expansion. In 2013 the College opened the Math and Social Sciences building and the Arts and Humanities building, followed by the Business and Technology and Science buildings in 2014, and a new Performing Arts Building in 2016. The Engineering and Technology building and the Student Services building are currently under construction.

San Diego City College's accreditation was last reaffirmed in January 2011.

Eligibility Requirements (ER)

1. Authority

The team confirmed that San Diego City College is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). The ACCJC is the regional accrediting body recognized by the United State Department of Education and granted authority through the Higher Education Opportunity Act of 2008.

The College meets the ER.

2. Operational Status

The team confirmed that the College is operational and provides educational services to 26,034 unduplicated student enrollments within credit and non-credit courses for the academic year 2015-2016. The College has recently seen a slight decline in enrollment. In fall 2014, 50% of the student population selected transfer, with or without completing a degree.

The College meets the ER.

3. Degrees

The team confirmed that approximately 95% of the courses offered lead to an Associate Degree and/or transfer. Fifty-eight percent of San Diego City College students identify themselves as seeking to transfer or completing an Associate Degree.

The College meets the ER.

4. Chief Executive Officer

The evaluation team confirmed that the Governing Board employs the Chancellor of the San Diego Community College District who serves as the CEO, and as the Secretary to the Board. The team found that the Governing Board vests requisite authority in the Chancellor to administer board policies. The President of San Diego City College reports to the Chancellor. SDCC has an Interim President and recruitment is underway for a permanent president.

The College meets the ER.

5. Financial Accountability

The team confirmed that the District engages a qualified audit firm to conduct audits of all financial records. The District has had unqualified audits for the past five years and all results are presented to the Board of Trustee and made available to the public.

The College meets the ER.

Compliance with Commission Policies and Federal Regulations

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
<input checked="" type="checkbox"/>	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	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.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

Information regarding the College mission, programs, services, locations, and learning outcomes are posted in various locations around campus, in catalog and class schedules, and on the college website. Accreditation information is also included on the website.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	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.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

San Diego City College has defined elements of student achievement performance across the college. Completion, degree completion, certificate completion, transfer, CTE measures, and fall-to-fall persistence are the elements of student achievement identified by the College appropriate to the College mission.

The College has determined that the institutional measures of student achievement performance will also be used within each instructional program. In programs and fields where licensure is required, the licensure examination passage rates for program completers are included. Job placement rates are included for most CTE programs.

The institution-set standards for programs across San Diego City College are relevant to guide self-evaluation and institutional improvement. The defined elements and expected performance levels are appropriate within higher education and the results are widely shared across the college. The college community is engaged and has dialogue on the results. However, it is not clear how 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.

The College analyzes its performance as to the institution-set standards and as to student achievement, and the college has met or exceeded the institutional set standards.

Credits, Program Length, and Tuition

Evaluation Items:

<input checked="" type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
<input checked="" type="checkbox"/>	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).
<input checked="" type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
<input checked="" type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

[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):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	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.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

Administrative Procedure 4025, Philosophy and Criteria for Associate Degree and General Education, states that “Major or areas of emphasis that provide this depth are composed of a minimum of eighteen (18) units.”

Administrative Procedure 4026, Philosophy and Criteria for International Education, states that “Students participating in regular, semester-length study-abroad programs through study abroad consortia must have at least twelve (12) credit hours of college coursework completed”.

Administrative Procedure 4100, Graduation Requirements for Degrees and Certificates – Associate in Arts or Associate in Science Degree, states that “To obtain an associate degree, students must: A. Complete a minimum of sixty (60) units of approved coursework, including a minimum of eighteen (18) units in a college-defined major.”

Administrative Procedure 4020, Program, Curriculum, and Course Development, states that “For purposes of federal financial aid eligibility, a “credit hour” shall be no less than the following:

A. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately sixteen weeks for one semester hour of credit or the equivalent amount of work over a different amount of time, or

B. At least an equivalent amount of work as required in the paragraph above for other academic activities as established by the college, including laboratory work, internships, studio work, and other academic work leading to the award if credit hours.”

The credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

The assignment of credit hours and degree program lengths is verified by the instruction office and the deans and is reliable and accurate across the classroom based courses, lab courses, distance education classes, and for courses that involve clinical practices, such as the nursing program, verified by random checking of San Diego City College spring 2017 credit course class schedule, and talking to the deans and the Vice President of Instruction.

Tuition is consistent across degree programs at \$46 per unit for California residents and \$198 per unit for non-residents.

Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula and, in practice, verified by random checking of San Diego City College’s Spring 2017 schedule and by talking with the deans and department chairs.

The institution demonstrates compliance with the commission “Policy on Institutional Degree and Credit.”

Transfer Policies

Evaluation Items:

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public.
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer.
<input checked="" type="checkbox"/>	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)(ii).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to
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	meet the Commission’s requirements.
<input type="checkbox"/>	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.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The Schedule of Classes offers new San Diego City College students with previous college experiences an opportunity to petition for prerequisite review and approval. Students are directed to a link for information, policies and forms. New students are also directed to participate in orientation, assessment and educational planning.

The 2016-2017 college catalog informs students of the 12-unit residency requirement for conferral of a degree from San Diego City College.

The 2016-2017 college catalog informs students to submit all transcripts from any institutions where coursework may be applied for conferral of a degree and that they must be on file before submission of the petition for graduation.

The 2016-2017 college catalog informs students of the opportunity to apply coursework completed at any U.S. regionally accredited college toward any degree or certificate.

Reference to C-ID, comparable/equivalent content and student learning outcomes, and appropriate prerequisites is used in each publication.

The 2016-2017 college catalog informs students of the ability to use Advanced Placement, College Level Examination Program, and International Baccalaureate credits toward general education credit and/or CSU admission units.

Foreign transcript evaluation is clearly defined in the college catalog and on the college website.

Board Policies and Administrative Procedures were updated in 2016-2017 and are now on a six-year cycle of review.

Distance Education and Correspondence Education

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
<input checked="" type="checkbox"/>	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting

	homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
<input checked="" type="checkbox"/>	The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	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.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The technological needs associated with distance education are delineated and incorporated into technology planning. The responsibility for distance education is shared between the district and the college. The college works directly with curriculum, course content and design, and enforces the regular and effective contact requirements. The district manages the learning management system, and assures the integrity of identification authentication. The district hosts a distance education academy that provides thirty hours of instruction regarding teaching online, and includes all relevant policies, regulations and procedures. Only faculty who successfully complete the training may be assigned to teach online.

Exam proctoring for distance education students is also available at the College and is utilized extensively. The college provides proctoring to accommodate students with special needs as well. District budgetary commitments are consistent and indicative of the College’s support of its distance education technology infrastructure.

The Office of Instruction and the curriculum committee oversees the integrity of distance education offerings and clearly specifies the policies and procedures applicable to distance education courses. Interviews with a sampling of distance faculty confirm the adherence to San Diego City College’s stated policies.

Student Complaints

Evaluation Items:

<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<input checked="" type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	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.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The college catalog, printed and online, provides information to students on how to file complaints, including links to policies, procedures and forms and much other useful information.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
<input checked="" type="checkbox"/>	The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	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.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College has fulfilled third party notifications. The Board of Trustees held two public meetings, two board retreats, and several subcommittee meetings on the self-evaluation report. The College has posted the report and informed the public of the team visit and the three open forums where comments were encouraged. The local newspaper also ran an article on the visit and listed the open forums. The ACCJC has not received any third party comments.

Title IV Compliance

Evaluation Items:

<input checked="" type="checkbox"/>	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 USDE.
<input checked="" type="checkbox"/>	The institution has addressed any issues raised by the USDE 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.
<input checked="" type="checkbox"/>	The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

[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:

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	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.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

San Diego City College has maintained unmodified audits for the past five years, demonstrates the fiscal and administrative capacity to address issues, and has held student loan default rates under the USDE threshold. Contractual relationships comply with standards and requirements noted above.

STANDARD I

MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

Standard I.A: Mission

General Observations

San Diego City College demonstrates a strong commitment to a mission that emphasizes achievement of student learning and to communicating its mission internally and externally. The College broadly publishes its mission statement in publications and on the website. The mission statement explicitly addresses the College's broad educational purposes, its intended student population, and the types of degrees and other credentials it offers. The mission states as its priority "student learning." The mission statement informs institutional planning as it defines its provision of courses that emphasize transfer, career technical education, upgrades in employment skills, and basic skills and support services to meet the needs of all students. (I.A.1, ER 6)

The institution uses data to determine how effectively it is accomplishing its mission and directing institutional priorities to meet the needs of students. The self-evaluation describes the data, much of which the District Office generates, and how the data aligns with the student journey in the progression from basic skills to course completion, persistence, degree and certificate completion, transfer volume and licensure exam results. The self-evaluation reports the established institutional set standards and how the institution has met the standards. The College highlights the use of data in equity planning and in the development of the 2016-2025 Educational Master Plan. The Administrative Outcomes assessment in Taskstream has a well-developed assessment planning section. (I.A.2)

The institution's programs and services align with its mission through the program review and stored in the online software, Taskstream. The mission guides institutional decision-making, planning, and resource allocation. The mission is not specific in stating the provision of correspondence education/distance education other than the "open access" and to "meeting the diverse and ever changing.....needs". There appears to be good compliance with participation among instructional departments, but less among administrative units. (I.A.3)

The institution articulates its mission on its website and publishes it widely in its documents and plans, and reviews it on an annual basis. The processes in place show that the mission review and approval involve the Master Planning, Assessment, and Resource Oversight Council (MPAROC) to the President's Council and on to the Board of Trustees. Processes for discussion take place in the Academic and Classified Senates and Chairs' Council. (I.A.4)

Findings and Evidence

The mission statement appears on the college web site:
<http://www.sdcity.edu/MissionStatement>. The self-evaluation provides the description and

organization of the institution and clear alignment of the priorities of the institution with the mission. The College uses data and analysis toward achievement of the mission. Several updated manuals and the establishment of committees and processes support the mission and vision statements. Planning documents provide evidence; courses map to the mission and to the institutional learning outcomes. (I.A.1, ER 6)

Data inform priority setting and meeting the needs of students. The District generates comprehensive student achievement data and institutional surveys provide additional data. The College sets institutional priorities using the Educational Master Plan, Supporting Student Success (SSS) plan, and a gap analysis. A good example is the Student Equity Plan and the Basic Skills program implementation. The role of the MPAROC in analysis of quantitative and qualitative data and in the planning for institutional processes in accomplishing the mission is evident. The Resource Allocation Committee (RAC) guides resource allocation. The institution has strong planning documents to support the implementation of the processes needed for student learning and achievement. The self-evaluation did not include evidence of student learning outcomes (SLO) assessment. However, the College provided the Team with access to additional evidence prior to and during the site visit and the Team was able to determine that faculty are assessing learning outcomes at the course level. The Program Master Plan section in Taskstream contains some assessment of instructional and administrative outcomes. (I.A.2).

The Team found evidence of alignment with the mission statement in the matrix of courses and administrative services mapping in program review. The Team reviewed many program plans and minutes of MPAROC and other committees. The evidence indicated that the linkage of decision making to resource allocation and planning was inconsistent across the institution. (I.A.3)

The College reviews its mission statement on a regular cycle. The Board of Trustees approved the most recent mission statement on February 19, 2015. The MPAROC reaffirmed the mission statement, instructional priorities and core competencies at its meeting on September 28, 2016. (I.A.4, ER 6)

Conclusions

The College meets the Standard.

Recommendations

College Recommendation 3 (Improvement): In order to increase effectiveness, the Team recommends that the College implement a regular cycle of evaluation of its processes, including program review, resource allocation, and participatory governance; document the results of the evaluation; and use the results of the evaluation for sustainable and continuous quality improvement. (I.A.3, I.B.7, I.C.1, III.A.9, ER 19)

Standard IB: Assuring Academic Quality and Institutional Effectiveness

General Observations

San Diego City College has established governance processes, committees and operational practices that enable dialogue regarding student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. There is extensive conversation at the Chancellor's Cabinet, as well as with the Board of Trustees' committee on Equity, Student Learning and Accreditation and the complete Board of Trustees to discuss recommendations and make decisions that lead to institutional improvements.

The College is revising its planning and budgeting processes, in order to provide more integration, and to broaden its use of data to evaluate the extent to which college programs support its mission and priorities. The College uses Taskstream to facilitate the work of alignment, and has been working to make the tool more user friendly. However, several links in the chain are missing or difficult to find in Taskstream. The challenges of inconsistent use of Taskstream, and a lack of evidence in the self-evaluation regarding SLO development and assessment, required the Team to search more deeply for evidence.

The newly filled Dean of Institutional Effectiveness provides expanded support for college institutional research and planning, as does the Institutional Research and Effectiveness Committee (IREC). These efforts suggest that the institutional research function will expand on campus. The new Dean of Institutional Effectiveness appears to be so new that the position does not appear on the organization chart on page 56. The Team obtained an updated organizational chart during the site visit.

Although the self-evaluation did not clearly provide the Team with the description and evidence required to determine if the College meets the Standards IA and IB, the team was able, through extensive interviews and review of documents, to gather the required information.

Findings and Evidence

The college community has engaged in extensive dialogue in the process to develop the new Equity Plan, supported by detailed data provided by the Office of Institutional Effectiveness in the District Office. Broad-based discussion as evidenced in meeting minutes occurred in the development of the plan, beginning with the Equity Workgroup in 2014. Although no evidence of dialogue regarding SLO assessment results was present in the self-evaluation, the College provided evidence during the site visit that showed that dialogue for planning for student equity included extensive review of the results of SLO assessments. Through meetings with those directly involved in the SLO process, the team also found additional evidence of dialogue. For example, faculty collaborate on SLO assessments when there is more than one section of a course. SLO facilitators meet monthly with faculty in the SLO-AO Liaison committee, and support faculty in dialogue about their outcomes and assessment results. MPAROC reviews all program reviews and engages in discussion regarding student

learning and academic quality, and the IREC Summaries suggest sustained and substantive dialogue. A sample of Program Master Plans from Taskstream shows that units define program goals. Although there are no department or division minutes, the IREC Summaries and interviews with faculty confirm sustained and substantive dialogue about continuous improvement. (I.B.1)

The Educational Master Plan (EMP) contains defined Program Learning Outcomes for each program (<https://www.sdcity.edu/Portals/0/About/StrategicPlanning/2016-2025-ed-master-plan.pdf>). Program SLOs align with course SLOs and with institutional SLOs. The team found the mapping and alignment in Taskstream during the visit. There is no evidence of assessment or dialogue about student learning at the program or institution level. (I.B.2)

Institution Set Standards were developed, reviewed, and updated with the addition of a new standard related to basic skills. The College publishes clear tables containing historical and current data for institution set standards on the IREC web site. The College constituents engage in dialogue regarding the Institution Set Standards, as reflected in the IREC minutes. The College presents a range of values for each institution set standard, and reports the lower value in the ACCJC Annual Report. (I.B.3)

The College is currently engaged in revising the roles of MPAROC, its program review processes, and their Strategic Plan in order to support student learning. The team confirmed this through extensive interviews with college personnel and reviewing the Educational Master Plan. The College provided evidence of an IEPI grant proposal, and summary of the IEPI visit, that provided recommendations for improvement to the program review processes. However, the college is still in the process of implementing the changes, and have not completed the first cycle. The team learned through interviews that the college plans to evaluate the new program review process after the third cycle, the first year when the first third of programs will do a second comprehensive program review – is completed. (I.B.4)

The institution disaggregates student achievement data and broadly shares the data. However, the College is just beginning to analyze how to disaggregate the student learning outcomes data. The Team found very limited evidence of program outcomes assessment.

The Team confirmed that the MPAROC workgroup on program review is working on linking the Program Reviews to the EMP and strategic planning, which would also include the mission. The evidence presented does not indicate how the College identifies and mitigates the gaps. (I.B.5, I.B.6)

Student Services programs include service outcomes and assessment of satisfaction in their program reviews (I.B.7)

In general, the College posts appropriate information on its web site and committees discuss appropriate student data in open committee meetings. SLO assessment data of student learning is recorded to departments through Taskstream, and then available to departments for further dialogue; however, the assessment results are not made public, for example, on the college web site.

The College reports the following actions as evidence of broad communication of assessment and evaluation results:

- Various committee/cabinet/council meetings are open to all
- Information is on their webpage
- Email announcements
- District Communication Officer (I.B.8)

SDCC is engaged in reviewing and revising its Strategic Plan; the current draft contains five goals. The plan is in progress, and does not currently contain any objectives or activities.

The Resource Allocation Committee (RAC) uses a comprehensive rubric to evaluate resource requests through program reviews. RAC shares the results and recommendations with the President that form the basis of decision-making and resource allocations.

The college addresses short term and long term needs for educational programs and services and for human, physical, technology, and financial resources through a number of college plans, including the Educational Master Plan, Equity Plan, SSS Plan, Facilities Plan and Technology Plan draft. The 2006 Facilities Master Plan guided the bond funded construction projects but does not align with the College's strategic or educational master plan goals. (I.B.9)

Conclusions

The College does not meet Standards I.B.2, I.B.4, I.B.5, I.B.6, I.B.8, I.B.9, and ER 11.

Recommendations

College Recommendation 1 (Compliance): In order to meet the Standards, the Team recommends that the College extend its student learning outcomes assessment beyond the course level to include program and institutional learning outcomes assessment across the College, to broadly share the results, to engage in meaningful dialogue, and to use the results to improve student learning and student success. The College must document its processes and results in order to demonstrate continuous improvement. (I.B.2, I.B.4, I.B.5, I.B.8, II.A.3, II.A.11, ER 11)

College Recommendation 2 (Compliance): In order to meet the standards, the Team recommends that the College fully implement its revised planning process to ensure that the Educational Master Plan and the program review and resource allocation processes are integrated, documented, and consistently applied across the institution in order to support continuous improvement of student learning and success. (I.B.8, I.B.9)

See College Recommendation 3 (Improvement), Standard 1A

College Recommendation 4 (Improvement): In order to increase effectiveness, the Team recommends that the College disaggregate student learning outcomes data for sub-populations. (I.B.5, I.B.6, II.A)

District Recommendation 1 (Improvement): In order to increase effectiveness, the Team recommends that the District evaluate its support for the Colleges' capacity to assess student learning in order to improve educational programs and services (I.B.6, II.A.1, II.C.2, III.A.9, III.B.2, III.C.2, III.D.1, IV.C.13, IV.D.2)

District Recommendation 2 (Improvement): In order to increase effectiveness, the Team recommends that the District enhance its efforts and extend its support to the Colleges to strengthen the linkages and alignment of institutional plans. (I.B.9, II.A.1, III.A.14, III.B.2, III.B.4, III.C.2, III.D.2, III.D.4, IV.D.5)

District Recommendation 3 (Improvement): In order to increase effectiveness, the Team recommends that the District complete the review and update of its policies and procedures and establish a formal schedule for their regular review and publication. (I.B.7, I.C.5, III.A.11, III.A.12, III.A.13, III.C.5, IV.C.7)

Standard I.C Institutional Integrity

General Observations

San Diego City College assures the clarity, accuracy, and integrity of the information provided to current and prospective students, personnel, and all other persons or organizations in various ways. The College provides information about academic quality, its degrees, certificates, institutional policies, and procedures in a variety of publications and on the website. The College reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services and provides information regarding the cost of attending. The College has adopted policies and regulations supporting academic freedom and responsibility in alignment with the College's mission and its institutional learning outcomes.

The College establishes and publishes policies and procedures that promote honesty, responsibility, and academic integrity for all constituent groups. While the College requires students to conform to specific codes of conduct, as outlined in the Student Code of Conduct, the College does not have codes of conduct requiring conformity to specific personal beliefs.

The College does not operate in foreign locations.

San Diego City College agrees to comply with the standards, policies, guidelines, and public disclosure requirements of the Accrediting Commission and is committed to maintaining this compliance. The College does not have investors or other external organizations, and their primary constituents are the students.

Findings and Evidence

The catalog is comprehensive, including information on its mission statement, learning outcomes, educational programs, and student support services. The website also includes

information related to mission, programs, and the accreditation status of the institution and specific programs. The Student Success scorecard shows 2014-2015 data on student achievement, disaggregated by targeted populations. Other publications such as newsletters and the Factbook present relevant information about the College. (I.C.1, I.C.2, ER 20)

The Team's requests for data during the site visit produced the achievement data for Distance Education courses, which proved to be generally 10% lower than face-to-face classes for both success rates and retention rates. In an interview with the SDCCD Vice Chancellor for Instruction (VCI), the Team learned that the achievement gap had been recognized, and the District had begun talking to students who were not successful in online courses to learn how best to improve their success. The VCI and Dean of Online and Distributed Learning will also be working with faculty to conduct a Distance Education Summit. Information on Distance Education in the catalog is limited (p. 51) and refers students to a phone number for the Distance Education Office. (I.C.1, ER 20)

The College has published an extensive Educational Master Plan for the years 2016-2025. The Educational Master Plan includes an internal and external scan: a demographic profile of the student body, a wide range of achievement data disaggregated by select demographic factors, the demographics of the geographic region, details of all instructional and student support programs, and administrative support programs. As reported on p. 138 of the self-evaluation, student learning outcomes "data are housed on Taskstream," Taskstream is password protected and not available to the general public. However, the team was provided full access, as well as a demonstration of how to use the system. (I.C.3, ER 19)

The College provides a comprehensive catalog, published in print and online, that describes each program and course, including program learning outcomes and requirements. Course descriptions include codes that state the articulation and transfer requirements met by the course. Policies and procedures related to faculty evaluation specify the faculty's responsibilities to provide a syllabus to each student that includes the course student learning outcomes. Sample syllabi also reflect the allowances for flexibility. (I.C.4)

The San Diego Community College District has recently adopted a six-year cycle of review (BP 2410 in 2016) and begun the process of updating of its policies. (I.C.5)

The Spring Schedule of Classes and the web portal list all institutional fees. Certain programs assess fees, and these fees are listed in the catalog, in compliance with BP 3300 (p. 29). Information about course-specific instructional fees is included with the course information in the Schedule of Classes. The College publishes the total cost of instruction for Career and Technical Education programs on the Gainful Employment website. (I.C.6)

The College's policy on academic freedom and responsibility follows BP 4030 and is included in the print catalog (p. 5) and the website. In addition, the College has designated "free speech" areas on the campus and conducts activities specifically to promote freedom of expression and differing points of view. The campus community has recognized this commitment, per the responses to the most recent climate survey of students, faculty and staff. (I.C.7, ER 13)

The College, in compliance with Board and Administrative policies and procedures, promotes honesty, responsibility and academic integrity as well as the consequences for infractions. The policies are widely publicized in print, online and in classrooms. Administrative Policies relate to student behaviors (AP 3100, 3100.2, 3100.3). Board Policies promote civility and mutual respect for all constituent groups (7150) and freedom of expression for faculty (4030). Verification of student identity is limited to unique, secure passwords for students enrolled in online classes. (I.C.8)

BP 4030 outlines the scope of professional ethics and freedom of expression. The policy includes faculty's responsibility to be respectful in discussions of controversial issues. The curriculum process affords the faculty an opportunity to review course content to address issues of "academic freedom and/or personal viewpoints." Finally, forms used in the evaluation of Contract and adjunct instructional faculty, librarians and counselors include a requirement that the evaluator assess the faculty for "[d]emonstrated respect for colleagues, for the traditional concepts of academic freedom, and for the commonly-agreed-upon ethics of the ... profession." Results from the climate survey indicate the vast majority of students agree that their teachers attempt to be "fair and objective."(I.C.9)

The College does not require employees to subscribe to specific beliefs or worldviews (I.C.10)

The College does not operate in foreign locations. (I.C.11)

Commitment to the accreditation process and to complying with all accreditation policies, guidelines, and requirements begins with the San Diego Community College District policies and is documented in Board of Trustees' policies (BP 0005). The Board has a subcommittee to monitor the College's compliance, timely reporting, and updates. The Chancellor's cabinet has a standing agenda item for colleges to report on accreditation. The SDCCD website includes reports and data related to accreditation. The College's website includes a link to accreditation-related documents under the "About" tab. (<https://www.sdccity.edu/Accreditation>). (I.C.12, ER 21)

Three SDCC programs are accredited or approved by external agencies: Nursing, Drug & Alcohol Program and Cosmetology, all of which are compliant and currently accredited/approved. The child development center lab school operates under the authority of the California Department of Education Early Education & Support Division, which has general oversight for child centers in the state and enforces regulations found in Title 5 and the State of California, Department of Social Services, Community Care Licensing Title 22. The SDCC radio station complies with FCC requirements. The College notes recent issues of compliance with California Community Colleges Athletic Association requirements. The College has taken steps to correct the infractions. (I.C.13)

As part of a four-campus district, the College complies with the policies and procedures set at the District. The Chancellor and her administrative team set the goals and directions for the colleges based on a clear mission and shared values and these are explicit on the SDCCD website (<http://www.sdccd.edu/public/district/mission.shtml>). As public institutions, the

colleges of the SDCCD do not have major investors. Board of Trustees policies (Ethics, 2715 and Conflict of Interest, 2710) set the standards for ethical behavior for Board members. (I.C.14)

Conclusions

The College meets the Standard.

Recommendations

See College Recommendation 1 (Compliance), Standard 1B

College Recommendation 5 (Improvement): In order to increase effectiveness, the Team recommends the College provide more detailed information on academic programs and support services for distance education students in the catalog, on the website, and in any other college publications. (I.C.2, II.A, ER 20)

See District Recommendation 3 (Improvement), Standard IB

STANDARD II

STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

Standard II.A Instructional Programs

General Observations

San Diego City College (SDCC) offers a wide variety of educational opportunities to a diverse population of learners. The College offers a wide range of instructional programs in areas consistent with the mission to support two-year degrees and certificates, transferable general education, career technical training, basic skills courses, and English for English Language Learners. The College offers a robust schedule of classes, at multiple locations and online, to facilitate students' ability to complete academic goals in a timely manner. For each of the College's degree programs, there is a focused area of study and a component of general education based on a carefully developed philosophy that aligns with published Board policies. The College regularly reviews and seeks to improve its courses, programs, degrees and certificates. The college regularly assesses course student learning outcomes that are linked with program and institutional learning outcomes.

In an effort to strengthen the college's evidence based decision making and integrated planning needs, the college has recently established an Office of Institutional Effectiveness and hired a new Dean of Institutional Effectiveness.

Findings and Evidence

After review of the course catalog and a Taskstream demonstration, the team found strong evidence that the course and program offerings align with the college mission. The Curriculum Review Committee ensures that all courses, programs, degrees and certificates are consistent with SDCC's mission and mapped to one of the eleven competencies within the college mission. This information is available on the college and district websites, as well as through CurricUNET. Evidence that all courses and programs assess student progress toward educational goals include data provided to departments from the Office of Institutional Research about degree and certificate training and a district report on the number of students who transfer. The team validated that that all disciplines evaluate student progress and outcomes through program review and master plan review every year. The program reviews contain seven sections. Departments comment on student achievement outcomes and course student learning outcomes (SLOs). The College disaggregates student achievement outcomes by course, gender, and ethnicity. The District Institutional Research and Planning office, the Campus-Based Research Analyst, and the Chancellor's Office Data Mart track student achievement data longitudinally, going back five years. SLO assessments and action plans in all course modalities are consistently tracked through Taskstream. Although there are program learning outcomes for each degree field of study, assessment of program student learning outcomes does not systematically occur. (II.A.1, ER 9, ER 11)

There is evidence of academic and professional standards of course content and methods in the district-wide curriculum approval and review process. The College uses CurricUNET as the platform for housing curriculum. The curriculum review process is a six-year cycle for most courses and programs, and a two-year cycle for career/technical programs. The program review and master planning process on Taskstream encourages a discussion of the relationship between teaching practices and student performance. There are also opportunities for dialogue through their professional development programs.

Distance education courses undergo the same course review process as face-to-face courses. All faculty who choose to teach a distance education course must go through the 30-hour San Diego Online Learning Pathways (SDOLP) distance education-training program that focuses on best practices in distance education pedagogy as well as the technical components of teaching in an online environment. Distance education faculty make extensive use of Open Educational Resources (OER) to provide greater access to course material and reduce or eliminate the expense of textbooks for students. Additionally, faculty review and evaluate the quality of distance education courses by utilizing the Online Student Success report which provides an overview of student academic performance as well as a comparison of student achievement in online, hybrid, and face to face courses. Upon request, the team received evidence that ensures the College meets the requirements of regular and effective student contact in distance education courses, although the information was presented inconsistently. It would be helpful to provide a template of language that faculty could insert into their syllabi.

Student learning outcomes and achievement data inform resource allocation decisions. The team confirmed through interviews with faculty from various disciplines, including CTE programs and service areas that there is systematic assessment and dialogue at the course level. Many faculty have chosen to document their assessments outside of Taskstream, which is problematic for capturing and documenting the process and results.

The college acknowledges there is a need for stronger connections between program review and campus wide planning. The college is currently assessing the effectiveness of the program review in providing the information needed to achieve learning outcomes, and improve instruction and planning. Within the Quality Focus Essay (QFE) the college expresses an intent to integrate the information from the annual program review into the college master planning processes. They have recognized a need to review the data elements collected and how to use them to evaluate achievement of outcomes. The QFE provides some evidence that the college is engaged in continuous quality improvement, but that these processes are in the early stages of implementation. (II.A.2)

The Office of Institutional Research provides program review data to faculty. Program review provides a cohesive basis for programs and services to use in assessing and planning for future improvements. The data provided includes course enrollment, student

demographics, course/program productivity, student retention, and success. The District provides the deans with disaggregated student demographic data who then share it with the Discipline Chairs and faculty. Faculty and staff use the Handbook for Student Learning & Administrative Outcomes as a process resource that defines SLOs and AO's, provides guidance in outcomes development, and mechanisms for assessment of student achievement.

San Diego City College has identified learning outcomes for its courses and programs, but is in the initial stages of program outcomes assessment.

The college requires SLOs be included on syllabi provided to students. A review of a sample of syllabi indicate that the practice of including SLOs on the syllabi is mostly followed, but the student learning outcomes are not always the same as those listed on the official course outline of record found on CurricUNET. There seems to be a gap in process when a department changes SLOs for a course in which that change does not roll up to Taskstream or the official Course Outline of Record held by the District. (II.A.3)

The College and the District Curriculum committees review and approve all courses, in order to assure appropriate rigor and oversight of pre-collegiate curriculum. The College offers pre-collegiate courses in math, English, reading, and English as a second language. These courses are included in the course catalog. All pre-collegiate courses are clearly delineated from college level courses. The English department offers 10 basic skills courses, including composition, reading and study skills, college writing, and academic literacy, including accelerated. The Mathematics department offers eleven courses in pre-collegiate math including a Statistical Pathway (Statway). Although not listed in the self-evaluation, the college also offers nine courses for English for English Language Learners (ESOL) that includes a pathway designed to prepare students to read, write, speak and listen as an advanced level of academic English that will enable them to success in further college courses. An accelerated course also exists for this program (ESOL45). All courses are offered in multiple instructional modes; face-to-face, hybrid, and fully online. Collegiate and pre-collegiate programs are evaluated through program review, and pre-collegiate courses are evaluated through the Basic Skills report, which includes student achievement and progress data (placement, enrollment, persistence, retention, success rates). All pre-collegiate courses align with college level curriculum and provide a pathway for students. (II.A.4)

SDCC adheres to the District's policies and has established and implemented systems, processes and procedures to ensure their degrees, courses, and programs meet or exceed the expected academic rigor found in American higher education. SDCC offers Associate in Arts degree for Transfer, Associate in Science degree for Transfer, Associate of Arts and Associate of Science degrees as well as Certificates of Achievement. The institution publishes common criteria and competencies for all degrees in the college catalog and college website. AA and AS degrees require a minimum of 60 semester units, with at least 12 degree applicable units completed in residence at the college granting the degree. All degrees require that at least 18 semester units completed with a G.P.A of 2.00 or higher within the Major/Area of Emphasis. The Curriculum Review Committee (CRC) relies upon faculty as experts and use of "The Checklist for Technical and Curriculum Review" to

determine whether a course meets appropriate standards, although course sequencing and appropriate time to completion are not criteria on this checklist. The CRC minutes provide evidence that the college is compliant with state and federal regulations relative to curriculum development and revision. The CRC website provides web links to the District Curriculum Services that is the central repository for curriculum. Besides the checklist, the team did not find other resources to guide a faculty member in writing curriculum on the SDCC Curriculum Website. (II.A.5, ER 12)

Student learning outcome assessment results and/or data provided by the District on student achievement and student learning outcomes assessments are used in program review, although some of the data appear in the written review and others are presented orally to the MPAROC and RAC. To make classes more accessible to the needs of students, the college offers classes face to face, online and at a number of off-campus sites... Administrative Procedure 5300 guides the district's curriculum to ensure alignment of courses between the colleges. According to interviews and committee meetings, linkage with the District student information system (Peoplesoft) has been in development for at least two years, and full implementation has been recently delayed. Additionally, a review of the evidence and interviews conducted with instructional faculty suggest that there is no institutional practice of developing a two-year schedule. A few programs in CTE and Allied Health do have such course offering plans. When diminished enrollment impacts the offering of capstone courses, students may petition for a modification of their major and substitute a course. (II.A.6, ER 9)

Online faculty and students receive support and success preparation techniques through the District's Online Learning Pathways Website. For students, this site offers Student Orientation, a sample online course, training and tutorial videos as well as an online learning readiness assessment, Registration Directions, Tips for Success in an Online Class and "Netiquette" Guidelines. The distance education faculty make extensive use of Online Education Resources to reduce or eliminate the cost of textbooks for their students. The District ensures online students receive the same standards of academic scholarship as face-to-face students by including the Student Code of Conduct, the SDCCD Honest Academic Conduct Administrative Procedure, and Copyright Guidelines. The team was unable to find evidence that the college evaluates the effectiveness of the different delivery modes provided, nor how the College uses information from such an evaluation. This information may be in the Employee or Student feedback surveys. The institution has collected longitudinal data since 2009.

While there are no established protocols for determining appropriate delivery modes for diverse learning populations, the team found that the college informally evaluated enrollment trends, adjusted course offerings, and scheduling/time blocks, to meet student needs. Additionally, the Adaptive Technology Specialist provides technology to ensure compliance with the Americans with Disabilities Act (ADA). The program review and master planning process on Taskstream encourages a discussion of the relationship between teaching practices and student performance, and professional development opportunities further provide a platform for these discussions. The college provides continuous professional

development opportunities for faculty related to instruction, pedagogy, teaching and learning communities, and faculty certification for online instruction. FLEX calendar activities also focused upon understanding the diverse needs of their community. The College organizes its sessions around themes such as student equity, world cultures and mental and physical health. A notable professional development opportunity is the Teaching Men of Color Certificate done in partnership with the Center for Organizational Responsibility and Advancement (CORA). Learning support services are also available to SDCC students through a wide array of campus programs such as FYE, DSPS, EOPS, UMOJA, MESA, HUBU, Puente, Tutors, Veteran and Military Resources and the Outreach Program. (II.A.7)

The Checklist for Technical and Curriculum Review provides evidence of consistent application of prerequisite validation. Departments have clear structures in place to determine prerequisite criteria and to ensure their consistent application. The structures to determine prerequisite criteria include a request form for prerequisite validation for cross-department prerequisites, as well as a structured process for establishing prerequisites.

The institution has established protocols to measure student learning in a department-wide mathematics final in three different courses, as well as the use of a published test by the nursing program to measure mastery. Although both departments' exams undergo validation studies, there is no evidence of reviewing the tests for bias. The Mathematics faculty update the common final every two years, with a pilot test prior to implementation. Through interviews, the team determined that the department faculty review the course grade of each student who did not pass the final exam (scoring below 60% on the exam) to determine if that student would have passed the course if the exam was not part of the course grading requirements. The publisher provides content validation studies, as well as cut-score studies, to support the nursing exam. (II.A.8)

The College has established processes for awarding course credit, degrees and certificates. Processes for awarding of credit, degrees, and certificates conform to applicable state and federal regulations and are listed the college catalog. SDCC awards course credit based on the attainment of appropriate course-level learning outcomes contained within the course outline of record. The College awards degrees and certificates based on the evaluation of student learning outcomes assessments at the course level for all courses included in the programs, since the faculty have not yet institutionalized program learning outcomes assessment. The awarding of credit units is consistent with institutional policies that reflect accepted norms or equivalencies in higher education. The college meets state and federal regulations and best practices relative to instructional/credit hours. The Cosmetology program, reliant upon clock hours for licensure, converts required clock hours to credits in accordance to state and Federal regulation. There is a clearly defined relationship between units and hours, and Instructors evaluate and document student achievement through instructor evaluation based on student performance on class assignments and assessments as indicated in the course syllabus. (II.A.9, ER 10)

The process for reviewing courses relies on faculty input and established standards for higher education. SDCC implements policies and procedures to facilitate degree and certificate

completion. Additionally, Board Policy and Administrative Procedure 5050 provides clear guidance on articulation processes for Colleges and College Articulation Officers in the establishments of agreements with other colleges in agreement with its mission. A review of the District Articulation Committee minutes revealed that while there have not been updates to the website for the 2016-2017 academic year that sufficient evidence could be found to verify that this committee of Articulation Officers meets regularly to discuss key issues that affect articulation agreements and specific course agreements. (II.A.10)

Evidence shows that the College makes available to its students clearly stated transfer-of-credit policies that facilitates mobility of students without penalty.

Prior to accepting transfer of credits, SDCC ensures and certifies that student course work meets expected learning outcomes. The District accepts lower division coursework from US regionally accredited colleges. International students are required to submit their transcripts to an approved credential evaluation service along with an addition request for a comprehensive evaluation report sent to all colleges within the District. Pursuant to district administrative procedures, credit is also available through standardized placement exams such as CLEP and AP, Defense Activity (DANTES) and International Baccalaureate. Individual disciplines may also design and award credit by examination. The College will also apply credit for educational experiences completed during military service toward the associate degree in accordance with the associate/baccalaureate credit recommendations contained in “A Guide to the Evaluation of Educational Experiences in the Armed Services” published by the American Council on Education (ACE). Students must submit documentation of educational experiences during military service. The District Records Office conducts evaluations of transfer of credit. Transfer of credit aligns with CSU Breadth as well as the Intersegmental General Education Transfer Curriculum (IGETC). All colleges in the District share a common transcript, which facilitates student mobility within the District’s institutions. Articulation agreements between institutions align with student patterns of enrollment in accordance with the institution’s mission. (II.A.10, ER 10)

The institution includes student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. SDCC and the San Diego CCD have established College and District core competencies. SDCC has taken further steps and requires each course to map to its Institutional Student Learning competencies of Communications and Interpersonal Skills, Critical Thinking, Analyses/Computation, Cultural Sensitivity, Global Awareness, Information Management and Literacy, Personal Responsibility, and Civics and Environmental Responsibility. The institution includes these competencies in the catalog, embedded in General Education requirements as well as course and program SLOs necessary for degrees, certificates, transfer and CTE. The General Education courses contribute to the broad education of career technical and transfer students in the areas of critical thinking, writing, and oral communication skills, understanding of and the ability to use quantitative analysis, and awareness of the arts and humanities; and of the physical, social and behavioral

sciences as they affect one's interaction with the diverse local and global communities. The ability to engage diverse perspectives is also embedded within the District Multicultural requirement. The college provides programs that enhance global and cultural awareness among its students and personnel, as well. The college enhances opportunities for student, faculty and staff in experiential enrichment in diversity, cultural competency, self-awareness, and identity through campus programs and Student Equity funding support. (II.A.11)

A review of Board Policies and Administrative Procedures and interviews with faculty and administrators from the Curriculum and Instruction Council confirm that the institution is following Board Policies and Administrative procedures. Accessing the CIC minutes from various years in or around May and November revealed that General Education/Transfer discussions did take place. (II.A.12)

The evidence supports the College's assertions of meeting this standard. Faculty involvement in course and SLO development and assessment, established District policy and institutional procedures and communication of its general education requirements in college publications such as its 2015-2016 Catalog. SDCC includes a component of general education in all of its degree programs. The institution's 2015-2016 Catalog outlines institutional competencies and its commitment to general education designed to introduce students to the variety of means through which individuals comprehend the modern world. The college and district rely on faculty expertise to design, approve and teach general education courses that support and enhance the philosophy and values of its institution in all instructional settings, venues, and delivery modes. Course SLOs link to Program SLOs that map to institutional priorities and institution mission. Board Policy 5025, Policies and Criteria for Associate Degrees and General Education outlines criteria for general education requirements, and the catalog includes SDCC's General Education Philosophy. Degree program breadth is assured through inclusion of general education requirements and district requirements. Synthesis of learning is addressed with the inclusion of critical thinking as an institutional competency. The responses from (59%) of students surveyed suggested agreement there were sufficient number of general education courses available and (93%) agreed they had gained knowledge in different subject areas. (II.A.12, ER 12)

All degrees include focused study in at least one area of inquiry or in an established interdisciplinary core. All degrees at SDCC require 18 semester units or more in the major or area of emphasis, and include a minimum of 12 degree applicable units to be completed in residence at the college granting the degree. Mastery of key theories and practices within a field of study occur through identification of specialized courses in area of inquiry or interdisciplinary core. Student learning outcomes appear on the Course Outline of Record for each course leading to a degree. The College catalog includes program learning outcomes, for locally awarded AA and AS degrees as well as transfer degrees and some certificates of performance. Major requirements meet the University of California (UC) and the California State University (CSU) schools, as well as other options in a variety of career avenues. The College and the District's curriculum processes establish General Education requirements. (II.A.13)

The College's CTE programs provided advisory committee minutes that confirmed that industry input contributes to the development of curriculum and student learning outcomes. The College's passage rates for licensure indicate that the programs prepare their graduates well for employment. (II.A.14)

San Diego Community College District has Board Policy 5052 and Administrative Procedure 5022 in place to guide program discontinuance. Additionally the District also approved two administrative procedures AP 5019 and AP5021 February 10, 2017. These policies and procedures provide guidance for discontinuing a program, while ensuring students are able to complete their educational goals in a timely manner. When it is necessary to eliminate a program or program requirements are significantly changed, the College makes appropriate arrangements and uses a number of communication avenues to ensure that enrolled students may complete their education in a timely manner with minimum disruption. The Curriculum and Instruction Council confirms that the College has not used this policy in recent memory. (II.A.15)

SDCC and the District have the policies, procedures systems, and means in place to regularly and effectively evaluate and improve the quality and currency of all instructional programs. SDCC conducts program review annually, although some Annual Program Reviews and Master Planning reports do not meet the established timelines. For the 2015–2016 year, 79% of the areas had program reviews completed. Components of the annual review are comprised of seven areas which include: prior year progress report; student success data; narratives for course and program student learning outcomes and administrative units; collaborative projects; equity, inclusiveness, and diversity; environmental stewardship; innovative projects; fiscal adequacy and efficiency. These areas arguably relate to the required criteria of program reviews: relevancy, appropriateness, achievement of SLOs, currency, and planning. Additionally, the curriculum review process also supports relevancy, appropriateness, and currency. The program review data provided to departments to review and prepare their response for course and program improvement has six common data points of measurement, including enrollment, retention count, retention rate, success counts, success rates and course GPA. The college and district provide data disaggregated by course, ethnicity, gender, age, and year. Departmental faculty enter student learning outcome data into Taskstream, and is available for the program review author(s). SDCC has identified learning outcomes for its courses, programs, certificates, and degrees. (II.A.16)

Conclusions

The College does not meet Standards II.A.3

Recommendations

See College Recommendation 1 (Compliance), Standard 1B

See College Recommendation 4 (Improvement), Standard IB

See College Recommendation 5 (Improvement), Standard IC

College Recommendation 6 (Improvement): In order to increase effectiveness, the Team recommends the College implement processes to ensure that the student learning outcomes are consistent between the course outline of record and the course syllabus. (II.A.3)

See District Recommendation 1 (Improvement), Standard 1B

See District Recommendation 2 (Improvement), Standard 1B

Standard II.B Library and Learning Support Services

General Observations

SDCC offers a wide array of library resources and services to its students in multiple delivery modes. The Learning Resource Center (LRC), which houses the Library, the Office of Technology Management, the Independent Learning Center and a Professional Development Center. The Learning Resource Center, built in 2002, features 55,227 square feet of assignable space. The Library on the second floor of the LRC is a truly welcoming space for the college community: Airy, spacious, clean, and bright, it features 35' cathedral ceilings and 30' windows on both walls of the southwest corner of the building. The library is a popular study space for students, offering diverse study environments, including small group study rooms as well as individual desks.

The library holdings include traditional print resources, digital and tape media, online streaming, as well as access to multiple online databases. Students are able to access electronic resources and receive 24/7 guidance from a professional librarian via an online chat service, whether on site or online. Instructional departments have a faculty librarian liaison to ensure the library remains current in its holdings to support student learning in their departments. The library located in the College Learning Resource Center has 218 computers, 184 computers are designated for student use, with an additional 24 computers located in a classroom on the second floor, as well as 10 computers for faculty use on the third floor. The library also provides computer terminals with internet access and a broad band WiFi Network.

The Library Science faculty offer a section of Information Literacy and Research Skills each semester and are collaborating with the English department to form a learning community. In addition, the librarians offer orientations to over 1700 students each year.

The library's annual program review indicates that their print collection is not completely current, and students responded in the satisfaction survey with 34% expressing satisfaction with the library resources being adequate for their needs. The evidence reviewed confirms that instructional faculty are satisfied that the library purchases the items they request.

Findings and Evidence

The library assesses the currency, quality, depth and variety of its holdings through annual program review. The library's assessment of outcomes consists primarily of satisfaction surveys. They use the results to make improvements to services such as student access to the learning resource center and its services.

SDCC also offers services at the English, Math and Tutoring Centers, such as walk-in tutoring, one to one sessions, group tutoring, as well as Math and English one-unit review classes sufficient to support student learning and facilitate success. Online support for English tutoring is also available through a link in Blackboard, which allows students' access to an Online Tutoring Whiteboard. The team observed that all three tutorial centers understand that the "quantity, depth, and variety" of tutoring resources available to online students are comparable to those for on-campus students. The Math lab and Tutoring Center offer asynchronous tutoring via an email link for student questions as well as links to online resources such as Khan Academy, online writing centers, and YouTube video tutorials. The Tutoring Center offers 20 computers with discipline-specific software and hardware. More than 80% of respondents agreed that supplemental instructional services and tutorial services had a positive impact on their academic performance. (II.B.1, ER17)

The librarians collaborate with instructional faculty to ensure that the library materials reflect the needs of the instructional programs. The library has developed, revised and applied a Collection Management Guideline that list criteria for General Collection, and specific guidelines and standards for Circulating books, reference resources, periodicals, electronic resources as well as Media Materials. The guidelines specify that media materials for the LRC must include close captioning; the Office of Classroom Technology (OCTM) and the College's Technical Services Group (TSG) ensure that all electronic resources are ADA compliant and that all hardware and software meet Accessible Use Standards. While not explicitly stated as part of the Collection Management Guidelines, librarians have identified materials suitable for a range of reading levels, in both print and electronic formats, in alignment with the college curriculum. (II.B.2)

The SDCC Library Mission Statement guides its operations. The library engages in the comprehensive annual program review process and in the student learning outcomes assessments for LIBS 015. SDCC uses a variety of assessments to evaluate use, access and the relationship of the service to intended student learning. They include faculty and staff surveys, student surveys for supplemental instructional, which assess impact on academic performance, collection check out data, hours of librarian reference service are used as well as online analytics of all webpages. The review of this data facilitated a change in tutoring center hours of operation to create more access time for students to receive tutoring services. (II.B.3)

The SDCC Library has multiple agreements that support services for its instructional programs. The library tracks usage of its online resources through online analytics. It ensures security, maintenance and reliability in its services by engaging credible service providers through appropriate agreements approved by the SDCCD Board of trustees in accordance with District operational policy. (II.B.4)

Conclusions

The evidence shows that through much of Learning Resources, there is systematic evaluation and analysis of the results driving improvement of service. Partnerships between instructional faculty and librarians help to ensure that library acquisitions meet instructional and programmatic needs. Tutorial centers are responsive to the needs of instructional faculty and are engaged in efforts to increase student support services for both on-campus and Distance Education students.

The College meets the Standard.

Standard II.C Student Support Services

General Observations

SDCC offers a wide array of services to facilitate student completion and success that map to its mission, institutional priorities and competencies. Student Services programs include Admissions and Records, CalWORKs, DSPS, EOPS, Financial Aid, Mental Health Counseling Center, Health Services, Student Transition Services, and student success programs, such as orientation, assessment, counseling and education planning, first year services, Outreach, Price Scholars, Puente, Umoja, and Veterans Affairs. Student Affairs facilitates student engagement with over 25 student clubs. Student support services at SDCC are inclusive and available to all students regardless of location or means of delivery. The college assesses student support services through faculty and staff dialogue program review, and multiple surveys. The College collaboratively develops and implements modifications to address and provide a coordinated support network designed to anticipate and resolve student needs. The College and District maintain appropriate standards for the confidentiality, maintenance, release, and destruction of student records that adhere to state and federal law. The College regularly evaluates its programs and services for effectiveness and improvement, although they rely primarily on service satisfaction data.

Findings and Evidence

SDCC has a wide range of student support services and requires each office to complete an annual program review, assess administrative outcomes and update their master planning documents. In 2015, the college established a Student Services Initiatives Committee (SSIC). This committee provides a platform for collaboration and communication across City College that will result in the integration of student success and equity efforts campus-wide. Student support services evaluate the effectiveness of their programs, services, and delivery methods. The college utilizes the program review process as well as employee and student satisfaction surveys to gain an understanding of student need and trends. All Administrative Outcomes (AO) within each area of student services align with the mission of SDCC and comply with district policies and procedures. The institution has made progress in developing and assessing program and administrative outcomes and instituted an annual program review process.

SDCC analyzes assessment data from a broad range of sources for continuous improvement. Documents that used to improve services include annual reports from DSPP, EOPS, FYE, Title IX Gender Equity, Student Equity, as well as Point of Service surveys for all areas within student services as well as the Student and Employee feedback survey. The Counseling department provides face-to-face and online counseling services, and they have conducted student satisfaction surveys. Going forward the Counseling Department would benefit from assessment beyond satisfaction measures. (II.C.1, ER 15)

An example of continuous quality improvement is the Office of Admission and Records. In the 2015-2016 point of service survey only 16% of students felt they had been treated courteously by the staff. During the next year, they engaged in weekly meetings and multiple professional development activities to improve service and guide staff to understand the needs of the SDCC students. This measure increased 36 points to 52% of student satisfaction; a future goal is to reach and sustain 90% satisfaction with courteous service. Administrative outcomes have been developed for all programs and will complete the program review cycle in Summer 2017. (II.C.2)

SDCC assures equitable access to its students for all services whether in person or online. Counseling services are provided in-person, phone calls, and via internet-based video conferencing. As a Hispanic Serving Institution, SDCC provides orientation in Spanish and English. Online tutoring is available for English and Math. The Military Services Program provides quality student support services. There 2.0 full time classified staff, one at each military base, providing all essential services such as admissions, assessment, orientation, financial aid, and instructional support. These staff are highly qualified and trained in all areas of student support services. A counselor is available on-base 19 hours per week. Students access all services on the military base or via telephone or internet. High school students receive services, including first-year orientations both at the high school and on the SDCC campus, which include admissions, orientation, assessment and 1st semester counseling. Counselors are available to travel off-site as needed to meet the needs of transitioning high school students. The team found that matriculation-based services are readily available on and off-campus, and that the college will provide any needed special services to be as accessible as possible to all populations in the community it serves. Counseling and DSPP services are also available at the Educational Cultural Complex located off-campus. Plans are in development to add tutoring services at this off site location. (II.C.3, ER 15)

The college provides a strong athletic and co-curricular program that meets the mission of the college. The Athletics program strongly supports student success, through facilitating student/athlete interaction with counseling, tutoring, and other student success services. Student athletes perform academically at a significantly higher rate than students do in general, both on campus and throughout the state according to the SDCC Athletic Program Review. The Athletic program has control over its budget, and conforms to CCCAA standards. Athletics produces two annual reports (Athletic Program Review and Program Review Report) each year that drive program enhancement and resource allocation. The

Drama and Dance programs incorporate inclusion and equity and their productions represent the diverse community served by SDCC. Drama and dance do not currently have policies and procedures that oversee operations of various co-curricular activities. Interviews with faculty indicate that policies and procedures will be developed in the future. (II.C.4)

SDCC provides a comprehensive counseling, orientation and advisement program for students that enables students to move forward in their programs. SLO's are collected and reported in Taskstream, for use in the development of program review. Counseling provides effective services, especially meeting the needs of special populations of students traditionally underserved at many institutions such as Latino, African-American students and ex-offenders.) While the quality of these services appears to be very high, the department will benefit from assessments and evaluations that are more outcomes based. (II.C.5)

The College uses the District admission policy, BP 3000 that specifies the qualifications of students appropriate for its programs and compliant with state law and regulation. The approved admissions policy and process are published in the College Catalog, Class Schedule and available on the college website. The college provides clearly stated pathways in the college catalog, and website. SDCC provides academic advisement for students to develop their education plan and complete their programs, degrees, certificates and transfer goals. (II.C.6, ER 16)

The College evaluates the placement instruments on a three-year cycle. The most recent Assessment Plan for Placement, published in 2015, involved staff from all three colleges and the District. Office The study looks at assessment engagement, assessment strategies, enrollment strategies, communication strategies and evaluation strategies. The college is participating in a pilot program for the statewide common assessment. In addition, the college uses a multiple measures format, assessed and evaluated every three years. The District website provides information on the evaluation process and outcomes. Equity analysis has led to the development and/or enhancement of a Completion Program, Supplemental Instruction, Learning Disability services, and increased efforts to retain and support men of color. (II.C.7)

The disposition, security, access, secure back-up and destruction of all student records is guided by the District Student Records Manual and Board Policy 3001. The College stores records in a locked and alarmed room, and only full-time contract staff have keys. Some hourly employees do filing in this room, under direct supervision. There is an annual purge and shredding of physical records, in accordance with College and District procedure. The team confirmed that SDCC conforms to the policy through observation and interviews. The institution digitally scans and stores permanent records in electronic files permanently maintained by Ellucian's ISIS Student System. The district stores Student complaints and student conduct records electronically within the Maxient system. System back-ups are done throughout the day on multiple servers to ensure the District can restore the system and student records should the hardware or software fail. The District posts policies for release of confidential student records on the District website. No information can be released to any

members of the public, companies, or government agencies without specific written permission from the student. This permission is temporary and revocable. (II.C.8)

Conclusions

The College meets the Standard.

Recommendations

College Recommendation 7 (Improvement): In order to increase effectiveness, the Team recommends that the Counseling programs move beyond assessing satisfaction of their services to evaluating outcomes. (II.C.2)

See District Recommendation 1 (Improvement), Standard 1B

STANDARD III RESOURCES

Standard III.A Human Resources

General Observations

The human resources (HR) infrastructure of the District appears to support the needs of all colleges in the district, and SDCC in particular. Results of an annual survey show that most district employees are satisfied with the support they receive from Human Resources.

Findings and Evidence

SDCC has processes and procedures in place to ensure that the district interviews and hires qualified candidates for faculty, administration, and staff. Board policy exists to guide the development and implementation of administrative procedures for hiring processes that ensure college personnel have the requisite skills to maintain institutional integrity, academic services, student services, and provide support. The District delegates the decision to identify, prioritize, and craft specific job requirements to the college. The institution relies upon a centralized human resources office located at the district office to facilitate the hiring processes for the college. (III.A.1)

SDCC ensures that faculty members have the necessary subject matter knowledge and requisite skills for teaching in their discipline by following Minimum Qualifications for Faculty and Administrators in California Community Colleges published by the State Chancellors Office. Requisite qualification are included on job descriptions. Faculty job postings include development and review of curriculum, but did not yet include assessment of learning. The District corrected this deficiency during the external site visit and has embedded this requirement into Article XV of the faculty contract. (III.A.2, ER14)

The college certifies that administrators and employees responsible for educational programs are appropriately qualified through its hiring procedures and evaluation processes. Job announcements for Academic Administrators are compliant with Minimum Qualifications for Faculty and Administrators in California Community Colleges published by the State Chancellors Office. By doing so, the District also aligns with state law and regulation. After initial employment, regular employee evaluation ensures institutional effectiveness and academic quality. (III.A.3)

The college relies upon district procedures and Human Resources personnel to review applicant transcripts to ensure degrees are from accredited institutions recognized by US accrediting agencies. To facilitate this process, the district subscribes to the USDE database of accredited post-secondary institution and programs. An agency approved through the National Association of Credential Evaluation (NACES) services evaluates the applicant's materials from international institutions. The screening committee and Human Resources

use that evaluation in the same manner as a transcript to determine if the applicant meets the educational qualifications for the position. (III.A.4)

Each College employee has an evaluation cycle relative to their classification and length of service at the college, negotiated with their bargaining agency, and adhering to district policies and procedures, and the Management Employees Handbook. The District provided the master list for faculty, classified and administrators. The evidence provided to the team confirmed that evaluations are regular, timely, and contain information for job performance improvement. Per contract and handbook requirements, the institution provides a remediation plan and timeline when warranted. (III.A.5)

The faculty evaluation instrument includes “assessment” under the component of Classroom Teaching. In addition, in February 2017 the District signed a side letter agreement with the AFT Faculty Guild, which provides for the inclusion of comprehensive language in the collective bargaining agreement as it relates to the use of assessments to improve student learning. The Board of Trustees ratified this side-letter agreement on March 16, 2017. (III.A.6)

The Management Feedback Survey contained in Appendix 4 of the Management Employees Handbook includes the following criteria for evaluation “Considers assessment of student learning outcomes in decisions.” However, the Management Evaluation Form contained in Appendix 3 of the Management Handbook does not contain criteria related to the assessment of learning outcomes to improve teach and learning. (III.A.6)

The College relies on the state mandated District faculty obligation number to determine if there is a sufficient number of faculty. The District’s role in maintaining sufficient numbers of qualified faculty is through resource allocation. (III.A.7)

The College provides processes and procedures that address evaluation requirements for evaluating adjunct faculty. Pursuant to the AFT Guild Bargaining Unit Contract Article 15.1.14, an adjunct faculty member must be peer evaluated within the first year of employment within each discipline he/she holds an assignment within each college, and at least once every six regular semesters thereafter. Evidence provided to the team confirms that the College conducts evaluations on a regular basis with oversight from the department chair. Adjunct faculty receive orientations that provide essential information each semester. (III.A.8)

The District’s role in maintaining sufficient numbers of qualified staff and administrators is through the resource allocation process, which provides the funds to the Colleges for the hiring of staff and administrators. (III.A.9, III.A.10, ER 8)

The district publishes all policies and procedures on the district website, which is accessible to the public from every college website. (III.A.11)

SDCCD has policies and practices that promote an understanding of diversity and equitability. The district takes responsibility and a leadership role in creating a framework

that tracks and analyzes its employment equity record, providing services and training opportunities to ensure fair treatment of students and personnel.

The District has several EEO and diversity policies that guide the District:

BP 3410 Nondiscrimination

AP 3410 Nondiscrimination

BP 3430 Prohibition of Harassment

AP 3430 Prohibition of Harassment

AP 3435 Discrimination and Harassment Investigations

BP 7100 Commitment to Diversity

Policy 4110 Equal Opportunity/Affirmative Action Contractors and Vendors

The District has a dedicated legal and employment opportunity office, which oversees the equal employment opportunity program for the District. The District adopted an Equal Employment Opportunity Plan in 2014. This plan reflects the District's commitment to equal employment opportunity, and promotes nondiscriminatory practices. The District's goal is to create an environment that fosters diversity, promotes excellence, and is respectful to all. The plan includes a requirement that all individuals serving on selection committees receive training in the importance of a diverse workforce, bias awareness, and the elements of cultural competence.

The District regularly assesses their records in employment equity and diversity. The College regularly reviews and analyzes the statistical data regarding the ethnic and gender diversity of its employee. The Factbook annually provides employee diversity information. In addition, the Chancellor's Cabinet reviews the statistical diversity data for all of the colleges, Continuing Education, and the District Office quarterly and presents this information annually to the Board of Trustees.

The District has established the Campus Diversity Advisory Council (CDAC) as a component of the District's Diversity Program. The purpose of the CDAC is to develop ways for the colleges and Continuing Education to advance diversity and cultural competency via campus events and training/workshops, as well as to track the Colleges' and Continuing Education's activity and development in the areas of diversity and cultural competency.

The Human Resources department offers and provides mandated training, core workshops, customized training programs, personal enrichment topics, online training, and a lending library. Examples of some of the types of topics offered include: Legal Updates; Interpersonal Communication Skills; Customer Service; Respect and Positive Interaction in the Workplace; Managing Stress; Computer Skills; Health and Nutrition; Safety in the Workplace; Conflict Resolution; EEO Processes; Prohibition of Harassment; Cultural Competency; and Diversity and Emotional Intelligence. At SDCC, multiple committees promote diversity and equity. (III.A.12)

The District has sufficient policies and administrative procedures that put forth standards of professional behavior. The faculty contract contains additional language codifying their role as teachers and scholars within the academy. The Human Resources department has drafted a general written Code of Ethics for all personnel that will replace the current BP 7150, Civility and Mutual Respect. Adoption of this policy will further update and elevate the principles of professional ethics. As currently written, it requires the inclusion of the consequences for violation. The draft policy is currently proceeding through the participatory governance review and approval process. (III.A.13)

The College and District have extensive professional development opportunities for all levels of personnel. The SDCC professional development committee has regular meetings with documented agenda and minutes that verify an ongoing and engaged dialogue for these activities. The SDCC professional development committee evaluates each flex week activity and documents the results in the minutes. The college climate survey asked two broad questions; the results to these two questions may help guide the discussion that needs to occur on a granular level in assessing the impact and effectiveness of each professional development activity.

SDCC has recently developed, funded, and hired a professional development coordinator to facilitate growth opportunities for all college employees. The College has established an inclusive Professional Development Committee to develop a five-year plan of future events and activities for the growth and enhancement of all college staff. Plans include an Adjunct Institute, Peer Mentors, workshops to incorporate project-based learning into class lessons, and cultural competency. As the College moves forward, they will need to embed processes for continuous quality improvement into this plan. (III.A.14)

The College has written procedures to ensure personnel records are kept secure and confidential and in compliance with the law. Each bargaining agency within the district has a section within their contract providing for employees to have access to their own personnel records. The District stores personnel files for Managers and Administrators in the District office. At SDCC, the College stores the physical records for faculty evaluations in the office of the Vice President of Instruction. These files are stored in secure and locked facilities. (III.A.15)

Conclusions

The College meets the Standard.

Recommendations

See College Recommendation 3 (Improvement), Standard 1A

See District Recommendation 1 (Improvement), Standard 1B

See District Recommendation 2 (Improvement), Standard 1B

See District Recommendation 3 (Improvement), Standard 1B

Standard III.B Physical Resources

General Observations

The San Diego Community College District (SDCCD) is comprised of San Diego Miramar College, San Diego City College, San Diego Mesa College, and seven Continuing Education (CE) campuses. The San Diego Community College District is California's second largest community college district and serves over 106,000 students annually.

The voters approved Proposition S in 2002 for a total of \$685,000,000 and Proposition N in 2006 for a total of \$870,000,000 to support the physical infrastructure of the San Diego Community College District.

The District utilizes various processes to plan and evaluate its facilities and the needs of the Colleges and campuses; these include the Facilities Master Plan (FMP), the Educational Master Plan (EMP), Security Master Plan, and the Program Review process. The District also uses several mechanisms to assure the safety and security of their learning and working environments.

Findings and Evidence

The District has multiple strategies in place that are coordinated by several campus and district offices including Administrative Services, Facilities Services, Risk Management, College Police, Human Resources, and the Disabled Student Program, to assure safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. For example, an automated District work order process provides faculty and staff an opportunity to report unsafe facility conditions. The District prioritizes the work orders so that critical issues like safety receive the highest priority and necessary resources. In addition, the District conducts an annual inspection focusing on the identification of safety related facilities matters for all locations of the District.

All college facilities at all locations are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. The bond construction program delivers new building and modernization projects that meet or exceed Division of State Architect standards that assure access, safety, and healthful environment. Additional building improvements or modifications are completed using standards for accessibility and safety.

The Facilities Master Plans (FMP) identify the facilities requirements to meet the educational mission but do not directly link to the campus Educational Master Plans. The FMPs, created with participation from faculty and staff, have provided the blueprints for facility modernization. The FMPs review existing space utilization to support programs and services. A future goal of the District is to have the new Facilities Master Plans integrated with each college's Educational Master Plan to assure sufficient, effective, utilization and programming needs.

The District has a security plan and annual safety report that identifies measurable metrics, processes, and procedures to ensure the safety and security of all who frequent the campuses. These plans and reports identify areas of risk to address and provide valued information that enables informed decision making for optimum allocation of resources.

Safety resources are available to staff through the District safety website. The culture of safety helps to create a synergy among responsibilities and reporting across the District while at the same time recognizing the uniqueness of each campus. The District Safety Coordinator maintains and updates the website. Trainings for staff, faculty, and students are held in the area of emergency preparedness utilizing an ALICE (Alert, Lockdown, Inform, Counter, Evacuate) approach at the campuses and District Office.

Blackboard, the District's learning management system has features that enable the District and College to alert students in the event of an emergency. In addition, call boxes are located in all classrooms and throughout the campuses. City College recently implemented a web application alert system as a pilot program. This application provide a mechanism for emergency notifications; reporting safety issues; and to provide students, faculty and staff with the ability to request assistance or escort if they are feeling unsafe. A future goal is to implement the application technology districtwide for all staff, faculty, and students. (III.B.1)

The District has issued approximately \$1.5 billion in bonds to build, renovate and provide equipment for facilities to support the District's mission. The bonds provide the fiscal resources, which, coupled with the Facilities Master Plan, enable the District to ensure that the facilities it builds and outfits with equipment comply with all codes, regulations, services and program requirements. The District's Five Year Capital Improvement Plan highlights the District's planned capital improvements over the next five years. The state scheduled maintenance program allocates state resources to scheduled maintenance requirements levied by the District. Through these resources, the District allocates funds to maintain and replace assets. The District uses the Association of Physical Plant Administrators (APPA) metrics and standards when evaluating its physical resources. Evaluation of the effectiveness of facilities and equipment to meet the needs of programs and services occurs through the Facilities Management Division goals and action plan. This plan outlines the goals, activities and outcomes for District Facilities to provide for sustainable and accessible environments in support of the College's mission. The District allocates the State Instructional Equipment Funds. The District's Institutional Technology Plan draft identifies the technology infrastructure needed to support distance education students and services. (III.B.2)

The District utilizes established metrics to measure the effectiveness of its physical resources to support institutional programs and services, including support for distance education and all other modalities. Metrics include a process using total cost of ownership (TCO) ideals. The TCO methodology focuses on acquisition of facilities. However, future infrastructure maintenance costs could be included in this process. The College's facilities task force assesses the use of facilities.

Management Services Council reviews the assessments and makes recommendations to Cabinet and other governance organizations regarding the allocation of resources to meet District requirements. In this process, space utilization and equipment needs are identified and included in annual unit plans to align with annual planning priorities and strategic goals. These plans are the mechanism for requesting equipment that is necessary to support programs and the District prioritizes the requests through the resource allocation process (III.B.3)

The District develops long-range plans utilizing Facilities Master Plans to help guide resource allocation and support institutional improvement goals with a high quality student-learning environment. The EMP and FMP guide the long-range capital planning designed to meet institutional improvement goals. Utilizing these core-planning documents provides for informed decision-making regarding facilities and instructional equipment. Through the annual planning and budget process, funding requests consider and reflect a total cost of ownership that contemplates components such as staffing, supplies, equipment, maintenance, replacement, utilities, and supplies. Although the District has an established process for determining the total cost of ownership for new facilities, the methodology does not consider the resources required for ongoing maintenance or replacement costs. (III.B.4)

Conclusions

The District assures safe physical resources at all locations where it offers courses, programs and learning support services through the utilization of quality standards for construction. The District promotes a culture of safety through ongoing training as well as the implementation of state-of-the-art notification systems for use during emergencies. Evidence of meeting the standards through varied multi-pronged strategies represented by Management Services Council minutes, Facilities Master Plans, Rainbow Report, Districtwide Security Plan and Annual Safety Report. (III.B.1)

The District has completed excellent work in building and renovating its facilities for utilization in support of its colleges. Moreover, the College identified the facilities requirements that are necessary to support the educational mission in the College Facilities Master Plan. However, the team was not able to identify evidence that would indicate a direct linkage to the College Educational Master Plan. (III.B.2)

Assessment of the use of facilities occurs at the District and College level. The EMP and FMP guide the long range planning. Total Cost of Ownership is captured through the annual planning and budget process; however, ongoing resources required to update or maintain equipment and facilities are not considered. (III.B.4)

The College meets this Standard.

Recommendations

See District Recommendation 1 (Improvement), Standard 1B

See District Recommendation 2 (Improvement), Standard 1B

Standard III.C Technology Resources

General Observations

SDCC is part of a multi-college District that centralizes much of its technology services at the District's Information Technology Services. The District adopted District Technology Master Plan to delineate and formalize technology related responsibilities of the District and those of the College and Continuing Education.

The 2016-2018 Technology Master Plan describes technology services, hardware and software evaluation, and the upgrade process that supports the District's management and operations functions. The District's IT department provides the teaching and learning technology services for academic programs, library system, web servers, network infrastructure, hardware, software, telephone operations, data center, and "helpdesk" at all District colleges as well as District operations.

The College's constituency based Institutional Technology Council (ITC) identifies and evaluates campus technology and technology service needs as well as updating the college's Technology Plan. The participatory governance District Education Steering Group provides Districtwide oversight of all issues related to Distance Education. The Districtwide San Diego Online Learning Pathways offices (SDOLP) provide 24-hour support to Distance Education students and staff, and provides leadership for the Online Education Initiative (OEI).

Committees such as the Microcomputer Advisory Committee (AMG) and Campus Audio Visual Equipment Group (CAVE) serve as a resource to the District's Director of Information Technology for input from campuses with regard to network and technology infrastructure.

The College evaluates its campus technology and service effectiveness through campus level assessment via the program review process and student and employee surveys. The ITC reviews the results and the Resource Allocation Committee recommends the final resource allocation to the President's Council. (III.C.1)

District and College departments collaborate on technology related issues. The College's ITC provides input for planning, budgets and timelines to address technology issues at each institution. The District Director of Technology Services District IT shares planning information at ITC meetings.

The Districtwide Distance Education Steering Committee (DDESC) serves as the conduit through which the District makes decisions about the use and distribution of technology resources in relation to distance education. This committee reviews new technological resources and makes decision to acquire or not to acquire. The committee participated in the pilot of Canvas and recommended the District begin a review of the learning management system for fall 2016.

The College's IT staff maintain detailed lifecycle inventory of computers and servers, including replacement plans and timelines. The institution funds requests for new or upgraded technology through TARP and RAC equipment prioritization processes. The technology infrastructure fully supports the College's online courses. The San Diego Online Learning Pathways (SDOLP) hosted storage usage on an annual basis, courses are archived on a regular basis, and hard drives are kept up-to-date. (III.C.2)

The District technology services ensure Districtwide support for courses, programs and services.

District technology staff supports the network infrastructure and file servers, and provides a core set of data and telecom services to all District locations. The District is responsible for a maintenance budget that covers all software and hardware it supports throughout the District. Safeguards are in place to protect information technology resources including access control, data handling, password and other security procedures. The District has policies and procedures in place to ensure compliance with state and federal regulations and initiatives. (III.C.3)

The SDOLP provides extensive training for students, faculty, administrators and staff in the use of the Blackboard Learning Management system as well as online pedagogy, and general educational technology. SDOLP provides faculty mentors on campus to support and gather input regarding the training and support needs of faculty and students. Faculty Online Learning Certification is required for faculty. Student Orientation and Online Learning is available to students, and faculty strongly encourage their students to take advantage of the orientation.

SDOLP provide training for the enrollment Management System (EMS). Administrators and Instructional Deans monitor enrollment, student success, and provide information for effective enrollment management.

By April 2015, 125 faculty members, both contract and adjunct, have received certification for online teaching and an additional 38 faculty have completed training for incorporating use of Blackboard in traditional, on campus courses. (III.C.4.)

The College has implemented numerous policies and procedures for the appropriate use of technology in teaching and learning in accordance with BP 5020 and AP 5105. In AP 5105 the Vice Chancellor of Instructional Services, or designee, in collegial consultation through the District Governance Council, use one or more methods to secure credentialing/login and password, protected examinations or new or other technologies that are effective in verifying student identification. (III.C.5)

Findings and Evidence

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

The District provides extensive technology services and infrastructure to support the College and its programs. Notably, campus interview feedback indicated there was an expressed desire for greater communication between District IT and the College to enhance support for campus technology needs to enable greater participation and input into updates of the District Technology Master Plan. (III.C.1)

Evidence substantiates that the institution continuously plans for, updates and replaces technology to ensure its technological infrastructure; quality and capacity are adequate to support its mission, operations, programs, and services. (III.C.2)

The institution assures that technology resources are sufficient at all locations where it offers courses, programs, and services and are implemented and maintained to assure reliable access, safety, and security. (III.C.3) The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations. (III.C.4)

The institution has policies and procedures that guide the appropriate use of technology. (III.C.5)

Conclusions

The College is supported by comprehensive District Information Technology (IT) services and infrastructure that supports the College's management, operations, academic programs, teaching and learning, and support services.

Information technology services provided by the District, and the College views them as highly effective and valued. The District IT support staff are very efficient, available, and responsive to support requests from campus faculty and staff. Feedback from campus interviews indicate there is a high level of satisfaction with District "helpdesk" services and staff.

The District maintains and provides an extensive library of training modules on a wide variety of topics and software, which is available to all staff Districtwide. College faculty and staff recognize this as a valued resource.

District and College committee structures are in place to guide the coordination of Districtwide technology. The District and the Colleges recently established a Districtwide Technology Committee to enhance communication, facilitate coordination, and better integrate technology planning and support for updating the Districtwide Technology Plan updates.

The College meets the Standard.

Recommendations

See District Recommendation 1 (Improvement), Standard 1B

See District Recommendation 2 (Improvement), Standard 1B

See District Recommendation 3 (Improvement), Standard IB

Standard III.D Financial Resources

General Observations

The District has strong and effective fiscal practices as evidenced by annual reports from external independent auditors, strong financial reserves, high bond ratings and documented existing practices that allocate sufficient resources to support student learning programs and services and to improve institutional effectiveness. The District allocates unrestricted general fund resources through a Resource Allocation Formula (RAF) that supports the integration of financial resource planning with institutional planning. Annual unmodified audits confirm that the District thoughtfully manages its institutional finances with integrity to ensure financial stability. The annual allocation of resources and related level of financial reserves provide a reasonable expectation of both short- and long-term financial solvency.

Findings and Evidence

The District's Executive Vice Chancellor, Business and Technology Services oversees and monitors the fiscal operations of the District, which encompasses three colleges, a school of Continuing Education, financial aid allocations, externally funded programs, contractual relationships, auxiliary organization/foundations, institutional investments, and assets to ensure the overall financial integrity of the District.

Communication regarding the budget and financial affairs of the District occurs through various participatory governance councils and committees, Chancellor's Forums, other meetings and publications distributed throughout the course of the fiscal year. The financial management and financial stability of the District is validated by the District's annual externally prepared audits that consistently receive an opinion of "unmodified" by the independent auditors. An unmodified opinion is the best opinion possible that an independent auditor can specify. Further evidence of effective financial management that leads to substantial financial stability is demonstrated by the District receiving top bond ratings from Standard & Poor's (AA+) and Moody's (Aaa).

The District's RAF establishes the proportional share of dollars available to each employee unit, with each unit then responsible for determining how to distribute its allocated compensation dollars to its unit membership. The RAF defines the methodology and calculations as agreed upon by all employee units. Concerning the budget preparation process, Board Policy ensures compliance with Title 5 and State Compliance matters and the California Community Colleges Budget and Accounting Manual. The District presents a balanced budget annually to the Board of Trustees for adoption. The District has consistently ended each fiscal year with financial reserves. In addition, the District consistently maintains adequate cash reserves, avoids external borrowing and the associated costs, and meets all state mandated fiscal requirements such as the 50% Law and the FON (Faculty Obligation Number).

The distribution and allocation of resources are shared by the District and College through several methodologies including Budget Allocation Model, Resource Allocation Formula, Campus Allocation Model and campus processes such as Resource Allocation Budget Hearings and Award Letters. The College has sufficient financial resources and sound processes to support and sustain student learning programs and services and to improve institutional effectiveness. The District and College plans and manages finances with integrity and in a manner that ensures fiscal stability as substantiated by annual independent audit reports. (III.D.1)

The Educational Master Plans of the District and College provide the underlying foundation for financial planning and budget development. Districtwide integrated planning includes the participation of constituent groups from all campuses that facilitates dialog and input for fiscal planning. The District Budget Planning and Development Council, District Governance Council, and District Strategic Planning Committee, broadly discuss information related to financial resources make recommendations as appropriate.

The District and College allocate resources in a focused effort to fulfill the missions and goals of the institution. The College integrates the financial planning with and supports all institutional planning. The College has sufficient policies and procedures to ensure sound financial practices and financial stability. Information about the budget, fiscal conditions, financial planning, and audit results are provided to constituencies including the Board of Trustees, faculty, staff, administrators and student leadership. The colleges regularly shares Finance and budget information in a timely fashion in a variety of ways and formats such as Adopted Budget, Chancellor's Forums, Budget Planning and Development Council, Budget Hearings through the Resource Allocation Committee, and Budget Training for campus stakeholders. (III.D.2)

The District and College have clearly defined guidelines and processes for financial planning and budget development that allow participation for all constituencies in the development of institutional plans and budgets. Institutional policies and procedures are set forth in multiple Board Policies and Administrative Procedures. The District utilizes the Campus Allocation Model, Budget Allocation Model and Resource Allocation Formula to determine the level of resources that are allocated to the colleges. Subsequently, the College utilizes a comprehensive Resource Allocation process with Budget Hearings chaired by the Resource Allocation Committee to allocate resources by division and program. (III.D.3)

The District's annual budget development process begins with the release of the governor's annual budget in January for the following fiscal year. Using this information, the District's Fiscal Services Department, in collaboration with the District Budget Development and Planning Council, develops budget assumptions aligned with the annual planning priorities and categorized in areas of Fiscal Stability, Personnel, Legal Mandates, Grants, and Expenditures. Key elements used for developing the budget include projected enrollment data, the faculty obligation number (FON), cost of living adjustments (COLA), growth/restoration factors, deficit factors applied to state apportionment, contractual

obligations, and other information deemed applicable. The Chancellor's Cabinet identifies FTES and growth targets for each College.

The tentative and adopted budget models for the colleges are developed and disseminated districtwide to administration, with the campus allocation provided to the College Vice President of Administrative Services. The College Business Services Office verifies that all figures within the model are correct, prior to allocating funds according to the model. The College maintains its own budget development process for discretionary funds and any contingency funds that are available. The College also receives other revenue that supplements state funding. For example, the College receives approximately \$14 million annually in grants and other revenues restricted for specific projects and purposes. The College continues to pursue the development of new financial resources through Facility Rentals on campus as well as a strong connection to the San Diego City College Foundation. Institutional planning at the college reflects a realistic assessment of financial resources. (III.D.4)

The budget development process is transparent with financial and budget information disseminated at various times throughout the year at the District and College locations to inform and provide an opportunity for stakeholder input. The Board of Trustees is engaged in the process through the Board subcommittee on Budget and Audit. The presentations to the committee outline current and future fiscal needs as identified by the priorities and goals of the District and its colleges. The District and College resource allocation processes consider new programs, initiatives, and strategies. Integrated planning, institutional effectiveness, and campus planning ensure that the District and College's distribute their resources fairly and in support of the Colleges' mission and vision through the RAF.

The institution has appropriate approval processes that provide an adequate control environment for the tracking and reporting of expenses, which are periodically reviewed through external audits. The annual independent audit reports substantiate that internal controls are sufficient. (III.D.5)

The District's annual budget represents a culmination of the strategic planning and budget development processes including a campus allocation formula that ensures an appropriate level of resources allocated to each college and Continuing Education to support student learning programs and services. Financial documents undergo a thorough review process to insure a high level of transparency and accuracy in order to develop a high degree of credibility. The BPDC reviews state apportionment reports, enrollment management decisions that drive FTES targets, the annual Campus Allocation Model, and the budget assumptions used in the development of the annual budget. The budget assumptions are shared at the District Governance Council (DGC) and the Chancellor's Cabinet, in addition to presenting a Tentative Budget to the Board of Trustees in June of each year and a final Adopted Budget to the Board in September of each year.

Prior to the end of the academic year, the Preliminary Budget informs faculty and staff about key issues considered in the development of the upcoming year's Tentative and Adopted

Budgets. In addition, the Chancellor regularly communicates state budget updates beginning with the Governor's release of the State's Proposed Budget in January of each year along with communication upon the Governor's May Revise. The Chancellor conducts Forums each fall on the colleges and Continuing Education campuses and at the District Office, discussing the budget and its potential impact on the upcoming academic year.

FTES targets are converted into Full Time Equivalent Faculty (FTEF) requirements in order to achieve the targeted FTES, and inform the District budget development. Allocation rates as defined within the Districtwide Campus Allocation Model and budget assumptions in accordance with the Budget Allocation Model's projected revenues. (III.D.6)

The District regularly provides information about budget, fiscal conditions, financial planning, and audit results districtwide through its participatory governance committees, board meetings and town hall presentations. The information provided is sufficient in content and provided in a timely manner to support institutional and financial planning and management. The District's audits have consistently been unmodified opinions. In the event findings are identified during the audit discovery process, the District reviews the items identified through random sampling methods determined by the auditors, with the appropriate management personnel to ensure that corrective action is initiated and a timely response regarding the findings and proposed corrective plan is communicated to the external auditors during field work well in advance of finalization of the annual audit. The District's Board of Trustees and District Administration review the audit during a meeting of the Board subcommittee on Budget Study and Audit. An annual review of the audit review takes place during a public meeting of the governing board. The District has not received any audit findings or negative reviews during the last five years. Institutional responses to external audit findings are comprehensive, timely and communicated appropriately. (III.D.7)

An independent certified public accountant audits the District annually, and during the last audit, the external auditors have found no material weaknesses or significant deficiencies in internal control. The District's internal control structure has appropriate control mechanisms, are strong and adequate to support sound financial decision-making and fiscal stability of the District. The District's internal controls conform to the Generally Accepted Accounting and Auditing requirements. The College stakeholders adhere to the internal controls.

An independent certified public accountant performs the annual audit of all financial records. The auditors express an opinion on the financial statements and adequacy of accounting procedures and internal control. All special funds, grant expenditures, and bond expenditures are consistent with regulatory and legal restrictions. Board Policies and Administrative Procedures govern the compliance with regulatory and legal restrictions for these funds. (III.D.8, ER 5)

The District monitors cash flow on a daily basis and projects future cash flow requirements over a revolving twelve-month cycle. Bank statements are reconciled on a monthly basis. The District is fiscally independent and holds its cash reserve in the County of San Diego's treasury pool. The Board of Trustees ensures compliance with the State Chancellor's Office

recommendation of maintaining a minimum reserve equal to five percent of the general fund budget. The District has more than five percent of the general fund budget in a Cash Fund, with additional cash that well exceeds the recommended minimum of five percent held in other reserve funds. The District complies with Board Policy regarding fiscal management. Board Policy requires compliance with Title 5 requirements to maintain an unrestricted general fund reserve sufficient to provide for working capital, appropriate cash flow, state, and local funding uncertainties and future emergencies.

The District's cash reserve in a restricted fund has allowed them to maintain financial stability during the recent Great Recession of 2007. The District's cash reserve as of June 30, 2015, is seven and one half percent of the general fund expenditures, well in excess of the recommended five percent and in accordance with Board Policy. The District's total reserve as of July 1, 2015, is \$78,171,460. The District's insurance plans sufficiently protect the District against risk.

Through a conservative budget approach and commitment to maintaining sufficient reserves, the District has been able to avoid layoffs and salary reductions with minimal impact to student programs and services. The District has maintained a healthy reserve over the past five years, consistently exceeding the five percent minimum required by Board policy. Further, the District has set aside funds for future PERS and STRS increases. (III.D.9)

The oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, institutional investments, and assets are primarily at the District level with some aspects of the oversight process being the responsibility of the campuses. As a result of the review by the external auditors, all of the previously stated functions and entities are effectively operated and overseen. The District has consistently received unmodified opinions in fiscal, compliance, and performance audits. Financial oversight occurs at both the campus and District. The District monitors the requirements for grants requirements as well as fixed assets.

The District monitors and manages student loan default rates, revenue streams, and compliance with Title IV of the Higher Education Act. The District ensures that federal funds are used appropriately and that funds are not drawn down in excess of cash received from the agencies through regular review of the student financial aid system. In addition, the District monitors proposed payments to ensure compliance with financial aid entitlements. The District and College monitors student loan default rates, which are consistently below the 30% federal limit. (III.D.10)

The District allocates resources properly for short-term and long-term commitments, utilizing an encumbrance control system. Worker's Compensation costs are reviewed every three years by an independent actuary to ensure that the proper level of financial reserves, as determined in the actuarial study report, are accounted for and budgeted on an annual basis. The District maintains reserves for vacation leave accrual, insurance costs, and building maintenance and operations costs to support those long-term obligations.

The most significant debt obligations are associated with the 2002 and 2006 Propositions S & N authorized by the electorate. Since the first issuance of bonds approximately 13 years ago, approximately \$425.3 million of expenditures have been incurred to rebuild each campus and Continuing Education with new construction or modernization of critical physical resources including classrooms, student support facilities and infrastructure.

The District is a member of the California Retiree Health Benefit Program Joint Powers Agency (CCLC-JPA) for Other Post-Employment Benefits (OPEB). The District's OPEB irrevocable trust is studied bi-annually by an independent actuary in accordance with GASB 43 and 45 requirements. (III.D.11)

The District and College plan for and allocate appropriate resources with regard to current operational matters as well as long-term liabilities and future obligations. The annual budget processes consider and plan for ongoing revenues and expenditures as well as one-time revenues and expenditures. With respect to the liability for Other Post-Employment Benefits (OPEB), in December 2005 the District's Board of Trustees approved the California Retiree Health Benefit Program Joint Powers Agency (CCLC-JPA) to establish an irrevocable trust for the District for funding the OPEB. Subsequently, in June 2006, the Board authorized placing \$11 million into the CCLC-JPA for its OPEB liability. The District reserved this funding amount in an internal District fund until the establishment of an irrevocable trust. Actuarial studies are independently conducted and reported on a bi-annual basis in accordance with GASB requirements that identify the Annual Required Contribution (ARC). The District's most recent actuarial study, as required under GASB, reported that the District's OPEB (Other Post-Employment Benefits) is funded at 83% of the accrued liability based upon the assets invested in the CCLC-JPA irrevocable trust. Presently, the current actuarial report showing valuation results as of July 1, 2015 states a Total GASB Liability of \$34,601,454 as well as an Annual Required Contribution (ARC) of \$1,429,364. The current ARC is covered by operating funds. (III.D.12)

The District has not incurred any local debt instruments with the exception of its General Obligation 39 bond debt capital project program for Proposition S (approved in 2002 by local taxpayers) and Proposition N (approved in 2006 by local taxpayers). The general obligation bond debt is administered through the County of San Diego Auditor and Controller's office with direct payment on the debt service from property tax assessments to local taxpayers. (III.D.13)

All financial resources of the College including those obtained through debt instruments, auxiliary activities, grants, and fundraising efforts are included in the scope of the District's annual independent audit. Interrelated to this audit is the District's Proposition S (2002) and Proposition N (2006) General Obligation Bonds, which are subject to specialized financial and performance audits on an annual or semi-annual basis.

The District maintains 15 distinct funds that account for all financial resources. Within these funds, the College receives varied amounts of restricted monies to be utilized for special state-funded programs including Extended Opportunity Programs and Services (EOPS),

Disabled Students Programs and Services (DSPS), and CalWORKS. For the College, the San Diego City College Foundation is a related entity that has its own external independent audit conducted each year.

The Foundation's financials, as well as each fund and special state-funded program of the District, are reviewed, analyzed, and tested within the scope of the District's annual independent audit. In this regard, 2014-15 and 2015-16 audits had unmodified opinions with no material weaknesses, thus confirming that all financial resources of the college are free of material misstatement, and utilized with integrity in a manner consistent with the intended purpose of the funding source. This confirmation was reached through comprehensive independent examination of the college's financial resources and internal controls in accordance with generally accepted accounting principles, and adherence to the auditing standards, scope, principles, and requirements as outlined in the California Community Colleges Chancellor's Office Contracted District Audit Manual. (III.D.14)

The District is in full compliance with all federal requirements including Title IV of the Higher Education Act. The District carefully monitors and manages loan default rates and revenue streams to ensure compliance. San Diego City College uses multiple methodologies to collaborate with its two sister colleges in the District and with District personnel to monitor and manage student loan revenues and default rates. In broad terms, District staff regularly review the student financial aid system to ensure Federal funds are used appropriately and that funds are not drawn down in excess of cash received. The District also monitors the student loan default rates of all its college and continually monitors proposed payments to ensure compliance with financial aid entitlements. District staff and Financial Aid Officers from all three colleges—City College, Mesa College, and Miramar College—meet bi-weekly to continuously address Higher Education Act compliance matters as well as strategies for managing student loan defaults.

Federal regulations require that a school demonstrate that it is administratively capable of properly managing the Federal Student Aid (FSA) programs. The College meets or exceeds the federal requirements by (a) providing financial aid counseling/advising; (b) insuring sufficient professional and clerical staff is in place; (c) providing a system of checks and balances; (d) establishing satisfactory academic progress policies and procedures; (e) submitting annual compliance and financial institutional audits; (f) observing generally accepted accounting principles; and, (g) maintaining a default rate below 30 percent. Furthermore, the College meets all standards for reporting to the National Student Loan Data System (NSLDS) and is consistently compliant with all federal guidelines. For example, the College reports enrollment information on student loan borrowers three times per semester to the National Student Clearinghouse, who then forwards the information to the NSLDS.

Student loan defaults are managed by the College, in part, by partnering with a third-party agency that assists with reducing student loan default rates through core management services. As necessary, agency staff contact students at risk of defaulting on their loans and communicates available options to avoid defaulting. In addition, College personnel directly

provide personalized debt management and default prevention services to students who are presently delinquent on loans.

The current default rates are maintained well below the 30 percent as depicted below.

San Diego City College:

2013	19.0 %
2012	26.7 %
2011	28.0 %

(III.D.15)

Contractual agreements with external entities are governed by policies adopted by the Board of Trustees, which are consistent with the mission and goals of the District. The District maintains Board Policies and Administrative Procedures that outline the detailed process for purchasing goods and services. All contracts/agreements are monitored at the District level. Additional review is conducted by the District’s legal counsel if necessary to ensure legal compliance. These agreements include personal services, lease purchase agreements, instructional programs and services, and contract education. The District distributes an updated District Signature Authority memo every fiscal year delineating the purchasing and contract authority by person/position. (III.D.16)

Conclusions

The team determined that the District has sufficient revenues to support educational improvements and provide for innovation. District finances are managed with integrity as evidenced by annual unmodified audits as well as an excellent bond rating. The Resource Allocation Formula (RAF) is utilized to allocate resources and funding improvements for the District and the Colleges through a prioritization process. Reserves held for future expenditures ensure financial solvency. (IIID.1)

The District assures financial integrity through transparency, engagement of constituencies in districtwide financial presentations, and the dissemination of information that is timely and has a high confidence level. The integrity of the District financial oversight and internal control is evidenced by continuous unmodified audits with no material findings over the past several years. (III.D.5, III.D.6, III.D.7, III.D.8)

The District consistently maintains sufficient cash flow and has designated reserves in excess of the five percent as recommended by the State Chancellor’s Office and in accordance with Board Policy. These reserves could be used to meet financial obligations in the event of unforeseen emergencies. This level of reserve provides a reasonable expectation that both long-term and short-term commitments are accounted for and payment of future liabilities and obligations are planned for. The OPEB is funded at over 80% of the liability and the current ARC is funded through current operations. The Bond debt service is offset by property tax assessments to local taxpayers. (III.D.9, III.D.11, III.D.12, III.D.13)

The College meets the Standard.

Recommendations

See College Recommendation 3 (Improvement), Standard IA

See District Recommendation 1 (Improvement), Standard 1B

See District Recommendation 2 (Improvement), Standard 1B

STANDARD IV LEADERSHIP AND GOVERNANCE

Standard IV.A Decision Making Roles and Processes

General Observations

San Diego City College recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the District and Colleges. Policy defines governance roles to support student learning programs and services and institutional effectiveness, while acknowledging the responsibilities of the governing board and the Chancellor. Through established processes and structures, the governing board, administrators, faculty, staff and students work together for the good of the institution. The District and the College policies and procedures clearly delineate roles and responsibilities, and the support and sustain the college through the allocation.

Findings and Evidence

San Diego City College has as its highest priority a commitment to student success and educational excellence, as articulated in its broadly published Mission Statement. In addition, SDCC's institutional goals and values are readily available for public review on the College's Accreditation website. College committees and councils provide ample opportunities for participatory governance, and membership is comprised of administrators, faculty, classified staff, and students. Board Policy 2510 provides Guidelines for participatory governance and the District Administrative & Governance Handbook and the San Diego City College Handbook provide additional clarification. Participatory governance committees and councils, such as the Academic Senate, Associated Student Government and Classified Senate, provide opportunities for "empowerment, innovation, and institutional excellence" by involving broad representation of various constituencies. The College posts agendas and minutes of committee meetings website. The College is working toward tying participatory governance more closely to strategic planning, in particular to linking the Facilities Master Plan with the Educational Master Plan. (IV.A.1)

The District Administration and Governance Handbook outlines policies related to participatory governance and indicates the roles and constituent membership of each District Governance council and committee. Numerous Board Policies and Administrative Procedures are devoted to outlining the roles and responsibilities of various participatory governance groups. For example, Board Policy 2510, Participation in Local Decision-Making, outlines the roles and responsibilities of the Board of Trustees, the Academic Senate, classified staff, faculty and students. In addition, Board Policy 3200, Associated Students Organizations, further clarifies the roles and responsibilities of students in participatory governance. Board Policy 0210, Academic Senate and Faculty Council, governs the formation of the academic senates within the District, and Board Policy 2310, Regular Meetings of the Board, and ensures that all constituent groups and stake-holders are invited

to attend all regular Board meetings. In addition, the College's four Executive Councils—the President's Council, Master Planning, Assessment, Resource Oversight Council (MPAROC), Instructional Services Council, and Student Services Council—are charged with formalizing the collegial consultation process and providing effective planning and budget development.

Interviews with the Student Government President and college personnel confirm that the college is working to increase opportunities for student participation in the governance process.

The team reviewed the results of the satisfaction surveys and conducted interviews with faculty, staff, administrators and students regarding the effectiveness of college policies and procedures. Although there is a high level of satisfaction, the Quality Focus Essay indicates a need for improved communication. (IV.A.2, IV.A.3)

Well-defined structures, policies, and procedures guide the recommendation process for curriculum and student learning programs and services. The SDCC Curriculum Review Committee, a subcommittee of the Academic Senate, has primary responsibility for college curriculum matters, as per Board Policy 5020. The Curriculum Committee's recommendations regarding courses, degrees, and certificates are forwarded to the Curriculum and Instructional Council for review and recommendation for approval to the Board of Trustees (BP 2010). (IV.A.4)

A comprehensive library of board policies governs all institutional matters, which allows for the appropriate consideration of relevant perspectives, as well as the ability to take timely action on institutional plans, policies and curricular change. Board policies such as BP 0210 and BP 2510 specify appropriate roles for all staff and students. These policies specify the academic roles of faculty in areas of student educational programs and services planning. The Academic and Classified Senates serve as the forum for discussion and feedback on a variety of institutional topics; students share their perspectives at the Associated Student meetings.

Through these formalized shared governance bodies, the College demonstrates that it values diverse perspectives that lead to setting institutional priorities. Timely and broad communication of the recommendations of those bodies, however, as well as the means by which faculty, staff, and students know essential information about institutional efforts to achieve institutional goals are areas that SDCC is aware need improvement. SDCC will address areas for improvement noted in the self-evaluation report that resulted from the Employee and Student Satisfaction surveys: "Processes for decision making and the resulting decisions are widely communicated across the college" and "students are a valued part of the decision-making process at this campus." The College's Quality Focus Essay describes its plan to improve overall communication. (IV.A.5, IV.A.6)

SDCC's development of the College's Educational Master Plan in 2015-16 and, even more importantly, its establishment of the MPAROC provide good examples of evaluation of the institution's governance and decision-making structures. The development and implementation of both the Educational Master Plan and the MPAROC are the result of

previous assessments and of the need to integrate planning, governance and decision-making. In addition, the College has begun work on a 3-year Strategic Plan that will more closely align with the College's Educational Master Plan. All committees and councils observed on the site visit are keenly aware of the ongoing revisions to the planning processes throughout the College, and all constituents appear to be engaged and actively participating in this process. (IV.A.7)

Conclusions

The College meets the Standard.

Standard IV.B Chief Executive Officer

General Observations

The Interim President is the Chief Executive Officer of the institution whose authority over the institution is established by the Board of Trustees (Policy 0010). The Interim President reports to the Chancellor, implements District policies and procedures, leads the planning processes and engages various constituent and governance groups in SDCC operations. The Interim President communicates regularly with the administrative team in various standing meetings and retreats. SDCC has had multiple leadership changes over this accreditation period. The most recent survey results indicate that the campus has favorable responses to the current Interim President's leadership and site visits attest to the affirmational, supportive, enthusiastic, and collaborative environment that the Interim President has promoted and nurtured throughout the campus community.

Findings and Evidence

The Interim President leads the institution in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The President's Council meets every two weeks and includes key campus leaders, the Vice Presidents and deans. The Interim President receives the recommendations from the Resource Allocation Committee and makes the final decision. The Interim President, as the chair of the final screening committee, makes the final recommendation on personnel to the Chancellor. The team learned that the Interim President utilizes the councils, committees, and regular college meetings to communicate institutional values, goals, and direction. The committee and council meetings are the mechanism used to brainstorm "Big Topics" and the ways to increase communication. The team learned that the Interim President has a direct line of communication with the Dean of Institutional Effectiveness, who reports to the Interim President, and the research division. The team has learned that the functions of the research office and the relationship to the SDCCD researchers has progressed with the changes made with the hiring of the new Dean of Institutional Effectiveness and the direct communication with the Interim President. (IV.B.1)

The institution appears to have an appropriate administrative scope. The Interim President confirmed the delegation of responsibilities to one permanent and two Interim Vice

Presidents and their respective deans. Two new administrators were recently hired, the Dean of Institutional Effectiveness and Dean of Student Equity. (IV.B.2)

The Interim President guides institutional improvement and the establishment of priorities through many collegial and participatory processes. The Master Planning, Assessment and Resource Oversight Council (MPAROC), the primary shared governance council, addresses institutional planning. The Resource Allocation Committee (RAC) focuses on budget requests and the relationship between program review and requests for resources, aligned with the funding priorities set by the Interim President. The Interim President supports teaching and learning through her allocation of resources tied to the assessment of outcomes. Reliance on and generation of data have increased over time, one research analyst added in 2014 and a dean in 2016. Other indicators in the Leadership Survey reflect a campus that supports the allocation model and is satisfied with the fairness of the process. (IV.B.3)

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements. In the most recent self-evaluation process, the Interim President assigned administrative leaders to key roles: ALO (VP Instruction) and standard committee members. The Interim President also encouraged the campus at large to get a deeper understanding of the accreditation process by completing the online ACCJC accreditation basics course and encouraging campus members to serve on teams, which the Interim President also did. The Interim President and the ALO have regular briefings regarding accreditation-related issues. The ALO meets regularly with the Standard committees the Steering Committee documents the progress and conversations in their minutes. (IV.B.4)

By definition, the role of the Interim President includes implementation and administration of policies set by the Board of Trustees. Five executive councils are established in which the CEO works with leadership for operational and policy recommendations, budget and expenditure management, and to assure practices are consistent with mission and policies. The Interim President is kept aware of other policies and regulations through participation in district-level governance committees. Engagement with regional and national entities allows the Interim President to keep current. (IV.B.5)

The Interim President provides regular communication with the external community through an annual report and monthly newsletter. The team learned that the Interim President emphasizes the importance of the monthly newsletter as the mechanism for communication with all stakeholders. The example given was the recent edition of Forward, in which gave her views and the college plans for equity and diversity support and promotion of security and inclusion. The campus appears to feel strongly that the Interim President communicates effectively with external communities (IV.B.6)

Conclusions

The Interim President has taken significant steps in the implementation of practices that support both District and Board policies and procedures. It is evident that there is a culture of shared participation and governance among the college administration, faculty, staff, and students. The Team found evidence of support for student learning programs and services by the committees, councils, and administration in the open forums, committee interviews, and individual interviews as well as the recent implementation of changes in programs and services.

The District supports the college Interim President in providing avenues for the Interim President to meet with the Chancellor (biweekly) and Board (annually) and Board subcommittees (as necessary). The College adheres to the District's policies and procedures. The College provided a number of documents, goals, plans, and visual presentations of the college programs and services to the Team.

The College meets the Standard.

Standard IV.C Governing Board

Findings and Evidence

The San Diego Community College District's locally elected Board of Trustees has the authority over, and has adopted the necessary policies to assure the proper operation and the financial stability of the District. Through its sub-committee on Student Success and Accreditation, the Board regularly monitors the effectiveness of student learning programs and services. Through its subcommittee on Budget Study and Audit, the Board oversees the financial operation of the District. Board Policy 2200 clearly outlines the duties and responsibilities of the Board. Board policies are available on the District's web site. The District recently updated a majority of its policies, and has implemented a six-year rotational schedule. The Board has recently approved updated mission statements for the colleges and for the District. All Board members support decisions made by the Board and act in a respectful manner in all interactions with the administration, the public and students. (IV.C.1, IV.C.2, ER 7)

The Board adheres to Policy 2431 for selecting and evaluating the leadership of the District. Board Policy 2431 and Board Policy 2432 were adopted on 12/14/2006 and revised on 11/10/2016 describing how a future vacancy will be filled. Board Policy 2435 describes how the Board evaluates the Chancellor. The evaluation process calls for the Board to solicit input from various constituents from within and outside the District. The review of the Chancellor occurs through a series of closed sessions occurring during the August and September Board meetings. The process for the selection and evaluation of District's College Presidents by the Chancellor is included in Policy 2432. Additional policies affecting this Standard are 2436, 2437, and 2250, and Board minutes describe the work of the Board in these matters. (IV.C.3)

Board Policies 1020 and 2100 and the District's implementation of a Trustee Advisory Council providing community input and review of proposed District programs provide for public awareness of the District's operation. The Board maintains its knowledge base by studying all materials in advance of meetings, remaining informed of state and federal educational issues, and requesting additional District information as needed. The Board members are elected in even-numbered years to four-year terms by the voters of San Diego. Trustee candidates first run in district-only elections. The top two vote-getters in each district run citywide in the general election. (IV.C.4)

The Board demonstrates its commitment to educational quality, and student performance through its sub-committee on Student Success and Accreditation that engages in continuous review of student performance. However, the Board must continue to support the District's full implementation of the SLO program as required by the Standards. The Board monitors the financial integrity and stability of the District in accordance with state and federal laws and regulations. This is evident in the Board's annual goals, policies and procedures, concerning academic programs and services, fiscal practices, and ethical and legal standards for operation of the District. Actions of the Board are final, and not subject to actions of any other entity. The Board establishes policies consistent with the mission of the District. Some Board policies address quality and integrity of academic programs as well as financial integrity and stability such as policies 6300 and 2200 both adopted in December 2016. The Board's focus on the financial integrity of the District is evidenced by the Board's adopted a plan in 2006 to fully fund the District's OPEB liability and in 2015 the Board adopted a plan for funding the District's pension liability. Board policies are regularly reviewed through the District participatory governance structures. The Board demonstrates its commitment for quality and continuous improvement by its regular review of student and program outcomes, the budget and the construction bond program. (IV.C.5, ER 7)

The District publishes the Board's by-laws and policies on the District's web site. Board policies 2010, 2015, 2100, 2110, 2200, 2310, 2330, and 2340 describe the various bylaws and criteria as required by Standard IV.C.6 and have recently been revised (2016). (IV.C.6)

Proposed policies are first reviewed through the District's participatory governance process allowing for input by the various District groups before reaching the Board for consideration. Through interviews and evidence the team determined that the Board acts in compliance with its policies and is establishing a six-year review schedule for the on-going update of such policies as required by the accreditation standards. Not all policies have been updated although the District has updated many and has 18 more policies scheduled to be updated at the April 2017 Board meeting. The team verified through interviews and a review of Board minutes that the Board of Trustees relies upon District policies as a basis for their decision-making. (IV.C.7)

The Board monitors student performance through the establishment of its sub-committee on Student Success and Accreditation that reviews reports on student performance. In May 2016, the Board adopted student success goals for the District. Additionally, public meetings

are annually held on each of the College campuses to inform the Board about academic programs and services that support student learning and success. (IV.C.8)

The Board holds on-going training programs and retreats for Board education and development. The Board members individually participate in mandated ethics training through an on-line training program last completed in January and February 2016. In addition, the Board attends trustee related training through periodic conferences. The District will comply with California State law beginning in 2017 to provide the Board with sexual harassment training. Board Policy 2740 revised in November 2016 provides for Board education and Board Policy 2010, also revised in November 2016, provides for Board membership and staggered terms of office. (IV.C.9)

Board policies 2410 and 2415 establish a process for Board self-evaluation and the Board annually assesses their own performance, and effectiveness. Board minutes describe the Board's annual self-evaluation as public and includes input from a variety of sources beyond the Board itself. There is also full participation in Board training and educational programs. The Board's participation results in improved board performance and District effectiveness. (IV.C.10)

Board Policies 2355, 2710, 2715, 2716, and 2717 regulate how trustees are to conduct themselves in an appropriate and legal manner, as well as follow the Brown Act. Individual trustees annually complete a Conflict of Interest form to avoid any potential conflict of interest. Board policy includes corrective action for dealing with behavior that violates the policy. None of the District Board members has employment, family, ownership, or other personal financial interest in the District and do not have family members working for the District. (IV.C.11)

The Board has adopted and complies with Board policies 2430, 2432, and 2435 that delegate administrative and operational authority to the Chancellor and follows a process that holds the Chancellor accountable through annual performance evaluations as well as ongoing communication. Board Policy 2436 describes the evaluation process for College Presidents and the appropriate involvement of the Board. (IV.C.12)

The Board's 2016 annual goals include reference to the accreditation review of the District. The Board's commitment includes discussions by the Board Subcommittee on Student Success and Accreditation to monitor the District's progress towards compliance with the Standards as well as full board discussions of the accreditation process. The Board has reviewed all the District's accreditation reports. As an example, the Board minutes of October 16, 2016 describe the Board's review of the accreditation reports and progress by the District. The Board is responsible for adequately supporting the capacity of the colleges to provide for sufficient assessment. As evidenced in Standard I the District must increase its capacity for assessment and does not meet the Standard. (IV.C.13)

Conclusions

Although Governing Board effectively leads the colleges through its use of policy and procedure, and has recently established a six-year review cycle, it still has policies that require updating. (IV.C.7)

The Governing Board supports the colleges in their student learning efforts, but needs to increase support for the required level of assessment. (IV.C.13)

The College meets the Standard.

Recommendations

See District Recommendation 1 (Improvement), Standard 1B

See District Recommendation 3 (Improvement), Standard IB

Standard IV.D Multi-College Districts or Systems

General Observations

The San Diego Community College District (SDCC) is comprised of three colleges and San Diego Continuing Education; the colleges are San Diego Mesa College, San Diego City College, and San Diego Miramar College. The Chancellor is the chief executive officer of the district and responsible to the Board of Trustees. The college Presidents report directly to the Chancellor.

In total, the District has nine districtwide councils and committees led by vice chancellors and individuals who report directly to vice chancellors. District and college administrative staff, faculty, classified staff, and students engage in districtwide participatory governance. All districtwide governance councils and committees undergo a process of comprehensive evaluation every five years.

The District engages in an annual update of the Delineation of Function Map. The map describes and communicates the operational responsibilities and functions of the District departments providing clarity for all college constituencies.

SCCD's Board Policies delineate the budget development process that supports allocation and reallocation of resources to ensure the sustainability and effectiveness of the Colleges. The District funds the Colleges based upon each entity's proportional share of the District's FTES target.

Findings and Evidence

The Chancellor has served the district for twelve years providing strong leadership and establishing and communicating expectations of educational excellence and integrity. The

Chancellor establishes and shares her annual goals that serve as a planning framework for the year. The Chancellor holds forums each fall on each of the college campuses and the District Office. The Chancellor's uses forums to communicate updates and planning priorities for the academic year including enrollment, student demographics, and budget. The Chancellor also communicates electronically via Chancellor Messages to the entire District and through the published and widely distributed Chancellor's Cabinet Update that reports on matters discussed and decisions made at the Chancellor's Cabinet meetings. The Chancellor has established, regularly reviews, and communicates clearly defined roles and responsibility of the District Administrative departments through the Delineation of Function Map. An additional functional map has been implemented which specifically addresses the roles of the District and Colleges related to each Standard to facilitate the self-evaluation process. (IV.D.1)

A district Delineation of Function Map, first established in 2004, undergoes annual review and update. This document communicates operational responsibilities and functions of the District from those of the Colleges. The Chancellor holds each President responsible for the operation of the respective college according to the Delineation of Function Map and the Presidents' job description. The District assessed the ongoing effectiveness of services provided to the Colleges via a districtwide survey spring 2016. The results have been broadly shared and reflect overall high satisfaction levels with the services provided by the District in support of the effectiveness of the Colleges, although San Diego City College expressed significantly less satisfaction than the other colleges. District departments undergo annual review and have developed action plans that address the feedback obtained through the survey. (IV.D.2)

The District has Board Policies and Administrative Procedures that guide the allocation of resources to support the effective operations and sustainability of the colleges and district. The Chief Business/Fiscal Officer holds District authority to supervise, administer, and ensure adequate controls to comply with all laws and regulation regarding the financial status of the District. Board Policies and Administrative Procedures delineate the roles, responsibilities, and process of budget development. The annual resource allocation is based primarily on the state revenue apportionment funding, state restricted funds, and all federal, state, and local grants and contracts in the fiscal year. The District uses its Budget Allocation Model in the development of the annual budget and provides effective control of expenditures. College FTES targets are translated into FTEF funding for each institution. The colleges, Continuing Education, and District Offices are responsible for resource allocation within their areas of responsibility according to their own operational needs, planning documents, and the Budget Allocation Model.

The District provides comprehensive budget and financial oversight, including an annual finance and budget report (CCFS-311), a final budget, an annual financial audit, a bond financial audit report, a performance audit of bond construction programs, year-end balance and open-order reports, full-time Faculty Obligation Number (FON) reports and targets, enrollment projections, and year-to-year comparisons with enrollment targets. The District

has established effective policies and mechanisms to control expenditures. The District website has detailed monthly expenditure reports for the District and the colleges to assist with tracking, monitoring, and maintaining budgets, financial commitments, and expenditures. Staff review the colleges and District financial reports submit them to the Board of Trustees. Evidence in the self-evaluation illustrates that college Presidents have full responsibility and authority to conduct their work without interference from the chancellor. College Presidents have full authority in the selection and evaluation of their staff and management team. (IV.D.3)

Through BP 0010, District Administrative Organization, the Board designates authority to the Chancellor, who then delegates authority to the Presidents. The Chancellor, the Board, and the communities they serve hold college Presidents accountable for their college's performance. The Chancellor expects that College Presidents adhere to all District Policies and that communication between the Colleges and the District be thorough and regular. The College Presidents regularly communicate through monthly reports or newsletters that are widely distributed. The College Presidents immediately communicate all critical and negative matters to the Chancellor. (IV.D.4)

The SDCCD adopted a Districtwide Integrated Planning Framework Model to illustrate the planning processes of the District and intersection with the Colleges and Continuing Education. The Colleges and District have closely aligned goals of maximizing student learning and achievement and improving institutional effectiveness through integrated planning. At each level of planning; area, unit, department, division, and institution, multiple stakeholders are involved in the development of strategic plan goals, operational planning, budget development, and continuous improvement. The Districtwide Strategic Planning Committee (SPC) serves as the overarching planning committee for the District responsible for developing a Districtwide Strategic Plan on a four-year cycle. The District deployed a District Offices Employee Feedback survey in spring 2016 to all employees in the District, the Colleges, Continuing Education, the District Offices and the District Service Center. The district used the feedback obtained via the survey to inform department self-assessments, to varying degrees, and assisted the District divisions' planning and improvement efforts to strengthen their effectiveness in serving the Colleges. (IV.D.5)

The District values strong communication and ensures effectiveness by employing a variety of methods of two-way information sharing. The Chancellor's Cabinet holds weekly meetings including the campus Presidents, District Vice Chancellors, the Director of Communication and Public Relations. Members of Chancellor's Cabinet share relevant information from their respective organizations and conversely, carry back to their institution relevant information from other members of the Chancellor's Cabinet. The Chancellor prepares a monthly "Cabinet Update" during the academic year and distributed electronically in print form to the Colleges and Continuing Education.

The nine district governance councils and committees meet regularly and provide an essential communication mechanism for the District. The councils and committees are composed of faculty, staff, and student representatives from throughout the District. The meetings are

open to anyone from the District to attend and provide an important venue for sharing information. Meeting minutes and agendas for the District governance councils and committees are available on the website.

Presentations, campus meetings, and reports provide additional avenues of communication. Meetings are held at campus locations periodically to ensure students, faculty, and staff have the opportunity to hear directly from representatives of the District and to ask questions and share concerns. Key among campus meetings are the four annual meetings that the Board of Trustees holds at each of the District's three Colleges and Continuing Education. The Chancellor also holds a meeting at each site on an annual basis. Summaries of the meetings and copies of presentations are available online. Summaries of Board of Trustees actions are prepared and distributed electronically and via print following each Board meeting. The District adheres to the Jeanne Clery Act and annually shares information with members of the District and the public on safety and security. The College and Continuing Education reports are compiled into an annual security report entitled "Safe and Sound, A Guide to Safety and Security in the SDCCD". SDCCD Police hold town hall style meetings at campus locations to provide information, updates, and answers to questions.

The District makes strong use of electronic media to support effective communication. The District website provides current information from each of the District's primary divisions. The District recently deployed a web portal for faculty and staff and a student portal is currently under development. The District Office provides regular updates via Email to the Colleges and Continuing Education, and utilizes social media to communicate with members of the public as well as District employees and students. District social media platforms include Facebook, YouTube, Twitter, LinkedIn, and Instagram. (IV.D.6)

The Chancellor uses summative and formative assessment of the organization, governance, and decision-making processes to ensure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. Chancellor's Cabinet weekly meetings address operational matters, governance, and decision-making. The Executive team provides the Chancellor with regular updates on important matters and notice of any concerns that may be surfacing. The Chancellor summarizes the actions items and expected completion dates after each meeting.

The District evaluates the effectiveness of the nine districtwide participatory governance councils and committees through an online self-assessment survey distributed to members of each council and committee. On a five-year cycle, the survey seeks feedback on the contributions of each district wide participatory governance council and committee. Each group receives summary reports of the most recent survey results to facilitate review and revision of functions and responsibilities leading to improvements.

District Divisions and Departments engage in ongoing planning and assessment that support defining a clear purpose, establish goals and key activities for achieving the goals, and developing measures of progress toward the goals. The self-assessment process used by the District Office includes a similar mechanism of goal and measurement development as part

of the annual program review. In 2015/16, the District incorporated a feedback survey as an element of the self-assessment. The survey information is available on the District's accreditation webpage to facilitate incorporation of the feedback in the annual self-evaluation process leading to increased integrity and effectiveness in assisting the colleges to meet educational goals for student achievement and learning. (IV.D.7)

Conclusions

Through review of evidence and interviews, the Team confirmed that the district Chancellor provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District and assures support for the effective operation of the colleges. The Chancellor is in her thirteenth year of service in the role with a total of twenty-four years in the District. The operational responsibilities and functions of the District and Colleges are presented in a Delineation of Function Map that undergoes regular review and revision. The District has a policy for allocation and reallocation of resources to support the effective operations and sustainability of the Colleges and District. Fiscal reserves are transparent to the stakeholders of the District and community.

The Chancellor delegates full responsibility and authority to the College Presidents for the operation of the Colleges and supports the Presidents in the implementation of District policies without interference. District planning and evaluation is integrated with College planning and evaluation in support of improved student learning, achievement, and institutional effectiveness. The District recently engaged in a comprehensive evaluation of its integrated planning practices to ensure the connection of planning across institutions provides a holistic system in support leading to increased effectiveness.

Communication between the Colleges and District supports effective operation of the Colleges. There is broad monthly communication and immediate communication of any emerging issues of a critical nature. The Chancellor regularly reviews District and College role delineations, governance, and decision-making processes to assure their integrity and effectiveness in assisting the College in meeting their institution set standards.

The District meets Standard IV.D.

Recommendations

See District Recommendation 1 (Improvement), Standard 1B

See District Recommendation 2 (Improvement), Standard 1B

Quality Focus Essay Feedback/Advice

San Diego City College's (SDCC) Master Planning, Assessment, and Resource Oversight Council (MPAROC) decided to focus on the following two issues in their Quality Focus Essay (QFE), which emerged during the writing of the Institutional Self Evaluation Report: program review and communication. The Quality Focus Essay (QFE) elaborates on the work that the College has begun to make improvement in these areas. MPAROC is responsible for leading this work, in addition to guiding the development of an educational master plan and providing oversight once the plan has been implemented. The College recently hired a Dean of Institutional Effectiveness, which is a newly established position, to help improve program reviews, organize and shepherd planning processes, and lead continuous improvement processes. SDCC's intends to integrate more fully the program review process into the master planning process, by re-designing the resource allocation process that relies more fully on program reviews as one criterion for allocating funds.

The College determined that they needed to revise the program review process in order use program reviews more effectively in their resource allocation process. To help with that process, the College participated in the Institutional Effectiveness Partnership Initiative (IEPI) and received three team visits. As a result of the IEPI process the college developed a plan for revising its planning processes. MPAROC has revised the scheduled cycle of program review and master planning so that a comprehensive program review will take place every three years and an annual program review will take place between the comprehensive program reviews. MPAROC intends to ensure that data is more widely used in individual program reviews, including assessment results of student learning outcomes (SLOs) or administrative outcomes (AO). In order to use data more effectively in the program review, MPAROC decided that the College needed further professional development to improve employee data literacy. MPAROC created two workgroups to improve the understanding and use of student learning outcomes (SLOs) and administrative outcomes (AO). The Dean of Institutional Effectiveness is a member of both of workgroups. The QFE describes steps that will be taken to reach the goal of grounding program reviews on data (including student learning outcome assessment results). In fact, a process to require meaningful assessment of SLOs was included as the second goal of the College's action plan in order to more fully integrate program review into the master planning process.

SDCC's second action plan in their QFE discusses improving communication among college constituents. The QFE also noted that communication between the College and the District needs improvement, but provided no specific information or plan. The College presented a list of potential solutions for improving communication within the College. Some of these options, however, seemed related to creating and documenting processes rather than communication, such as creating a process for maintaining an updated website and creating a process for prioritizing hiring processes. To improve communication within the College, the College has assigned the Website Redesign Taskforce to completely redesign the website. .

Professional development was included in the list of potential solutions, and the College has hired a coordinator for professional development, although it is unclear how professional development relates to improving communication. This section of the QFE also commented that attendance at committee meetings is not consistent, especially for people who serve on multiple committees.

In order to assist San Diego City College in accomplishing their goals as outlined in the QFE, the Team suggests that the College implement a process for evaluating the effectiveness of their revised program review process. It may be helpful to develop the method of evaluation, criteria and benchmarks to determine success. Further, the team suggests that the College more explicitly state in their actions plans:

- Calendaring and deadlines for each step of each action plan;
- Responsible parties for each step of each action plan;
- Well-defined and measurable goals for each step that lead to observable results;
- Descriptions of the expected outcomes and connections to improve student learning or student achievement.

While both projects are intended to significantly impact institutional effectiveness, the team suggests that the College elaborate on how the two quality focus areas, program review and communication, will impact student learning or achievement over a multi-year period.