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Self-Study Report

Accrediting Commission for Schools
Western Association of Schools and Colleges

for

San Diego Continuing Education
4343 Ocean View Blvd., San Diego, CA 92113

Accreditation Visit March 13-16, 2017

SAN DIEGO
CONTINUING
EDUCATION

SAN DIEGO CONTINUING EDUCATION SELF-STUDY REPORT

The San Diego Continuing Education (SDCE) 2017 self-study report integrates the voices of faculty, staff, administrators, students, and community partners who, for the past two years, have been working together to address each accreditation principle and find ways in which the school's mission of student success, quality education, and diversity can be fulfilled. SDCE accreditation was most recently reaffirmed in 2010. The 2013 Accreditation Progress Report and 2014 addendum did not receive recommendations from WASC or have revisions to the 2010 Action Plan.

The SDCE formal self-study process began in 2014 with the review of accreditation criteria by the SDCCD Board of Trustees. Under the leadership of then Vice President of Instructional and Student Services, Dr. Brian Ellison, the SDCE Accreditation Steering Committee (ASC) was established in October 2014 with Dr. Barbara Pongsrikul, ESL Dean, and Corinne Layton, ESL Faculty, serving as co-chairs. The establishment of the ASC reflects the participatory governance structure of SDCE whereby all faculty and staff participate in institutional committees that drive decision-making, implementation of initiatives, and strategic planning. Through the ASC, Criteria 4, 5, 6, and 7 focus groups were established followed by the formation of ten work groups to focus on the other sections of the self-study. Each group consisted of administrators, faculty members, counselors, and staff as appropriate to address their section.

As work on the self-study continued, SDCE underwent several changes. A new president, Dr. Carlos O. Turner Cortez, joined SDCE in July 2015. Later that year the Vice President of Administrative Services and Vice President of Instructional and Student Services each moved on to other positions; acting administrators were put in place to allow SDCE to conduct a leadership reorganization and an extensive search for new administrators. By Fall 2016, all three positions were filled with permanent leaders: Dr. Star Rivera-Lacy, Vice President of Student Services; Dr. Kate Alder, Vice President of Instructional Services; and Ms. Jacqueline Sabanos, Vice President of Administrative Services. Throughout these transitions, Dr. Barbara Pongsrikul and Corinne Layton continued to lead SDCE's self-study process.

Parallel to that process, a strategic planning process began in September 2015 to identify institutional goals and objectives and create the 2016-2021 Strategic Plan. The SDCE Self-Study Action Plan was developed during joint Accreditation/Strategic Planning meetings by integrating the issues identified by the ASC with the institutional goals identified in the 2016-2021 Strategic Plan.

The SDCE Office of Institutional Effectiveness (OIE) was also tasked with developing infrastructure to monitor the progress of the SDCE Self-Study Action Plan, and 2016-21 Strategic Plan, in support of individuals and groups responsible for achieving the defined goals. Part of that infrastructure is a reporting system which allows individuals responsible for particular actions to generate periodic status reports for distribution to all stakeholders. These reports also inform the annual program review process, which allows programs to reflect on their execution of the institutional plans.

The Leadership Team, Accreditation Steering Committee, Focus Groups, and Work Groups are proud to present the San Diego Continuing Education 2017 Accreditation Self-Study Report.

Self-Study Committee Members

Leadership Team

Dr. Carlos O. Turner Cortez	President
Dr. Kate Alder	Vice President, Instruction; Accreditation Liaison Officer
Jacqueline Sabanos	Vice President, Administrative Services
Dr. Star Rivera-Lacey	Vice President, Student Services
Richard Weinroth	Academic Senate President
Neill Kovrig	Classified Senate President
Dr. Barbara Pongsrikul	Dean, ESL/EL Civics; Accreditation Steering Committee Co-Chair
Corinne Layton	Faculty, ESL; Accreditation Steering Committee Co-Chair
Dr. Magdalena Kwiatkowski	Faculty, ESL; Lead Author
Laurie Cozzolino	Professional Development Coordinator; Criterion 4 Focus Group Chair
Michelle Fischthal	Dean, Institutional Effectiveness; Criterion 5 Focus Group Chair
Dr. Carol Wilkinson	Dean, Business Information Technology; Criterion 6 Focus Group Chair
Leslie Quinones	Dean, DSPS/Student Affairs; Criterion 7 Focus Group Chair
Dr. Lorie Crosby Howell	Dean, ABE/ASE; Chapter 1 Work Group Chair
Jane Signaigo-Cox	Dean, CTE; Criterion 1 Work Group Chair
Robin Carvajal	Dean, Healthcare Careers; Criterion 2 Work Group Chair

Accreditation Steering Committee

The Accreditation Steering Committee (ASC), consisting of the Leadership Team, work group chairs, and classified staff, is charged with oversight of the development, review, and finalization of the Self-Study Report. The work groups are charged with writing specific sections of the Self-Study Report and, as ad hoc groups of the ASC, will reflect overlapping membership. The ASC began meeting in fall 2014 with work group efforts beginning in spring 2015. Meetings continued regularly throughout the writing process and the ASC remained active in preparation for the WASC visit.

Dr. Carlos O. Turner Cortez	President
Dr. Kate Alder	Vice President, Instruction; Accreditation Liaison Officer
Jacqueline Sabanos	Vice President, Administrative Services; Criterion 8 Work Group Chair
Dr. Star Rivera-Lacey	Vice President, Student Services
Richard Weinroth	Academic Senate President
Neill Kovrig	Classified Senate President
Dr. Barbara Pongsrikul	Dean, ESL/EL Civics; Accreditation Steering Committee Co-Chair
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Leslie Quinones	Dean, DSPS/Student Affairs; Criterion 7 Focus Group Chair
Marne Foster	Faculty, HS Diploma; Chapters 2 & 4, Criterion 10, Work Group Chair
Ingrid Greenberg	Faculty, ESL; Criterion 3 Work Group Chair
Eric Miller	Faculty, ESL; Criterion 9 Work Group Chair
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Focus Groups

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Marne Foster	Faculty, HS Diploma
Richard Gholson	Faculty, Business Information Technology
Donna Namdar	Faculty, Hospitality and Consumer Science
Aldamay Rudisuhli	Faculty, ESL
Danielle Williams	Classified Staff

Criterion 5: Instructional Program; Michelle Fischthal, Chair

Gretchen Bitterlin	Faculty, ESL
David Holden	Faculty, GED Preparation, HS Diploma, and Basic Skills
Jane Newcomb	Faculty, Business Information Technology
Marina Monta	Faculty, Parent Education

Criterion 6: Use of Assessment; Dr. Carol Wilkinson, Chair

Charlene Schade	Faculty, Emeritus Program
Maria Allan	Faculty, ESL
Dr. Donna Eckstein	Faculty, Emeritus Program
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Marina Monta	Faculty, Parent Education
Amanda Torres	Classified Staff

Criterion 7: Student Support Services; Leslie Quinones, Chair

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Dr. Magdalena Kwiatkowski	Faculty, ESL; Lead Author
Esther Matthew	Dean, Counseling
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Karen King	Classified Staff

Work Groups

Chapter I: Institutional, Community, and Student Characteristics; Dr. Lorie Crosby-Howell, Chair

John Bromma	Counselor, DSPS
Leah Gualtieri	Faculty, GED Preparation, HS Diploma, and Basic Skills
Marie Doerner	Faculty, DSPS
Krystal Monal	Classified Staff
Esther Anthony-Thomas	Classified Staff
Jael Guzman	Classified Staff

Chapter II: Progress Report on Key Issues since the Previous Self-Study; Marne Foster, Chair

Kim McIntrye	Faculty, Emeritus Program
Ranessa Ashton	Classified Staff

Criterion 1: Institutional Mission and School-wide Learner Outcomes; Jane Signaigo-Cox, Chair

Rachel Rose	Faculty, Parent Education
Mary LeDuc	Classified Staff

Criterion 2: Organizational Structure and School Leadership; Robin Carvajal, Chair

Laurel Slater	Faculty, ESL
Karen King	Classified Staff

Criterion 3: Faculty and Staff, Ingrid Greenberg, Chair

Linda Osborn	Faculty, Parent Education
Neill Kovrig	Classified Staff

Criterion 8: Resource Management; Jacqueline Sabanos, Chair

Antoinette Griffin	Faculty, DSPS
Vicki Maheu	Faculty, Business Information Technology
Gabe Bakit	Classified Staff

Criterion 9: Community Connection, Eric Miller, Chair

Linda Osborn	Faculty, Parent Education
Esther Anthony-Thomas	Classified Staff

Criterion 10: Action Plan for Ongoing Improvement; Marne Foster, Chair

Marie Doerner	Faculty, DSPS
Christy Figueroa	Classified Staff

Chapter IV: School-wide Action Plan Revision; Marne Foster, Chair

Marie Doerner	Faculty, DSPS
Christy Figueroa	Classified Staff

Glossary and Appendices

Neill Kovrig	Classified Staff
Karen King	Classified Staff

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OVERVIEW OF THE SCHOOL

San Diego Continuing Education (SDCE) has been providing adult education services to the city of San Diego for over a century, with the year 2014 marking its 100th anniversary. Originally a part of the San Diego Unified School District (SDUSD), and since 1970 a part of the San Diego Community College District (SDCCD), the school has become a major provider of college preparation and career technical education programs, as well as a major educational provider for underserved, underemployed, displaced, and disenfranchised adults in San Diego. Today, SDCE serves over 44,000 students annually, including disadvantaged adults, adult immigrants, and adults with disabilities, and is the largest separately accredited noncredit continuing education institution in the nation. With more than 170 countries represented among its student population, it is also one of the most diverse adult schools in the United States.

SDCE provides programs designed to enhance student income and employment potential and facilitate transition to further education, including 63 certificate programs in basic skills and career technical education areas (as of Spring 2016), community education low fee general interest classes, and customized contract training classes designed for the business sector.

LOCATION AND BRANCHES

SDCE has five campus locations, two satellite facilities located on San Diego Community College District (SDCCD) credit college campuses, and over 150 community and neighborhood locations. Funded by the Propositions S and N construction bond program (1.1), many campuses were recently renovated and received infrastructure improvements and new teaching and learning facilities equipped with smart technology. The five campus locations and two satellite facilities are:

KEY EVIDENCE

Propositions S and N construction projects

Educational Cultural Complex
4343 Ocean View Boulevard
San Diego, California, 92113
619-388-4956

The Educational Cultural Complex (1.2) houses SDCE headquarters and is also the designated Campus of *Excellence for Career and Technical Education*. The campus primarily offers career and technical education instruction, as well as non-vocational classes and credit classes via San Diego City College. Opened in 1976, the Educational Cultural Complex was expanded in 2009 for a total of 52,600 square feet to provide for the needs of the growing Automotive Technology and Business Information Technology programs (1.3). In 2013, a new 18,135 square foot wing was added to the main building and an area of 19,700 square feet within the existing building was renovated to provide classroom, office, and support space (1.4).

Mid-City Campus
3792 Fairmont Avenue
San Diego, California, 92105
619-388-4500

The Mid-City campus (1.5) is the *Campus of Excellence for English* as a Second Language Education. This campus has been part of the City Heights community, previously known as East San Diego, for many years. The three-story, 58,400 square foot building opened in 2001 (1.6), and has 34 classrooms and computer labs, a media resource center, and office spaces. The instructional program is comprised primarily of English as a Second Language (ESL) classes, although there are also Business and Technology (BIT), High School Diploma, and Basic Skills classes for students with disabilities.

West City Campus
3249 Fordham Street
San Diego, California, 92110
619-388-1873

The West City campus (1.7) is the *Campus of Excellence for Hospitality Services and Consumer Science*. While this school has had a long-standing presence in the West City metro area, the current campus was opened in 2009 (1.8). The 39,000 square foot facility (1.9) replaced a complex of four outdated single-story buildings whose programs had long outgrown the available space. The campus supports academic and career training programs in Culinary Arts, Sewing, Business Information Technology, English as a Second Language, Parent Education, High School Diploma Equivalency, and Emeritus programs. The facility includes a state-of-the art kitchen for culinary arts classes.

César E. Chávez Campus
1901 Main Street
San Diego, California, 92113
619-388-1910

The César E. Chávez campus (1.10) opened in 2015 (1.11). The new facility, located in central San Diego, is the *Campus of Excellence for Healthcare Careers* and the new campus allows for a triple the number of classes offered in this important industry with a high demand for skilled workers. The campus

Propositions S and N
ECC project

Propositions S and N
Mid-City project

Propositions S and N
West City project

consolidates programs and classes that had been offered at Centre City Campus in downtown San Diego and the original César E. Chávez campus next to the historical Chicano Park. The facility is 67,924 square feet (1.12) and is supplemented by a free-standing four-level parking structure (1.13). The community collaboration behind the construction of the new campus and parking structure was unprecedented, and resulted in a higher education facility that is not only relevant, but culturally symbolic.

North City Campus
8355 Aero Drive
San Diego, California, 92123
619-388-1800

The North City campus (1.14), which finished construction in 2013 (1.15), replaced an older facility in the same location and is the *Campus of Excellence for Business and Information Technology*. The two-story, 42,000-square-foot facility provides state-of-the-art technology-rich classrooms, computer labs, multipurpose areas, and administration offices supporting SDCE's Business and Information Technology program and Disability Support Programs and Services. Two major facilities located on SDCCD Mesa College and Miramar College campuses are also administered by the North City campus.

Continuing Education at Mesa College
7350 Armstrong Place
San Diego, California, 92111
619-388-1950

Designated as the Campus of Excellence for Intergenerational Studies, the CE at Mesa College (1.16) satellite location building was opened in 2013 (1.17) and is a 38,500 square foot state-of-the-art facility (1.18) consolidating programs and classes that had been offered in temporary classrooms in local schools, rented facilities in the community, and at several neighborhood locations. Classrooms include art labs, a kitchenette for culinary arts instruction, an outdoor area for child development, and a ceramics yard.

North City Campus/Miramar
10440 Black Mountain Road (1.19)
San Diego, CA 92126
619-388-7825

The NCC/Miramar satellite facility, which hosts ESL Program and Parenting Program classes, currently occupies four older bungalow structures located at the Miramar College campus. Classrooms are scheduled to move into a new building on the same campus in 2017. The new building will have eight classrooms with smart technology, a computer lab, and a counselors' office. It will also include a child development center.

Extensive information about SDCE locations and programs can be found at the school website at www.sdce.edu.

THE HISTORY OF SDCE

SDCE has been serving the educational needs of San Diegans for over 100 years. Over the century, the population and the economic conditions in the region have changed tremendously and the institution has been continuously transforming and adapting to those changes. In 1914, the first free night classes in elementary and secondary basic skills and citizenship were offered to adults through San Diego City Schools. After World War II, high school completion courses were offered to returning veterans. The San Diego Evening High School was changed to San Diego Adult School and a charter was recorded in 1960. This time frame also marked the first students in attendance and our first high school graduates.

In 1972, the voters approved the separation of postsecondary education from the San Diego Unified School District (SDUSD) and the creation of the San Diego Community College District (SDCCD). The following year, a new governing board structure was established and given specific responsibility for the education of adults in San Diego. To this day, SDCCD is controlled by an elected Board of Trustees. The SDCCD Chancellor oversees four institutions: San Diego City College, San Diego Mesa College, San Diego Miramar College, and San Diego Continuing Education (SDCE).

In 1976, a unique district campus dedicated to offering both college and continuing education classes to the multicultural population of Southeast San Diego, the Educational Cultural Complex, was opened. In 1979, a formal Delineation of Function agreement signed by SDCCD and SDUSD reaffirmed SDCE's responsibility for delivering almost all of noncredit adult education, but reserving to SDUSD the right to offer high school completion classes to its former students until they reach age 20. The agreement also reserved to SDUSD the right to determine the requirements of the diploma. In 1981, the name Adult Education division was officially changed to San Diego Continuing Education.

The mid-1970s also brought a significant increase in the student population when more than 100,000 adults were enrolled due to the arrival of Indo-Chinese (Vietnamese, Cambodian, and Lao) refugees. This led to the rapid growth of the English as a Second Language (ESL) program. In 1978, however, California voters passed Proposition 13, legislation which severely limited local-based funding, tax assessment options, and overall control by local educational governing boards. A cap on enrollment was created by the state and, as a result, art, music, drama, and physical fitness were eliminated as state-supported classes. Throughout 1980s, although the demand for educational services for adults was increasing, the school struggled with continued diminishing resources. During this period, refugees, persons seeking amnesty and citizenship, and those fulfilling welfare obligations under the Greater Avenues for Independence (GAIN) program, were a primary source of student growth. Furthermore, to respond to the needs of women entering the workforce, special projects funded through grants and contracts were developed to serve single parents, displaced homemakers, and women in the trades. At this time, SDCE also invested in computers and software for use in the GAIN labs and Office Systems programs. The trend of diminishing funding and increasing demand for services continued into and throughout the 1990s.

With the start of the new millennium, SDCE faced a major reorganization of its role and structure within SDCCD. In 2003, the former SDCCD Chancellor

instituted a plan to integrate continuing education services into the three SDCCD colleges and eliminate SDCE as a separate administrative unit, thus cutting out most of its central administration and reducing its course offerings and staff. In 2004, the new Chancellor, Dr. Constance M. Carroll, reversed this decision, and since then, SDCE has been rebuilding its administrative structure and instructional programs. Under the leadership of the last president, SDCE was also reorganized from a site-based concentration of classes to a program-based educational institution.

In 2002 and in 2006, as a vote of confidence in the mission and performance of SDCCD, voters passed Propositions S and N, which entirely transformed the campuses. The $1.555 billion bond program provided new state-of-the-art teaching and learning facilities, major renovations, and campus-wide infrastructure projects at the SDCCD campuses, including SDCE. The measure funded construction and renovation of facilities at all five SDCE campuses and the SDCE satellite facilities at the Mesa College and Miramar College campuses. These projects have transformed SDCE into a truly modern institution and prepared it for the demographic, economic, and technological challenges of the 21st century.

Significant Developments Since the Accreditation Visit in 2010

SDCCD budget cuts and budget restoration. The fiscal crisis which derailed public sector funding in California beginning in 2008-2009 had a major impact on SDCE. Forced by the declining state revenue, SDCCD had to reduce its operational budgets by over $33 million with the consequence of reducing student enrollment and cutting classes at all SDCCD credit colleges and SDCE. SDCCD also instituted a program of personnel attrition, installing a hiring freeze that lasted seven years. As staff resignations and vacancies occurred, they were not replaced, or were replaced with part-time or adjunct people. No cost of living increases were offered. Due to these tough measures, SDCCD managed to not increase any salary costs, avoid layoffs or furloughs of permanent faculty and staff, and maintain strong reserves. Even with these reductions, however, SDCCD provided classes above the level of compensation by the state (1.20) (1.21) (1.22).

Although every measure was taken to protect course offerings and career technical programs, the reduction in course offerings was serious. The situation finally began to change for the better in 2013. In November 2012, California Proposition 30 was passed by the voters, significantly increasing funding for community colleges. Proposition 30 funding has allowed the District to restore, and in some cases, add classes after the massive cuts imposed by the state on all districts during the great recession. In addition to this decision, the SDCCD 2013-14 Tentative Budget authorized the issuance of two bonds related to the District's bond measures, Propositions S and N which were passed by voters in 2002 and 2006 respectively, which enabled progress in completing the facilities construction and renovation program (1.23). With the support of Proposition 30 and the Governor's new budget proposal, SDCCD was finally able to improve education and operations throughout the District, open additional classes, increase full-time tenure track positions and phase-out the classified staff hiring freeze (1.24). Although Proposition 30 was originally scheduled to fully sunset in 2019, the California voters passed Proposition 55 in November 2016 which extends this critical funding source through 2030.

Noncredit FTES (Full Time Equivalent Student) Funding Increase. In 2014, California state legislators recognized the importance of noncredit Career Development and College Preparation (CDCP) courses to the economic development of the state and, through Senate Bill 860, legislated CDCP funding equalization. As a result of this legislation, noncredit courses at SDCE are now funded at the same rate as courses at the SDCCD credit colleges. For 2015-16 this rate was $4,676/FTES and represented an increase of $1,365/FTES that year while also providing ongoing fiscal parity with the for-credit instructional programs.

The California Governor's May 2015 Revised Budget (1.25) included a significant increase in funding to the community colleges throughout the state. SDCE, as part of the San Diego Community College District, benefitted greatly from this increased funding and was able to begin restoring staffing and course offerings to the same levels that existed prior to the recession.

Assembly Bill 86/Adult Education Block Grant (AEBG). A part of the 2013-2014 State Budget was the appropriation of $25 million to the California Community Colleges Chancellor's Office to allocate funding for two-year planning and implementation grants for consortia for the purpose of developing regional plans for adult education. In spring 2014, SDCE began working with San Diego Unified School District to review and expand the existing relationship. A Steering Committee and work groups have been established to address the following areas: ABE/ASE/Basic Skills; ESL, citizenship and workforce preparation; programs for adults with disabilities, short-term vocational and apprenticeship programs; student support services and transition; professional development; and community partnerships. These areas formed the foundation of the plan that was developed to provide direction to SDCE and SDUSD as partners in the consortium, and to frame future funding requests. Through the Adult Education Block Grant (AB104) (1.26), San Diego Adult Education Regional Consortium was awarded $3,652,360 to implement strategies outlined in the Consortium's AB86 final plan, which was submitted to the state in March 2015. SDCE received approximately 75% of the award ($2,752,360) and SDUSD received approximately 25% ($900,000). This first year allocation can be used over the three years of the grant, ending June 2018. The Department of Finance is proposing a second and third year of budgeting for AEBG. However, these funding allocations are uncertain (1.27).

Student Success and Support Program (SSSP). In 2014-15, SDCE received additional funding through Student Success and Support Program (SSSP) (1.28) (1.29), formerly the Matriculation Program, and the Student Equity Plan (1.30), administered through the California Community Colleges Chancellor's Office.

SSSP funding provided $1,347,733 in 2014-15, and was increased to $2,586,752 in 2015-2016 (1.31). The goal of the program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals in accordance with the Student Success Act of 2012. These core services include:

- Orientation

- Assessment and placement

- Counseling, advising, and student education planning, including a Noncredit Student Education Plan (NSEP), designed specifically for

California Governor's Revised Budget 2015-16 summary

AEBG website

SDCE SSSP Plan 2015-16

SDCE Student Equity Plan 2014-16

SDCE SSSP Budget Plan 2015-16

nonexempt, noncredit students who enroll to earn diplomas or career technical certificates, enhance skills, maintain a certificate or license, or participate in career pathways

- Follow-up services, targeted toward students enrolled in basic skills courses or students who have not identified an education goal and course of study, including more counseling, advising, and education planning as well as referrals to additional resources

Student Equity Plan. Another major source of new funding for student services is the Student Equity Plan (1.32), which focuses on identifying areas where disadvantaged populations may be impacted by issues of equal opportunity and on increasing the rates of their success as measured by indicators such as access, course completion, ESL and basic skills completion, degrees, certificates and transfer rates. The Student Equity Plan developed at SDCE serves students identified based on ethnicity, gender, disabilities, veteran status, economically disadvantaged, and foster youth status.

The Student Equity Plan provided an additional $424,676 in 2014-15, which more than doubled to $878,762 in 2015-16. The Plan, updated annually, is prepared with a three-year timeframe in terms of planned activities and improvements, and aligns with the Student Success and Support Program Plan.

Changes in leadership. After several years of uninterrupted leadership, SDCE has recently undergone major changes in upper administration. On August 1, 2014, after serving for eight years as President of SDCE, Dr. Anthony Beebe left the institution to become SDCCD City College President (1.33). On July 1, 2015, Dr. Carlos O. Turner Cortez, a longtime educational leader with a strong commitment to social justice, became the next SDCE President (1.34) (1.35). In Fall 2015 the Vice President of Administrative Services and the Vice President of Instructional and Student Services left SDCE for other opportunities and the positions were filled by acting and interim administrators to ease the transition to a new leadership structure.

This structural re-organization of SDCE administration involved the splitting of the duties of the Vice President of Instructional Services and Student Services into two positions: Vice President of Instructional Services and Vice President of Student Services. These positions, along with the Vice President of Administrative Services, were all filled with permanent leaders by Fall 2016: Dr. Kate Alder, VPI; Dr. Star Rivera-Lacy, VPSS; and Ms. Jacqueline Sabanos, VPA. In addition the reorganization resulted in the creation of the positions of the Dean of Institutional Effectiveness, the Dean of Counseling, the Dean of Student Equity, and the Special Projects Manager; and the creation of the positions Research and Planning Analyst and Research Associate to support the work of the Dean of Institutional Effectiveness. The responsibilities of the new positions are as follows:

- The Vice President of Student Services plans, organizes, and directs the Student Services program in SDCE, including counseling, admissions, registration, veteran's certification, matriculation services, student government, job placement, student grievance, and disciplinary process.

- The Vice President of Instruction plans, organizes, coordinates, and directs the instructional and instructional support programs at SDCE.

SDCE Student Equity Plan 2014-17

SDCE and The San Diego Union-Tribune news releases

- The Dean of Counseling and Student Success, under the direction of the Vice President of Student Services, plays an integral role in ensuring the delivery of services to students through engagement, collaboration, partnerships, innovation, and leadership with the goal of improving student educational outcomes.

- The Dean of Student Equity, under the Direction of the Vice President of Student Services, has primary responsibility to fulfill SDCE's mission to serve diverse student communities through engagement, collaboration, partnerships, innovation, and leadership to improve the educational outcomes for historically underrepresented student populations.

- The Dean of Institutional Effectiveness plans, Under the direction of SDCE's President, organizes and directs systems and process for all aspects of Institutional Effectiveness including research, integrated planning (program review, evaluation, and resource allocation), strategic planning, learning assessment, grant support, and related research and planning per SDCE's research agenda and in support of its culture of inquiry.

- The Institutional Researcher (Research and Planning Analyst), under the Direction of the Dean of Institutional Effectiveness, assists in the planning, organization, development, and coordination of SDCE research functions. The person in this position prepares research designs, conducts studies, performs analysis, prepares reports, and initiates special projects to support decision-making.

- The Special Projects Manager manages the projects and grants awarded to SDCE. The person in this position oversees and documents the planning, implementation, review, deliverables, and closure of the projects, working closely with programs and management to ensure the scope specific direction is appropriate and complies with District policies, procedures, mission, and goals.

These changes in the structure of upper management have been made to facilitate the institution's move toward more integrated planning. With the infusion of funding, there is also a growing need for better planning, reporting, and integrating the different funding streams into the institution's overall plan.

Changes in Instructional Programs Since 2010

Instructional programs. SDCE is authorized to offer classes in all nine state-supported noncredit categories set forth in the California Education Code Section 84757(a).

The table below presents an overview of the capacity and structure of the nine instructional programs and the locations where the instruction occurs. The first column lists the program name and the second column lists each location where courses are held for the respective program. The third column indicates the relative size of the program, on average over the past five years, based on the portion of FTES (Full Time Equivalent Students) each program generated (1.36).

SDCCD IRP Office FTES data

Table 1.1: SDCE Instructional Programs

INSTRUCTIONAL PROGRAM	LOCATIONS OFFERING CLASSES IN THE INSTRUCTIONAL PROGRAM IN SPRING 2016	5-YEAR AVERAGE PERCENTAGE OF FTES
Adult Basic Education/Adult Secondary Education	• César E. Chávez Campus • Educational Cultural Complex • North City Campus • Mid-City Campus • West City Campus • Offsite locations	8%
Business and Information Technology	• César E. Chávez Campus • Educational Cultural Complex • Mid-City Campus • North City Campus • West City Campus • Offsite locations	14%
Career Technical Education	• Educational Cultural Complex • Mid-City Campus • Offsite locations	6%
Disability Support Programs and Services	• CE Mesa College • César E. Chávez Campus • Educational Cultural Complex • Mid-City Campus • North City Campus • West City Campus • Offsite locations	4%
Emeritus	• CE Mesa College • César E. Chávez Campus • Educational Cultural Complex • Mid-City Campus • North City Campus • West City Campus • Offsite locations	16%
English as a Second Language and Citizenship	• CE Mesa • César E. Chávez Campus • Educational Cultural Complex • Mid-City Campus • NCC/Miramar College • West City • Offsite locations	42%
Healthcare Careers	• César E. Chávez Campus • Offsite locations	1%
Hospitality Services and Consumer Sciences	• CE Mesa Campus • César E. Chávez Campus • Mid-City • NCC/Miramar College • North City Campus • West City Campus • Offsite locations	5%
Parent Education	• CE Mesa College • César E. Chávez Campus • Educational Cultural Complex • Mid-City Campus • NCC/Miramar College • West City Campus • Offsite locations	3%

Appendix G lists the certificate programs provided by the nine SDCE instructional programs. In addition to these, SDCE students can enroll in several non-certificate courses.

Program size. As described earlier, the instructional offerings at SDCE are diverse in the type of education, the student population being served, and the educational goals of the program. That diversity of population and purpose is also reflected in data related to the size of the programs offered. In Tables 1.2 and 1.3 below data are presented on two metrics: Enrollments and FTES.

- **Enrollments:** The total number of individual students who enroll in one or more sections at SDCE. These numbers reflect possible duplicated counts where any one student may, and often does, enroll in multiple courses during any given academic year.

- **FTES:** Full Time Equivalent Students is the mechanism used by the State of California to determine the apportionment funding for post-secondary institutions. One FTES is equal to 525 hours of reported attendance.

Table 1.2: *Enrollments by Program* (1.37) indicates that between 2010-11 and 2014-15, student enrollment increased overall by 1% but with a more than 50% increase in two programs: 67% in Healthcare Careers and 53% in CTE. Several factors have contributed to these program changes, including the economic downturn that led to an increased demand for job training, the recent increase in state and federal funding for career and technical education, and concerted efforts by faculty across the institution to establish enrollment practices that support student success. There has been a good deal of variance over the five-year period as shown in the chart below.

Table 1.2: Enrollments by Program

	2010/11	2011/12	2012/13	2013/14	2014/15	2010/11 - 2014/15 DIFFERENCE	2010/11 - 2014/15 % CHANGE	2013/14 - 2014/15 DIFFERENCE	2013/14 - 2014/15% CHANGE"
ABE/ASE	11,331	9,724	11,708	14,610	14,037	2,706	24%	-573	-4%
BIT	33,946	26,166	23,421	28,892	29,093	-4,853	-14%	201	1%
Child Development	6,297	5,274	4,578	5,293	5,449	-848	-13%	156	3%
CTE	1,885	1,993	1,903	2,488	2,877	992	53%	389	16%
DSPS	3,971	3,689	3,431	3,471	4,554	583	15%	1,083	31%
ESL	36,527	33,069	30,573	37,706	38,929	2,402	7%	1,223	3%
Health Care	557	726	691	859	928	371	67%	69	8%
Hospitality	5,627	5,170	4,835	4,766	4,309	-1,318	-23%	-457	-10%
Older Adult	30,687	27,464	25,221	30,038	31,732	1,045	3%	1,694	6%
Overall Total	130,828	113,275	106,361	128,123	131,908	1,080	1%	3,785	3%

Note. Enrollments by program may not match Program Review reports due to differing program review parameters.

Source: SDCCD Information Systems; retrieved on 09/23/2016

Figure 1.1: Enrollments by Program
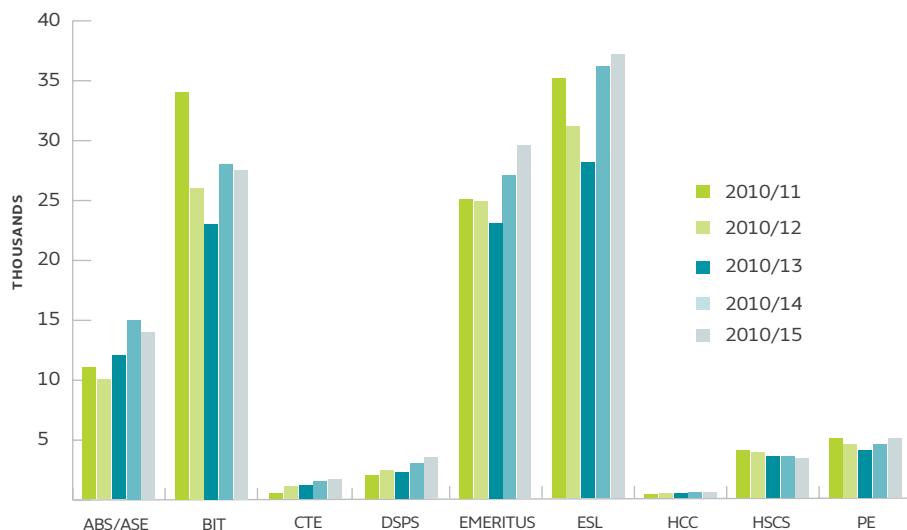
FTES (Full Time Equivalent Students) data are critical in considering program size as this number drives the budget for our institutions. FTES data, incorporated in the annual Program Review reports, are displayed in *Table 1.3: FTES by Program* (1.38). As the table indicates, the ESL program generates the largest amount of FTES with 42% of the total for the five year period, which is also consistent in each of the five years reported. The two programs with greatest increase in enrollments, Healthcare Careers and CTE, also showed the largest increase in FTES (62% and 8% respectively) over the five-year period.

Table 1.3: FTES by Program

	2010/11	2011/12	2012/13	2013/14	2014/15	5-YEAR TOTAL	5-YEAR AVG % OF TOTAL	2010/11-2014/15 DIFFERENCE	2010/11 - 2014/15 % CHANGE	2013/14 - 2014/15 DIFFERENCE	2013/14 - 2014/15% CHANGE"
ABE/ASE	750	615	613	660	708	3,347	8%	-43	-6%	48	7%
BIT	1,270	1,120	1,020	1,120	1,176	5,707	14%	-94	-7%	56	5%
Child Development	287	255	233	244	257	1,275	3%	-30	-10%	13	5%
CTE	511	490	453	511	553	2,518	6%	42	8%	42	8%
DSPS	344	319	307	318	346	1,624	4%	12	4%	28	9%
ESL	3,782	3,306	3,162	3,351	3,462	17,063	42%	-320	-8%	111	3%
Health Care	69	103	101	111	112	495	1%	43	62%	0	0%
Hospitality	416	359	380	353	357	1,865	5%	-59	-14%	4	1%
Older Adult	1,460	1,285	1,179	1,269	1,315	6,508	16%	-145	-10%	47	4%
Overall Total	8,881	7,851	7,447	7,938	8,287	40,403	100%	-594	-7%	349	4%

Note 1. Annual FTES is based on academic year, not fiscal year, and does not include early summer FTES from the subsequent year. FTES does not include F-Factor
Note 2. FTES by program may not match Program Review reports due to differing program review parameters.

Source: SDCCD Information Systems; retrieved on 09/23/2016

Curriculum and instruction. The SDCE programs continuously revise their instructional offerings to keep up-to-date with the changing requirements of the state economy, labor market, industry specifications, higher education standards and opportunities, and student needs. Course outlines are updated regularly and new classes are opened at campuses where the greatest needs are identified. In the period of 2010-2016, 33 new certificate programs were added in five out of SDCE' nine instructional programs for a total of 73 certificate programs offered by SDCE in spring 2016 (see Appendix G for a list of all certificate programs offered in spring 2016). Between 2010 and 2016, 60 new courses were added across all SDCE instructional programs (see Appendix I for a list of all new courses added in 2010-16).

Table 1.4: New Certificate Programs 2010-16

SDCE INSTRUCTIONAL PROGRAM	CERTIFICATE PROGRAMS ADDED IN 2010-2016
Business and Information Technology	• Computer Repair Technician Program • Desktop Operating Systems • Desktop Technician Program • Front End Web Developer I • Front End Web Developer II • Linux Server Administration • Mobile Application Development • Network Technician • Project Management • Security Essentials • Server Essentials • Small Business Growth • Small Business Planning • Web Server Technologies and Applications • Windows System Administration
CTE	• Air Conditioning and Heating • Brake/Suspension and Light Service Technician • Electronic Technician • Gas Metal and Flux Cored Arc Welding Program • Gas Tungsten Arc Welding • Metal Fabrication • Pipe Welding • Plumbing • Shielded Metal Arc Welding • Weatherization
ESL and Citizenship	• Advanced English as a Second Language • Beginning English as a Second Language • Intermediate English as a Second Language
Healthcare Careers	• Nurse Assistant Acute Care • Nurse Assistant Rehabilitative • Personal Care Assistant/Caregiver
Hospitality Services and Consumer Sciences	• Culinary Arts Advanced • Culinary Arts and Sciences

In addition to designing new courses, several programs have made significant changes in their instructional models and curricula to better fit the needs of their students:

- The ABE/ASE program shifted to a managed enrollment, teacher-guided, subject based cohort model in their Accelerated High School Diploma Program, replacing the previous open entry/exit model based on independent study and redesigning the schedule to offer courses every six weeks. The program also added high-demand STEM courses (Biology, Earth Science, and Integrated Math), increased student support, and revised all course curricula to meet the College and Career Readiness Standards to better prepare students for the rigor of college. As a result, the proportion of students who completed 50% or more of the total possible high school diploma course hours increased dramatically beginning in 2013-14 (1.39).

- The BIT program significantly reorganized its offerings by creating 15 new certificate programs in the areas of Business, Office Skills, Server/Hardware/Networking, and Web/Media. The reorganization allowed the program to create compact, targeted programs designed to accelerate students' goal achievement and create program pathways with stackable certificates. The program also created an accelerated cohort at the Centre City and Mid-City Campus Office Skills lab. Five campuses now contain self-paced BIT labs where students enroll in one of three programs: Front Desk/Office Assistant, Administrative Assistant, and (in three campuses) Account Clerk.

- The CTE program added ten new certificate programs and 20 new courses between 2010 and 2016. Additionally, in 2012, the programs introduced several curriculum revisions which reduced the number of hours per course to encourage students to complete the courses.

- DSPS, which in addition to providing access and support services to students with disabilities across SDCE, offers instruction to students with disabilities through the Acquired Brain Injury Program at the ECC campus and CE Mesa satellite, opened a new Basic Education-DSPS course for students who are deaf or hard of hearing. DSPS has also updated the Student Education Contracts (SECs) to include the Student Learning Outcomes (SLOs) and provide consistency across all classes and has worked with the SDCCD credit colleges to standardize forms across the district.

- The Emeritus program, which provides instruction at SDCE campuses and many offsite locations, including long-term care facilities, has added several onsite classes to accommodate the needs and interests of its older adult students (e.g., Visual and Creative Arts, 21st Century Writers, Music Appreciation and Application, Healthy Aging Courses, and Chronic Conditions), as well as four online hybrid classes. The Rediscover San Diego online hybrid class, for example, is a new, cross-curricular class to improve the physical and cognitive health of students and to increase social, cultural, and environmental literacies, where students visits historically, educationally, culturally, and/or economically significant sites in San Diego that have relevance for older adults, and then use the online platform to access written class content, learn about the venues prior to visiting them, and assess their impact on the city and its citizens via class blogs and student posts.

- To keep up with the changing demands of the workplace and technology and to qualify for the WIOA federal funding, the ESL program expanded and updated the prevocational ESL program in 2013-14 by offering three new classes using the *BurlingtonEnglish Career Pathways Program*, a blended-learning online interface program for adult ESL students, which combines face-to-face classroom materials with a state-of-the-art digital curriculum, and is now used by 155 students at five campuses. In Spring 2015, the program began a Writing Tutor Program using Student Equity funding and developed specialty classes focused on writing to help students be more successful in higher education. The program was a great success and, in Fall 2015, it served 490 students. In Fall 2015, the program also developed its first online hybrid course for students preparing for the U.S. Citizenship.

- The Parent Education program created an online hybrid format of the Family Home Day Care (FHDC) Training Core Class and opened additional classes in the afternoons and evenings and on Saturdays to accommodate working parents. The recent opening of the new César Chávez and CE Mesa Child Development classrooms, as well as upgrades in classroom technology, including interactive curriculum, the integration of Blackboard, and an expanded media resource library, has greatly improved the quality of instruction.

Articulation agreements with SDCCD credit colleges. Several programs offered by SDCE collaborate with the SDCCD credit colleges through the CTE Credit by Exam (1.40) (1.41), which allows awarding college credit to students who have successfully completed a SDCE course and successfully passed an examination for the college course. A list of SDCE courses with CTE Credit by Exam agreements is included in Appendix J. Several new agreements have been added to the list since the last Accreditation visit in 2010:

SDCCD CTE Credit-by-Exam program

- The BIT program renewed the CTE Credit by Exam agreements for the Office Skills programs and the Interactive Media Certificate Program, and developed a new agreement for the new Front End Web Development programs, having now 12 CTE Credit by Exam agreements with the SDCCD credit colleges.

- In the CTE program, the automotive staff obtained national certification through the National Automotive Technician Educational Foundation (NATEF), as a result of which the CTE Credit by Exam agreement with San Diego Miramar College has been expanded to include all courses offered in the SDCE Automotive program.

- The Healthcare Careers program started new curriculum development in Behavioral Health Aide and in Medical Office programs, the latter of which is planned to have a CTE Credit by Exam agreement with the SDCCD Mesa College Medical Assisting Program. In 2011, the program began providing Continuing Education Units (CEUs) for Nurses in partnership with San Diego City College Nursing Program through our health-related Community Education low fee offerings such as Spanish for Medical Professionals, Introduction to Homeopathy and Hydrotherapy, and Introduction to Naturopathic Medicine. The program is also in the process of applying to become a provider of CEUs for Nurse Assistants and Home Health Aides who need CEUs to maintain their state certifications.

In addition to the Credit by Exam agreements developed by the SDCE career technical programs, the ESL and ABE/ASE programs collaborate with the SDCCD credit colleges to create smooth transition pathways for their students. ESL, for example, has expanded the number of ESL Transition to College classes, which prepare students for the academic rigor of college. Transition to College instructors schedule a field trip to the nearest SDCCD credit college so students can observe credit English/ESOL classes. In addition, Student Equity counselors at CE Mesa and NCC/Miramar, the two SDCE centers located on SDCCD college campuses, began to provide information to students about matriculating through school and transitioning to college and/or careers. At some campuses, there are student ambassadors and outreach coordinators that provide students with information about transitioning. The program began the implementation of the College and Career Readiness Standards for Adult Education (1.42) by revising course outlines and curriculum to ensure that students receive more academic instruction at all levels of instruction.

Collaboration with community partners. The CTE programs have also significantly increased collaborations with the local industry, education, and community partners (see Appendix F for a complete list of SDCE community partner organizations).

- The BIT program has increased industry collaboration through the BIT Industry Council since the last accreditation visit. The program has also collaborated extensively with ICT Regional Deputy Sector Navigator and Statewide Sector Navigator on the new state Business Information Worker Program (1.43), and SDCE is now listed on all statewide web and print documentation as a site offering the program.

- The CTE program has continued to expand its industry collaboration and industry participation on five different Advisory Boards:
  - Auto Technology
  - Auto Body and Pain
  - Upholstery
  - Graphics
  - Welding

There are plans to expand the CTE Advisory Boards to include industry representation for the construction trades, electronics, and energy efficiency programs. These boards help with curriculum development, skills and competency requirements, equipment donations to meet industry requirements, and potential job opportunities for SDCE graduates.

- ESL program has increased collaboration with other SDCE programs by partnering with BIT to develop short-term computer classes for the ESL student population, with ABE/ASE to develop ESL math classes, and with the CTE programs to provide contextualized language instruction to students in the I-BEST Automotive classes. The program initiated Community Partner Events, where representatives from community agencies make presentations to ESL faculty about the services they provide. Faculty can then inform students about resources in the community such as health care, childcare, housing, employment and legal assistance which can enable our students to persist in reaching their educational

and career goals. The ESL Program has strengthened the partnership with the International Rescue Committee (IRC), who has provided tutoring to ESL Citizenship students preparing for their Citizenship interview during periods of time when ESL classes were not in session. On September 17, 2014, at Mid-City Campus, the program hosted its first USCIS Oath Ceremony as part of SDCE's 100-year anniversary celebration.

- The Emeritus program has created new partnerships within the community through collaboration with the Aging and Independent Services (AIS) Advisory Committee, Nutrition Committee, and Long Term Care Facilities Ombudsman Committee. As a result of these collaborations, new classes have been launched in new locations across the city, including Balboa Park, Tifereth Israel Synagogue and Serra Mesa Recreation Center (collaborative class with (AIS), Zion Avenue Community Church, Benjamin Library, Logan Heights Library, Mission Valley Library, North Community Branch Library, San Carlos Library, San Diego Public Library, Scripps/Miramar Library, and University Community Branch Library.

- The Parent Education program has strengthened its community collaboration through the SDCE Child Development Advisory Committee, which includes nine industry partners representing social services, mental health, local school districts, credit college faculty, private non-profit preschools, military child care services, and the Anti-Defamation League.

- Additionally, California Assembly Bill 96 legislation presented an unprecedented opportunity for community colleges to collaborate with adult schools. Building upon their long history of collaboration, SDCE and San Diego Unified School District formed the San Diego Regional Adult Education Consortium to strengthen their partnership and provide more comprehensive adult education programs.

Funding. The state economic recession that began in 2008-09 brought a reduction in funding to all programs, which resulted in fewer course offerings and reduced counseling support across SDCE. Funding began to be restored in 2013-14 such that SDCE is now in growth mode expanding program offerings and recruiting students. Also, the change in the noncredit FTES funding rate from the state led to an increased focus on developing educational pathways for students to earn Certificates of Completion recognizing their work in a focused area of education.

In addition to funding from the SDCCD general fund, some programs have acquired external funding through federal, state, and private grant opportunities. Following are examples of the importance of these external funding sources:

- ***Doing What Matters for Jobs and the Economy*** (1.44) is a framework developed by the Workforce and Economic Development Division (WEDD) of the California Community College Chancellor's Office (CCCCO) to respond to, and close, the skills gap in our regions through targeted funding for specific industry sectors. SDCE is part of the San Diego/Imperial Counties Community Colleges Association (SDICCCA) and works collaboratively with the other 9 institutions in the region to address those skills gaps. The SDCE Career Technical Education programs are represented in the SDICCCA consortium with the CTE Dean serving as a voting member on the Workforce Development Council. Five industry sectors are served by CTE programs

at SDCE: Information & Communication Technologies (ICT)/Digital Media and Small Business sectors are served through the BIT program. The CTE program serves the Advanced Transportation/Renewable Energy and the Advanced Manufacturing sectors; and the Health industry sector is served by the Healthcare Careers program.

○ The BIT program was awarded three mini-grants for the 2014-15 academic year totaling $25,000 from the ICT/DM structure. These funds were primarily used for curriculum development activities with $10,000 targeted specifically for development of the Business Information Worker Program instructional materials in alignment with other programs around the state.

○ *The CTE Enhancement Fund* (1.45) was a one-time allocation from the state to support the improvement and expansion of career and technical education offerings at all post-secondary institutions. SDCE received $172,684 for program improvements in Culinary, Healthcare Careers, Automotive Technology, Computer Networking, Business and Information Technology, and Manufacturing. In particular, this funding was critical for maintaining current technology in the BIT program enabling it to retain its ability to offer state-of-the-art training opportunities in this critical field.

- **San Diego County Apprenticeship Preview and Preparation (SD-APP).** Recently, the CTE program became part of the San Diego County Apprenticeship Preview and Preparation (SD-APP) consortium along with four colleges in the region with funding from the State of California. The primary goal of SD-APP is to create a regional framework that strengthens pathways for entry into existing registered apprenticeships and to improve the preparation of students who may be interested in or are pursuing training in one of the six following areas: carpenter, electrician, machinist, pipefitter (including welding), plumber, and sheet metal worker. The grant was awarded for 24 months, beginning in January 2016, and has allowed SDCE to develop noncredit course curriculum geared toward preparation for careers in the trades and technology to address skill gaps for students. For example, two preparatory courses have been developed: Industrial Math, which contextualizes math relevant to apprenticeship trades through hands-on application, and a course integrating existing HVAC curriculum with energy efficiency training that address requirements to meet the reduced energy consumption mandated for California by 2020.

- **Arthur N. Rupe Foundation grants.** The Healthcare Careers program applied for special grant funds through the Arthur N. Rupe Foundation and has received those funds each year since 2013 with the likelihood of future funding. The Foundation is interested in improving society through education in particular fields, including caregiving. Funds have been used for curriculum and program development, student support services such as instructional assistants and direct assistance such as bus passes, uniforms, shoes, etc., for students who qualify for financial assistance.

- **Workforce Innovation and Opportunity Act (WIOA) grants.** As part of the new WIOA Title I legislation administered by the U.S. Department of Labor and designed to strengthen and improve the nation's public workforce system and help put Americans back to work, SDCE has been awarded a five-year federally funded WIOA Youth grant from the San Diego Workforce Partnership (SDWP). The initial award for the period beginning July 1, 2016,

is $437,600, with a possibility of extension up to over $2 million. This funding is in addition to the WIOA Title II /Adult Education and Family Literacy Act (AEFLA) grant awarded annually to the ESL/Citizenship and ABE/ASE programs. AEFLA, reauthorized in 2014 as Title II of the Workforce Innovation and Opportunity Act, provides grants to support high-school equivalency, family literacy, integrated English literacy and civics, workforce preparation, and workplace education and training programs.

Student Demographics (1.46)

Since the Accreditation visit in 2010, SDCE has served 44,000 students each year through its five SDCE campuses, two SDCCD college campus locations, and over 150 community and neighborhood locations. This number refers to unduplicated student headcount, and is different from the number of enrollments, the latter accounting for the fact that many students enroll in multiple classes and often in more than one program.

Ethnicity. The information below highlights the diverse population served by SDCE. The ethnic groups with the largest representation on average between Fall 2010 and Fall 2014 were Latino and White (both 33%). Asian/Pacific Islander students constituted 14% of the student population. The ethnic breakdown indicates that about 60% of SDCE students are from historically underrepresented groups and these rates have been stable during the past several years.

Table 1.5: SDCE Student Ethnicity

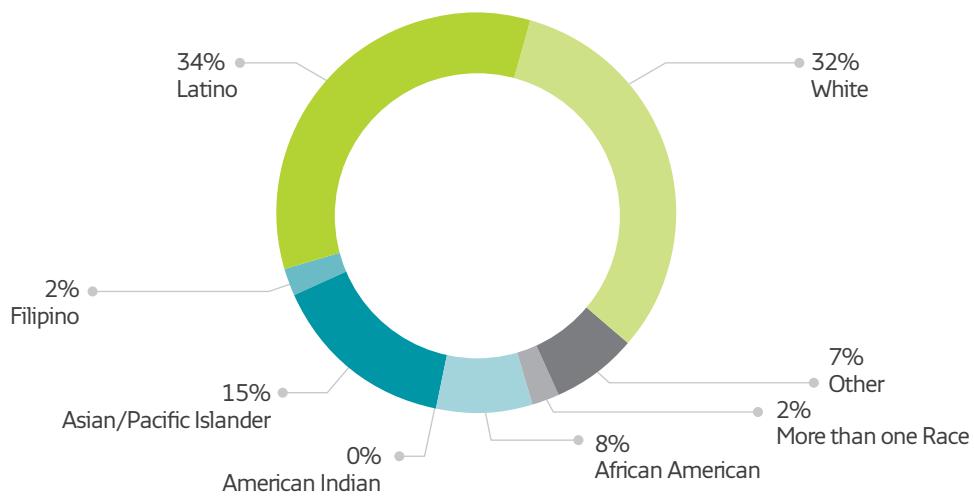|	FALL 10		FALL 11		FALL 12		FALL 13		FALL 14		SDCE AVERAGE FALL 10-14	SDCCD AVERAGE FALL 10-14
African American	2,441	8%	2,179	8%	2,211	8%	2,074	8%	2,200	8%	8%	8%
American Indian	172	1%	180	1%	105	0%	93	0%	69	0%	0%	0%
Asian/ Pacific Islander	4,526	15%	4,355	15%	3,572	14%	3,556	14%	3,849	15%	14%	13%
Filipino	823	3%	770	3%	586	2%	574	2%	626	2%	2%	4%
Latino	10,221	33%	9,349	32%	8,533	32%	8,807	34%	8,932	34%	33%	33%
White	10,894	35%	10,097	35%	8,816	33%	8,190	32%	8,464	32%	33%	33%
Other	1,040	3%	1,065	4%	452	2%	397	2%	416	2%	2%	4%
Unreported	1,077	3%	1,049	4%	2,176	8%	2,076	8%	1,844	7%	6%	5%
Total	31,194	100%	29,044	100%	26,451	100%	25,767	100%	26,400	100%	100%	100%

SDCE student enrollment data reflects a variation from the ethnic breakdown of SDCCD overall. A larger portion of students from historically underrepresented groups are being served by SDCE. This highlights the importance of tailoring SDCE student services to the needs of the underrepresented student groups (1.47).
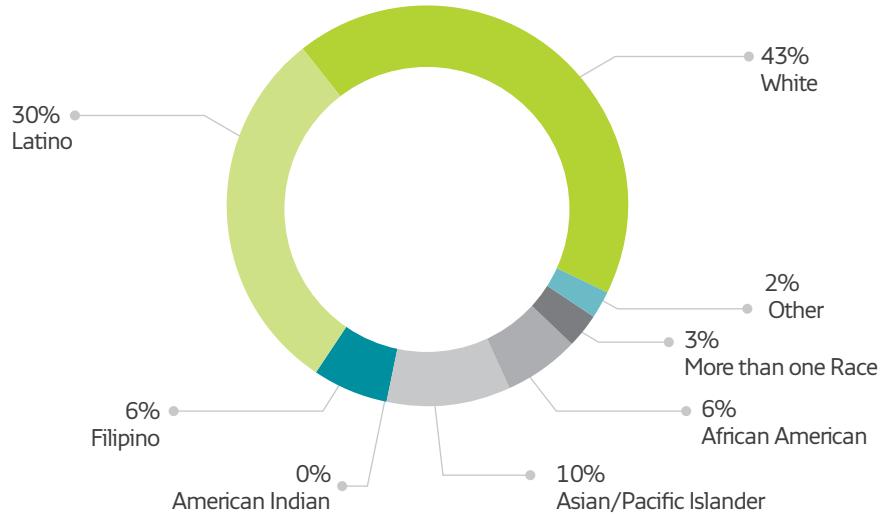
Figure 1.2: Fall 2010-14 Average Student Ethnicity (SDCE vs. SDCCD)

SDCE Students

34% Latino

32% White

2% Filipino

7% Other

15% Asian/Pacific Islander

2% More than one Race

0% American Indian

8% African American

SDCCD Students

43% White

30% Latino

2% Other

3% More than one Race

6% Filipino

6% African American

0% American Indian

10% Asian/Pacific Islander

Primary language. Between 2010 and 2014, 35% of the SDCE student population on average reported that English is not their primary language, which is much higher than the District average (18%), and not at all surprising considering the large size of the ESL program. As student population decreased between Fall 2010 and Fall 2014 due to the consequences of the state economy crisis and the resulting reduction of SDCE course offerings, the native and non-native language populations in SDCE were affected to the same degree by 15%.

Figure 1.3: Fall 2010-14 Student Primary Language (SDCE vs. SDCCD)

SDCE Students

65%
English

35%
Other
than

SDCCD Students

82%
English

18%
Other
than
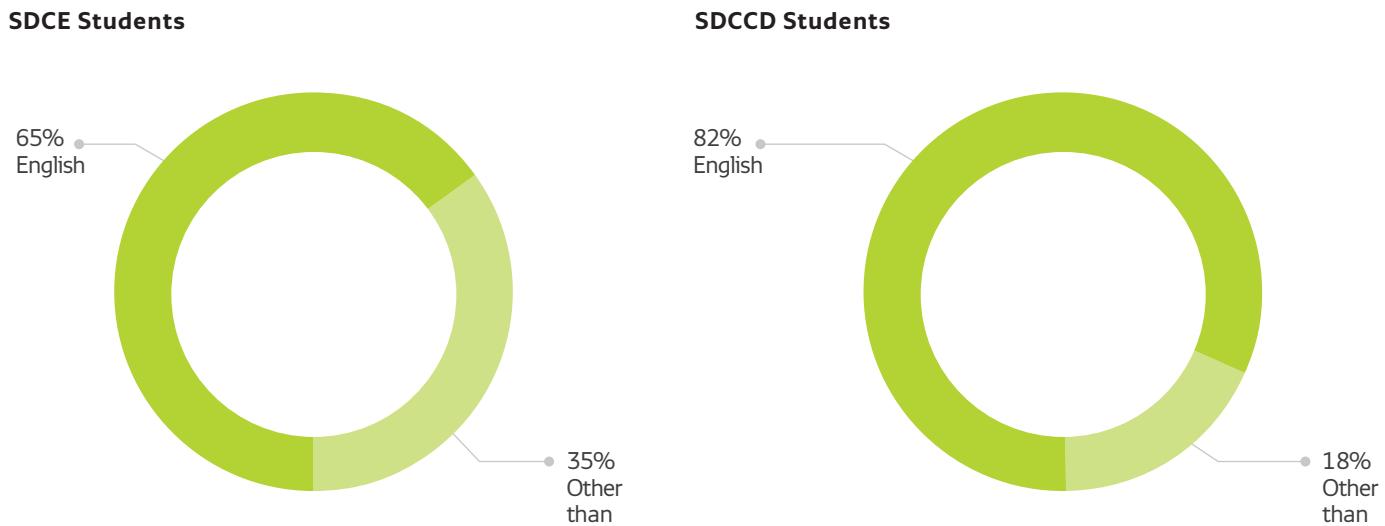
Table 1.6: SDCE Student Primary Language

	FALL 10		FALL 11		FALL 12		FALL 13		FALL 14		% CHANGE FALL 10-14	SDCE AVERAGE FALL 10-14
English	20,270	65%	19,016	65%	17,116	65%	16,587	64%	17,207	65%	-15%	65%
Other than English	10,762	35%	9,918	34%	9,292	35%	9,160	36%	9,169	35%	-15%	35%
Unreported	162	1%	110	0%	43	0%	20	0%	24	0%	-85%	0%
Total	**31,194**	**100%**	**29,044**	**100%**	**26,451**	**100%**	**25,767**	**100%**	**26,400**	**100%**	**-15%**	**100%**

Gender. Women constitute the majority of our student population (64%), which has remained consistent over the past five years. This percentage is higher than districtwide (55%). The decrease in enrollment between Fall 2010 and Fall 2014 affected both female and male students similarly at SDCE (14% and 17% decrease respectively).

Figure 1.4: Fall 2010-14 Student Gender (SDCE vs. SDCCD)

SDCE Students

64%
Female

36%
Male

SDCCD Students

55%
Female

45%
Male
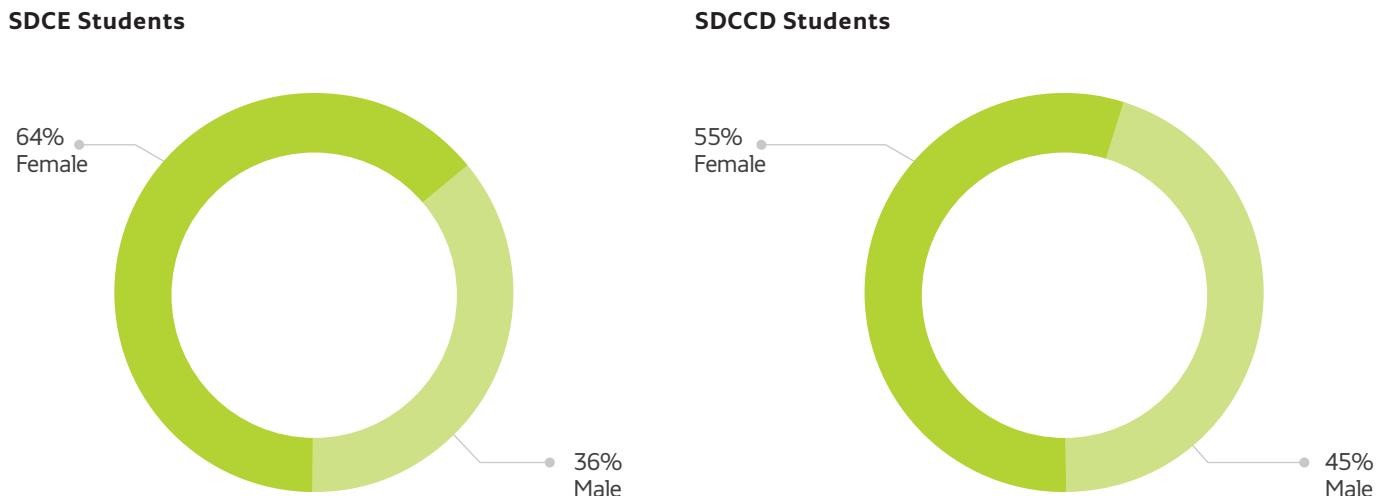
Table 1.7: SDCE Student Gender

	FALL 10		FALL 11		FALL 12		FALL 13		FALL 14		% CHANGE FALL 10-14	SDCE AVERAGE FALL 10-14
Female	19,943	64%	18,508	64%	17,150	65%	16,590	64%	17,120	65%	-14%	64%
Male	11,140	36%	10,465	36%	9,282	35%	9,167	36%	9,274	35%	-17%	36%
Unreported	111	0%	71	0%	19	0%	10	0%	6	0%	-95%	0%
Total	31,194	100%	29,044	100%	26,451	100%	25,767	100%	26,400	100%	-15%	100%

Age. The student population in SDCE is generally older than the SDCCD population Districtwide. Between Fall 2010 and Fall 2014, the largest groups within SDCE were students age 50 and over (42%) and students between ages 30 and 39 (19%), and as enrollment decreased between Fall 2010 and Fall 2014, the younger population was impacted more than the older population (a 23% decrease for students between ages 18 and 24 vs. an 11% decrease for students 50 and over). Compared to the SDCCD population, the youngest adults are most strongly underrepresented (13% vs. 38% across SDCCD), while people 50 and over, who represent only 19% of the student population Districtwide, comprise 42% of SDCE students. To some extent, the Emeritus program accounts for the higher numbers of older adults in SDCE.

Figure 1.5: SDCE Student Age
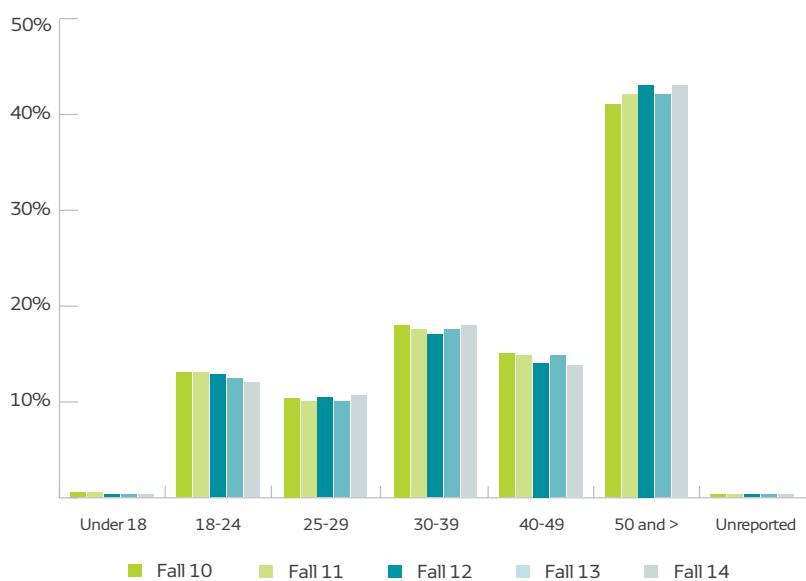
Table 1.8: SDCE Student Age

	FALL 10		FALL 11		FALL 12		FALL 13		FALL 14		% CHANGE FALL 10-14	SDCE AVERAGE FALL 10-14	SDCCD AVERAGE FALL 10-14
Under 18	115	0%	53	0%	33	0%	35	0%	13	0%	-89%	0%	2%
18 - 24	4,170	13%	3,903	13%	3,467	13%	3,241	13%	3,216	12%	-23%	13%	38%
25 - 29	3,299	11%	2,898	10%	2,806	11%	2,678	10%	2,848	11%	-14%	10%	15%
30 - 39	5,977	19%	5,486	19%	4,855	18%	4,857	19%	5,170	20%	-14%	19%	16%
40 - 49	4,849	16%	4,419	15%	3,896	15%	3,965	15%	3,799	14%	-22%	15%	10%
50 and >	12,781	41%	12,284	42%	11,393	43%	10,990	43%	11,353	43%	-11%	42%	19%
Unreported	3	0%	1	0%	1	0%	1	0%	1	0%	-67%	0%	0%
Total	31,194	100%	29,044	100%	26,451	100%	25,767	100%	26,400	100%	-15%	100%	100%

Area of residence. The figure and table below represent the percentages of students residing in the service areas for the different SDCE campuses in 2010-2014. These numbers have changed recently as new facilities have been added and some older facilities have been vacated. For example, the newly opened César E. Chávez campus replaced the aging City Centre campus, while the new CE Mesa satellite facility, administered by North City Campus, is now serving students from the Clairemont and Linda Vista locations, which were previously served by the West City Campus.

Between Fall 2010 and Fall 2014, on average, 21% of students who attended SDCE resided within the West City service area, 20% of students resided within the Mid-City service area, 16% of students resided within the Centre City service area, 15% of students resided within the North City service area, 10% of students resided within the Educational Cultural Complex service area, and 1% of students resided within the Cesar Chavez service area. Seventeen percent of students who attended SDCE resided outside the SDCCD service area.

Figure 1.6: SDCE Student Area of Residence

Table 1.9: SDCE Student Area of Residence

	FALL 10		FALL 11		FALL 12		FALL 13		FALL 14		% CHANGE FALL 10-14	SDCE AVERAGE FALL 10-14
Centre City	5,232	17%	4,650	16%	4,256	16%	4,193	16%	4,317	16%	-17%	16%
César E. Chávez	445	1%	411	1%	337	1%	286	1%	300	1%	-33%	1%
ECC	3,412	11%	2,938	10%	2,641	10%	2,554	10%	2,567	10%	-25%	10%
Mid-City	6,160	20%	5,822	20%	5,196	20%	5,057	20%	5,094	19%	-17%	20%
North City	4,353	14%	4,303	15%	3,996	15%	4,139	16%	4,159	16%	-4%	15%
West City	6,557	21%	6,087	21%	5,685	21%	5,211	20%	5,407	20%	-18%	21%
Outside Service Area	5,035	16%	4,833	17%	4,340	16%	4,327	17%	4,556	17%	-10%	17%
Total	**31,194**	**100%**	**29,044**	**100%**	**26,451**	**100%**	**25,767**	**100%**	**26,400**	**100%**	**-15%**	**100%**

Income level. SDCE students are not only older and ethnically diverse, but also among the most severely economically impacted. Between Fall 2010 and Fall 2014, 43% on average reported making between $0-2,999, almost twice as many compared to 26% Districtwide. In the upper bracket, 22% of students at SDCE and Districtwide reported making $33,000 or more a year.

Figure 1.7: Fall 2010-14 Student Income Level (SDCE vs. SDCCD)

SDCE Students

- 43% ($0-2,999)
- 2% ($3,000-$5,999)
- 4% ($6,000-$9,999)
- 11% ($10,000-$14,999)
- 8% ($15,000-$20,999)
- 5% ($21,000-$26,999)
- 5% ($27,000-$32,999)
- 22% ($33,000+)

SDCCD Students

- 14% (Unreported)
- 26% ($0-$2,999)
- 4% ($3,000-$5,999)
- 5% ($6,000-$9,999)
- 9% ($10,000-$14,999)
- 9% ($15,000-$20,999)
- 6% ($21,000-$26,999)
- 5% ($27,000-$32,999)
- 22% ($33,000+)
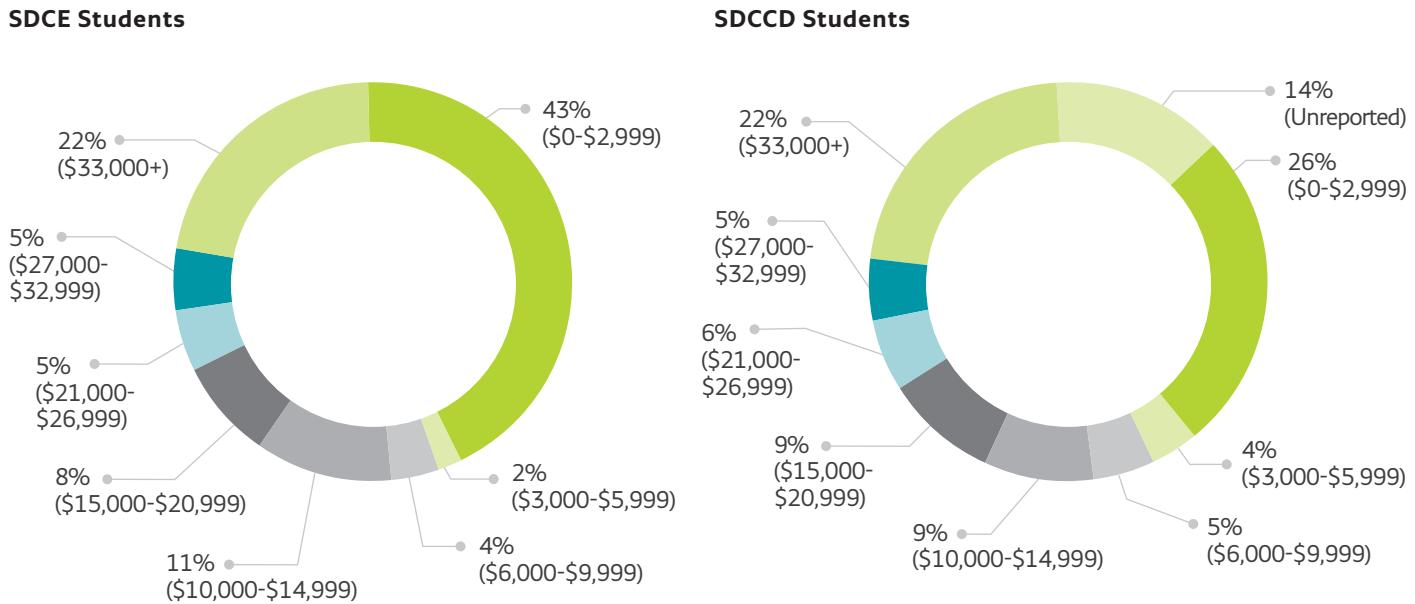
Table 1.10: SDCE Student Income Level

	FALL 10		FALL 11		FALL 12		FALL 13		FALL 14		% CHANGE FALL 10-14	SDCE AVERAGE FALL 10-14
$0 to $2,999	12,838	41%	11,852	41%	11,329	43%	11,460	44%	11,748	45%	-8%	43%
$3,000 to $5,999	565	2%	540	2%	560	2%	658	3%	761	3%	35%	2%
$6,000 to $9,999	1,268	4%	1,234	4%	1,177	4%	1,140	4%	1,172	4%	-8%	4%
$10,000 to $14,999	3,744	12%	3,453	12%	2,847	11%	2,591	10%	2,452	9%	-35%	11%
$15,000 to $20,999	2,745	9%	2,498	9%	2,164	8%	2,168	8%	2,125	8%	-23%	8%
$21,000 to $26,999	1,436	5%	1,350	5%	1,193	5%	1,177	5%	1,220	5%	-15%	5%
$27,000 to $32,999	1,613	5%	1,473	5%	1,250	5%	1,140	4%	1,187	4%	-26%	5%
$33,000 +	6,944	22%	6,629	23%	5,918	22%	5,420	21%	5,726	22%	-18%	22%
Unreported	41	0%	15	0%	13	0%	13	0%	9	0%	-78%	0%
Total	**31,194**	**100%**	**29,044**	**100%**	**26,451**	**100%**	**25,767**	**100%**	**26,400**	**100%**	**-15%**	**100%**

Educational objective. Students come to SDCE for several reasons. Approximately one quarter of the population (26%) selects basic skills improvement as their educational objective. Other frequently cited educational objectives are educational development (20%) and new career preparation (13%). One fifth of the SDCE students have not set their goals.

Table 1.11: SDCE Student Education Objective

	FALL 10		FALL 11		FALL 12		FALL 13		FALL 14		% CHANGE FALL 10-14	SDCE AVERAGE FALL 10-14
4 Yr College Student	1	0%	0	0%	0	0%	0	0%	0	0%	-100%	0%
Basic Skills Improvement	7,468	24%	7,062	24%	7,066	27%	6,956	27%	6,904	26%	-8%	26%
Certificate/License Maintenance	389	1%	351	1%	234	1%	238	1%	244	1%	-37%	1%
Current Job/Career Advancement	1,953	6%	1,852	6%	1,505	6%	1,497	6%	1,601	6%	-18%	6%
Educational Development	6,101	20%	5,739	20%	5,443	21%	5,086	20%	5,404	20%	-11%	20%
HS Diploma/GED Certificate	2,147	7%	2,005	7%	1,888	7%	1,815	7%	1,803	7%	-16%	7%
New Career Preparation	4,180	13%	3,968	14%	3,323	13%	3,448	13%	3,589	14%	-14%	13%
Non-Credit to Credit Transition	150	0%	186	1%	126	0%	117	0%	134	1%	-11%	1%
Voc Cert/Degree w/out Transfer	1,785	6%	1,768	6%	1,681	6%	1,654	6%	1,682	6%	-6%	6%
Undecided	6,506	21%	5,732	20%	5,001	19%	4,893	19%	4,980	19%	-23%	20%
Unreported	514	2%	381	1%	184	1%	63	0%	59	0%	-89%	1%
Total	**31,194**	**100%**	**29,044**	**100%**	**26,451**	**100%**	**25,767**	**100%**	**26,400**	**100%**	**-15%**	**100%**

Prior Education Level. From Fall 2012 to Fall 2014, 38% of the SDCE student population on average reported they had earned an AA/AS or higher degree, 35% had not earned a degree, and over one quarter had never attended college (27%). Some significant changes could be observed between Fall 2012 and Fall 2014: SDCE students who had never attended college increased by 6% and those who had earned a BA/BS degree or higher also increased 6%. On the other hand, students who had attended college but had not earned a degree decreased by 8%.

Table 1.12: SDCE Student Prior Education

	FALL 12		FALL 13		FALL 14		% CHANGE FALL 12-14	SDCE AVERAGE FALL 12-14
BA/BS Degree or Higher	7,393	28%	7,205	28%	7,825	30%	6%	29%
AA/AS Degree	2,541	10%	2,380	9%	2,474	9%	-3%	9%
No Degree	9,728	37%	8,967	35%	8,914	34%	-8%	35%
Never Attended College	6,789	26%	7,215	28%	7,187	27%	6%	27%
Total	26,451	100%	25,767	100%	26,400	100%	0%	100%

Disability Support Programs and Services (DSPS). In Fall of 2010 and 2011, 4% of the SDCE student population received disability support services: the percentage increased to 5% over the next three years. These statistics are the same as those for students served by DSPS Districtwide and reflect the new sources of funding that became available for student services.

Table 1.13: Disability Support Programs and Services

	FALL 10		FALL 11		FALL 12		FALL 13		FALL 14		% CHANGE FALL 10-14	SDCE AVERAGE FALL 10-14	SDCCD AVERAGE FALL 10-14
Received Services	1,170	4%	1,239	4%	1,206	5%	1,172	5%	1,222	5%	4%	4%	4%
Did Not Receive Services	30,024	96%	27,805	96%	25,245	95%	24,595	95%	25,178	95%	-16%	96%	96%
Total	31,194	100%	29,044	100%	26,451	100%	25,767	100%	26,400	100%	-15%	100%	100%

Headcount by day, evening, and online status. The majority of SDCE students attend daytime courses exclusively (69%), and less than one quarter only attend evening courses (22%). The percentage of students who took evening courses exclusively decreased by 26% from 7,174 in Fall 2010 to 5,343 in Fall 2014. The percentage of students who took online courses exclusively decreased by 40% from 285 in Fall 2010 to 170 in Fall 2014. More and more students, on the other hand, are taking a combination of online and on-campus classes (an increase of 161%, from 292 in Fall 2010 to 762 in Fall 2014), reflecting a greater variety of class offerings, including online hybrid classes, which recently became available.

Table 1.14: Time and Type of Classes Attended

	FALL 10		FALL 11		FALL 12		FALL 13		FALL 14		% CHANGE FALL 10-14	SDCE AVERAGE FALL 10-14	SDCCD AVERAGE FALL 10-14
Day Only	21,458	69%	20,394	70%	18,636	70%	17,545	68%	18,224	69%	-15%	69%	51%
Evening Only	7,174	23%	6,264	22%	5,488	21%	5,664	22%	5,343	20%	-26%	22%	16%
Day/Evening	1,985	6%	1,964	7%	1,767	7%	1,823	7%	1,901	7%	-4%	7%	17%
On-Campus/Online	292	1%	214	1%	388	1%	548	2%	762	3%	161%	2%	11%
Online Only	285	1%	208	1%	172	1%	187	1%	170	1%	-40%	1%	5%
Total	**31,194**	**100%**	**29,044**	**100%**	**26,451**	**100%**	**25,767**	**100%**	**26,400**	**100%**	**-15%**	**100%**	**100%**

Enrollment. As a consequence of the hiring freeze and reduction in class offerings across SDCCD (caused by the fiscal crisis beginning in 2008 in the state), SDCE enrollment continued to decrease until 2013, when the funding situation finally changed and classes were open again. At that point, enrollment rose sharply, yielding a nearly doubled (49%) net increase from Summer 2010 to Summer 2014. Overall SDCE Fall enrollment decreased by 11% between 2010 and 2014, and even more so in the Spring (15% between Spring 2011 and Spring 2015). SDCE enrollments for the online mode of instruction increased by 26% between Summer 2010 and Summer 2014, 40% between Fall 2010 and Fall 2014, and 50% between Spring 2011 and Spring 2015, as new online courses were created and offered.

Table 1.15: Semester-to-Semester Enrollments On-Campus and Online

	ON CAMPUS	ONLINE	TOTAL
Summer 2010	27,784	748	28,532
Summer 2011	22,304	514	22,818
Summer 2012	20,617	446	21,063
Summer 2013	41,469	934	42,403
Summer 2014	41,567	942	42,509
Total	**153,741**	**3,584**	**157,325**

	ON CAMPUS	ONLINE	TOTAL
Fall 2010	48,805	878	49,683
Fall 2011	44,612	599	45,211
Fall 2012	41,709	871	42,580
Fall 2013	41,011	1,071	42,082
Fall 2014	42,823	1,231	44,054
Total	**218,960**	**4,650**	**223,610**

	ON CAMPUS	ONLINE	TOTAL
Spring 2011	51,603	1,010	52,613
Spring 2012	44,514	732	45,246
Spring 2013	41,745	973	42,718
Spring 2014	42,205	1,442	43,647
Spring 2015	43,340	1,517	44,857
Total	**223,407**	**5,674**	**229,081**

Governance Structure of the School

SDCE is part of the SDCCD, which is comprised of five major operational units: City College, Mesa College, Miramar College, SDCE and the District administrative departments. The District departments that support campus and overall operations include Business and Technology Services, Communications and Public Relations, Facilities Management, Human Resources, Instructional Services, and Student Services (1.48).

KEY EVIDENCE

SDCCD Administration and Governance Handbook 2015-2016

Functions that are the responsibility of the District administrative departments are intended to provide for efficiency and continuity of services and programs. Compliance and functions that are statutorily required are also the responsibility of the various District operational units. The provision of educational programs, student support services, staff development, direct campus operations, and various ancillary functions are the responsibility of each college and SDCE.

Figure 1.8: San Diego Community College District Administration

BOARD OF TRUSTEES
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BUSINESS AND TECHNOLOGY SERVICES
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STUDENT SERVICES
Vice Chancellor
Dr. Lynn Ceresino Neault

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FACILITIES MANAGEMENT
Vice Chancellor
Christopher Manis

INSTRUCTIONAL SERVICES
Vice Chancellor
Dr. Stephanie Bulger

COMMUNICATIONS AND PUBLIC RELATIONS
Director
Jack Beresford

EXECUTIVE ASSISTANT TO THE CHANCELLOR
Margaret Lamb

PUBLICATIONS EDITOR AND SUPERVISOR
Cesar Gumapas

BOARD OFFICE SUPERVISOR
Amanda Ficken-Davis

Board of Trustees. SDCCD is governed by a five-member, locally elected Board of Trustees, and a student Board member. The five Trustees 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. Three students serve a one-year term filling the Student Trustee position on a rotating basis.

The Board of Trustees is responsible for establishing policies that govern all activities related to conducting the business of the District, the colleges, and SDCE. Development and review of policies and procedures are collegial efforts involving a variety of participatory governance groups. For policies and procedures that impact academic and professional matters, the Board relies primarily on the Academic Senates; on matters defined as within the scope of bargaining interests, the Board follows the requirements of negotiations. For administrative matters, the Board relies primarily on the recommendations of staff with input from various constituencies in the development and review process. The general public may comment at public Board meetings on any policy consideration before the Board.

Chancellor. The Chancellor, SDCCD's Chief Executive Officer, oversees four institutions: San Diego City College, San Diego Mesa College, San Diego Miramar College, and San Diego Continuing Education, and is responsible for the administration of SDCCD in accordance with the policies established by the Board of Trustees and for providing overall leadership for the entire District.

President. The President of SDCE is the institutional Chief Executive Officer. The President reports to the Chancellor. The President is responsible for providing leadership for the day-to-day operation of SDCE including coordination of all programs, services, and operational matters.

Figure 1.9: San Diego Continuing Education Administration
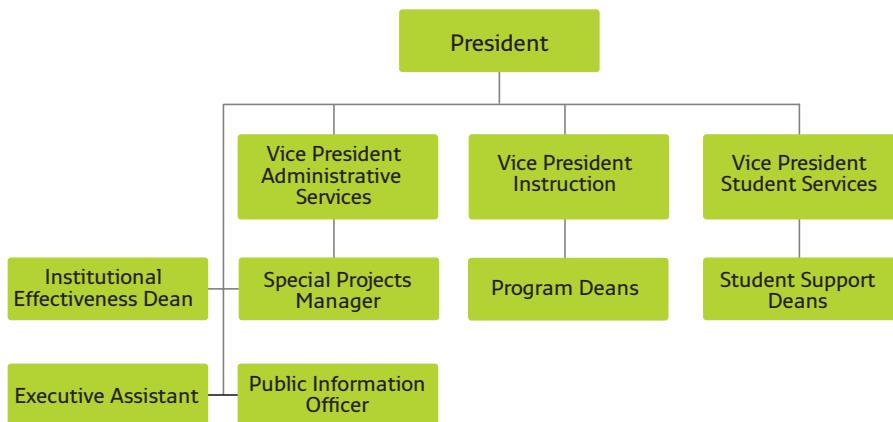
Schoolwide Learning Outcomes

In 2008, with the permission from WASC, SDCE supplanted Expected Student Learning Results (ESLRs) with Student Learning Outcomes (SLOs). The ESLR statements were converted into institutional level Student Learning Outcomes, which were approved in 2009 and recently confirmed by the Board of Trustees during the approval of the revised mission and vision statements on April 14, 2016 (1.49) (1.50). In addition to the institutional level Students Learning Outcomes, SDCE has also adopted Student Learning Outcomes at the program and course levels (called in this report program SLOs and course SLOs respectively).

SDCCD Board of Trustees meeting minutes

SDCE's institutional Student Learning Outcomes are:

- **Social Responsibility**
  SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.

- **Effective Communication**
  SDCE students demonstrate effective communication skills.

- **Critical Thinking**
  SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

- **Personal and Professional Development**
  SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

Students in Attendance

The table below describes the total enrollment for each program area between the 2010-11 and 2014-15 academic years (1.51). English as a Second Language and Citizenship is the highest enrolled program with 38,929 student enrollments in 2014/2015, followed by Emeritus (31,732) and Business and Information Technology (29,093). Over the period of five years between 2010-11 and 2014-15, when funding for SDCE was restored and class offerings were increased, the Healthcare Careers and Career Technical Education programs experienced the biggest increase in student enrollment (67% and 53%, respectively). The Adult Basic Education and Adult Secondary Education program was restored by 24%, Disability Support Programs and Services enrollments increased by 15%, ESL increased by 7%, and Emeritus increased by 3%. Enrollment in the Hospitality Services and Consumer Sciences, Business and Information Technology, and Parent Education programs decreased by 23%, 14%, and 13%, respectively.

Table 1.16: Enrollments by Program

	2010/11	2011/12	2012/13	2013/14	2014/15	2010/11-2014/15 DIFFERENCE	2010/11 - 2014/15 % CHANGE	2013/14 - 2014/15 DIFFERENCE	2013/14 - 2014/15% CHANGE
ABE/ASE	11,331	9,724	11,708	14,610	14,037	2,706	24%	-573	-4%
BIT	33,946	26,166	23,421	28,892	29,093	-4,853	-14%	201	1%
Child Development	6,297	5,274	4,578	5,293	5,449	-848	-13%	156	3%
CTE	1,885	1,993	1,903	2,488	2,877	992	53%	389	16%
DSPS	3,971	3,689	3,431	3,471	4,554	583	15%	1,083	31%
ESL	36,527	33,069	30,573	37,706	38,929	2,402	7%	1,223	3%
Health Care	557	726	691	859	928	371	67%	69	8%
Hospitality	5,627	5,170	4,835	4,766	4,309	-1,318	-23%	-457	-10%
Older Adult	30,687	27,464	25,221	30,038	31,732	1,045	3%	1,694	6%
Overall Total	130,828	113,275	106,361	128,123	131,908	1,080	1%	3,785	3%

Note. Enrollments by program may not match Program Review reports due to differing program review parameters.

Source: SDCCD Information Systems; retrieved on 09/23/2016

The number of sections between 2010-11 and 2014-15, as depicted below, increased for most programs (1.52). The number of Career Technical Education sections nearly doubled, from 75 sections in 2010-11 to 148 sections in 2014-15. Moreover, the Healthcare Careers program offerings increased by 73%, followed by ESL (38% increase), ABE/ASE (37% increase), and DSPS (36% increase). Emeritus sections increased by 12%.

Table 1.17: Sections by Program

	2010/11	2011/12	2012/13	2013/14	2014/15	5 YEAR TOTAL	2010/11-2014/15 DIFFERENCE	2010/11 - 2014/15 % CHANGE	2013/14 - 2014/15 DIFFERENCE	2013/14 - 2014/15% CHANGE
ABE/ASE	662	615	668	999	908	3,852	246	37%	-91	-9%
BIT	1,454	1202	1,101	1,343	1,470	6,570	16	1%	127	9%
Child Development	153	131	111	130	147	672	-6	-4%	17	13%
CTE	75	76	83	135	148	517	73	97%	13	10%
DSPS	87	82	76	85	118	448	31	36%	33	39%
ESL	515	496	472	658	712	2,853	197	38%	54	8%
Health Care	22	27	25	34	38	146	16	73%	4	12%
Hospitality	145	153	143	143	133	717	-12	-8%	-10	-7%
Older Adult	758	712	655	786	852	3,763	94	12%	66	8%
Overall Total	3,871	3,494	3,334	4,313	4,526	19,538	655	17%	213	5%

Source: SDCCD Information Systems; retrieved on 09/23/2016

Typical Class Size

Number of students in attendance: Unduplicated headcount totals about 44,000 students in a typical calendar year (1.53). Duplicated annual enrollments exceed 100,000. These students are served by over 700 full and part-time administrative and instructional staff annually.

There were approximately 24 students per classroom in 2010-11; however, class sizes have become smaller over the years (1.54). DSPS classes are smaller due to a significant decline in annual budget during the economic downturn, which impacted both services and classes. The DSPS budget began to recover in 2012-13, and with it counseling staff and class offerings. Outreach and recruitment resumed in 2015-16, which should lead to an increased class size in the near future.

To comply with the California promise of open access to education to anyone who can benefit from it, SDCE offers open enrollment classes, which means students can enroll at any time during the semester. Attendance is monitored and classes with low attendance may be closed. Most classes are open entry/open exit (OE) enrollment unless specified in the class schedule; a number of classes are managed enrollment (ME). There are also certificate classes, which require a certain number of hours of attendance. Enrollment and attendance patterns in these two kinds of classes are different. The *Continuing Education ESL Student Attendance Patterns Report: Managed Enrollment and Open Entry/*

KEY EVIDENCE

SDCCD Facts on File, Report on Academic Year 2014-2015

Exit Courses 2009/10 – 2013/14 (1.55) report, for example, revealed that in the ESL program, the average attendance hours and attendance rate in ME courses (105 hours; 43%) were higher than in OE courses (76 hours; 33%); however, the average class sizes were comparable (26 and 25 respectively). When considering course times, both ME and OE course types displayed similar patterns: the average attendance hours and rate in morning courses were higher than evening courses, and the average class size in morning courses was comparable to evening courses. The average persistence rate for students in ME courses was slightly higher than for students in OE courses (60% and 58% respectively). Morning and evening ME courses displayed equal persistence rates (60% each), whereas morning OE courses displayed a higher overall persistence rate than evening courses (67% and 52% respectively). Results such as these can be very informative in managing how and when to offer different types of classes.

Types of Certificates Awarded

SDCE offers four types of awards for adult and postsecondary students which are reported to state and federal agencies:

- High School Diploma

- GED Certificate (offered until 2013-14)

- Certificate of Course Completion

- Certificate of Program Completion

A Certificate of Program Completion is awarded to students who have completed all competencies of an entire program of study. A Certificate of Course Completion is awarded to students who have completed a designated module or course within a program. This certificate is also given to students who have taken short term classes that require competencies. The specific competencies are listed on each certificate. Issuance of both program and course level certificates is reported to state and federal agencies.

In addition to the aforementioned certificates of completion, SDCE issues the following two types of recognition certificates, which do not bear an official seal and are not reported to federal or state agencies:

- Certificates of Participation

- Certificates of Appreciation

A Certificates of Participation is given for short-term workshops or specialty courses and to recognize attendance for English as a Second Language classes. Certificate of Appreciation is given to recognize special achievement and/or outstanding performance.

High School Diploma and GED Certificate awards. Due to the implementation of a new GED testing system, outcome data can no longer be accessed; thus the number of GED certificates issued decreased from 148 in 2010-11 to 0 in 2014-15. The number of High School diplomas issued increased during the same period by 70% from 111 in 2010-11 to 189 in 2014-15 (1.56).

SDCE Award Report, SDCCD IRP Office

Table 1.18: High School Diploma and GED® Certificate Programs

	2010/11	2011/12	2012/13	2013/14	2014/15	5-YEAR TOTAL	5-YEAR DIFFERENCE	5-YEAR % CHANGE
GED Certificate	148	109	79	46	0	382	-148	-100%
High School Diploma	111	93	119	135	189	647	78	70%

Source: SDCCD Information Systems; retrieved on 10/21/2016

High School Diploma and GED Certificate awards by student demographics. Male students (54%) received a greater share of high school diplomas awarded than their female counterpart (46%), on average. Between 2010-11 and 2014-15, the number of women earning high school diplomas increased at a greater rate than among males (92% increase and 52% increase respectively) (1.57).

Between 2010-11 and 2014-15, Latino students were awarded an average of 61% of the high school diplomas, while African American students, White students, and Asian/Pacific Islander students were awarded 14%, 11%, and 5% respectively.

Students between ages 18 and 24 received 74% of the high school diplomas awarded to students. An upward trend was noted among all age groups who received high school diplomas between 2010-11 and 2014-15.

Certificate of Completion awards. The number of certificates of completion awarded increased by 529% from 1,113 in 2010-2011 to 7,001 in 2014-2015 (1.58). The substantial increase of CE certificates of completion in 2011/12 is partially due to a revision in reporting procedures. The increase beginning in 2013/14 is partially due to an increased effort by the Deans, program chairs, and instructors to report all course and program certificates earned.

Table 1.19: Certificate of Completion Awards

	2010/11	2011/12	2012/13	2013/14	2014/15	5-YEAR TOTAL	5-YEAR DIFFERENCE	5-YEAR % CHANGE
Certificate of Completion	1,113	3,028	3,606	5,295	7,001	20,043	5,888	529%

Source: SDCCD Information Systems; retrieved on 10/21/2016

A complete list of Certificate Programs offered by SDCE is included in Appendix G.

Certificate of Completion awards by student demographic. Between 2010-11 and 2014-15, female students received a greater share of the certificates of completion awarded at SDCE (58%) than their male counterparts (42%). Due to a revision in reporting procedures in 2011-12, the number of the awarded certificates of completion increased greatly between 2010-11 and 2014-15; however, the percentage increase for females was higher than for their male counterpart (781% increase and 343% increase, respectively) (1.59).

Between 2010-11 and 2014-15, Latino students received the greatest share of certificates of completion (42%), followed by White students (21%), Asian/Pacific Islander students (15%), and African American students (10%), on average. All ethnic groups increased the number of certificates of completion awarded from 2010-11 to 2014-15.

On average, students between ages 30 and 39 received the greatest share of certificates of completion (27%), followed by students age 50 and over (22%), and students between ages 40 and 49 (21%). An upward trend was noted among all age groups who received certificates of completion between 2010-11 and 2014-15.

Administrative and Teaching Staff

There were a total of 706 employees working at SDCE during Fall 2014 (1.60). Over half of SDCE employees were adjunct faculty (60%), followed by contract faculty (15%), classified staff (13%), and nonacademic hourly (9%). Supervisory staff and management constituted the smallest proportions of SDCE employees at 1% and 2% respectively. The ethnic breakdown showed that White employees comprised 54% of the total employee population followed by Latino employees (20%). African American employees and Asian employees constituted 8% and 9% respectively of the SDCE workforce.

Latino employees comprised 32% of the classified staff and 42% of the non-academic hourly positions. White employees constituted 27% of the classified staff positions and made up 59% of the contract faculty and 64% of the adjunct faculty positions. White employees comprised 45% of the management positions and 67% of the supervisory positions. Latino employees constituted 9% of the management positions and 22% of the supervisory positions. African American employees comprised 9% of the management positions and 0% of the supervisory positions.

Figure 1.10: SDCE Fall 2014 Employees by Classification

60% Adjunct Faculty
15% Contract Faculty
9% Non-Academic Hourly
13% Classified Staff
1% Supervisory Staff
2% Management
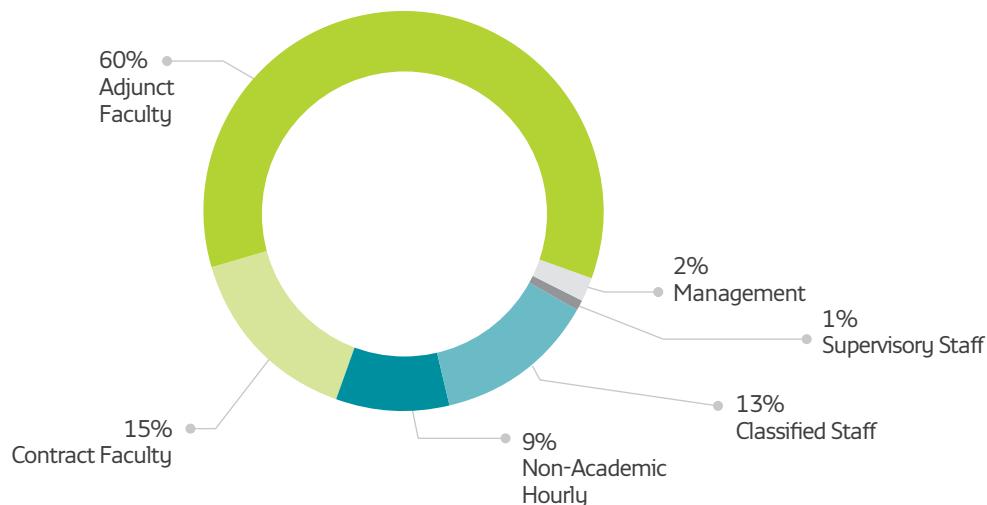
SDCE Fact Book 2015

Figure 1.11: SDCE Fall 2014 Employees by Ethnicity

54%
White

9%
Unknown

9%
Asian

8%
African American

<1%
Native Hawaiian or
Other Pacific Islander

<1%
American Indian/
Alaskan Native

20%
Latino
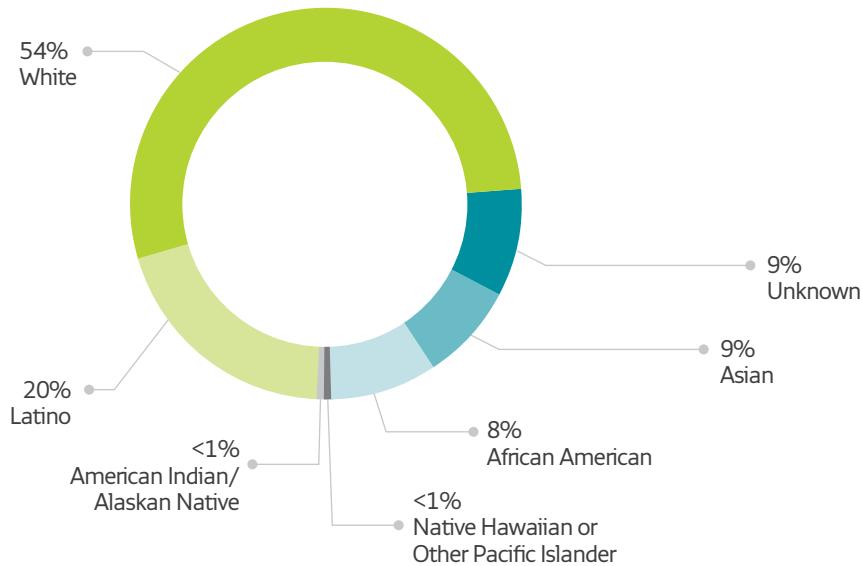
Academic Calendar

SDCE offers an on-going program of instruction throughout the entire year (1.61). The academic calendar for the Fall and the Spring includes 175 instructional days: typically 88 days in the Fall semester and 87 days in the Spring semester. The Summer semester may vary in length from 3 to 10 weeks. The first three days in the Fall and the first two days in the Spring are FLEX days, during which faculty are encouraged to attend institutional and program professional development workshops, for which they can obtain FLEX credit. The SDCE calendar is approved each year by the Academic Senate and Board of Trustees. SDCE does not offer instruction on district and federal holidays and is closed during winter break and spring break.

SDCE Academic Calendar

Typical Student Load

The table below shows that in the last five years, students enrolled in an average of one to two courses per semester (1.62). Typical load for the students is different across programs. In the ESL program, for example, morning students typically attend 15 hours of instruction per week, while the evening students attend 12 hours per week. ESL students may also take classes in the afternoon and on Saturdays. Some courses are offered only once per week.

SDCCD Office of Research and Planning; SDCE Enrollment and Section Trends Report

Table 1.20: SDCE Student Load

	HEADCOUNT	ENROLLMENTS	AVERAGE LOAD
Fall 2010	31,194	49,683	1.6
Fall 2011	29,044	45,211	1.6
Fall 2012	26,451	42,580	1.6
Fall 2013	25,767	42,082	1.6
Fall 2014	26,444	44,116	1.7
Total/Average	138,900	223,672	1.6

II. Community Information

GEOGRAPHIC AREA

SDCE serves the following San Diego communities and neighborhoods through its campus and offsite locations:

- Educational Cultural Complex serves Southeast San Diego, Southcrest, Skyline, Paradise Hills, Memorial Park, South Park, and Encanto.

- Mid-City Campus serves City Heights, Chollas View, Rolando, Normal Heights, North Park, College, University Heights, Kensington, Talmadge, East San Diego, Allied Gardens, and San Carlos.

- West City Campus serves Clairemont, University City, La Jolla, Pacific Beach, Mission Beach, Sorrento Valley, Point Loma, Ocean Beach, and Old Town.

- César E. Chávez Campus serves Downtown San Diego, Mission Hills, Hillcrest, Golden Hills, Barrio Logan, and Southeast San Diego.

- North City Campus serves Linda Vista, Kearny Mesa, Mission Valley, Mission Village, Serra Mesa, Tierrasanta, Mira Mesa, and Scripps Ranch.

- CE Mesa College serves Linda Vista, Kearny Mesa, Mission Valley, Mission Village, Serra Mesa, and Tierrasanta.

- NCC/Miramar serves Mira Mesa and Scripps Ranch.

Figure 1.12: SDCE Geographic Service Areas

92127
92128
92129
92126
92131
92121
92132
92136
92145 currently mailing
92161
Marine Corp Air Station Miramar
Santee 92071
92122
92037
92117
92124
92111
92123
92119
92109
92120
92110
92108
92115
92103
92116
92107
92106
92104
92105
92101
92112
92102
92114
92113
92139
National City 91950

Legend:

■ César E. Chávez Campus

■ Educational Cultural Complex

■ Mid-City Campus

■ North City Campus (includes CE Mesa Campus)

■ West City Campus

Population Characteristics

According to the United States Census Bureau (1.63), as seen in Table 1.21 the San Diego region has been in a growth mode for the past five years and is projected to continue to grow for the next five years.

In 2014, the city of San Diego's population surpassed the 1.38 million mark, and San Diego County's population was 3,263,431. Between 2010 and 2014, the city of San Diego's population percentage growth was 6.1%, outpacing the growth rates of San Diego County (5.4%) and California (4.2%). The city of San Diego's growth rate was higher than that of the United States (3.3%).

With its large ports and large urban areas, immigrants move to California in great frequency. In 2014, foreign born persons comprised 26.3% of the population of the city of San Diego. San Diego County was close behind with 23.4% of its population made up of foreign born persons. California's foreign born population reached 27%. The United States (13.1%) foreign born population was less than half of that of the city of San Diego.

Well over one third of California's population (43.8%) speaks a language other than English at home. The San Diego region reflects a similar rate as well. In 2014 in San Diego County, 37.3% spoke a language other than English and in the city of San Diego 40.2% of the population spoke a language other than English at home.

Education is a priority for the residents of San Diego, with 87.3% of the population attaining high school graduation or higher among persons who are 25 years old or older, surpassing the county (85.8%), the state (81.5%) and the nation (86.3%).

Table 1.21: Local, State, and U.S. Population Characteristics (US Census Bureau)

	SAN DIEGO CITY	SAN DIEGO COUNTY	CALIFORNIA	U.S.
July 1, 2014 population estimates	1,381,069	3,263,431	38,802,500	318,857,056
Population percentage change April 1, 2010 to July 1, 2014	6.1%	5.4%	4.2%	3.3%
Foreign born persons, percent, 2010-14	26.3%	23.4%	27%	13.1%
Language other than English spoken at home, percent of persons age 5 years+, 2010-14	40.2%	37.3%	43.8%	20.9%
High school graduate or higher, percent of persons age 25+, 2010-14	87.3%	85.8%	81.5%	86.3%

Unemployment rates. The unemployment rate in San Diego County was 4.7% in March 2016 (1.64). This compares with the seasonally adjusted unemployment rate of 5.4% for California during the same period.

Median home prices. The median price of homes sold in San Diego County was $430,000 in November 2014. Home prices have trended higher recently, from $358,000 in November 2012. However, median home prices are still below the high of $512,000 in November 2005 (1.65) (1.66).

Challenges. As employers respond to the changing U.S. and global economies, new demands are placed on the American worker. As the workplace increases demands for more hard skills such as technology and soft skills such as problem solving and critical thinking, education programs must rise to challenge and prepare learners.

The San Diego Workforce Partnership (SDWP) has summarized some of the challenges facing education programs and students in the *Middle-Skill Jobs: Gaps and Opportunities* report (November 2015) (1.67):

* Between 2004 and 2014, 16% or 350,000 San Diegans ages 25 and older did not have a high school diploma.

* Educational attainment has remained relatively unchanged since 2004, yet San Diego employers expect more education and technical expertise from the workforce.

* 42% of the adult population is at or nearing retirement. Employers will have difficulty filling the knowledge, skills and abilities (KSA) gaps left by a retiring workforce.

* Employers consistently report a lack of soft skills, such as communication and problem solving, in workers.

Opportunities. Across the country, middle-skills jobs are recognized as a path to living wages while requiring less education than a four-year college degree. Middle-skills jobs include positions in a number of industries, including Advanced Manufacturing, Health Care, and Information and Communications technology. According to the SDWP *Middle-Skill Jobs: Gaps and Opportunities* report (November 2015), middle-skill job openings are expected to grow at a rate of 20,565 or more every year through 2019. In addition, the San Diego median hourly wage, $20.20, of middle-skill occupations is significantly higher than the median hourly living wage of $13.09 (1.68).

The *Middle-Skill Jobs: Gaps and Opportunities* report (November 2015) summarizes some promising aspects of these jobs as follows:

* Currently, there are 603,535 middle-skill jobs in San Diego, accounting for 37% percent of all employment in San Diego County.

* 526,759 of these jobs pay the self-sufficient hourly wage of $13.09 or higher and have opportunities for career advancement.

* Advanced Manufacturing has the largest number of skilled jobs in San Diego and employs 13% percent of San Diego's workers.

* Health Care employs more than 100,000 people and is considered "recession-proof." Health Care grew 11% percent while overall San Diego employment declined 6% percent during the Great Recession (2007–09).

* ICT (Information and Communications Technology) employs more than 42,000 workers and is projected to add 1,600 jobs over the next five years.

Anticipated Demographic Changes

According to the California Department of Finance, the population in San Diego County is projected to grow from 3,244,706 to 3,375,687 at a rate of change of 4.04% between 2015 and 2020. This rate is slightly lower than the state's rate of projected growth of 4.43% (1.69).

Labor market in San Diego County. As the population in San Diego County is projected to increase, employment is on track to increase as well. According to the California Employment Development Department San Diego Projections Highlights, "Industry employment, which includes self-employment, unpaid family workers, private household workers, farm, and nonfarm employment in San Diego County, is expected to reach 1,644,400 by 2022, an increase of 18.6% over a 10-year projection period between 2012 and 2022. In addition, twelve of 13 nonfarm industry sectors are projected to grow" (1.70).

San Diego County's job growth is partly influenced by geography, history, and weather. The combination of a natural harbor and bay, mountains and deserts to the east, its popular weather and tourism attracts workers and supports industry sectors such as convention center and tourism, higher education, defense, and health care.

It is no surprise that the California Employment Development Department summarizes that, "sixty-nine percent of all projected nonfarm job growth is concentrated in four industry sectors," which are related to San Diego features:

• Professional and business services is projected to add the most jobs, adding 66,300 jobs. The subsector with the fastest annual growth is professional, scientific, and technical services (3.4 percent).

• Educational services (private), healthcare, and social assistance anticipates a job gain of 42,900, led by a growth of 32,400 jobs in health care and social assistance.

• Leisure and hospitality is projected to add 35,700 jobs, the third largest increase.

• Construction is projected to add 25,300 jobs, led by a growth of 16,300 jobs in the specialty trade contractors' subsector.

San Diego job growth projections. According to the California Employment Development Department San Diego Projections Highlights, between 2012 and 2022, the largest growing projected numbers of new jobs and replacement jobs in San Diego County are found in the lowest levels of entry education. Jobs in retail, hospitality, and health care that require less than a high school education are expected to be the largest growing: retail salespersons (21,150 jobs), waiters and waitresses (19,020 jobs), cashiers (17,760 jobs), food and serving workers including fast food (16,200 jobs), and personal care aides (12,420 jobs) (1.71).

Jobs that require a high school diploma or equivalent are expected to provide a large number of jobs as well: office clerks, general (10,350 jobs), customer service representatives (9,040 jobs), secretaries and administrative assistants, except legal, medical, and executive (6,730 jobs), first line supervisors of office and administrative support workers (5,360 jobs), and first-line supervisors of retail sales workers (4,840 jobs).

Jobs that require some college, but no degree fall into three categories: computer user support specialists (3,050 jobs), teacher assistants (2,770 jobs), and computer, automated teller, and office machine repairers (390 jobs).

Between 2012 and 2022, the projected fastest growing new jobs from industry growth in San Diego County are mostly found in the lower levels of education. Jobs in health care and construction that require less than a high school education are expected to add the most new jobs: personal care aides (52.7% or 10,940 jobs); tile and marble setters (46.8% or 360 jobs), painters, construction and maintenance (46.3% or 2,500 jobs), cement masons and concrete finishers (42.9% or 540 jobs) and construction laborers (42.8% or 4,040 jobs).

III. Student Learning Data

SDCE collects student learning data from a variety of sources which provide information about student persistence, completion, achievement, and transition. Student success data as measured by student enrollment, course completion, and program awards is part of the normal data collection processes as required for state reporting. Additionally, student achievement data is gathered from pre- and post-test results of students' CASAS assessments, state licenses or industry recognized certificates acquired by students, and transition to college measures.

Persistence

Persistence is a widely recognized indicator of student success in post-secondary credit education. While not formally defined at SDCE, for our 2015 report on fall to spring term persistence, we defined persistence as *the percentage of students who attend at least one SDCE fall term course for one or more hours, and who attend at least one SDCE course for one or more hours the following spring term (1.72)*. Table 1.22 shows that student persistence is on a steady increase over the five-year period from fall 2010 through spring 2015.

Table 1.22: SDCE Student Term Persistence

	FALL	SPRING	PERSISTENCE RATE
Fall 2010	31,188	16,032	51%
Fall 2011	29,044	14,949	51%
Fall 2012	26,451	13,844	52%
Fall 2013	25,767	13,906	54%
Fall 2014	26,421	14,625	55%
Total/Avg	138,871	73,356	53%

SDCE fall to spring Term Persistence Report 2010-14, SDCCD IRP Office

Course Completions

Course and program completion data, the predominant measures of student success in post-secondary education, are compiled by SDCE regularly and represented as a count. The five-year trends presented in *Tables 1.23: Course Completions by Program Area* (1.73) below demonstrate that SDCE students are completing courses in increasing numbers across program areas, as measured by award volume of course certificates of completion. The incremental increases in persistence rates described above and course completions are indicative of the rigorous instructional programs and effective student support services at SDCE. CTE's significant increase in course completions in starting in 2013-14 is at least partially due to the addition of new course offerings in the Inspection and Vehicle Prep, Electronic Technician, and Welding programs. The ESL course completion data indicate an increase in the number of course completion certificates being awarded starting in 2013-14 compared prior years. This is a result of the implementation of a new policy requiring the awarding of course and program completion certificates in 2014 and the addition of Level 1 course completion awards that same year.

Table 1.23: Course Completions by Program

	2010/11	2011/12	2012/13	2013/14	2014/15	5-YEAR TOTAL	5-YEAR DIFFERENCE	5-YEAR % CHANGE
BIT	48	589	858	1,340	1,904	4,739	1,856	3,867%
Child Development	0	113	112	148	151	524	151	-
CTE	354	569	584	805	920	3,232	566	160%
ESL	0	438	462	978	1,705	3,583	1,705	-
Health Care	140	179	269	303	328	1,219	188	134%
Hospitality	405	493	670	677	772	3,017	367	91%
Total	**947**	**2,381**	**2,955**	**4,251**	**5,780**	**16,314**	**4,833**	**510%**

Note. The substantial increase of CE certificates of completion in 2011/12 is partially due to a revision in reporting procedures. The increase beginning in 2013/14 is partially due to an increased effort by the Deans, program chairs, and instructors to report all course and program certificates earned.

Source: SDCCD Information Systems; retrieved on 10/21/2016

Achievement

Program awards. Post-secondary education, particularly at the sub-baccalaureate level, often experiences a negative correlation to regional economic swings. As the economy recedes, as it did drastically in 2008, enrollments and success in post-secondary programs experience a rise as unemployed adults seek opportunities to improve their situation. When the economy rebounds those same adults, and others in the region, often attain that improved employment situation and forego their education goals in favor of employment. This factor was particularly evident to faculty in the Hospitality Services and Consumer Science (HSCS) program.

As discussed in the Course Completions section, the addition of new courses and programs in CTE was a strong contributing factor to the increase in program awards (1.74). All of these courses and programs were developed in collaboration with local employers to meet the growing need for employees in those areas.

Table 1.24: Program Awards by Program

	2010/11	2011/12	2012/13	2013/14	2014/15	5-YEAR TOTAL	5-YEAR DIFFERENCE	5-YEAR % CHANGE
BIT	67	80	84	166	371	768	304	454%
Child Development	0	0	0	3	2	5	2	-
CTE	57	149	126	211	276	819	219	384%
ESL	0	349	299	495	429	1,572	429	-
Health Care	0	26	63	73	62	224	62	-
Hospitality	42	43	79	96	81	341	39	93%
Total	166	647	651	1,044	1,221	3,729	1,055	636%

Note. The substantial increase of CE certificates of completion in 2011/12 is partially due to a revision in reporting procedures. The increase beginning in 2013/14 is partially due to an increased effort by the Deans, program chairs, and instructors to report all course and program certificates earned.

Source: SDCCD Information Systems; retrieved on 10/21/2016

Transitions to College

Preparing students for the next step in their educational career is a critical component of the SDCE educational programs. As part of the District, SDCE is a primary source of new students for the three SDCCD credit colleges. The number of SDCE students transitioning to the colleges decreased sharply just after the economic downturn primarily due to a reduction in staffing at all of the SDCCD institutions. SDCE students transitioning to college often need a high level of counseling support to assist them in the application procedures, selecting academic majors, and preparing for success in college. These supportive services have begun to return to SDCE with the restored budget and the infusion of Student Success and Support Program (SSSP) funding from the state last year (1.75) (1.76).

Table 1.25: Student Transition to SDCCD Credit Colleges

	2010/11	2011/12	2012/13	2013/14	2014/15
SD City College	923	660	582	620	614
SD Mesa College	790	628	562	556	554
SD Miramar College	426	403	382	358	331

Note. Headcount of first-time to SDCCD prior noncredit students includes degree holders and transfers.

IV. Online School Program and Courses

SDCE has partially online classes. Hybrid (partially online) classes are offered in the Business and Information Technology, Emeritus, ESL/Citizenship, and Parent Education programs (see Appendix K for a complete list of SDCE online hybrid courses offered in Spring 2016).

SDCE's learning management system for the hybrid online courses is Blackboard Learn (currently 9.1)

The hardware and software requirements are as follows:

- E-mail address

- Computer with one of the following operating systems:

  ○ Windows XP (IE 9 not supported)

  ○ Vista

  ○ Windows 7 or 8

  ○ Macintosh Operating System 10.5 or higher

- Java Runtime

- Processor of 1.5 Ghz or faster

- Memory of 1GB of RAM or more

- Internet Connection: Broadband (cable, DSL) or WiFi required

- Plug-ins: the following may be required

  ○ Adobe PDF Reader for viewing Portable Document Files (PDF)

  ○ QuickTime Player for viewing movies

  ○ RealPlayer for viewing movies

  ○ Flash Player for viewing animations and movies

- Sound cards and speakers

- Microphone may be required

- Printer

Faculty are encouraged, and will soon be required, to complete the SDCCD Online Faculty Certification Program (1.77). The program includes Distance Education Guidelines, online teaching pedagogy, and the nuts and bolts of Blackboard Learn 9.1. Instructional technology in-service workshops are held throughout the year and a SDCE mentor is available for faculty support. Personnel involved in the instructional process include instructors and SDCCD Online staff for technical issues.

Curriculum is offered in a hybrid model with some components onsite and others online. SDCE does not outsource curriculum. Both synchronous and asynchronous instruction is offered with the majority being asynchronous. Synchronous meetings are often recorded for students unable to attend or as a review for others. Online interactions include messaging for clarification or to

discuss acceptable alternatives for assignment parameters, which frequently occurs in the creative multimedia programs; requests for technical assistance with a particular assignment commonly occurring in the technical CTE courses; and requests for assistance with personal logistical issues. Online hybrid students also attend onsite classes.

Course and program assessments vary by the type of program. Online quizzes may be given or technical or creative assignments submitted and assessed by the instructor. There are currently no official pre-enrollment assessments for hybrid programs/classes, although many programs provide a self-assessment through the orientation process to help determine appropriateness of program enrollment and ultimate student success.

Student support services are part of all SDCE certificate programs and all students have equal access to counseling services. All online courses are part of a hybrid program and thus students are onsite for portions of their program/ classes. All students attend on-campus orientations. During the orientation process, counseling staff speaks to the online component of the students program of interest when applicable. Students in CTE certificate programs meet with counseling and have access to them both on campus and via e-mail and phone. The majority of hybrid/partially online classes are offered in our computer CTE programs with students having access to computers either at home or work. Public libraries in San Diego also offer access to computers.

IV. Schoolwide Learner Outcomes

SDCE has four institutional Student Learning Outcome statements, which have been created through the participatory governance process and are used as the starting point for the creation of program-level and course-level SLOs. Two of these statements are discussed below.

Institutional SLO #3: Critical Thinking

SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

Teaching students to become critical thinkers, good decision makers, team players, and independent problem solvers is an essential part of the curriculum in each SDCE program. As reported earlier, 35% of the SDCE students had not earned a degree and over one quarter (27%) had never attended college. When asked to state their educational goal, 26% of the students selected basic skills improvement, 20% selected educational development, 13% selected new career preparation, and 20% reported they had not set their goals (1.78).

SDCE Fact Book 2015

To prepare these students for academic, career, and personal advancement, SDCE offers a wide range of programs which address various educational barriers they face. These programs include basic literacy education, high school equivalency, English as a second language education, career technical certificates, classes for older adults, and special classes for students with disabilities. New classes and programs are opened each semester as needed, and 60 new courses were added from Fall 2010 to Spring 2016 (see Appendix I for a complete list of new courses). The SDCE instructional programs ensure that the curriculum and course materials adhere to the highest standards, as evidenced by the high numbers of GED Certificates, High School Diplomas, and Certificates of Completion

reported to the state and federal agencies which were awarded between 2010-11 and 2014-15 (382, 641, and 19,383 awards respectively).

As computer technology is becoming an indispensable element of our lives, SDCE also provides more and more high quality programs preparing students to be critical thinkers in the digital environment and to use technology to solve problems. From Fall 2010 to Spring 2016, the Business and Information Technology program added 23 new courses and 15 new certificate programs, the highest number of new certificate programs and courses among all SDCE programs (see Appendix H for a complete list of new certificate programs), most of them housed at the newly opened North City campus, SDCE's designated Campus of Excellence for Business and Technology. Moreover, the school also created online classes in four of its programs: Business and Information Technology, Emeritus, English as a Second Language and Citizenship, and Parent Education (see Appendix K for a list of all 32 online hybrid courses offered in Spring 2016).

Like the onsite classes, all SDCE online hybrid courses require students to evaluate information, think critically, solve problems, and make decisions while working on projects and assignments. In fact, the online environment requires that students possess higher level computer and study skills and forces them to take on more responsibility for their learning process. The Emeritus courses for older adults, a student population in which cognitive health is at a particular risk, are a good example of how SDCE students are continuously challenged to become critical thinkers and push the limits of learning in the online environment.

In the Social Studies for Older Adults course titled *Rediscover San Diego*, students visit different locations in the San Diego area during the class face-to-face meetings, and then use the online platform to review and synthesize information about topics related to San Diego's history and culture. Students use a variety of online assignments and assessments to critically evaluate sources of information and develop a local, national, and global perspective.

In the Social Studies for Older Adults course titled *Our Stories, Our Lives*, students reflect on the life history of their own or another person, review memories, synthesize information, and share stories. Students learn about theories of life development, which furthers their ability to reconstruct their own life experiences and develop a critical perspective. They reflect on the impact of the trends in domestic and international affairs on their lives. They critically analyze ways in which media reporting puts a spin on stories.

In Music Appreciation for Older Adults courses titled *Joy of Music and Joy of Opera*, students develop critical thinking skills by becoming conversant with the elements of music and the families of instruments in the orchestra. By the end of the course, students demonstrate mastery of this outcome by recognizing, defining, and describing various kinds of melody, harmony, rhythm, texture, and timbre and comparing and contrasting these elements in different works. Students also communicate their understanding of the context in which the music was created by identifying major historical periods and relating them to parallel developments in history, art, and literature; recognizing and aurally identifying style characteristics, genres, and representative masterworks from various periods; identifying the performers and intended audiences of selected genres; recognizing and discussing the function of the music; discussing how the music was perceived by its original audiences; and relating it to other

types of music. Finally, students synthesize and communicate these concepts by writing a concert report. The student-student and student-instructor interactions encourage collaborative learning (e.g., peer tutoring) and facilitate the development of multiple perspectives (e.g., when rating of a performance or composition).

Institutional SLO #4: Personal and Professional Development

SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

SDCE serves a very diverse student population, with about 60% of the students coming from historically underrepresented groups. As reported earlier in this chapter, 64% of the students are women, 35% speak a language other than English as their primary language, and 43% report income levels of $2,999 or less (1.79). SDCE is strongly committed to assisting these students in improving their lives and accomplishing their personal and professional goals. The examples below illustrate this commitment:

• To address the professional needs of the students, in Spring 2016, the school offered 73 certificate programs (see Appendix G) providing adult learners with an opportunity to increase and document their qualifications needed to apply for a new position or advance in the current position.

• To help the students master the academic skills necessary to advance to college or further training, the Accelerated High School Diploma program shifted to a managed enrollment model with shorter sections focused on individual subjects, while the ESL program increased the number of Transition to College classes and academic support.

• Collaboration with nearly 200 community partners, including the San Diego Workforce Partnership (see Appendix F for a complete list of community partners), gives SDCE students access to resources beyond the school and facilitates their integration with the local community and transition to the job market.

• A combination of managed enrollment and open enrollment classes ensures that everyone has access to high quality education disregarding their current life circumstances.

• The Disability Support Programs and Services and extensive counseling services provide additional help to students facing a variety of education and employment barriers.

The creation of hybrid online courses is another good illustration of SDCE's continuous attempt to enable students in their personal and professional pursuits. These courses are offered through the BIT, ESL/Citizenship, Parent Education, and Emeritus programs, and they are designed for adults working toward their personal and professional goals, such as obtaining a certificate to improve professional qualifications, applying for U.S. citizenship and naturalization, or living a long, healthy, and productive life. They are geared towards students whose work and family obligations may not allow them to take regular face-to-face classes. Usually, these non-traditional students

already have taken a lot of social responsibility in their roles as parents or family providers. The inclusion of the online learning platform in selected SDCE courses allows students to pursue and fulfill new educational and professional goals, which may otherwise be unattainable.

Students in the ESL/Citizenship online hybrid course, for example, learn how to complete the complex N-400 Application for Naturalization form and prepare for the Naturalization interview for citizenship, which is a gateway to new civil rights, new responsibilities, and ultimately a new life in American society.

Students in the online hybrid courses in Business and Accounting, Information Technology, and Office Skills offered by the BIT program, as well as students in the online hybrid course in Family Home Day Care Training offered by the Parent Education program, work toward professional certificates which will make new career opportunities available to them.

For the older adults, many of whom have entered retirement or lost a spouse, the online hybrid courses are an opportunity to continue participating in the society, engage in life-long learning, and maintain cognitive health. Students in the Music Appreciation for Older Adults courses listen to a variety of music and compare different interpretations. They develop a better sense of aesthetics and knowledge of repertoire and learn to make educated decisions as consumers of music. In the Social Studies for Older Adults courses, students engage in discussion of social, historical, and political affairs. Students also expand their understanding of the cultural diversity and resources in San Diego County. Through these courses, older adults grow as individuals and continue to be part of the social discourse, while at the same time maintaining and improving cognitive skills.

Chapter 1 List of Evidence Documents

1.1 Prop S & N program → http://props-n.sdccd.edu/Pages/Home.aspx

1.2 → http://www.sdce.edu/organization/campuses/ecc

1.3 → http://props-n.sdccd.edu/project/CE/Pages/ECC.aspx

1.4 → http://props-n.sdccd.edu/project/CE/Pages/ECCIIB.aspx

1.5 → http://www.sdce.edu/organization/campuses/mid-city

1.6 → http://props-n.sdccd.edu/project/CE/Pages/MidCity.aspx

1.7 → http://www.sdce.edu/organization/campuses/west-city

1.8 New WCC opens in Point Loma, sdce.edu → http://www.sdce.edu/news/news/new-west-city27967.htm

1.9 → http://props-n.sdccd.edu/project/CE/Pages/West.aspx

1.10 → http://www.sdce.edu/organization/campuses/cesar-chavez

1.11 CE Opens César Chávez campus to Barrio Logan community, SDCCD News Center, Oct 23, 2015 → http://www.sdccd.edu/newscenter/articles/cesar-chavez-campus-grand-opening.asp

1.12 → http://props-n.sdccd.edu/project/CE/Pages/CesarChavez.aspx

1.13 → http://props-n.sdccd.edu/project/CE/Pages/CesarParking.aspx

1.14 → http://www.sdce.edu/organization/campuses/north-city

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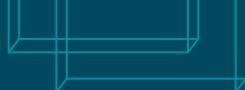
PROGRESS REPORT ON KEY ISSUES SINCE PREVIOUS SELF-STUDY

Introduction

In the October 2010 *Self-Study Visiting Committee Report* supporting SDCE accreditation, the visiting team confirmed three areas listed in the 2010 Self-Study Report as having the highest priority:

1. Technology

2. Student Learning Outcomes: Use of results

3. New ways to deliver services in relation to budget

In addition to the above three areas, the WASC Visiting Committee recommended that the 2010 Action Plan should include the following two items:

A. Continue to expand the participatory governance structure to include more input from the community and student stakeholders and;

B. Continue to build on relationships with the community colleges in order to strengthen their understanding of the SDCE programs and promote transitional pathways for SDCE students into higher education.

These items represent the full report of WASC recommendations. There were no further recommendations upon the submission of the midterm Accreditation Progress Report in 2013.

Procedures for Managing the Action Plan

Throughout the last six years, the administrators, coordinators, faculty, staff, and students worked collaboratively to ensure the goals of the Action Plan were implemented and monitored. The Office of the Vice President of Instruction and Student Services (now two separate offices: the Office of Instructional Services and the Office of Student Services) and the Office of Administrative Services were primarily responsible for completion of the goals. Other responsible persons included institutional Deans and program Chairs. In addition, several governance groups were utilized, including the Program Review committee, master and strategic planning

groups, and Associated Student Body. The Action Plan has been further reviewed in discussions during Academic Senate, Classified Senate, Executive Governance Council, and Administrative Governance Council. The tracking form below provides a snapshot of monitoring of the Action Plan leading up to the mid-term report, before a shift to more integrated planning.

Figure 2.1 SDCE 2019 Action Plan Progress Tracking Form

ACTION PLAN: STUDENT LEARNING OUTCOMES AND USE OF RESULTS													
SPECIFIC STEPS	COMPLETION TIMELINE	PERSONS RESPONSIBLE	RESOURCES	WAYS OF ASSESSING PROGRESS	MEANS TO REPORT PROGRESS	ABE/ASE	ALLIED HEALTH	BIT	CTE	DSPS	ESI	EMERITI	HCS	PARENTING
Establish Current Rate of use of SLOs as a base line	2010-11 Ongoing	Office of the VP of Instruction and Student Services SDCE Research Committee	Faculty Surveys, Deans of Instruction Chairs	Rate increases across the board	Committee minutes, Program Reviews, SDCE & SLO websites SLO Survey Report	x	x	x	x	x	x	x	x	x
Provide staff development for faculty in the use of SLO assessment results	2010-12 Ongoing	VP of Instruction and Student Services/ FLEX Staff SLO Coordinator	SDCCD Budget Grants	Faculty attend FLEX and other Staff Development Sessions	Professional Development Websites, FLEX Calendar, SLO Survey Report, SDCE Reports, Service Reviews	x	x	x	x	x	x	x	x	x
Administer SLO assessments, faculty engage students in learning experiences based on the SLO results	2010-12 Ongoing	SDCE Faculty, Program Deans and Chairs	SDCCD Budget Grants	Rate of use increases	Program Reviews, SDCE Website, Reports	x	x	x	x	x	x	x	x	x

In early 2015, SDCE began a major restructuring of its governance system and a move toward focused integrated planning. As a result, the responsibility for monitoring and adjusting the Action Plan was shifted to the newly established Office of Institutional Effectiveness and the new action plan created in spring 2016 was fully integrated with *SDCE 2016-2021 Strategic Plan* (2.1).

Significant Developments

Since the last accreditation visit in 2010, SDCE has accomplished several significant milestones, including:

• Implementation of an integrated planning model including: *Student Success and Support Program Plan, 2015-2016* (2.2); *2016-2021 Strategic Plan*; establishment of the Office of Institutional Effectiveness (2.3) and hiring of a Research and Planning Analyst; revision of the program review process and establishment of the Program Review Committee

• Structural re-organization of upper administration involving the separation of the duties of the Vice President of Instruction and Student Services into two separate positions: Vice President of Instruction and Vice President of Student Services

• Utilization of restricted funding through the Adult Education Block Grant, Student Success and Support Program, Student Equity Plan, and the Career and Technical Education Enhancement Fund

- Creation of the San Diego Adult Education Regional Consortium, which strengthened the collaboration with the San Diego Unified School District, and expanded the existing community partnerships (2.4)

- Strengthening of the relationships with the SDCCD credit colleges to increase their understanding of the SDCE programs and promote transitional pathways for SDCE students into higher education

- Construction, renovation, and/or expansion of four of SDCE's major locations (Educational Cultural Complex Extension in 2011 (2.5), North City Campus in 2013 (2.6), CE Mesa in 2013 (2.7), and César E. Chávez in 2015 (2.8), including a full upgrade of the facilities at all campuses to smart classrooms and state-of-the-art computer technology

- Restoration and expansion of class offerings and faculty and classified staff positions to and above the levels present before the California state budget crisis in 2008-2009

- Expansion of the existing participatory governance structure with the establishment of new committees to include more input from the community and student stakeholders (2.9):

  - SDCE Technology Committee *(See 1.2 below)*

  - SDCE Safety and Facility Committee *(See 3.2 below)*

  - Diversity Advisory Committee *(See 3.2 below)*

  - Faculty Hiring Priority Committee

  - Classified Hiring Priority Committee

  - Program Review Committee

  - Planning and Institutional Effectiveness Committee

  - Access, Retention, and Completion Committee

- Incorporation of SLOs into course outlines and syllabi, and development of an SLO training and support system for faculty

Assessment of 2010 Action Plan areas for improvement

1. TECHNOLOGY

INDICATOR

1.1 Replace out-of-warranty computers throughout SDCE

- All of the SDCE's major locations, including its five campuses and two SDCCD college campus locations, have replaced out-of-warranty computers with technology that is consistent with the District standards. In particular:

  - Computers and software were replaced at three SDCE locations as new facilities were constructed (North City, CE Mesa, and César E. Chávez) through the District administration of the Propositions S and N bond program funding (2.10). These facilities are now fully equipped with smart classrooms and state-of-the-art computer technology.

- At the Educational Cultural Complex in 2011, a new wing was added to the existing facilities and equipped with smart classrooms with funding from the District administered Propositions S and N bond programs. Several additional computers were replaced with Perkins funds received by the Career Technical Education programs.

- In 2016 the Mid-City campus, which originally opened in 2001, had all classrooms upgraded to smart classrooms as part of the SDCE Strategic Plan.

- At the César E. Chávez campus, which opened in 2015, a grant from the Arthur Rupe Foundation funded new classroom computers for the Healthcare Careers program.

- The renovation of the last of the major SDCE locations, NCC/Miramar, is scheduled to be completed in 2017. The new building will be fully equipped with smart classrooms and state-of-the-art technology.

INDICATOR

1.2 Institute a technology committee

- The SDCE Technology Committee was created in 2016, with the goal of overseeing program plans, providing recommendations, and ensuring replacement plans for new computer technology. The committee, as part of the SDCE participatory governance structure, reports to the Budget Committee and the Executive Governance Council (EGC).

INDICATOR

1.3 Maintain and update teleconferencing technology

- Every SDCE campus has teleconferencing technology in their conference room. The Educational Cultural Complex, with its state-of-the-art conference room, is the teleconferencing hub for SDCE.

- The District has contracted with Blackboard Zoom and CCC Confer for web-based activities and offers training and support for those interested in using these online conference tools.

- Two PC labs and two Mac labs at North City Campus are connected via teleconferencing technology enabling guest speaker presentations for large classes.

INDICATOR

1.4 Update appropriate technology and systems for data collection

- The District is in the process of implementing PeopleSoft ERP (Enterprise Resources Planning), a new integrated database system consisting of three components: the Finance Management (FM) system, the Human Capital Management (HCM) system, and the Campus Solutions (CS) system. The first two components have been implemented and the third component, which includes applications for student registration and recordkeeping, enrollment reporting, and academic advising is scheduled to be implemented in the coming year. The roll-out of the CS system will be in increments to allow time for proper configuration and stable implementation while simultaneously phasing out the current legacy mainframe system.

- SDCE has upgraded the Student Appointment Reservation System (SARS) to include SARS Anywhere. This upgrade enables SDCE to track counselor activity such as orientation, assessment, educational plan development, and follow-up activities, which are required to maintain funding through the Student Success and Support Program.

- The English as a Second Language and Citizenship program and the Adult Basic Education program have completed CASAS eTesting pilots to replace the currently used paper-based assessments, and CASAS eTesting started in Fall 2016.

- To improve its integrated planning and related system for data collection, SDCE has created an Office of Institutional Effectiveness with a dean and three classified staff, including a Research Analyst. The OIE has obtained systems for the centralized storage, tracking, and assessment of institutional plans, as well as evaluating possible system solutions for managing program review and accreditation processes.

INDICATOR

1.5 Implement online registration

- Online registration is now available at all SDCE campuses and college campus locations.

- Continued improvement of online registration will commence again when the Campus Solutions module of the new PeopleSoft ERP system is fully integrated with the District databases.

INDICATOR

1.6 Update system software and provide access (e.g., Student Manager Software)

- The District is in the process of phasing out the current data system and implementing PeopleSoft ERP (Enterprise Resources Planning), a new fully integrated database system consisting of three components: the Finance Management (FM) system with applications for financial accounting, the Human Capital Management (HCM) system with applications for human resources and payroll, and the Campus Solutions (CS) system with applications for student and instructional services. The implementation of the first two components started in July 2015 and January 2016, respectively. The third component is currently scheduled to be implemented in fall 2017. The Student Manager software is no longer used.

2. STUDENT LEARNING OUTCOMES (SLOS)

INDICATOR

2.1 Establish current rate of use of SLOs as a baseline

- By 2013, all instructional programs had developed program level SLOs, programs had conducted SLO assessments, and program chairs reported they had implemented changes as a result of what they had learned from SLO assessments. SLOs were also incorporated into course outlines.

- Starting in summer 2016, all courses are required to have SLOs stated in the course syllabus.

2.2 Provide staff development for faculty in the use of SLO assessment results

- Since the last WASC accreditation visit, SDCE has provided several professional development workshops through FLEX aimed at increasing faculty's understanding and use of SLOs (2.11), including:

  ○ How to Develop a Course Outline with SLOs, May 2010

  ○ SLO Exchange: Ideas, Assessments & Results, April 2012

  ○ Mini but Mighty: SLO Taskforce Meeting, December 2014

  ○ Using SLOs, Assessment and Powerful Syllabi to Achieve Student Connectedness and Student Success, February 2016

  ○ All: SLO Reboot and Hands-on Syllabus Template Training, February 2016

- Programs have provided SLO training through program level workshops, SLO scoring workshops, meetings incorporating SLO updates and best practices, and work group meetings. The SLO Coordinator provided additional assistance and training to faculty.

INDICATOR

2.3 Administer SLO assessments. Faculty engage students in learning experiences based on the SLO results

- All programs use multiple measures of assessments to evaluate SLOs and revise them on an ongoing basis to ensure that current and future student learning needs are addressed (2.12), as described in detail in Chapter 3 (Indicator 1.4).

- Course SLOs are developed in accordance with the academic and industry standards applicable to specific programs and reflect the real-life knowledge and skills students seek to acquire in their respective disciplines. Instructors in all programs engage students in meaningful projects that involve practical applications of their skills and result in tangible gains such as student live performances, publication of student work, passing licensure exams, and transition to college or employment.

INDICATOR

2.4 Reach consensus regarding the school's purpose and the SLOs for students

- During the 2015-16 strategic planning process, the SDCE mission and vision statements were revised and updated based on input from faculty, classified staff, administrators, and students. The new statements were approved by the SDCCD Board of Trustees on April 14, 2016.

- The *2016-2021 Strategic Plan* (completed in Summer 2016) emerged through a collaborative effort of all programs and all stakeholder groups to establish the overarching goals for the institution, as well as specific goals for the programs.

- The four institutional SLOs were reaffirmed during the 2015-16 strategic planning process. Moreover, members of the SDCE Diversity Advisory Committee identified a need for an additional Institutional SLO to elevate diversity and global citizenship.

- Over 80% of the 1,531 students who participated in the *SDCE 2015 Student Feedback Survey* (2.13) responded positively to the questions related to the four institutional SLOs, attesting that they overwhelmingly agreed that SDCE had supported students in achieving their goals.

Table 2.1 SDCE 2015 Student Feedback Survey Responses Related to Institutional SLOs

INSTITUTIONAL SLOS	RELATED SURVEY QUESTIONS	PERCENT OF RESPONDENTS WHO "AGREE"
		2015
1. Social Responsibility	Q53. After attending this school, I have a greater appreciation of human differences.	85%
	Q55. I have learned about other parts of the world and cultures.	82%
2. Effective Communication	Q47. My classes (i.e., English, math, etc.) have helped me develop my academic skills in written and oral communications.	83%
	Q56. My classes have helped me develop my communication skills.	84%
3. Critical Thinking	Q48. My classes have helped me develop my critical thinking skills.	88%
	Q58. My classes have helped improve my thinking.	90%
4. Personal and Professional Development	Q52. Overall, I believe my courses have prepared me well for future employment or additional education.	87%
	Q54. My education has helped me to understand myself better.	86%

INDICATOR

2.5

Use results of SLO assessments for program improvement and planning as evidence of a process for periodic review of the school's SLO and assessment results

- Program SLOs and SLO assessment results have informed program planning and improvement in several ways. Each program has reported significant changes in response to ongoing SLO assessment, as described in detail in Chapter 3 (Indicators 1.6, 4.1, and 4.2).

  ○ In response to recent changes in high school equivalency exams and in college and career readiness education, the ABE/ASE program has shifted from the traditional instructional model based on independent study to an accelerated teacher-guided, subject-based cohort model with managed enrollment.

  ○ The ESL program has expanded the number of *ESL Transition to College* classes due to an increase in the number of students placing at a higher level of English proficiency and indicating an interest in transitioning to higher education. The ESL program also provides students with writing tutors who work one-on-one with students who need additional assistance with writing. Additionally, the ESL program has added a new online hybrid option for Citizenship students who are unable to attend face-to-face classes regularly.

  ○ The BIT program has opened several new certificate programs and modified existing programs in order to align with industry certifications; has created compact, targeted programs designed to accelerate students' goal achievement; and has created program pathways with stackable certificates.

○ Course objectives have been modified and new classes have been created within Career Technical Education based on input from advisory boards, local market demands, community needs, and employment opportunities.

INDICATOR

2.6 Provide for multiple media dissemination of SLO assessment results to stakeholder communities

- SDCE has promoted SLOs through a variety of print media campaigns, including *I Am an SLO* campaign, the *SDCE Advantage*, and *Building on Success through Transitions*.

- Several SDCE community celebrations, including the 100-Year Anniversary of SDCE, the 40-Year Anniversary of Educational Cultural Complex, and Commencement, have been an opportunity to present information about SDCE student achievement to the public.

- SDCCD and SDCE news releases and program newsletters, both printed and online, have regularly included information about student achievement:

  ○ SDCE Newsletter for Faculty + Staff

  ○ SDCCD News Releases (2.14)

  ○ ESL Dialogue Newsletter (2.15)

- All SDCE grant applications include SLO assessment data [Student Services and Support Program (SSSP) grant, Student Equity Plan (SEP), Perkins grant for Career Technical Education (CTE), AB86/AEBG, Workforce Innovation and Opportunity Act (WIOA) grant for ESL, Arthur Rupe Foundation grant for Healthcare Careers]. News releases and media interviews on the impact of enhanced funding have talked about student achievement.

- Student achievement data is presented during the Fall and Spring Convocation and during the SDCE President's campus visits in Spring and Fall.

- Student data that demonstrate SLO achievement, such as certificates and degrees awarded, are posted annually on the SDCCD Institutional Research and Planning website (2.16).

- SDCCD regularly disseminates information about student achievement to the public. The SDCE Public Information Officer meets regularly with the Public Information Officers at the SDCCD credit colleges and with the District Communications and Outreach teams.

INDICATOR

2.7 Facilitate program changes as evidence that the school's leadership governance groups make decisions that facilitate student achievement of SLOs

- The SDCE Curriculum Committee, part of the new participatory governance structure, supports the revision of existing courses and programs and the development of new and courses and program based on SLO and other data.

- Within the instructional program areas, committees and work groups review course outlines, curricula, and classroom activities to ensure that the adopted program and course SLOs are reflected. Faculty participate in program meetings that focus on the analysis of student achievement data to determine the areas of success and need.

3. FIND NEW WAYS TO DELIVER SERVICES GIVEN CURRENT AND FUTURE BUDGETS

INDICATOR

3.1 Institute online advisement practices for SDCE

• Online programming and advisement are included in *SDCE's Student Success and Support Program Plan, 2015-16.*

• *SDCE's 2016-2021 Strategic Plan* includes implementation of online advisement.

INDICATOR

3.2 Provide a safe, healthy, nurturing environment for students (e.g., regularly scheduled emergency evacuation procedures for all, including for persons with disabilities)

• In March 2011, the SDCE Safety and Facilities Committee was created. Membership of the committee includes campus deans and senior office managers from all campuses along with representatives from the Academic Senate, Campus Police, and the SDCCD Risk Management Office. The Committee has developed and implemented site safety inspection checklists and evacuation drills at all campuses, has reviewed accident reporting requirements and accident reports, and is currently developing "shelter in place" procedures in the event of a campus emergency.

• Evacuation drills, with strategies for persons with disabilities, are conducted regularly at all campuses.

• SDCE participates in the Great California ShakeOut annually.

• The SDCE Diversity Advisory Committee was created in May 2010 to ensure awareness, knowledge, and understanding of different cultures on campuses. The committee includes faculty, staff, administration, and student representatives. The committee developed a *Diversity Pledge* that appears in classrooms, regularly works with student representatives to assist with multi-cultural celebrations on campus, and assists with the coordination of the float entry for SDCE's participation in the annual San Diego Dr. Martin Luther King, Jr. Parade. In addition, the committee works closely with the Stop the Hate campaign and is represented on the SDCE Bias Incident Response Team (BIRT).

• The SDCCD Institutional Research and Planning Office conducts a Districtwide Climate Survey every three years to collect evidence on the current climate from employees' perspectives and identify strategies for improving the campus environment for students and employees (2.17). The office works with the Diversity Committees at the SDCCD credit colleges and SDCE to refine the survey instrument, support survey distribution and completion, and disseminate the results though briefings (2.18) at committee meetings and by posting on the research website. Additionally, questions that pertain to student satisfaction with the physical facilities, the adequacy of classroom facilities for learning, and feelings of safety and support are elicited from students every three years in the Student Feedback Survey (2.19). Students continue to respond favorably, as indicated in the table below.

SDCCD Climate Survey

Table 2.1: SDCE 2015 Student Feedback Survey Responses Related to School Climate

RELATED SURVEY QUESTIONS	PERCENT OF RESPONDENTS WHO "AGREE"	
	2012	**2015**
Q59. It is easy to get in and out of campus buildings, classrooms and restrooms.	**88%**	**92%**
Q60. The grounds are adequately maintained.	**86%**	**90%**
Q61. In general, classroom facilities are adequate for learning.	**89%**	**92%**
Q63. I feel valued as a student.	**94%**	**91%**
Q64. I feel a sense of belonging in this school.	**89%**	**85%**
Q65. I feel safe on campus.	**92%**	**90%**
Q66. I am treated with respect.	**96%**	**93%**

- In March 2012, 30 SDCE administrators, faculty, staff, and students participated in a three-day *Stop the Hate* workshop (2.20) to raise awareness of bias incidents and hate crimes and to learn effective methods to address such incidents. All campuses were represented. The same participants then became *Stop the Hate* trainers for our organization. Following the training, SDCE formed a Bias Incident Response Team (BIRT) (2.21) (2.22) to assist victims of bias incidents and hate crimes and to work with the Diversity Advisory Committee to identify the need for trainings or workshops on cultural competence at our campuses.

- SDCCD offers the following trainings to SDCE faculty and staff:

  ○ Campus-Community Emergency Response Team (C-CERT) trainings are regularly provided by SDCCD Campus Police. This three-day workshop covers basic first aid and CPR, emergency rescue and triage, and emergency response protocols.

  ○ ALICE Active Shooter Civilian Response training

  ○ Rape Aggression Defense (RAD) training

  ○ Sexual harassment training

  ○ LGBTQ Safe Zone training

  ○ Campus civility trainings

- SDCCD has hired more police and Title IX staff to provide Title IX support to students and employees, as well as created an online student conduct reporting system to track incidents of Title IX and Policy 3100 violations (2.23) (2.24).

KEY EVIDENCE

Safety and Diversity Training

SDCCD Title IX Website

- FLEX workshops and meetings on Policy 3100: Student Rights, Responsibilities, Campus Safety and Administrative Due Process (2.25) have been scheduled to train faculty to handle disruptive students and implement effective classroom management techniques. These efforts help to promote a safe campus environment for all students.

- SDCCD has created a Drug and Alcohol Prevention Program (DAPP), which now includes online resources (2.26).

INDICATOR

3.3 Monitor student achievement of SLOs to determine need for new services

- The Program Review process, which is designed around SLO indicators, provides an annual opportunity for the review of SLO assessment results, as explained in detail in Chapter 3 (Indicator 4.2). New courses and programs are created based on Program Review results and in response to ongoing discussions within programs.

- SLO assessment results have informed the implementation of several new student support services, including ESL writing tutors, the DSPS Resource Support Specialists, and other services described in detail in Chapter 3 (Indicators 7.1 and 7.2).

INDICATOR

3.4 Monitor Self-Study Action Plan for program accountability

- Overall accountability and monitoring are the responsibility of the Office of Instructional Services (previously Office of Instruction and Student Services). The SLO/Program Review Coordinator monitored efforts of the institution with regard to the 2010 Self-Study Action Plan and areas for growth identified by the visiting team through 2015.

- In February 2016, the Office of Instruction and Student Services was restructured into two offices: the Office of Instructional Services and the Office of Student Services, and a new Office of Institutional Effectiveness (OIE) was established (2.27). The integrated institutional planning infrastructure is being developed by the OIE.

- *The SDCE Program Review Guidelines and Procedures* were revised in 2012, and again in 2015 after the creation of the Program Review Committee the prior year, to better align the Program Review process with institutional planning.

- During the 2015-16 Strategic Planning process, the Action Plan became fully incorporated into the *Strategic Plan* as SDCE is moving toward an integrated planning model.

INDICATOR

3.5 Utilize research-based knowledge to maximize student learning

- Several initiatives based on research and aimed at maximizing student learning have been undertaken since the last Accreditation visit, as described in detail in Chapter 3 (Indicators 1.5, 4.2, 5.1, 5.2, and 7.4):

  - Programs continue to rewrite course outlines to include new academic and industry standards, including the College and Career Readiness Standards for Adult Education (2.28).

- Programs use research-based models to provide optimal instruction to students. Examples include the VESL Personal Care Assistant course, which utilizes the innovative I-BEST model; the Basic Skills Initiative/High School Diploma program, which is now based on nontraditional subject-based cohorts and incorporates pacing guides, increased use of technology, and learning communities in the curriculum; and ABE classes in sign language for deaf students, which have adopted the bilingual-bicultural approach and direct instruction.

- Programs use the results of SDCE research studies (2.29) to create or adapt courses based on evidence of improvements and successful transitioning (e.g., ESL Transition to College and VESL classes).

- For the purpose of the Self-Study, classroom observations accompanied by student and instructor interviews were held in all SDCE programs. A random sampling approach selected 114 classes to participate. A teacher and two randomly selected students (in each observed classroom) were interviewed after each observation following a standard interview protocol. The results of the research study provided information about the classroom activities students are engaged in; the instructional strategies used by instructors; the formal and informal forms of assessments, and the community resources utilized in class.

INDICATOR

3.6 Make budget information more accessible to faculty and staff

- The Budget Committee, with administration, faculty, and staff representatives from all campuses, meets quarterly to review budget information provided by the SDCCD Office and the impact of state and local budget developments on the SDCE budget. Two members of the SDCE Budget Committee (VP of Administrative Services and Academic Senate President) represent SDCE as members of the SDCCD Budget Planning and Development Council.

- Budget information from the Office of the California Governor or the California Community Colleges Chancellor's Office is analyzed by the SDCCD Chancellor and Executive Vice Chancellor of Business and Technology Services, and budget messages are distributed to describe the local impact of these budget developments. This analysis provides information regarding the overall SDCCD District Budget, as well as information regarding the impact of these developments on each operating unit including SDCE.

- The SDCCD Chancellor and Executive Vice Chancellor of Business and Technology Services provide regular budget presentations during Chancellor's Forum visits to SDCCD campuses, including at least one SDCE campus per semester.

- The SDCE President schedules a visit at each campus twice each year to provide an update and answer questions regarding SDCE operation, including the budget.

- In 2010-15, weekly messages from the President provided updates on budget and other developments. In 2015-16, fall 2015, SDCE's monthly Newsletter for Faculty + Staff highlights significant happenings, including reports on the budget. Some budget information is also presented through SDCE Facebook (2.30), Twitter (2.31), Flickr (2.32), and YouTube (2.33) social media accounts.

→ SDCE on Social Media

- The SDCCD Board Reports provide monthly updates on the budget and are delivered to faculty and staff mailboxes on campuses and online. Periodic SDCCD News Releases are available online through the SDCE website at www.sdce.edu.

- The Strategic Planning meetings and the meetings of all the planning committees (e.g., 231, Perkins, AEBG) are open to all faculty and staff. Meeting schedules are posted online.

- Budget information is disseminated through the Academic and Classified Staff Senates and through the *Faculty and Staff News* section of the SDCE website (2.34).

Key Areas for Growth Based on Visiting Team Observations

A. Continue to expand the participatory governance structure to include more input from community and student stakeholders

- Several new committees have been added to the governance structure:

  ○ In Fall 2013, the Faculty Hiring Priority Committee and Classified Hiring Priority Committee were created to provide input regarding the hiring of new faculty members and classified staff.

  ○ In Spring 2014, the Program Review Committee was created to update the program review procedures and improve the review feedback process.

  ○ In Spring 2016, the SDCE Technology Committee (described in 1.2), SDCE Safety and Facility Committee (described in 3.2), and SDCE Diversity Advisory Committee (described in 3.2) with student representation were added.

  ○ In Summer 2016, the Access, Retention, and Completion Committee and the Planning and Institutional Governance Committee were added.

- SDCE has significantly increased community input in decisions regarding the school, the programs, and the courses. Community input is acquired through Career Technical Education industry advisory boards, community partner forums, and program-specific collaborations between the programs and local organizations. For example:

  ○ More than 60 business and community leaders attended *A Community Perspective for an Innovative Future Forum* in Spring 2016 (2.35) at the César E. Chávez campus to provide input on the future of adult education in San Diego.

  ○ Community input was given during a special presentation during the celebration of the 40th anniversary of the Educational Cultural Complex.

  ○ Collaboration with community-based organizations to deliver services has proven to be a winning combination on several high profile/high impact grants, including WIOA Title II Adult Education and Family Literacy grant, WIOA Title I Youth Grant, and the San Diego County Apprenticeship Preview and Preparation (SD-APP) Apprenticeship grant.

  ○ An Associated Student Body (ASB) group has been established at each campus, as described in detail in Chapter 3 (Indicator 7.3 and Indicator 9.2). The activities vary per campus as a reflection of student demographics. ASB provides students an opportunity to practice the use of parliamentary procedures, develop leadership skills, and learn to work cooperatively with diverse groups of students, staff and faculty. The ASB sponsors several activities. Examples include the annual ASB scholarship awards, multicultural festivals, food drives and donation collections for disaster victims, cultural events, and the annual T-shirt design for the San Diego Dr. Martin Luther King, Jr.

Community Forum Presentation Slides

Parade. ASB members meet with the President and Vice Presidents and have participated in governance processes, including SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis. They advocate for campus improvements and organize students for input about the academic calendar, the no smoking policy, and parking fees.

○ For a complete list of nearly 200 community-based organizations associated with the school please see Appendix K.

B. Continue to build on relationships with the community colleges in order to strengthen their understanding of the SDCE programs and promote transitional pathways for SDCE students into higher education

Since the last accreditation visit, SDCE has significantly strengthened the relationship with its sister colleges, San Diego City College, San Diego Mesa College, and San Diego Miramar College, and has made great strides to create pathways for students transitioning to higher education, as described in detail in Chapter 3 (Indicator 7.2 and Indicator 9.1).

• SDCE Academic Senate leaders participate in meetings with senators from the SDCCD credit colleges to discuss common academic goals and purposes.

• New bridge programs and preparation classes have been created to facilitate student transition to credit colleges, including the SDCE Advantage campaign, the Building on Success through transition campaign; the Promise Scholarship (2.36); ACE2 bridge program, and the ACCUPLACER prep class.

• SDCE DSPS counseling and instructional faculty meet with their colleagues at the three SDCCD credit colleges to discuss transition and service provision in order to develop pathways for students with disabilities to move between the colleges and SDCE. Regular collaboration occurs between the District DSPS Interpreting Services, and the WorkAbility and C2C Programs, to refer students and support their individual goals.

• Several ESL Transition to College classes have been created and new EL Civics Transition to College curriculum was written. Instructors in the Transition to College classes collaborate with SDCCD credit college counselors to take students on college class visits.

• Programs collaborate with SDCCD credit college programs in their respective disciplines and joint noncredit/credit college faculty workgroups meet regularly to discuss ways to improve understanding, promote collaboration, and develop effective and successful transition outcomes. The Healthcare Careers program, for example, partners with San Diego City College to co-locate classes and state testing services which provides SDCE students with an opportunity to be on the City College campus. The program promotes student transition to community college health programs by including lessons on healthcare career ladders and internet search activities on local programs as well as referring students to noncredit classes for basic skills remediation prior to taking the college placement exams. The SDCE and Mesa College Fashion Workgroup includes faculty from both programs who meet to outline strategies to promote both the credit and noncredit Hospitality Services and Consumer Sciences curricula.

- SDCE offers Credit by Exam (2.37) to Career Technical Education (CTE) students. Credit by Exam is an agreement between the SDCCD credit colleges and SDCE that allows SDCE students to earn college credit by successfully completing CTE courses and capstone projects with rubric assessments or a college exam (2.38). The list of courses varies as the programs evolve. A list of Credit by Exam courses offered in 2015-16 is included in Appendix J.

- San Diego City College coordinates with SDCE each year to provide campus tours to SDCE students.

CTE Credit by Exam Website

Chapter 2 List of Evidence Documents

2.1 2016-2021 Strategic Plan → https://sdce.edu/sites/default/files/iep/self-study/evidence/other/2.1_strategic_plan.pdf

2.2 Student Success and Support Program Plan, 2015-2016 → https://sdce.edu/sites/default/files/iep/self-study/evidence/other/2.3_student_success_and_support_program_plan_2015-2016.pdf

2.3 SDCE Office of Institutional Effectiveness → http://www.sdce.edu/organization/institutional-effectiveness

2.4 SDAERC Final Plan → https://www.sandiegounified.org/sites/default/files_link/district/files/adult-school/sdaerc/022416-one-year-plan.pdf

2.5 Prop S & N: ECC Extension → http://props-n.sdccd.edu/project/CE/Pages/ECCIIB.aspx

2.6 Prop S & N: North City campus → http://props-n.sdccd.edu/project/CE/Pages/NorthCampus.aspx

2.7 Prop S & N: CE Mesa → http://props-n.sdccd.edu/project/CE/Pages/Clairemont.aspx

2.8 Prop S & N: César E. Chávez → http://props-n.sdccd.edu/project/CE/Pages/CesarChavez.aspx

2.9 SDCE Governance Handbook 2016-2019 → http://www.sdce.edu/sites/default/files/pgov.pdf

2.10 Prop S & N: Computer software & hardware → http://props-n.sdccd.edu/project/CE/Pages/Computer.aspx

2.11 SDCE FLEX Workshops 2010-15 → http://employee.sdce.edu/node/44

2.12 2016 List of SDCE Course Level SLOs → SDCE Course Level Student Learning Outcomes_2016

2.13 CE 2015 Student Feedback Survey → http://research.sdccd.edu/docs/Accreditation/2015%20Surveys/CE%202015%20Student%20Survey%202015%20v1.pdf

2.14 SDCCD News Releases → http://www.sdccd.edu/public/events/news.asp

2.15 ESL Dialogue → http://www.sdce.edu/classes/esl/esl-resources/dialogue-newsletter

2.16 Awards Conferred - 2010/11-2014/15 → http://research.sdccd.edu/Student-Outcomes/degrees-and-certificates.cfm

2.17 Continuing Education 2015 Student Feedback Survey → http://research.sdccd.edu/docs/Accreditation/2015%20Surveys/CE%202015%20Student%20Survey%202015%20v1.pdf

2.18 Cultural Climate Survey Briefing – 2014 → http://research.sdccd.edu/docs/Rsrch%20Reports/Surveys/Campus%20Climate/Cultural%20Climate%202014%20CE%20Briefing.pdf

2.19 CE 2015 Student Feedback Survey → http://research.sdccd.edu/docs/Accreditation/2015%20Surveys/CE%202015%20Student%20Survey%202015%20v1.pdf

2.20 Stop the Hate workshop → http://www.sdce.edu/organization/news/stop-the-hate

2.21 BIRT → http://www.sdce.edu/organization/birt

2.22 BIRT report form → https://sdce.edu/organization/birt/report-form

2.23 SDCCD Title IX & Save Act website → http://www.sdccd.edu/titleix/

2.24 SDCCD online Title IX Complaint Form → https://cm.maxient.com/reportingform.php?SanDiegoCCD&layout_id=2

2.25 http://www.sdccd.edu/docs/policies/Student%20Services/BP%203100.pdf

2.26 DAPP online → http://www.sdccd.edu/newscenter/articles/drug-alcohol-prevention-program.asp

2.27 http://www.sdce.edu/organization/institutional-effectiveness

2.28 CCRS → https://www.vrae.org/images/customer-files/CCRStandardsAdultEd.pdf

2.29 SDCCD Office of Institutional Research & Planning → http://research.sdccd.edu/Research-Reports/miscellaneous.cfm

2.30 SDCE on Facebook → https://www.facebook.com/sdce.edu

2.31 SDCE on Twitter → https://www.facebook.com/sdce.edu

2.32 SDCE on Flickr → https://www.flickr.com/photos/sdce

2.33 SDCE on YouTube → https://www.youtube.com/user/sdcontinuinged

2.34 SDCE Faculty and Staff News → http://www.sdce.edu/organization/faculty-staff/news

2.35 Community Partners Forum on Feb 26, 2016 → http://www.sdce.edu/organization/news/community-weighs-future-adult-education

2.36 SDCE Promise → http://www.sdce.edu/organization/san-diego-promise

2.37 CTE Credit by Exam → http://techprep.sdccd.edu/

2.38 CTE Credit by Exam → http://techprep.sdccd.edu/continuinged.html
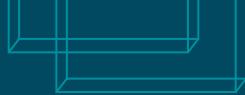
CHAPTER 3 *Criterion 1*
Self-Study Findings Based on the ACS WASC Postsecondary Criteria

INSTITUTIONAL MISSION AND SCHOOLWIDE LEARNER OUTCOMES

Criterion: The school demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Schoolwide Learner Outcomes (SLOs) are developed and reviewed annually to ensure that they are current and relevant

INDICATOR

1.1

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

SDCE Vision and Mission Statements

The vision and mission statements of SDCE reflects the school's commitment to providing high quality educational programs that keep up with the times, transform students' lives by assisting them in their personal, vocational, and academic pursuits, and are accessible to everyone. The statements stress quality and innovation in teaching; accessibility and equitability of education; career advancement and pathways to college for students; and student success and lifelong learning (3.1.1).

SDCE VISION

To be the leader in innovative education that transforms students' lives

SDCE MISSION

San Diego Continuing Education commits to student success and community enrichment by providing accessible, equitable, and innovative quality education and support services to diverse adult learners in pursuit of lifelong learning, training, career advancement, and pathways to college.

In addition to the mission and vision statements, SDCE has official statements of philosophy and core values:

KEY EVIDENCE

SDCE Mission and Vision statements

PHILOSOPHY STATEMENT

San Diego Continuing Education is a multicultural institution dedicated to providing educational access and lifelong learning opportunities. Our commitment is to all students who come through our doors, without regard to their academic skill or life's challenges, offering innovative, high quality instruction and student support services. We believe that people have the capacity to change and that education can positively transform individuals, enriching their lives and contributing to our community.

CORE VALUES

We, the Continuing Education faculty, staff, and administration of San Diego Community College District, acknowledge our responsibility to society and believe that access to lifelong learning is a cornerstone of a democratic society. We consider it our duty to anticipate changing demands in education and welcome the opportunity to shape the future. We place students at the center of all that we do, supporting and promoting excellence in their endeavors. We affirm and embody pluralism; we value collaboration and shared decision-making; and we honor creativity and innovation.

Commitment to accessible, equitable, and innovative education

As a part of the San Diego Community College District (SDCCD), SDCE is committed to fulfilling the promise conferred on California Community Colleges by the 1960 California Master Plan for Higher Education to admit any student capable of benefiting from instruction. SDCE serves the most vulnerable and underserved sector of the population within the District's service area by providing programs that lead to High School Diploma or equivalency for adults who did not complete high school education, English as a Second Language (ESL) education programs to immigrants, programs for adults seeking job training, programs for individuals with brain injury, and programs for older adults. The ethnic breakdown of the population served by SDCE between Fall 2010 and Fall 2014 indicates that between 56% and 60% of SDCE students were from historically underrepresented groups and the rates were constant: 8% were African American, 14%-15% were Asian/Pacific Islanders, 2%-3% were Filipino, and 32%-34% were Latino (3.1.2). The school reviews United States Census Bureau data and student learning data to make sure it reaches those who need educational services and customize the services to meet their needs. The review of the census data, for example, is included in the *2016-2021 Strategic Plan* (3.1.3) and was part of the Strategic Planning Committee meetings to guide programs in the formulation of their goals and objectives. As a result, the school provides very diverse types of programs (3.1.4), including career and technical education certificate programs, basic academic skills programs, and community education programs, which serve the needs of diverse learners throughout the course of their adult lives.

Several SDCE campuses are located in areas of low-income population, and were designed to serve the local population and to be accessible by public transportation. Two SDCE satellite sites are located on SDCCD for–credit campuses, San Diego Mesa College and San Diego Miramar College, and are easily accessible for college-bound students or students who are concurrently enrolled in SDCE classes and credit college classes. The campuses serve as

CE Fact Book 2015

SDCE 2016-2021 Strategic Plan

SDCE Class Schedule

community centers to the local population, providing access to a variety of career technical and life enrichment classes and programs, community events, academic support, and counseling services for the local students.

SDCE creates direct pathways to college and provides a gateway to higher education and careers for many students for whom these pathways would otherwise not be accessible.

The school is committed to providing the highest level of student learning by continuous improvement and innovation driven by on-going program review, integrated strategic planning, and hiring of highly qualified and committed faculty and staff who serve the students directly.

Aligning Programs and Services with SDCE Mission

SDCE makes sure that its programs and services are aligned with the school's mission and match the needs of its student population.

The annual six-year-cycle Program Review process includes a requirement for programs to evaluate how elements of the SDCE mission have been accomplished and which areas need to be emphasized in the future. Specifically, the second of the eight goals of the Program Review, as stated in the *Program Review Guidelines and Procedures 2014-2016* (3.1.5), is "to develop quantitative data and qualitative evidence for each instructional discipline to assess whether it is fulfilling the vision, mission, and strategic goals of Continuing Education."

Program mission statements. Counseling services and all nine instructional programs and have developed their own mission statements, which guide their planning and decision-making processes. These statements reflect the SDCE mission statement, yet stress the programs' specific goals. Programs use the SDCE mission statement and their program mission statements to guide the development of their course offerings, as well as their program and course Student Learning Outcomes.

SDCE Program Review Guidelines and Procedures 2014-16

SDCE PROGRAM NAME	PROGRAM MISSION
Counseling Services	Counseling ensures student success by providing support services in the following areas: orientation; assessment for placement into classes; academic, career, college transition and personal counseling. Counselors are also available to assist with the development of a student education plan to support your educational and career goals.
ABE/ASE	Adult Secondary Education offers flexible, accessible, up-to-date programs for adults seeking basic literacy in reading, mathematics, completion of high school, High School equivalency certificate, or basic skills enrichment to prepare for vocational programs or college.
BIT	The Business and Information Technology Program (BIT) provides adults open access to transformational career technical education programs. Through skill building, upskilling and reskilling, BIT provides the San Diego community the opportunity to transition to college and work by providing hands-on and project based training in current technology, foundational skills, and business practices with real-work simulations. Lead by industry experienced instructors; these programs build student confidence for future employment, promotion, and entrepreneurial opportunities.
CTE	Career Technical Education provides adults with vocational education and job training in a variety of disciplines (automotive, auto body, welding, metal fabrication, plumbing, heating/ventilation/air conditioning, electronics, pre-apprenticeship, upholstery). Through an organized sequence of courses, individuals receive rigorous content aligned with challenging academic standards and relevant technical skill proficiency that meet industry standards. Upon completion, students will be prepared for either careers in current/emerging professions with an industry recognized certificate, or further education with potential college credit toward an associate's degree.
DSPS	Disability Support Programs and Services (DSPS) offers a variety of classes and services designed to facilitate the success of students with disabilities in reaching their educational, personal and vocational goals.

SDCE PROGRAM NAME	PROGRAM MISSION
Emeritus	The Emeritus Program provides adults 55+ the opportunity to acquire a quality education, specifically designed to offer lifelong learning opportunities in the areas which will promote positive aging: personal growth for self-improvement, critical thinking, independence, community advocacy, mental and physical well-being, creativity, and economic self-sufficiency.
ESL	English as a Second Language offers up-to-date English language instruction to learners seeking to communicate with English speakers, acquire basic literacy skills, learn about the culture and customs of the United States and fulfill their goals as family members, workers, community participants, and lifelong learners.
Healthcare Careers	Healthcare Careers provides education and training in entry level health care careers. These programs offer training in health care specific skills as well as providing the basic educational skills and career paths to assist the individual to transition to Allied Health and Nursing Programs offered by the San Diego Community College District and other local community and baccalaureate colleges.
Hospitality and Consumer Sciences	Hospitality and Consumer Sciences provides adults with job training in the fields of Clothing Construction and Design, Culinary Arts and Professional Bakeshop. Through an organized sequence of courses, individuals receive rigorous content aligned with challenging academic standards and relevant workplace skill proficiency that meet industry standards. Upon completion, students will be prepared for either careers in current/emerging hospitality professions with an industry recognized certificate, or further education with potential college credit toward an associate's degree.
Parent Education	Parent Education students gain an understanding of their role as the primary and most important teacher their children have. This comes through their exposure to child development principles and opportunities to practice and master skills that complement each child's age-appropriate needs.

San Diego Continuing Education Accreditation and Certification: SDCE is accredited by the Western Association of Schools and Colleges Accrediting Commission for Schools (WASC). Courses are provided by SDCE in all areas of adult education authorized by the California State Department of Education. As part of the San Diego Community College District all SDCE courses are approved by the California Community Colleges Chancellor's Office (CCCCO) (3.1.6) with many of those courses qualified for Career Development and College Preparation (CDCP) funding.

SDCE is legally authorized to grant certificates, diplomas, and credit-by-exam for career technical education (CTE) courses. CTE credit-by-exam (3.1.7) is college credit awarded to a student upon successful completion of a SDCE career technical education course or program and college-approved exam. Students must demonstrate competency of specific learning outcomes based on the knowledge, skills, and abilities required for the college course.

The SDCE Joint High School Diploma program is offered in cooperation with San Diego Unified School District.

SDCCD CTE Credit-by-Exam program

INDICATOR

1.2

The mission statement is approved by the governing body, published internally and externally, and regularly reviewed and revised to connect to current student learning needs.

Development of the Current Mission Statement

Work to review and revise the previous mission statement, which can be found in the *2010-2012 SDCE Catalog* (3.1.8) and the *CE Fact Book 2015* (3.1.9), began in spring 2010, shortly before the conclusion of the last Self-Study in 2010. Through discussions within the Executive Governance Council and the senates, revised mission, vision, philosophy and core values statements were proposed reflecting an increased focus on "preparing diverse individuals for a prosperous career, a successful college experience, and a life of great achievement (3.1.10)." However, as the economic situation in California changed with the consequence of a dramatic reduction of SDCE course offerings

2010-2012 SDCE Catalog

CE Fact Bok 2015

due to the state funding crisis, and as student needs changed, the proposed revisions were put on hold.

After SDCE recovered from the consequences of the economic downturn and the institution began to move toward integrated planning, the mission revision process was resumed. The new mission and vision statements proposed at the October 6, 2015, Strategic Planning meeting were discussed in the context of broadening student support services to include disadvantaged student populations identified in the new Student Equity Plan and recent legislation.

SDCE MISSION STATEMENT PARTICIPATORY GOVERNANCE REVIEW TIMELINE	
10/6/15	First draft by Strategic Planning Authors Ad Hoc Work Group
11/19/15	Reviewed and revised by Accreditation Steering Committee
11/30/15	Reviewed and revised by Strategic Planning Authors Ad Hoc Work Group
12/4/15	Last day for faculty and staff to propose modifications
1/11/16	Final statement selected by vote at the Strategic Planning Committee meeting
3/8/16	Presented for review by deans
3/15/16	Presented for review by program by chairs
3/15/16	Approved by Academic Senate
3/20/16	Approved by Classified Senate
3/23/16	Approved by AGC
3/23/16	Approved by EGC
4/14/16	Approved by SDCCD Board of Trustees

The current mission and vision statements were approved by the SDCCD Board of Trustees on April 14, 2016 (3.1.11). The statements went through several iterations and involved key participatory governance bodies, including:

- Accreditation Steering Committee

- Strategic Planning Committee

- Deans

- Academic Senate (3.1.12)

- Classified Senate

- Program Chairs (as part of the Academic Senate General Meeting)

- Associated Student Body

- Administrative Governance Council (AGC)

- Executive Governance Council (EGC) (3.1.13)

The statements were first drafted at the Strategic Planning Authors Ad Hoc Work Group meeting on October 6, 2015. Members of the group then honed the drafted verbiage into four proposed mission and vision statements (3.1.14), which were presented to the Strategic Planning Committee on January 11, 2016, for refinement and a vote on the final statement to be vetted through the rest of the participatory governance committees. On March 15, 2016, the draft mission and vision statements were presented to the SDCE Academic Senate. Once reviewed and approved, these statements, along with the unrevised

Student Learning Outcomes (SLOs) were submitted to the Board for final review and approval (3.1.15).

The mission and vision statements are communicated to constituents in several ways: they appear in the catalog and other publications for internal and external consumption, such as the printed class schedule and the digital SDCE newsletter for faculty and staff. Posters (3.1.16) were also created and distributed to each campus and are displayed in public areas and in classrooms. The posters include institutional and program-level SLOs and each includes the mission statement.

The mission and vision statements are featured prominently on the SDCE website (3.1.17) and in the *SDCE Catalogs* (the *SDCE 2010-12 Catalog* (3.1.18) included the mission and vision statements before the recent revision; the new *SDCE Catalog*, which is currently in print will include the revised statements). The new Participatory Governance Handbook currently in print will also include the mission and vision statements.

The District Office of Institutional Research and Planning includes current mission, vision, and philosophy statements and core values in its annual Fact Book (3.1.19), *which is posted on the District website and distributed in printed copies to the key constituents at SDCE.*

SDCE Mission Statement Review Process

The mission statement review is part of SDCE's six-year planning cycle, which builds on the accreditation cycle along with elements of program review, strategic planning, and review and revision of the SDCE vision, Student Learning Outcomes (SLOs), and the participatory governance structure. A comprehensive Integrated Planning Manual detailing the new processes and infrastructure for improvement will be produced by the Institutional Effectiveness Office in 2016/2017. SDCE mission statement review is now planned to take place every three years unless needed more often.

The six-year planning cycle builds the accreditation cycle along with the elements of program review, strategic planning, and review and revision of mission, vision, SLO's (student learning outcomes), and the shared governance into the SDCE operational infrastructure. A comprehensive Integrated Planning Manual will be produced by the Institutional Effectiveness Office in 2016/2017.

Figure 3.1.1: SDCE Six-Year Planning Cycle

KEY EVIDENCE

I am an SLO poster

SDCE 2010-12 Catalog

SDCE Fact Books

The key participatory governance bodies that will be involved in the review and revision process will include:

- Accreditation Steering Committee

- Strategic Planning Committee

- Deans

- Academic Senate

- Classified Senate

- Program Chairs (as part of the Academic Senate General Meeting)

- Associated Student Body

- Administrative Governance Council (AGC)

- Executive Governance Council (EGC)

INDICATOR

1.3

The institution's mission statement is central to institutional planning and decision-making activities.

SDCE's Integrated Planning Approach

The institutional mission, vision, and values statements have been central to all SDCE planning and decision-making activities since the last WASC Accreditation Team visit, and continue to be central in SDCE's recent integrated strategic planning efforts. The *2013-2015 Education Master Plan; Student Success and Support Program Plan, 2015-2016*; and *2016-2021 Strategic Plan* were all developed based on the SDCE mission statement.

- ***2013-2015 Education Master Plan.*** The SDCE Education Master Plan was revised for 2013-2015, and includes goals, objectives, and related activities for each instructional program, as well as all student support services. The Plan was generated based on input received during program meetings, institutional discussions, and the Spring 2013 Environmental SWOT Analysis.

- ***Student Success and Support Program Plan, 2015-2016.*** (3.1.20) In 2014-15, SDCE received additional funding through the Student Success and Support Program (SSSP), formerly Matriculation Program, and the Student Equity Plan. The goal of these programs is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals in accordance with the Student Success Act of 2012. These programs focus on identifying equity issues that may impact success rates of disadvantaged populations. The programs seek to assist students in traditionally underrepresented populations based on ethnicity, gender, disability, veteran status, economically disadvantaged status, and foster youth status.

SDCE SSSP Plan 2015-2016

- ***2016-2021 Strategic Plan,*** (3.1.21) The 2016-2021 Strategic Plan is a successor to the SDCE strategic plan developed in 2010-2013 and marks SDCE's move toward integrated strategic planning and utilization of the

SDCE 2016-2021 Strategic Plan

benefits of enhanced funding. The goals of this new plan are to support our strengths and seize opportunities to build on success through technology, innovative education, and collaborations. The revision of the SDCE mission and vision was the first step in the strategic planning process and guided the development of the strategic plan, including the goals and objectives for 2016-2021. An important component of this plan is SDCE's commitment to evaluating its progress in meeting the goals and making adjustments when needed. The plan emerged through the study of data and innovative thought, and will evolve as we study the results we have achieved and the changes in the communities we serve. The strategic goals are going to be reviewed each year to determine if changes are needed. Like Education Master Plan and Enrollment Management Plans, San Diego Continuing Education's Strategic Plan is a dynamic and living document.

Aligning Funding Decisions with the Mission. SDCE's integrated planning ensures that the school's mission, the student population, and community impact are taken into consideration when pursuing external funding sources. As a result, SDCE has effectively implemented activities that support student success through funding from private foundations such as the Arthur N. Rupe Foundation; California state sources including CalWORKs, New Horizons/Gender Equity, Student Equity, Student Success and Support Program; as well as federal programs for Veteran Certifications, WIOA grants, and Perkins CTEA. Accessing these funds through an integrated planning model provided structure for the creation of a Resource Center for the ABE/ASE students, supportive services for SDCE's disabled students, and other instruction-specific interventions. For example, with the support of Student Equity funding, SDCE was able to assist with bus passes and textbooks for a limited number of individual students aged 50 and older, veterans, and foster youth; and develop an ESL Writing Tutor program serving a large number of students.

Annually there are specific periods and mechanisms for implementing San Diego Continuing Education's planning and assessment processes. Each component informs the others, creating a cycle of quality improvement that is grounded in data, with periodic assessment, and conducted periodically on a scheduled basis. SDCE's annual cycle for integrated planning is in alignment with the SDCCD integrated planning model.

Figure 3.1.2: SDCE Annual Planning Cycle

Figure 3.1.3: SDCE Integrated Planning Model
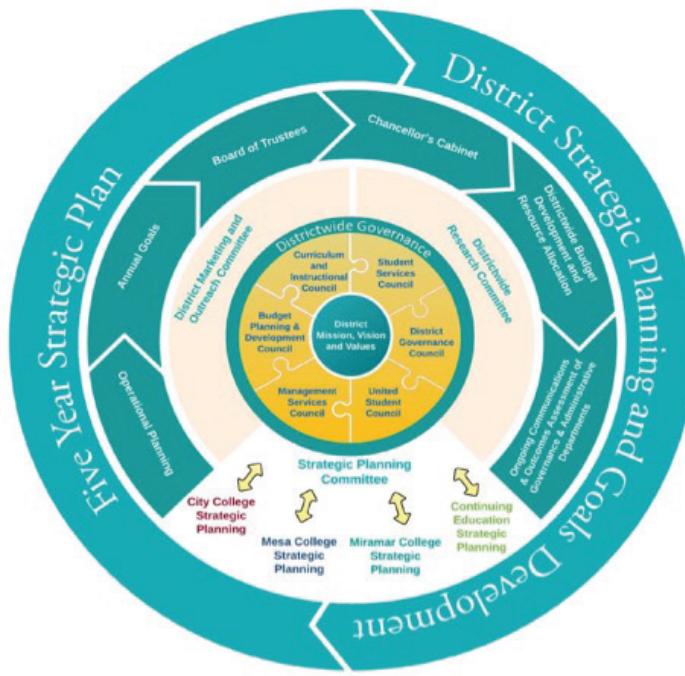
1.4

The institution establishes Schoolwide Learner Outcomes that identify the broad, global goals for all students based on current and future student learning needs.

Development of Student Learning Outcomes (SLOs).

In 2009, approved by WASC, SDCE began the development of Student Learning Outcomes. Four schoolwide SLOs were developed during this process and recently re-approved by the SDCCD Board of Trustees during the revision of the mission and vision statements. (3.1.22) the four SDCE institutional SLOs are as follows:

1. **Social Responsibility**
   SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.

2. **Effective Communication**
   SDCE students demonstrate effective communication skills.

3. **Critical Thinking**
   SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

4. **Personal and Professional Development**
   SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

   After the institutional SLOs were developed, individual SDCE programs examined and aligned their goals with the institutional SLOs, and met to develop program level SLOs. As a result, SLOs have been developed for all programs.

SDCCD Board of Trustees meeting minutes April 14, 2016

Table 3.1.1: Program SLOs Aligned with Institutional SLOs

SDCE PROGRAM	PROGRAM SLOs	RELATED INSTITUTIONAL SLO			
		#1	#2	#3	#4
Counseling	1. Students will know about the steps, resources and/or choices they have to define, clarify or achieve their goals.		x	x	
	2. Students will know and be able to utilize basic information regarding registration procedures and educational options offered through SDCE and SDCCD.		x	x	
	3. Students will know basic information on student rights and responsibilities.		x	x	
	4. Students will be more knowledgeable about career resources and services at the end of the Career Center Orientation.		x	x	
ABE/ASE	1. ASE/ABE students will demonstrate the ability to apply knowledge of a course objective by applying it to a current event/issue.				
	2. ASE/ABE students will demonstrate the ability to work cooperatively in a group to resolve/reconcile an issue relating to the topic of study within the specific course.				
	3. ASE/ABE students will formulate a goal, set-up a plan of action, and evaluate success.				
	4. ASE/ABE students will describe how they would integrate a course principle into a real life situation.				
BIT	1. Students completing a BIT software course will be able to demonstrate the use of the software tools to effectively communicate with others in person, with paper documents or online.		x		
	2. BIT students will demonstrate the capability to work in teams of other diverse individuals to apply Information Technology solutions to a problem.	x			
	3. BIT students will demonstrate the ability to use Information Technology and software tools to support decision processes and critical thinking.			x	
	4. BIT students will pursue continued Information Technology education to complete short term goals such as website development, and also continue with long term programs that will keep them current in this rapidly changing field.				x
CTE	1. CTE students demonstrate interpersonal skill by learning and working cooperatively in a diverse environment.	x			
	2. CTE students demonstrate effective communication skills.		x		
	3. CTE students critically process information, make decisions, and solve problems independently or cooperatively.			x	
	4. CTE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.				x
DSPS	1. Students will manage the positive and negative forces in their lives to persist in class as they pursue lifelong learning.			x	
	2. Students will establish a goal and make progress toward that goal.				x
	3. Student will make progress toward mastering skills addressed in class.				x
	4. Student will use self-advocacy skills to cope with changing situations in their lives.				x

SDCE PROGRAM	PROGRAM SLOs	RELATED INSTITUTIONAL SLO			
		#1	#2	#3	#4
Emeritus	1. SDCE older adult students acquire interpersonal skills to function effectively in a multicultural and diverse environment.	x			
	2. SDCE older adult students practice collaborative endeavors.		x		
	3. SDCE older adult students work toward the accomplishment of lifelong learning goals through education designed to promote critical thinking.			x	
	4. SDCE older adults engage in learning activities to successfully prepare for, and participate in, positive aging in the 21st century.				x
ESL	1. ESL students effectively listen to and speak with people of diverse backgrounds to fulfill communication tasks as workers, family members, community members, and/or lifelong learners.		x		
	2. ESL students demonstrate appropriate reading and critical thinking skills to process information related to their roles as workers, family members, community members, and/or lifelong learners.		x		
	3. ESL students demonstrate effective writing skills to fulfill writing tasks as workers, family members, community members, and/or lifelong learners.		x		
Healthcare Careers	1. Healthcare Career students will be able to perform relevant competent skills in an entry level healthcare career.				x
	2. Healthcare Career students will be able to critically evaluate information and apply it to their personal and professional lives.			x	
	3. Healthcare Career students will be able to apply the knowledge and skills extracted from courses to pass required California state certification examinations.				x
	4. Healthcare Career students will be able to working cooperatively in a diverse environment.	x			
Hospitality Services and Consumer Sciences	1. Students completing a food and nutrition course or program will be able to demonstrate, apply concepts, techniques and related skills through hands-on food preparation, demonstration and group learning tasks to enhance personal and professional development within the hospitality industry.				x
	2. Students completing a fashion or fashion production course or program will be able to understand and apply concepts, technologies, related skills and techniques by successfully completing class projects in order to prepare for fashion careers.				x
Parent Education	1. Students will demonstrate ethical parenting behaviors to calmly navigate the emotional, physical, and financial stressors of raising a child in the 21st century.	x		x	
	2. Students will communicate effectively with individuals from different socioeconomic, cultural racial, ethnic or other backgrounds.	x	x		
	3. Students will demonstrate knowledge of the stages of child growth and development through a variety of parenting strategies which support inclusion and respect.				x
	4. Students will demonstrate the importance of parenting skills at all levels of a child's growth and development and examine practices that directly support those skills.				x

Within programs, course level SLOs are developed by the instructional faculty working under the direction of Program Chairs or Assistant Program Chairs. In addition, Program Chairs or Assistant Program Chairs serve as representatives on the SDCE SLO Taskforce, which supports the development of SLOs throughout SDCE. The SLO/Program Review Coordinator provides in-service training on the development and assessment of SLOs, the SDCE SLO Website, and resource materials.

SLO Assessment Measures. SDCE programs revise SLOs and SLO assessments on an ongoing basis to ensure current and future student learning needs are addressed. Programs use multiple measures to assess student achievement and instruction, including:

SDCE PROGRAM	PROGRAM SLO ASSESSMENT MEASURES
ABE/ASE	Work groups for different ABE/ASE programs (Adult Basic Education, High School Equivalencies, and the High School Diploma Program) revise competencies and assessment criteria (including rubrics).
BIT	The BIT program uses rubrics based on course SLOs, instructor-created oral and written assessments, portfolios of student course work, pre and post assessments, quizzes, and test. Instructors consider student's fulfillment of attendance requirements, demonstrated ability to work independently and as part of a team, course competencies, and individual and group projects.
CTE	The CTE Welding SLOs were developed from the course outline content and scope and the competencies listed on the Course and Program Completion certificates. SLOs are measured on a pass/fail basis. All students are given additional time and training if needed until they can successfully pass a course. The CTE Automotive, Welding, and Electronics programs are revising course outlines to include three course SLOs for each course.
DSPS	DSPS course SLOs were developed by instructors and refined by the DSPS program chair. Each DSPS course SLO uses the same assessment scale: • **N** No evidence: Student is not able to perform objective • **M** Minimal: Student requires constant cueing to perform objective • **S** Satisfactory: Student requires occasional cueing to perform • **E** Excellent: Student independently performs objective • **H** Did not attend enough to assess The criteria to measure student progress include class participation, attendance, instructor observation, pre- and post-testing, data collection, weekly assessment, and student work. In some classes, students are asked to express what they have learned either orally or in writing.
Emeritus	The Emeritus SLOs were developed based on the parameters set by the four institutional SLOs and the specifications of the course outlines. The SLOs are measured by assessment rubrics that were designed by content specialists, and are administered twice during the Fall semester. The results of the assessments are tallied for each course and analyzed through an excel data program. The results are then reviewed with faculty and SLOs, assessments, and course outlines are updated to best meet the needs of the students and market expectations.
ESL	The ESL SLO Work Groups have developed rubrics to measure writing proficiency for the student learning outcome at each level of instruction. The groups also developed SLO assessment rubrics for oral presentations for beginning high, intermediate high and advanced high levels of instruction.
Healthcare Careers	The SLOs for the Healthcare Careers Department were developed by instructors in accordance with the rules and regulations of the Department of Public Health. The Healthcare Careers Department remains current by attending local healthcare consortiums, hosting annual Industry Advisory Committee meetings, collaborating with local healthcare partners, and adhering to the Department of Public Health guidelines. The SLOs are measured by the program and certificate completions and overall student completion rates in each program.
Hospitality and Consumer Sciences	Each course currently taught in the HCS program has an SLO. The HCS course SLOs are measured by rubrics, portfolios, skills testing, group/teamwork activities, and other written instruments.
Parent Education	Parent Education instructors use rubrics based on course SLOs, journals, portfolios of student course work, quizzes and test, and a variety of activities and assignments. Students are also expected to fulfill attendance requirements and work individually and cooperatively in groups on projects and assignments.

Program-level SLOs were incorporated in the *I Am an SLO* posters (3.1.23) and have been posted in classrooms and prominent campus locations.

I am an SLO poster

Integration of SLOs into Lesson Planning.

SDCE provides several avenues of support for faculty's efforts to integrate institutional and program SLOs into lesson planning, as well as their efforts to create course level SLOs.

FLEX Professional Development Workshops. The FLEX Professional Development program offers workshops led by SDCE faculty or outside presenters that train instructors in the design of course SLOs and SLO assessments. During Spring Institutional FLEX Days 2015, faculty participated in an institution-wide training on the use of SLOs, Assessment and Powerful Syllabi to achieve student connectedness and student success, led by guest lecturer, Gary Williams, Ed.D., Instructional Assessment Specialist at Crafton Hills College. As a part of the lecture demonstration, faculty revisited their course level SLOs and assessment strategies and planned for the 2015-2016 academic year.

SLO Coordinator position. The SLO Coordinator is a .5 release position created to:

- support faculty and staff with the development of SLOs and use of SLOs to inform institutional change.

- support the Office of Institutional Effectiveness with the collection of evidence related to the incorporation of and use of SLOs.

The SLO Coordinator provides in-service support and training on the development and assessments of SLOs. She also trains instructors how to include SLOs in their course syllabi.

Course syllabus template and training. In Spring 2016, the school standardized course syllabi and provided the faculty with a SDCE syllabus template (3.1.24) and training on how to use the template to create their course syllabus. During 2016 Spring FLEX Days, for example, the SLO Coordinator provided a hands-On SDCE Syllabus Template Workshop, where faculty discussed the elements of a good syllabus and received training on the use of SDCE's new syllabus template that incorporates SLOs and SLO assessment rubrics.

The Spring 2016 course syllabi for all the courses taught at SDCE are available in the SDCE Dropbox account.

Program-specific efforts. Program-specific committees and work groups review course outlines, curricula, and classroom activities to make sure they incorporate the adopted program and course SLOs. Programs hold meetings that focus on the analysis of student achievement data to determine the areas of success and need.

- The ABE/ASE program revises SLOs on an ongoing basis to ensure current and future student learning needs are addressed. Work groups have been assembled for the sub-groups of the department (Adult Basic Education, High School Equivalencies, and the High School Diploma Program) to revise competencies and assessment criteria, as well as rubrics. Analysis of the data resulted in an accelerated High School Diploma program that doubled the number of students earning diplomas between 2011/12 and 2014/15.

Spring 2016 syllabus template

Table 3.1.2: High School Diploma Awards Conferred by Year

AWARDS	AWARDS 2010-11	AWARDS 2011-12	AWARDS 2012-13	AWARDS 2013-14	AWARDS 2014-15	TOTAL
High School Diploma	111	93	119	135	183	641

- In the CTE Welding program, the SLOs are the focus of every hour of classroom and laboratory time.

- In DSPS classes, each student has a Student Education Contract (SEC) with individual goals and objectives. Since faculty were already monitoring and assessing these goals, it seemed logical to intertwine the SLOs into these documents. DSPS has worked to standardize the SEC to ensure that each SLO is included. Over the years, the SEC has been honed to match student development and alignment to student goals. Although the SEC has smaller objectives than the SLOs, they focus on specific parts of the curriculum that need to be addressed. Those smaller objectives combine to give the more global outcomes defined in the SLOs. At the end of each semester, the instructor completes the SEC including the progress report for the SLO. This SEC is then included in the student's cumulative file if the class is on campus. For students who attend classes at off campus locations, the SECs are turned into the Dean of DSPS. By placing the SLO on the progress report, instructors are required to evaluate student progress regularly and adapt instruction as needed.

- The Emeritus program administers SLO assessments designed by content specialists twice a semester and uses the results to update course outlines and curriculum to better meet the needs of students and market expectations.

- Each Emeritus subject area has identified SLOs with associated in-class activities. Pre and post assessments are utilized to determine if SLOs have been achieved. The adoption of SLOs has formalized the teaching process and improved professional development.

- The ESL program has its own SLO work group. The group has designed SLO writing assessment rubrics for all levels of ESL instruction, and each semester the Program Chair provides a workshop on assessing writing using the rubrics. Curriculum on teaching the writing process has also been developed for each level. Passing the writing assessment is one of the criteria for course and program completion. The next task of the SLO work group will be the development of speaking and reading SLOs for all levels of instruction.

- ESL faculty members identify the SLOs for their course/program on their syllabus. Mastery of the writing SLOs is one of the requirements for course/program completion and is indicated on the back of the course/program completion certificates. Instructors write lesson plans that develop the specific writing SLOs for their course and the three program SLOs. The Textbook Committee approves a list of required textbooks that provide instruction in listening, speaking, reading and writing SLOs. In addition, demonstration of proficiency in giving oral presentations has become a requirement of course and program completion for levels 6 and 7. Instructors at other levels have begun to incorporate oral presentations into their curriculum.

Assessment of Institutional SLOs

SDCE Program Review. SDCE uses multiple measures to determine effectiveness in addressing its institutional SLOs. Many of these measures are written into the assessment of course SLOs, which are derived from program SLOs, which in turn are derived from the four overarching institutional SLOs. The annual six-year-cycle Program Review, which all programs undergo, is structured around SLOs as the primary indicator of program's successes and challenges. The fourth of the eight goals of the Program Review, as stated in *Program Review Guidelines and Procedures 2014-2016* (3.1.25), is "to ensure quality learning outcomes and student success in all instructional areas." *The Program Review Data Form A* (3.1.26) requires each program to address several questions pertaining to issues related to SLOs, including the extent to which the program has established SLOs for all students and the lessons learned from the SLO assessment process. The following assessment results for the four institutional SLOs have been reported through the 2016 Program Review:

Table 3.1.3: Institutional SLO Assessment Activities Reported in 2016 Program Review

INSTITUTIONAL SLOs	SLO ASSESSMENT ACTIVITIES REPORTED IN 2016 PROGRAM REVIEW
Social Responsibility SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.	• Classroom observations • ASB leadership, meetings and activities • Student tutors and mentors • Classroom jobs
Effective Communication SDCE students demonstrate effective communication skills.	• ESL oral presentation • HSDP presentations and exhibitions • ABE essays • CTE customer service simulations • DSPS SEC plans • CALWorks IEP • Student feedback surveys • Comprehensive Adult Student Assessment Systems (CASAS) • Test for Adult Basic Education (TABE) • English Literacy and Civics Education (EL Civics)
Critical Thinking SDCE students critically process information, make decisions, and solve problems independently or cooperatively.	• Performance-based testing (e.g., CTE students troubleshoot, diagnose and repair exams) • Writing assessments across all disciplines • Focus groups • Student perception surveys
Personal and Professional Development SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.	• Performance-based assessment • Student portfolios and rubrics • Passage rates on state and national exams • Student Education Plans (SEPs) • Student summative presentations • Transition to workforce and college • Attaining citizenship; completion of GED or high school diploma and CDCP certificates; and matriculation to credit

SDCCD Office of Institutional Research and Planning feedback surveys.
Student and employee feedback surveys with accreditation-related questions
are conducted every three years by the SDCCD Office of Institutional Research
and Planning. Results are then compared in a trend analysis that is posted on
the office's website and shared by a District or SDCE researcher with various
SDCE groups. In the past a District or SDCE researcher has presented results at
convocation, shared with the Continuing Education Research Committee, and
dynamically shared results at flex workshops.

Several of the questions from each of the surveys can be directly tied to SDCE's
institutional SLOs. According to the *Continuing Education 2015 Student
Feedback Survey* (3.1.27) report, over 80% of students who responded to the
2015 survey questions (1,531 completed the survey out of a targeted 1,230
students) agreed with each of the statements related to the four institutional
outcomes, which confirms that students feel they are accomplishing the global
goals the school has set for them.

**Table 3.1.4: SDCE 2015 Student Feedback Survey Responses Related
to Institutional SLOs**

INSTITUTIONAL SLOs	RELATED SURVEY QUESTIONS	PERCENT OF RESPONDENTS WHO "AGREE"	
		2012	**2015**
1. **Social Responsibility** SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.	Q53. After attending this school, I have a greater appreciation of human differences.	88%	85%
	Q55. I have learned about other parts of the world and cultures.	86%	82%
2. **Effective Communication** SDCE students demonstrate effective communication skills.	Q47. My classes (i.e., English, math, etc.) have helped me develop my academic skills in written and oral communications.	88%	83%
	Q56. My classes have helped me develop my communication skills.	88%	84%
3. **Critical Thinking** SDCE students critically process information, make decisions, and solve problems independently or cooperatively.	Q48. My classes have helped me develop my critical thinking skills.	91%	88%
	Q58. My classes have helped improve my thinking.	92%	90%
4. **Personal and Professional Development** SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.	Q52. Overall, I believe my courses have prepared me well for future employment or additional education.	92%	87%
	Q54. My education has helped me to understand myself better.	89%	86%

Similarly, in the *San Diego Continuing Education 2015 Employee Feedback Survey*
(3.1.28) conducted among contract and adjunct faculty, classified staff, managers,
and supervisors (completed by 237 respondents, with a 39% response rate),
employees indicated that the SDCE institutional SLOs are followed in and outside
of the classrooms. When asked, "Indicate the extent to which you integrate the
following student learning outcomes into your teaching," between 70% and 86%
of the respondents said they integrate the SLOs to a great extent:

Table 3.1.5: SDCE 2015 Employee Feedback Survey Responses Related to Institutional SLOs

INSTITUTIONAL SLOs	NOT AT ALL	SOMEWHAT	GREATLY
1 (Q42). Social Responsibility	4%	27%	70%
2 (Q43). Effective Communication	2%	11%	86%
3 (Q44). Critical Thinking	2%	21%	78%
4 (Q45). Personal and Professional Development	2%	22%	77%

2016 Self-Study Classroom Observations. For the purpose of the Self-Study, SDCE conducted classroom observations accompanied by student and instructor interviews in all SDCE programs. One hundred fourteen classes were selected for the study using a stratified random sampling approach (see Table #? with numbers of classes observed by program). A teacher and two randomly selected students in each observed classroom were interviewed after each observation. All observers were required to attend a training session directing how to use the class observation form. Observers were assigned to classes in disciplines other than the one in which they currently taught, as well as within their home disciplines.

The observations revealed a high level of attainment of all four institutional SLOs, as summarized in the table below.

Table 3.1.6: 2016 Classroom Observations Across Programs

PROGRAM	# OF CLASSES OBSERVED
ABE	3
BIT	14
DSPS	7
ESL	45
HSDP	5
Hospitality	6
CTE	9
Emeritus	19
Parent Education	5
Healthcare Careers	1

Table 3.1.7: SLO Assessment Activities Reported in the 2016 Classroom Observations

INSTITUTIONAL SLOs	SLO ASSESSMENT ACTIVITIES REPORTED IN THE 2016 SELF-STUDY CLASSROOM OBSERVATIONS
Social Responsibility SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.	How students use interpersonal skills to learn and work cooperatively: • Problem solving and/or conflict reduction • Group/team projects or presentations • Role assignments for classroom management, e.g., helping new students or handing out books • Activities to develop soft skills • Interactive classroom tasks • Informing students of Student Code of Conduct and Policy 3100 • Peer tutoring/mentoring

INSTITUTIONAL SLOs	SLO ASSESSMENT ACTIVITIES REPORTED IN THE 2016 SELF-STUDY CLASSROOM OBSERVATIONS
Effective Communication SDCE students demonstrate effective communication skills.	Forms of communication facilitated in the classroom: • Active listening • Speaking • Reading • Writing • Non-verbal communication • Use of technology
Critical Thinking SDCE students critically process information, make decisions, and solve problems independently or cooperatively.	How students are helped to identify short and long-term goals: • Needs assessment • Pre test (formal/informal) • Goal setting activities • Implement student educational contracts/plans • Refer students to counselors
Personal and Professional Development SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.	How community resources are utilized in classes: • Lessons on accessing community resources • Student Research projects • Access the internet • Guest speakers • Field trips • Collaboration with school or community groups or industry groups • Orientation materials

INDICATOR

1.5

The school demonstrates the incorporation of current research-based ideas into learning programs to ensure that the institution's overarching goals (SLOs) are current and relevant.

Incorporation of Current Educational Research into Instructional Programs

SDCE incorporates current research-based ideas into learning programs through the expertise of its leaders, its extensive FLEX Professional Development program, sabbatical research, and consultation with advisory boards.

Flex Professional Development. The SDCE Professional Development program (3.1.29) provides an extensive schedule of workshops (3.1.30) conducted by outside experts and peers to keep faculty abreast of new trends in education and new developments in instruction. As reported by the FLEX Coordinator (3.1.31), from 2011/12 to 2015/16, a total of 1,347 workshops per year were offered to faculty, at an average of 269 per year. A total of 2,754 faculty attended, with an average of 551 faculty attending each year. During the same period, faculty reported 34,352 hours of FLEX activities, with an average of 6,870 hours per year.

KEY EVIDENCE

SDCE Professional Development Committee webpage

SDCE FLEX Professional Development Workshops 2010/11-2014/15

SDCE FLEX Coordinator Report 2008-2016

Table 3.1.8: SDCE FLEX Activities Completed in 2011/12-2015/16

FLEX HOURS, WORKSHOPS, INDEPENDENT PROJECTS & FACULTY TOTALS	2011/12	2012/13	2013/14	2014/15	2015/16
Number of FLEX workshops offered	255	238	272	240	342
Number of hours of professional development	6,608	6,233	6,453	6,821	8,237
Number of independent projects completed	114	100	76	86	63
Number of faculty attended	530	523	551	576	574

The presentations include many aimed at introducing new ideas and educational research to SDCE faculty. As an example, five members of the ESL faculty and the ESL Dean have attended California Adult Literacy Professional Development Project (CALPRO) trainings, which included face-to-face meetings and on-line assignments, on the College and Career Readiness Standards (CCRS), which are the new required teaching standards in Adult Education. In order to comply with this research-based national shift, the ESL program is in the process of revising all of its course outlines to include CCRS. Several faculty members also received training about the CCRS at the ESL Program meeting and in level break-out meetings at Spring Flex 2016. The meetings informed faculty about how CCRS will impact the course outline revisions and resulting curriculum changes.

Faculty attendance at local, state, and national conferences. SDCE faculty members regularly attend local, state, and national conferences, where they have a chance to hear about the new trends in their field and become more educated about ways of incorporating SLOs into the instructional program.

From 2011/12 through 2015/16, for example, SDCE instructors attended local, state, and national conferences and councils including:

- Regional and State CATESOL (California Teachers of English to Speakers of Other Languages)

- TESOL (Teachers of English to Speakers of Other Languages)

- COABE (Commission an Adult Basic Education), CAT (California Auto Teachers)

- NACAT (North American Council of Auto Teachers)

- Weld ED (National Center for Welding Education and Training)

- CAPED (California Association for Postsecondary Education and Disability)

- CCCAOE (California Community College Association of Occupational Education)

- WDC (San Diego Workforce Development Council)

Faculty attendance at such conference is supported by SDCCD through the AFT Sabbatical Fund disbursed through the SDCE Academic Senate, which allows faculty to apply for reimbursement up to $1,500 per travel. From 2011/12 through 2014/15, 253 instructors have received conference travel reimbursement money though this fund.

Table 3.1.9. AFT Sabbatical Travel Funds

	2011/12	2012/13	2013/14	2014/15
Number of teachers applying for AFT Sabbatical Travel Funds	106	50	75	22

Through California Adult Literacy Professional Development Project (CALPRO), many SDCE faculty members have been trained as institutional and regional trainers in best practices across disciplines. These instructional leaders bring current research-based ideas to SDCE and assist faculty with integrating these new ideas into programs and classrooms. From 2014 to 2016, for example, four

SDCE faculty participated in the CALPRO Leadership Institute, which gathers Adult Education leaders from around the state and updates them on the most recent instructional and administrative trends and practices.

Indeed, several SDCE faculty members lead CALPRO trainings. ABE/ASE instructors, for example, have facilitated two CALPRO workshops on evidence-based reading instruction and ESL instructors facilitated workshops on Integrated Education and Training (IET) (3.1.32) and Integrated and Contextualized Workforce Skills (3.1.33) (3.1.34).

Faculty are also funded through Perkins grants as well as workforce development funds to attend conferences and workshops related to career technical education and regional workforce needs.

SDCE sabbatical research. Since 2010, seven faculty members were approved for sabbatical leave to complete research that would have a transformative impact on programs and instruction.

CALPRO workshops taught by SDCE faculty

Table 3.1.10. Sabbatical Research Completed in 2010/11-2015/16

TERM	SABBATICAL RESEARCH TOPIC	DESCRIPTION OF THE RESEARCH
2010-2011	Using Cell Phones in Adult Education	
2011-2012	Using Facebook in Adult Education	
2012-2013	Teaching, Learning and Appropriate Instructional and Student Services Activity	To revise content of the web design module based on current industry needs
2013-2014	Academic Coursework	Completed dissertation study for a Doctor of Education in Educational Leadership
2014-2015	Teaching, Learning and Appropriate Instructional and Student Services Activity	To train in assistive technology and develop tutorial PowerPoint presentations on the most popular software and workshops
	Understanding the Links Between Nutrition and Health	
2015-2016	Teaching, Learning and Appropriate Instructional and Student Services Activity	To create five VESL units with multiple workplace and academic readiness lessons using a multimedia and task-based methodology delivered in various platforms.

Advisory boards and professional organizations. Advisory committees serve a valuable function with regard to ensuring currency of student learning outcomes in BIT, CTE, and other industry-related programs. The Healthcare Careers program faculty attend local healthcare consortiums, host annual Industry Advisory Committee meetings, and collaborate with local healthcare partners. Instructors renew their California nursing licenses every two years and follow the Department of Public Health's guidelines. In the Emeritus program, faculty members partner with local, state, and national aging associations and health organizations that focus on physical health of older adults, as well as with neuroscience corporations that specialize in cognitive health and positive mental aging studies. In CTE and BIT, many faculty members work in the industries in which they teach and collaborate with professionals in their fields to make sure their students acquire the most current industry knowledge. These efforts prompt program modifications and inform expected student competencies, and consequently inform SLOs.

Student Learning Data Review Process

Office of Institutional Effectiveness. Since the establishment of the Office of Institutional Effectiveness in February 2016 with a dean and a full-time research and planning analyst, the process of reviewing student learning data to analyze the needs of current students and explore ideas to address those needs has greatly improved. The responsibilities of the Office of Institutional Effectiveness which help to keep SLOs current and relevant include the following:

- answering complex research questions and presenting research data and analysis in an understandable fashion to the stakeholders

- designing survey instruments, coordinating surveying activities, and summarizing and analyzing results

- continuing professional development to meet the demands of a continually changing learning environment

Additionally, research reports intended for a wider audience are posted on the SDCCD Institutional Research and Planning website (3.1.35) and include the annual Fact Book, Student Satisfaction Survey, Employee Perception Survey, and other research studies, including the following:

- 2014 Noncredit ESL Transition Student Study (3.1.36)

- 2014 CE ESL Student Attendance Pattern Report: Managed Enrollment and Open Entry/Exit Courses (3.1.37)

- 2015 Noncredit to Credit Student Transition Study (3.1.38**)**

The District Office of Institutional Research and Planning will continue to produce and post large-scale reports that include SDCE and the SDCCD credit colleges. However, SDCE's Office of Institutional Effectiveness has recently implemented its own website (3.1.39) (3.1.40), which will soon house reports produced by its office to be shared with the larger community.

Program Review. The annual six-year-cycle Program Review, which all programs undergo, uses student demographic profile data, student enrollment data, and student outcomes data to evaluate how student needs are met and how they can be better addressed. Program review is structured around SLOs as the primary indicator of program's successes and challenges. Data, however, come from multiple sources. As a requirement of this process, programs receive *Data Summary Tables* (3.1.41), prepared by the Office of Institutional Effectiveness, with information pertaining specifically to their program, as well as information about the rest of SDCE, and they are asked to comment on these data by filling out *Program Review Data Form A* (3.1.42). This process generates ideas to improve and update SLOs, which are then taken back to program faculty.

Programs are provided cost data by the finance department and the Office of Institutional Effectiveness provides trend reports to each of the programs that include student demographic profiles, student enrollments, student attendance (FTES and completion thresholds), and student outcomes (volume of course and program certificates of completion awarded). Additionally, for the 2015/16 program review conducted in Fall 2016, some programs will receive longitudinal

SDCCD Institutional Research and Planning (IRP) website

SDCE research reports

SDCE Office of Institutional Effectiveness website

Program Review ESL Data Summary Table

program completion data for their students. Programs combine these reports with their own data and information (e.g., student learning outcomes, assessment, etc.) to inform how well the program is meeting students' and the institution's needs.

Program Review also requires programs to connect the results of data analysis to the Master Plan and Action Plan (now integrated with *2016-2021 Strategic Plan)* to ensure that student learning needs are the driving force of the program. Questions built into the Program Review address, for example (3.1.43):

Program Review Data Form A

- analysis of the factors resulting in growth or decline of enrollment and student success indicators based on the data provided by the Office of Institutional Research and Planning with special focus on the analysis of factors impacting completion and success for traditionally underrepresented groups (i.e., Blacks, Hispanics, American Indians, and DSPS per Title 5 regulations, paragraph 54220(d))

- efforts to provide an inclusive learning environment where students with diverse abilities, cultures, and socioeconomic backgrounds thrive

- review of the curriculum to ensure that the content taught in the classrooms is accurate and relevant in light of the changing student and community workforce needs

- development and measurement of Student Learning outcomes to ensure that students who are struggling can be identified and helped

- review of teaching methodologies and instruction delivery modes to ensure that the needs of all students are addressed

- integration of new technologies into the instructional program

- student inclusion and engagement in online classes

- opportunities for professional development for all personnel

Program committees and work-groups. Within programs, faculty members examine data and explore new ideas pertaining to updating SLOs during committee and ad hoc work group meetings. The ESL program, for example, has an ESL Learner Persistence Committee, which has impelled several research studies that have informed their managed enrollment and open entry/exit programming from a triangulated approach that utilize a combination of student feedback, student attendance data, and student learning data. The ESL Managed/Open Entry Enrollment ESL Student Perception Survey report (2011), the ESL Student Attendance Patterns reports (2012, 2013, and 2014), the ESL Study of CASAS Learning Gains: Managed Enrollment and Open Entry/Exit Courses report (2014) were produced by the SDCCD Institutional Research and Planning Office (3.1.44), and several ESL publications expounded upon these findings.

SDCCD research reports

Classroom assessment. Regular assessment of student learning takes place in the classroom, starting as soon as the first day. When a student enrolls in a class, the instructor uses pre-tests, interviews, surveys, and goal setting activities to see what needs the student has and how they can be addressed. This information also serves as the reference for the assessment of student progress. Throughout the course of the semester, instructors look

at both formative and summative learning data to make adjustments in instructional strategies and address learning needs in real time. Observations and assessments of student learning that take place in the classroom are the primary driving force in the development of new course SLOs and they consequently inform the program and institutional SLOs.

Revision of SLOs Based on the Review of Profile Data

Profile data are compiled through the SDCCD Office of Research and Planning (3.1.45) and posted online each term for the SDCE community and staff to utilize. Additionally, most reports produced include some form of student profile. SDCE review of profile data occurs primarily through the Program Review, as described above. The creation of the SDCE Equity Plan has given a new impetus to using profile data to create new programs and revise program goals and course objectives. Since the last WASC Accreditation Team visit in 2010, the review of profile data have enabled the creation of several programs and services for underrepresented students, like the Writing Tutor program for ESL students, which between Spring 2015 and Spring 2016 served 378 students. Several SDCE committees, including the ESL Learner Persistence Committee and Basic Skills Committee, have looked at the profile data and issued reports to inform teaching, learning, and student learning outcomes. Moreover, AB86/ AEBG workgroups have looked at the profile data to develop programs and services to support special populations and overall student outcomes. One major obstacle preventing many students from attending class is lack of childcare. To overcome that obstacle, ESL plans to restore a family literacy program with babysitting to serve the needs of parents with school-age children. Arrangements have already been made with one ESL elementary school location in the Fall, and the program hopes to expand the number of locations at elementary school sites that provide childcare in the next five years.

The schoolwide Action Plan was created with input from all SDCE stakeholders. Faculty, counselors, administrators and classified staff attended meetings for Strategic Planning, Program Review, Focus Groups and Home Groups. They discussed the strengths and weaknesses of the instructional program. They discussed SLOs and other learning outcomes, such as certificates granted and High School Diplomas achieved. This process ensured that when the Action Plan was created, the plan was guaranteed to include information specific to how SLOs were achieved.

INDICATOR

1.6

The school has a process in place to regularly review the courses and programs offered so that the needs of the community are met.

SDCE Process for the Review of Annual Profile Data to Evaluate Course and Program Offerings

SDCE Program Review. As part of the annual Program Review, programs review the annual profile data, which in the past was provided by the SDCCD Office of Institutional Research and Planning and beginning in 2015/16 is provided by SDCE's Office of Institutional Effectiveness, to evaluate the effectiveness of its instructional programs with respect to the extent to which they meet the needs of the community. Student demand, course completion, and average class size are also considered in decisions regarding where and when new classes are offered.

SDCE student demographic profile data

Seeking Student and Community Input

AB86/Adult Education Block Grant (AEBG). Through the AB86 planning process in 2014-2015, SDCE sought extensive input from the community at large to determine future programs and services, including work with San Diego Unified School District, to review and expand the existing relationship and seeking collaborations with many community partners. The result of this search is the 2015 SDAERC Final Plan (3.1.46).

Community Forum Meetings. Community members provide feedback to SDCE on course and program offerings during multiple community events organized by SDCE. The most prominent events include President's Forums, Strategic Planning meetings, and Community Partners Forums, as well as the two anniversary celebrations: the 100th Year Anniversary of SDCE and the 40th Anniversary of ECC. SDCE also gathers input regarding community needs from current students and the community at large through its advisory boards, student perception surveys, website, and a number of community events where the institution has been able to assemble stakeholder groups.

Changes in Programs as a Result of Profile Data Review

The review of profile data has impacted SDCE program offerings in several ways:

BIT: Upon the review of profile data, the Business and Information Technology program realized that, with the average age of students continuing to climb and unemployment rates going down, classes need to be more accessible to working adults. Therefore, more evening and weekend sections were opened in instructional areas most in-demand for working adults. The data also revealed that program completions for both the Front Desk Office Assistant and Administrative Assistant programs were quite low. As a result, additional structure was built into these traditionally self-paced programs by creating an accelerated cohort model with lecture-based classes, similar to the accelerated ABE program, as well as integrating more structure into the self-paced labs. In addition, BIT faculty recognized the challenge of completing lengthy programs requiring from 600- to 900-hours of instructional time. The faculty began to create smaller, stackable programs rewarding students for the attainment of specific skills along the way to their final program certificate. These decisions were made in consultation with industry experts through the BIT industry advisory board meetings and with students currently enrolled in the programs.

ESL: Several years ago, the English as a Second Language program experienced an increase in the number of students at a higher level of English proficiency with an interest in transitioning to higher education. As a result, the number of ESL Transition to College classes was increased but recent data demonstrated that many ESL students were unable to successfully make that transition as they were still not fully prepared to meet academic rigor of collegiate level reading and writing assignments. In response, the ESL program implemented a writing tutor program, with the support of Student Equity funding, to provide one-on-one writing tutoring for students. In addition, ESL faculty are revising course outlines across the program to ensure students are ready to successfully transition to college and careers.

HC: The Healthcare Careers program faculty remain current on curricular needs and industry excellence by attending local healthcare consortiums, hosting annual Industry Advisory Committee meetings, collaborating with

2015 SDAERC Final Plan

local healthcare partners, and adhering to the Department of Public Health's guidelines. Data from the program review process, including SLOs, certificate attainment, and overall completion rates are reviewed regularly and used in conjunction with industry input assure the program is effectively preparing students for work in healthcare careers.

Parent Education: Upon reviewing student demographic data in the Parent Education program, faculty determined that with the overwhelming majority of students being female it is important to have women instructors that students could see as role models.

Additional Online Indicator

INDICATOR

1.7

The governing authority's online policies are directly connected to the school's vision, mission, and Schoolwide Learner Outcomes.

SDCE Online Instruction Policies

SDCCD centrally maintains online technology through the SDCCD Online Learning Pathways (OLP), advised by the Districtwide Distance Education Steering Committee (DDESC) (3.1.47). DDESC, which is comprised of faculty and administrative representatives from each SDCCD college and SDCE, advises OLP of faculty and campus needs pertaining to training and instructional design assistance. OLP, in turn, provides training and support at each campus to ensure effective and varied instruction and adherence to policy and legal mandates regarding access: BP 3108: Accessibility Standards for Electronic Information Technology (3.1.48), which are directly related to the SDCE mission to provide "accessible, equitable, and innovative quality education and support services to diverse adult learners in pursuit of lifelong learning, training, career advancement, and pathways to college," as well as SDCE institutional SLOs.

SDCCD Online Learning Pathways

Online Technology Maintenance and Safety

The SDCCD Department of Online and Distributed Learning works closely with District IT to ensure that software loaded onto District servers will be secured and maintained. The appropriate use of technology in teaching and learning is ensured through SDCCD board policies and administrative procedures. AP 5105: Distance Education defines secure methods of verifying student identification in online instruction. The District IT department supports internet security systems. In addition, guidelines for good practice are included in the SDCCD Online Faculty Training and Certification Program (3.1.49).

SDCCD Online Faculty Training and Certification Program Course Outline

Student information is restricted according to Family Educational Rights and Privacy Act (FERPA) and only selected data are uploaded to the server. Student information is not archived.

SDCCD Online Learning Pathways archives courses from the previous academic year. Archives are kept on hard drives and are accessible only by written request by authorized personnel.

The District uses Blackboard Managed Hosting System services with top tiered data centers in northern and southern Virginia with a fully redundant network

and database infrastructure. The network storage systems are backed up multiple times a day, with full offsite storage of back up data sets, enterprise level firewalls with Intrusion protection, and 24/7 network security monitoring and incident response team.

Institution's Strengths and Key Issues

STRENGTHS:

- A broad program of instruction providing lifelong learning opportunities to a large number of students with a variety of personal, academic, and career goals

- Revised mission and vision statements reflecting the school's commitment to accessible, equitable, innovative education

- SLOs based on the consideration of demographic studies, projected community impact, requirements of the local workforce, and demands of the labor market

- Understanding of the diverse nature of SDCE student population

KEY ISSUES

1. While the Mission Statement is commonly recognized throughout the campus community, it is less clear that the external community is meaningfully aware of SDCE's mission

2. Need a more robust and systematic process of SLO review and revision under the direction of the Office of Institutional Effectiveness

3. On-going use of both qualitative and quantitative data is needed to create new programs that would meet student and community needs and establish effective and efficient methods for delivery of educational services

4. Need to analyze the current use of space to make best use of the facilities and make priority decisions about which programs to offer based on available space

5. Need to tie student completions to workforce placements

6. Need to improve the process of tracking program and course SLOs

7. Need to collect evidence of how faculty acquire new ideas through professional development activities and implement in classroom instruction

8. Need to strengthen commitment to collaboration with local industry through industry advisory boards to increase the understanding of workforce requirements and labor market demands

9. Need to expand the number of distance education offerings

Chapter 3 Criterion 1 List of Evidence Documents

3.1.1 SDCE Mission & Vision Statements → http://www.sdce.edu/about/mission-statement

3.1.2 Continuing Education Fact Book 2015 → http://research.sdccd.edu/docs/Rsrch%20Reports/College%20and%20District%20Fact%20Books/2015/Fact_Book_CE_2015_073015.pdf

3.1.3 2016-2021 Strategic Plan → https://sdce.edu/sites/default/files/iep/self-study/evidence/other/3.1.3_strategic_plan.pdf

3.1.4 SDCE Class Schedule → http://www.sdce.edu/class-schedule

3.1.5 SDCE Program Review Guidelines and Procedures 2014-2016 → http://sdce.edu/sites/default/files/iep/self-study/evidence/c1/3.1.5_sdce_program_review_guidelines_and_procedures_2014-2016.pdf

3.1.6 CCCCO Program and Course Approval Handbook → http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOGapproved.pdf

3.1.7 CTE credit-by-exam → http://techprep.sdccd.edu/

3.1.8 SDCE 2010-2012 Catalog → http://sdce.edu/sites/default/files/ce-cat-1112.pdf

3.1.9 CE Fact Book 2015 → http://research.sdccd.edu/docs/Rsrch%20Reports/College%20and%20District%20Fact%20Books/2015/Fact_Book_CE_2015_073015.pdf

3.1.10 Academic Senate request to adopt mission revision, May 27, 2010 → http://sdce.edu/sites/default/files/iep/self-study/evidence/c1/3.1.10_academic_senate_request_to_adopt_mission_revision_may_27_2010.pdf

3.1.11 SDCCD Board of Trustees Meeting Minutes, April 14, 2016 → http://sdce.edu/sites/default/files/iep/self-study/evidence/c1/3.1.11_sdccd_board_of_trustees_meeting_minutes_april_14_2016.pdf

3.1.12 Academic Senate Meeting Minutes, March 15, 2016 → http://sdce.edu/sites/default/files/iep/self-study/evidence/c1/3.1.12_academic_senate_meeting_minutes_march_15_2016.pdf

3.1.13 EGC Meeting Minutes, March 23, 2016 → http://sdce.edu/sites/default/files/iep/self-study/evidence/c1/3.1.13_egc_meeting_minutes_march_23_2016.pdf

3.1.14 Vision and Mission Revision Progress Report, Nov 30, 2015 → http://sdce.edu/sites/default/files/iep/self-study/evidence/c1/3.1.14_vision_and_mission_revision_progress_report_nov_30_2015.pdf

3.1.15 CE Vision, Mission and SLO Statements submitted to Board of Trustees, March 23, 2016 → http://sdce.edu/sites/default/files/iep/self-study/evidence/c1/3.1.15_ce_vision_mission_and_slo_statements_submitted_to_board_of_trustees_march_23_2016.pdf

3.1.16 I Am an SLO poster → http://sdce.edu/sites/default/files/iep/self-study/evidence/c1/3.1.16_i_am_an_slo_poster.pdf

3.1.17 SDCE mission and vision at sdce.edu → http://www.sdce.edu/about/mission-statement

3.1.18 SDCE 2010-2012 Catalog → http://sdce.edu/sites/default/files/ce-cat-1112.pdf

3.1.19 SDCE Fact Books → http://research.sdccd.edu/Research-Reports/fact-books.cfm

3.1.20 Student Success and Support Program Plan, 2015-2016 → https://sdce.edu/sites/default/files/iep/self-study/evidence/other/3.1.21_student_success_and_support_program_plan_2015-2016.pdf

3.1.21 2016-2021 Strategic Plan → https://sdce.edu/sites/default/files/iep/self-study/evidence/other/3.1.22_strategic_plan.pdf

3.1.22 SDCCD Board of Trustees Meeting Minutes, April 14, 2016 → http://sdce.edu/sites/default/files/iep/self-study/evidence/c1/3.1.24_sdccd_board_of_trustees_meeting_minutes_april_14_2016.pdf

3.1.23 Am an SLO poster → http://sdce.edu/sites/default/files/iep/self-study/evidence/c1/3.1.25_i_am_an_slo_poster.pdf

3.1.24 Spring 2016 syllabus template → http://sdce.edu/sites/default/files/iep/self-study/evidence/c1/3.1.26_spring_2016_syllabus_template.pdf

3.1.25 SDCE Program Review Guidelines and Procedures 20142016 → http://sdce.edu/sites/default/files/iep/self-study/evidence/c1/3.1.27_sdce_program_review_guidelines_and_procedures_2014-2016.pdf

3.1.26 Program Review Data Form A → http://sdce.edu/sites/default/files/iep/self-study/evidence/c1/3.1.28_program_review_data_form_a.pdf
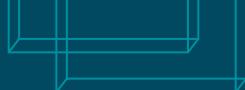
3.1.27 CE 2015 Student Feedback Survey → http://research.sdccd.edu/docs/Accreditation/2015%20Surveys/CE%202015%20Student%20Survey%202015%20v1.pdf

3.1.28 CE 2015 Employee Feedback Survey → http://research.sdccd.edu/docs/Accreditation/2015%20Surveys/CE%202015%20Employee%20Survey%202015%20v1%20051115.pdf

3.1.29 Professional Development webpage → http://www.sdce.edu/organization/governance/professional-development-committee

3.1.30 FLEX Professional Development Workshops 2010/11-2014/15 → http://sdce.edu/sites/default/files/iep/self-study/evidence/c1/3.1.32_flex_professional_development_workshops_2010_11-2014_15.pdf

3.1.31 FLEX Coordinator Report 2008-16 → http://sdce.edu/sites/default/files/iep/self-study/evidence/c1/3.1.33_flex_coordinator_report_2008-16.pdf

3.1.32 CALPRO IET module → http://www.calpro-online.org/training/IET.html

3.1.33 CALPRO ICWS in ESL Classroom module → http://www.calpro-online.org/training/abeworkforce1.html

3.1.34 CALPRO ICWS in ESL Classroom handout → http://sdce.edu/sites/default/files/iep/self-study/evidence/c1/

3.1.35 SDCCD Institutional Research and Planning website → http://research.sdccd.edu/index.cfm

3.1.36 2014 Noncredit ESL Transition Student Study → http://research.sdccd.edu/docs/Rsrch%20Reports/Miscellaneous/ESL%20Migration/ESL%20Student%20Transition_2013.pdf

3.1.37 2014 CE ESL Student Attendance Pattern Report → http://research.sdccd.edu/docs/Rsrch%20Reports/Miscellaneous/ESL/CE%20ESL%20Attendance%20Patterns%20Report%202014.pdf

3.1.38 2015 Noncredit to Credit Student Transition Study → http://research.sdccd.edu/docs/Rsrch%20Reports/Miscellaneous/Noncredit%20to%20Credit%20Transition/Prior%20NC_2015_Enrollment_121016.pdf

3.1.39 SDCE Office of Institutional Effectiveness → http://www.sdce.edu/organization/institutional-effectiveness

3.1.40 SDCE Institutional Research → http://www.sdce.edu/organization/institutional-effectiveness/institutional-research

3.1.41 Data Summary Table for ESL → http://sdce.edu/sites/default/files/iep/self-study/evidence/c1/3.1.43_data_summary_table_for_esl.pdf

3.1.42 BIT Program Review Data 2013-2014 → http://sdce.edu/sites/default/files/iep/self-study/evidence/c1/3.1.44_bit_program_review_data_2013-2014.pdf

3.1.43 Program Review Data Form A → http://sdce.edu/sites/default/files/iep/self-study/evidence/c1/3.1.45_program_review_data_form_a.pdf

3.1.44 SDCCD IRP studies → http://research.sdccd.edu/Research-Reports/miscellaneous.cfm

3.1.45 Student Demographics for CE posted on Institutional Research and Planning Website → http://research.sdccd.edu/Student-Profiles/ce-demographics.cfm

3.1.46 2015 SDAERC Final Plan → http://sdce.edu/sites/default/files/iep/self-study/evidence/c1/3.1.49_2015_sdaerc_final_plan.pdf

3.1.47 DDESC meeting notes → http://www.sdccdonline.net/handbook/meetingnotes.htm

3.1.48 Online Learning Pathways (OLP), → http://www.sdccdonline.net/

3.1.49 BP 3108 Accessibility Standards for Electronic Information Technology → http://www.sdccd.edu/docs/policies/Student%20Services/BP%203108.pdf

ORGANIZATION INFRASTRUCTURE AND LEADERSHIP

Criterion: The school utilizes the contributions of leadership throughout the organization to provide for ongoing improvement. The organizational structure and roles of governance are clearly defined and designed to facilitate decisions that support student learning and improve institutional effectiveness. The governing body enables the administrator/director to implement policy and lead the school effectively.

KEY EVIDENCE

INDICATOR
2.1

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

The Administrative Structure of the San Diego Community College District

San Diego Continuing Education, along with San Diego City College, San Diego Mesa College, and San Diego Miramar College, is part of the San Diego Community College District and is governed by the Board of Trustees of SDCCD. The Board includes five elected members and a student member. Each elected board member serves a four-year term, and the student board member serves a one-year term. The Student Trustee has an advisory vote on actions and has the right to attend all meetings of the Board, with the exception of closed sessions (3.2.1). Board members work collaboratively to advocate for and defend the interests of the District, execute its mission and achieve its strategic goals. (3.2.2).

SDCCD Board Policy 2015

SDCCD Board Policy 2100

CURRENT ELECTED SDCCD BOARD MEMBERS
Mary Graham
Rich Grosch
Bernie Rhinerson
Maria Nieto Senour
Peter Zschiesche

The primary role of the Board of Trustees is establishing policies that govern all activities related to conducting the business of the District, the credit colleges, and SDCE (3.2.3). Development and review of policies and procedures are collegial efforts involving a variety of participatory governance groups. For policies and procedures that affect academic and professional matters, the Board relies primarily on the Academic Senates. On matters defined as within the scope of bargaining interests, the Board follows the requirements of negotiations. For administrative matters, the Board relies primarily on the recommendations of staff with input from various constituencies in the development and review process. The general public may comment at public Board meetings on any policy consideration before the Board (3.2.4).

The District has a clear process for orienting Board members, which includes an overview of District operations, a review of ethical rules and responsibilities, a briefing on compliance with the Ralph M. Brown and Fair Political Practices acts, a review of the roles of auxiliary organizations and employee organizations, and a discussion about preparing for, and conduct during, Board meetings. The Chancellor, in consultation with the president of the Board, facilitates biannual Board retreats, and schedules regular educational presentations to the Board throughout the year. Board of Trustees participate in both mandated training such as Ethics Training required under AB1234 and engaged in training through attendance at conferences like the Community College League of California and the Association of Community College Trustees where leadership development training is provided.

Board members have demonstrated a commitment to fulfilling their policy and oversight role, and a responsibility for ensuring educational quality. The Board had followed policy in ensuring continuity of Board membership when vacancies have occurred. The staggering of Board elections has provided consistency in recent years and incumbents are frequently re-elected to their positions, providing continuity of governance.

The administrative organization of the District was established in 1982 with the explicit intention "to provide direction, coordination, and control of students and staff in their efforts to reach educational goals, and general objectives adopted by the Board within the guidelines established by policy, law, and employee agreements" and "to ensure that the organizational structure and administrative procedures are so designed as to provide quality service and economical use of resources" (3.2.5). The administrative organization of the District includes the Chancellor, Presidents, Vice Chancellors, Directors, and central administrative and supervisory personnel.

The Chancellor is the District's Chief Executive Officer and is responsible for the administration of the District in accordance with the policies established by the Board of Trustees and for providing overall leadership for the District.

Figure 3.2.1: San Diego Community College District Administration
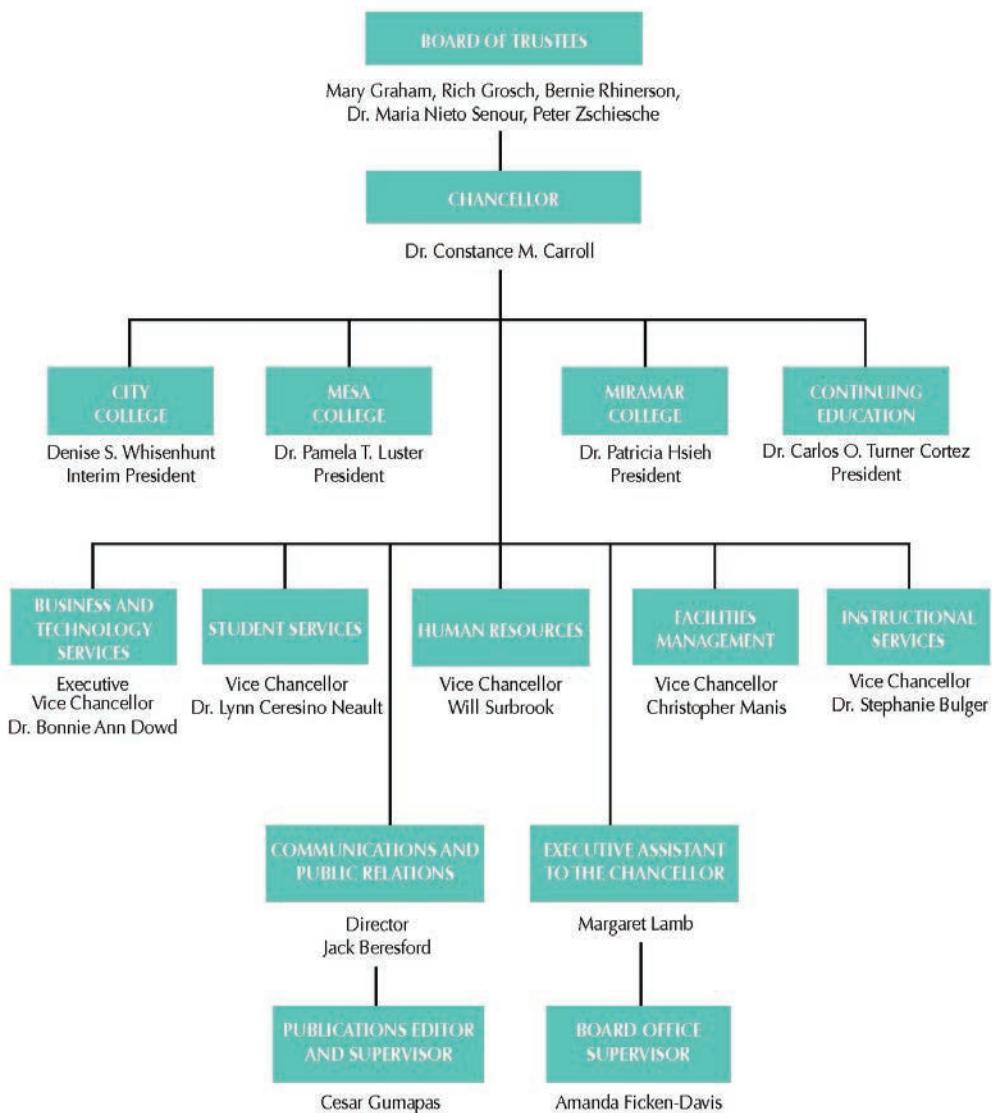
The District administrative departments, which include Business and Technology Services, Communications and Public Relations, Facilities Management, Human Resources, Instructional Services, and Student Services, support campus and overall operations and provide for efficiency and continuity of services and programs. SDCE and the three SDCCD credit colleges are each responsible for providing educational programs, student support services, staff development, direct campus operations, and various ancillary functions.

The Administrative Structure of San Diego Continuing Education

The basic components of the administrative structure of SDCE are the President's Office and the Offices of Instructional Services, Student Services, and Administrative Services. The President is the institutional chief executive officer and holds a key position of educational leadership. The President reports to the

Chancellor. The President is responsible for providing leadership for the day-to-day operation of Continuing Education including coordination of all programs, services, and operational matters (3.2.6). The Vice President of Instructional Services administers the instructional and instructional support programs of San Diego Continuing Education. The Vice President of Student Services administers comprehensive student services programs, including student development and student affairs. The Vice President of Administrative Services acts as the chief business and financial officer for the institution.

Figure 3.2.2: San Diego Continuing Education Administration
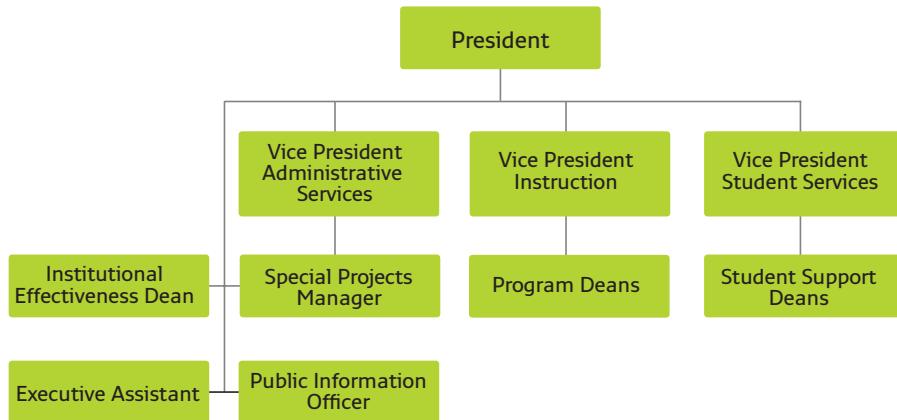
Figure 3.2.3: SDCE Participatory Governance Structure (3.2.7)
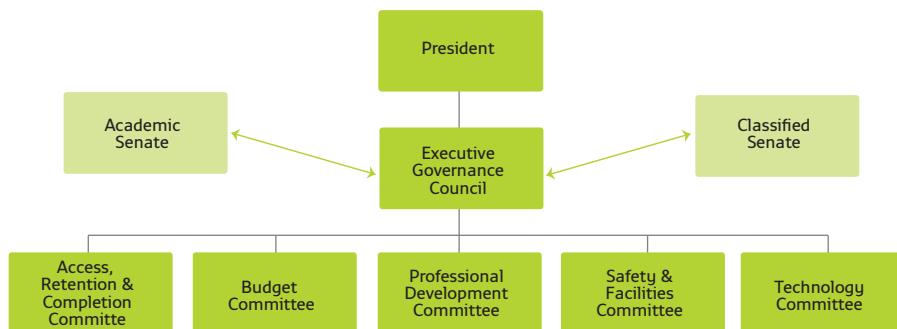
Executive Governance Council (EGC) (3.2.8)**.** The highest level participatory governance committee in SDCE is Executive Governance Council (EGC). Accordingly, members of EGC are the highest level executives in the institution.

EXECUTIVE GOVERNANCE COUNCIL MEMBERSHIP
President, Chair (non-voting)
Academic Senate President, Officer
Classified Senate President, Officer
Vice President of Instruction
Vice President of Student Services
Vice President of Administrative Services
Academic Senate Officer

EXECUTIVE GOVERNANCE COUNCIL MEMBERSHIP
Academic Senate Officer
Academic Senate Chair of Program Chairs
Classified Senate Officer
Classified Senate Officer
Classified Senate Officer
Dean of Deans

The primary function of EGC is to promote governance participation and engagement by vetting concerns and topics through appropriate committees for detailed review, analysis and recommendation to EGC. EGC accepts and reviews committee recommendations, rendering an executive recommendation to the SDCE President.

Academic Senate (3.2.9). The Academic Senate is open to all SDCE faculty members and provides the opportunity to participate in the SDCE participatory governance structure. The primary function of the Academic Senate is to allow faculty the opportunity to express their opinion and to ensure that those opinions are given every reasonable consideration, that faculty assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

The Academic Senate serves as the representative of the faculty in making recommendations to the administration of SDCE and to the Board of Trustees. It also serves to interact with the Academic Senate for California Community Colleges and senates of other California community colleges.

Classified Senate (3.2.10). The primary function of the Classified Senate is to provide SDCE Classified staff a leadership voice in the institution. The Classified Senate is an equal partner in the governance of SDCE.

The Classified Senate creates sub-committees as needed to review, research and analyze specific matters. These sub-committees make recommendations to the Classified Senate, which it receives as input to rely primarily on for an ultimate recommendation to SDCE's Executive Governance Council. The Classified Senate also serves to represent classified constituency at District-wide governance meetings such as the District Governance Council.

The presidents of both the Academic and Classified Senates have a direct line of communication with the SDCE President. In addition, the President relies on the recommendations of the Executive Governance Committee in decision-making. The following committees make recommendations to the Executive Governance Committee:

- **Access, Retention and Completion Committee (ARCC):** serves in an advisory capacity to support SDCE planning, and reaching institution-wide strategic enrollment objectives. ARCC provides evidence based recommendations that contribute to student access, recruitment, retention, and completion rates of all students.

- **Budget Committee:** works to optimize resource allocations from all sources to accomplish the institutional mission.

- **Professional Development Committee:** supports the professional growth of faculty, staff, and administrators with the ultimate goal of maintaining

the highest quality of service for our students. The committee seeks to ensure that professional development opportunities provide relevant educational topics for the entire institution.

- **Safety and Facility Committee:** promotes campus safety, security, and emergency preparedness to ensure a safe and secure learning and working environment for the campus community. The committee provides a venue to discuss facility planning and improvement.

- **Technology Committee:** assesses the current status of technology in the delivery of services to San Diego Continuing Education students and to develop and maintain a strategic information technology plan. It also serves in an advisory capacity to faculty, staff, and administrators on matters pertaining to instructional, administrative, and student services computing, telecommunications, and other technologies.

SDCE also has fifteen standing operational committees, some of which are subcommittees (indicated parenthetically below) in the governance structure:

- Adult Education Block Grant Committee

- Associated Student Body Committee

- Basic Skills Committee

- Classified Hiring Priority Committee

- Curriculum Committee (Academic Senate)

- Diversity Advisory Committee (Professional Development)

- Faculty Priority Hiring Committee

- Flex Advisory Committee (Professional Development)

- Marketing Advisory Committee

- Passport to Success Committee (Professional Development)

- Perkins Committee

- Planning and Institutional Effectiveness Committee

- Program Review Committee

- Student Services Council

- WIOA Title II Committee

The purpose of the SDCE committee structure is to assure the effective participation of all constituencies in decision-making, as well as to fulfill the intent of state law and regulations. Education Code: § 70902 (b)(7) requires that the local Board of Trustees establish procedures to ensure participatory governance. The SDCE structures, procedures, and committees supporting participatory governance include provisions for the effective participation of students and staff on issues which affect them.

SDCE's participatory governance structure is supported by the Board's Policy 2510 on Participation in Local Decision-Making adopted in 2006 to ensure that faculty, students, and staff have the right to participate effectively in the governance of the District. The policy also ensures the right of the Academic Senate to assume primary responsibility for making recommendations in the

areas of curriculum and academic standards.

SDCE ACADEMIC SENATE COMMITTEES
Appointments Committee
Curriculum Committee
Elections Committee
Environmental Stewardship Committee
Executive Committee
Program Chair/Assistant Program Chair Committee
Six Campus Councils

The implementation of the committee structure takes a commitment of time and effort by each participating member, along with a commitment of resources by SDCE. Committee members are chosen for their expertise and area of responsibility, not simply to represent a constituent group.

Delineation of Functions

The Board provides the overarching vision for the direction of the District. The values of the Board shape the direction of that vision. However, the Board does not get involved with the management of the day-to-day operations of the SDCCD credit colleges or SDCE. When a Board member receives input from community members regarding programs, he or she refers the matter to the Chancellor, who then follows up with the President. The Board represents community interests, and those interests are then taken in the context of larger institutional priorities.

The areas of functional responsibility between the District administrative departments, the credit colleges, and SDCE are clearly delineated (3.2.11) (3.2.12). All administrative departments and operations in the District Office are under the final authority of the Chancellor, and the operation of colleges (including SDCE) is under the authority of the President, who reports to the Chancellor. The Board of Trustees is the final level of authority for all functions within the District.

The Board of Trustees is responsible for establishing policies that govern all activities related to conducting the business of the District, the colleges, and SDCE. Development and review of policies and procedures are collegial efforts involving a variety of participatory governance groups. For policies and procedures that affect academic and professional matters, the Board relies primarily on the Academic Senates; on matters defined as within the scope of bargaining interests, the Board follows the requirements of negotiations. For administrative matters, the Board relies primarily on the recommendations of staff with input from various constituencies in the development and review process. The general public may comment at public Board meetings on any policy consideration before the Board.

Honesty and Integrity in Relations with Stakeholders

As stated in Policy 2715, "Trustees are elected to represent the public's interest in the governance of the District and have broad authority to do so under the

SDCCD Map of Functional Organization

SDCCD Board Policy 2715

state's education codes. As the public's representatives, Trustees must practice the highest ethical standards in performing their sworn duties (3.2.13)."

The Board of Trustees has structures in place to demonstrate integrity in its relationships with the community. The Board schedules open door sessions on campus prior to the scheduled Board meetings that are held at each SDCCD credit college and SDCE. Each new and revised Board policy requires two readings by the Board at separately scheduled meetings. Some new policies are accompanied by a thorough presentation.

The Board maintains its independence as a policy-making body by studying all materials in advance of meetings, being well-informed before engaging in District business, and asking questions and requesting additional information as needed. In carrying out its duties the Board maintains the highest standards of ethics. The Board adopted and complies with an ethics policy applicable to its members. This policy provides guidance on areas such as: managing conflicts of interest, monitoring compensation and expense accounts, handling special interest groups, using appropriate channels, maintaining appropriate conduct at Board meetings, exercising authority and handling of administrative matters. (3.2.14) The Board has also adopted, and complies with, a specific conflict of interest policy to ensure actions are in accordance with the public's interest. (3.2.15).

The joint meetings the Board holds with the Board of the San Diego Unified School District (3.2.16), the governing body for all of the district's feeder schools, exemplify the Board's honest and open relationships with local organizations and agencies. Each year for the past six years, the two boards have held a joint board meeting where they address outcomes of first-time high school students transitioning to San Diego City College, San Diego Mesa College, and San Diego Miramar College, as well as the various partnership programs, and support services between the two districts. An important outcome of the joint board meetings is the establishment of joint goals focused on student outcomes and services. Further, the boards receive a report on SDCCD's progress on accomplishing the prior year's goals, including assessment and placement data for high school students transitioning to college; Career Technical Program alignment; English and math curriculum alignment between high school and community college; and enhanced accelerated college partnership programs.

The Board also listens to the advice of the Trustee Advisory Council (TAC), which is comprised of community members and provides direct community input. Another organization comprised of various community members, the Citizens' Oversight Committee, oversees the District's Bond Program.

Both Chancellor Carroll and President Cortez hold public forums for SDCE faculty, staff, and students to keep them informed and provide opportunities for all constituencies to provide input to the leadership team.

The San Diego and Imperial Counties Community College Association (3.2.17) (SDICCCA) provides a framework for collaboration among the six community college districts in the two-county region. Within the SDICCCA structure monthly meetings provide opportunities for administrators at multiple levels to confer with their colleagues around the region. The Board Alliance of SDICCCA, comprised of a board member and a CEO from each district, meets monthly to strategize, coordinate advocacy efforts, and take positions on significant

SDCCD Board Policy 2710

SDCCD News Releases, March 13, 2014

SDICCCA website

legislative matters.

2.2

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

San Diego Community College District Chancellor

Chancellor Carroll leads the District as a visionary and academic leader. Dr. Carroll serves on several national boards, has won numerous awards, and has authored many academic publications. In 2011, she was nominated by President Barack Obama and confirmed by the United States Senate to serve a six-year term on the National Council on the Humanities. Chancellor Carroll currently serves on the boards of the University of San Diego, the San Diego Foundation, the League for Innovation, and the Community College Humanities Association. In addition, she has received numerous awards honoring her contributions to the field of education.

She led the successful statewide effort to provide equitable funding for community colleges and is an activist in improving educational opportunities for women, minorities, and disadvantaged students. In 2013, she was inducted into the San Diego Women's Hall of Fame as recipient of the Trailblazer Award (3.2.18).

Women's Museum of California website

Because of her nationwide influence and the reputation of the San Diego Community College District, and SDCE specifically, under her leadership talented administrators have been attracted to serve in the District. "San Diego Continuing Education's reputation across the country is second to none," President Cortez said. "The district as a whole has built a remarkable reputation, in large part because of the chancellor."(3.2.19).

SDCCD NewsCenter, Sep 3, 2015

San Diego Continuing Education President

SDCE has been very fortunate to have outstanding leadership under Dr. Carlos Turner Cortez, who took the Office of SDCE President in July, 2015, and his predecessor, Dr. Anthony Beebe, who served as SDCE President from 2006 to 2015.

School Head Brings New Perspective, SD Union Tribune, Aug 22, 2015

Dr. Turner Cortez, selected through a nationwide search, is an expert in promoting equity and access in urban education through literacy and policy initiatives, an area closely aligned with the mission and values of SDCE (3.2.20). He is passionate about disruptive innovation (3.2.21), and has promoted and introduced several innovative ideas since taking office in 2015, including the President's Innovation Grant, the *SDCE Newsletter for Faculty & Staff: building on SUCCESS through synergy*, and has made integrated planning a priority for the organization with the development of an Office of Institutional Effectiveness.

Dr. Turner Cortez has been a strong leader in guiding SDCE through the implementation of integrated planning to inform resource allocation and the development of the 2016-2021 Strategic Plan. Foreseeing the impending

requirements of the new WIOA legislation, he also facilitated the hiring of a special projects manager to oversee new grants, particularly the development of new workforce partnerships required by the grants.

Dr. Anthony Beebe, who served as the SDCE President from 2006 to 2015, transformed SDCE into a state and national leader in providing adult education. In 2011 he testified before the Little Hoover Commission (3.2.22) arguing in favor of aligning adult education with community colleges. As he subsequently wrote in a San Diego Union-Tribune Op-Ed: "The Little Hoover Commission, a bipartisan state oversight agency, investigated California Community Colleges and named San Diego Continuing Education as a model of effectiveness for adult learning." (3.2.23)

Under Dr. Beebe's leadership, SDCE sites were reorganized into Centers of Excellence for specific instructional program area. Dr. Beebe communicated regularly with all stakeholders through his Monday Messages and strongly promoted SDCE's participation in public events. For example, Dr. Beebe supported the creation of a SDCE float for the annual San Diego Martin Luther King Jr. Day Parade, for which SDCE received top honors each year (3.2.24) (3.2.25).

The Chancellor and both SDCE presidents have supported SDCE participatory governance, encouraging academic faculty, classified staff, and students to play an active role in decision-making.

Collegial Collaboration and Consultation

SDCE creates a positive learning environment in a collegial and collaborative atmosphere through the participatory governance process. Both the current and the former Presidents have been committed to consensus and used the participatory governance structure to encourage faculty and staff to play an active role in the leadership of SDCE. Academic faculty are made aware of and encouraged to exercise their rights and responsibilities to participate in the governance process, as defined in the Education Code, Section 70901(D) (E) and reaffirmed in SDCCD Board Policy 5020 (3.2.26), which provides: "The Colleges and Continuing Education faculty and Academic Senates assume primary responsibility for making recommendations in the areas of curriculum and academic standards." Faculty and staff participate in the Academic and Classified Senates, and are involved in SDCE committees, as well as in committees and meetings within their programs:

- In ABE/ASE the Basic Skills Steering Committee (3.2.27) coordinates the Basic Skills Initiative pilot studies.

- The Business and Information Technology program has three industry advisory committees to address business, web development, and media technology, and Information Technology.

- CTE Programs have industry advisory committees in each discipline as well as the Perkins Committee which guides use of the annual Perkins CTEA allocation.

- The ESL program has a 231 Committee, Textbook Committee, Teachers Using Technology Committee, Transition to College Committee, VESL Committee, and Learner Persistence Committee.

The Little Hoover Commission Written Testimony, June 23, 2011

The Forgotten Majority, SD Union Tribune, March 18, 2012

SDCCD Board Policy 5020

- The Hospitality Services and Consumer Sciences program has Fashion Advisory and Foods/Culinary Advisory committees.

- The Parent Education program has a CTE Child Development Advisory Committee.

SDCE leadership empowers the staff through consistent guidance which recognizes and encourages professionalism and participatory governance. Faculty and staff, for example, have been encouraged to participate in the District-organized Leadership Academies (3.2.28). For instructors participating in the leadership academies, as well as other professional development opportunities within and outside of the District, SDCCD supports their efforts by providing substitute teachers enabling them to participate without interruption of instruction. To further facilitate participation in out-of-district events, travel funds are made available to the faculty and allocated through the Academic Senate.

Graduates of the Spring 2016 Faculty Leadership Development Academy

Examples of empowerment opportunities for staff include Convocation Day events, staff development FLEX activities, Academic Senate meetings, Board of Trustees meetings, advisory meetings, site councils, budget recommendations, and Chancellor's and President's open forums. Faculty and staff are also strongly encouraged to serve in acting and interim leadership positions when they become available in periods of transition, as well as to apply for permanent leadership positions.

INDICATOR

2.3

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

Stakeholders' Participation in the SDCCD Decision-Making and Evaluation Processes

The San Diego Community College District has had a long standing commitment to administrator, faculty, staff and student participation in decision making processes. Board Policy and Administrative Procedure 2510 *Participation in Local Decision-Making* ensures that faculty, staff, and students have the right to effectively participate in District governance (3.2.29). The policy and procedure specify that the Board will consult collegially with representatives of the Academic Senates. Furthermore, it provides students the opportunity to participate effectively in District governance and affirms that the Board will not take any action on a matter having a significant effect on students until a representative body of students has had the opportunity to

participate in the development of recommendations and formulation of policies and procedures. The policy also affords staff the opportunity to participate in the formulation of matters significantly affecting staff by directing that they be included in appropriate committees, councils, advisory groups and other structures at all colleges.

Board Policy 0210 *Academic Senate and Faculty Council* authorizes the formation of academic senates within the District ensuring the opportunity for meaningful participation by faculty in decision making processes (3.2.30).

Board Policy 2310 *Regular Meetings of the Board* demonstrates a commitment to faculty, staff, and student participation in governance and decision making. Included in the policy is a statement that: *the president of the faculty senates and classified senates at each college and Continuing Education, and the presidents/representatives from all District unions and the president of the associated students at each college and one student representative from all of the Continuing Education campuses shall be invited to attend regular meetings of the Board* (3.2.31).

The membership of the District Governance Council, the primary districtwide governance body, also demonstrates the District's commitment to faculty, staff, administrator, and student participation in decision making. The Council is comprised of the chairs of all of the District Governance councils and committees, the college and Continuing Education presidents, Academic Senate representatives from all four institutions, classified senate representatives from all four institutions, the Student Trustee, and representatives of the labor organizations. The District Governance Council meets once or twice each month, depending on the Board of Trustees' meeting schedule, to review the Board of Trustees' meeting agenda, and address District operational matters including: changes to policies and procedures; Council and Task Force reports; state budget updates; and significant changes to business processes.

In addition, the broad composition of the other District Governance councils and committees demonstrates the important role faculty, staff, students and administrators play in institutional governance, including policy and procedure review and updates, planning, and budget development. The membership and roles of each council is described in the District Administration Governance Handbook which is communicated throughout the District. The Handbook defines the role of each District Governance council and committee, as well as the constituency representation for each. The Handbook is available electronically on the District website as well as in print format (3.2.32).

Leadership roles and the institution's governance and decision making policies, procedures and processes are regularly evaluated to assure their integrity and effectiveness. The District Governance Councils conduct a formal self-assessment of how each is contributing to the overall effectiveness of district-wide governance. The San Diego Community College District currently has nine district-wide participatory governance councils and committees that are divided into two tiers. Tier one consists of six governance councils that have broad oversight and are each chaired by one of the District Vice Chancellors. Tier two consists of three governance committees that are more narrowly focused and are chaired by either a Chancellor's Cabinet member or a manager that reports to one of the Cabinet members. All of the governance councils and committees have a defined set of functions and responsibilities which are consistent with Board Policy 2510 *Participation in Local Decision-making*. These functions

SDCCD Board Policy 0210

SDCCD Board Policy 2310

SDCCD Administration and Governance Handbook 2015-16

and responsibilities are reviewed annually and published in the *SDCCD Administration and Governance Handbook.*

A formal comprehensive evaluation of the district-wide participatory governance councils and committees is on a six year cycle. The first formal evaluation was conducted in Spring 2010, with a subsequent evaluation in Fall 2015/Spring 2016. The evaluation consists of an online survey that is distributed to all employees in the District by the District Office of Institutional Research and Planning. The survey seeks feedback on the contributions each of the districtwide participatory councils and committees makes within four focus areas: 1) Participation in Policy and Procedure Development, 2) Communication, 3) Participatory Governance, and 4) Effectiveness in Meeting Goals. Summary reports of the survey results are distributed to each group so that they can assess their effectiveness in contributing to districtwide governance, and make improvements to their operations accordingly. The summary reports are published online on the District's Institutional Research website (3.2.33).

Based upon the results of the assessment, the DGC, as well as the individual councils make improvements to communications, processes and membership. For example, the assessment process and survey instrument was refined in 2014 after feedback from the District Governance Council. The District Budget Committee changed its name to better reflect its role, and the Student Services Council established a practice to meet periodically with the Deans of Student Development and Equity for planning and improved communication. The results of the Districtwide Participatory Governance Assessment are published on the District Accreditation website, as well as communicated in meeting minutes and on department websites.

In addition to the formal self-assessment, the Councils conduct formative assessments where members periodically bring forth recommendations from constituent groups to address concerns or improve processes. For example, the Strategic Planning Committee has restructured the membership and designed a planning calendar in response to feedback from the Chancellor's Cabinet; the District Governance Council added three representatives from labor, one from classified, one from faculty, and one from the Police Officers Association. The District Research Committee was reconstituted to improve collaboration among the campus-based Research and Planning Analysts, and the Student Services Council changed its meeting schedule from weekly to bi-monthly to accommodate college priorities. Ongoing, formative assessment is also an important mechanism to ensure continuous quality improvement and facilitate an effective governance structure.

Stakeholders' Participation in the SDCE Decision-Making and Evaluation Processes

All stakeholders are invited to participate in the decision-making and evaluation processes through the SDCE participatory governance structure, which includes participation in Academic Senate, Classified Senate, President's Council, Executive Governance Council, and many SDCE committees.

In fall 2015 and spring 2016, all stakeholders were invited by President Turner Cortez to take part in the strategic planning process to develop a new mission and vision statements and the new 2016-2021 Strategic Plan. The mission and vision statements were approved by the SDCCD Board of Trustees on April

SDCCD Institutional Research website

SDCCD Board of Trustees meeting minutes, April 14, 2016

14, 2016 (3.2.34) after several iterations involving key participatory governance bodies:

- Accreditation Steering Committee

- Strategic Planning Committee

- Deans

- Academic Senate (3.2.35)

- Classified Senate

- Program Chairs (as part of the Academic Senate General Meeting)

- Associated Student Body

- Executive Governance Council (EGC) (3.2.36)

The work to develop the Strategic Plan involved participation of the above listed governance bodies, as well as extensive input from the community. Faculty, classified staff, community partners, and administrators were invited to the Strategic Planning Committee meetings, as well as the Community Partners Forums, during which the goals of the institution, as well as the goals of the programs, were reviewed, evaluated, and revised.

Office of Institutional Effectiveness

To enable more formal evaluation processes and ensure institutional integrity and effectiveness, SDCE added a Dean of Institutional Effectiveness in Spring 2016. The duties of the Dean of Institutional Effectiveness are to plan, organize, and direct systems and process for all aspects of institutional effectiveness including integrated planning (program review, evaluation, and resource allocation), strategic planning, learning assessment, and grant support, as well as related research in support of SDCE's culture of inquiry, under the direction of SDCE President. A full-time Institutional Researcher has also been hired for the first time in the history of SDCE to inform evidence based planning and decision making and to support the accountability reporting and analysis required by SDCE's many program plans and grants.

An important institutional goal in the 2012-2016 Strategic Plan (Institutional Goal 5) is to "strengthen institutional effectiveness through integrated planning and resource allocation." Evaluation is an important component of this goal, as reflected in Institutional Objective 5.2: "Systematically and annually assess the effectiveness of integrated planning and resource allocation" and in Institutional Objective 5.3: "Assess institutional processes and procedures for efficiency and effectiveness within 3 years."

In addition, a Planning and Institutional Effectiveness (PIE) Committee was established at the end of Spring 2016. The committee is responsible for the advancement of integrated planning throughout SDCE and for assuring that the SDCE planning framework is consistent with accreditation criterions. It also guides the institutional assessment, evaluation, and coordination of activities leading to institutional effectiveness and improvement. The committee will have its first meeting in Fall 2016 and may establish subcommittees to carry out specific objectives of the committee. The subcommittees will report directly to

Academic Senate meeting minutes, March 15, 2016

EGC meeting minutes March 23, 2016

the Planning and Institutional Effectiveness Committee. The committee serves in an advisory capacity reporting directly to the President's Cabinet.

SDCCD also utilizes a Manager 360° Feedback Survey procedure in which managers are evaluated by their peers and contract personnel who report to them. Administrators are evaluated annually during the first four years of service in the position and then every three years thereafter.

SDCCD Districtwide Participatory Governance Survey

SDCCD currently has nine districtwide shared governance committees with one committee, the District Governance Council (DGC), comprising constituents from each of these committees. The committees' functions and responsibilities are consistent with Board Policy 2510 (3.2.37) on shared governance and are reviewed and reported annually in the SDCCD Administration and Governance Handbook (3.2.38).

To evaluate the integrity and effectiveness of the District's organization, governance structures, and decision-making procedures, in fall 2014, the DGC conducted a Districtwide Participatory Governance Survey (3.2.39), asking each of the nine committees to provide a self-assessment of the contributions each Council makes to the district wide participatory governance structure in four domains:

1. Policy and procedures

2. Communication

3. Participatory governance

4. Effectiveness in meeting goals

The committees' self-assessed performance scores for each of the four areas are displayed below. Scores closer to 100% suggest that committee members viewed their respective committees as highly engaged in the major activities and actions associated with each domain.

Table 3.2.1: 2014 DGC Districtwide Participatory Governance Survey Responses

PARTICIPATORY GOVERNANCE DOMAINS	PARTICIPATION IN POLICY & PROCEDURE DEVELOPMENT	COMMUNICATION	COLLEGIAL CONSULTATION	INTEGRITY & EFFECTIVENESS IN MEETING GOALS
Budget Development and Institutional Planning	84%	86%	88%	85%
Curriculum and Instructional Council	82%	69%	79%	87%
District Governance Council	87%	100%	96%	90%
District Marketing and Outreach	42%	63%	100%	56%
District Strategic Planning	84%	88%	94%	84%
Districtwide Institutional Review Board (IRB)	87%	90%	100%	93%
Management Services Council	100%	100%	100%	100%
Student Services Council	68%	86%	85%	81%
Overall Benchmarks*	80%	86%	92%	85%

Based on the results of the survey, the DGC, as well as the individual committees, have made improvements to their functioning. For example, the District Budget Committee changed its name to better reflect its role and the Student Services Council modified its meeting schedule from weekly to bi-monthly to accommodate student priorities. The results of the survey are published on the SDCCD Institutional Research and Planning website (3.2.41) and are available to the public.

SDCCD Institutional
Research and Planning
website

SDCCD Employee Feedback Survey

To better evaluate its organization and processes, every three years, SDCCD conducts an employee satisfaction survey, which examines employee perceptions and opinions of institutional effectiveness, programs, services, instruction, and facilities in the three credit colleges and SDCE.

The results of the SDCE 2015 Employee Feedback Survey (3.2.42) indicate that SDCE employees are mostly satisfied with their level of involvement in institutional planning and decision-making. Specifically, among the 237 employees who responded to the 2015 survey (39% response rate), 73% confirmed that they are aware of the faculty's role in various governing, planning, and policy making bodies in SDCE and that they are sufficiently involved in decisions regarding curriculum development through committees. Sixty-eight percent of the respondents confirmed that SDCE leaders encourage all members of its community to take initiative to improve institutional effectiveness.

Table 3.2.2: SDCE 2015 Employee Feedback Survey Responses Related to Institutional Effectiveness

SURVEY QUESTIONS	PERCENT OF RESPONDENTS WHO AGREED	
	2012	2015
Q28. Continuing Education's leaders encourage all members of its community to take the initiative to improve institutional effectiveness.	75%	68%
Q30. The faculty is sufficiently involved through committees in decisions involving curriculum development.	75%	73%
Q31. In general, I am aware of the faculty's role in various governing, planning, budgeting, and policy making bodies in Continuing Education.	71%	73%

INDICATOR

2.4

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

As stated in the *SDCCD Administration and Governance Handbook 2015-2016* (3.2.43), "The Board of Trustees is responsible for establishing policies that govern all activities related to conducting the business of the District, the credit colleges, and SDCE. Development and review of policies and procedures are collegial efforts involving a variety of participatory governance groups. For policies and procedures that affect academic and professional matters, the Board relies primarily on the Academic Senates; on matters defined as within the scope of bargaining interests, the Board follows the requirements

of negotiations. For administrative matters, the Board relies primarily on the recommendations of staff with input from various constituencies in the development and review process. The general public may comment at public Board meetings on any policy consideration before the Board."

The SDCCD Board policies and procedures are available to all stakeholders on the District website (3.2.44). The policies include Administrative Services, Board Operation, Business Services, District Governance, Facilities and Equipment Services, General Institution, Human Resources, Information Technology, Instructional Services, Vocational Education Services, Student Services, and District.

The San Diego Continuing Education Faculty and Staff Handbook (3.2.45), which is available in printed form and online, includes information about SDCE policies and procedures pertaining to academic faculty and classified staff. The SDCE website provides policies and procedures applicable to students. Policies are also printed in the SDCE class schedule, which is made available to students and mailed to all residences and businesses in San Diego. Information regarding Student Rights, Responsibilities, and Code of Conduct (3.2.46) is displayed on posters in all classrooms and is posted on the SDCE website (3.2.47).

SDCCD Policy and Procedure Review Process

The San Diego Community College District, under the leadership of the Chancellor, regularly reviews institutional policies, procedures and publications to assure integrity and alignment with the mission. This review includes broad consultation and communication through the District and college and CE participatory governance groups.

The Vice Chancellors are responsible for ensuring that Board Policies and Administrative Procedures that fall under their respective area of responsibility are current and align with state and federal regulations, as well as District business processes. In addition to ongoing review, a comprehensive review of all policies and procedures is conducted every six years.

SDCE and District policies and procedures are regularly reviewed and updated to reflect changes in federal or state laws or regulations, change in District processes, or changes in the community. Any change to an existing board policy or administrative procedure involves several clearly delineated steps, as illustrated in the flowchart below.

First, the Vice Chancellor of the responsible department drafts the changes to the existing board policy or administrative procedure. The draft goes to the appropriate District participatory governance committee or council. The colleges and SDCE constituent groups review the changes and provide feedback regarding any recommended changes. The changes are then submitted to Chancellor's Cabinet. The document is submitted to the District Governance Council (DGC) and constituent groups for review and feedback. The document is then sent to the governance councils at the SDCCD credit colleges and SDCE for their review and input. Feedback is returned to the DGC for review. The document is then returned to the Vice Chancellor from where the document was initiated to prepare a final version of the policy for approval by the Board. The procedure is approved by the Chancellor after it is reviewed by DGC.

KEY EVIDENCE

→ SDCCD Board Policies

→ SDCE Faculty and Staff Handbook

→ SDCCD Board Policy 3100

→ Student Rights, Responsibilities, and Code of Conduct webpage

Board policies are placed on the Board agenda for the first and second readings for approval. Administrative Procedures are reviewed by the Chancellor for approval and signature. Once the policies and procedures are approved, they are published to the SDCCD Board of Trustees webpage (3.2.48).

Changes to administrative procedures are approved by the Chancellor after comprehensive review and consultation by the governance councils and committees, as well as constituent groups throughout the institution. Changes to policies and procedures are shared with stakeholders at meetings, including Convocation, Flex, and department meetings.

To ensure integrity and compliance with state and federal law, the District subscribes to the Community College League of California Policy and Administrative Procedure Service, which provides semi-annual updates to policies and procedures based upon changes to laws and regulations.

Figure 3.2.4: SDCCD Policy and Procedure Development Process
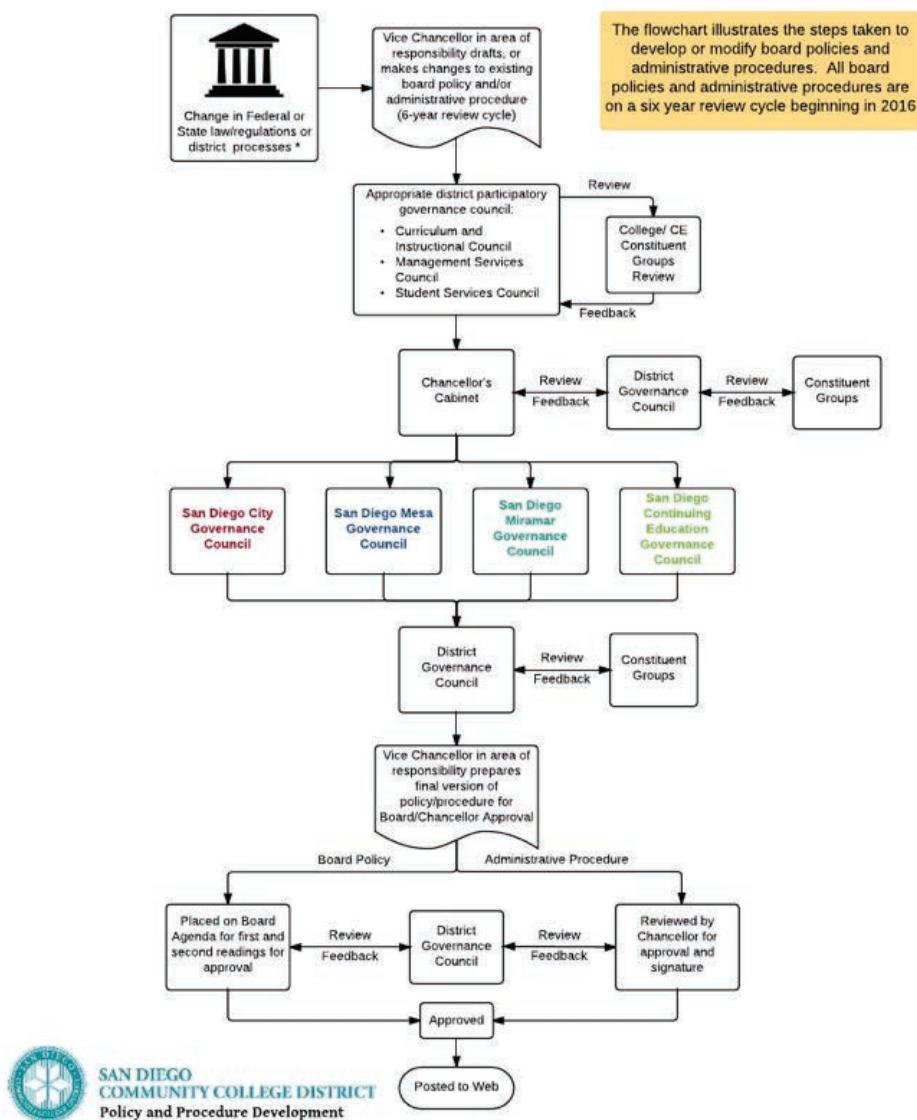
Faculty, Staff and Student Input

Faculty, students, and staff members have several established mechanisms for providing input into institutional decisions at the District level as well as at the SDCE level. These mechanisms include participation in governance councils, governance committees, and task forces, as described in the *SDCCD Administration and Governance Handbook 2016-2017*:

PARTICIPATORY GOVERNANCE GROUPS
Governance Council: Representative body of individuals with expertise in a related area, delegated to deliberate and make decisions as well as policy recommendations to the Chancellor's Cabinet.
Governance Committee: Convened to deliberate, research, coordinate and/or to perform a specific function or make recommendations on matters related to a specific area. Committees are organized to be subordinate to the Governance Councils who are the primary governance bodies.
Task Force: Ad hoc groups periodically convened for a specific task or issue until resolved.

Additionally, faculty, staff, and students provide input into institutional decisions through participation on the Academic Senate, on the Classified Senate, and in the Associated Student Body (ASB) groups established at all five SDCE campuses and at CE Mesa. They can also get involved in collective bargaining agreement leadership through the American Federation of Teachers (AFT) and in site councils at some campuses, where they can provide feedback and offer suggestions for campus improvement. Finally, faculty and staff can provide direct input to the President of SDCE through regular forums with President held at each campus.

The Site Council at the César E. Chávez Campus, which was established within the first three months of the campus opening in September 2015, for example, requested that suggestion boxes be posted in the lobby, in the student eating area, and online. This request is currently under consideration by classified staff and student leadership at the campus. The dean determined that suggestion boxes be posted in the student eating area only. The Mid City site council has been ongoing for many years. The site council meets monthly during the fall and spring semesters to discuss issues that affect the campus.

Additional Online Indicator

INDICATOR

2.5

The school evaluates the effectiveness of online processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all online courses.

SDCE does not have any fully online programs. All programs with online components are hybrid and students and staff use the same processes and procedures as those used in regular programs. Students in hybrid programs register for the course in a classroom with the instructor. The District's Online Learning Pathways (OLP) offers extensive training (3.2.49) to faculty and staff in the use of the Blackboard Learn Course Management System, online pedagogy, and general educational technology applicable to online learning. Each semester, a series of general instructional technology seminars pertinent

SDCCD Online Learning Pathways Training

to both online and classroom instruction is offered. These seminars may be face-to-face, online synchronous, or online asynchronous. Topics addressed include media production, accessibility, mobile learning, and many more.

School's Strengths and Key Issues

Strengths:

- Strong consistent leadership at the top executive levels, including the governing board.

- Strong oversight and internal controls that have resulted in four straight years of "perfect" audits.

- The Chancellor's emphasis on communication and transparency.

Key Issues (Prioritized):

1. We need more formal evaluations of our governance structure.

2. We need a more integrated planning process which is comprehensive and systematic in evaluating short and long term needs of the institution.

3. We need a systematic review of leadership job descriptions to assure that planning of similar descriptions is comprehensive and integrates resources.

4. We need to establish a repository for historical records of institutional planning efforts and processes.

Chapter 3 Criterion 2 List of Evidence Documents

3.3.1 SDCCD Board Policy 2015 → http://www.sdccd.edu/docs/policies/Board%20Operations/BP%202015.pdf

3.3.2 SDCCD Board Policy 2100 → http://www.sdccd.edu/docs/policies/Board%20Operations/BP%202100.pdf

3.3.3 SDCCD Board Policy → http://www.sdccd.edu/public/district/policies/policies-print.shtml

3.3.4 Administration & Governance Handbook 2015-2016 → http://www.sdccd.edu/docs/employee/AdminGovHandbook.pdf

3.3.5 SDCCD Board Policy 0010 → http://www.sdccd.edu/docs/policies/District%20Governance/0010.pdf

3.3.6 Administration & Governance Handbook 2015-2016 → http://www.sdccd.edu/docs/employee/AdminGovHandbook.pdf

3.3.7 SDCE Governance Handbook 2016-2019 → http://www.sdce.edu/organization/governance

3.3.8 SDCE Executive Governance Council → http://www.sdce.edu/organization/governance/executive-governance-council

3.3.9 SDCE Academic Senate → http://www.sdce.edu/organization/governance/academic-senate

3.3.10 SDCE Classified Senate → http://www.sdce.edu/organization/governance/classified-senate

3.3.11 SDCCD of Functional Organization → http://studentservices.sdccd.edu/docs/accreditation/SDCCD_Accreditation_Functional_Map.pdf

3.3.12 SDCCD Delineation of Functions → http://studentservices.sdccd.edu/docs/accreditation/SDCCD_Delineation_of_Functions.pdf

3.3.13 SDCCD Board Policy 2715 → http://www.sdccd.edu/docs/policies/Board%20Operations/BP%202715.pdf

3.3.14 SDCCD Board Policy 2715 → http://www.sdccd.edu/docs/policies/Board%20Operations/BP%202715.pdf

3.3.15 SDCCD Board Policy 2710 → http://www.sdccd.edu/docs/policies/Board%20Operations/BP%202710.pdf

3.3.16 SDCCD News Releases, March 13, 2014 → http://www.sdccd.edu/rss/news20140313.shtml

3.3.17 SDICCCA website → https://interwork.sdsu.edu/main/sdiccca/

3.3.18 Women's Museum of California website → http://womensmuseumca.org/hall-of-fame/dr-constance-carroll

3.3.19 SDCCD NewsCenter, Sep 3, 2015 → http://www.sdccd.edu/newscenter/articles/president-carlos-turner-cortez-continuing-education.asp

3.3.20 School Head Brings New Perspective, SD Union Tribune, Aug 22, 2015 → http://www.sandiegouniontribune.com/news/2015/aug/21/unique-background-gives-educator-empathy-with/

3.3.21 Disruptive Innovation → http://www.claytonchristensen.com/key-concepts/

3.3.22 The Little Hoover Commission Written Testimony, June 23, 2011 → http://www.lhc.ca.gov/studies/activestudies/communitycollege/JUNE11Beebe.pdf

3.3.23 The Forgotten Majority, SD Union Tribune, March 18, 2012 → http://sdce.edu/sites/default/files/iep/self-study/evidence/c2/3.2.29_the_forgotten_majority_sd_union_tribune_march_18_2012.pdf

3.3.24 SDCE Supports MLK Parade, sdce.edu briefs → http://sdce.edu/organization/news/sdce-supports-mlk-parade

3.3.25 Hundreds of SDCE Students Celebrate MLK Jr., sdce.edu brief → http://sdce.edu/organization/news/hundreds-san-diego-continuing-education-students-celebrate-martin-luther-king-jr

3.3.26 SDCCD Board Policy 5020 → http://www.sdccd.edu/docs/policies/Instructional%20Services/BP%205020.pdf

3.3.27 Basic Skills Steering Committee → http://www.sdce.edu/organization/governance/basic-skills-steering-committee

3.3.28 SDCCD Leadership Academies → http://hr.sdccd.edu/epd/CLDA/cldatrain.cfm

3.3.29 SDCCD Board Policy 2510 → http://www.sdccd.edu/docs/policies/Board%20Operations/BP%202510.pdf

3.3.30 SDCCD Board Policy 0210 → http://www.sdccd.edu/docs/policies/District%20Governance/0210.pdf

3.3.31 SDCCD Board Policy 2310 → http://www.sdccd.edu/docs/policies/Board%20Operations/BP%202310.pdf

3.3.32 SDCCD Administration and Governance Handbook → http://www.sdccd.edu/docs/employee/AdminGovHandbook.pdf

3.3.33 SDCCD Institutional Research website → http://research.sdccd.edu/

3.3.34 SDCCD Board of Trustees meeting minutes, April 14, 2016 → http://sdce.edu/sites/default/files/iep/self-study/evidence/c2/3.2.40_sdccd_board_of_trustees_meeting_minutes_april_14_2016.pdf

3.3.35 Academic Senate meeting minutes, March 15, 2016 → http://sdce.edu/sites/default/files/iep/self-study/evidence/c2/3.2.41_academic_senate_meeting_minutes_march_15_2016.pdf

3.3.36 EGC Meeting Minutes, March 23, 2016 → http:// sdce.edu/sites/default/files/iep/self-study/evidence/ c2/3.2.42_egc_meeting_minutes_march_23_2016.pdf

3.3.37 SDCCD Board Policy 2510 → http://sdccd.edu/docs/ policies/Board%20Operations/BP%202510.pdf

3.3.38 SDCCD Administration and Governance Handbook 2015-2016 → http://www.sdccd.edu/docs/employee/ AdminGovHandbook.pdf

3.3.39 Districtwide Participatory Governance Structure Self-Assessment Spring 2015 → http://research.sdccd.edu/ docs/Rsrch%20Reports/Assessment/Participatory%20 Governance%20Evaluations/2015/Summary_Report_ v03.pdf

3.3.40 Districtwide Participatory Governance Structure Self-Assessment Spring 2015 → http://research.sdccd.edu/ docs/Rsrch%20Reports/Assessment/Participatory%20 Governance%20Evaluations/2015/Summary_Report_ v03.pdf

3.3.41 SDCCD Institutional Research and Planning website → http://research.sdccd.edu/Research-Reports/ assessment.cfm

3.3.42 CE 2015 Employee Feedback Survey → http://research. sdccd.edu/docs/Accreditation/2015%20Surveys/ CE%202015%20Employee%20Survey%202015%20 v1%20051115.pdf

3.3.43 SDCCD Administration and Governance Handbook 2015-2016 → http://www.sdccd.edu/docs/employee/ AdminGovHandbook.pdf

3.3.44 SDCCD Board Policies → www.sdccd.edu/public/ district/policies/

3.3.45 SDCE Faculty and Staff Handbook → http://employee. sdce.edu/sites/default/files/facultyhandbook.pdf

3.3.46 SDCCD Board Policy 3100 → http://www.sdccd.edu/ docs/policies/Student%20Services/BP%203100.pdf

3.3.47 Student Rights, Responsibilities, and Code of Conduct webpage → http://sdce.edu/services/student-rights-responsibilities.htm

3.3.48 SDCCD Board Policies → http://www.sdccd.edu/public/ district/policies/

3.3.49 SDCCD Online Learning Pathways Training → http:// www.sdccdonline.net/faculty/training/

FACULTY AND STAFF

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

INDICATOR

3.1

The school employs personnel who are qualified by appropriate education, training, and experience in line with its school mission and SLOs.

SDCE ensures that all personnel are qualified by appropriate education, training, and experience through strict adherence to the hiring policies and procedures established by the San Diego Community College District (SDCCD) and the California Community Colleges Chancellors' Office (CCCCO).

Minimum Qualifications

In line with the above, all SDCE faculty possess at least the minimum qualifications as specified by the CCCCO in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, (3.3.1) and reaffirmed through SDCCD Board Policy 7120: Recruitment and Hiring (3.3.2), or equivalent. These qualifications are upheld as the benchmark for SDCE programmatic needs throughout the entire recruitment and hiring process for contract and adjunct faculty, as described in SDCCD administrative procedures AP 4200.5 Continuing Education Contract Faculty Hiring Procedure (3.3.3) and AP 4200.2: Employment of Instructional Staff – Adjunct (3.3.4).

A candidate for a faculty position who does not meet the minimum qualifications for the position may request a determination of equivalency to the minimum qualifications, as stated in Education Code 87359, Article 2, Assembly Bill 1725 (1988) (3.3.5). The determination of equivalency and recommendation to the Board is exclusively reserved for the Academic Senate through the processes outlined in SDCCD AP 7211: Equivalency Determination Procedure (3.3.6).

SDCCD Board Policy 7120

SDCCD Administrative Procedure 4200.05

SDCCD Administrative Procedure 4200.2

SDCCD Administrative Procedure 7211

Screening Committees

SDCE ensures the qualifications for each position are closely matched to specific programmatic needs and aligned with the SDCE's mission to provide "...accessible, equitable, and innovative quality education and support services to diverse adult learners in pursuit of lifelong learning, training, career advancement, and pathways to college" (3.3.7) by carefully following the administrative procedures pertaining to appointments to screening committees and developing appropriate screening criteria and questions to screen and interview candidates.

FACULTY SCREENING COMMITTEE MEMBERSHIP
Resident Dean or Associate Dean
Program Chair
Two or more discipline experts
Outside representative if appropriate
EEO representative

Faculty and staff serving on screening committees are appointed by the Academic Senate, the Classified Senate, and administrators. All faculty and staff who serve on screening committees have SDCCD Equal Employment Opportunity (EEO) and Diversity certification indicating that they have participated in SDCCD EEO training within the three years prior to serving on the screening committee (3.3.8). In addition, each screening committee includes a designated EEO representative who assures that the committee process adheres to all EEO and nondiscrimination goals and procedures. For faculty screening committees, in addition to the Dean, Program Chair, and EEO representative, the committee membership includes faculty who are subject matter experts in specific disciplines, and, if appropriate, outside representatives from private industry, career services, or another institution. For Classified staff, committee membership includes an administrator or supervisor, an EEO representative, and at least one other committee member.

Meeting the Learning Needs of All Students

SDCE determines the number of faculty and staff members needed to meet the learning needs of all students by means of integrated planning through participatory governance processes and groups including the annual Program Review, the SDCE Strategic Plan, and hiring priority committees. This process is also informed by a variety of initiative mandates which provide funding to SDCE including CalWORKS, the Student Success and Support Program (SSSP), Student Equity Program (SEP), and Adult Education Block Grant (AEBG).

Program Review. The SDCE Program Review, which operates as on a six-year-cycle, includes an annual process whereby programs review student demographic, enrollment, and learning data to evaluate how student needs are met and how programs can be improved. A five-year data summary table (3.3.9) is provided to the program leaders by the research and planning analyst in the Institutional Effectiveness Office. These data tables include information pertaining to the specific program as well as information pertaining to the institution as a whole. Program Review authors comment on these data by completing the Program Review Data Form A template which is also provided to them. With the implementation of the new integrated planning processes, the

2016-17 annual program review reports will incorporate the forms for facility, faculty, and staff resource requests.

Strategic Plan. During the 2015-2016 academic year, the *2016-2021 Strategic Plan* (3.3.10) was developed under the leadership, first of the President and Vice Presidents, and then of the newly formed Office of Institutional Effectiveness. This Strategic Plan summarizes data from numerous sources, including regional, state, and national demographics, labor market information and trends, and issues identified by internal and external stakeholders. As the guiding document for integrated planning at SDCE, the *2016-2021 Strategic Plan* is also used to inform the program review and resource allocation processes.

Hiring Priority Committees. The SDCE Faculty Priority Hiring Committee and the SDCE Classified Hiring Priority Committee were created in 2013 and 2014, respectively, to review the vacant positions resulting from the Districtwide hiring freeze as well as new vacancies created by retirements or structural changes (3.3.11). These hiring committees, comprised of administrators, senate representatives, faculty, and staff, meet regularly to discuss hiring priority lists and make recommendations to the Executive Governance Council (EGC) for final recommendation to the President. In the newly implemented integrated planning process, the Faculty Priority Hiring Committee reviews requests for faculty hires that are submitted through the annual program review process. Each request addresses principles that the institution seeks to fulfill in hiring new faculty, including plans to create a diverse applicant pool for the position, student-centered teaching techniques, and areas of the curriculum to be addressed. Requests are evaluated using established guidelines and a ranked list of positions is then submitted to the EGC for further review and recommendation to the President.

INDICATOR

3.2

The school's hiring process is marked by clear communication regarding job descriptions, expected job skills, and procedures for the selection of personnel.

The SDCCD Hiring Process

As defined in Administrative Procedure 4001.1 Personnel Administration (3.3.12), all positions are created and all appointments are made by the SDCCD Board of Trustees. Matters within the scope of collective bargaining are addressed in the SDCCD Classifications Collective Bargaining Agreements (3.3.13).

The San Diego Community College District (SDCCD) Employment Office facilitates all new employment, as well as promotions and transfers, related to academic and classified job opportunities (3.3.14). The recruitment and hiring process for all personnel follows the SDCCD Board policies and administrative procedures. Faculty, staff, and administrators participate at all steps of the process, including applicant screening, interviewing, and selection, in accordance with SDCCD, California Community Colleges Chancellor's Office (CCCCO), and EEO regulations (3.3.15) and best practices.

Recruitment and hiring of contract faculty. The recruitment and hiring process for contract faculty is described in SDCCD administrative procedures

2016-2021 Strategic Plan

SDCE Governance Handbook 2016-2019

SDCCD Employment Office website

SDCCD EEO and Diversity Office website

AP 4200.5 Continuing Education Contract Faculty Hiring Procedure (3.3.16).
The process involves the following steps:

1. The Selection Committee is established.

2. The Selection Committee prepares the job description, which includes the minimum qualification, specific responsibilities of the assignment, and the skills necessary to carry out the assignment.

3. The EEO Site Compliance Officer reviews the job description and forwards it to the District Equal Employment Opportunity Officer for final review.

4. Human Resources and the Selection Committee Chair coordinate a recruitment campaign. Job announcement fliers are posted at all SDCCD sites for at least four weeks.

5. Human Resources collects and presents to the Selection Committee the application documents from applicants, including the SDCCD application form, letters of recommendations, references, and transcripts, the supplemental application form, the equivalency evaluation form for applicants declaring equivalency to the minimum qualifications, and any other materials specified in the job description. Human Resources also informs the Selection Committee Chair of the diversity profile of the applicant pool.

6. The applicant pool is approved by the Selection Committee and the SDCE President or an extension of the recruitment period is requested.

7. The applicant pool is screened with respect to evidence of applicants':
   o subject area knowledge and competency

   o teaching and communication skills

   o commitment to professional growth and community service

   o awareness of the diverse academic, socio-economic, physical ability, and ethnic backgrounds of the student body

   o teaching demonstration (if required)

8. The Selection Committee interviews the nominated candidates to discuss their strengths and weaknesses relative to the criteria established by the job description. The committee may request a second interview and check the references of the finalists.

9. The committee formulates its recommendations and submits an unranked list of the best qualified finalists to the President.

10. The President reviews the list and each finalist's file and references. The President may also make independent inquiries and conduct interviews with the finalists.

11. The President, in consultation with the Selection Committee, selects the finalist(s) for recommendation to the Chancellor. If the President and the Selection Committee cannot reach agreement the position may be reopened.

12. The Chancellor reviews and approves the President's selection(s).

Recruitment and hiring of adjunct faculty. The recruitment and hiring process for adjunct faculty is described in AP 4200.2: Employment of Instructional Staff – Adjunct (3.3.17). The SDCCD Human Resources (HR) department collects applications through the website and compiles a file for

SDCCD Administrative Procedure 4200.05

SDCCD Administrative Procedure 4200.2

use by the deans and chairs, who screen the applications for program or service area needs. Once the program makes the determination and recommends a candidate for hire, Human Resources verifies the minimum qualifications and processes the employment paperwork accordingly.

Recruitment and hiring of classified staff. The duties of classified employees, that is, those employed in nonacademic positions, both contract and hourly short-term, are prescribed by the Board, as stated in Board policy BP 7230: Classified Employees (3.2.18). Job classifications are based on duties and responsibilities in relation to the programs and services the position serves. Human Resources assures that qualifications for each position are closely matched to the specific programmatic needs by relying on the requirements identified by the hiring manager, the requirements contained in bargaining agreements, the review of work to be performed, and the review of the job description. As duties and responsibilities change, the position may be reclassified. Classified employees are hired subject to a probationary period of up to one year.

Recruitment and hiring of managers. The hiring for vacant management positions is guided by District procedures and the provisions of the Management Employees Handbook (3.3.19).

Contracts for the positions of vice president can be given for up to three years, based upon recommendation of the President and approval of the Chancellor. All other academic manager contracts can be given for up to two years. Academic employees promoted to management positions retain their prior tenure earned with the District.

Classified employees promoted to management positions attain permanency in a new classification upon the completion of six months of satisfactory service. New classified management employees are considered probationary until they complete one year of service, upon which they become permanent.

Job Descriptions

Job descriptions for academic positions are prepared by the selection committee. The description must include a clear statement of the minimum qualifications, specific responsibilities of the assignment, and the skills necessary to carry out the assignment. The description may also include specific qualifications, such as licensure or certification, to meet specific needs of the program, or other measures the committee deems necessary. Following the review by the SDCE EEO Site Compliance Officer, the job description is forwarded to the District Equal Employment Opportunity Officer for final review.

In the case of classified positions, the District provides current classification descriptions (3.3.20) of active job positions. Classification descriptions which include functions, duties, and qualifications for the position are created and updated by Human Resources in collaboration with appropriate faculty and staff throughout the District.

Job Advertisement

All job announcements for academic positions include the minimum qualifications, as well as information related to equivalency. In addition, job

postings include specific qualifications, such as licensure or certification, needed in order to meet specific programmatic needs.

All open positions are advertised in a transparent manner. Open positions are posted on the SDCCD Employment Opportunities website (3.3.21) and available for public viewing for at least four weeks. In addition, the District routinely utilizes broad advertising campaigns that target a very diverse population and advertising media focused on employment in higher education, as well as niche advertising for highly specialized and hard-to-fill disciplines. Encouragement for qualified academic applicants is provided in the form of travel reimbursement for interviewees and potential relocation reimbursement for selected candidates. This comprehensive approach is in support of reaching the most qualified candidates for faculty positions within SDCCD.

Verification of Qualifications

The SDCCD Human Resources Department verifies the qualifications of applicants and newly hired personnel in accordance with board policies. As defined in BP 7120: Recruiting and Hiring (3.3.22), all academic employees shall possess the minimum qualifications for their positions as prescribed in the Minimum Qualifications for Faculty and Administrators in California Community Colleges (3.3.23) and adopted by the CCC Board of Governors and the SDCCD Board of Trustees. Per the initial salary placement rules, vocational positions are required to provide a minimum of six years of professional experience plus the appropriate license or certificate if required for that discipline or Bachelor's degree or equivalent foreign degree. If an individual has a foreign degree, there is a clearly defined process whereby an applicant is required to have their foreign degree evaluated by an agency approved by the National Association of Credential Evaluation Services (NACES) (3.3.24) (3.3.25). The selection committee can use that evaluation in the same manner as a transcript to determine if the applicant meets the minimum qualifications or equivalency.

As an alternative to meeting the specific qualifications outlined in the Minimum Qualifications for Faculty and Administrators in California Community Colleges, the SDCCD Academic Senates developed AP 7211: Equivalency Determination Procedure (3.3.26), whereby an applicant who requests a review for equivalency must provide conclusive evidence that he or she has qualifications that are equivalent to the required minimum qualifications. The request is reviewed for consideration by the Equivalency Subcommittee of the Screening Committee. Approved equivalency requests are forwarded to Human Resources for a secondary procedural review, initial salary placement determination, and placement in the personnel file.

SDCCD strongly encourages faculty to continue their education in pursuit of higher degrees, certification, licensure, and any measures that enable the faculty member to be a life-long learner and well prepared to serve the academic needs of the SDCE student population.

INDICATOR

3.3 The school develops personnel policies and procedures that are clearly communicated to all employees.

San Diego Community College District (SDCCD) systematically establishes, publishes, communicates, and adheres to personnel policies and procedures

SDCCD Employment Opportunities website

SDCCD Board Policy 7120

SDCCD Administrative Procedure 7211

that are available for information and review.

Personnel Policies and Procedures

Personnel policies and procedures are developed and updated by the SDCCD Human Resources department, in compliance with changing laws and regulations. Draft policies and procedures are reviewed via participatory governance. Specifically, they are reviewed by the Chancellor's Cabinet and discussed and evaluated by the District Governance Council (DGC) (3.3.27), a standing council comprised of students, faculty, and staff representatives from throughout the District charged with advising the Chancellor on the development and effects of policy implementation among other duties. Final approval of policies is via action by the SDCCD Board of Trustees.

All board policies and procedures are readily available to students, staff, and the public through the District's website (3.3.28). When a policy or procedure is implemented or changed, it is communicated by way of notice to the Academic and Classified Senates, as well as the DGC. The District also periodically sends out notices, via the Vice Chancellor of Human Resources, to all employees highlighting various personnel policies and procedures.

The District makes every effort to administer its personnel policies and procedures equitably and consistently. In support of that, the District has policies and procedures that require equity in its employment and personnel matters. The Administrative Procedure AP 4001.1: Personnel Administration (3.3.29) describes employee agreements and their implementation and provides for the establishment of a District manual to provide for the orderly dissemination of implementing instruction to District management and supervisory staff. In addition, the District provides periodic training to managers and supervisors on the appropriate and equitable application and implementation of personnel policies and procedures. In addition, SDCE issues a SDCE Faculty and Staff Handbook (3.3.30), which includes information pertaining to selected personnel policies for SDCE.

SDCCD Administrative Procedure 4001.1

SDCE Faculty & Staff Handbook

SDCCD Code for Professional Ethics

SDCCD has a rich history of supporting professional ethics among all of its personnel and has long had policies that address it. These policies may differ slightly from group to group and in some cases have been developed according to underlying subject matter. The District has adopted BP 4460: Conflict of Interest (3.3.31) and AP 4460.2: Conflict of Interest (3.3.32). These policies and procedures apply to all District employees and specify activities which are inconsistent, incompatible, or conflicting with an employee's duties and require action by supervisory or management personnel. The District also established and adopted BP 7150: Civility and Mutual Respect (3.3.33), which applies to all members of the District community. The policy describes what types of behavior is unacceptable and unethical and how it will be addressed. The AFT Faculty Collective Bargaining Agreement (3.3.34), Appendix 1, includes a code of Professional Ethics specific to all faculty members. The Board of Trustees has also adopted a code of ethics specific to its members, BP 2715: Code of Ethics/ Standard of Practice (3.3.35).

SDCCD Board Policy 4460

SDCCD Administrative Procedure 4460.2

SDCCD Board Policy 7150

AFT Faculty Collective Bargaining Agreement

Professional ethics are also integrated into the District's hiring processes. All screening committees include an EEO Representative who is responsible for

ensuring that the screening committee members engage in the screening process in accordance with appropriate professional ethical standards. In addition, all members of the screening committee must be EEO certified and have taken EEO training within the past three years. In addition, professional ethics are addressed through professional development workshops, which have included Workplace Ethics, and MEET on Common Ground: Respect in the Workplace (3.3.36).

SDCCD Confidentiality Procedures

In accordance with California Education Code (§87031) and California Labor Code (§1198.5), every employee has a right to inspect his or her personnel records. In addition, employees have a right to be notified of and to review and comment on information which is added to their permanent personnel file.

San Diego Community College District secures and keeps confidential all personnel records. The Director of Employee Services is responsible for safekeeping the District's personnel records in the Payroll Office of the District Human Resources Department. A personnel file is maintained on each employee in a secure, locked room in the Payroll Office. Information contained within the personnel file is considered confidential and as such is shared only as required and to those with a need access to such information. The personnel file room is open to Human Resources and Payroll Department employees from 8:00 a.m. to 5:00 p.m. during the work week and remains locked during all other times.

Some personnel records are maintained electronically and some are in hard copy. Hard copy files are secured and limited to access within the Human Resources Division. Electronic access requires an assigned password. Passwords are changed at least twice a year to maintain security. The list of employees who have access to confidential personnel records is updated periodically and individuals who no longer require access are deleted from the list. The District operates under federal and state regulations regarding personnel records and privacy of employee data.

All personnel files are kept in confidence and are available for inspection only to authorized administrative employees of the District when necessary in the proper administration of the District's affairs or supervision of the employee. In order to gain access to their records, employees must initiate the process with a request for an appointment to view their file by contacting the Payroll Department. During the appointment, a member of the Payroll Department inspects the file with the employee, and copies can be requested at that time.

Consistent with Education Code Section 87031, every employee has the right to inspect personnel records pursuant to Section 1198.5 of the Labor Code. College administrators oversee the security and confidentiality of all staff and faculty records at the local level. In addition, the District has agreements with its bargaining units regarding provisions for employees to view their files. Every effort is made to secure and keep confidential the District personnel files. The language addressing the maintenance of personnel file contents and access to them are addressed in each of the SDCCD

SDCCD Collective Bargaining Agreements

Collective Bargaining Agreements (3.3.37).

INDICATOR

3.4

The school assures the effectiveness of its faculty and staff members by evaluating all personnel systematically.

The Evaluation Process

The District assures the effectiveness of its human resources through systematic evaluation of personnel. Evaluations are determined by the SDCCD policies and procedures, the SDCCD Human Resources Instruction Manual (3.3.38), the Meet and Confer Handbooks, and the various collective bargaining agreements (3.3.39) (3.3.40). Performance evaluations are a constructive, ongoing process which focuses on performance effectiveness and encourages improvement. As stated in the AFT Faculty Collective Bargaining Agreement (CBA) (3.3.41), for example, the purpose of evaluation of faculty is "to assess teaching effectiveness, to encourage professional growth, and to make informed decisions regarding retention, tenure, promotion, and salary advancement whenever appropriate."

Evaluation procedures for SDCE faculty are codified in Article XV, 15.2 of the CBA. The evaluation process involves classroom observations and utilizes four possible sources of assessment: self-evaluation, peer evaluation, administrator evaluation, and student evaluation. In the case of all faculty, except probationary faculty, three of the four sources must be used. In the case of probationary faculty all four sources must be used.

For SDCE counselors, the evaluation steps and process are outlined in the CBA, in Article XV, 15.1, separately from SDCE instructional faculty. SDCE Counselors are included under the responsibility of the Continuing Education President. For purposes of tenure and promotional review, the Tenure and Promotional Review Committee (TPRC) responsibility for Continuing Education Counselors are assigned as follows: City College has TPRC responsibility for ECC, Cesar Chavez, and Mid City; and Mesa College has TPRC responsibility for CE Mesa, North City, West City, and all DSPS Counselors assigned to any SDCE site or the District Office.

Effective teaching is evaluated based on classroom observations and the interview with the instructor. Instructional faculty are evaluated using the same evaluation instruments whether they teach in the classroom, online, or by using a combination of both instructional modes. The evaluation based on classroom observation is documented on the SDCCD CBA SDCE instructor evaluation form (3.3.42) through the administrator, peer, and self-rating of the instructor. The following criteria are used in the evaluation process:

- Presents information appropriate to course objectives

- Presents an organized lesson

- Presents subject matter in a clear and interesting manner

- Communicates effectively with students

- Offers evaluative feedback to students when appropriate

- Creates a positive classroom atmosphere which evokes participation and interaction

- Demonstrates classroom management skills

- Uses a variety of teaching strategies to accommodate different learning modalities

- Demonstrates rapport with the students

- Demonstrates sensitivity working with students of diverse cultural backgrounds, sexual and gender identities, and disabilities

Additionally, the following criteria are used upon the interview with the instructor: 1) Additional assessment is provided following the interview with the instructor; 2) Students are asked to provide their own rating of the instructor's effectiveness in addition to the administrator, peer, and self-assessment measures.

Per the current AFT Faculty Collective Bargaining Agreement, tenured faculty are evaluated at least once every three years. Probationary faculty are evaluated each year. Adjunct faculty assigned 50% or more of a full time assignment are evaluated every three years. All other faculty are evaluated as needed on an informal continuous basis. These evaluation cycles were implemented in 2015-2016.

Upon completion of the required evaluations, a face-to-face conference with the appropriate administrator is scheduled to discuss the proposed evaluation and recommendations for improved performance. A second evaluation may be made by SDCE President. Evaluations made by the administrator and the President are sent to the employee and placed in the District personnel file.

INDICATOR

3.5 Faculty members take ownership of student progress toward achieving stated Schoolwide Learner Outcomes.

Faculty members participate regularly in supporting student progress toward achieving Schoolwide Learner Outcomes in their roles as classroom instructors, counselors, and members of participatory governance committees at the program and institutional levels.

Faculty Participation in the Development and Implementation of SLOs

Faculty and staff regularly collaborate to discuss, write, revise, and update SLOs staff in support of the course outline and the competencies listed on the Course and Program Completion certificates. The following are examples of the roles of teachers and other staff members have in the development of SLOs:

- In the BIT program, faculty, under the direction of the program chair, viewed examples and websites with SLO design tools and tips when developing the course SLOs. Instructional assistants partnered with the faculty to write SLOs during program meetings prior to the start of the new semester. BIT faculty are developing the SLO assessment process for the program.

- In the CTE Automotive Collision and Refinishing program, SLOs are developed to align with the auto collision industry standards including Automotive Service of Excellent (ASE), National Automotive Technicians Education, Foundation (NATEF), and the Inter-Industry Conference on Auto Collision Repair (I-CAR). Each Auto Body course includes sections that align with the corresponding standards required for employment and certification. The use of multiple assessment sources allows faculty to better understand students' learning goals and identify students who are having difficulties and areas that need to be addressed.

- CTE Welding SLOs are developed by the faculty and staff in support of the course outlines and the competencies listed on the Course and Program Completion Certificates. The competencies, and resulting SLOs, are aligned with industry standards and certifications for welders.

- In DSPS courses, instructional faculty members have primary responsibility for developing SLOs, in collaboration with the counseling faculty and instructional assistants. SLO data helps faculty to measure student success and identify areas that need additional support. For example, the DSPS instructional program hires educational technicians who support students in the classroom, help identify struggling students, and, under the instructor's direction, work with those students to provide remediation and targeted instructional strategies.

- In the Emeritus program, all SLOs are vetted through the faculty at program meetings. Student outcomes are discussed and appropriate changes are made to the instructional methods when necessary. SLOs are also revised to better reflect the desired outcomes of the program.

- In the ESL program, faculty participate in the development of SLOs through the SLO Committee. A major accomplishment of the committee is the development of the writing SLOs for all levels. In Spring 2016, faculty were asked to submit the writing outcomes, including samples of student writing, for all core classes, and the data have been organized by the ESL Resource Office Administrative Technician. The ESL leadership team plans to study the SLO writing data and identify next steps for SLO implementation.

- In the Healthcare Careers program, SLOs have been developed for each course and are reviewed by the faculty to maintain course and program alignment with state certification requirements in the healthcare field. Students need to achieve all SLOs to be successful on the state-mandated certification exams. Lead faculty are working with the adjunct and new faculty to better incorporate SLOs into their syllabi and instruction.

Opportunities for the Discussion of Student Learning Data

Faculty, staff, and administrators meet throughout the academic year to analyze student learning data to ensure that students are achieving SLOs. During institutional FLEX activities, educational leaders and speakers provide trainings on SLO design and development. Institutional SLOs are presented at the annual convocation. At program meetings, faculty frequently discuss student learning data and market labor information related to their discipline in order to revise and update SLOs. SLOs are also discussed at participatory governance meetings, including the meetings organized and sponsored by the SDCE Academic Senate.

Programs follow different schedules of meetings to discuss student learning data and attainment of SLOs, and review and revise SLOs, as reflective of their individual program needs and circumstances. For example:

• Faculty in the ABE/ASE program meet on a yearly basis at the end of the academic year to generate ideas for the upcoming school year.

• The Career Technical Education Automotive and Welding faculty meet during program and discipline meetings, as well as advisory committees meetings.

• In DSPS, faculty meet during the fall and spring FLEX meetings. Throughout the semester, frequent email communication among DSPS counselors, Learning Disabled specialists, resource instructors, and educational technicians is vital in keeping abreast of the needs of DSPS students.

• In the ESL program, when the Writing SLOs were being developed, the SLO Committee convened several times during a semester, and faculty teaching the same level met regularly to design the SLOs for their level. Since the Writing SLOs were established, the leadership team consisting of the dean, program chair, assistant program chairs, and coordinators has monitored the SLO data to determine a need to provide mentoring to instructors on best instructional practices. The need to design SLOs for the other language skills (speaking, listening, and reading) is discussed.

• In the Healthcare Careers and Hospitality and Consumer Sciences programs, faculty gather at Convocation, Spring FLEX meetings, and subject matter workshops, as well as rely on e-mail and school mail, to discuss student learning data.

INDICATOR

3.6 The school provides all personnel with appropriate opportunities for professional development.

The SDCE Professional Development (PD) program is designed to provide faculty and staff with training and enrichment opportunities that are in direct support of student success. PD opportunities are made available to all SDCE employees through the efforts of the SDCE Office of Instructional Services, the SDCE PD and the SDCE Flex Committees, Academic and Classified Senates, and many activities offered at the program level. In addition to SDCE-organized activities, faculty and staff frequently participate in Districtwide PD events. Per AFT Faculty Collective Bargaining Agreement, SDCE faculty may be entitled to sabbatical leave for research, classes, travel, or other work to enhance their knowledge in their discipline.

District-Sponsored Professional Development

Leadership Development Academies. In support of the vision of the Chancellor and Board of Trustees for succession planning and continuity of leadership for the future of the District, professional development has been an important goal of the SDCCD strategic planning. Strategic Goal #4 of the SDCCD 2009-2012 Strategic Plan (3.3.43) was to "Establish Leadership Development Program/Academy in support of succession planning" and resulted in a number

of initiatives related to staff development and succession planning.

Strategic Goal #2 of the SDCCD 2013-2017 Strategic Plan (3.3.44) is to "(s)trengthen our institutional effectiveness through innovation, continuous process and systems improvement, staff development, and enhanced internal collaboration" with an objective to "expand the continuum of professional development opportunities for all faculty, staff, and administrators to be best prepared to respond to the evolving student needs and measures of student success."

SDCCD has put this objective into action by creating the Leadership Development Academies in 2009. These Academies continue to offer training in communication, self-management, leadership, team-building, time-management, diversity and inclusion, conflict management, ethics, strategic thinking and planning, and performance management. The four Academies target different segments of SDCCD personnel:

- Management Leadership Development Academy (MLDA) (3.3.45)

- Supervisory Leadership Development Academy (SLDA) (3.3.46)

- Classified Leadership Development Academy (CLDA) (3.3.47)

- Faculty Leadership Development Academy (FLDA)

Each year the SDCCD Board of Trustees publishes their Self-Evaluation and Accomplishments (3.3.48) which includes data on the participation in the *Leadership Academies According to the Leadership Academy Series Participants,* 2010 to 2016 (3.3.49) report there were 356 graduates of the Leadership Academies during that period including 75 SDCE faculty and staff. In addition, the Leadership Academy Mentoring Program has created 34 successful teams of mentors and mentees to further enhance the professional development of the Leadership Academies' graduates.

SafeColleges Online Training System. Several training opportunities are available to all employees through the Keenan SafeColleges Online Training System (3.3.50). SDCCD has partnered with Keenan as a training provider for Occupational Safety and Health Administration (OSHA)-approved courses, interpersonal and work related courses, sexual harassment prevention training, and many more. SDCCD employees have free access to these courses. Individual workshops are also provided to respond to specific departmental needs such as computer training, health improvement workshops, communication, and customer service.

Sabbatical leave for research, classes, and travel. Faculty are offered a professional development program that supports sabbatical leave for research, classes, travel, or other work to enhance their knowledge in their discipline, as outlined in Article XVIII of the AFT Faculty Collective Bargaining Agreement (3.3.51).

The sabbatical leave funds for travel and guest speakers are administered by the SDCE Academic Senate and available to SDCE faculty through an application process, as documented on the SDCE Professional Development website (3.3.52). Thanks to the reimbursement provided by these funds, faculty can select conferences, workshops, and other activities outside of the District

that are most relevant to their programs and classes. Faculty share their experiences at program meetings and are provided an opportunity to conduct a workshop with the broader SDCE community.

Professional development for SDCE adjunct faculty is outlined in Sections 18.5 of the AFT Faculty Collective Bargaining Agreement (3.3.53), which specifies that ancillary funds may be used to support adjunct faculty's participation in professional development activities

Article VIII, Section A4.3, outlines salary step and class movement based on successfully completed Educational Plans. Article VIII, Section A4.4, outlines salary class advancement based on an approved professional development plan.

SDCE FLEX Program

SDCE participates in the California Community Colleges Chancellor's Office (CCCCO) FLEX Program which provides five days of professional development per academic year. While SDCE faculty with 18-week instructional assignments are obligated to participate in these FLEX activities in lieu of instruction, all faculty and staff can attend a variety of FLEX activities during scheduled FLEX Days, as well as throughout the year. The CCCCO reimburses the institution for those faculty hours that are in lieu of instruction for obligated faculty. SDCE supports these professional development opportunities by funding special guest speakers, providing facilities and IT support, and encouraging the participation of all faculty and staff.

Currently, the school provides funding for a part-time FLEX Coordinator position. In addition to coordinating professional development for all SDCE programs, the FLEX Coordinator manages the FLEX registration and reporting system. According to the FLEX Coordinator report, from 2011/12 to 2015/16, a total of 1,347 workshops per year were offered to faculty averaging 269 per year. A total of 2,754 faculty attended those workshops, with an average of 551 faculty attending each year. During the same period, faculty reported 34,352 hours of FLEX activities, with an average of 6,870 hours per year (3.3.54).

SDCE faculty and staff can choose from an extensive schedule of FLEX workshops (3.3.55) conducted by outside experts and peers to keep faculty abreast of new trends in education and new developments in instruction. Recent FLEX training connected to student learning needs included workshops on SLOs and syllabi training: the *Spring 2016 SLO Reboot and Using Powerful Syllabi* presentation and program breakout sessions with Dr. Gary Williams, Assessment Specialist, Crafton Hill College was attended by more than 150 faculty, staff, and administrators; and that same spring the SDCE SLO/Program Review Coordinator developed and delivered five sessions of the *Create Your Class Syllabus Hands-On Training* workshops.

In addition to school wide workshops, several FLEX events are organized through programs and designed to serve specific needs of the programs. Many instructional programs use this time to focus on SLO development and assessment to inform the revision of existing, or creation of new, curriculum. The program meetings are also an opportunity for everyone to learn about new initiatives at SDCE.

FLEX Coordinator Report 2008-2016

FLEX Workshops 2010/11-2014/15

Evaluation of the SDCE Professional Development Program

SDCE Faculty FLEX Evaluation Survey. In compliance with California State Flex Program requirements and to ensure the relevance and value of SDCE professional development, the Flex Coordinator administers both an annual Faculty Flex Evaluation Survey and a Planning Survey. The results are analyzed and reported annually and then used by the Flex Advisory Committee to develop priorities for the scheduling of Flex workshops and trainings each year.

In 2014-2015, 97 respondents participated in the Faculty Flex Evaluation Survey, which included 14 questions (3.3.56). Ninety percent of the respondents "strongly agreed" or "agreed" that they "were able to" or "will" incorporate the information learned during a Flex activity into their teaching and instruction.

SDCE Flex Evaluation Surveys

In 2013-2014, 111 respondents participated in the Faculty Flex Evaluation Survey which included 14 questions (3.3.57). Ninety-three percent of the respondents "strongly agreed" or "agreed" that they "were able to" or "will" incorporate the information learned during a Flex activity into their teaching and instruction.

The Flex Advisory and SDCE Professional Development Committees both are involved in informal needs assessment and evaluation via their committee meetings. Their meeting minutes are posted regularly on the SDCE Professional Development Committee website (3.3.58).

The SDCE Professional Development Committee is currently seeking funding and support to develop an improved comprehensive professional development needs survey that would be administered to all SDCE employees. The goal of this effort is to identify both broadly shared institutional needs as well as the needs of the individual constituent groups: faculty, classified staff, and administrators, for professional development activities that are relevant and effective to the SDCE mission of ensuring student success.

SDCE Professional Development Committee website

SDCCD Office of Institutional Research and Planning Faculty Feedback Survey. The SDCCD Office of Institutional Research and Planning administers an employee feedback survey every three years. The results of the *Continuing Education 2015 Employee Feedback Survey* (3.3.59) conducted in spring of 2015 among contract and adjunct faculty, classified staff, managers, and supervisors (completed by 237 respondents, with a 39% response rate) revealed mostly positive feedback. Specifically, 67% of the respondents in 2015 (and 69% of the respondents in 2012) indicated they were satisfied with the overall quality of SDCCD staff development.

CE 2015 Employee Feedback Survey

INDICATOR

3.7

The school regularly evaluates all non-teaching support staff members and provides direction and support for improvement of their skills.

Evaluation of Non-Teaching Staff

The District assures the effectiveness of its human resources through formal and informal evaluation. Evaluations are determined by the SDCCD policies and procedures, the SDCCD Human Resources Instruction Manual (3.3.60), the Meet and Confer Handbooks, and the various collective bargaining agreements

SDCCD Human Resources Instruction Manual

(3.3.61). Results of formal evaluations are used as mechanisms for growth, to assess effectiveness, and to identify measures necessary to correct deficiencies in areas needing improvement. Informal, ongoing evaluation and feedback are provided on a regular basis by supervisors.

Classified employee evaluation. Evaluation procedures for classified employees employed in Office Technical, Food Service and Maintenance and Operation positions are codified in Article XVI of the AFT Guild Local 1931 American Federation of Teachers AFL-CIO Classified Staff Bargaining Unit Agreement with SDCCD (3.3.62). Although timelines for evaluations differ between probationary and permanent employees, the evaluation and appraisal forms remain consistent for all unit members. The evaluation process includes a supervisor evaluation and a self-evaluation using the Performance Appraisal Report Form included in Appendix D of the Agreement, followed by a mutual feedback conference. The parameters governing evaluation depend in part upon the classification of the individual and the permanency of the position.

Supervisory and professional employee evaluation. Procedures for supervisory and professional employees are outlined in Chapter XVIII of the Supervisory and Professional Administrators Association Handbook (3.3.63) and utilize the Supervisory and Professional Administrators Association Evaluation Form in Appendix C of the Handbook as an evaluation instrument.

Confidential employee evaluation. Confidential employees follow a similar format identified in Chapter VI of the Association of Confidential Employees Handbook with SDCCD (3.3.64) completing the Confidential Employee Evaluation form in Appendix C-1 of the Handbook.

Management employee evaluation. In contrast, management employees follow a survey process outlined in Chapter XVII and Appendix 4-A of the Management Employees Handbook (3.3.65). The process utilizes an external firm to disseminate and collect survey results based on 22 statements listed on the Management Feedback Survey. The survey is disseminated to a list of individuals developed by the manager in collaboration with his or her supervisor. The results are provided to the manager and the employee for discussion. The manager's supervisor completes the Management Evaluation Form consistent with the guidelines and time frames in the Handbook.

Professional Development for Non-Teaching Staff

Classified staff and administrators partake in numerous professional growth opportunities created by SDCE and SDCCD, including:

• Workshops offered through the SDCE FLEX Professional Development Program

• SDCCD leadership academies for classified and administrative personnel:

    ○ Management Leadership Development Academy (MLDA) (3.3.66)

    ○ Supervisory Leadership Development Academy (SLDA) (3.3.67)

    ○ Classified Leadership Development Academy (CLDA) (3.3.68)

• Occupational Safety and Health Administration (OSHA) approved and work-related courses offered through the Keenan SafeColleges Online Training System (3.3.69).

- Professional growth benefits, including tuition reimbursement and educational incentives, as outlined in the AFT Classified Collective Bargaining Agreement, Article XV (3.3.70).

Job Descriptions for Non-Teaching Positions

Classified positions are defined in BP 7230: Classified Employees (3.3.71) as those that are not academic positions. Job classifications are based on duties and responsibilities in relation to the programs and services the position serves. Classification descriptions are created and updated by Human Resources and include functions, duties, and qualifications for the position. Even though most classified staff job descriptions date back to the 1990s, the job duties are dynamic and descriptions are updated regularly to meet the needs of students, new grants, and legislation. As duties and responsibilities change, the position may be reclassified. The District provides current classification descriptions of active job positions on the Human Resources Department website (3.3.72).

The primary goal for classified staff is student success and customer service for internal and external stakeholders. Human Resources assures that qualifications for each position are closely matched to the specific programmatic needs by relying on the requirements identified by the hiring manager, the requirements contained in bargaining agreements, the review of work to be performed, and the review of the job description.

Non-Teaching Staff as Stakeholders in SDCE Programs

SDCE has a rich history of including support staff in the participatory governance process and the SDCE Classified Senate (3.3.73) which meets monthly is an example of that inclusion. Classified Senate representatives participate regularly in program, institutional, and District meetings and processes, including the SDCE Executive Governance Council and the District Governance Council.

Classified staff take an active role in student instruction by providing orientations to students in collaboration with and under the supervision of deans, instructors, and counselors, by participating in program meetings devoted to student testing and instruction, and by assisting students in the classrooms. In the ESL program, for example, the ESL Administrative Technician participates in the 231 Grant Committee meetings, contributing recommendations to enhance processes such as student orientation, registration, enrollment and instructional materials purchases. More than 20 ESL instructional aides participate in annual trainings that include tutoring and embedded instruction techniques. Some instructional aides provide tutoring to beginning level students in the classrooms and computer labs on a regular basis.

SDCCD Board Policy 7230:

SDCCD Classification Descriptions

Additional Online Indicator

INDICATOR
3.8
The school implements effective supervision and evaluation procedures in order to promote professional growth of online staff members.

SDCE's online instruction is provided through hybrid courses that are primarily online instruction with requisite face-to-face classroom instruction complementing the online component.

Evaluation of SDCE Online Instructors and Courses

SDCE instructional faculty are evaluated using the same evaluation instruments whether they teach solely in the classroom or using a combination of both instructional modalities, as described in AFT Faculty Collective Bargaining Agreement, Article XV, 15.2 (3.3.74).

Enrollment data and student feedback surveys provide additional measures of the effectiveness of online instruction. If high numbers of students drop from a particular SDCE online course, the instructional dean works with the instructor to identify strategies to improve enrollment. Student feedback surveys are typically administered at the end of the course and may be designed by the individual instructor or the instructional program team (3.3.75).

BIT Business course
satisfaction survey

Professional Growth Opportunities for Online Instructors and Staff

SDCCD Online Learning Pathways. Professional development and support for online instructors and staff is provided through the SDCCD Online Learning Pathways (OLP) (3.3.76) which offers extensive training in the use of the Blackboard Learning Management System, online pedagogy, and general educational technology applicable to online learning. Each semester, a series of general instructional technology seminars pertinent to both online and classroom instruction is offered (3.3.77). These seminars may be face-to-face, online synchronous, or online asynchronous. Topics addressed in the seminars include media production, accessibility, mobile learning, and many others as needs arise.

SDCCD Online Learning
Pathways

SDCCD Online Faculty Training and Certification Program. All SDCE online instructors are required to complete the SDCCD Online Faculty Training and Certification Program (3.3.78) offered through OLP before they teach their first online course. The program consists of 10 self-paced modules, where trainees learn the new online instruction tools and features and get updated on the latest Distance Education state and federal regulations (3.3.79). This training counts as a 20-hour FLEX workshop that is graded on successful completion. At the end, participants submit a short questionnaire regarding their satisfaction with the training (3.3.80). As of April 2016, it was completed by 11 SDCE instructors.

SDCCD Online Faculty
Training and Certification
course outline

Districtwide Distance Education Steering Committee. Faculty and staff have a role in coordinating the OLP training through the Districtwide Distance Education Steering Committee. The committee, comprised of representatives from each campus, advises OLP of faculty and campus needs pertaining to

SDCCD Online Faculty
Training and Certification
course outlines

training and instructional design assistance. OLP also collects credit college student feedback information through online course satisfaction surveys conducted in coordination with the SDCCD Office of Institutional Research and Planning (3.3.81), which is useful in informing Continuing Education distance education programming as well.

Virtual Training Company. In coordination with the SDCCD Human Resources Department, the SDCCD IT Department funds a 50-concurrent-user license account subscription with Virtual Training Company (3.3.82) for a self-paced, professional development service for all staff and faculty to remain current on over 100 products including Microsoft Windows, Microsoft Office products, programming languages, techniques and tools, Adobe products, Microsoft Certified Network Engineer training, SharePoint, SQL Server, AutoCAD, Java, Apple IOS, Final Cut, and many others.

Other online training opportunities. SDCE Academic Senate sponsors online instructors' attendance at professional conferences, for example, the Online Teaching Conference at the San Diego Convention Center, June 15-18, 2016, which are focused on successful teaching practices in an online environment. These instructors return to the District and offer additional FLEX workshops and presentations to improve SDCE's distance education.

School's Strengths and Key Issues

Strengths:

- Academic Senate that is responsive to faculty and student needs

- Classified staff involvement in participatory governance committees

- Customized training, such as FERPA regulations, for classified staff

- Diverse classified staff supporting equitable education for students

- Established administrative procedures for hiring faculty and staff

- Flexible work schedules for staff pursuing education degrees

- Hiring priority committees for faculty and classified staff

- Leadership Development Academies offered each year to classified, supervisory, management, and faculty employees through SDCCD Human Resources

- New faculty and staff hired for new programs to meet student and community needs

- Professional development for classified staff

- Professional development for faculty and staff, especially those in 100% contract positions

- Professional development for social and civil justice offered through the AFT/CFT Union

- Restoration of faculty and staff to levels before economic downturn

SDCCD online course satisfaction surveys

- Robust participatory governance structure

- Sabbatical leave and tuition reimbursement benefits provided through the collective bargaining agreement

- Safety, equity, civility, and social justice training such as Safe Zone, Stop the Hate, and C-CERT available to classified and academic employees

- Strong and stable work environment supported by collective bargaining agreements

Key Issues (Prioritized):

1. Lack of resources to facilitate faculty evaluations.

2. Administrative procedures for hiring faculty and staff do not reflect the online job application process and the process for adjunct faculty hires is too complex.

3. There is not a clear process in place to inform classified staff of new programs and courses.

4. Faculty need additional professional development for synchronous online learning.

5. Not enough Flex days to provide adequate professional development opportunities, especially for distance education and online learning.

Chapter 3 Criterion 3 List of Evidence Documents

3.3.1 Minimum Qualifications for Faculty and Administrators in California Community Colleges, January 2012 → http://californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/2014_MQHandbook/2014_MQHandbook_ADA.pdf

3.3.2 SDCCD Board Policy 7120 → http://www.sdccd.edu/docs/policies/Human%20Resources/BP%207120.pdf

3.3.3 SDCCD Administrative Procedure 4200.05 → http://www.sdccd.edu/docs/procedures/Human%20Resources/4200_05.pdf

3.3.4 SDCCD Administrative Procedure 4200.2 → http://www.sdccd.edu/docs/procedures/Human%20Resources/4200_02.pdf

3.3.5 Education Code 87359 → http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=87359

3.3.6 SDCCD Administrative Procedure 7211 → http://hr.sdccd.edu/docs/general/AP%207211%20Equivalency%20Determination%20Procedure%20-%20User.pdf

3.3.7 SDCE Mission & Vision Statements → http://www.sdce.edu/about/mission-statement

3.3.8 SDCCD EEO & Diversity Training → http://hr.sdccd.edu/docs/eeo/UPCOMING%20EEO%20TRAINING.pdf

3.3.9 Data Summary Table for ESL → https://sdce.edu/sites/default/files/iep/self-study/evidence/c3/3.3.11_data_summary_table_for_esl.pdf

3.3.10 2016-2021 Strategic Plan → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/strategic_plan.pdf

3.3.11 SDCE Governance Handbook 2016-2019 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c3/3.3.14_sdce_governance_handbook_2016-2019.pdf

3.3.12 SDCCD Administrative Procedure 4001.01: Personnel Administration → http://www.sdccd.edu/docs/procedures/Human%20Resources/4001_01.pdf

3.3.13 → http://hr.sdccd.edu/er/cba.cfm

3.3.14 SDCCD Employment Office → http://hr.sdccd.edu/employment/employindex.cfm

3.3.15 SDCCD EEO and Diversity Office → http://hr.sdccd.edu/eeo/eeoindex.cfm

3.3.16 SDCCD Administrative Procedure 4200.05 → http://www.sdccd.edu/docs/procedures/Human%20Resources/4200_05.pdf

3.3.17 SDCCD Administrative Procedure 4200.2 → http://www.sdccd.edu/docs/procedures/Human%20Resources/4200_02.pdf

3.3.18 SDCCD Board Policy 7230: → http://www.sdccd.edu/docs/policies/Human%20Resources/BP%207230.pdf

3.3.19 Management Employees Handbook 2014-2017 → http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Management.pdf

3.3.20 SDCCD Classification Descriptions → http://hr.sdccd.edu/classification/classdesc.cfm

3.3.21 SDCCD Employment Opportunities website → https://www.sdccdjobs.com/

3.3.22 SDCCD Board Policy 7120 → http://www.sdccd.edu/docs/policies/Human%20Resources/BP%207120.pdf

3.3.23 Minimum Qualifications for Faculty and Administrators in California Community Colleges, 2014 → http://californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/2014_MQHandbook/2014_MQHandbook_ADA.pdf

3.3.24 NACES → http://www.naces.org/

3.3.25 NACES → https://s3.amazonaws.com/pa-hrsuite-production/368/docs/50165226.pdf

3.3.26 Administrative Procedure 7211 → http://hr.sdccd.edu/docs/general/AP%207211%20Equivalency%20Determination%20Procedure%20-%20User.pdf

3.3.27 DGC → http://www.sdccd.edu/public/administration/dgc/

3.3.28 SDCCD Board Policies → http://www.sdccd.edu/public/district/policies/

3.3.29 SDCCD Administrative Procedure → http://www.sdccd.edu/docs/procedures/Human%20Resources/4001_01.pdf

3.3.30 SDCE Faculty & Staff Handbook → http://employee.sdce.edu/sites/default/files/facultyhandbook.pdf

3.3.31 SDCCD Board Policy 4460 → http://www.sdccd.edu/docs/policies/Human%20Resources/4460.pdf

3.3.32 SDCCD Administrative Procedure → http://www.sdccd.edu/docs/procedures/Human%20Resources/4460_02.pdf

3.3.33 SDCCD Board Policy 7150 → http://www.sdccd.edu/docs/policies/Human%20Resources/BP%207150.pdf

3.3.34 AFT Faculty Collective Bargaining Agreement →

http://hr.sdccd.edu/docs/employee%20relations/ Collective%20Bargaining%20Agreements/Faculty.pdf

3.3.35 → http://www.sdccd.edu/docs/policies/Board%20 Operations/BP%202715.pdf

3.3.36 → http://hr.sdccd.edu/eeo/eeoindex.cfm

3.3.37 SDCCD Collective Bargaining Agreements → http://hr.sdccd.edu/er/cba.cfm

3.3.38 SDCCD Human Resources Instruction Manual → http://hr.sdccd.edu/hrim/hrim.htm

3.3.39 SDCCD Collective Bargaining Agreements → http://hr.sdccd.edu/er/cba.cfm

3.3.40 AFT Collective Bargaining Agreements with SDCCD → https://aftguild.org/Contracts/contracts.html

3.3.41 AFT Local 1931 Faculty Bargaining Unit Agreement with SDCCD → http://hr.sdccd.edu/docs/employee%20 relations/Collective%20Bargaining%20Agreements/ Faculty.pdf

3.3.42 SDCCD CBA faculty evaluation form → https://aftguild. org/wp-content/uploads/2014/02/SDCCD-Faculty- CBA.pdf

3.3.43 SDCCD 2009-2012 Strategic Plan → http://www.sdccd. edu/docs/public/events/strategicPlan_2009-2012.pdf

3.3.44 SDCCD 2013-2017 Strategic Plan → http://www.sdccd. edu/docs/public/events/strategicPlan_2013-2017_ finalWeb.pdf

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3.3.46 SLDA → http://hr.sdccd.edu/epd/SLDA/sldatrain.cfm

3.3.47 CLDA → http://hr.sdccd.edu/epd/CLDA/cldatrain.cfm

3.3.48 Board of Trustees Goals, → http://www.sdccd.edu/ public/district/botgoals.shtml

3.3.49 LDA Participants 2010-2016 SDCCD CE.pdf → https:// sdce.edu/sites/default/files/iep/self-study/evidence/ c3/3.3.56_LDA_Participants_2010-2016_SDCCD_ CE.pdf

3.3.50 SDCCD Keenan SafeColleges → http://sdccd-keenan. safecollegessds.com/

3.3.51 AFT Faculty Collective Bargaining Agreement → http://hr.sdccd.edu/docs/employee%20relations/ Collective%20Bargaining%20Agreements/Faculty.pdf

3.3.52 SDCE website → http://employee.sdce.edu/ professional_dev

3.3.53 AFT Faculty Collective Bargaining Agreement → http://hr.sdccd.edu/docs/employee%20relations/ Collective%20Bargaining%20Agreements/Faculty.pdf

3.3.54 FLEX Coordinator Report 2008-2016 → https://

sdce.edu/sites/default/files/iep/self-study/evidence/ c3/3.3.61_flex_coordinator_report_2008-2016.pdf

3.3.55 FLEX Workshops 2010/11-2014/15 → https:// sdce.edu/sites/default/files/iep/self-study/evidence/ c3/3.3.62_flex_workshops_2010-11-2014-15.pdf

3.3.56 SDCE Flex Evaluation Surveys→ https://sdce.edu/sites/ default/files/iep/self-study/evidence/c3/3.3.63_sdce_ flex_evaluation_survey_2014-2015.pdf

3.3.57 → https://sdce.edu/sites/default/files/iep/self- study/evidence/c3/3.3.64_sdce_flex_evaluation_ survey_2013-2014.pdf

3.3.58 SDCE Professional Development Committee website → http://www.sdce.edu/organization/governance/ professional-development-committee

3.3.59 CE 2015 Employee Feedback Survey → http://research. sdccd.edu/docs/Accreditation/2015%20Surveys/ CE%202015%20Employee%20Survey%202015%20 v1%20051115.pdf

3.3.60 SDCCD Human Resources Instruction Manual → http://hr.sdccd.edu/hrim/hrim.htm

3.3.61 SDCCD Collective Bargaining Agreements → http://hr.sdccd.edu/er/cba.cfm

3.3.62 AFT Guild Local 1931 American Federation of Teachers AFL-CIO Classified Staff Bargaining Unit Agreement with SDCCD → http://hr.sdccd.edu/docs/employee%20 relations/Collective%20Bargaining%20Agreements/ AFT%20Classified%20Master%20CBA.pdf

3.3.63 Supervisory and Professional Administrators Association Handbook → http://hr.sdccd.edu/docs/ employee%20relations/Collective%20Bargaining%20 Agreements/Supervisory%20&%20Professional.pdf

3.3.64 Association of Confidential Employees Handbook with SDCCD → http://hr.sdccd.edu/docs/employee%20 relations/Collective%20Bargaining%20Agreements/ACE. pdf

3.3.65 Management Employees Handbook → http://hr.sdccd. edu/docs/employee%20relations/Collective%20 Bargaining%20Agreements/Management.pdf

3.3.66 SDCCD Leadership Development Academics → http:// hr.sdccd.edu/epd/MLDA/mldatrain.cfm

3.3.67 SLDA → http://hr.sdccd.edu/epd/SLDA/sldatrain.cfm

3.3.68 CLDA → http://hr.sdccd.edu/epd/CLDA/cldatrain.cfm

3.3.69 SDCCD Keenan SafeColleges → http://sdccd-keenan. safecollegessds.com/

3.3.70 AFT Classified CBA → http://hr.sdccd.edu/docs/ employee%20relations/Collective%20Bargaining%20 Agreements/AFT%20Classified%20Master%20CBA.pdf

3.3.71 SDCCD Board Policy 7230 → http://www.sdccd.edu/

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edu/classification/classdesc.cfm

3.3.73 SDCE Classified Senate → http://employee.sdce.edu/
classified/classified_senate

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→ http://hr.sdccd.edu/docs/employee%20relations/
Collective%20Bargaining%20Agreements/Faculty.pdf

3.3.75 BIT Business course satisfaction survey → https://
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c3/3.3.82_bit_business_course_satisfaction_survey.pdf

3.3.76 SDCCD Online Learning Pathways → http://www.
sdccdonline.net/

3.3.77 → http://www.sdccdonline.net/faculty/training/index.
htm

3.3.78 Online Faculty Certification Program → http://www.
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3.3.79 SDCCD Online Faculty Training and Certification
Course Outline → http://online2.sdccd.edu/
bblearntrain/2015_2016/outline.pdf

3.3.80 SDCCD Online Faculty Training and Certification
Course Evaluation → http://www.zipsurvey.com/
ItemFrequency.aspx?suid=51507&p=3424236867

3.3.81 SDCCD online course satisfaction surveys → http://
research.sdccd.edu/Research-Reports/surveys.cfm

3.3.82 VTC → https://www.vtc.com/
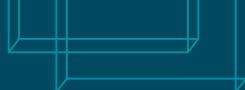
CHAPTER 3 *Criterion 4*
Self-Study Findings Based on the ACS WASC Postsecondary Criteria
CURRICULUM

Criterion 4: The school demonstrates a conscious effort to support student learning through the development of a challenging, coherent, and relevant curriculum that allows all students the opportunity to reach School wide Learner Outcomes (SLOs). The school's curriculum reveals its mission and SLOs and connects directly to current student learning needs. The school pursues current, research-based curriculum development information to keep its programs relevant and effective.

INDICATOR
4.1
The school has a documented curricular map that outlines courses of study necessary to reach stated outcomes, licensure requirements, or certificate expectations.

SDCE Curricular Map

SDCE class schedule. The SDCE website at www.sdce.edu is the primary source of information about SDCE programs, including certificate programs (3.4.1), and the current class schedule (3.4.2). It also includes detailed information about many individual courses available at a click through the online class schedule. The SDCE website is current, accurate, and easily accessible to prospective students and stakeholders. The website was recently revamped, which improved its organization, accessibility, and appeal.

Paper copies of the *SDCE Class Schedule* are sent out to residents and businesses in San Diego each semester. In addition to the listing and descriptions of all classes offered during the semester, the printed schedule includes information about programs, program requirements, class advisories and sequencing, and student support services. It features newly opened certificate programs and success stories of students who graduated from the programs.

The SDCE Public Information Office produces fliers with printed class schedules for individual instructional programs each semester and distributes them on the SDCE campuses and at community locations (3.4.3). Fliers which target

KEY EVIDENCE

SDCE online class schedule

CE Mesa Spring 2015 flier

specific populations of current and prospective students with information about individual courses, types of courses, or courses offered on particular days are also distributed widely.

SDCE course outlines. SDCE course outlines and courses of study are housed primarily in the Office of Instructional Services and are available upon request from that office. In addition, many programs maintain their course outlines, syllabus templates, and syllabus samples in the SDCE Public Folders, which are accessible to SDCCD employees online.

Course objectives and learning outcomes are listed in course outlines (3.4.4) and are stated to students via syllabi and reiterated in classes. Certificate expectations for programs are posted online, included in course syllabi, and communicated to students through teacher-developed rubrics and checklists. Faculty members from many of the instructional programs use the online platform Blackboard (3.4.5) or individual websites they have created to communicate course requirements as well as to provide course syllabi and supplemental materials to the students.

Diploma and Certificate Requirements

The requirements for diploma and certificate program completion are posted on the SDCE website, included in SDCCD and SDCE brochures and fliers, and incorporated into course syllabi. *Endless Possibilities* (3.4.6), for example, is a regularly updated SDCCD brochure which lists destination awards and required credits or noncredit hours for certificate and degree programs across the District, including SDCE. The Intermediate/Advanced ESL Student Guide has some of the certificate requirements embedded in a Test Record Sheet. The High School Diploma/GED Equivalency requirements are posted on the SDCE website (3.4.7). The SDCE website also provides detailed description of the SDCE certificate programs, including hours and competencies required for program completion (3.4.8) (3.4.9) (3.4.10) (3.4.11) (3.4.12) (3.4.13) (3.4.14). Certificate competencies are often printed on the back of the certificates (3.4.15) (3.4.16) (3.4.17) and students are made aware of
them at the beginning of the semester. Many instructors use checklists to keep students on track with certificate requirements throughout the course of the program (3.4.18).

Orientations. Program orientations are offered by various instructional programs to inform students about the course and program requirements prior to their enrollment. This process helps ensure students are making an informed and appropriate choice in enrolling in a particular program. The orientations also includes important campus information (e.g., bookstore hours, parking permits). The ESL orientation, for example, includes information about the course content of the different levels of instruction of core and special topic classes (3.4.19) and demonstrates pathways to other programs in SDCE and the colleges. A current goal is to provide all SDCE students with general SDCE orientation and specific program orientation before they start attending classes. Many of the career technical programs, including Business Information Technology, Hospitality and Consumer Services, and Healthcare Careers, provide information about different pathways and starting points for students.

Community outreach. Information about SDCE programs and courses is provided to the community through SDCE's extensive outreach efforts to K-12

VESL course outline

2015-2016 Endless Possibilities

Examples of descriptions of SDCE certificate programs

Certificates of ESL Program Completion

ESL certificate checklist

ESL Orientation slides

schools and community-based organizations. The community is also informed during industry advisory board meetings held by SDCE's career technical programs and during community forums and fairs organized at different campuses on several occasions (3.4.20). Social media, including Facebook and Twitter, as well as targeted newspaper and television ads, are another venue SDCE uses to provide information about its programs to all stakeholder groups.

Course Student Learning Outcomes (SLOs)

All SDCE course outlines are approved by the state and have goals and objectives. Currently all course outlines of record include the institutional SLOs, and many instructors are developing, refining, and updating course SLOs (see *SDCE Course Level SLOs* in the Appendix) for their class syllabi in alignment with the course goals and objectives. For example:

- In ABE/ASE, all course outlines include SLOs. These outlines are currently being revised to include the new College and Career Readiness Standards (CCRSs) which will also result in revisions to the related course SLOs.

- In BIT, courses and programs have clearly defined SLOs which align with the competencies students obtain in the course and are listed on the course and program certificates.

- In Career Technical Education, faculty have begun including clearly defined course SLOs in the development all new course outlines and are revising existing outlines to include relevant course SLOs.

- Each Emeritus course has four SLOs, which have been adapted from our Institutional SLOs to reflect the goals and objectives of each individual course. These course SLOs have been incorporated into class syllabi, and student assessment rubrics have been developed to evaluate student success as it relates to each individual SLO. Completed assessment tables are collected, data aggregated, and results graphed for Emeritus program review and institutional evaluation.

- The ESL program has developed comprehensive program SLOs for speaking, listening, reading/critical thinking, and writing, as well as level-specific SLOs for writing. There are also writing SLOs for Advanced Vocational ESL. In order to aid student learning progress and facilitate assessment, the ESL SLO Work Group developed rubrics (3.4.21) to score attainment of the writing SLOs for all levels and specific assessment tasks with rubrics to score attainment of the speaking SLOs for program completion (levels 3, 5, 7) (3.4.22) (3.4.23) (3.4.24).

- DSPS course SLOs were developed to support the Student Education Contract (SEC) process which defines the student's goals and objectives. Each student in the DSPS program has a SEC that is reflective of the course SLOs. The course SLOs are included in the syllabi for each course.

- All Hospitality Services and Consumer Sciences courses have SLOs that reflect the goals and objectives of those programs. Faculty include the SLOs in their syllabi.

Community Partners Forum presentation at César E. Chávez

ESL writing assessment rubrics

- All Parent Education courses have course SLOs, which are based on course outlines and included in course syllabi.

Connecting Resource Allocation to Curricular Needs

The primary source of SDCE funding is apportionment received from the state of California through SDCCD and is based on Full Time Equivalent Student (FTES) hours. This funding, often referred to as the general fund, pays all operational expenses for SDCE including those expenses that directly support instruction such as faculty salaries and instructional materials. Decisions about creating new courses and programs, the development of new curriculum, and resource allocation for that work are all part of SDCE's integrated planning structure. General fund support is present when a program relies on non-classroom hours allocated to program chairs, contract faculty's non-classroom hours, or FLEX credit to pursue curriculum development and improvement.

In addition to the general fund, the development and revision of course outlines and instructional materials are often funded through various federal and state sources. Examples of federal sources are Perkins CTEA and WIOA funding. Through the California Community Colleges Chancellor's Office (CCCCO) funds are available to SDCE via the Student Success and Support Program (SSSP), Instructional Equipment and Library Materials (IELM) funds, industry sector mini-grants, the CTE Enhancement Fund, and the Adult Education Block Grant (AEBG). Curriculum development goals are written into the work plans for these various funding sources, individual program strategic plans, and are typically referenced in the annual Program Review reports. As part of SDCE's new integrated planning infrastructure development, the objectives in these plans will be evaluated and an integrated resource allocation plan will be developed with an evaluative component to ensure completion of objective and stated outcomes are reached. Following are some examples of the ways in which faculty are accessing funding to support curricular needs:

- In ABE/ASE contract faculty's non-classroom hours and AEBG funds have been used to support curriculum development and revision.

- The Business and Information Technology (BIT) program used the CCCCO CTE Enhancement Funds (3.4.25) and industry sector mini-grants to support curriculum development for new programs and to purchase the related instructional equipment and materials. The program established a BIT Curriculum Task Force with a faculty member funded as a curriculum specialist through those two sources as well as AEBG in order to respond quickly to the changing student and industry needs.

- Funding for Career Technical Education (CTE) curriculum development and revision, as well as equipment, has come from a variety of sources, including Perkins CTEA, SB-1070 (Career Technical Education Pathways Program), IELM, AEBG, and the CTE Enhancement Fund (3.4.26), a one-time fund provided in 2014-2015 through California Community Colleges Chancellor's Office (CCCCO) to develop quality career technical education offerings in response to regional labor market needs. Recently, CTE applied for and received the California Apprenticeship Initiative Pre-Apprenticeship Grant to be used in 2016-2018, the objective of which is to create a regional framework to strengthen pathways into existing registered apprenticeships and to improve the preparation of students who plan to enter a technical

2014 CTE Enhancement Fund application

career. CTE is also planning to request funding from Deputy Sector Navigator for Advanced Transportation and Renewable Energy Sector, one of the seven sectors selected for the San Diego region, with the goal of enhancing its energy efficiency offerings.

- DSPS curriculum development support is funded through SSSP funds, the SDCE general fund, and other categorical funds. DSPS counselors and program chairs meet regularly to discuss curricular needs with the dean, who then works with the CE Budget Committee to articulate program needs and develop recommendations.

- The Emeritus program received ancillary assignments through the general fund in the past, but more recently relied exclusively on program chair hours, contract hours, and FLEX credits to write and update curriculum and to upgrade resources.

- ESL uses the federal Workforce Innovation and Opportunity Act (WIOA) Title II – Section 231 Grant (formerly the Workforce Investment Act (WIA) Title II – Section 231 Grant) IELM and AEBG funds to support curriculum development.

- In Healthcare Careers, curriculum development is the responsibility of all faculty members and curriculum is developed by instructors and program chairpersons. They report that funding is adequate for curriculum development.

- In the Hospitality Services and Consumer Services (HSCS) program the CTE Enhancement Fund was used for curriculum development and the purchase of related equipment and supplies. The program also Perkins CTEA funding to support instructional activities.

- In Parent Education curriculum development needs are supported through interdepartmental collaboration and sharing of funds.

INDICATOR

4.2 The school regularly reviews curriculum in order to ensure that the content taught in the classrooms is accurate and relevant.

SDCE Curriculum Committee

For California Community Colleges faculty, authority over the curriculum is codified in California Education Code section 70902(b)(7): "The governing board of each district shall establish procedures to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards." The SDCE Curriculum Committee (3.4.27), a committee of the Academic Senate, is charged with the responsibility of reviewing and approving curriculum and related Student Learning Outcomes (SLOs) as part of the authority assigned to academic faculty.

The committee, which consists of twelve members representing all nine instructional programs, meets once per month and is specifically responsible for:

- giving an overview of the paperwork, timeline, and meetings involved in developing a new course or revising an existing course;

- discussing the format of the outlines and giving specific directions to developers to ensure the outline conforms to SDCE outline template (3.4.28) (3.4.29)

- regularly providing reports from the District Curriculum Committee to Academic Senate (3.4.30), the Vice President of Instructional Services, and the Vice President of Student Services; and

- providing the Technical Review Committee, which consists of the Vice President of Instructional Services, the instructional analyst, the Curriculum Committee Chair, and the respective dean and faculty, with information prior to committee review. SDCE has also included a Curriculum Analyst position in the AEBG plan and budget beginning in the 2016/17 academic year.

SDCE CURRICULUM COMMITTEE MEMBERSHIP
1 chairperson (serving a two-year term)
1 administrator
1 classified staff member
9 faculty members

Curriculum Review Process

Faculty who wish to propose new or updated curriculum follow a rigorous review process. First, they meet with their Program Chair or Dean to review the proposal. The proposed course outline is then sent to the Curriculum Committee Chair and to the Technical Review Committee for review. Once reviewed, the course outline is placed on the Curriculum Committee meeting agenda and reviewed by the committee. The committee may approve with or without modification. Approval with modification is tentative with final approval granted once the prescribed modification is made. If the proposal is for new curriculum, the proposal is submitted to the District Curriculum Committee for additional review. In contrast, minor modifications to a course outline are not reviewed beyond the SDCE Curriculum Committee. The results of the committee meetings are documented in the minutes (3.4.31). Once approval is granted, the course outline is submitted to the Board of Trustees for review and approval and then to the California Community Colleges Chancellor's Office (CCCCO) for review and approval. The entire process can take several months to complete and until approval is given by the Chancellor's Office, the new course cannot be offered.

In the past, SDCE utilized CurricUNET to propose, develop, and maintain curriculum. The resources to support this technology were insufficient and the use of CurricUNET was terminated in the fall of 2014. Currently, the course outlines and related documentation are stored electronically in SDCCD shared folders and available on the SDCE website (3.4.32).

Curriculum Review as Part of the SDCE Integrated Planning Process

Allocation of resources for curriculum planning and new program implementation is managed within each program's plans. For example, the Business and Information Technology program implemented nine new programs over the last four years. They used Perkins CTEA funds, CTE Enhancement Funds, and industry sector mini-grants to fund the new program initiatives from curriculum development through instructional material purchases. The new integrated planning process will integrate the plans of all programs so that overall funding opportunities can be reviewed at the institutional level to best utilize all available funding including AEBG and WIOA funds.

Program Review. During the annual Program Review, programs are asked to respond in writing (3.4.33) to two questions directly related to curriculum:

- To what extent does the program regularly review curriculum to ensure that the content taught in the classrooms is accurate and relevant in light of changing student demographics? In community workforce needs?

- To what extent does the program support the instructional technology and other learning resources that are sufficient to facilitate the programs?

Requests for new faculty based on program needs such as enrollment data, student and community demand, curriculum changes, funding, labor market demands, or new facilities are also submitted in the annual program review process.

Integrated Planning

As part of the integrated planning infrastructure, programming planning including curriculum development will be identified through the program review processes along with other program needs. The SDCE integrated planning and resource allocation cycle includes a review of all requests coming through program review by the budget allocation committee.

In Spring 2015, SDCE submitted the San Diego Adult Education Regional Consortium (SDAERC) Final Plan (3.4.34) with recommendations to revise curriculum and develop online and hybrid courses in all programs, which was followed by several proposals to fund new innovative courses. The courses are now at various stages of development.

Curriculum Review at the Program Level

At the program level, curriculum review is an on-going process and involves the participation of the program dean, program chair, contract faculty, adjunct faculty, and supporting classified staff. Each program approaches curriculum review somewhat differently depending on its current needs and available resources. For example:

- Adult Basic Education/Adult Secondary Education (ABE/ASE) recently focused its efforts on revising its High School Diploma Program. New courses have been added and existing curriculum has been revised to ensure alignment with the revised high school equivalency exams and College and Career Readiness Standards (CCRSs). The resulting new Accelerated High School Program has brought a complete paradigm shift of the program.

SDCCD Program Review Data Form A

SDAERC Final Plan 2015

> The Accelerated High School Program has replaced the traditional instructional model based on independent study with an accelerated teacher-guided, subject-based cohort model. The program implements managed enrollment and a six-week schedule of classes. The revised curriculum integrates technology, raises standards to mirror the rigor of college expectations, and includes new STEM (Science, Technology, Engineering, and Mathematics) courses.

- In Business and Information Technology (BIT), curriculum review is done through the Curriculum Taskforce, which includes the dean, program chair, and faculty. The program has a policy of reviewing and modifying curriculum on a continual basis to meet the changing needs of the industry and create clear employment and career pathways for students. The review includes input from industry partners. New or revised programs are presented for approval almost on a monthly basis. Typically, there are one to two programs in the process of development or revision at any given time. Examples of the accomplished work include:

   ○ Creating and modifying existing courses to align with industry certifications (3.4.35)

> The Department of Defense (DOD) Directive 85701 requires members of the military, contractors, and employees with privileged access to a DOD system to obtain a commercial certification such as A+, Network+, and Security+. The defense industry and its subcontractors value these certifications. In response, BIT has created new certificate programs that include these certifications, such as the Desktop Tech program, which includes A+ and Network+, and the Security Essentials program, which includes Network+ and Security+.

   ○ Creating compact, targeted programs designed to accelerate students' goal achievement

> There has been a surge in demand for Linux System administrators. To help students take advantage of this demand, BIT has developed a new program certificate, Linux Server Administration, which can be completed in two courses in a single semester. Windows System Administration Program is another single-semester program currently offered. In the past, these courses could only be taken as part of a much larger two-semester program, Web Server Maintenance and Security. However, because of the commitment required to earn the certificate (over 850 hours across 36 weeks), many students were unable to complete the program.

   ○ Creating program pathways with stackable certificates

> Students who complete the entry-level Computer Repair Technician program, which is composed of two courses, can earn a second certificate, the Desktop Tech, by completing only two more courses: Basic Network Configuration and Windows Operating Systems. By completing one more course, Network Security Basics, they can earn an additional certificate, Security Essentials. By completing five courses, students can earn three certificates.

- In Career Technical Education (CTE), input from industry partners who serve on CTE Advisory Boards is critical as the program strives to identify new skill

competencies, as well as equipment requirements, to ensure that recent industry information has been captured in the curriculum and students are taught the most current skills required by industry today. The Quick Service Lube, Pre-Delivery Inspection Technician course and the Automotive Introductory and Safety course offered in Summer 2014 in the Auto program are two examples of courses added based on industry demand input:

- Automotive Introductory and Safety provides students with an overview of the automotive industry and a basic understanding of how each system within an automobile works. Students learn how to operate basic hand, power, and lifting tools, as well as the major measuring instruments and devices used by automotive technicians. This course is intended as a first course for automotive students or as a basic core course for the entire automotive program.
- Quick Service Lube, Pre-Delivery Inspection Technician provides students with an overview of automotive quick services and new/used vehicle preparation. It covers vehicle inspections, preparing estimates, changing fluids and filters, proper hazardous waste disposal, minor electrical repairs, and road-testing techniques. Students learn how to inspect and evaluate vehicle systems to determine if advanced levels of repairs are needed. They also learn how to identify and operate necessary equipment and tools.

- In English as a Second Language (ESL), curriculum review involves the 231 Committee (3.4.36), leadership team, and faculty participation through committees and focus groups. At an annual retreat in the spring (3.4.37), the 231 Committee members identify goals in the areas of curriculum, instruction, assessment, supplies/equipment, and staff development for the next academic year, which are then used to prioritize fund allocation. In spring 2016, for example, the committee allocated funds to revise ESL course outlines to implement College & Career Readiness Standards. Since the last Accreditation Team visit, ESL faculty under the direction of the EL Civics Coordinator have reviewed and updated several EL Civics units. As a result of the SLO Work Group's efforts to create ESL SLO rubrics, which started in 2010-2011 and continued until 2012-2013, the instructional materials and assessment tools for ESL writing and oral skills instruction were updated and refined at all levels. In spring 2015, in order to meet the needs of learners who are unable to attend on-site classes regularly due to work or family obligations, yet have the necessary technology skills to benefit from online instruction, the program submitted a proposal for AB86 funds to develop two new online courses (3.4.38):

231 Committee minutes, May 26, 2016

- The hybrid ESL/Citizenship course reflects the 2014 revision of the N-400 Application for Naturalization form and publication of the first USCIS guide to adult citizenship education, and offers a partially online class option to higher level ESL immigrant students who need assistance in the naturalization process.
- The asynchronous online Advanced Prevocational ESL course managed through the Blackboard LMS focuses on communication and reading skills for the workplace and academics. Apps such as Voicethread and Padlet are used to create a virtual classroom community and help students collaborate on practical tasks that involve writing and voice and video recording.

- Hospitality Services and Consumer Services (HSCS), which currently consists of three Foods/Nutrition/Culinary Arts programs and two Fashion and Sewing programs, continuously reviews its curriculum to respond to the

demands of the labor market and stay in line with new industry regulations and trends. In 2015-2016, three new programs were created and approved:

- Culinary Arts and Sciences is a new two-semester, 900-hour program with managed enrollment designed for beginning to intermediate skill level work, created to meet the demand for culinary-related education, which continues to be very high in San Diego.
- Advanced Culinary Arts is a two-course program, which will focus on culinary business and trends in culinary applications.
- Clothing Construction now includes an intermediate level clothing construction course. The inclusion of sustainable fashion and green sewing in the Fashion and Sewing program is a response to the industry trends towards small "maker" business development.

- In Parent Education, the review includes the examination of the Advisory Board input, local market demands and community needs, and student success, employment opportunities, and transfer readiness. The evaluation of a new Foster Parenting course is an example of this process.

During a meeting with county foster care representatives, Parent Education faculty learned that state guidelines had changed for licensing potential parents. Since the new requirements demand that foster parents be trained by the placement agency, Parent Education's current course was no longer relevant. It was also discovered through faculty efforts, community conversations, and review of county data that educational support is greatly needed after becoming a foster care parent. The state requires on-going parenting courses specifically geared for this population. While these are abundant in the east county area, it appeared to be an unmet need in the coastal regions, which are in the SDCE service area. As a result, the program is updating the curriculum and building stronger community collaborations with foster care networks.

Review and Update of Instructional Materials

SDCE has several processes in place to ensure that learning materials are providing accurate and up-to-date information for students.

Student interest and feedback surveys. Student surveys are used regularly by instructors to ensure that instructional content is relevant and appropriate for the students. BIT instructors, for example, administer online feedback surveys at the end of the course (3.4.39). In another example, the EL Civics Coordinator conducts a Students Needs Survey (3.4.40) (3.4.41) each spring before making decisions about the EL Civics objectives to be offered in the next academic year. Programs administer interest surveys when evaluating current course offerings and planning new courses. For example, in fall 2012, the ESL VESL Committee developed an on-line career interest survey (3.4.42) to help ensure that the curriculum offered matches students' career goals.

BIT Course feedback survey

EL Civics surveys of students needs

VESL 2013 Career Interest Student Survey results

Pilots. Purchases of major software and textbook series are preceded by interest surveys and pilots. Two examples of this process were with the implementation of *BurlingtonEnglish* (3.4.43) and *MyEnglish Lab: Azar.*

- The 2014 launch of *BurlingtonEnglish* (3.4.44), a blended-learning online interface program for adult ESL students which combines face-to-face classroom materials with a state-of-the-art digital curriculum, was preceded by a trial period starting in summer 2013. The program is now used by 155 students at five campuses.

- The purchase of *MyEnglish Lab: Azar*, cutting edge multimedia software for grammar instruction featuring animate grammar presentation and assessment tools, of which the ESL program currently offers 300 seats to students, was preceded by a publisher-funded pilot in spring 2015.

- The ESL Textbook Committee organized several pilots for textbooks before they were adopted by classes at different levels.

ESL program committees. As the largest instructional program at SDCE, the ESL program has determined that the development of program committees played a crucial role in keeping the curriculum and instructional materials up-to-date.

- The Textbook Committee reviews textbook on an ongoing basis (3.4.45) and provides the program with a list of core textbooks (3.4.46) and reading/writing books identified by level and approved for use in the classroom (3.4.47), as well as a list of recommended ESL readers. (3.4.48) The Committee frequently invites representatives from the various publishers to make presentations about their new books and supplemental teacher presentation software.

- The ESL Learner Persistence Committee revises or develops materials to promote learner persistence, including the ESL Student Guide, Community Resource pages, Orientation Video, and Orientation Power Point.

- The VESL Committee was crucial in the decision to adopt *BurlingtonEnglish* in the Advanced Prevocational ESL program and is involved in all major decisions regarding the adoption of instructional materials for prevocational classes.

- The Teachers Using Technology (TUT) Committee, along with the Technology Resource Coordinator, reviews software and online resources to monitor their relevance and quality as students' needs change and new products are developed (3.4.49).

Advisory boards and community input. The career and technical education offerings in the BIT, CTE, HCS, and HSCS program areas rely strongly on input from industry advisory boards and industry partners to identify new skill competencies and equipment that ensures students are taught the most current skills required by industry today. Based on such input, frequent modifications are made in the existing curricula to augment with new techniques and equipment and eliminate techniques and equipment that are outdated.

Staying Current with Standards. All SDCE programs follow appropriate processes to adhere to the professional and educational standards in their respective disciplines:

- In order to address the new requirement to include the College and Career Readiness Standards in Adult Education curriculum, SDCE faculty attended program meetings and workshops onsite and as part of professional conferences. In fall 2015, for example, several ESL faculty members attended a CALPRO Community of Practice on College and Career Readiness Standards class both online and face-to-face. As a result of these professional development efforts, ESL course outlines are being revised to incorporate instruction that meets the CCRS standards.

ESL Textbook Committee review form

Lists of recommended ESL textbooks and readers

TUT Committee minutes Feb 29, 2016

- The ABE/ASE program follows College and Career Readiness Standards (CCRS) and Next Generation Science Standards (NGSS), as well as the recommendations of educational organizations such as Association of Supervision and Curriculum Development (ASCD).

- The Healthcare Careers program follows new regulations by the Department of Public Health and continuously reviews instructional materials to ensure the program is meeting industry standards.

- BIT, HSCS, and CTE instructors attend industry-specific trainings to remain current on industry changes. Many of the CTE programs follow specific industry standards. For example, the Auto Technician program uses the National Automotive Technicians Education Foundation (NATEF) standards, the Auto Body program uses Inter-Industry Conference on Auto Collision Repair (I-CAR) standards, and the Welding/Metal Trades program uses the American Welding Society (AWS) standards. In the BIT program, software and hardware maintenance agreements allow us to maintain the most up-to-date software. These programs typically review their instructional materials on an annual basis.

Faculty Participation in Curriculum Development and Review

SDCE faculty are involved in curriculum development and revision at every step of the process. They participate by:

- working on curriculum development committees, work groups, and taskforces

- developing and revising course outlines

- making proposals to develop or revise courses

- researching labor market data for CTE program

- working and collaborating with the credit faculty particularly in relation to non-credit to credit pathways, including articulation agreements.

- preparing instructional materials for use in their classes and sharing them with others

- piloting new textbooks and software in class

- attending conferences and workshops and sharing their knowledge of new educational and industry trends at program meetings

- staying aware of industry and educational standards and regulations

- developing and revising instructional materials

- attending Academic Senate meetings and taking on roles in the SDCE participatory governance

SDCE Curriculum as a Reflection of SDCE Mission and Institutional SLOs

SDCE MISSION
San Diego Continuing Education commits to student success and community enrichment by providing accessible, equitable, and innovative quality education and support services to diverse adult learners in pursuit of lifelong learning, training, career advancement, and pathways to college.

SDCE Mission. The SDCE curriculum fully reflects the school's commitment to its mission and its emphasis on:

- accessibility and equitability of services;

- innovation and high quality of instruction;

- student diversity;

- developing academic and career pathways; and

- lifelong learning

In line with its mission, SDCE offers programs for adult learners from all walks of life, including individuals with disabilities and immigrants with limited English proficiency. The school makes every effort to ensure that instruction is accessible to everyone by offering classes at many skills levels, supplementing classroom instruction with tutoring services, and providing access technology. The school continuously updates its curriculum, adding new courses that reflect changing student needs and educational trends, while building bridges to credit college programs and employment.

SDCE institutional SLOs. The institutional SLOs (3.4.50) are embedded in the SDCE curriculum and are reflected at every level of instruction.

INSTITUTIONAL SLO #1: SOCIAL RESPONSIBILITY
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.

- SDCCD Policy 3100 (3.4.51), which enumerates the rights and responsibilities of all SDCCD students and prescribes procedures by which the student or the District may formally initiate action to resolve disputes, is posted in each classroom and discussed in class.

- Classroom expectations are conveyed to students at the beginning of the semester and faculty and students are encouraged to create classroom rules by consensus.

- Collaborative activities, cooperative learning, and effective grouping techniques are promoted in all programs and at all levels.

- In the new ABE/ASE cohort system, students work in student learning communities, which encourage respectful discussion and collaboration.

- The EL Civics program provides civics instruction that helps students develop and apply their English skills in the community so that they can fulfill their roles as family members, workers, and community participants.

SDCCD Board Policy 3100

- In ESL classes, students are encouraged to perform classroom jobs, like erasing the board, passing out papers, collecting the textbooks, greeting new students (3.4.52) (3.4.53) so that they take more responsibility and become more involved in the classroom.

- Many BIT programs include group projects as well as capstone projects.

INSTITUTIONAL SLO #2: EFFECTIVE COMMUNICATION
SDCE students demonstrate effective communication skills.

- In all classes, faculty support classroom discourse that involves respectful discussion and helps students develop their own voice to speak for themselves and their community.

- Many classes add a component that develops communication skills in relation to the overall subject matter (e.g., the Project Management Program (3.4.54).

- Classes teaching or promoting written and oral language skills are offered at each campus.

- Oral project presentations are part of the many courses in Business and Information Technology programs.

- The Emeritus program offers Effective Communications classes (3.4.55) which teach interpersonal skills required for meaningful communication with others at several locations.

- Students are encouraged to participate in writing contests as part of their class curriculum.

- The annual SDCE Scholarship program requires all applicants to write an effective statement of their educational or career goals and the challenges they have overcome (3.4.56) (3.4.57), which ranges from a 200-word brief response to an essay depending on the type of scholarship sought. Recent applicants for the San Diego Promise pilot program were also required to submit a written statement as part of the application process.

INSTITUTIONAL SLO #3: CRITICAL THINKING
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

- Cooperative learning involving problem solving is promoted in all programs and at all levels.

- ESL and ABE/ASE curricula incorporate the College and Career Readiness Standards (CCRS), which put strong emphasis on reading and critical thinking skills.

- Career Technical Education courses typically include problem solving exercises and simulations.

INSTITUTIONAL SLO #4: PERSONAL AND PROFESSIONAL DEVELOPMENT

SDCE students pursue short-term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

- At the beginning of each course, students are presented with course objectives and are often asked to set goals for themselves.

- College and career destination charts (3.4.58) are included in posters, brochures, and instructional materials used in class.

- CTE programs offer training in specific areas that lead to mastering the skills to pursue future employment.

- The ESL Learner Persistence Committee has written several Learner Persistence Tips about setting goals and overcoming obstacles to reaching those goals. The monthly tips are sent out to all SDCE faculty via email.

- The EL Civics program has developed several objectives that teach students how to set goals, use available resources, and advocate for themselves.

- The SDCE Scholarship application process, open to all students who have completed 100 hours of instruction, requires the applicants to set goals and advocate for themselves through their writing, and in return offers them an invaluable personal growth experience and a potential path to educational success.

- Associated Student Body (ASB) groups, established at all five campuses and CE Mesa, provide regular opportunities for the development of team-work, leadership, and presentation skills, as described in detail in responses to Indicator 7.3 and Indicator 9.2.

Updating the Curriculum to Reflect the Current Student Demographics

SDCE updates course offerings and course content to meet the changing student demographics on a continual basis. SANDAG's (San Diego Area Governments) local community data, United States Census Bureau data, and State of California Employment Development Department data are some sources accessed for understanding our community demographics. These data, when combined with student surveys, the SDCCD Institutional Research and Planning Office's SDCE student profiles (3.4.59) or Student Equity-specific research focused on student access to SDCE, provide rich sources of information for SDCE's Program Review, strategic planning, Student Equity Plan (3.4.60), as well as this self-study. Following are some examples of changes informed by student demographic data:

- Student interest surveys on campus and in the community (3.4.61) are often conducted before new classes are opened. Instructors also administer interest surveys in class and adjust instruction accordingly.

- To reach students unable to attend regular face-to-face classes due to work or family obligations, including parents with small children, SDCE has begun to offer hybrid online classes.

ESL Destinations chart

Student demographics for CE

Student Equity Plan Executive Summary

SDCE sample community interest surveys

- Recognizing the broader use of mobile devices rather than desktop computers, plans are underway to expand distance learning opportunities for SDCE students by creating courses that would be accessible to students via a variety of digital devices including tablets and smartphones.

- In the classrooms, instructors continuously adapt their instruction to meet the needs of their students through various delivery styles, adjusting the instructional pace, reinforcing learning through multi-modal instruction, and using visuals.

- Community demographics are particularly impactful as the ESL program continually strives to meet the language acquisition needs of students emigrating from other countries.

  ○ The large EL Civics program is constantly refining and developing curriculum to match it to the changing student demographics and needs, seeking input from students at all levels of instruction. Each year, students are asked to complete an interest survey to help the program decide what objectives/curriculum will be offered in the coming year.

  ○ The ESL Placement Offices collect demographic information by asking students to complete a Student Profile form, which asks the student about their language and goals (3.4.62), and course offerings are adjusted at every campus to reflect the current student population.

    √ To meet the needs of students with limited formal education in the City Heights area, for example, specialized literacy classes are offered at the Mid-City campus.

    √ The demographic information has also driven the opening of new ESL Transition to College and Advanced Prevocational courses.

  ○ Every year, the ESL Learner Persistence Committee updates the Beginning and Intermediate/Advanced ESL Student Guides and carefully includes information that is relevant to the two groups. The guide is always accompanied by Community Resource Information pages (3.4.63) (3.4.64) (3.4.65) (3.4.66) (3.4.67), which are custom-made for each campus and include community resources that the committee knows can be useful to the populations of students residing in the proximity of the campuses. Orientation PowerPoint slides are also customized for each campus and updated regularly.

ESL Student Profile form

ESL Student Guide Community Resource Information pages for different campuses

INDICATOR

4.3
Students have access to texts, learning materials, and information resources that are sufficient to meet the course learning objectives.

Sufficient and Timely Access to Instructional Materials

Faithful to its mission of "providing accessible, equitable, and innovative quality education and support services to diverse adult learners," (3.4.68) SDCE strives to ensure that all students have access to instructional materials and learning tools they need to succeed.

In several programs, students are provided with books and other class materials every day when they attend class. ABE/ASE, BIT office skills and accounting, and ESL classes have class sets of books, which students check out for the duration of the class. For the core textbooks, which ESL students are required to

buy, the ESL program has sets of loaner books in class which new students can borrow until they purchase their own book. Students who cannot afford to buy the core textbook are assisted in several ways:

- CalWORKs provides required class textbooks to CalWORKs-qualified students.

- The New Horizons (3.4.69) book loan program provides books to disadvantaged individuals including foster children, single parents, displaced homemakers, individuals with limited English proficiency, individuals with disabilities, and individuals training for careers nontraditional to their gender enrolled in a job training or certificate programs.

- The Student Equity Program (SEP) funded a textbook lending library for DSPS in fall 2015.

- The ESL Bachman-Jennings Book Fund (3.4.70) provides ESL textbook vouchers to low income ESL students. The annual fundraiser (3.4.71) raises money for these books and, in fact, raised nearly $3000 at the fall 2015 fundraiser.

In many classes, students receive booklets and handouts prepared by the program or the instructor. These include:

- EL Civics booklets for all students in EL Civics units (3.4.72) (3.4.73) (3.4.74)

- Handouts for students in the DSPS and Emeritus programs

- *Beginning* and *Intermediate/Advance Student Guide* (3.4.75) (3.4.76) with supplemental activities (3.4.77) prepared by the ESL Learner Persistence Committee for all levels

- *Hit the Books* study skills guide (3.4.78) and student academic planner developed and provided by the New Horizons program for qualifying students

- *Brain Fitness* handbooks produced and provided by the Emeritus program

- The student guide distributed by the Parent Education program to each student during an orientation about the Child Development certificates

Instructors use document cameras, overhead projectors, and textbook presentation software to project the book on the screen until all students have purchased or received the book.

The school makes every effort to ensure that instructional materials are available at the beginning of each semester. Book orders for both classroom sets and students' required textbooks are placed ahead of time so that books are available on the first day of class. The ESL Learner Persistence Committee updates the *ESL Student Guide* and submits it to the Public Information Office every summer so that it will be printed before the first day of the new academic year. Textbook information is printed on the class syllabus so that students can purchase the books without difficulty.

Bookstores are available at selected SDCE campuses (Cesar Chavez, ECC, Mid City, and West City). CE Mesa and North City Campus/Miramar, the two centers located on the SDCCD college campuses, have access to

KEY EVIDENCE

New Horizons at sdce.edu

Bachman/Jennings Emergency ESL Book Fund voucher request and fundraiser flier

EL Civics/Student booklets

ESL Student Guides

Hit the Books flier

the San Diego Mesa College bookstore and the San Diego Miramar College bookstores, respectively. These bookstores accept SDCE instructors' orders and provide books for SDCE students.

To complement or replace printed material and make class tools more easily available to students, instructors often use online platforms and resources, which can be accessed outside of the classroom and at any time. BIT instructors make extensive use of cloud based materials and programs including Blackboard, Cloud storage, Google Drive, YouTube videos, and instructor-created videos. Several courses, including Cisco and Linux, use a third-party LMS, the Cisco NetAcad, with standardized, industry-recognized technical content and simulation tools that are accessible immediately upon a student's registration in the LMS. With the support of the technology resource coordinators and technology committees, many SDCE instructors use Blackboard or create their own class websites (3.4.79), where they post classroom materials and links to online resources appropriate for their students.

TUT minutes, Dec 14, 2015

Access to Library Resources

SDCE does not have a dedicated library and SDCE faculty and students do not have borrowing privileges at the SDCCD credit college libraries. The Miramar College Library has a special section of ESL readers for SDCE students, which they can check out using a card issued by the ESL program.

Most SDCE campuses have public libraries in close proximity. Educational Cultural Complex, for example, was originally designed to include on its property a local San Diego Public Library (SDPL) library, the Mountain View/Beckwourth Branch Library, which serves the students at ECC and the surrounding community until this day. The Mid City campus is across the street from the City Heights Weingart Branch Library. Students at all campuses and classes are encouraged to obtain public library cards, and San Diego Public Library librarians visits campuses each semester informing students of their services and how to get a card. Several SDCE classes are held at the San Diego Public Library premises in close collaboration with the library, which give students additional access to library resources.

Some programs provide loaner books which students can borrow in or outside of the class. With a $2,500 fund from the Student Equity Program (SEP), DSPS created a lending library for the DSPS students in the High School Diploma Program. Through the Access Tech Specialist, DSPS students also have access to books and other instructional materials in formats that meet their needs. For example, students with reading disabilities are provided screen reading software that reads the book to them. A textbook lending library is also available through New Horizons. New Horizons personnel can be reached at the SDCE Educational Cultural Complex by telephone and by appointment.

To some extent, programs accommodate their needs by building and updating their own resource libraries. The Mid-City Campus has an extensive resource library for ESL faculty and the other campuses have small resource libraries. The Emeritus program also has an extensive resource library for its faculty. Parent Education received Instructional and Educational Library Materials (IELM) funding in spring 2015, which allowed the program to update and increase its library resources. Healthcare Careers students are invited to visit the resource labs at the SDCCD credit colleges to prepare for the Test of Essential Academic

Skills (TEAS) and the entrance exam for the nursing programs. The Business program, after receipt of a large donation, has begun developing a library of books to be used onsite while working their business plans.

Access to Computer Labs

With the construction of new campuses thanks to Propositions S and N funds (3.4.80), as programs have moved into the new buildings, access to computer labs and smart classrooms has greatly increased.

Programs utilize the computer labs to accommodate the needs of their students in different ways:

- In Business and Information Technology, students have morning, afternoon, evening, and weekend daytime access to computer self-paced learning labs when enrolled in the office skills program, with computers and simulation tools. Additional specialized labs offer specific technical curriculum, with equipment and software and tools.

- In CTE, the media lab in the Auto Tech program area at ECC was recently expanded to allow for the use of computers by 32 students, and is shared with students in other CTE programs at ECC. The CTE Electronics program at the Mid-City Campus has its own media lab on campus.

- DSPS students have access to computer labs, computer assistive technologies (Zoomtext, adaptive software), mainstream software, and hardware, and they can complete work on campus. Two high-tech centers where students can access computers have been developed and SDCE is now in the process of hiring faculty who can facilitate those areas. The program also offers a Basic Education/DSPS course in a computer lab.

- For Emeritus students, access to the computer lab is of utmost importance since it allows them to stay connected to the 21st century and learn new technology skills. Some of the *Effective Communications* (3.4.81) classes for older adults are offered in a computer lab and have an online component.

- In ESL, computer lab instruction supports instruction in most core classes. Classes typically follow a weekly schedule of access to the campus computer lab. Instructional assistants help during the computer lab times, especially in lower level classes. ESL language learning software like *Grammar Sense, Pronunciation Power* or *Oxford Picture Dictionary* is installed and regularly updated in many computer labs (3.4.82). Students can work at their own pace, focus on their own language needs and develop basic technology skills. In 2014, the program purchased access to *BurlingtonEnglish*, which is now used by 155 students at five campuses. All campuses offer ESL Computer Lab classes, which are in addition to the allotted computer lab time for core classes.

- Healthcare Careers students use classroom computers, as well as computers in the computer labs, to enhance skills testing and practice for the state exams. Students also use computers to do job searches and other occupation-related tasks.

- Parent Education, as well as Hospitality Services and Consumer Services have lab activities that are integrated in the curriculum and done in class.

Prop S & N funds for computer hardware and software

Emeritus Effective Communications class schedule

NCC/Miramar ESL software list

Technology and Other Learning Resources

SDCE supports the quality of its instructional programs by providing technology and other learning resources that are sufficient in quantity, currency, and variety to facilitate educational offerings.

Each instructional program has access to smart classrooms on the campuses that include technology for instructional purposes. The District provides SDCE instructors with access to online tools such as the Blackboard online learning management system and CCC Confer for web-based office hours, meetings, and webinars. Technical support is provided through the SDCCD IT department and instructional technology training available through FLEX workshops. At their discretion, programs allocate available department or grant funds for instructional support.

The ABE/ASE program installed smart boards and student computers at various locations and held professional development on the 21st Century Educator, Smart Board technologies, and online presentation software like Prezi and emaze.

The Business and Information Technology (BIT) program is housed in the new state-of-the-art North City campus building (3.4.83), a two-story, 42,000-square-foot facility completed in 2013 thanks to the District's $1.555 billion Propositions S and N construction bond program and the campus is now serving as SDCE's Campus of Excellence for Business and Information Technology. Students have access to a hands-on Cisco lab and two fully equipped Mac labs, which make advanced multi-media courses possible. BIT also uses LMS such as Blackboard and the Cisco Networking Academy to provide instructional content and tools both on campus and through Distance Education (3.4.84).

The ESL program uses EL Civics program funding to support the Technology Resource Coordinator and the EL Civics Coordinator positions that assist faculty in the use of technology and other resources. The Technology Resource coordinator works with ESL and other faculty in developing skills that enable them to integrate technology into the classroom while the EL Civics Coordinator coordinates the development of new curricula and instructional materials. The EL Civics program funding also supports several committees addressing learning resource needs: the ESL Textbook Committee, which oversees the selection of textbook resources, the ESL Teachers Using Technology (TUT) Committee, and the VESL Committee, which coordinates the development of vocational and work-related curricula.

DSPS has two new labs with access to technology at the ECC campus and access to smart classrooms at the other campuses. DSPS uses its budget to purchase access technology materials: screen reading software, electronic scribe, screen magnifiers, and other supports for learning. Deaf interpreters support students who are deaf.

The Hospitality Services and Consumer Sciences program provides computer industrial sewing machines in the Fashion and Textiles courses and state-of-the-art kitchens in the Culinary Arts classes. The Parent Education program has classrooms and playgrounds equipped for use by children.

BIT Cisco class schedule

The Automotive program is housed in the 67,010 square foot Skills Center (3.4.85) at Educational Cultural Complex, which serves as the District's Campus of Excellence for Career and Technical Education. The center includes repair bays, drive-in spray paint booths, and shops, and is the largest automotive technology skills center of its kind in the nation.

Additional Online Indicators

INDICATOR

4.4

The school provides a comprehensive and sequential documented online curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

SDCE utilizes online instruction to both enhance classroom coursework and as a hybrid instructional modality that is primarily online but includes a face-to-face classroom component. The District's Curriculum and Instructional Council, composed of faculty and administrators, approves distance education courses under the same conditions and criteria as all other courses. Instructors in online hybrid courses use a variety of assessment tools that align with their pedagogy.

INDICATOR

4.5

A rigorous, relevant, and coherent online curriculum to all students is accessible to all students through all courses/programs offered.

SDCE offers online programs in a hybrid model with the majority of the course content presented online but tied to a requisite face-to-face component. Demographics and student equity data are examined on a yearly basis to inform all class offerings and ensure that all populations who would benefit from instruction, including online instruction, are reached.

Access for special needs students is protected by SDCCD Administrative Policy 3105.1 Academic Accommodations and Disability Discrimination for Students with Disabilities, which provides a process for students to resolve disputes regarding academic accommodations, including filing formal complaints. All instructors include in their online Syllabus the following statement: "ATTENTION: I have made every effort to ensure that this course is accessible to all students, including students with disabilities. If you encounter a problem accessing any portion of this course, please contact me immediately."

INDICATOR

4.6

The school assesses the online curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

SDCE measures the effectiveness of the instructional strategies used in the hybrid online courses through the review of course syllabi, portfolio reviews, course and program completions, and student surveys. Evaluations of faculty are also conducted regularly to ensure the rigor and integrity of the hybrid online courses are equivalent to those offered in a solely face-to-face modality.

4.7

Online students use resources for learning beyond the limits of the textbook such as library/media resources and community resources.

SDCE's online programs are offered in a hybrid modality that matches some face-to-face instruction with the online work students complete. For example, the BIT programs use a variety of methodologies including project-based work which is partially completed online. Students are encouraged to do research using a variety of resources to complete the project.

Strengths and Key Issues

Strengths:

- Access to instructional materials

- Classes accessible at all times (during the day, in the evening, on the weekends)

- Collaboration within and across programs

- Courses and programs leading to career pathways

- Dedicated and skilled faculty; knowledgeable faculty with real-world experience in vocational programs

- Extensive resources in Public Folders

- Flexibility in providing curriculum

- Focus on real-life instruction and authentic materials

- Gateway to higher education and employment

- I-Best VESL class and collaborations across programs

- Inclusive, non-discriminating environment

- Individual assessment and identification of student's skills and weaknesses

- Industry advisories in CTE programs

- Interest and compassion for all students; concern for student families

- Latest adaptive equipment available for students with disabilities

- Multimodal approach to learning

- New instructional technology and smart classrooms available at all campuses

- No charge for classes

- Online curriculum supplementing classroom instruction

- Programs catered to industry and community demands

- Relevant and current instructional content

- Rigorous programs that still address remediation needs

- State-of-the-art new facilities at many campuses

- Strong professional development program through FLEX

- Student-centered programs that empower students

- Well defined levels of instruction and pathways within and across programs

- Wide range of courses offered within disciplines

Key Issues:

1. Need to provide more curriculum support staff for the Office of Instructional Services to enable the development of innovative programs that meet the needs of SDCE students

2. Need more funding to revise and create new courses and programs

3. Need to standardize instruction across sites

Chapter 3 Criterion 4 List of Evidence Documents

3.4.1   SDCE certificate programs → http://sdce.edu/job-training

3.4.2   SDCE online class schedule → http://www.sdce.edu/class-schedule

3.4.3   CE Mesa Spring 2015 flyer → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.3_ce_mesa_spring_2015_flyer.pdf

3.4.4   VESL course outline → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.4_vesl_course_outline.pdf

3.4.5   Blackboard Login → https://sdccd.blackboard.com/

3.4.6   2015-2016 Endless Possibilities → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.6_2015-2016_endless_possibilities.pdf

3.4.7   HSD/GED requirements → http://www.sdce.edu/classes/high-school-ged-basic-skills

3.4.8   Examples of descriptions of SDCE certificate programs – Clothing Construction → http://www.sdce.edu/job-training/fashion-textiles

3.4.9   Administrative Assistant → http://www.sdce.edu/job-training/office-skills/administrative-assistant

3.4.10   Commercial Printing → http://www.sdce.edu/job-training/graphics/commercial-printing

3.4.11   Nursing Assistant → http://www.sdce.edu/job-training/health-career-training/nursing-assistant

3.4.12   Culinary and Bakeshop Academy → http://www.sdce.edu/job-training/culinary-arts

3.4.13   Auto Body and Paint Technician → http://www.sdce.edu/job-training/automotive/auto-body

3.4.14   Front End Web Developer → http://www.sdce.edu/job-training/computers/front-end-web-developer

3.4.15   Certificates of ESL Program Completion → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.15_certificate_of_beginning_esl_program_completion.pdf

3.4.16   Certificate of Intermediate ESL Program Completion → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.16_certificate_of_intermediate_esl_program_completion.pdf

3.4.17   Certificate of Advanced ESL Program Completion → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.17_certificate_of_advanced_esl_program_completion.pdf

3.4.18   ESL certificate checklist → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.18_esl_certificate_checklist.pdf

3.4.19   ESL Orientation slides → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.19_esl_orientation_slides.pdf

3.4.20   Community Partners Forum presentation at Cesar Chavez → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.20_community_partners_forum_presentation_at_cesar_chavez.pdf

3.4.21   ESL writing assessment rubrics → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.21_esl_writing_assessment_rubrics.pdf

3.4.22   ESL oral presentation rubric for level 3 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.22_esl_oral_presentation_rubric_for_level_3.pdf

3.4.23   ESL oral presentation rubric for level 5 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.23_esl_oral_presentation_rubric_for_level_5.pdf

3.4.24   ESL oral presentation rubric for level 7 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.24_esl_oral_presentation_rubric_for_level_7.pdf

3.4.25   2014 CTE Enhancement Fund application → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.25_2014_cte_enhancement_fund_application.pdf

3.4.26   SB-852 Budget Act of 2014 → http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB852&search_keywords

3.4.27   SDCE Curriculum Committee → http://www.sdce.edu/organization/governance/curriculum-committee

3.4.28   SDCE Course outline template and resource guide → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.29_course_outline_template.pdf

3.4.29   SDCE Course and resource guide → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.30_course_outline_resource_guide.pdf

3.4.30   Academic Senate minutes, Jan 21, 2014 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.31_academic_senate_minutes-_jan_21-_2014.pdf

3.4.31   Curriculum Committee minutes, April 6, 2016 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.32_curriculum_committee_minutes-_april_6-_2016.pdf

3.4.32   Curriculum Resources & Forms at sdce.edu → http://employee.sdce.edu/node/50

3.4.33   SDCCD Program Review Data Form A → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.34_program_review_data_form_a.pdf

3.4.34 SDAERC Final Plan 2015 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.35_sdaerc_final_plan.pdf

3.4.35 BIT certificate programs → http://www.sdce.edu/job-training/computers

3.4.36 231 Committee → http://www.sdce.edu/organization/governance/231-committee

3.4.37 231 Committee minutes, May 26, 2016 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.38_231_committee_minutes-_may_26_2016.pdf

3.4.38 2014 USCIS Guide to Adult Citizenship Education → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.39_2014_uscis_guide_to_adult_citizenship_education.pdf

3.4.39 BIT Course feedback survey → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.40_bit_feedback_survey.pdf

3.4.40 EL Civics surveys of students needs → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.41_el_civics_survey_of_students_needs_for_levels_1-3.pdf

3.4.41 EL Civics survey of needs for levels 4-7 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.42_el_civics_survey_of_needs_for_levels_4-7.pdf

3.4.42 VESL 2013 Career Interest Student Survey results → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.43_vesl_2013_career_interest_student_survey_results.pdf

3.4.43 BurlingtonEnglish brochure → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.44_burlingtonenglish_brochure.pdf

3.4.44 BurlingtonEnglish brochure → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.45_burlingtonenglish_brochure.pdf

3.4.45 ESL Textbook Committee review form → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.46_esl_textbook_review_form.pdf

3.4.46 Lists of recommended ESL textbooks and readers → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.47_list_of_recommended_esl_core_textbooks.pdf

3.4.47 List of recommended ESL reading & writing textbooks → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.48_list_of_recommended_esl_reading_writing_textbooks.pdf

3.4.48 List of recommended ESL readers → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.49_list_of_recommended_esl_readers.pdf

3.4.49 TUT Committee minutes, Feb 29, 2016 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.50_tut_committee_minutes_feb_29_2016.pdf

3.4.50 SDCE SLOs → http://slo.sdce.edu/slos/index

3.4.51 SDCCD Board Policy 3100 → http://www.sdccd.edu/docs/policies/Student%20Services/BP%203100.pdf

3.4.52 December 2012 ESL Learner Persistence Tip on classroom duties → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.53_december_2012_esl_learner_persistence_tip_on_classroom_duties.pdf

3.4.53 ESL 7 sample classroom duties → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.54_esl_7_sample_classroom_duties.pdf

3.4.54 BIT Project Management program description → http://www.sdce.edu/job-training/business

3.4.55 Emeritus Effective Communications class schedule → http://www.sdce.edu/classes/emeritus/communication

3.4.56 2016 SDCE scholarships → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.57_2016_sdce_scholarships.pdf

3.4.57 2016 SDCE scholarship application → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.58_2016_sdce_scholarship_application.pdf

3.4.58 ESL Destinations chart → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.59_esl_destinations_chart.pdf

3.4.59 Student demographics for CE → http://research.sdccd.edu/Student-Profiles/ce-demographics.cfm

3.4.60 Student Equity Plan Executive Summary → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.61_student_equity_plan_executive_summary.pdf

3.4.61 SDCE Sample community interest surveys → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.62_sample_community_interest_survey.pdf

3.4.62 ESL Student Profile form → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.63_esl_student_profile_form.pdf

3.4.63 ESL Student Guide Community Resource Information pages for different campuses → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.64_ecc_community_resource_information_pages.pdf

3.4.64 Mid City Community Resource Information pages → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.66_mid_city_community_resource_information_pages.pdf

3.4.65 West City Community Resource Information pages → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.67_west_city_community_resource_information_pages.pdf

3.4.66 NCC/Miramar Community Resource Information pages → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.68_ncc-miramar_community_resource_information_pages.pdf

3.4.67 CE Mesa Community Resource Information pages → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.69_ce_mesa_community_resource_information_pages.pdf

3.4.68 SDCE mission statement → http://www.sdce.edu/about/mission-statement

3.4.69 New Horizons at sdce.edu → http://www.sdce.edu/services/new-horizons

3.4.70 Bachman/Jennings Emergency ESL Book Fund voucher request and fundraiser flier → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.73_bachman-jennings_emergency_esl_book_fund_fundraiser_flyer.pdf

3.4.71 Bachman/Jennings Emergency ESL Book Fund Fundraiser flier 2015.pdf → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.73_bachman-jennings_emergency_esl_book_fund_fundraiser_flyer.pdf

3.4.72 EL Civics booklets → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.74_el_civics_33_apply_for_a_job.pdf

3.4.73 EL Civics #12 Driving Signs and Traffic Violations → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.75_el_civics_12_driving_signs_and_traffic_violations.pdf

3.4.74 EL Civics $40 American History → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.76_el_civics_40_american_history.pdf

3.4.75 ESL Student Guide → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.77_esl_beginning_student_guide.pdf

3.4.76 ESL Int./Adv. Student Guide → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.78_esl_int_adv_student_guide.pdf

3.4.77 Activity worksheets for the ESL Student Guide → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.79_activity_worksheets_for_the_esl_student_guide.pdf

3.4.78 Hit the Books flier → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.80_hit_the_books_flyer.pdf

3.4.79 TUT minutes, Dec 2015 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.81_tut_minutes-_dec_2015.pdf

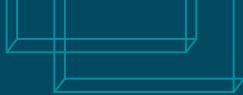**3.4.80** Prop S & N funds for computer hardware and software → http://props-n.sdccd.edu/project/CE/Pages/Computer.aspx

3.4.81 Emeritus Effective Communications class schedule → http://www.sdce.edu/classes/emeritus/communication

3.4.82 NCC/Miramar ESL software list → https://sdce.edu/sites/default/files/iep/self-study/evidence/c4/3.4.84_ncc-miramar_esl_software_list.pdf

3.4.83 North City Campus → http://www.sdce.edu/organization/news/new-north-city-campus

3.4.84 BIT Cisco class schedule → http://www.sdce.edu/classes/computer-classes/cisco

3.4.85 ECC Skills Center → http://www.sdce.edu/news/news/new-skills-center.htm

INSTRUCTIONAL PROGRAM

Criterion 5: The instructional staff uses research-based instructional strategies and teaching methodologies that engage students at high levels of learning and allow them to achieve Schoolwide Learner Outcomes and course objectives. Faculty members are given ongoing training in various instructional strategies that allows them to address the varied learning styles of students in their classrooms.

INDICATOR

5.1   The school provides high-level instruction with appropriate breadth, depth, rigor, and sequencing for all programs and courses.

Measures of instructional quality

Providing high-level instruction is a high priority for administrators, faculty, and staff at SDCE and is ensured by regular curriculum review in all programs, professional development opportunities for faculty, and consistent assessment of instructional quality.

Standardized tests. Standardized tests such as Comprehensive Adult Student Assessment System (CASAS) and Test of Adult Basic Education (TABE) provide one measure of the effectiveness of instruction and are used in the ABE, ASE, and ESL programs. CASAS is administered four times a year (3.5.1) to ensure that student progress is monitored consistently. Since the last WASC Accreditation visit in 2010, over 10,000 ABE and ESL students have been CASAS-tested each year, generating a great number of learning gains in spite of SDCE's predominantly open entry/open exit approach to enrollment. In 2015 alone, the school earned 11,665 CASAS pay points (3.5.2). In Fall 2016, the school is going to begin the implementation of CASAS eTests Online, which will significantly improve the intake process by combining appraisals, placement, and testing, and ultimately maximize learning gains.

Performance-based assessment. In the CTE and BIT programs, learner gains are measured by performance-based simulations or projects that closely

KEY EVIDENCE

CASAS sample email reminder to faculty

ESL program statistics 2014/2015

resemble the skills required in industry. To document these gains, the Auto Technology program has developed processes to track pre- and post-test scores throughout their courses (3.5.3) and to track student job placements after program completion (3.5.4). BIT classes and programs assess via exams and capstone projects.

Student portfolios and rubrics. Student portfolios and rubrics are another measure of the quality of instruction at SDCE. Rubrics are used in the Family Home Daycare, ESL, Emeritus, CTE, and BIT programs to evaluate student work. BIT programs are project and portfolio-based, with scoring rubrics created according to the course and program learning objectives (3.5.5). The quality of instruction in these programs is exemplified by the number of awards SDCE students won at the 2016 San Diego County Fair: eleven Best of Class and five Best of Show awards in the Interactive Media Certificate Program (IMCP) (3.5.6) as well three Best of Class awards won by the Emeritus students.

In Spring 2014, the ESL program implemented and mandated a program completion rubric to support student success. Beginning, intermediate, and advanced level students who met the listening, speaking, reading, and writing criteria by passing the prerequisite assessments for the next level were awarded course and program completion certificates at the end of each semester. In addition the ESL writing SLO assessment rubrics measure student proficiency in writing at each level. Finally, several EL Civics assessments have been aligned with these rubrics enabling EL Civics assessments to be integrated into the course and program completion process and used by instructors as tools to assess competencies required for course and program completion certificates.

ADVANCED ESL PROGRAM COMPLETION PREREQUISITES:
80% average on classroom unit tests
70% passing score on writing assessment
60% attendance
CASAS reading score of 240
Passing score on El Civics exam
Completed portfolio and checklist

Passage rates on state and national exams. A fundamental goal for the CTE programs is to prepare all students to pass the industry certification tests. In the Healthcare Careers program, the 92% passing rate for the students who take the NNAAP (3.5.7), a national exam which qualifies them to be Certified Nurse Assistants in the state of California, demonstrates the high effectiveness of the program. Approximately 150 students per year take the exam, scheduled at the Cesar Chavez Campus, immediately following the completion of their Nurse Assistant Training course. Prior to sitting for the NNAAP exam, students enrolled in the Nurse Assistant Training have successfully completed an approved course of study including clinical practice hours. Employment opportunities upon certification are abundant and include openings in long term care facilities, hospitals, home care and hospice agencies, as well as independently operated homes. Our certified nurse assistants can take the Home Health Aide course following their CNA certification and earn an additional professional credential as a state certified home health aide. This certification, along with other certificates targeted on specific skills such as Nurse Assistant Rehabilitative and Nurse Assistant Acute Care, provides valuable entry level training and career development opportunities to our students within the rapidly growing healthcare field.

BIT IMCP course rubric

2016 San Diego County Fair awards won by BIT IMPC students

NNAAP Nurse Aide Competency Evaluation results, Spring 2015

Student Education Plans (SEPs). Student Education Plans, which counselors create with individual students to review the requirements of their program and create a pathway so that each student is informed of their program requirements, illustrates the breadth, depth, rigor, and sequencing of SDCE programs. These education plans are different from Student Educational Contracts (SECs), which are created by Disability Support Programs and Services (DSPS) instructors and focus on educational limitations related to the disability and the accommodations that DSPS will provide. DSPS instructors ensure the quality of the instructional program for students with special needs by completing individual Student Educational Contracts (SECs) to monitor student progress and success. Due to the changes in Title V, these Student Educational Contracts will be changed to Educational Assistance Plans (EAP) which will list educational limitations, accommodations, and student progress.

Student summative presentations. The quality of instruction at SDCE is also evident in the summative presentations by the students including the music ensemble concerts, piano recitals, and art shows in the Emeritus program (3.5.8). Another example of student summative presentations is in BIT which has end of year portfolio presentations in the media and web development courses.

Transition to workforce and college. Ultimately, the most important evidence of the effectiveness of our instruction is how prepared our students are to enter the career and academic worlds beyond SDCE. While SDCE does not have a systematic way of tracking student performance upon graduating, we do have evidence that our students have gained knowledge and skills that will support their future academic and career success.

There have been various opportunities for our students to apply their skills in the world of work through special projects and entrepreneurship. These are a few of the more recent examples:

•   Eight information technology students from the BIT program were selected to be on the 2014 Dream Team for Cisco Live. These students worked side-by-side with Cisco professionals to set up the networks and full connectivity in the San Diego Convention Center for the Cisco Live event which is the annual partner summit for Cisco (3.5.9).

•   As a result of the experience at the Cisco Live conference, one of the SDCE graduates was awarded an employment contract with a starting wage of $30 per hour after successfully competing in a nationwide candidate search for a Wireless TAC Customer Service Engineer.

•   In another BIT example, students in the Project Management courses applied their newly acquired skills in their work with San Diego Unified School District (SDUSD). These students were incumbent workers with SDUSD and enrolled in coursework at SDCE to advance their careers. As a result they were able to save their district thousands of dollars by implementing the project management processes learned in the program.

•   In the Parent Education program, a number of students were featured in the SDCCD *WE With Excellence* magazine (3.5.10) when they started their own child care businesses using the knowledge and skills gained in their program at SDCE.

Acting Out performance program

Cisco Live BIT report

Daycare Training WE May 2015

We also know that many of our students aspire to continue their education beyond SDCE. In particular, the aspirations of our ESL students have been described in the ESL Dialogue and other SDCE newsletters (3.5.11). According to the Spring 2015 survey conducted by ESL Transition-to-College teachers and published in ESL Dialogue, 37 students were planning to transition to college in Fall 2015, 31 were concurrently attending GED classes or job training, 29 had transferred to job training in the Spring or were planning to transfer in the Fall, and 82 had started job training in the Spring or were planning to start it after the semester was over (3.5.12).

Classroom observations. The Dean and Program Chair of each program conduct both formal and informal classroom observations to evaluate the quality of instruction. Formal observations by the Dean are required for all contact instructors in accordance with the AFT Faculty Collective Bargaining Agreement (CBA) (3.5.13) as described more fully in Indicator 3.4 above. Informal observations are typically conducted by program chairs, resources instructors, or peers to provide new adjunct faculty with immediate feedback, mentoring, and resources for classroom instruction.

SDCE 2016 Self-Study classroom observations. For the purpose of the self-study, SDCE conducted classroom observations accompanied by student and instructor interviews in all SDCE programs. 114 classes were selected for the study using a stratified random sampling approach. The teacher and two randomly selected students in each observed classroom were interviewed following the observation. All observers were required to attend a training session on using the class observation form and were assigned to observe classes in disciplines other than the one in which they currently taught, as well as within their home disciplines. The observations included: 3 ABE classrooms, 14 BIT classrooms, 7 DSPS classrooms, 45 ESL classrooms, 5 HSDP classrooms, 6 Hospitality classrooms, 9 CTE classrooms, 19 Emeritus classrooms, 5 Parent Education classrooms, and 1 Healthcare Careers classroom. Questions on the observation forms were aligned with SDCE's institution Student Learning Outcomes to document the extent of SLO implementation.

The observations revealed a high level of instructional effectiveness and student engagement. Of the 228 students who were interviewed, 92% said they participated in classroom discussions, and 65% said they worked on a class project. Moreover, more than 45% said they reported to the whole class and/or produced a product as a result of classwork.

Table 3.5.1: 2016 Classroom Observations Student Interview Results

QUESTION: IN YOUR CLASS, DO YOU DO ANY OF THESE THINGS?	TOTAL NUMBER OF STUDENTS
Participate in classroom discussion	209
Work in pairs or groups	188
Listen to guest speakers	102
Work on class projects	145
Report to the whole class	111
Help other students	200
Take tests and quizzes	154
Produce a product	104

KEY EVIDENCE

Give & Tako, ESL Dialogue Spring 2015

Transition to College/Level 7 Outcomes, ESL Dialogue Fall 2015

The observations also indicated that instructors use a wide array of strategies to provide a relevant course of study for their students including conducting needs assessment surveys and interviews for direct feedback from the students. Beyond the classroom, faculty also access resource materials that have been made available for them in the SDCE digital shared folders and maintain currency in their disciplines by attending workshops in their content area. Faculty also gather information from industry and community partners ensuring the relevance of their instruction to meet labor market needs and support the development of the students' communities.

Table 3.5.2: 2016 Classroom Observations Instructor Interview Results

QUESTION: WHAT STRATEGIES DO YOU USE TO PROVIDE A RELEVANT COURSE OF STUDY FOR YOUR STUDENTS?	NUMBER OF INSTRUCTORS WHO CHECKED THE STRATEGY
Use of district course outline	83
Use of a course syllabus	109
Use of Public Folders	63
Needs assessment forms	55
Pre-post interviews with students/surveys	61
Preview and access new materials	90
Access research and/or attend workshops in my content area	87
Interact with members of the community/industry in which my students live and work	62
Teach to current discipline/industry standards	82

Student feedback. Student feedback is also considered in the evaluation of the quality of the instructional program provided by SDCE. According to the 2015 *Continuing Education Student Feedback Survey* (3.5.14) conducted by the SDCCD Office of Institutional Research and Planning, 95% of the 1,531 students who participated in the 2015 survey agreed with the statement, "I am satisfied with the overall quality of instruction." Overall, student satisfaction with SDCE instructional programs was positive, as exemplified by the 2012 and 2015 San Diego Continuing Education Student Feedback survey results below:

Table 3.5.3: SDCE 2015 Student Feedback Survey Responses Related to Instruction

SURVEY QUESTION	PERCENT OF RESPONDENTS WHO "AGREE"	
	2012	2015
Q42. In general, instructors have been objective in their presentation of course materials.	93%	95%
Q43. In general, instructors clearly explained how I would be graded.	92%	89%
Q45. Overall, I am satisfied with the course content in most of my classes.	96%	96%
Q46. I am satisfied with the overall quality of instruction.	95%	95%
Q47. My classes (i.e., English, math, etc.) have helped me develop my academic skills in written and oral communications.	88%	83%
Q48. My classes have helped me develop my critical thinking skills.	91%	88%
Q52. Overall, I believe my courses have prepared me well for future employment or additional education.	92%	87%

In addition to the formal survey conducted by SDCE, instructors frequently use applications like Google Forms or Survey Monkey to create satisfaction surveys for their individual classes (3.5.15).

BIT Business course satisfaction survey

Keeping up with instructional methodologies

Flex Professional Development Program. SDCE instructors maintain currency in instructional strategies and methodologies by engaging in a variety of professional growth opportunities. The SDCE FLEX Professional Development program provides an extensive schedule of workshops (3.5.16) conducted by outside experts and peers to keep faculty abreast of new trends in education and new developments in instruction. As reported by the FLEX Coordinator, from 2011/12 to 2015/16, a total of 1,347 workshops per year were offered to flaculty, at an average of 269 per year. A total of 2,754 faculty attended, with an average of 551 faculty attending each year. During the same period, faculty reported 34,352 hours of FLEX activities, with an average of 6,870 hours per year (3.5.17).

Table 3.5.4: SDCE FLEX Activities Completed in 2011/12-2015/16

FLEX HOURS, WORKSHOPS, INDEPENDENT PROJECTS & FACULTY TOTALS	2011/12	2012/13	2013/14	2014/15	2015/16
Number of FLEX workshops offered	255	238	272	240	342
Number of hours of professional development reported	6,608	6,233	6,453	6,821	8,237
Number of Independent Projects completed	114	100	76	86	70
Number of faculty who reported	530	523	551	576	574

Faculty attendance at local, state, and national conferences. SDCE faculty members are provided many opportunities to attend local, state, and national conferences. Funding support for these efforts comes from a variety of sources including the SDCE general fund, AFT Sabbatical Fund, and external grant or project funds.

From 2011/12 through 2015/16, SDCE instructors attended conferences sponsored by the following organizations: Regional and State CATESOL (California Teachers of English to Speakers of Other Languages), TESOL (Teachers of English to Speakers of Other Languages), CASAS Summer Institute, COABE (Commission an Adult Basic Education), CAT (California Auto Teachers), NACAT (North American Council of Auto Teachers), Weld ED (National Center for Welding Education and Training), and CAPED (California Association for Post-Secondary Education and Disability), CCCAOE (California Community College Association of Occupational Educators) conferences, Online Teaching Conference and the Digital Media Conference. The DSPS instructors not only attend CAPED, but actually planned the latest conference.

SDCE faculty are often presenters at professional conferences. Faculty members in the ESL, Parent Education, and Emeritus programs have been sought out by their professional organizations to present workshops locally, nationally, and internationally including conferences in China and Germany. In 2016, SDCE's innovative VESL Automotive program was presented across California by the faculty leaders that implemented the program.

AFT Sabbatical Fund, which is part of the AFT Faculty Collective Bargaining Agreement (CBA) (3.5.18), and disbursed through the SDCE Academic Senate, allows faculty to apply for reimbursement of up to $1,500 for travel related to their professional development (3.5.19). From 2011/12 through 2014/15 reimbursement was provided to 253 instructors for conference travel though this fund (3.5.20)

Table 3.5.5: AFT Sabbatical Travel funds

	2011/12	2012/13	2013/14	2014/15
Number of teachers applying for AFT Sabbatical Travel Funds	106	50	75	22

In addition to the Academic Senate funding, programs seek outside funding for professional development in their areas of instruction. In CTE, industry sector mini-grants and CTE Enhancement Funds from the California Community Colleges Chancellor's Office (CCCCO) supported professional development activities in addition to the AFT Sabbatical Fund. These sources are used each year by the automotive faculty to attend the SEMA (Special Equipment Manufacturers Association) trainings in Las Vegas and by BIT networking faculty to attend the Cisco annual meeting and conference.

Online workshops. Online workshops are another popular venue of professional development among SDCE faculty. According to the results of the OTAN Technology and Distance Learning Plan survey, administered annually by the ESL program (3.5.21) in the three academic years between 2011/12 and 2013/14, between 47% and 57% of ESL faculty took an online course, and between 60% and 70% did some form of professional development online. SDCE instructors not only attend, but also teach online courses. For example:

- Faculty in the ASE program facilitate two CALPRO (California Adult Literacy Professional Development Project) workshops on evidence-based reading instruction,

- SDCE's online faculty mentor offers workshops and individual instruction on teaching and developing online course materials, and

- SDCCD Online Learning Pathways provides a variety of workshops for online learning and offers an Online Faculty Certificate Program.

Program-specific training. Often, professional development occurs within programs on topics specific to their disciplines. Through the Federal WIOA grant, the ESL program funds technology resource support through non-classroom hours for an instructor who regularly trains faculty on integrating technology into ESL instruction. Between 2012/13 and 2014/15, an average of 59 instructors per academic year participated in these trainings (3.5.22). Also through WIOA funding, the ESL program developed eight YouTube videos on best practices for teacher training.

In the Emeritus program, faculty members partner with local, state, and national aging associations and health organizations that focus on the physical health of older adults as well as with neuroscience corporations that specialize in cognitive health and positive mental aging studies. The program then develops and facilitates in-service training to disseminate the latest research. In the Healthcare Careers program, instructors renew their California nursing licenses every two years with continuing education credits. Many faculty members in the various career technical education programs, including BIT, CTE, HC, and HSCS, work in the industries in which they teach, collaborate with professionals in their fields, and participate in industry-supported training and certifications to maintain current industry knowledge.

In all programs, faculty are encouraged to observe other faculty members teach, attend publisher-sponsored discipline-specific training sessions, and conduct independent research. Many programs also maintain their own libraries of reference materials which include the latest in content and pedagogy.

INDICATOR

5.2
The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Opportunities for Faculty Dialogue

To meet the diverse needs and learning styles of the students, SDCE instructors are provided numerous opportunities to discuss student needs and different pedagogical approaches to address those needs. In addition to the FLEX Professional Development activities described above, these include district-wide events, program-organized committee and work group meetings, and informal conversations in teacher workrooms.

SDCCD Faculty Leadership Development Academy. An important new forum for faculty discussion is the District-sponsored Faculty Leadership Development Academy. Launched in Spring 2016 (3.5.23), it was attended by 22 SDCE faculty and counselors and 9 faculty and counselors from SDCCD City College, Mesa College, and Miramar College. This provided a unique opportunity for faculty and counselors to discuss issues related to instructional programs and student services not only across departments but also across all institutions in the District. The sessions, which extended over three months for a total of 49 hours of training, included topics such as Collegiality, Civility, and Ethical Leadership; Communication and Change Management; Team Building; Diversity and Inclusion; and Conflict Management.

FLDA Spring 2016 agenda

Program-supported advisory meetings and committees. Program-organized meetings also provide opportunities for dialogue. The ABE/ASE and Healthcare Careers instructors, for example, have regularly scheduled site team meetings to discuss student learning needs, as do the DSPS faculty. Since the ASE teachers team-teach many classes, much of the collaboration takes place in the classroom. In the BIT program, a team of instructors teaching in both the hybrid and face-to-face classroom models meets each month via Zoom (3.5.24) to discuss student learning needs and recommend pedagogical changes (3.5.25). The Family Daycare instructors recently met to create standardized grading systems across courses. In ESL, the Technology Resource instructor embedded the teacher training videos in a blogger so that more dialogue could take place after viewing the videos. The Healthcare Careers program has annual industry advisory group meetings to advise faculty of learning needs. The Automotive Technology Advisory Board meets on a regular basis as do the 4 Business and Information Technology advisory committees (3.5.26).

Digital Media Advisory Board minutes, November 12, 2015

Automotive Advisory Committee minutes October 19, 2015

The SDCE Emeritus program is a member of the CCCEOA (California Community College Educators of Older Adults), a statewide organization that advocates for the educational needs of California seniors, shares best practices and reviews and updates pedagogical practices. All faculty members are invited to participate via online and/or in-person meetings. For faculty who cannot attend, meeting content is shared via e-mails, in-services, and meetings.

Faculty also discusses learning needs through ad hoc committees that are created based on program needs. The ESL Learner Persistence Committee discusses different strategies to encourage learner persistence in their open-entry/open-exit and managed enrollment programs. The committee publishes Learner Persistence Tips on a monthly basis, which are distributed to all faculty through the SDCE e-mail distribution list (3.5.27) (3.5.28). In addition to the Learner Persistence Committee, the ESL program has a Textbook Committee, a VESL Committee, and a Teachers Using Technology Committee, which meet monthly and are open to all SDCE instructors. The program also issues a periodical newsletter called ESL Dialogue, where ESL Assistant Program Chairs share information about their campuses and instructors talk about their classroom issues and share students' challenges and successes.

Instructional strategies and methodologies

SDCE provides educational services to a very diverse population of learners and it is, therefore, essential that instruction in all disciplines engage visual, auditory, and tactile modalities to address a variety of learning styles. With the variety of disciplines represented at SDCE, it is also essential that programs use discipline-specific methodologies. Following are some examples of how instructional strategies are implemented in the different programs.

The ABE/ASE program uses online learning management systems, learning communities, Socratic seminars, and instructional scaffolding. In recent years, classes have been re-organized to provide more direct instruction combined with individualized differentiated learning. Within ABE/ASE, there is a concerted effort to interact with every student every day and to engage the students within the context of the course they are studying.

BIT programs use a variety of methodologies including project-based work, case studies, and lab simulations to provide student with diverse opportunities to gain the skills and knowledge they will need to be successful in business or information technology careers.

The instructional emphasis in the CTE program is on experiential and applied learning through projects that are replicated from projects the students will encounter when they are employed in that industry. In the Automotive Technology program within CTE, I-BEST (Integrated Basic Education and Skills Training Program) is used in the introductory course. The I-BEST model partners a Basic Skills/ESL instructor with the automotive instructor as co-teachers in the classroom to provide contextualized instruction. I-BEST challenges the traditional notion that students must move through a set sequence of basic education courses before they can start working on a certificate and allows students to learn by doing and transition to employment in the career field more quickly.

The Emeritus program offers hybrid instruction for some classes and includes online instruction as a way to deliver curriculum to homebound seniors and working boomers. Field trip courses introduce seniors to community resources first-hand and get them engaged in active and kinesthetic learning experiences. Much of the instruction is also hands-on and project-based.

The most common approach in ESL classes is the Communicative Approach, which emphasizes student-to-student interaction and teaches basic skills in the

context of real life situations (3.5.29). The communicative techniques include information gap, role-play, and jigsaw reading. Cooperative Learning, a task-based approach which promotes social skills and individual accountability, and the Participatory Approach, which emphasizes the importance of classroom community and focuses on developing social awareness and a strong voice for the student, are two additional methodologies utilized in ESL classrooms (3.5.30). The ESL program has also embraced the new language teaching methodologies resulting from recent developments in corpus-based linguistics and psycholinguistics research. As a result, all Transition to College classes now expose students to Academic Word Lists and use new strategies promoting more effective language acquisition.

In the Healthcare Careers program, clinical and lab practicums are used extensively. In particular, the Restorative Nursing program regularly employs hands-on, competency-based demonstrations as part of the instruction. Using the I-BEST model for co-teaching language skills and occupational skills, the VESL Personal Care Assistant/Caregiver is another example of instructional diversity supporting student success in the Healthcare Careers programs.

Cambridge and Cengage booths at the publishers' exhibits during the Fall 2014 and Fall 2015 CATESOL Chapter Workshops at ECC

The Parent Education Family Home Day Care (FHDC) program uses real-time observations where students visit daycare family homes to observe the environments for daycare and teaching behaviors. Students conduct one-on-one interviews with the experts on topics such as job responsibilities and educational job requirements. Students visit actual SDCE Parent-Child participation classrooms, where they deliver developmentally appropriate lessons in selected curricular areas: math, science, language and literacy, or physical activity/movement. The program also makes frequent use of industry speakers.

SDCE 2016 Self-Study classroom observations. The 2016 Self-Study classroom observations study confirmed that instructors use a variety of teaching methodologies and instructional strategies in their classrooms. The table below indicates the number of students (out of the 228 students selected for the study during the observations of 114 classes) who responded positively to the question about their participation in selected activities. Over 80% of the respondents said they engaged in classroom discussion, reading, and writing activities. The study also confirmed that collaboration and team-work are important instructional strategies, with over 80% of respondents saying that they work in pairs or groups and help other students. In addition, respondents indicated that they frequently go on field-trips, listen to guest speakers, work on class projects and report to the whole class, engage in community assignments outside of the class, and use a great variety of technology tools to enhance their learning

Table 3.5.6: 2016 Classroom Observations Student Interview Results

QUESTION: IN YOUR CLASS, DO YOU DO ANY OF THESE THINGS? CHECK ALL THAT APPLY.	TOTAL: NUMBER OF STUDENTS
Participate in classroom discussion	209
Read	213
Write	194
Work in pairs or groups	188
Go on field trips	54
Listen to guest speakers	102
Work on class projects	145
Report to the whole class	111
Help with classroom tasks or jobs	154
Help other students	200
Take tests and quizzes	154
Produce a product	104
Use the computer	148
Use the internet	143
Use class website	97
Use email	106
Use other learning tools	62
Video	100
Tape recorder	30
Books	142
Equipment	91
Telephone/fax/machine etc.	28
Do assignments outside of class	86
Homework	155
Community Assignments	52

School support for differentiated instruction

In their efforts to develop differentiated teaching strategies to ensure that all students' needs are addressed, instructors are supported through FLEX activities, department meetings, and discussions with their Program Chair and Assistant Program Chairs. Instructors in all programs are encouraged to modify their teaching techniques to suit the individual needs of their students and are supported if they wish to visit other classes and learn new strategies from their colleagues.

DSPS services. To ensure that individual student needs are met, SDCE provides counseling at each campus. Students with disabilities are entitled to special accommodations, for example, getting additional testing time, separate test-taking facilities during testing, note taking help, using a digital recorder to record lectures, or using books in audio format. Students who have test anxiety can also get accommodations. A major obstacle in providing accommodations to many SDCE students is the inability to officially diagnose learning disabilities in non-native English speakers. In such cases, instructors can authorize more time on timed exams or refer them to a DSPS counselor to explore options.

The DSPS staff also offer workshops for faculty that are focused on effective methods for working with students with disabilities, the use of access technology, and strategies for working with difficult students. Additional workshops for faculty focus on the use of differentiated instruction as well as specific modifications and remediation strategies that may work for disabled students (3.5.31).

Program-specific accommodations. Programs have various ways of differentiating instruction based on the needs of the population they serve. Those needs are met through innovative practices and with funding from a variety of sources.

In the ASE program, the counselors contribute to meeting students' needs through direct contact with instructors, as well as daily emails about students and issues. The District's support of the team teaching approach in the ASE/HSE program gives teachers more time to teach the various subject areas; it also allows teachers to have a more personal role with each student. In addition, based on educational limitations, some DSPS students are given access to Kurzweil, an online screen-reading software program, as an accommodation. Texts are loaded into Kurzweil and available online so that these students are able to access texts in audio format.

Computer technology labs for the BIT networking classes have been set-up with technological simulation software to enable faculty to teach in a pseudo-technological environment, outside of a technically equipped lab environment. The BIT program has installed technology that allows the use of flipped classrooms in their advanced Cisco lectures, with lectures being held synchronously through online lectures, while more in-class time can be devoted to applied learning in the networking lab.

In CTE, guest speakers from the workplace are invited to classes to demonstrate and discuss state-of-the-art techniques in the field. These techniques are then replicated by instructors in the classroom and used for applied learning activities in the instructional labs.

To support ABE/ASE/HSE students, the DSPS program has funded the Resource Program (3.5.32) supervised by the DSPS Dean with assistance from the DSPS Program Chair. This program has been successful with hundreds of students with disabilities reaching their goals. The resource specialist works as a team member of DSPS and ABE/ASE and Counseling to facilitate student success.

RESOURCE SPECIALIST RESPONSIBILITIES	
IN THE CLASSROOM	**OUTSIDE THE CLASSROOM**
• Serve DSPS students FIRST • Facilitate small groups • Work with teachers/counselors to support DSPS students • Teach students advocacy skills and help students to become independent learners • Help students access technology and the Access Technology Specialist • Spread the word about DSPS resources • Help students to access DSPS services including accommodations for HSE testing	• Assess students for Learning Disabilities • Attend meetings and network with faculty in the ABE/ASE/HSE department • Evaluate delivery methods to establish which accommodations/ modifications are appropriate for individual students

To ensure that the individual needs of all older students, from active to frail, are being met, Health and Wellness instructors in the Emeritus program are provided with special equipment which improves flexibility, strength, reaction time, and endurance and focuses on fall prevention and brain fitness (3.5.33). In addition, the CE Mesa campus, which hosts a large number of Emeritus classes, has a counselor assigned to work with the program.

With the support of Student Equity funding the ESL program has recently been able to hire tutors to provide individual help as needed in ESL classes. The Writing Tutoring Program was piloted in the spring semester of 2015 at four campuses, with 7 tutors providing tutoring to the total of 191 students. The program was very successful in supporting student progress to more advanced levels of ESL instruction and was expanded in Fall 2015 with tutoring services provided to 490 students (3.5.34).

Connecting teaching methodologies with student performance

Office of Institutional Research and Planning (OIRP). For many years, the SDCCD Office of Institutional Research and Planning supported the research needs of San Diego Continuing Education; however, the inability to research longitudinal data on student performance constituted a major challenge when designing new effective instruction delivery modes at SDCE. This changed in February 2016 with the creation of the SDCE Institutional Effectiveness Office. The Dean of Institutional Effectiveness also has a research and planning analyst in that office devoted exclusively to the needs of SDCE. Since February, the Institutional Effectiveness Office has presented results from the Student Satisfaction Surveys at Spring 2016 Convocation (available on the District Office of Institutional Research and Planning website (3.5.35) and is in the process of extracting data to pilot the tracking of students' program completion in next year's program review. This research will enable a much more informed discussion of the relationship between instruction and student performance as well as support the continuous improvement efforts at SDCE.

SDCE Program Review. SDCE Program Review operates on a 6-year cycle with annual updates that culminate in a comprehensive appraisal of all programs in the sixth year (3.5.36) (3.5.37). The review process is a systematic opportunity for programs to review the changing community profile, discuss student learning data, consider new trends, update methodologies, and make changes that would lead to improved student performance. Program faculty, Dean, and Chair comment on the annual summary data and discuss trends to recommend effective and efficient utilization of school resources, including buying new materials and hiring new faculty.

Internal program reviews. The ongoing discussion of the relationship between the instructional program and student outcomes within programs is the primary motivator of program change. The annual program review is a catalyst for many of the discussions around program improvement.

The ASE program regularly assesses student completion trends and tracks improvements (3.5.38). The Dean and Chairs discuss with the faculty the connection between student success and the implementation of the new accelerated model of instruction. They continue an ongoing review of results and efforts to bring the most effective strategies to each campus.

Many of the BIT programs, including the Front End Web Development (FEWD) programs and Interactive Multimedia Certificate Program (IMCP), review student portfolios after each module to determine the required teaching strategies. Lab and simulations exams are reviewed in Information Technology lab classes.

DSPS faculty regularly discuss student progress in relation to classroom strategies and best practices in monitoring student progress. These discussions, along with the annual program review process, ensure the DSPS instruction is relevant for students and models best practices from the field.

As a result of ongoing discussions of strategically designed teaching delivery modes within their program, the Emeritus instructors have incorporated several new teaching strategies aimed at promoting brain health into many of their courses. Examples of such strategies include incremental successes, calibrated challenge levels, repetition, left/right brain activities, priming the brain prior to the introduction of new information, spatial memory exercises, and memory challenges. Emeritus brain fitness classes also utilize special computer-delivered teaching methodologies, like brainHQ (3.5.39), that target cognitive abilities in both visual and auditory processing, including sound discrimination, auditory precision, sound sequencing, useful field of vision (UFOV), visual recognition speed, and alertness. These brain fitness exercises improve student performance in the classroom (better memory and faster processing), as well as in the real world (safer driving and better hearing in noisy places). The instructor's version of the brainHQ program also has an assessment portal with each student's scores and achievements in each cognitive skill category for easy access to student performance.

In ESL, the Learner Persistence Committee reviews student persistence data and brainstorms strategies to enhance regular attendance and student outcomes (3.5.40). The ESL Program Chair collects data on course and level completions, which are then used to monitor student success rates. In each discipline, faculty review the results of their SLO assessments to determine how teaching strategies should be adjusted. The ESL program is investigating possibilities for implementing a professional learning community, a proven way to compare student performance with teaching strategies, as it strives to implement the new College and Career Readiness Standards.

ESL Student Attendance Patterns Report 2009/10-2013/14

In the Healthcare Careers and HSCS programs the instructors discuss the results of their student assessments with their respective Program Chairs and generate ideas for classroom enhancement. This process is further informed in the writing of the annual program review report for the programs.

In Parent Education, discussions occur among faculty at discipline meetings. Family Home Daycare instructors meet on a regular basis to discuss teaching strategies, marketing of classes, and standardization of classroom procedures, assignments, and assessment techniques.

INDICATOR

5.3
The school is actively engaged in integrating new technology into the instructional program of the school.

Technology training teams

As a multi-disciplinary adult education institution which is also part of a major California Community College district, SDCE includes many structures and

teams whose role is to ensure that the institution integrates new technology into its instructional programs rapidly, effectively, and appropriately.

District IT staff. The District IT staff plan for, and implement, the installation of major hardware such as computers, printers, document cameras, and Wi-Fi access points. In collaboration with District IT staff, faculty make decisions on the purchase of program-specific technology and software. As part of that collaborative effort the IT staff reviews any requests for new software to ensure the existing hardware is capable of supporting the new applications.

Technology resource coordinators. Several programs have dedicated Technology Resource instructors who make technology recommendations for their programs and train instructors in the use of the computer software and equipment. For example, the Technology Resources Instructor for ESL:

• is in contact with software publishers and facilitates ESL software purchases for all sites;

• attends conferences/workshops/webinars and networks with colleagues to keep abreast of current technology-integration topics and strategies;

• demonstrates/conducts workshops on equipment use, software programs, websites, and lesson ideas to faculty;

• networks with IT department to maintain lab images and software at each campus as well as requests software installation and reports lab issues;

• researches potential ESL websites and software programs for use in our department;

• advocates for technology integration for the department;

• maintains communication with publishers regarding paid subscriptions and serves at the administrator to arrange or conduct faculty training as needed; and

• troubleshoots technology issues per faculty requests, including recordkeeping and word processing use in and out of the classroom.

The BIT program has an instructional technician on staff whose role is to assist with analyzing the feasibility of purchasing and implementing new technologies. This position was originally brought on to implement and pilot NetLabs, an infrastructure that allows remote access to a networking lab and simulation software, and can be used by instructors to update their technology expertise. We are proud to say that SDCE was the first in the District to implement this technology, which is now under consideration by the for-credit colleges. A Technology Resource position is particularly important in the BIT program, which needs to recognize and implement industry trends quickly and determine how to align with those trends in order to prepare students for the current and future technology needs in San Diego.

In the other instructional programs there are many instructors who are well versed in the use of technology in the classroom and can make recommendations and those programs have not funded an individual technology resource position. Recently, for example, the Emeritus instructors worked together to research the effectiveness of implementing new technology

in their instruction and as a result have requested a selection of iPads to help deliver content to communities outside of campus walls. Additionally, in the Healthcare Careers program instructors stay abreast of new technology by learning from practitioners via clinical rotations in the field. As SDCE classrooms and instruction become more reliant on state-of-the-art technology, however, all programs would benefit from additional technical support across the campuses.

Faculty training in the use of classroom technology

Faculty are trained to use technology in their classrooms more effectively through a variety of FLEX training opportunities, including training sessions in the use of smart classrooms and electronic roll book. In addition to FLEX training, Technology Resource instructors give on-site training to instructors and coach them in the use of new technology. In ESL, for example, the Technology Resource instructor provides one-to-one, small group, and large group training sessions for faculty. Each week, the Technology Resource instructor sends out a Tuesday Tech Tip for all faculty through the SDCE email distribution list (3.5.41). A report developed by the ESL Technology Resource instructor (3.5.42) indicates that in 2012/13-2014/15, 177 instructors received technology training on topics including:

Tuesday Technology Tips

ESL Technology Training Report 2012/13-2014/15

- ESL software

- AV carts and smart classrooms

- Electronic roll book

- Basic and advanced Word and PowerPoint

- Class websites (Quia, Weebly, Google Sites, Edmodo)

- Websites set up for student use (Quizlet, Spelling City, Kahoot)

- Teacher resource websites (Ventures Resource Room, Dropbox, Authorstream)

- Google Voice

- Mobile device apps (Aurasma)

Under the Federal Workplace Innovation and Opportunity Act (WIOA) Grant, both the ESL and ASE programs develop technology plans each year (3.5.43). During this process, they ask the instructors to take the online technology self-assessment survey administered by the Outreach and Technical Assistance Network for Adult Educators (OTAN) through the California Department of Education. The OTAN self-assessment instrument informs the creation of a staff development plan focused on technology. Faculty can also access a variety of training webinars through OTAN. Finally, program chairs invite publisher representatives to visit programs to demonstrate new technology.

ESL/ABE/ASE OTAN Technology & Distance Learning Plan 2016-16

Since discipline-specific outside grant funding is the source of funding for much technology training, some programs are able to provide more targeted training to their faculty. ABE/ASE instructors who are familiar with online resources and technologies reach out to the rest of the staff and help in the implementation of these resources in courses. BIT instructors who are simultaneously working

in the San Diego marketplace bring their expertise to the classroom and their colleagues. BIT faculty can also take advantage of the Lynda.com (Learn a New Skill Online, on Your Time) video library to get the latest in technology and software training along with in-service education through faculty discipline experts. In the DSPS program, the Access Technology Specialist and the Program Chair have given workshops for faculty to demonstrate how to access technology which would be useful for their classrooms.In Parent Ed and Emeritus programs, instructors participate in training of their own accord as offered through professional organizations such as National Association for the Education of Young Children (NAEYC).

Extending Online Learning Options

Hybrid classes. While most SDCE classes meet face-to-face, more and more online learning options are provided for students. Recently, there has been a rapid growth in hybrid programs, pioneered by BIT, which now offers several such programs. Most BIT certificate programs allow students to do work both in the classroom and off-site (home, library, etc.) through the online portion of the hybrid course. This enables more students to attend the programs while they are working or engaging in other responsibilities. Hybrid courses also provide students with additional access to their instructors to receive feedback and ask questions as they work on technology projects.

BIT HYBRID ONLINE COURSES:
Web Server Maintenance and Security
Front End Web Development 1 & 2
Interactive Multimedia Program
Cisco
Accounting
Entrepreneurship
Small Business Management

The ASE program uses online mechanisms to deliver instruction in some classes to expand access for students. Students in these classes may access course materials through Edmodo or Juno, and class websites and computer time are written into the curricula for the various high school courses.

The Emeritus program offers both online and hybrid classes. These classes have a course website, a discussion board, a forum, and a video conferencing classroom for discussion and presentations. Online instruction serves the educational needs of homebound and restricted seniors who want to keep mentally active. Virtual classrooms and distance education courses bring classes to older and/or frail students in retirement homes and group living facilities, who would otherwise be unable to participate in educational activities. It is also meeting the needs of an aging workforce for continuing education in a self-paced and accessible manner.

In the spring of 2016, the ESL program piloted its own online hybrid Citizenship course, where students had one face-to-face class each week and spent the rest of the course hours online. There is also a plan to pilot the first Advanced Prevocational ESL hybrid class in Fall 2016. Parent Education is also moving online with hybrid offering, the Family Home Day Care Training course.

Class websites. ESL students can access course materials through class websites from home and in designated computer labs. Moreover, as of June 2016, 46 ESL faculty members are either using a class website or are in the process of finalizing one. Workshops teaching how to create a class website are offered regularly for FLEX. The ESL Technology Resource instructor created two websites with links to ESL sites for different levels and different skills area, called *Websites for ESL Beginners* (3.5.44) for beginning level students and ESL *Websites for Practicing English* (3.5.45) for intermediate and advanced level students. Thanks to the implementation of QR codes on several EL Civics lessons (3.5.46), students can use their smart phones to hear audio portions of their curriculum outside of class.

The purchase of *BurlingtonEnglish* (3.5.47), a blended learning program for language acquisition which includes an innovative speech-processing platform and combines face-to-face classroom activities with online access state-of-the-art interactive modules, marked another significant move towards online technology. For the past two years, the ESL program has implemented the software, at any one time enabling 120 students in its VESL labs to practice English for specific careers and develop workplace readiness skills.

Additional Online Indicators

ESL Program websites for students

INDICATOR

5.4

The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning in the online environment.

Currently, online instruction is used at SDCE to both enhance classroom coursework and as a hybrid teaching model. The hybrid modality provides a majority of the instruction online and has some face-to-face instruction required for the course. Currently, the programs which offer online instruction are Business and Information Technology, Emeritus, ESL, and Parent Education. However, the SDCE 2016-2021 Strategic Plan (3.5.48) includes an increase in online instructional activities as the institution seeks to expand its online offerings.

Assessment of Teacher Online Technology Competencies

Teacher online technology competencies are assessed during online instruction using student feedback and evaluation links embedded in the Blackboard curriculum. Deans and Program Chairs are provided access to courses to review instruction. Student performance and participation also provide an indication of teacher online technology competencies. Email and group discussion forums help assess student understanding of the curriculum as well as to provide direct feedback on the course. At the end of the course an evaluation is given to the students regarding satisfaction with the online aspect of the course as well as suggestions for improvement.

Inclusive Online Instruction

Learning based on SLOs and academic standards actively involve all students regardless of their background and abilities. Tools in LMS Blackboard

accommodate different learning styles and communication capabilities including, but not limited to, discussion boards, weekly emails, video conferencing, social media, announcements, chats, portfolios, and student showcases.

Closed captioning is required for all content videos used in SDCE. The instructor provides a captioned instructional video touring the course with directions and tips on navigating through Blackboard. In addition to quizzes and assignments that comprise the student's grade, every week students complete one to two pre-assessments to monitor active participation in the course with no impact on their overall scores. Also, primary language support in Spanish, is offered in selected Family Home Day Care Training classes as a way to encourage participation and completion of assignments.

Students in the Emeritus program, regardless of online experience or ability, are guided into active participation in the learning process through student teacher contact and direction, via emails, phone calls, live online sessions, or live office hours. Tutorials and videos are available in the online classroom and also e-mailed to students with direct links to the tutorial and/or online classroom for ease of access until the student is proficient in online use. These video tools insure accessibility to the course content which leads to the achievement of SLOs.

INDICATOR

5.5

The online teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies that effectively engage students at a high level of learning.

Measures of the Effectiveness of Online Instructional Strategies

The effectiveness of instructional strategies is assessed during frequent collaborative discussions among teachers, counselors, and administrators about what is working and how to improve the instructional efforts. Furthermore, the effectiveness of the online instructional strategies in the hybrid model is measured through:

- Course syllabi reviews (3.5.49)

- Completion of assignments, courses, and programs (3.5.50)

- Level of student participation and quality of student responses in discussion boards and chat

- Student scored tests and assignments

- Portfolio reviews

- Student surveys (3.5.51)

- Student successes stories

BIT IMCP course syllabus

BIT Business course satisfaction survey results

Evaluation of Student-Teacher Interaction

The quality of student-teacher interaction is evaluated in many of our cohorts including Web Server Maintenance and Security (WSMS), Project Management Certificate Program (PMCP), and Business Planning and Growth programs through instructor-initiated student surveys that solicit student feedback at the end of the course or program. The quality of direct instruction is also evaluated based on student participation in discussion forums, student attendance, class popularity, and instructor observations. In hybrid classes, additional evaluation occurs during classroom site visits. Some instructors archive all email communication with the students outside of Blackboard. Personal comments on all student-graded assignments within the LMS can be retrieved for review.

Use of Pacing Guides in Asynchronous Online Instruction

All of SDCE's online instruction is offered in a hybrid format that includes face-to-face classroom time ensuring that instructors have opportunities to engage with students in person. Strategies used to help students keep up with the pace of online coursework in asynchronous online instruction include:

- Timelines and activity checklists

- Recordings of live sessions using CCC Confer in Cisco hybrid classes

- Significant contact with the students through discussion boards and weekly emails

INDICATOR

5.6 Student work demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.

Evaluation of Online Student Work

Instructors are able to determine the degree to which our online students are analyzing, comprehending, and conducting effective research through the questions students ask and responses they give, research reports they write, projects they develop, and the overall results of their work. The Emeritus program uses web conferencing, email, group discussion board, and weekly quizzes to review student understanding. Parent Education uses multi-level projects, which create a foundation of basic concepts and overlap new curriculum onto a previously completed assignment to add depth. Certain projects are compartmentalized into multiple assignments to monitor progress and assure comprehension.

The ASE program at ECC reviews much of the high school work online. The tests and many assignments are written and evaluated online. Since the courses also include daily lectures, presentations, and discussions there is a synthesis of the online and in-class work.

The reviewing of online student work is very effective, particularly in our multimedia and technology programs (IMCP, Front End Web Development, WSMS), where instructors are able to give very detailed feedback and responses; they have a digital record of student interaction, work, and assessments; and

where students can initiate questions for instructor responses. Due to the technical nature of many of the programs, specific technical questions are asked concerning assignments that require feedback. In all applicable programs, the teacher is able to evaluate their impact on students learning by reviewing their work online. Since all of our online programs include face-to-face classroom time as well, instructors are able to engage with students in person as well.

INDICATOR

5.7

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

Orientation, Induction, and Monitoring of Students in Online Courses

SDCE has effective processes and strategies in place for incoming online students, as well as ongoing monitoring and support of students, to ensure they have a full opportunity for academic success. All certificate programs have an intake counselor and orientations; some, like Parent Education, also have exit meetings. All online courses have a mandatory orientation with the instructor, where the expectations of the course are discussed. Students have follow-up opportunities with both counselors and instructors to support participation. Weekly emails are used to introduce each week's topic and students often reply via these emails. The course is accessible in Blackboard 24/7, with discussion boards, email, or video conferencing and the Blackboard Help Desk also available 24/7. Furthermore, some instructors offer online office hours to increase student access to whatever level of support is needed to ensure their success.

In the Emeritus program, new students are introduced to online instruction at the orientation and then guided through the process via e-mails, phone calls, live online sessions, or office hours. Tutorials and videos are available in the online classroom and also e-mailed to students with direct links for ease of access until the student is proficient in online use. These tools are also used to monitor student progress.

In the Business and Information Technology Program the instructors use the early face-to-face class time to instruct students in how to access the online system and be successful in online learning. The layout of their lectures, assignments, supporting information, and grades are also reviewed. Assignments are typically graded and presented online. Some instructors request students review feedback online and bring questions to the classroom for further group review.

Strategies Promoting Inclusion and Engagement of Online Students

The majority of our online programs are hybrid and thus instructors are engaging with students in person as well as online, helping the students feel connected. Instructors work to develop rapport and facilitate student inclusion by greeting and interacting with them frequently. Web conferences are also a very important aspect of the online class. Instructors may appear in instructional videos they have created for students to become more familiar

with them as an individual and students can interact with the instructor either online or in person if they have questions. All videos are closed-captioned to ensure full access for all students. Nurturing, supportive, and non-judgmental teaching practices also facilitate student engagement and learning.

Processes for the Regular Review of Student and School Wide Profiles That Impact the Use of Interventions for Online Students

Therefore, the processes for the regular review of student and institution wide profiles that impact the use of interventions for online students are included in our institutional student equity work. SDCE's use of the hybrid model for online learning ensures that all students also have opportunities to interact with instructors in a physical classroom. Yearly Student Equity workshops are held to review student profile data, and discuss and plan for additional support as needed. These workshops are attended by both faculty and staff. Student profile data is also included in our program review processes and questions are presented to elicit the connection between student profiles and student program performance each year. Student and institution demographics are produced and posted by the SDCCD Institutional Research and Planning Office each term (3.5.52). Fact Books (3.5.53) and Facts on File reports (3.5.54) are also publically accessible. As we grow our online programming these processes will be expanded further and possibly revised should we venture into solely online program or course offerings.

Fact Books and Facts on File reports

School's Strengths and Key Issues

Strengths:

• Diverse, high quality, and experienced faculty and staff dedicated to facilitating the success of each student

• Free, diverse, and accessible programming using innovative instructional strategies and models (e.g., the I-Best model)

• Experience meeting individual student needs through academic counseling, individual student education plans, and DSPS services

• Wide variety of options for professional development via FLEX and program-facilitated training

Key Issues (Prioritized):

1. Need to upgrade the existing data tracking technology
2. Need to upgrade the instructional and career technical resources and technology
3. Need to develop more accelerated/managed enrollment courses
4. Need to expand counseling services in CTE and ESL
5. Need to implement placement testing for CTE programs
6. Need to expand online offerings through the development of more hybrid courses
7. Need to increase interdisciplinary collaboration to facilitate student enrollment in multiple programs

Chapter 3 Criterion 5 List of Evidence Documents

3.5.1   CASAS sample email reminder to faculty → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.1_casas_email_reminder.pdf

3.5.2   ESL program statistics 2014/2015 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.2_esl_program_statistics_2014-2015.pdf

3.5.3   Auto Tech 507A pre & post-test chart → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.3_auto_tech_507a_pre_post-test_chart.pdf

3.5.4   Auto Job Placement Tracking Chart → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.4_auto_job_placement_tracking_chart.pdf

3.5.5   BIT IMCP course rubric → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.6_bit_imcp_rubric.pdf

3.5.6   2016 San Diego County Fair awards won by BIT IMPC students → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.7_2016_san_diego_county_fair_awards_won_by_bit_impc_students.pdf

3.5.7   NNAAP Nurse Aide Competency Evaluation results, Spring 2015 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.7_2016_san_diego_county_fair_awards_won_by_bit_impc_students.pdf

3.5.8   Acting Out performance program → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.12_acting_out_performance_program.pdf

3.5.9   Cisco Live BIT report → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.13_cisco_live_bit_report.pdf

3.5.10   Daycare Training, WE May 2015 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.14_we_may_2015_daycare_training.pdf

3.5.11   Give & Take, ESL Dialogue Spring 2015 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.15_esl_dialogue_spring_2015.pdf

3.5.12   Transition to College/Level 7 Outcomes, ESL Dialogue Fall 2015 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.16_esl_dialogue_fall_2015_transition_to_college.pdf

3.5.13   AFT Local 1931 Faculty Bargaining Unit Agreement with SDCCD → http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Faculty.pdf

3.5.14   2015 CE Student Feedback Survey → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.18_2015_ce_student_feedback_survey.pdf

3.5.15   BIT Business course satisfaction survey → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.19_bit_business_course_satisfaction_survey.pdf

3.5.16   FLEX Workshops 2010/11-2014/15 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.21_flex_workshops_2010-11-2014-15.pdf

3.5.17   FLEX Coordinator Report 2008-2016 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.22_flex_coordinator_report_2008-2016.pdf

3.5.18   AFT Local 1931 Faculty Bargaining Unit Agreement with SDCCD → http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Faculty.pdf

3.5.19   Academic Senate Travel Fund Request form → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.24_academic_senate_travel_fund_request_form.pdf

3.5.20   AFT Sabbatical Funds for Travel list → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.25_aft_sabbatical_funds_for_travel_list.pdf

3.5.21   OTAN Technology & Distance Learning Plan survey results for ESL → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.26_otan_technology_distance_learning_plan_survey_results_for_esl.pdf

3.5.22   ESL Technology Resource Instructor's Training Report 2012/13-2014/15 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.27_esl_technology_resource_instructors_training_report_2012-13-2014-15.pdf

3.5.23   FLDA Spring 2016 agenda → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.29_flda_spring_2016_agenda.pdf

3.5.24   → https://zoom.us/

3.5.25   Digital Media Advisory Board minutes, November 12, 2015 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.31_digital_media_advisory_board_meeting_minutes.pdf

3.5.26   Automotive Advisory Committee minutes, October 19, 2015 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.34_automotive_advisory_committee_meeting_minutes.pdf

3.5.27   → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.36_november_2013_persistence_tip_overcoming_barriers_to_achieve_goals.pdf

3.5.28 ESL Learner Persistence Tips → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.37_esl_learner_persistence_tip_december_2015_accommodating_different_learning_styles.pdf

3.5.29 Collaborative Activities for Low Level Learners presentation slides → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.40_collaborative_activities_for_low_level_learners_presentation_slides.pdf

3.5.30 Teaching Essay Writing Through Collaborative Group Work presentation slides → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.41_teaching_essay_writing_through_collaborative_group_work_presentation_slides.pdf

3.5.31 DSPS Access Technology workshops 2011/12-2015-16 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.42_dsps_access_technology_workshops_2011-12-2015-16.pdf

3.5.32 DSPS Resource Support faculty → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.43_dsps_resource_support_faculty.pdf

3.5.33 Health & Wellness classroom equipment list → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.44_health_wellness_equipment.pdf

3.5.34 Writing tutor counts 2015-2016 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.45_writing_tutor_counts_2015-2016.pdf

3.5.35 → http://research.sdccd.edu/Research-Reports/surveys.cfm

3.5.36 Program Review Guidelines and Procedures 2014-2016 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.47_program_review_guidelines_and_procedures_2014-2016.pdf

3.5.37 Program Review Data Form A → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.48_program_review_data_form_a.pdf

3.5.38 ABE/ASE outcomes data 2014/15-2015/16 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.49_abe-ase_outcomes_data_2014-15-2015-16.pdf

3.5.39 brainHQ.com → http://www.brainhq.com/welcome#

3.5.40 ESL Student Attendance Patterns Report 2009/10-2013/14 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.51_esl_student_attendance_patterns_report_2009-10-2013-14.pdf

3.5.41 Tuesday Technology Tips → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.52_tuesday_technology_tips_internet_shortcuts_qr_codes_zipped_folders.pdf

3.5.42 ESL Technology Training Report 2012/13-2014/15 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.53_esl_technology_training_report_2012-13-2014-15.pdf

3.5.43 ESL/ABE/ASE OTAN Technology & Distance Learning Plan 2016-16 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.54_otan_technology_distance_learning_plan.pdf

3.5.44 ESL Program websites for students → www.webforbeg.weebly.com

3.5.45 → http://eslwebsites.weebly.com/

3.5.46 Sample QR → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.58_sample_qr.pdf

3.5.47 BurlingtonEnglish brochure → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.59_burlingtonenglish_brochure.pdf

3.5.48 2016-2021 Strategic Plan → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.60_2016-2021_strategic_plan.pdf

3.5.49 BIT IMCP course syllabus → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.61_imcp_syllabus.pdf

3.5.50 IMCP assignments → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.62_imcp_assignments.pdf

3.5.51 BIT Business course satisfaction survey results → https://sdce.edu/sites/default/files/iep/self-study/evidence/c5/3.5.64_bit_business_course_satisfaction_survey_results.pdf

3.5.52 SDCCD Student Demographics for CE → http://research.sdccd.edu/Student-Profiles/ce-demographics.cfm
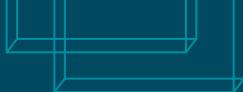
3.5.53 Fact Books and Facts on File reports → http://research.sdccd.edu/Research-Reports/fact-books.cfm

3.5.54 Facts On File → http://research.sdccd.edu/Research-Reports/facts-on-file.cfm

USE OF ASSESSMENT

Criterion 5: The instructional staff uses established assessment procedures to design, administer, deliver, and evaluate courses, programs, and student learning levels. The institution recognizes the central role of its faculty for improving courses and programs through the assessment instruments and practices used in the institution. Assessment is used to measure student progress, to modify learning approaches, and to carry out institutional planning and ongoing institution improvement.

INDICATOR

6.1

Clear learning outcomes are developed for each course so that success can be measured and students who are struggling can be identified and helped.

Development of Course Learning Outcomes

Core competencies and learning outcomes are developed for each course through a collaborative process involving instructors, administrators, and oftentimes outside discipline specialists, who identify the knowledge and skill sets necessary for student success. Input from industry specialists is sought if course outcomes are dependent upon industry specifications, labor market information, and state mandates. Training and guidance on state academic standards for adult education is also provided to faculty members to assist them in developing clearly articulated and measurable outcomes.

As new courses are created, faculty and discipline specialists develop and incorporate SLOs into the curriculum. The new SDCE syllabus template, launched in Spring 2016 with associated training offered during FLEX that year, aides this process by featuring SLO development, sample rubrics, and elements of an effective student centered syllabus.

Specifically, student learning outcomes are identified by the instructional faculty. Under the leadership of the program chair, faculty and the discipline specialist discuss the course objectives and develop SLOs based on the results of discussions. As an example, the ESL department represents over 40% of SDCE

KEY EVIDENCE

enrollments and has its own SLO subcommittee. The committee develops SLOs for its courses and makes instructional and curricular changes based on the regular and systematic review and assessment of SLOs. The Emeritus program accounts for 20% of CE and has a highly structured SLO assessment cycle that includes examining core competencies and developing or updating SLOs.

Ongoing Course Evaluation

Each program evaluates the quality and effectiveness of its courses on an ongoing basis. Within programs, instructors meet regularly during program meetings, committee meetings, and advisory board meetings to discuss student learning data, identify strengths and weaknesses, and develop plans for program improvement. (3.6.1)

Course evaluation as part of Program Review. The annual Program Review is the primary opportunity for programs to review their course offerings and address issues regarding curriculum, Student Learning Outcomes (SLOs), and assessment methods (3.6.2). It is also the time when programs review the student enrollment and learning data to make decisions about course and program improvement.

ELEMENTS OF THE SDCE PROGRAM REVIEW PROCESS
Analysis of SDCE and program data and five-year trends
Environmental scan
Program reassessment

As the first step of the annual program review process, each program receives and examines a data summary table and comments on factors which have resulted in the growth or decline in the areas of student enrollment and certificate/diploma/course completion. The program then responds to several questions on Program Review Data Form A (3.6.3), including following questions regarding Student Learning Outcomes (SLOs) and curriculum.

In the comprehensive program review conducted the sixth-year of each cycle, the next step process requires the programs to complete the Course Reassessment form, where they are asked to review (and revise if necessary) courses approved within the last three years in order to ensure that they include the following elements:

- course goals and objectives

- tudent Learning Outcomes (SLOs)

- multicultural themes, namely the interaction of diverse people (when appropriate)

- computer technology, namely informational databases (when appropriate)

- business / industry standards (when appropriate)

- articulation with SDCCD credit colleges: San Diego City College, San Diego Mesa College, and San Diego Miramar College (when appropriate)

Auto and Healthcare Advisory Board minutes October 19, 2015

SDCE Program Review Guidelines and Procedures 2012-2014

Program Review Data Form A

Courses which have been revised to add the above are subsequently submitted to the Office of the Vice President of Instructional Services. Courses which have been changed substantially need to be approved at the state level.

Course Improvement as a Result of the Analysis of Learning Data

Several improvements in course design, objectives, schedules, and assessments have occurred across programs as a result of the annual and ongoing analysis and discussion of learning data since the last Accreditation Team visit. The following are some examples:

- Work groups from Adult Basic Education, High School Equivalency, and the High School Diploma Program reviewed the implementation of SLOs across the program and found a need for improvement in two areas: more culturally relevant curriculum and an increased rigor in writing. A representative from the program is attending Writing Alignment meetings in order to better prepare the students to meet the writing demands of college.

- Based on the recommendations derived from student learning data analysis, the ABE/ASE program restructured its instructional model from an independent study to an accelerated model that includes instructor-supported learning communities along with increased student counseling support to ensure early detection and intervention for struggling students.

- The BIT program developed a new cohort model after data demonstrated low program completion rates in the self-paced lab classes. The cohort model provides lecture-based instruction, an accelerated completion schedule, and peer-to-peer support.

- Also in the BIT Program, data from a three-year pilot indicated that online testing was preferred by students enrolled in the Office Skills Program. In response, tests were converted from paper to electronic format. This change not only allowed students to receive immediate feedback, but also gave instructors additional time to provide individualized help to students.

- In the CTE Auto Technology program, the examination of learning outcomes revealed that students with limited math and English proficiency were not grasping the course concepts efficiently. It was determined that these students would be better served in an introductory course utilizing the I-BEST model, where an auto technology instructor partners with an English as a Second Language (ESL) instructor to provide simultaneous classroom instruction.

- CTE instructors in the Automotive Technology, Auto Body Repair Collision, and Combined Upholstery Trades programs implemented a pre-test and post-test methodology to better assess student learning outcomes, identify students who are struggling, and inform curriculum planning.

- In the CTE Welding program data indicated that low success rates were attributable to English language difficulties. In response, instructors have adjusted their instruction by pairing limited English proficiency (LEP) students with bilingual students. This pairing helps the LEP students more quickly gain understanding of the theoretical knowledge which is critical to be a skilled welder.

- Student learning data for the Emeritus program demonstrated a need to examine current methods of instructional delivery for the 55 and older population. Demographics illustrated diverse types of students ranging from the working seniors to individuals who are home-bound or have mobility/ transportation issues. The program responded by developing online courses and emphasizing the use of technology. New courses included an online section of Living with a Chronic Health Condition, as well as an onsite class focused on effective communication skills with the use of technology. These new technology-based courses utilize multiple learning modalities through the use of PowerPoint slides, DVDs, narrative information in a variety of large, bold, and color font, social media, interactive discussions with technology, mobile phones, emails, blogging, online surveys, and Zoom (3.6.4) video conferencing with online classrooms.

- The ESL program, having analyzed the results of its student technology surveys, realized that many students access the Internet with mobile devices on a regular basis. As a result of that finding the program is exploring options and providing professional development opportunities to increase a presence on student mobile devices. A goal of the ESL Tech Plan goal is to increase the number of classroom instructors using a class website to post lessons, make announcements, and provide resource links. In addition, lessons are being developed that will be more accessible on mobile devices such as tablets and smart phones.

- As a result of implementing SLO writing and speaking assessment requirements for course and program completion, the rigor of the ESL program has increased and more writing instruction was done in each class, which in turn increased the number of the students successfully moving to a higher level. In addition, responding to data-driven indications that students need more intensive writing instruction, the ESL program has added writing tutors to the program and more specialty classes focused on writing. For faculty, supplemental writing workshops are offered to help the instructors improve instruction, error analysis, and scoring skills.

- In the area of Healthcare Careers, the National Nurse Assessment Program (NNAAP) issues examination data reports for both California and the SDCE Healthcare Careers (HCC) Program, during subsequent semesters. Instructors receive and interpret this data which then informs teaching practices, curriculum development, and identification of student learning outcomes. When the Healthcare Careers program observed a decrease in the number of students passing the National Nurse Aid Assessment Program (NNAAP) exam, a competency exam which qualifies them to be Certified Nurse Assistants in the state of California, the program responded by hiring instructional assistants helping students with the skills development portion of the nurse training course. In 2015 and 2016, students averaged a 96% pass rate on state Certified Nursing Assistant exams.

- The Hospitality Services and Consumer Sciences program determined that more hours were needed in Culinary Arts to obtain the competencies indicated by the Advisory Board. Therefore, areas of necessary improvements were identified and courses were revised accordingly.

- In Parent Education, data reflected poor levels of certificate achievement. The program responded by revising course schedules to allow students to complete a certificate program through attendance at a single campus, rather than having to travel to multiple campuses to complete necessary

courses. In addition, the program developed articulation agreements with SDCCD credit colleges which allowed students in the program to earn three units of college credit in child development. This strengthened the transitional pathway from noncredit to credit programs.

INDICATOR

6.2

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

Opportunities to Discuss Learning Data

Faculty and administration meet regularly to analyze data and identify ways to improve educational offerings. The two primary events that promote the discussion of student learning data are the annual Program Review process and the pursuit of grant funding to provide targeted fiscal support beyond the SDCE general fund. Program faculty also meet during the Fall and Spring Flex program meetings to reflect on the recent semesters, evaluate data, and plan for the future.

In addition to the program meetings held at the beginning of each semester, several of the programs meet more often throughout the year. For example, the ABE/ASE administration and faculty meet at the conclusion of every semester to discuss data submitted in the Basic Skills Initiative (BSI) Report. In the Emeritus program, the data are reviewed regularly by the program administrator and chair who then shares the analysis with the broader faculty group in the program. In the ESL program, the 231 Committee leadership team, which includes ESL Program Chair, Assistant Program Chairs, and Resource Instructors, and the ESL Dean, meets on a monthly basis to discuss data on course and program completion as well as CASAS assessment results. At the end of the Spring semester the 231 Committee also meets at a whole-day retreat during which they reflect on recent activities and data to inform their plan for the future. Hospitality meets twice a year. Parent Education faculty meet as a group at least twice a semester to discuss their program's strengths and weaknesses to ensure improvements are happening in a timely fashion. The CTE faculty meet after every course completion to discuss course student achievements and review course objectives.

Documentation of Student Learning Data Analysis Conclusions

The conclusions of the discussions of student learning data are documented by various means:

- Program Review response sheets

- Grant accountability documents including quarterly Perkins or WIOA reports

- Advisory board meeting minutes

- SDCE and program newsletters

Change in Teaching Methodologies and Instructional Strategies

Ongoing formative, summative, and needs assessment and discussion of student learning data have allowed faculty to adjust their teaching methodologies and instructional strategies to improve the effectiveness of instruction, introduce several teaching innovations, and address the needs of individual students.

Integrating technology into instruction. The Emeritus program introduced tablets in their off-site instruction. Emeritus is unique in that the majority of classes are held at off-campus locations including senior facilities and nursing homes. When program data demonstrated the need for technology enhanced instruction, faculty members applied for funds to create portable Apple technology labs. Instructors now transport tablets to the community sites, which allows homebound students and those with transportation limitations to benefit from instruction as much as if they were in the classroom.

Supplementing classroom instruction with online options. When analysis of the student demographics data revealed that many adult learners today have limited time due to family and employment obligations, and at the same time many have good technology skills, several online hybrid classes were developed in the Business and Information Technology, Emeritus, ESL, and Parent Education programs. Additionally, many instructors across programs have created class websites and supplement their classroom instruction with online activities and social media presence by utilizing tools like Blackboard, Facebook, and Edmodo which students can access outside of the classroom.

Updating learning objectives, topics of instruction, and instructional materials. Topics of instruction and materials are updated regularly based on review of the changing student demographics, advice of industry partners, and student interest surveys. The Emeritus program, for example, has implemented several new classes to keep up with the changing needs and interests of the older adults. Currently, the program offers classes in Health and Wellness, Brain Development, Opera, Effective Communication, and Rediscovering San Diego. The ESL program has added new English for Careers classes which teach employability and workplace skills tailored to the needs of the current job market.

Augmenting instruction for students with disabilities. The DSPS program introduced Resource Specialists who ensure learners are linked to the Access Technology Specialists and to Counselors when required. DSPS also provides Learning Disability Assessments as well as instructional support when appropriate.

Improvements in writing instruction. Individual writing assignments and group writing projects, along with writing rubrics, are used to evaluate student writing capacities and demonstrate areas of needed improvement. Based on the results of such assessments, it became evident that ABE/ASE and ESL students need more help with writing. The programs took several measures to remedy the problem:

- The ABE/ASE program representative attends Writing Alignment meetings in order to prepare learners for the challenges of collegiate writing.

- Both the ABE/ASE and ESL programs use instructional aides to provide additional individual assistance to students in the classroom.

- The ESL program hired several writing tutors who helped the students with their writing on an individual basis in addition to the classroom instruction they were receiving.

- The ESL program developed writing rubrics for all levels to improve assessment, as well as students' comprehension of the writing process.

Hands-on approaches and real-life experiences. The Hospitality and Consumer Sciences program creates a meaningful and innovative environment for learning by infusing instruction with real-life experiences, such as student participation in the San Diego Food and Wine Festival and San Diego Quilt Show. The Parent Education program ensures that students develop practical childcare skills and child development tools and techniques for future employment by providing instruction in a childcare setting which provides various opportunities to strengthen their skills and knowledge.

Focus on Individual Student Learning

Assessment results are integrated into the institutions' teaching and learning process to guide future instruction and prompt innovative decisions and problem solving with individual student learning in mind. In each program, assessment results are used to help identify students with special learning needs and issue referrals for counseling services. Each program uses assessment results to focus on individual student learning in ways appropriate for the program:

- In the ABE/ASE and ESL programs the CASAS reading or listening tests are repeated four times a year and, along with other formal and informal forms of assessment, provide instructors with information about student progress, as well as areas of persistent deficiencies. The students receive score slips and chart the scores they receive throughout the academic year so they become aware of their areas of strengths and weaknesses.

- Simulation software used in the BIT program provides individual feedback to students and project portfolios are used to document successful completion for a diverse range of student skills.

- The CTE Heavy Vocational faculty analyze student learning data and demographic data with enrollment trends after each course and adjust the curriculum and instructional methodology to ensure the ongoing success of their students.

- The Emeritus program uses assessment results to identify different learning modalities, which is of particular importance with older adult students. The faculty then work to develop instructional offerings that support the differing learning styles of their students.

- In ESL, student assessment is conducted at many levels and adjustments regarding placements and special services are made throughout the student's entire course of study. On the first visit to the campus, the student is given reading, speaking, and writing tests. Based on the overall results

of the testing, a decision is made about the proper placement. Once the student is in a classroom, the instructor continues to administer formal and informal assessments to track progress and evaluate the student's changing skill profile. The results are discussed during program campus meetings to facilitate the student's progress across levels and create a customized pathway throughout the program, the institution, and oftentimes the District in case of students transitioning to SDCE vocational programs and SDCCD credit colleges.

Connecting Student Learning Data with Institutional Planning

Student learning data have informed each major plan, as well as grant application, since the last Accreditation Team visit in 2010. These plans include the Student Success and Support Program (SSSP), Student Equity Program (SEP), Adult Education Block Grant (AEBG), and the SDCE Strategic Plan 2016-21 (3.6.5).

Assessment as Reflecting the SDCE Institutional SLOs

Program and course SLOs, as well as their corresponding assessments, are designed to reflect the overarching institutional SLOs: Social Responsibility; Effective Communication; Critical Thinking, and Personal and Professional Development (3.6.6). The process of developing program and course SLOs involves consideration of the institutional SLOs, which guide program SLOs and become interwoven into the course content in different ways depending on the specific objectives of the course.

SDCE INSTITUTIONAL SLOs
1. Social Responsibility: SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication: SDCE students demonstrate effective communication skills.
3. Critical Thinking: SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development: SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

Examples of SLOs from the BIT program illustrate this process:

SDCE 2016-2021 Strategic Plan

Students completing a BIT software course will be able to demonstrate the use of the software tools to effectively communicate with others in person, with paper documents or online.	BIT students will demonstrate the capability to work in teams of other diverse individuals to apply Information Technology solutions to a problem.	BIT students will pursue continued Information Technology education to complete short term goals such as website development, and also continue with long term programs that will keep them current in this rapidly changing field.
This SLO primarily refers to effective communication **(SLO #2)**, but also promotes social responsibility (working with other people), critical thinking (processing information), and personal and professional development (learning a new skill)	This SLO primarily refers to social responsibility **(SLO #1)** and critical thinking **(SLO#3)**, but also promotes communication and the development of new personal and professional skills.	This SLO primarily refers to the development of personal and professional goals **(SLO #4)**, but also promotes communication, critical thinking, and social responsibility which are part of website development

When student learning data are considered during student, course, and program evaluation, the overarching Institutional SLOs are always kept in mind.

INDICATOR

6.3
Student learning data analysis is used to make institutional changes that enable students to reach educational goals and achieve academic success.

Formative and Summative Assessment

The goal of formative assessment is to help instructors monitor their students' progress and to modify the instruction accordingly. The goal of the summative assessment is to measure the level of success or proficiency that has been obtained at the end of the instructional unit by comparing it against some standard or benchmark.

SDCE instructors use formative and summative assessment results to identify students' needs and progress, fine-tune course objectives, content, and materials, as reflected in the course syllabi, as well as modify modes of delivery and methods of instruction. Formative assessment results also allow instructors to adjust instruction to students' different cognitive levels, learning styles, and preferred modalities.

SDCE programs use a variety of tools for the purpose of formative and summative assessment:

- checklists

- class discussions

- observations

- oral tests

- peer evaluations

- questionnaires

- rubrics

- self-evaluations

- written tests

Each SDCE program approaches formative and summative assessment

somewhat differently according to the specificity of its curriculum and characteristics of its student population. For example:

- ABE/ASE instructors review summative assessment results and modify learning and teaching approaches every nine weeks.

- In BIT, where a large part of course content involves the use of computers, formative assessment results are used to identify areas of instruction that have not been understood and can be repeated or augmented with visual clues during guided exercises.

- In Healthcare Careers, student pass rates on the National Nurse Aide Assessment Program (NNAAP) exam are considered as an important component of the summative assessment of student success and the effectiveness of instruction.

Institutional Changes as a Result of Student Learning Data Analysis

The analysis of learning data has prompted several changes within and across SDCE programs. At the institutional level:

- More pathways have been created for students transitioning to higher education or careers. Initiatives such as CE Advantage and the San Diego Promise scholarship make it easier for students to transition to SDCCD credit colleges. Bridge programs like ACE2 and the ACCUPLACER preparation class have shortened the academic pathway for students and often times enabled them to achieve higher placements when enrolling in for-credit classes at the colleges. The Immigrant Professional Transfer Academy educates foreign-trained professionals about the system of higher education in America and the foreign degree evaluation process. The ESL program opened several Transition to College classes and English for Careers classes, which incorporate visits to college campuses and college career fairs and counselors' presentations. Several EL Civics units including transition to college and workplace skills have been created. All these changes have been prompted by the results of student learning data, which reinforced the awareness of the gap between adult education programs outcomes and the language students need to succeed in college or career settings.

- The academic rigor has increased in most programs as a result of the adoption of College and Career Readiness Standards (CCRSs), supported by numerous professional development opportunities for faculty provided by SDCE and SDCCD. To further address the gap between learning outcomes and the language students need to succeed in college or career, the ABE/ASE program and the ESL program are currently training faculty on the implementation of CCRSs and modifying their curricula to incorporate these standards, as well as the academic and professional language students need to succeed in college and career.

- Effective instructional models have been supported by the institution. Instructional models like I-BEST, which requires an industry instructor and an ESL instructor to teach the class, may be costly. Nevertheless, based on the results of the past effectiveness of this model, SDCE continues to support the I-BEST Auto Technology class.

- With funds secured through the Student Service and Support Program (SSSP) and the Student Equity Plan (SEP) program, more counseling and support services have been provided at all SDCE campuses. As a result of this enhanced funding, students will now be provided with orientation, an individualized student education plan, and follow-up services. SSSP also funded writing tutors and textbook and transportation support for several qualified students since Spring 2015. These changes have been introduced based on the data indicating that disadvantaged students are particularly susceptible to the negative consequences of the lack of proper orientation and support services.

- New certificate programs have been created across SDCE, and enhanced support for programs has resulted in an increase in the number of certificates and diplomas awarded, greater industry sector course completion, and increased pass rates on state exams like NNAAP. These examples of improvements in student success are evidence that providing clearer pathways to careers and transition to college as well as more support services are a good investment.

INDICATOR

6.4

Assessment results are reported regularly to all stakeholders so that accountability can be maintained and that student learning remains the focus of the school.

Reporting the Assessment Results to Stakeholders

Student learning results are reported to stakeholders groups including the governing body, faculty, and community members on a regular basis. Results are reported at Convocations, shared at various committee meetings, and evaluated for areas of improvement at program meetings. Learning results are shared with the community at large through annual reports, newsletters, media announcements, the SDCE and SDCCD website, advisory board meetings, and community forum meetings.

Student Referral Process

Students are referred for additional services if a problem or deficiency is identified in an area of student equity, learning disability, or behavioral issues. Instructors submit a Counseling Referral Form to request services for the student. In addition, selected programs follow their own procedures to identify students who might need special support:

- ABE/ASE instructors who observe students with repeated low assessment results, especially when coupled with consistent attendance, often refer that student to DSPS as those combined behaviors may indicate a possible learning disability.

- In BIT, a Counseling referral may be prompted by a lack of attendance or a failure to complete course work or pass exams. A counselor will meet with the student to identify the problem and assist them in getting the support needed to be successful.

- In ESL, identifying students for referral for special services is difficult because the language barrier makes disabilities and other problem issues hard to identify. The problem is magnified by the wide range of students'

academic backgrounds and extreme differences in selected skill areas in the same classroom are not uncommon. This is further complicated in that diagnostic tests are often invalid when administered in a nonnative language. In order to identify special needs from the start, the program administers multiple measures during the placement process: oral interview, reading test, writing assessment, and at some campuses a listening test. In the classroom, instructors use formal and informal assessments to monitor students' progress and intervene when necessary.

- DSPS maintains smaller size classes so that teachers and support staff can more effectively monitor the progress of students with disabilities. Instructors assess student progress through classwork, homework, tests, class participation and other informal methods.

- All partially online and hybrid classes require an on-site orientation, during which students are provided with a folder of available SDCE support services and resources that are available.

INDICATOR

6.5   The school relies on assessment results for institutional planning, Action Plan revision, and resource allocation.

SDCE institutional planning involves all stakeholders as part of the participatory governance. Since the recent move towards integrated planning, the Office of Institutional Effectiveness is responsible for monitoring the Action Plan which in Spring 2016 was subsumed under the *SDCE Strategic Plan 2016-2021*. All stakeholders, including the Academic Senate, Classified Senate, administrators, faculty, staff, students, and community representatives participated in the Strategic Planning meetings throughout Fall 2015 and Spring 2016.

Learning data analysis is used throughout the year as part of the integrated planning process to assess the relevance and appropriateness of course offerings. Program leaders take a critical look at assessment data during the annual Program Review, advisory board meetings, instructional retreats, department meetings, and quarterly grant evaluations. The Program Review process is a six-year cycle with annually updates and a comprehensive report in the sixth year.

Decisions about the use of funds are based on the analysis of institutional, student, and community data. Prioritizing of work plans and activities for funding from sources such as SSSP, Student Equity, Perkins CTEA, CTE Enhancement Fund, and the Adult Education Block Grant have all been shaped by the analysis of students learning data and educational needs.

The assessment of learning data was crucial in identifying key areas of necessary improvement and informing the schoolwide action plan. As the institution underwent a rigorous strategic planning process which included all stakeholders, issues of concern identified through the analysis of data rose to the surface. These included the need to increase program completions, provide adequate enrollment and support services, and explore internship/ apprenticeship opportunities.

INDICATOR

6.6

The school uses online assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven ongoing process.

Resource Allocations: Technological Resources

SDCCD Online Learning Pathways, which oversees distance education in the District, has purchased licenses of new educational software that improves students' access to online courses. For example, the District has purchased licenses for web-based software called Zoom (3.6.7). This video conferencing tool allows online students to communicate in real-time with their instructors and peers, and allows online instructors to share their computer screen. The increased interaction between student and teacher through the use of this tool in SDCE online learning platforms improves the students' learning experience. Students do not need to purchase software for their computer to access this web-based tool.

Instructor labs are available at Miramar and Mesa Colleges for SDCE instructors to screencast lessons using SDCCD equipment including microphones and cameras. Alternatively, instructors can check out a District laptop to create instruction videos at home.

Resource Allocations: Human Resources

SDCE employs an online mentor to assist SDCE online instructors with their instructional technology needs. The online mentor also serves on several District and Continuing Education committees to support the ongoing improvements of SDCE's distance education.

The SDCCD Online Learning Pathways (OLP), a team of Instructional Design Coordinators, supports the implementation and improvement of online instruction throughout the District. The Dean of Online & Distributed Learning, Instructional Services, & Planning has responsibility for the OLP within the SDCCD Office of Instructional Services. While this team experienced a recent reduction in their work force due to attrition of several team members, the SDCCD Vice-Chancellor of Instruction has indicated the possibility of hiring an additional design coordinator in the fall semester of 2016-17. SDCE online instructors are hoping that the new online design coordinator will have expertise in designing online courses for non-traditional online learners such as SDCE's seniors and ESL students in non-credit online courses.

Professional Development:

Online instructors are offered multiple opportunities to develop effective online teaching methods, including an online instructor certification course that offers up to 20 hours of flex credit. However, SDCE online instructors have indicated that this course is more reflective of the instructional needs and methodologies in for-credit courses. SDCCD Online Learning Pathways is working to modify the certification courses for online instructors to address the specific needs for teaching non-credit distance education courses. In addition to the certification course, the SDCCD Online Learning Pathway team offers regular workshop on Zoom, Screen Casting, and the development of online courses. These workshops

are offered at Miramar College and via Zoom.

INDICATOR

6.7

The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Some of the SDCE students are taking online courses to pursue program certificates. These online courses have a final test to show students' successful learning. Other online courses measure students' growth through their active participation of discussions that are delivered synchronously (via ZOOM) and asynchronously (via discussion boards, e-mail, blogs, etc.) in those courses.

Blackboard Learn 9.1 allows the online instructor to create quizzes for students need to complete after completing week's learning module. The course can be configured so that no new learning module can be viewed without the prior quizzes having been completed successfully. Furthermore, the online instructor can configure the quizzes to be repeated, if necessary, until the student achieves a certain minimum threshold score prior to moving on to the next lesson. When the student successfully completes the discussion board, blogs, quizzes, or other assignments a new learning module is automatically released inside the Blackboard course.

SDCE online courses, like the institution's face-to-face courses, are non-credit therefore students are not required to achieve a grade. However, in the case where a course is articulated to the SDCCD for-credit colleges, grading is required. As an example, SDCE offers partially online courses in Business and Information Technology which articulate for 3 units of credit to all three colleges. Students in these courses will receive a letter grade based on a variety of assignments as well as essay responses on quizzes. The majority of these assignments are graded manually by the teachers with less than half of the assignments graded electronically by the Blackboard LMS.

INDICATOR

6.8

A range of examples of student work and other assessments demonstrate online student achievement of the academic standards and the Schoolwide Learner Outcomes, including those with special needs.

The following methods are often used to demonstrate student achievement of academic standards and schoolwide outcomes: class discussion boards, online quizzes, open ended questions, blogs, and online chat sessions. In addition, pre-assessment is paired with post-assessment in many classes to demonstrate the increase in knowledge and skills gained by the students. Since SDCE online classes are offered in a hybrid format, with some instruction occurring in the classroom, there are additional opportunities to demonstrate student learning:

• In the hybrid interactive media course, students create a professional portfolio which is evaluated by peers and a panel of industry representatives. This process captures both program and schoolwide

learning outcomes.

- The Child Development Home Day Care hybrid course partners applied experiences with in-class and online instruction. Students work in the parent education lab classroom where they work with teachers, fellow students and children ages 1-5. This opportunity covers course student learning outcomes as well as schoolwide outcomes even though the bulk of instruction occurs online.

- The emeritus program offers an online course called, "Our Stories, Our Lives" which allows students fifty-five and older to reflect on life development, interrelationships, and the physical and cognitive stages of their lives. Students in this course compose autobiographical work which reflects course and schoolwide outcomes.

School's Strengths and Key Issues for Criterion 6

Strengths:

- Innovative and effective practices established due to assessment results

- Involvement of multiple stakeholders in the assessment process

- Reporting of assessment findings to multiple groups and stakeholders

- Support services for students identified as needing extra assistance

Key Issues (Prioritized):

5. Need to provide further professional development to advance assessment understanding and practices.

6. Lack of consistency in collecting and tracking data for reporting.

7. Lack of automated tracking of student assessment and course/ program completion.

Chapter 3 Criterion 6 List of Evidence Documents

3.6.1   Auto and Healthcare Advisory Board minutes
October 19, 2015
→ https://sdce.edu/sites/default/files/iep/self-study/
evidence/c6/3.6.1_auto_and_healthcare_advisory_
board_minutes.pdf

3.6.2   SDCE Program Review Guidelines and Procedures
2012-2014 → https://sdce.edu/sites/default/files/iep/
self-study/evidence/c6/3.6.2_sdce_program_review_
guidelines_and_procedures_2012-2014.pdf

3.6.3   Program Review Data Form A → https://sdce.edu/
sites/default/files/iep/self-study/evidence/c6/3.6.3_
program_review_data_form_a.pdf

3.6.4   → https://zoom.us/

3.6.5   SDCE 2016-2021 Strategic Plan → https://sdce.edu/
sites/default/files/iep/self-study/evidence/c6/3.6.5_
sdce_strategic_plan.pdf

3.6.6   → http://slo.sdce.edu/slos/index

3.6.7   → https://zoom.us/

Self-Study Findings Based on the ACS WASC Postsecondary Criteria
STUDENT SUPPORT SERVICES

Criterion 7: The school recruits and admits students who are able to benefit from its programs. Student support services address the identified needs of students and create a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using Schoolwide Learner Outcomes, input from students, staff, and faculty, as well as other appropriate measures to improve the effectiveness of these services.

KEY EVIDENCE

INDICATOR

7.1 The school provides sufficient student support services that enhance the learning environment and encourage the achievement of Schoolwide Learner Outcomes.

Student Support Services Provided by SDCE

SDCE provides comprehensive student support services through the San Diego Community College District (SDCCD) general fund, Student Success and Support Program (SSSP) funds, and other categorical funds when appropriate.

Core services. These services assist students in achieving their goals, and include orientation, assessment, placement, counseling, student educational planning, and follow-up services. Core services are funded through SSSP and matched one-to-one by the SDCCD general fund.

CORE STUDENT SUPPORT SERVICES:
Orientation
Assessment and placement
Counseling and student educational planning
Follow-up services

Specialized and categorical funds services. SDCE also provides several specialized services supported through an assortment of categorical funds:

- **Disability Support Programs and Services (DSPS)** provides support services, specialized instruction, academic accommodations, and auxiliary aids to qualified students with disabilities, as mandated by the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973 (3.7.1). Each semester, every qualified student works with DSPS counselors and DSPS instructional faculty (3.7.2) to create an individualized plan called the Student Educational Contract (SEC) (3.7.3).

- The **Acquired Brain Injury (ABI) Program** (3.7.4) (3.7.5) is an instructional program offered through DSPS at the Educational Cultural Complex (ECC) and CE at Mesa College (3.7.6). The ABI program provides survivors of brain trauma, stroke, and other brain injuries with the tools needed to succeed in important areas of everyday life including interpersonal relationships, work, school, and community.

- The **Student Equity Plan (SEP)** is a categorical funding source that supports and promotes student success in underrepresented student groups. SEP provides specialized resources that support access, retention, certificate completion, and transition to expand educational opportunities to underrepresented students.

- The **New Horizons/Gender Equity Program** (3.7.7) provides educational services to single parents, displaced homemakers, individuals with disabilities, and students preparing for non-traditional training or employment. Both programs can support students with loaned textbooks, transportation, career development services, and referrals to campus and community resources.

- The **CalWORKs program** (3.7.8) supports students receiving public assistance to achieve long-term self-sufficiency through coordinated student services. Our student support services include work study employment, job placement, coordination, and some post-employment skills training and instructional services.

- The SDCE **Veterans' Program** (3.7.9) has four programs that are approved for veterans' benefits: Auto Tech, Auto Body and Paint, Sheet Metal Welding, and Auto Upholstery. Support services for veterans include certifying documentation for veteran's benefits, providing workshops tailored for veterans, and follow-up services.

SPECIALIZED/CATEGORICAL FUNDS SERVICES
Disability Support Programs and Services
Acquired Brain Injury
Student Equity
The New Horizons/Gender Equity
CalWORKs
Veterans

SDCE students have access to support services including assessment, orientation, educational plans, counseling, and follow-up at all five SDCE campuses (ECC, Chavez, Mid-City, North-City, and West-City campuses) as well as the two satellite sites located on SDCCD college campuses (CE Mesa and NCC/Miramar). Throughout the last six years, due to budget cuts, availability of counselors varied by site; however, recent budget restorations have enabled

SDCE to increase counseling and classified staffing at all seven locations not only during the day, but also in the evening. Pre-enrollment and intake services include online application, student attendance cards, signup for orientations, interest lists for vocational programs, student transcript requests, and requests for evaluations for adult High School Diploma students; these services are available at each SDCE campus and at CE Mesa, while NCC/Miramar students receive the pre-enrollment and intake services through the North City Campus.

Counselors also assist students through referrals to outside agencies or appropriate community resources (emergency food, shelter, low cost computers, low cost vision screenings and others). They provide crisis counseling on a limited basis and, if more in-depth personal counseling is appropriate, counselors refer students to community agencies such as County Mental Health Urgent Walk-in Services, Catholic Charities, and Jewish Family Services. Students with vague academic or career goals have access to career services like counseling, assessment, career exploration, and workshops conducted by career counseling specialists.

Counselors who meet with students prior to enrolling in programs provide them with a Noncredit Student Education Plan (NSEP) (3.7.10), which outlines courses students need to take. Counselors also provide academic, career, and personal counseling to all students. They present seminars on various topics including discovering learning styles (3.7.11), improving study skills (3.7.12), and overcoming test anxiety (3.7.13) to help students learn how to be successful.

Special populations receive services uniquely designed to meet their particular needs. For example, writing tutors are made available to ESL students with funding from the Student Equity Plan (SEP). The following Student Equity ESL tutors were hired: seven in spring 2015, six in fall 2015, eight in spring 2016, and six in summer 2016. Between Spring 2015 and Fall 2015, the total of 741 students were assisted by writing tutors through the Student Equity Program.

Table 3.7.1: ESL Tutoring Services

UNDUPLICATED HEADCOUNT OF ESL STUDENTS WHO RECEIVED TUTORING SERVICES	
TERM	STUDENTS
Spring 2015	191
Summer 2015	60
Fall 2015	490

Students with disabilities benefit from the SDCE liaisons with community agencies including the California Department of Rehabilitation (DOR), San Diego Regional Center (SDRC), and others. Additionally, the College to Career (C2C) (3.7.14) program, funded through California Department of Rehabilitation and SDRC, provides educational and employment support to students with intellectual disabilities.

Student support services also include assistance with the purchase or loan of textbooks required for classes. The New Horizons book loan program provides books to qualifying disadvantaged students in all programs, while DSPS received $2,500 from the Student Equity Program in fall 2015 to create a textbook lending library for DSPS students. The ESL Bachman-Jennings Book Fund

(3.7.15) provides ESL textbook vouchers to low income ESL students thanks to money collected through the annual fundraiser and dinner, which raised almost $3,000 in fall 2015 (3.7.16).

Other services include:

- Annual commencement ceremony for students who complete programs

- Job placement program WorkAbility III for students who are active Department of Rehabilitation clients; in 2015-16, there were 52 such successful job placements

- Liaison to college faculty and staff at San Diego City Mesa and Miramar Colleges

- Financial aid counseling related to transition to credit where representatives from the colleges provide workshops or one-to-one assistance

One area for which SDCE is unable to provide full support for students is mental health counseling. The credit colleges within the District provide health services (and charge a relevant health service fee to each student); however, SDCE does not provide health services and does not charge a health service fee. The District credit colleges offer support to SDCE students, coordinated by SDCE's Dean of Counseling, on an as-needed basis. SDCE's Academic Senate is currently working at the state level to request funding for this vital service.

The school assures the quality of its student support services through administrative and student evaluations of counselors and student support staff. In addition, every three years, the District administers employee and student feedback surveys (3.7.17), which include sections devoted to student services. Finally, both SDCE and SDCCD leadership are strong supporters of professional development opportunities as described under Indicator 7.2 below.

Making Information about Services Available to Students

SDCE makes a great effort to share student services information with students to make sure they know all the options available to them. This effort includes:

- SDCE website (3.7.18), specifically the student services section (3.7.19), and other sdce.edu resources (3.7.20)

- SDCE Fall, Spring and Summer printed schedules mailed to all City of San Diego residents

- Online class schedule and course descriptions (3.7.21)

- Program brochures and class flyers

- In-person student orientations (3.7.22) (3.7.23)

- Classroom presentations and workshops

- Outreach to current SDCCD credit college students that may need basic skills or additional academic support

- Outreach to local high school counselors (3.7.24) (3.7.25)

- Campus tours for high school students and community agencies

- Community Advisory meetings

- Community Partners Forums and Fairs

- Facebook, YouTube

- Instructor referral

- Counselor referral

- ESL Student Guides and Community Resource Pages customized for each campus

INDICATOR

7.2

The school designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success in the transition to further education or employment opportunities. Counseling services are available to all students by appointment or during walk-in times.

Development of New Counseling Services

The need for new counseling services is determined by counselors, in conjunction with instructional faculty and administrators, upon the analysis of student enrollment data and course demand. Weekly enrollment management spreadsheets are analyzed by the Dean of Counseling to identify needs. The Counseling Department Chair manages the deployment of counseling resources, through contract and adjunct counselors, to the campuses as needed. As an example, due to its small size the ESL program at NCC/Miramar does not offer many of the student services available at the larger SDCE locations. To accommodate the program's expansion and specific needs of this student population, the Dean of Counseling and the ESL Program Dean, with department chairs from both programs, met to discuss the course offerings at the site and increase counseling resources to provide orientation, assessment, counseling, educational planning, and follow-up services to the students

Increase of services through Student Success and Support Program (SSSP) and the Student Equity Plan (SEP) funding.

New and expanded student services recently became possible after SDCE received $1,347,733 in funding through SSSP in 2014-15, which was increased to $2,586,752 in 2015-2016. The SEP brought additional funding of $424,676 in 2014-15, which more than doubled to $878,762 in 2015-16 (3.7.26).

SDCE SSSP 2015-16 Budget

The Student Success and Support Program (3.7.27) aids noncredit college or adult education programs in planning and documenting how SSSP services are provided to noncredit students. The goal of the SSSP program is to increase student access and success by providing students with core support services to assist them in achieving their educational and career goals.

SDCE SSSP Plan 2015-2016

In accordance with the Student Success Act of 2012, each college and noncredit adult education program accepting SSSP funds must provide noncredit students with the following core services:

- Orientation

- Assessment and placement

- Counseling, advising, and student education planning -

    ○ By the end of the second term of attendance, students should receive a Noncredit Student Education Plan (NSEP). This plan is different from the comprehensive and abbreviated plans provided to credit students. THE NSEPs are for nonexempt, noncredit students who enroll to earn diplomas or career technical certificates, enhance skills, maintain a certificate or license, or participate in career pathways. NSEPs are completed during or shortly after the orientation process for students enrolled in short-term programs.

- Follow-up services

The Student Equity Plan (3.7.28) focuses on increasing access, course completion, ESL and basic skills completion, as well as degrees, certificates, and transfers for all students as measured by defined success indicators. These "success indicators" are used to identify and measure areas for which disadvantaged populations may be impacted by issues of equal opportunity. Each college is charged with developing specific goals/outcomes and actions to address disparities that are discovered through the disaggregation of data for indicators. College plans are required to describe the implementation of each indicator, as well as policies, activities and procedures as they relate to student equity. SDCE's Student Equity Plan, a three-year plan in terms of activities and improvements, aligns with the Student Success and Support Program Plan to ensure robust series for all students.

Evaluation of Student Services

Student and employee satisfaction with SDCE Student Services is evaluated regularly through the SDCCD Office of Institutional Research and Planning student and employee feedback surveys. The responses of the 1,531 students participating in the *2015 Continuing Education Student Feedback Survey (3.7.29)* indicate that students are satisfied with the orientation, assessment and follow-up services. Although generally satisfied with other services, some students felt that counselors were not concerned enough about their progress and not available enough to meet, reflecting the shortage of SDCE counseling staff. The survey also revealed a concern about the availability of adequate support for students with disabilities. Compared to the results of the 2012 survey, the 2015 results show a slightly decreased satisfaction with student services overall, indicative of the consequences of the loss of counseling staff and services due to the program attrition instituted following the decline of state revenue after the 2008-2009 fiscal crisis.

Table 3.7.2: SDCE 2015 Student Feedback Survey Responses Related to Student Services

SURVEY QUESTION	PERCENT OF RESPONDENTS WHO "AGREE"	
	2012	2015
Q21. Staff was helpful throughout the enrollment process.	93%	91%
Q24. Overall, I was satisfied with the enrollment process.	92%	90%

SURVEY QUESTION	PERCENT OF RESPONDENTS WHO "AGREE"	
	2012	2015
Q25. By attending a student orientation, I became more familiar with Continuing Education's programs and services.	84%	83%
Q26. The student orientation I attended was well organized.	86%	83%
Q27. Student orientation was effective in helping me adjust to being in school.	82%	79%
Q28. The scheduled days and times that the student orientations were offered was convenient for me.	n/a	80%
Q29. The assessment/placement test helped me enroll in the appropriate class.	84%	78%
Q30. Counselors/staff clearly explained the assessment results to me.	84%	78%
Q31. Assessment/placement tests were offered at times that were convenient for me.	80%	74%
Q32. Counselors were available at times that were convenient for me.	74%	66%
Q33. The counseling session(s) has helped me clarify my educational goal.	77%	72%
Q34. The counseling session(s) has helped me select the courses I need to reach my educational goal.	76%	72%
Q35. Counselors have been concerned about my academic success.	71%	64%
Q36. In general, counselors care about me as an individual.	72%	65%
Q37. DSPS (Disabi1ity Support Programs and Services) services have been available when I need them.	74%	56%
Q38. I have been adequately informed about my academic status.	79%	80%

Table 3.7.3. SDCE 2015 Employee Feedback Survey Responses Related to Student Services

The 237 SDCE employees (39% response rate), who completed the *Continuing Education 2015 Employee Feedback Survey* (3.7.30) included contract and adjunct faculty, classified staff, managers, and supervisors. The survey responses indicated that employees are generally satisfied with counseling and DSPS services (70% and 68%, respectively).

SURVEY QUESTION	PERCENT OF RESPONDENTS WHO WERE "SATISFIED"	
	2012	2015
Q10. Rate your level of satisfaction with counseling	63%	70%
Q11. Rate your level of satisfaction with DSPS	69%	68%

SDCE employees were not in full agreement that Student Services has sufficient staff and facilities to meet student needs, but their level of satisfaction with the adequacy of student support services increased compared to 2012. The rate of referral for services reported by employees also increased over the three years. These increased satisfaction rates are a sign that student support services are improving as more counseling staff is hired and new facilities are constructed.

SURVEY QUESTION	PERCENT OF RESPONDENTS WHO "AGREE"	
	2012	2015
Q51. In general, I feel that student support services in Continuing Education are adequate to meet student needs.	60%	62%
Q52. Student Services at my campus has sufficient staff and resources to meet student needs.	42%	46%
Q53. Student Services at my campus has sufficient facilities to meet student needs.	49%	58%
Q54. I refer students for various services available on campus (e.g., Counseling, DSPS & Financial Aid).	67%	71%

Transitioning Students to Advanced Educational and Employment Opportunities

Increasing the number of students transitioning from SDCE to the colleges and increasing SDCE workforce development resources and services are two objectives of the *SDCE Strategic Plan 2016-2021* (3.7.31), and two of the most important forms of support the SDCE counselors provide to students. Counselors help students in short-term vocational, certificate, High School Diploma and High School Equivalency programs, as well as by providing career services. In order to support students transitioning to advanced educational opportunities, SDCE counselors:

• assist students in completing Noncredit Student Educational Plans (NSEPs), which identifies the student's goals, including certificate program completion, HSDP or HSE completion, and/or transition to college;

• use multiple measures to assess students' college readiness, including evaluation of educational history, language fluency, and work history;

• inform students about the credit by exam agreements that SDCE has with San Diego City College, San Diego Mesa College, and San Diego Miramar College;

• educate students about the application process, financial aid, assessment, and orientation requirements for credit colleges (3.7.32);

• invite credit college faculty and staff to visit SDCE classrooms to share information about credit programs and opportunities; and

• provide support services specific to transitioning ESL level 5, 6, and 7 students

SDCE participates in several initiatives that give SDCE students an advantage when applying to SDCCD credit college. In 2014, for example, the CE Advantage (3.7.33) program facilitated the transition of SDCE students by providing priority registration for credit college classes in the three SDCCD colleges. This was especially significant as this was at a time when colleges were heavily impacted and student demand for classes much exceeded class offerings. In May 2016, 26 SDCE students (along with 175 San Diego Unified School District students) were selected to participate in the San Diego Promise, a pilot program that will implement the America's College Promise for SDCCD (3.7.34) (3.7.35). The program's aim is to cover the costs of the first year of community college including enrollment fees and textbooks not covered by state or federal financial aid or scholarships.

Immigrant Professional Transfer Academy. The Immigrant Professional Transfer Academy (3.7.36) (3.7.37) (3.7.38) is a series of eight three-hour workshops to help SDCE immigrant-professional students. These students often have degrees or extensive industry experience in their home country. Through their participation in the Academy, these students learn about the U.S. educational system, the opportunities available to them in colleges and graduate schools, and job prospects in the workforce. Students work in small groups to define their goals and outline the steps necessary to achieve these goals. Students practice writing a college application essay, preparing a resume, interviewing and searching for jobs, and networking. They learn about local resources that prepare them for further progress, including preparation for

SDCE Advantage video

San Diego Promise flier and application

IPTA at sdce.edu and on YouTube

SDCE: Pathway to Success, WE May 2011

examinations such as the TOEFL, GRE, and CBEST, and how to have their foreign degrees evaluated in the U.S. Individual counseling and career development appointments are also available for participants. Additionally, the students compile a resource notebook with all of the information necessary to fulfill their goals.

DSPS. SDCE DSPS counseling and instructional faculty work closely with their DSPS colleagues at the three SDCCD colleges to discuss transition and service provision. This two-way exchange includes best practices and serves to develop pathways for students with disabilities to move between SDCE and the colleges as needed. The SDCE Access Technology (AT) specialist works closely with the AT faculty at the colleges, and has been involved in a joint workshop on making online content accessible. Regular collaboration occurs between the District DSPS Interpreting Services, and the WorkAbility and C2C Programs, to refer students and support their individual goals.

Career Services. In order to help students transitioning to employment opportunities, SDCE provides a Career Services program (3.7.39) for students currently attending classes and recent graduates of SDCE. Career Services has a career center on each campus and a counselor available for career counseling on each of the five SDCE campuses and at CE Mesa. Walk-in sessions and workshops are regularly provided and the schedule is posted online at the Career Services webpage (3.7.40). Career counselors help students determine their goals and create a plan for achieving those goals including career assessments and career exploration tools. Other services provided by Career Services include resume review, mock interviews, and job fairs.

Professional Development Opportunities for Counselors

Numerous professional development opportunities are available for counselors through FLEX workshops and District-sponsored trainings. Funds are also available through the AFT for approved professional development for counselors who are eligible for sabbatical. DSPS budgets money annually to provide training, workshops, and conference funding to DSPS counselors. Some professional development opportunities that SDCE counselors have participated in since the last Accreditation team visit include:

- Myer's Briggs training

- Umoja conference

- Stop the Hate training (3.7.41)

- Safe Zone training (3.7.42)

- Campus Community Emergency Response Teams (C-CERT) training

- California Career Development Association

- San Diego Community College District All Counselors Fall and Spring Workshops

- California Association for Post-Secondary Education and Disability Conference

- Region X Career Centers meetings (3.7.43) with local community colleges' Career Center directors

SDCE Career Services webpage

SDCE Career Services schedule

Stop the Hate, sdce.edu brief

Safe Zone training, sdce.edu brief

CE Hosts Region X Career Centers at NCC,
SDCE Newsletter for Faculty + Staff, May 2016

- San Diego Workforce Partnership workshops and conferences

- SDCCD Management Leadership Development Academy (MLDA)

- SDCCD Faculty Leadership Development Academy (FLDA) (3.7.44)

SDCE counselors keep current with program and legislative changes and play an important role in SDCE's participatory governance process. They are well-represented on Student Services Council, Academic Senate, Curriculum Council, and the majority of SDCE's committees. At least one counseling faculty member participates on SDCE's Diversity Advisory Committee (3.7.45), Bias Incident Response Team (BIRT) (3.7.46), Student Services Council, Marketing Committee, Professional Development Committee, Faculty Priority Hiring Committee, Accreditation Steering Committee, Strategic Planning Committee, Scholarship Committee, and Commencement Committee. Additionally, counseling faculty also participate at the district level on districtwide committees, such as, the District Student Services Council where districtwide student services policies, procedures, and programs are designed and discussed.

INDICATOR

7.3

The institution provides support for all students from the recruitment and admissions phase to the successful completion of the school program of choice.

Recruitment, Marketing, and Community Awareness

SDCE has recently reconfigured a marketing committee with representation from the Public Information Office, administrators, faculty, staff and counselors. Community awareness is enhanced by the printed publication of courses that is mailed to all City of San Diego residents and businesses; printed program brochures and class fliers distributed at schools, community centers, agencies, and other locations; and the SDCE website (3.7.47). SDCE also frequently sets up information booths at community events. Information and materials are presented at Community Advisory meetings and Community Partners Forums and Fairs organized on SDCE premises. Finally, information about SDCE offerings is promoted via the online schedule and through social media (3.7.48) (3.7.49) (3.7.50) (3.7.51).

As part of the San Diego Community College District, SDCE coordinates with San Diego City College, San Diego Mesa College, and San Diego Miramar College in marketing noncredit classes and programs directly to credit college students who may need basic skills or additional academic support. Four pages in the SDCCD combined credit college printed schedule are allocated toward this effort at least twice each year.

SDCE counselors are in frequent communication with local high school counselors and partner with San Diego Unified School District (SDUSD) on requirement changes and updates. In an effort to inform high school students about transition programs and class offerings that may be of interest to them, SDCE counselors visit local high schools (3.7.52) (3.7.53) and invite local high school counselors to events held at SDCE campuses (3.7.54). SDCE campus tours are available and given frequently to local high school students and counselors as well as community agencies (3.7.55).

In addition to extensive community outreach and coordination with SDCCD, SDCE reaches out to its own students who might benefit from classes in other

programs. To this end, specific information about various programs offered at SDCE are provided during orientation, and counselors give in-class workshops and presentations about transition options (for example, the transition of high-level ESL students to CTE programs). The regularly updated *Endless Possibilities* (3.7.56) brochure published by the San Diego Community College District lists programs available within and across colleges, including SDCE, and is available on campuses, distributed in classes, and also used as instructional material in two EL Civics units: *Transition to College* (EL Civics Unit #49) and *Research Educational Resources to Meet a Personal Goal* (EL Civics Unit #14).

Orientation of New Students

Each program has its own way of orienting new students to ensure they receive information appropriate to their education goals. Orientations cover student rights and responsibilities, campus policies and procedures, as well as available services (3.7.57). Campus services described in orientation include counseling, Disability Support Programs and Services, Student Equity Services, Career Development Services, Veterans' Services, New Horizons and Gender services (3.7.58) (3.7.59). Students are supported in the registration process by counselors, instructors, or, in the ESL program, by instructional assistants in the ESL Placement Office.

Career Technical Education programs (CTE), such as automotive, welding, business, information technology, hospitality, fashion, healthcare careers (3.7.60), and child development provide program and career pathway information for students to make informed decisions about enrolling in a class or program based on their unique goals.

In ESL, information about the program and links to registration and resources are available online in four different languages (3.7.61). The site also includes a short orientation video (3.7.62). Orientation sessions prior to enrollment in class are provided at most campuses on a regular basis. The ESL Learner Persistence Committee created a PowerPoint Orientation presentation, which each campus adapted to reflect its own program. The committee also updates and distributes the *Beginning* and *Intermediate/Advanced Student Guides* to students at the beginning of the semester and to new students whenever they enter the program. The guides are accompanied by a four-page insert, which lists program and community resources customized for each campus. The committee has also created supplementary packets of activities for the ESL Student Guides for each level, which are available to instructors. Finally, the committee regularly discusses strategies for orientation of new students during its monthly meetings and periodically sends out (electronically) Learner Persistence Tips with strategies for effective student orientation to faculty of all programs (3.7.63) (3.7.64).

Meaningful Learning Experiences

Participation in capstone projects, contests, and performances. SDCE instructors utilize speakers, panelists, and rubrics to create a current and meaningful learning environment. Students are involved in capstone projects, live performances for public audiences (3.7.65), public competitions, and workplace projects. For example:

- At the 2016 San Diego County Fair, eleven students won Best of Class awards and five students won Best in Show awards for their Interactive Media Certificate Program (IMCP) projects. At the same Fair, three Emeritus students won the Best of Class awards

- Two student winners (2011 and 2012) and one runner up (2013) in the Adult Essay Contest organized by CATESOL (3.7.66) (3.7.67) (the professional organization for teachers of English language learners in California and Nevada)

- ABE/ASE and ESL students submitting their writing and being published each year in *Women's Perspectives: A Journal of Writing and Art by Adult Learners* (3.7.68), the annual publication of WE LEARN (3.7.69), a Rhode Island-based organization for the promotion of literacy and education among women

- BIT students working hand in hand with Cisco IT staff to build out a massive infrastructure and prepare it for tens of thousands of attendees at the Cisco Live conference (3.7.70)

- CTE Welding and Auto Mechanics students creating the SDCE float for the San Diego Martin Luther King, Jr. Day Parade (3.7.71) each year, and consistently taking top honors at this annual event.

- In BIT computer and digital technology classes students prepare portfolios and present their work. These capstone projects are graded with a rubric that demonstrates the students have met the competencies of the credit classes resulting in the students earning college credit for their work at SDCE.

EL Civics. EL Civics is a federally funded program directed to help newcomers live successful lives in the United States and fulfill their roles as family members, workers, and community participants. The program was created to assist educators in providing instruction that goes beyond the classroom lessons and provides a meaningful curriculum on a myriad of topics relevant to ESL students at all levels.

In the Transition to College classes, for example, advanced ESL students use EL Civics materials to learn about the U.S. educational system (3.7.72), which include students writing model essays and model interview scripts. In the English for Careers classes, students learn soft skills, workplace communication, and how to prepare for a job interview.

Associated Student Body. Associated Student Body (ASB) councils provide student leaders with an opportunity to practice the use of parliamentary procedures as well as develop the planning and organizational skills necessary to lead. Through ASB students learn to plan and organize events as well as work cooperatively with a diverse group of students, staff, and faculty.

ASB has continued to grow and expand at all SDCE campuses since the 2010 Accreditation team visit. Each of the five SDCE campuses and CE Mesa has an ASB Council with an executive board. ASB events and activities are a result of the planning and execution of the ASB executive board (3.7.73) (3.7.74). Each ASB regularly holds fund-raising activities to support their events and the SDCE

KEY EVIDENCE

"Facing the Unexpected" Takes Adult Honors, CATESOL News, Summer 2011

CATESOL 2012 winning student essay

SDCE student writing published in Women's Perspectives, 2013

Cisco Live report

EL Civics Unit #49: Transition to College

ASB Advisor meeting minutes, January 20, 2016 and February 24, 2016

annual scholarships.

ASB provides the opportunity for students to participate in many activities annually including the San Diego Martin Luther King, Jr. Day parade, blood drives for the San Diego Blood Bank, "Stop the Hate" training, holiday food drives, collection of donations for victims of natural disasters, clothing drives for the homeless, Winterfest, and Campus Civility Student Training.

In addition, ASB provides leadership in several cultural events on campus including Black History Month, Women's History Month, Cesar Chavez Day, Disability Awareness Month, Multi-Cultural New Year's event and several others. Health education and awareness is also promoted by ASB. Annually information and awareness events are held on campus including community resource fairs, healthy heart month, and breast cancer awareness.

ASB events reflect the diversity of the individual campuses with each campus hosting as many as ten events annually. Participation averages between 50 and 250 students at each event, depending on the size of the campus. Each ASB has voiced an interest in growing the number of events on campus, as both students and ASB Advisors have reported that these activities have helped to create a stronger sense of community among the students as well as promoting increased involvement and student success.

Follow-up Services

Counseling follow-up services are part of each student's program, and counselors review student progress collaboratively with each student. Instructors also may refer students to counseling when they recognize a need for additional services. Career services are available to students at any time and as students get closer to completion of their program instructors and general counselors will refer the students to Career Services to assist them with applying for employment.

Transition Beyond SDCE

Student transition is an integral part of SDCE's mission. Student services support transition of SDCE students to college and employment in several ways, including:

- Career counselors and workshops

- Links to employment pages from the SDCE website (3.7.75)

- ESL Transition to College classes and English for Careers class offered at several campuses

- CTE programs counseling and workshops

- CTE credit-by-exam agreements to college programs

- Workshops for students on transitioning to college

- Priority enrollment for SDCE students transitioning to SDCCD

- Immigrant Professional Transfer Academy (3.7.76) for students who have a bachelor's degree or higher from their country

- Informational interview and resume review opportunities

- AB 540 student transition support

- Collaboration with college counselors and SDCCD outreach coordinators

- Job search assistance and job fairs

- High school senior exhibition packet with career exploration focus

- Outreach coordinators from colleges on SDCE campuses

Assessment of Student Success after Graduation. Assessment of student success after completion of SDCE programs has been limited by the fact that the school does not have a systematic way of tracking students who have left the program for the workforce. The school can, however, track student completion from SDCE to the SDCE credit colleges, though with limited resources, tracking has generally been limited to college-wide summaries of transition or ESL transition. Still, anecdotal evidence of student success is abundant as students frequently stay in touch with instructors long after graduation.

The recurring *Noncredit to Credit Student Transition* (3.7.77) report conducted by the SDCCD Office of Institutional Research and Planning focused on enrollment and course-taking patterns of prior SDCE students who have transitioned to SDCCD credit colleges. While the number of transitioning students declined during the fiscal crisis, the number slowly began to increase again beginning in 2013/14 and continues to improve. Furthermore, student retention and successful course completion at the colleges are tracked for four years post-transition to identify the stages at which increased assistance may be needed. Results from the 2015 study show that, overall over four years, the rates of student retention in their courses through the end of the term were comparable for Recent Noncredit students (84%-88%) and All First-Time to College students (85%-87%).

Keeping Students Informed About SDCE Policies

Eligibility and Admission policies. As a part of the San Diego Community College District (SDCCD), SDCE is committed to fulfilling the promise conferred on California Community Colleges by the 1960 California Master Plan for Higher Education to admit any student capable of benefiting from instruction. Within that framework, and as the primary provider of adult education in San Diego, SDCE welcomes any California resident who is 18 years of age or older with few restrictions. Complete eligibility requirements and admission procedures can be found on the SDCE Application/Registration webpage (3.7.78)

School policies and procedures. Students are informed about school policies and procedures throughout the course of their education at SDCE. Course

Immigrant Professional Transfer Academy video

SDCCD Noncredit to Credit Student Transition Study

and program expectations are reviewed during orientation, counseling, and in the class syllabi. During the counseling process, students are provided with a personalized Noncredit Student Educational Plan that clearly outlines the requirements of their selected program. Orientation also reviews specific important policies, procedures, and services, including The Student Code of Conduct, Title IX, Campus SaVE Act information, Disability Support Programs and Services, and Student Equity Services.

Class syllabi also list specific policy information and procedural information including institutional, program, and course Student Learning Outcomes (SLOs), Institutional Learning Outcomes, Student Rights and Responsibilities Policy (3100) (3.7.79), the Diversity Pledge and computer and internet use and guidelines. The ESL Learner Persistence Committee included information about many of the SDCE policies in the ESL Student Guides in a simplified format for use by limited language proficiency ESL students.

All SDCE and SDCCD policies and procedures are listed on the SDCE (3.7.80) and SDCCD (3.7.81) websites. The Policy 3100 Code of Conduct is also posted in each on-campus classroom.

INDICATOR

7.4
The school regularly evaluates student needs in order to provide support services that increase the likelihood of success for all students.

Evaluation of Student Learning Needs

SDCE determines the support needs of its students through a number of practices. Some student support services data, including data on student age, ethnicity, level, gender, specialized service needs (DSPS), and income level, are collected through the SARS (Student Appointment Reservation System). In addition, student applications ask for self-identification of student support service needs through self-identification. For example, the application has areas of need such as Basic Skills, CalWORKs, and DSPS services that can be checked by the student for additional information.

Instructor and counselor collaboration and referral processes provide information on what services individual students need for success. Counseling sessions with students, faculty and counseling program chair meetings, and daily interactions with faculty and students help identify and address student support needs. Counselors are also active in committee work and bring student needs to venues like Student Services Council for support.

Data are also collected through the Student Equity Program, DSPS, CalWORKs, Veterans' Services, New Horizons and Gender Equity.

Extracurricular Activities

The challenge of having adult students with employment, family and life responsibilities affects the school's ability to provide an extensive program of extra-curricular activities. However, SDCE does have an active Associated Student Body (ASB) group at each of the five SDCE campuses and at CE Mesa. Each ASB hosts a variety of activities for students throughout the year. Many activities are social in character but also have a learning component. For example, North City offers a free coffee and donut event that also delivers

information about breast cancer awareness. Another very popular and valuable extracurricular activity is CE Days, which creates an opportunity for SDCE students to receive transportation and personalized tours of SDCCD credit colleges in the company of their campus counselors.

ASB event at North City Campus, October 21, 2015

The Business and Information Technology program has supported the development of a Project Management Alumni group. This group holds regular meetings and events at the North City Campus with a public speaker on a topic of interest for both current students and alumni at least once a year.

Regular Evaluation of Student Support Services

Student support services are evaluated continuously using various tools including Program Review, student evaluations immediately after counseling appointments, and student surveys conducted during the counselor evaluation process. Surveys are confidential and are submitted to the district for data collection and then used in the formal evaluation process of each counselor. As part of that process, counselors are periodically required to provide self-evaluations depending on their years of employment and tenure status. In addition to the evaluation processes within SDCE, the District conducts student and employee satisfaction surveys every three years, which includes several questions pertaining to student support services (3.7.82). Any student services provided off-site, although limited, are regularly overseen by a dean; faculty and/or staff are evaluated in the same manner as on-campus personnel.

Counselors use the data from these tools to determine gaps in student services and discuss possible remedies during monthly program meetings. Student Services staff also meet regularly to evaluate and revise current student needs. SDCCD and SDCE Student Services Councils meet monthly to evaluate and revise procedures to meet student needs. A Districtwide annual counselor meeting communicates new policies, procedures, and best practices in serving students (3.7.83). The dean of counseling meets monthly with counselors for ongoing assessment and communication. DSPS counselors and the dean of DSPS meet monthly and evaluate support services within the DSPS department. Last, but not least, the accreditation Self-Study involves faculty and staff from all departments who closely examine support services and make recommendations for improvement.

INDICATOR

7.5
The school maintains student records permanently, securely, and confidentially with provision for secure backup of all files.

SDCE follows the Family Educational Rights and Privacy Act (FERPA) guidelines and the SDCCD Board Policy 3001 (3.7.84) regarding the maintenance, security,

KEY EVIDENCE

SDCCD Office of Institutional Research and Planning surveys

SDCCD Districtwide Counselor Workshop 2016 presentation slides

confidentiality, and release of student records.

SDCE provides an online process for students to file an application and enroll directly through the District's highly secure portal. For students who register and enroll by paper, SDCE staff inputs information online and the paper documents are sent to a secure offsite location for storage. All student information, whether gathered from paper or input directly by students, is securely stored in an online database behind the District's firewall and backed up nightly to protect from loss.

SDCCD Board Policy 3001

INDICATOR
7.6
Institution information is easily accessible to all stakeholders and prospective students and is free from misrepresentation or false promises.

Online Catalog Information

SDCE's catalog information (3.7.85) is current, accurate, and precise. The online information is easily accessible to prospective students and stakeholders and includes general information as well as details about current offerings, student services, programs, certificates, faculty, and administration. All policies and procedures are also published online and easily accessible to any interested party.

Detailed information about the eligibility, policies, and courses required to receive the High School Diploma or GED is listed on the program's webpage (3.7.86). Other programs, like Acquired Brain Injury (3.7.87), Healthcare Careers (3.7.88), and all BIT certificate programs (3.7.89) also list program-specific information about enrollment, content, and expectations on the SDCE website.

Printed Information

SDCE Program webpages

In addition to the information posted online, each semester, SDCE mails out a class schedule to every resident and business in the city of San Diego with information about available courses. The printed schedule also includes information about student services; open enrollment; nondiscrimination policies; student rights, responsibilities, and code of conduct; confidentiality; crime awareness; and other important issues. Both SDCE and the District also publish numerous brochures and posters that feature individual programs and present transition pathways within SDCE and SDCCD, course offerings, certificate and diploma requirements, and success statistics provided by the SDCCD Office of Institutional Research and Planning.

All class schedules and marketing materials contain references to the SDCE website, which lists or has links to all policies and procedures Districtwide. Each classroom posts the BOT's Policy 3100 Student Code of Conduct for easy reference by students, faculty, and staff.

Individual Counseling and Noncredit Student Educational Plans (NSEPs)

Counselors inform students of the requirement, benefits, and intended

outcomes of programs at every stage of their education at SDCE. For each student in selected programs, counselors develop a Noncredit Student Educational Plan (NSEP) (3.7.90), which lists the courses the student needs to take. Counselors also advise students regularly on the rigors of the program and discuss a realistic timeline to complete the program, taking into account the student's work and family obligations outside the classroom.

Additional Online Indicators

INDICATOR
7.7
The school has available adequate services for online students, including referral services, to support all students in such areas as health, career and personal counseling, and academic assistance.

SDCE offers online instruction through a hybrid modality which combines required face-to-face class time with the online component. Counselors use email to refer students to campus or community resources, facilitate communication with instructors, and keep students current on new campus and online course offerings.

INDICATOR
7.8
The school leadership and staff ensure that the support services and related activities have a direct relationship to online student involvement in learning, e.g., within and outside the classroom, for all students.

Due to the hybrid modality in use at SDCE, all online students also have required time in the classroom. During this face-to-face component of the course the students have access to all the services available at the institution.

INDICATOR
7.9
School leadership and staff link curricular and co-curricular activities for online students to the academic standards and schoolwide learner outcomes.

All SDCE hybrid online courses use the same curricular and co-curricular activities as those in the analogous face-to-face classes. Course level student learning outcomes are also the same in all instructional modalities of the courses.

INDICATOR
7.10
The school has an effective process for regularly evaluating the level of online student involvement in curricular/ co-curricular activities and student use of support services.

SDCE hybrid online courses use a variety of methods to evaluate student engagement in the learning process including discussion boards, required interactions, and projects that are measured through scoring rubrics. There is not currently a process in place to disaggregate student support data based on instructional modality.

School's Strengths and Key Issues

Strengths

• Assistance for students transitioning to college, CTE programs,

and employment

- Comprehensive enrollment, counseling, and support services for all students at no cost

- Extensive marketing of student support services

- Outreach efforts to community

- Secure, confidential, and backed-up student records

- Training and professional development for counseling faculty and staff

- Website providing current and accurate information on student support services

Key Issues

1. Need to create a comprehensive and effective plan to obtain, organize, and store student success data (employment, transition to college, transition to CTE programs) for student success assessment

2. Need to expand online student support services in line with expanding online program offerings

3. Need to strengthen counseling services in areas of access, assessment results, clarification of educational goals, and follow-up

4. Need expanded access to DSPS counseling and services

5. Need to offer additional opportunities for assessment and orientation

6. Need to expand counseling services for evening and ESL students

Chapter 3 Criterion 7 List of Evidence Documents

3.7.1 SDCCD Introduction to DSPS → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.1_introduction_to_dsps.pdf

3.7.2 SDCE DSPS counselors → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.2_sdce_dsps_counselors.pdf

3.7.3 Student Educational Contract (SEC) → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.3_student_educational_contract.pdf

3.7.4 Acquired Brain Injury Program at sdce.edu → http://www.sdce.edu/services/dsps/abi/ncc

3.7.5 Cognitive Retraining/Acquired Brain Injury SLOs → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.5_cognitive_retraining_acquired_brain_injury_slos.pdf

3.7.6 Acquired Brain Injury Program flier → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.6_abi_flyer_evidence.pdf

3.7.7 New Horizons/Gender Equity flyer → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.7_new_horizons-gender_equity_flyer.pdf

3.7.8 CalWORKs flyer → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.8_calworks_flyer.pdf

3.7.9 Veterans' Program at sdce.edu → http://www.sdce.edu/services/veterans-programs

3.7.10 Noncredit Student Education Plans for different programs → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.10_nseps_for_different_programs.pdf

3.7.11 Discover Your Learning Style workshop → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.11_discover_your_learning_style_workshop.pdf

3.7.12 Improve Your Study Skills workshop → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.12_improve_your_study_skills_workshop.pdf

3.7.13 Overcoming Test Anxiety workshop → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.13_overcoming_test_anxiety_workshop.pdf

3.7.14 C2C at SDCCD → https://www.semel.ucla.edu/opendoors/program/college-career-san-diego-community-college-district

3.7.15 Bachman/Jennings Emergency ESL Book Fund voucher request and fundraiser flier→ https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.15_bachman_jennings_emergency_esl_book_fund_voucher_request.pdf

3.7.16 Bachman/Jennings Emergency ESL Book Fund Fundraiser flyer 2015.pdf → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.16_bachman-jennings_emergency_esl_book_fund_fundraiser_flyer_2015.pdf.pdf

3.7.17 SDCCD Office of Institutional Research and Planning surveys → http://research.sdccd.edu/Research-Reports/surveys.cfm

3.7.18 → www.sdce.edu

3.7.19 SDCE Student Services webpage → http://www.sdce.edu/services

3.7.20 Lynda Reeves's Resources webpages → http://faculty.sdce.edu/lynda-reeves/resources

3.7.21 SDCE class schedule online → http://www.sdce.edu/class-schedule

3.7.22 West City Campus Orientation slides → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.22_west_city_campus_orientation_slides.pdf

3.7.23 How to Enroll in SDCCD → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.23_how_to_enroll_in_sdccd.pdf

3.7.24 ACE[2] Outreach: Letter to HS Counselors and list of HSs visited in spring 2013 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.24_ace2_outreach_letter_to_hs_counselors.pdf

3.7.25 ACE[2] Outreach: List of HSs visited in Spring 2013 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.25_ace2_outreach_list_of_hs_visited_in_spring_2013.pdf

3.7.26 SDCE SSSP 2015-16 Budget → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.26_sdce_sssp_2015-16_budget.pdf

3.7.27 SDCE SSSP Plan 2015-2016 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.27_sdce_student_success_and_support_program_plan_2015-2016.pdf

3.7.28 SDCE Student Equity Plan 2015-2016 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.28_sdce_student_equity_plan_2015-2016.pdf

3.7.29 2015 CE Student Feedback Survey → http://research.sdccd.edu/docs/Accreditation/2015%20Surveys/CE%202015%20Student%20Survey%202015%20v1.pdf

3.7.30 CE 2015 Employee Feedback Survey → http://research.sdccd.edu/docs/Accreditation/2015%20Surveys/CE%202015%20Employee%20Survey%202015%20v1%20051115.pdf

3.7.31 SDCE Strategic Plan 2016-2021 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.31_sdce_strategic_plan_2016-2021.pdf

3.7.32 The California College System → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.32_the_california_college_system.pdf

3.7.33 CE Advantage video → https://www.youtube.com/watch?v=GFsvNR74Psg

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3.7.35 San Diego Promise application → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.35_san_diego_promise_application.pdf

3.7.36 IPTA at sdce.edu and on YouTube→ http://www.sdce.edu/organization/report/immigrant-professional-transfer-academy

3.7.37 CE: Pathway to Success, WE May 2011 → http://www.sdccd.edu/public/events/we/Online/2011/WE-May2011_WEB.pdf

3.7.38 IPTA on YouTube → https://www.youtube.com/watch?v=H8nf0VtSIq4

3.7.39 SDCE Career Services webpage → http://cds.sdce.edu/

3.7.40 SDCE Career Services schedule → http://cds.sdce.edu/sites/default/files/JULY%202016%20CDS%20SCHEDULE.pdf

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3.7.42 Safe Zone training, sdce.edu brief → http://www.sdce.edu/organization/faculty-staff/news/safe-zone-training

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3.7.44 FLDA Spring 2016 graduation → https://www.flickr.com/photos/124704820@N05/sets/72157667674212845/

3.7.45 Diversity Advisory Committee → http://www.sdce.edu/organization/governance/diversity-committee

3.7.46 Bias Incident Response Team (BIRT) → http://www.sdce.edu/organization/birt

3.7.47 sdce.edu → http://sdce.edu/

3.7.48 SDCE on Facebook, Twitter, YouTube and Flickr → https://www.facebook.com/sdce.edu

3.7.49 SDCE on Twitter → https://twitter.com/sdce

3.7.50 SDCE on YouTube → https://www.youtube.com/user/sdcontinuinged

3.7.51 SDCE on Flickr → https://www.flickr.com/photos/sdce

3.7.52 ACE[2] Outreach: Letter to HS Counselors and list of HS visited in Spring 2013 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.52_ace2_outreach_letter_to_hs_counselors.pdf

3.7.53 ACE[2] Outreach: HS visited in Spring 2013 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.53_ace2_outreach_list_of_hs_visited_in_spring_2013.pdf

3.7.54 North City Campus Open House invitation list → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.54_north_city_campus_open_house_invitation_list.pdf

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3.7.56 SDCCD 2015-2016 Endless Possibilities → https://studentweb.sdccd.edu/docs/endless_possibilities_brochure.pdf

3.7.57 Student Services orientation slides → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.57_generic_orientation_slides.pdf

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3.7.60 Healthcare Careers Orientation webpage → http://www.sdce.edu/job-training/health-career-training/nursing-assistant/orientation

3.7.61 ESL program information at sdce.edu → http://www.sdce.edu/classes/esl

3.7.62 Introduction to ESL at SDCE video → https://www.youtube.com/watch?v=CyU0Sv1mLEg

3.7.63 Learner Persistence Tips → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.63_october_2012_learner_persistence_tip.pdf

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3.7.67 CATESOL 2012 winning student essay → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.67_catesol_2012_winning_essay.pdf

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3.7.70 Cisco Live report → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.70_cisco_live_report.pdf

3.7.71 SDCE MLK float → https://sdce.edu/organization/news/students-win-grand-sweepstakes

3.7.72 EL Civics Unit #49: Transition to College → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.72_el_civics_unit-49_transition_to_college.pdf

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3.7.75 Career Services website → http://cds.sdce.edu/

3.7.76 Immigrant Professional Transfer Academy video → https://www.youtube.com/watch?v=H8nf0VtSIq4

3.7.77 SDCCD Noncredit to Credit Student Transition Study → http://research.sdccd.edu/docs/Rsrch%20Reports/Miscellaneous/Noncredit%20to%20Credit%20Transition/Prior%20NC_2015_Enrollment_091015.pdf

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3.7.79 SDCCD Board Policy 3100 → http://www.sdccd.edu/docs/policies/Student%20Services/BP%203100.pdf

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3.7.84 SDCCD Board Policy 3001 → http://www.sdccd.edu/docs/policies/Student%20Services/BP%203001.pdf

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3.7.86 SDCE wesite → http://www.sdce.edu/classes/high-school-ged-basic-skills

3.7.87 Acquired Brain Injury program webpage → http://www.sdce.edu/services/dsps/abi/ncc

3.7.88 Healthcare Careers program webpage → http://www.sdce.edu/job-training/health-career-training

3.7.89 BIT certificate programs webpage → http://www.sdce.edu/computers

3.7.90 NSEPs for different programs → https://sdce.edu/sites/default/files/iep/self-study/evidence/c7/3.7.90_nseps_for_different_programs.pdf
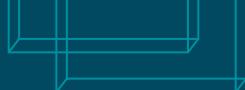
RESOURCE MANAGEMENT

KEY EVIDENCE

Criterion: Financial resources are sufficient to support student learning programs and services. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The school plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency.

INDICATOR

8.1
The school has sufficient resources to offer its current educational courses and programs.

SDCE's financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The Districtwide distribution of resources supports the development, maintenance, and enhancement of programs and services.

SDCCD Financial Resources

As part of the San Diego Community College District (SDCCD), San Diego Continuing Education (SDCE) is allocated funds by the District as determined by the District's Budget and Campus Allocation models. The Vice President of Administrative Services at SDCE is responsible for providing oversight and management of the SDCE budget.

The primary operating fund of the District is the General Fund (Unrestricted and Restricted) representing revenues and expenditures that support instructional programs, instructional support services, student services, maintenance and operations, and business and institutional services. All funded programs are instrumental to the successful fulfillment of the District's mission, goals and planning documents. A campus-based allocation process determines the level of funding to the three SDCCD credit colleges and SDCE, and is integrated with the District Budget Allocation Model, which includes all District divisions and department, salary and benefits for contract positions, and other

District commitments, including collective bargaining and "Meet and Confer" agreements. The District's Resource Allocation Formula (RAF) (3.8.1) establishes the proportional share of dollars available for each employee unit, which is then responsible for determining how to distribute the available compensation dollars to each unit's membership. The RAF document defines the methodology and supporting documentation for the calculations as agreed upon through collective bargaining and "meet and confer" processes with all employee units and is agreed upon in three-year increments.

SDCCD General Fund. The District revenue funding is primarily dependent upon state apportionment funding on an FTES basis and represents approximately 90% of total General Fund Unrestricted (GFU) revenues (3.8.2).

GFU represented 51% of the District's Total General Fund (Unrestricted and Restricted) as of June 30, 2015. The District's General Fund Restricted (GFR) represented 49% of the District's Total General Fund as of June 30, 2015, and is the third largest source of revenue received by the District.

The GFR fund encompasses revenues and expenditures largely comprised of categorical programs, grants, or contracts and other state-funded programs such as Student Success and Support Program (SSSP), Student Equity, Equal Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), Basic Skills, State General Child Care, Matriculation, CalWORKs, Temporary Assistance to Needy Families (TANF), Environmental Training Center (ETC), Career Technical Education, and Industry Driven Regional Collaborative.

In addition to state-restricted funds, the District's federal and local income received as of June 30, 2015, represented nearly 30% of the District's General Fund Adopted Budget (3.8.3) for a total of $408,481,902. The District's Other Funds represented approximately 49% of the District's total Adopted Budget of $800,802,970 as of June 30, 2015.

SDCCD Supplemental Funds. In addition to the General Fund, the District administers several Supplemental Funds, in accordance with and as defined in the Budget and Accounting Manual (BAM) of the California Community College System. The Supplemental funds characterize a wide range of revenues and expenditures from specific sources, such as the Child Development Center Fund, Bookstore and Food Services Fund, Special Revenue Fund, Capital Projects, Associated Students, Capital Outlay Projects, and Proposition S & N construction).

The Campus Allocation Model. The Campus Allocation Model is developed based on agreed upon FTES targets, which reflect the funded-FTES the District anticipates being appropriated by the state, as part of the budget planning and development process at the District level. The model determines the actual amount allocated to the SDCCD credits colleges and SDCE from projected apportionment funding the District anticipates being earned and funded by the state. Financial resources are distributed across a number of funds, each representing a separate fiscal and accounting entity designed to verify categories that contribute to the mission, strategic goals, and overall operations of the credit colleges and SDCE.

Enhanced Funding for SDCE Programs

Student Success and Support Program (SSSP) and Student Equity Funding.
Student Success and Support Program (SSSP), formerly Matriculation Program
(3.8.4), is designed to increase student access to the California Community
Colleges and assist students in achieving their educational and career goals
by providing them with core SSSP services to in accordance with the Student
Success Act of 2012. These core services include orientation; assessment and
placement; counseling, advising, and student education planning; and
follow-up services.

In 2014-15, SDCE received $1,347,733 in SSSP funding, which was increased to
$2,586,752 in 2015-2016 (3.8.5).

Additionally, SDCE received funding through the Student Equity program
(3.8.6), administered as part of SSSP by the California Community Colleges
Chancellor's Office (CCCCO), which focuses on identifying areas where
disadvantaged populations may be impacted by issues of equal opportunity
and on increasing the rates of their success as measured by indicators such as
access, course completion, ESL and basic skills completion, degrees, certificates,
and transfer rates.

In 2014-15, SDCE received $424,676 through Student Equity, which more
than doubled to $878,762 in 2015-16 (3.8.7) (3.8.8). The Student Equity Plan,
updated annually, is prepared with a three-year timeframe in terms of planned
activities and improvements, and aligns with the Student Success and Support
Program Plan.

AB86/Adult Education Block Grant (AEBG). The 2013-14 State Budget
appropriated $25 million to the California Community College Chancellor's
Office (CCCCO) to allocate funding for two-year planning and implementation
grants. The funds were provided to eligible consortia for the purpose of
developing regional plans for adult education. Assembly Bill 86 (AB 86)
outlined expectations for consortium development, as well as planning and
implementation requirements to establish the Adult Education Consortium
Program. The intent is to expand and improve the provision of adult education
through the regional consortia, with incremental investments starting in 2015-
16. With the passage of the AB 104 Budget Bill, AB 86 began the transition
from planning to implementation.

Through the AB104 block grant, San Diego Adult Education Regional
Consortium (SDAERC), which consists of the San Diego Community College
District (SDCCD) and the San Diego Unified School District (SDUSD), was
awarded $3,652,360 to implement strategies outlined in the Consortium's
AB86 Final Plan submitted to the state in March 2015. SDCE received
approximately 75% of the award ($2,752,360) and SDUSD received
approximately 25% ($900,000). This first year allocation can be used over
the three years of the grant, ending June 2018. The Department of Finance
is proposing a second and third year of budgeting for AEBG. However, these
funding allocations are uncertain (3.8.9).

Perkins CTE Grant. The Carl D. Perkins Career and Technical Education
Improvement Act of 2006 (Perkins IV) is the principal source of federal funding
to states for the improvement of secondary and postsecondary career and
technical education programs. Each year, Congress has appropriated more than

SDCE SSSP Plan 2015-16

SDCE SEP 2014-17

AEBG Update at sdce.edu

$1.1 billion dollars for grants to states, including the basic state grants under Title I and tech prep grants under Title II of the act.

Perkins IV defines career and technical education as organized educational activities that offer a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers in current or emerging employment sectors.

The following CTE courses offered at SDCE receive Perkins funding:

- Auto Body/Upholstery 949

- Auto Tech 948

- BIT 514

- CISCO 799

- CAN 1230

- Fashion 1303

- Food 1307

- Graphics 1030

- IMPC 699

- Parent Education 1305

- Welding 952

These programs provide hands on learning opportunities in certain trades which are expensive because of the equipment and supplies required. The amount of Perkins resources received by a school is dependent upon the number of enrolled students who are identified as belonging to one of the defined special populations (3.8.10) that are eligible for services under this legislation. These special populations are: Nontraditional Learners; Learners with Economic Disadvantage; Limited English Proficient Learners; Learners with Disabilities; Learners who are Single Parents and Displaced Homemakers. While military veterans are not specifically named in the special populations they often fall into one of the categories and have historically been a large portion of those enrollments. However, over the last five years the veterans' population has dropped at SDCE resulting in a reduction of the funding by nearly 50% over that time period. Despite this reduction in funding, the Perkins resources have significantly helped upgrade existing equipment to match what industry is using in the field. They have also been used to cover costs of new curriculum, equipment, supplies, and startup for new programs.

The Adult Education and Family Literacy Act (AEFLA)/Workforce Innovation and Opportunity Act (WIOA) Title II Grant. The Adult Education and Family Literacy Act, which was reauthorized in 2014 as Title II of the Workforce Innovation and Opportunity Act, previously the Workforce Investment Act (WIA), is a federal program administered through the U.S. Department of Educations which provides grants to states to fund local programs of adult basic and secondary education and English language acquisition in the context of high-school equivalency, family literacy, integrated English literacy and civics, workforce preparation, and workplace education and training.

Workforce Innovation and Opportunity Act (WIOA) Title I Youth Grant. As part of the new WIOA Title I legislation administered by the U.S. Department of Labor designed to strengthen and improve the nation's public workforce system and help put Americans back to work, SDCE has been awarded a five-year federally funded WIOA Youth grant from the San Diego Workforce Partnership (SDWP) (3.8.11) (3.8.12) (3.8.13).

The goal of the grant will be to prepare approximately 60 out-of-school young adults ages 18-24 living in Southeastern San Diego and Barrio Logan for successful career employment, while acquiring their high school diploma as a fundamental step on their career path. Eligible participants will be recruited for the project including those who have dropped out of school and those involved in the justice system, former foster youth, and other at-risk youth who are not employed or engaged in educational programming.

Participants will receive intensive academic counseling services, dedicated case management, youth development supports (such as mentorship and community service opportunities), job readiness training, pre-apprenticeships, paid internship (workplace training), college transition assistance, and robust job placement services.

The annual amount of the competitively awarded grant is $437,600 for the initial contract period beginning July 1, 2016, and ending June 30, 2017, with a possibility of extension up to over $2 million over the period of five years.

SDCE Budget in the Last Three Years

The District's Adopted Budget (3.8.14), approved annually by the Board of Trustees, is a balanced budget. Any deficit budgeting is a result of realistic but conservative revenue projections to ensure that estimated revenues do not result in overestimated expenses. The District has consistently ended each fiscal year without a financial deficit, where actual expenses do not exceed actual revenues.

In addition, the District consistently maintains adequate cash reserves, avoids external borrowing costs, meets all mandated fiscal requirements, such as the 50% Law and the FON (Faculty Obligation Number) to name a few.

Due to increases in health benefits and salaries for SDCE's faculty caused by efforts to align the colleges' faculty salary schedules as agreed to in a Districtwide Collective Bargaining Agreement (CBA) and annual CBA salary and benefit changes in accordance with the District's Resource Allocation Formula (RAF), SDCE experienced a budget deficit in Fiscal Year 2013-14 and Fiscal Year 2014-15. The budget deficit was beyond the control of SDCE because it occurred as a result of the Districtwide CBAs, which are administered at the District level. Therefore, SDCE and the SDCCD credit colleges were provided additional funding to negate the budget deficit.

The funding of salaries for mid-year contractual obligations and part time adjunct instructors presents a continuous challenge. Salary and benefit increases, collective-bargaining agreement benefits with fiscal impacts, and ongoing resources increases, which are equitably divided between all the collective bargaining units in the District based upon a Resource Allocation Formula (3.8.15) (3.8.16), can create unexpected challenges to SDCE's budget.

Areas within the control of SDCE for the discretionary general funds are well managed. This includes the major object code resources: supplies (4000), operational expenditure (5000), and equipment (6000). In Fiscal Years 2013/2014, 2014/2015, and 2015/2016, SDCE achieved significant surplus ending balances in these major object codes.

Table 3.8.1. Three-Year GFU Supply, Operational, and Capital Analysis

THREE YEAR SDCE GFU SUPPLY, OPERATIONAL, AND CAPITAL ANALYSIS						
OBJECT CODE	DESCRIPTION	BUDGET 15/16	END BALANCE 15/16	BUDGET 14/16	END BALANCE 14/16	BUDGET 13/16	END BALANCE 13/16
4999	Supplies	$751,036	$164,979	$511,995	$166,657	$591,475	$206,613
5999	Operational	$357,881	$(52,051)	$304,806	$45,569	$487,982	$209,373
6999	Capital	$184,543	$29,114	$70,412	$50,602	$259,000	$197,066
	YEAR END		$142,042		$262,828		$613,052

Fiscal Planning as Part of SDCE's Integrated Planning Model

Fiscal planning is part of the integrated planning process implemented by SDCE. The institutional strategic goals and objectives for the *SDCE's 2016-2021 Strategic Plan* (3.8.17) were determined by developing themes based on the Education Master Plan and Executive Summary templates submitted by representatives of programs, departments, committees, and major funding plan teams. Qualitative analytical software was used to extract, measure the frequency of, and analyze resulting themes. The data from this process were used to develop one-year and five-year goals for technology, human resources, and facilities.

The planned goals are shared with the various participatory governance committees for assessment and planning until funds are identified to accomplish the work plans. The Facilities and Safety Committee and the Technology Committee follow an annual calendar of meetings to review the annual goals and make recommendations to be forwarded to the Executive Governance Council (EGC) for approval.

INDICATOR

8.2

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

The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency.

SDCCD Budget Planning and Development Council. The District's Budget Planning and Development Council (BPDC) is entrusted with the task of making recommendations to the Chancellor on Districtwide budget and planning issues. The Council is comprised of representatives from constituency groups throughout the District as defined in the SDCCD Administration and Governance Handbook 2015-2016 (3.8.18), which is reviewed and updated annually. The Council reviews the Campus Allocation Model and budget assumptions used in the development of the annual adopted budget. The Educational Master Plans for the District, SDCCD credit colleges, and SDCE provide the underlying guidelines for budget planning and development. Generally speaking, the BPDC

meets on a monthly basis. Discussions focus on state and local funding and the non-collective bargaining aspects of the expenditure budget.

SDCCD Internal Control Structure

The District's internal controls are evaluated and reported annually by the independent external auditors. The auditors have consistently determined that the District's internal control structure is adequate and strong enough to support sound financial decision making and fiscal stability of the District and has appropriate control mechanisms. The District's internal controls are followed at the SDCCD credit colleges and SDCE and are in accordance with Generally Accepted Accounting and Auditing Standards. The District's internal controls allow management and employees in their normal course of performing their assigned functions to prevent, or detect and correct, misstatements on a timely basis. Separation of duties between functional areas within the District Office's Fiscal Services department is reviewed and evaluated annually to ensure adequate controls exist to prevent and detect errors throughout the District. In addition, the District's Board Policy (BP) and Administrative Procedure (AP) 6125 Fraud Policy and Whistleblower Protection (3.8.19) provide a process by which irregularities can be reported and appropriately addressed.

The District's financial management system ensures the dissemination of real time financial data, which is available 24/7 to end-users. The Fiscal Services Department tracks, monitors and budgets contract positions throughout the District in the Budget Allocation Model. Non-contract staffing is funded and administered at the campus and District level from allocated budgets on annual basis.

PeopleSoft ERP Finance Management System (FMS). In 2015, SDCCD began the implementation of PeopleSoft ERP (Enterprise Resource Planning), a new integrated database system which has greatly improved and automated the District's business and office functions related to finance, technology, student services, and human resources.

The PeopleSoft Finance Management system (FMS). one of the three components of PeopleSoft ERP, includes functions such as purchase requisitions and orders, travel authorizations, expense reporting, cash advances, payment requests and the related accounts payable functions to make sure checks could be issued and budgets reconciled, as well as asset management, additional workflows for budget automation, enterprise reporting and a new budgeting system using Hyperion that creates and monitors budgets as they change throughout each fiscal year while providing reporting tools to assist with integrated planning efforts.

Several improvements have resulted from the implementation of the new PeopleSoft ERP:

- Because FMS provides much more accurate projections of actual costs compared to the previous system, SDCE can now meet the FTES targets more easily.

- Requests for supply, operational, and/or material purchases, which require an administrator sign-off before the authorized request goes to the business office, are now fully automated and online. In the past,

SDCCD Board Policy 6125

these were done through a manual process which required numerous hard copies for each transaction.

- Since FMS is an end user application, as compared to the Business Office having to input each transaction after checking for availability of resources, SDCE business practices have become much more efficient.

FMS has a series of progressive approval queues that require a sign-off before going to the next level of authorization. The first step in any request is an automated budget check that pre-encumbers the funds to cover the request provided resources are available, thus preventing over-spending. A request approved at all levels is then put in the queue for the Business Office. The business office preforms the first substantial review to make sure the request has all the required information and documentation attached. If deficiencies are noted, the request is sent back to the end user for correction. The campus then sends the requisition to the SDCCD purchasing department, where accounting staff ensure it complies with purchasing guidelines. Issues noted at this level go back again to the end user who imputed the request. An approved transaction is converted to a Purchase Order. Once all the items are received and signed off by the original end user, an invoice is generated and sent to Accounts Payable for processing. All processes the District has been using require a budget check to make sure there are sufficient resources before the purchase is made.

External Audits

SDCE typically undergoes two visits by the external auditors each year as part of the annual audit process. The first visit takes place in mid-March to early April and focuses on Internal Controls to include cash controls. An externally contracted independent auditing firm (currently Christy White Associates) reviews records of all cash collected, how receipts are booked, and how cash is disbursed. This includes a thorough review of bank accounts. The auditors also review fiscal operational processes based upon random sampling to ensure proper internal control practices are in place. The second visit by the auditors to SDCE is normally scheduled in Mid-August to September with the auditors reviewing any issues or corrections that were identified in the first visit to ensure that they have been addressed. For the past three years there were no issues or corrections identified so a second visit to SDCE was not required.

The District's audits have consistently been identified by the external auditors as "unmodified" (formerly known as "unqualified") audits. The past five years, through fiscal year ended June 30, 2015, all five audits of the District have had an "unmodified" opinion by the external auditors with no findings or recommendations noted (3.8.20) (3.8.21) (3.8.22). The District's Board of Trustees' Budget Study and Audit Subcommittee along with the Chancellor, Executive Vice Chancellor and District Controller meet with the external auditors to review the annual audits before they are brought forward for consideration during a public meeting of the Board of Trustees in December of each year.

Generally speaking, external auditors are engaged by the District for a three-year period with two one-year renewal options for a maximum of five years. In the event findings are identified during the audit discovery process in the initial March/April visit, the Executive Vice Chancellor and Controller reviews the items identified by random sampling by the auditors, with the appropriate management personnel to ensure that corrective action is initiated and a timely

SDCCD Auditor's Report 2015

SDCCD Propositions S and N Audits 2015

response regarding the findings and proposed corrective action is communicated to the external auditors during field work well in advance of finalization of the annual audit.

The SDCCD District Office responds directly to the auditors. If clarifications are required by the SDCCD credit colleges or SDCE when responding to the audit, it is the District that coordinates the communication. When additional information is required, all communication goes through the Controller's Office. The results of the final District audit are shared with the credit colleges or SDCE via the Budget Planning and Development Council. Implementation of any audit recommendations or findings identified at the colleges or SDCE level are handled by the appropriate campus-based Business Services Office and is communicated to each site through the office managers.

Review of Financial Policies and Practices

As one of 72 districts in the California Community College system, the SDCCD must follow the legal requirements of the California Education Code and Code of Regulations. In addition to the legal requirements of the Education Code and Code of Regulations, the District must adhere to the State's California Community College Chancellor's Office's (CCCCO) Budget and Accounting Manual (BAM), federal guidelines, and other applicable statues and regulations. All California community college districts are required to present their financial statements in accordance with Generally Accepted Accounting Principles (GAAP) for state and local governments.

Since 1984, determination of GAAP for state and local governments has been a responsibility of the Governmental Accounting Standards Board (GASB). The mission of GASB is to establish and improve standards of state and local governmental accounting and financial reporting to inform, educate and guide the public with regard to state and local government agencies. The GAAP hierarchy for financial reporting by state and local governments is defined in GASB Statement on Auditing Standard (SAS) No. 60, "The meaning of 'Present Fairly in Conformity with Generally Accepted Accounting Principles" issued by the American Institute of Certified Public Accountants (AICPA).

The District is also required to adhere to guidelines and directives provided by the California Community Colleges Chancellor's Office (CCCCO), which oversees the state's 72 district 113 college system. The CCCCO is organized by divisions with the College Finance and Facilities Planning Division overseeing, directing and issuing Accounting Advisories to all districts with regard to financial policies and practices. The District Fiscal Services office is responsible for ensuring that as changes or additions to financial policies and practices are implemented, the District adjusts its practices to the changing requirements and conditions of the pronouncements and guidelines from any of the previously identified agencies or organizations.

In addition to the District's regular review and update of its financial policies and practices, the external independent auditors provide an opinion in each annual audit with regard to compliance with GAAP, GASB and CCCCO requirements following Governmental Auditing Standards.

The San Diego Community College District Board of Trustees establishes all District policies (3.8.23) (3.8.24). Updates to fiscal related Board Policies and

SDCCD Board Policies 6200 and 6250

Administrative Procedures are reviewed and discussed with the District Budget Planning and Development Council. They are then brought to the DGC for review and input from all constituency groups with Board Policies then brought to the Board of Trustees for adoption. Administrative Procedures do not go forward to the Board but rather are approved by the Chancellor after input has been received and considered for inclusion.

Reporting Financial Updates and Decisions to Stakeholders

The District's Fiscal Services office regularly informs Vice Presidents of Administrative Services and the three credit colleges and SDCE of any updates or decisions related to fiscal matters. The District's participatory governance structure includes a districtwide Budget Planning and Development Council, which is comprised of faculty, staff, and administrative representatives. The council chaired by the Executive Vice Chancellor, Business and Technology Services, meets on a monthly basis and more often with special meetings called as necessary. The District Chancellor regularly publishes communications Districtwide and conducts Chancellor's Forums each Fall and Spring semester at the three credit colleges and SDCE and at the District's Administrative office. The Executive Vice Chancellor of Business and Technology Services accompanies the Chancellor to provide financial and budget reports and updates.

The Vice President of Administrative Services summarizes what has been discussed in the District Budget Planning and Development Council Meeting and presents it to the SDCE Budget Committee. The stakeholders are asked to submit their wish list to the committee beforehand. The Vice President of Administrative Services then presents the new funding sources to the committee to be allocated to all the programs. The committee discusses the needs of each program before scoring and ranking each of the requests. Right before the end of the year, grants balances are evaluated and if there any remaining funds, the committee reallocate them to those who need them most.

SDCCD Cash Reserves

The San Diego Community College District maintains adequate cash flow to support operations and cash reserves in support of the three credit colleges and SDCE. The District's Cash Reserve as of June 30, 2015 is 7.5% of the General Fund expenditures and is well in excess of the state 5% minimum requirement and in accordance with District Board Policy that the Reserve never falls below 5%. The District's Total Reserves and set-asides as of July 1, 2015 is $78,171,460 (3.8.25). The District's Cash Reserve, which is in a restricted fund, was instrumental in allowing the District to maintain fiscal stability without incurring costs related to external borrowing during the recent great recession. The District's Fiscal Services office 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 its Cash Reserve is held in the County of San Diego's treasury pool.

SDCCD 2015-16 Adopted Budget

Insurance

The District utilizes an encumbrance control system with regard to both human capital and non-personnel costs to ensure resources are allocated properly for short-term and long-term commitments. All liabilities have an associated resource identified for funding purposes with future long-term obligations accounted for as appropriate or necessary via an actuarial review. The District's Other Post-Employment Benefits (OPEB) irrevocable trust is studied by an independent actuary in accordance with GASB 43 and 45 requirements bi-annually. Worker's Compensations costs also undergo a review every three years by an independent actuary to ensure that the proper level of financial reserves as determined in the applicable actuarial study report are accounted for and budgeted for on an annual basis.

The District ensures adequate resources are available to fund the payment of current liabilities and ensures proper reserves exist to fund future obligations. With respect to the OPEB (Other Post-Employment Benefits) liability, the District's Board of Trustees approved the joining of the California Retiree Health Benefit Program Joint Powers Agency (CCLC-JPA) in December 2005. In June 2006, the Board authorized $11 million in reserves of the San Diego Community College District, held for the purpose of funding the OPEB, to be transferred into an irrevocable trust established for the District in the CCLC-JPA. In April 2015, the latest actuarial study of the District's OPEB liability indicated a total liability for all current and future retirees of $34.6 million. The accrued liability at the time of the study was $22.4 million of which $18.5 million is funded through the assets of the District's CCLC-JPA account representing an 83% funding ratio of the accrued OPEB liability. The District's Executive Vice Chancellor of Business and Technology Services is a Board member on the CCLC-JPA with the District's Controller serving as an alternate to the Executive Vice Chancellor. Actuarial studies are independently conducted and reported on a bi-annual basis in accordance with GASB requirements.

Financial Oversight of Grants, Contracts, and Investments

Financial oversight of grants, externally funded programs, contractual relationships, auxiliary organizations, and institutional investments and assets occurs throughout the District at both the campus and District office level. Budget to actual variances are calculated and monitored in terms of expenditures. Grant requirements are monitored by the District's Fiscal Services Department. Assets are accounted for and controlled through the District's Fixed Asset Database system. Acquired assets are recorded, tagged and entered into the system all in accordance with generally accepting accounting principles and Education Code requirements (3.8.26).

The SDCCD credit colleges and SDCE Foundations are separate legal entities with a Board of Directors overseeing their operations. The District collaborates and oversees the credit colleges and SDCE Foundations in accordance with the terms and conditions defined in Memoranda of Understanding executed by each entity with the District as to the role, responsibilities, and relationship between the District and each of the Foundations (3.8.27) (3.8.28) (3.8.29) (3.8.30).

Federal Financial Aid programs are monitored at the campus and District level to ensure the proper use of federal and state funding. Contracts & Grants

are also monitored at the program level on the campuses and centrally at the District office to ensure proper fiscal oversight. The District's auxiliary organization, San Diego Community College District Auxiliary Organization (SDCCAO) is a separate legal entity managed and monitored at the District office. The SDCCAO is overseen by a Board of Directors in accordance with its Articles of Incorporation and By-Laws (3.8.31).

Investments are held in the County of San Diego investment pool with the Board of Trustees receiving quarterly reports from the County that are reviewed and considered as part of a public meeting agenda (3.8.32). The Board also reviews and adopts the County's Investment Policy on an annual basis. The only other investments relative to the District is related to the "Other Post-Employment Benefits" (OPEB), which the District invested in an irrevocable trust with the Community College League of California (CCLC) (3.8.33) (3.8.34).

In fiscal year 2015/2016, SDCE received approximately 32% of its overall budget ($42.5M) in grant funds, including AEBG, WIOA Title II, Carl Perkins, CTE Enhancement, Student Support and Success Program (SSSP), Student Equity Plan (SEP), and CalWORKs. The process for overseeing the expenditures of the grants includes deans and/or program managers, as well as staff as part of the participatory governance process. The SDCE Business Office ensures that grant expenditures are in accordance with the grant requirements. The majority of grant allocations are approved at the beginning of the year by the California Community Colleges Chancellor's Office. Periodically, SDCE receives grant funding during the fiscal year. For each new categorical funding award, an Acceptance of Fund items is presented to the Board of Trustees. All items to be presented to the Board are first vetted through the Chancellors' Cabinet. Throughout the year, formative and summative evaluations are part of reporting the expenditures. SDCE also reports to the District office and State Chancellor's office once a year and yearly audits are performed on all funding sources.

The District and SDCE Business Offices are committed to the effective management of all financial resources and activities. Separate funds are established and monitored on a regular basis to ensure proper accounting for various financial resources and the use of funds in accordance with their intended purposes.

INDICATOR

8.3

Institutional planning reflects a realistic assessment of current financial resources and looks forward in long-range strategic planning.

Financial Reporting

Regular fiscal related reports are provided by the Executive Vice Chancellor, Business and Technology Services and the Chancellor during the Chancellor's Cabinet weekly meetings. A standing budget item on the District Governance Council's (DGC) agenda provides an opportunity for regular reporting of the financial condition of the District and the State. DGC is a standing participatory governance council comprised of students, faculty, staff and administrative representatives from throughout the District. The DGC generally meets twice a month to share information and review matters concerning education programs and services, long-range and strategic planning directives, annual district budget and financial conditions, and advocacy efforts occurring at the local, state and national levels impacting community colleges (3.8.35). The Chancellor

and Executive Vice Chancellor meet with the Board of Trustees' Budget Study and Audit Sub-Committee to discuss current financial resources and long-range financial planning. The Executive Vice Chancellor also presents to the full Board of Trustees at a public meeting in early spring a Preliminary Budget based upon the Governor's initial budget proposal for the upcoming fiscal year; a Tentative Budget based upon the Governor's May Revise in early June of each year; and, a final Adopted Budget in September of each year.

The Chancellor with assistance from the Executive Vice Chancellor communicates budget and financial related matters via her Budget Message which is distributed district-wide and to the community at large in the City of San Diego. Reports are provided regularly and transparently.

The President of SDCE is a member of Chancellor's Cabinet and attends the weekly meetings. In addition, SDCE has the following representatives on the District Governance Council: SDCE President, Academic Senate President, and Classified Senate President. These key faculty and classified staff members are updated monthly on the financial condition of the District and the State. The information they receive is then communicated to the entire faculty, staff, and administrators at SDCE.

Connecting Financial Planning with the Action Plan

The District utilizes an encumbrance control system with regard to both human capital and non-personnel costs to ensure resources are allocated properly for short-term and long-term commitments. All liabilities have an associated resource identified for funding purposes with future long-term obligations accounted for as appropriate or necessary via an actuarial review. The District's OPEB irrevocable trust is studied by an independent actuary in accordance with GASB 43 and 45 requirements bi-annually. Worker's Compensations costs also undergo a review every three years by an independent actuary to ensure that the proper level of financial reserves as determined in the applicable actuarial study report are accounted for and budgeted for on an annual basis.

The short-term and long-term financial planning is connected with the priorities and objectives identified in the schoolwide Action Plan and the 2016-2021 SDCE Strategic Plan. The current Strategic Plan includes five goals to cultivate an environment of creativity and increase collaboration both internally and externally. Key performance indicators in the Strategic Plan that include funding and revenue targets set direction for SDCE:

- Increase professional development activities that seek to enhance employees' talents and interests, and increase collaboration and effective communication

- Identify and implement effective strategies, activities, and interventions using data and analysis to improve access and persistence (course and program completion) for all SDCE diversity groups by 5% (overall) annually

- Assess institutional processes and procedures for efficiency and effectiveness within 3 years

- Increase the use of data in decision making through data access and integrated planning processes beginning Spring 2017

Judicious Use of Institutional Funds

The District's annual budget represents a culmination of the strategic planning and budget development processes including a campus allocation formula which ensures an appropriate level of resources for each SDCCD credit college and SDCE to support student learning programs and services. Financial documents go through a thorough review process to insure a high level of credibility and accuracy. The Budget Development and Planning Council (BDPC) reviews state apportionment reports, enrollment management decisions driving FTES targets, Campus Allocation Models, and other budget assumptions used in the development of the annual budget. The information is also widely shared throughout the District 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, the Executive Vice Chancellor presents an annual Preliminary Budget to the Board in late March/early April of each year. The Chancellor also regularly sends electronically state budget updates beginning with the Governor's release of the state's proposed budget in January of each year, an updated version based upon the Governor's May Revise, and conducts Chancellor's Forums each fall, where she and the Executive Vice Chancellor present the budget and impact for the upcoming academic year at each of the SDCCD credit colleges, SDCE, and the District Office.

Propositions S and N project budgets. The District's Facilities Department monitors Proposition S and Proposition N project budgets. Funds are maintained in a separate fund and expenses and activities are tracked by the Fiscal Services Department to ensure that projects remain within budget allocation and are aligned with Proposition language approved by local taxpayers. The Department also oversees the preparation of the annual performance and financial audits prepared by the external and independent audit firm engaged by the District.

Budget Allocations. Budget allocations are based upon agreed to districtwide FTES targets, allocation rates as defined within the model, budget assumptions and budget needs all in accordance with the districtwide Budget Allocation Model. The Colleges and Continuing Education Budget Development Committee allocates its budget allotment based upon its Strategic and Master Plans in support of student programs at each institution.

In addition, the District Governance Council and the Board of Trustees Budget Study and Audit Sub-Committee review the districtwide budget assumptions, Campus Allocation Model and Budget Allocation Model in advance of being brought to the full Board of Trustees for adoption. The Budget Planning and Development Council (BPDC) reviews state apportionment reports, enrollment management decisions driving FTES targets, Campus Allocation Models and other budget assumptions used in the development of the annual budget. The information is also widely shared throughout the District via the District Governance Council (DGC) (3.8.36) and the Chancellor's Cabinet (3.8.37). 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, the Executive Vice Chancellor presents an annual Preliminary Budget to the Board in late March/early April of each year. The Chancellor also regularly sends electronically state budget updates beginning with the Governor's release of the state's proposed budget in January of each year, an updated version based upon the Governor's May Revise, and conducts Chancellor's Forums each

SDCCD District Governance Council meeting agendas

Progress, Issues, and Plans 2015-16 Chancellor's presentation

fall, where she and the Executive Vice Chancellor present the budget and impact for the upcoming academic year at each of the Colleges, Continuing Education and the District Office.

The above process ensures that institutional funds are used judiciously so that the facilities and support materials are sufficient for all the programs and courses offered at SDCE. AEBG funds, for example, have allowed SDCE to plan for classroom upgrades of equipment and technology, including technology labs and classrooms in the ESL program, remodeling outdated culinary program space to expand course offerings, equip classrooms with smart technology, and create media and video conferencing capabilities.

Payment of Current Liabilities

The District ensures adequate resources are available to fund the payment of current liabilities and ensures proper reserves exist to fund future obligations including OPEB liabilities. With respect to the OPEB liability, the District's Board of Trustees approved the joining of the California Retiree Health Benefit Program Joint Powers Agency (CCLC-JPA) in December 2005. In June 2006, the Board authorized $11 million in reserves of the San Diego Community College District, held for the purpose of funding the OPEB, to be transferred into an irrevocable trust established for the District in the CCLC-JPA. In April 2015, the latest actuarial study of the District's OPEB liability indicated a total liability for all current and future retirees of $34.6 million. The accrued liability at the time of the study was $22.4 million of which $18.5 million is funded through the assets of the District's CCLC-JPA account. This represents an 83% funded ratio for the accrued liability based on the assets in the irrevocable trust. The District's Executive Vice Chancellor of Business and Technology Services is a Board member on the CCLC-JPA with the District's Controller serving as an alternate to the Executive Vice Chancellor. Actuarial studies are independently conducted and reported on a bi-annual basis in accordance with GASB requirements.

Outside of the OPEB liability, neither the District nor SDCE has any debt.

INDICATOR

8.4
The school provides facilities that are clean, safe, and well-maintained in order to provide for an effective learning environment.

New Facilities Funded by Propositions S and N

Since our last accreditation, the District has continued the facility planning and construction process funded by Propositions S and N (3.8.38), which resulted in the completion of the following facilities:

- **The new North City Campus** facility (3.8.39) (3.8.40) located at Aero Drive has been funded by Proposition S. It's a two-story, 42,000-square feet facility designated as the Campus of Excellence for Business and Information Technology for San Diego Continuing Education. The building has state-of- the art and technology-rich classrooms, computer labs, multipurpose areas and administrative offices to support the business technology curriculum. The facility also houses Disability Support Program Services (DSPS). The project has a Leadership in Energy and Environmental Design (LEED) Gold Certification. The project was completed in 2012.

SDCCD Propositions S and N program

- **Consolidation of Centre City and César Chávez Campus** (3.8.41). The project consists of land acquisition and construction of a new building consolidating the programs at César Chávez and Centre City campuses. The 67,924 square-foot facility houses 22 classrooms for vocational training, English as a Second Language (ESL), Adult Basic Education (ABE), high school equivalency preparation classes, Business Information Technology (BIT), Parent Education and Emeritus (age 55+) programs. The new building also includes a multi-purpose room, administrative offices, and a space for a Small Business incubator. Underground parking process 149 spaces, including preferred parking for carpool and high efficiency vehicles. Concurrent with the new construction of the new classroom building, a new parking structure was constructed adjacent to the campus with 320 spaces to accommodate additional parking needs. The project was completed in June 2015.

- **The new CE at Mesa College** facility (3.8.42) is a new two-story, 38,500 square feet building located on the SDCCD Miramar College campus which consolidated programs previously offered in temporary classrooms at Clairemont High School, rented facilities, and community and neighborhood locations. The facility accommodates English as a Second Language, Disability Support Programs and Services, Parent Education, and Emeritus programs. It includes classroom, art labs, a kitchenette for culinary arts instruction, outdoor play areas for child development classes, a ceramics yard, and administrative support space. The project is certified Leadership in Energy and Environmental Design (LEED) Silver certification by the United States Green Building Council (USGBC). The project was completed in 2012.

- **Further expansion of the Educational Cultural Complex** (3.8.43). This project added a new, 18,135 square-foot wing to the main building on campus that replaces all bungalows and modular classrooms, labs, and support rooms. The Phase IIB wing includes state-of-the art labs, lecture and support space. Programs accommodated in the new wing include work force training and preparation. The project renovated 19,700 square feet within the existing building to provide office, counseling, and teaching areas, and includes state-of –the art labs, lecture, and support space. The project also allowed for the relocation of the College Police Substation. The Phase IIB wing received a Leadership in Energy and Environmental Design (LEED) Silver certification from the United State Green Building Council (USGBC). The project was completed in February 2013.

Safe, Secure, and Healthy Learning Environment

The San Diego Community College District ensures that all institutions within the District are provided safe and sufficient physical resources necessary to execute their educational mission. They are constructed and maintained to assure access, safety, security, and a healthy learning and working environment. Through the activities, programs, and documents listed below, both fiscal resources and the allocation of campus police resources are leveraged effectively:

- **Management Services Council.** This Council serves as the forum where staff members meet Districtwide to review matters concerning the District's management services. Through these meetings, recommendations are made to cabinet and other governance organizations regarding the allocation of resources to meet District requirements.

- **Facility master plans.** At the beginning of the SDCCD bond capital improvement program, a facility master plan was created for each campus. The facility master plan identifies the facility requirements to meet the educational mission. These plans, created with participation from faculty and staff, have provided the blueprints for the facility modernization that has occurred throughout the District.

- **Bond capital improvement program** mentioned above. This program allocated $1.55B to build and renovate facilities to support the educational mission of SDCCD. The money, coupled with the facilities master plan, ensures that the facilities are built in compliance with all codes and regulations.

- **Districtwide Safety and Security Plan and Annual Safety Report,** which identify measurable metrics, processes, and procedures to be assessed and followed to ensure the safety and security of all who attend the SDCCD campuses. The documents also offer a phased approach to further enhancing both safety and security. They identify areas of risk that need to be addressed and help map out plans to achieve improvements in the identified risk areas. These documents allow decision makers to evaluate the information and make decisions that will facilitate the best allocation of resources.

- **District Work Safety Plan.** In an effort to standardize the safety plans across the District, a comprehensive plan was developed that addressed District requirements, as well as the unique activities that take place at each campus. The plan identifies policies and procedures that create a synergy of responsibilities and reporting across the District while recognizing the uniqueness of each campus. Additionally, the plan clearly identifies requirements necessary for an effective plan so that resources can be allocated properly.

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

School's Strengths and Key Issues

Strengths:

- Flex and Professional Development opportunities for all SDCE employees

- Funding for ancillary activities

- New and upgraded buildings

- Technology upgrades

Key Issues (Prioritized):

1. SDCE is currently in the process of replacing B & F bungalows at Miramar College to house ESL and Parent Education programs using Prop S & N funding

2. Making efforts to be more transparent in allocation of financial resources

3. Upgrading Mid City's classroom with smart classrooms using AEBG funding

4. Upgrading ECC classrooms with appropriate smart technology

Chapter 3 Criterion 8 List of Evidence Documents

3.8.1 SDCCD Resource Allocation Formula 2014-2017 → http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Resource%20Allocation%20Formula.pdf

3.8.2 SDCCD 2015-2016 Adopted Budget → http://bussrv.sdccd.edu/docs/budgets/2015-2016%20Adopted%20Budget.pdf

3.8.3 SDCCD 2015-2016 Adopted Budget → http://bussrv.sdccd.edu/docs/budgets/2015-2016%20Adopted%20Budget.pdf

3.8.4 SSSP → http://extranet.cccco.edu/Divisions/StudentServices/Matriculation.aspx

3.8.5 SDCE SSS Plan 2015-2016 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c8/3.8.5_sdce_sssp_2015-2016.pdf

3.8.6 SEP → http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx

3.8.7 SDCE SEP 2014-2017 → https://sdce.edu/sites/default/files/iep/self-study/evidence/c8/3.8.7_sdce_sep_2014-2017.pdf

3.8.8 Student Equity Plan → https://sdce.edu/sites/default/files/iep/self-study/evidence/c8/3.8.8_student_equity_plan.pdf

3.8.9 AEBG Update at sdce.edu → http://www.sdce.edu/organization/faculty-staff/news/aebg-update

3.8.10 → http://www.jspac.org/what-is-jspac/special-populations

3.8.11 Academic Senate brief the WIOA grant → https://sdce.edu/organization/faculty-staff/news/academic-senate-0

3.8.12 MOU between WIOA partners → https://sdce.edu/sites/default/files/iep/self-study/evidence/c8/3.8.12_mou_between_wioa_partners.pdf

3.8.13 WIOA Youth Grant award letter → https://sdce.edu/sites/default/files/iep/self-study/evidence/c8/3.8.13_wioa_youth_grant_award_letter.pdf

3.8.14 SDCCD 2015-2016 Adopted Budget → http://bussrv.sdccd.edu/docs/budgets/2015-2016%20Adopted%20Budget.pdf

3.8.15 SDCCD Resource Allocation Formula 2014-2017 → http://hr.sdccd.edu/docs/employee%20relations/Collective%20Bargaining%20Agreements/Resource%20Allocation%20Formula.pdf

3.8.16 AFT Guild → http://aftguild.org/contracts/contracts.html

3.8.17 2016-2021 Strategic Plan → https://sdce.edu/sites/default/files/iep/self-study/evidence/c8/3.8.17_2016-2021_strategic_plan.pdf

3.8.18 SDCCD Administration and Governance Handbook 2015-2016 → http://www.sdccd.edu/docs/employee/AdminGovHandbook.pdf

3.8.19 SDCCD Board Policy 6125 → http://www.sdccd.edu/docs/procedures/Business%20Services/AP%206125.pdf

3.8.20 SDCCD Auditor's Report 2015 → http://bussrv.sdccd.edu/docs/audits/SDCCD_BFS2015_FINAL.pdf

3.8.21 SDCCD Propositions S and N Audit 2015 → http://bussrv.sdccd.edu/docs/audits/SDCCD_PropS2015_FINAL.pdf

3.8.22 SDCCD Propositions S and N Audit 2015 → http://bussrv.sdccd.edu/docs/audits/SDCCD_PropN2015_FINAL.pdf

3.8.23 SDCCD Board Policy 6200 and 6250 → http://www.sdccd.edu/docs/policies/Business%20Services/BP%206200.pdf

3.8.24 SDCCD Board Policy 6250 → http://www.sdccd.edu/docs/policies/Business%20Services/BP%206250.pdf

3.8.25 SDCCD 2015-2016 Adopted Budget → http://bussrv.sdccd.edu/docs/budgets/2015-2016%20Adopted%20Budget.pdf

3.8.26 SDCCD Board Policy 6520 → http://www.sdccd.edu/docs/policies/Business%20Services/BP%206520.pdf

3.8.27 MOU between-SDCCD and College Foundations → https://www.boarddocs.com/ca/sdccd/Board.nsf/files/9HDMAR54DE6A/$file/SD%20City%20College%20Foundation%20MOU%20Final%2003%2013%2014.pdf

3.8.28 MOU, Mesa-SDCCD → https://www.boarddocs.com/ca/sdccd/Board.nsf/files/9K38ZQ72E81A/$file/SD%20Mesa%20College%20Foundation%20MOU.pdf

3.8.29 MOU, Miramar-SDCCD → https://www.boarddocs.com/ca/sdccd/Board.nsf/files/9HDMEN5513C2/$file/SD%20Miramar%20College%20Foundation%20MOU%20Final%2003%2014%2014.pdf

3.8.30 MOU, Continuing Ed-SDCCD → https://www.boarddocs.com/ca/sdccd/Board.nsf/files/9HDMPV552929/$file/SD%20Continuing%20Education%20Foundation%20MOU%20Final%2002%2020%2014.pdf

3.8.31 SDCCD Board Policy 6950 → http://www.sdccd.edu/docs/policies/Business%20Services/BP%206950.pdf

3.8.32 SDCCD Board Policy 6320 → http://www.sdccd.edu/
docs/policies/Business%20Services/BP%206320.pdf

3.8.33 SDCCD Board Policy 6320 → http://www.sdccd.edu/
docs/policies/Business%20Services/BP%206320.pdf

3.8.34 CCLC-JPA minutes → http://www.boarddocs.com/ca/
cclca/rhb/Board.nsf/Public

3.8.35 SDCCD District Governance Council meeting agendas →
http://www.sdmiramar.edu/president/dgc

3.8.36 SDCCD District Governance Council meeting agendas →
http://www.sdmiramar.edu/president/dgc

3.8.37 Progress, Issues, and Plans 2015-2016 Chancellor's
presentation → http://www.sdmesa.edu/about-mesa/
office-of-the-president/documents/Progress%20and%20
Plans%202015-16%20Mesa.pdf

3.8.38 SDCCD Prop S & N program → http://props-n.sdccd.
edu/Pages/Home.aspx
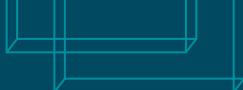
3.8.39 → http://props-n.sdccd.edu/project/CE/Pages/
NorthCampus.aspx

3.8.40 → http://props-n.sdccd.edu/project/CE/Pages/
NorthParking.aspx

3.8.41 → http://props-n.sdccd.edu/project/CE/Pages/
CesarChavez.aspx

3.8.42 → http://props-n.sdccd.edu/project/CE/Pages/
Clairemont.aspx

3.8.43 → http://props-n.sdccd.edu/project/CE/Pages/ECCIIB.
aspx

COMMUNITY CONNECTION

Criterion 9: The school seeks to enhance its educational effectiveness by developing close partnerships and relationships with community members. Connections within the community provide students with expanded learning experiences, including additional educational or vocational opportunities.

KEY EVIDENCE

INDICATOR

9.1

Efforts are made by the school to connect to community leaders, businesses, and organizations that can enhance the learning opportunities for students.

SDCE Partnership with K-12 and Local Credit Colleges.

Partnerships with local schools, organizations, businesses, and community leaders have been at the core of SDCE's functioning since its inception. The first classes in elementary and secondary basic skills and citizenship that were offered to adults over one hundred years ago were through what was then San Diego City Schools. The connection with the K-12 system has always been maintained, even after SDCE was included as part of the San Diego Community College District (SDCCD) and thus formally separated from K-12. The formation of SDCCD in 1970 was a turning point in the history of SDCE's relationships with other regional organizations as it formalized SDCE's connection with the three major credit colleges in San Diego: City College in the downtown area, Mesa College in the Clairemont and coastal areas, and Miramar College in the north.

Partnership with San Diego Unified School District. The collaboration between SDCE and SDUSD is formalized through the *Delineation of Function Agreement* (3.9.1). Currently, SDCE works closely with SDUSD to provide the Adult Education Joint High School Diploma program, which in the period from 2010/11 to 2014/15 conferred between 93 and 183 High School Diplomas each year (3.9.2). In addition, SDCE and SDUSD share over forty educational partnerships, including Early and Middle College Programs, classroom support programs, and Alternative High Schools, as well as college transition programs.

Delineation of Function Agreement Between SDCCD and SDUSD

SDCE Awards Conferred Supplement 2010/11-2014/15

The partnership with SDUSD was revised and strengthened in 2014 through the statewide AB86 initiative, which considered community partnerships and collaborations a priority in Adult Education. The two districts formed the San Diego Adult Education Regional Consortium (SDAERC) (3.9.3). According to the SDAERC Final Plan (3.9.4), submitted on March 15, 2015, one of the most pressing needs for the partnership is improved channels of communication between SDCE, SDUSD, and SDCCD. Objective 3 of the plan clarifies the need to integrate existing programs and create seamless transitions into postsecondary education or the workforce, and sets forth plans to address these needs.

Partnership with SDCCD credit colleges. The partnership with the SDCCD credit colleges includes regular Districtwide events such as conferences, training institutes, and meetings which allow the SDCE faculty, administrators, and staff to meet and exchange ideas regarding transition pathways and learning opportunities for students (3.9.5); visits by noncredit students to credit classes; and collaborations between the SDCE Academic Senate and the Academic Senates of the SDCCD credit colleges. Several programs have also been developed to facilitate the transition of SDCE students to the SDCCD credit colleges, including two newly created bridge programs: *Test Higher Place Higher* (3.9.6) at City College and *ACE²* (3.9.7) at Mesa College. The ABE/ASE program at SDCE offers ACCUPLACER preparation classes to help students improve their scores on the college math and English placement tests. Student testimonials are heart-warming evidence of the effectiveness of these transition programs, collectively known as the *CE Advantage* (3.9.8), with the unparalleled student support they offer through free one-on-one tutoring, priority registration, and counseling services. Additionally, at each SDCE campus students have opportunities to connect with the SDCCD credit colleges. At the Educational Cultural Complex (ECC), for example, each Thursday is a *College Thursday*, where students may attend outreach presentations by credit college counselors in addition to other college-related activities. At the North City Campus (NCC)/Miramar, the ESL Transition to College class visits the college ESOL classes at San Diego Miramar College and meets with the counselors. The Mid-City ESL Transition to College instructor also arranges field trips to San Diego City College each semester to give her students an opportunity to visit ESOL classes, tour the campus, and meet with a counselor.

SDCE also offers a Credit by Exam option (3.9.9), which allows students to earn college credit by successfully completing Career Technical Education (CTE) courses which are articulated with similar courses at the colleges. Students must demonstrate competency of specific learning outcomes based on the knowledge, skills, and abilities required for the college course. The competency is measured through a college exam and/or scoring rubrics for work portfolios. The articulation agreements adopted for these courses foster a greater likelihood for students' success in their completion of future credit degrees (3.9.10).

Partnerships with Other Public Organizations

In addition to the two overarching partnerships with SDUSD and SDCCD credit colleges, SDCE works collaboratively with an extensive network of community partners. These collaborations include Memoranda of Understanding (MOUs), apprenticeship programs, advisory groups, and various forms of partnership.

Partnership with San Diego Public Library. Among the most important partnerships in this network is the San Diego Public Library (SDPL). SDCCD collaborates with SDPL primarily through READ/San Diego, a program supported by the City of San Diego with assistance from the Friends of READ/San Diego Literacy Programs and the State of California. READ/San Diego provides free literacy instruction, including family literacy and workforce literacy programs, for adults 18 years of age and older. The history of this collaboration goes back to 1987, the year when READ/San Diego was founded, and includes fruitful literacy initiatives whereby READ/San Diego provided tutors and community service volunteers, while SDCE supplied paid instructors and advertising. This early program was effective, partly due to its sound methodological grounding in the Orton-Gillingham method, which included individuals of all ages and students with disabilities, but also because it was located at a school, which was convenient for students who were parents or grandparents of young children. It helped improve literacy skills of a great number of individuals who were unable to attend, or not ready for, regular Adult Education schooling at SDCE. The program was closed due to financial constraints caused by the recent state budget crisis, but the impact of the initial partnership arrangement between SDCCD and READ/San Diego has been tremendous. To this day, SDCE faculty continue to be frequent presenters on adult literacy instruction at the Read/San Diego's Annual Tutor Conference, which in 2012 was held on the SDCE premises. Moreover, the SDCE-trained READ/San Diego tutors help in GED classes at SDCE, and READ/San Diego provides GED prep students with access to their new Computer Reading Lab, which is equipped with the top-of-the-line mobile devices, computer workstations, and software systems. Currently, the collaboration is generally limited to cross-referral, and, as described in Objective 7 of the 2015 *SDAERC Final Plan* (3.9.11), the need for reviving partnered classes that would directly and exclusively serve the students is great, considering the growing demands for high school and at least partial college education that job seekers face today.

It is worth noting that one of SDCE campuses, Educational Cultural Complex, was designed to include on its property a local SDPL library. That library, the Mountain View/Beckwourth Branch Library, continues to serve the students at ECC and the surrounding community until this day (3.9.12).

Finally, SDCE partners with SDPL by offering several classes at library locations. Starting in 2015, the ESL Program opened classes at two SDPL branches: Mira Mesa Branch Library (3.9.13) and Scripps Ranch Miramar Library. This partnership brings many benefits: it alleviates the problem of limited space for the growing NCC/Miramar ESL program and makes ESL classes more accessible to local students who face transportation challenges. Another example is a popular Nutrition Basics class held at the Scripps Ranch Miramar Library (3.9.14).

Partnership with San Diego Council on Literacy. Another longstanding SDCE community partner, devoted to the cause of promoting literacy, is the

San Diego Council on Literacy (SDCL), an advocacy organization supporting the network of 29 local literacy programs in San Diego County. This partnership dates back to 1986, when the Council was originally established with the goal of increasing public awareness of literacy needs and services and supporting cooperation among local literacy programs. In accordance with its mission to unite the literacy community through leadership, advocacy, and resources, the Council collaborates with SDCE and SDCCD on various levels: by providing marketing, outreach, and referral, as well as by sharing professional development opportunities (3.9.15). Each year the Council organizes The Bee (3.9.16), an adult spelling competition, which SDCE has traditionally sponsored, attended, and participated in. The Council-organized *Eat, Drink, Read* Culinary Event (3.9.17) is an example of event-driven marketing with the same goals of raising public awareness, generating support, and bringing visibility to the cause of literacy, which SDCE generously sponsors and hosts. While the number and variety of local literacy programs have significantly increased over the years with the cooperation of SDCE, San Diego Public Library, and the San Diego Council on Literacy, the need for more programs is great. Jose Cruz, CEO for the San Diego Council on Literacy, commented about community partnerships in an interview for the 2015 SDAERC *Final Plan Report* (3.9.18): "With all the good that we are doing together, we are reaching only 10% of the adults in our region who need services."

Partnership with San Diego Workforce Partnership. As the official local workforce development board, the San Diego Workforce Partnership (SDWP) serves as a leading community advisor to the San Diego Community College District. SDWP partners with SDCE for a wide variety of projects that involve vocational and workforce readiness training made possible by federal Workforce Investment and Opportunity (WIOA) funding (3.9.19). SDCE's courses, for example, played a key part in SDWP's Platform to Employment (P2E) program in 2012-2013 (3.9.20), providing vocational preparation classes for the long-term unemployed. Before that, SDCE coordinated with SDWP, San Diego Mature Workforce Coalition, and San Diego County Aging and Independent Services to organize *50+ Works! Learn to Earn Learning Forum* (3.9.21) and offered classes which prepare older adults for re-employment and connect them to employers and recruiters (3.9.22).

In 2011, through a combined grant in coordination with the SDWP and other entities, SDCE hosted training for new and displaced workers, the long-term unemployed, military veterans, and out-of-school youth workers in green

technology as part of the president's American Recovery and Reinvestment Act. To accommodate this program, SDCE constructed the Sustainable Training and Resource (STAR) Center, a 67,000 square foot state-of-the-art learning facility located on the ECC campus (3.9.23). This training facility is scheduled, by way of an MOU with Saddleback College in Orange County, to serve as part of a future joint training program leading to a bachelor's degree proposed by Saddleback College under SB 850 in an attempt to address the need for expanded apprenticeship opportunities.

Other WIOA Grant Partnerships. In addition to SDWP, SDCE partners with a range of other employment development and training organizations in the implementation of joint WIOA programs, extending into various areas of the community. These organizations include the San Diego Job Corps Center, the San Diego Green Building Council, San Diego Youth Development Office, Southern California American Indian Resource Center, Junior Achievement, and the Electrical Worker Minority Caucus.

Workforce Innovation and Opportunity Act (WIOA) Youth Grant.
As part of the new Workforce Innovation and Opportunity Act (WIOA) legislation administered by the US Department of Labor SDCE has been awarded a five-year federally funded WIOA Youth grant from the San Diego Workforce Partnership (SDWP) (3.9.24) The goal of the grant will be to prepare approximately 60 out-of-school young adults ages 18-24 living in Southeastern San Diego and Barrio Logan for successful career employment, while acquiring their High School Diploma as a fundamental step on their career path. Eligible participants will be recruited for the project including those who have dropped out of school and those involved in the justice system, former foster youth, and other at-risk youth who are not employed or engaged in educational programming.

Participants will enroll in SDCE's high school diploma and career technical education (CTE) pathway programs. Participants will receive intensive academic counseling services, dedicated case management, youth development supports (such as mentorship and community service opportunities), job readiness training, pre-apprenticeships, paid internship (workplace training), college transition assistance, and robust job placement services.

Partners in the project include San Diego Unified School District's Adult Education and TRACE programs and community-based partners such as Rise San Diego, San Diego Green Building Council, GRID Alternatives, Electrical Worker Minority Caucus, Junior Achievement, KRA/South Metro Career Center, and Second Chance among others.

The annual amount of the competitively awarded grant is $437,600 for the initial contract period beginning July 1, 2016, and ending June 30, 2017, with a possibility of extension up to over $2 million over the period of five years.

Educational Training Institute (ETI). When employers in San Diego request customized workforce training, they are referred to the Educational Training Institute (3.9.25), an agency located at the Educational Cultural Complex that provides customized instruction on a contractual basis, and which taps SDCE instructors for its instruction. Some of the industries that have utilized the ETI program include biotech, health, environmental services, manufacturing, nonprofit, and hospitality industries, as well as governmental agencies.

A member of California Corporate College (3.9.26), ETI offers a range of workforce development training taught by professionals experienced in their fields and respective industries. This customized training focuses on specific needs such as safety, organizational development, project management, technology, and Vocational English as a Second Language (VESL). Companies utilizing expertise of ETI's instructional pool include Hiller, Marriot, General Dynamics, Kaiser Permanente, Layfield USA Corporation (3.9.27), SDG&E, the Port of San Diego, the San Diego Natural History Museum, and many others have.

Partnerships Between SDCE Programs and Community Organizations/Businesses

SDCE, as well as individual programs within SDCE, have developed longstanding partnerships with community agencies in a variety of ways.

ABE/ASE Program Partnerships

- **Workforce Investment Board.** The SDWP South Metro Region One Stop Career Center provides SDCE students with the opportunity to take computer classes that satisfy the computer literacy requirement for the High School Diploma program. The center also provides space for one of several keyboarding testing sites at which SDCE students receive certification of their typing speed as an office skill. SDCE reciprocates by offering classes which many SDWP clients need for employment preparation at the nearby Educational Cultural Complex and Mid-City campuses.

- **St. Vincent de Paul and the San Diego Rescue Mission.** ABE/ASE instructors provide direct instruction to residents of the homeless shelter to prepare them to pass the GED. Classes are offered inside the Joan Kroc Center at Father Joe's Village (3.9.28). In this complex partnership, Father Joe's Village provides the building space, the Joan Kroc Foundations provides funding and services, San Diego Rescue Mission provides additional services, and SDCE provides instruction.

- **Marine Corps Air Station Miramar.** Accelerated math and English instruction is provided to military members who wish to improve their scores on Armed Services Vocational Aptitude Battery (ASVAB) (3.9.29), the required military entry exam that determines eligibility for training programs. Improved scores allow them to advance in rank and obtain more desirable job offers. to qualify for Officer Candidacy programs.

Career and Technical Education Advisory Councils and Boards.
SDCE CTE programs have their own extensive network of connections with local businesses and organizations, which keep them informed of industry needs, changes, and concerns:

- **HealthCare Careers Clinical and Advisory Board.** (3.9.30) (3.9.31) (3.9.32) The HealthCare Careers Clinical and Advisory Board (formerly the Allied Health Advisory Board) consists of over two dozen members and

includes providers of clinical training sites as well leading employers in the local health care industry. This extensive body keeps the program staff and students informed of critical changes and needs in the field. It also invites graduates of the certificate program to participate in board meetings on a regular basis, and to provide feedback on their experience as students in SDCE certificate programs and how that experience has served them in theirs career.

- **Parent Education Advisory Board.** (3.9.33) (3.9.34). The Parent Education Advisory Board, also called the Child Development Advisory Committee, includes ten members from the outside community, with representatives from social services agencies, private pre-school providers, local San Diego Unified School District elementary schools, and mental health service agencies such as Walden Family Services, Mental Health of America of San Diego County, San Diego Association for the Education of Young Children, Ericson Elementary School (SDUSD), Educational Enrichment Systems, Inc., La Mesa Methodist Preschool, and Pacific Oaks College.

Child Development Advisory Committee member list

Child Development Advisory Committee meeting minutes November 12, 2015

- **Business and IT Office Skills Advisory Board.** (3.9.35) The Business and IT Office Skills Board has representatives from both staffing services and medical office administration employers, as well as SDCE BIT educators. It meets on a semi-annual basis to keep SDCE staff current on skills most desired by employers, hiring practices, and issues particularly related to medical office administration.

BIT Office Skills Advisory Board meeting minutes December 15, 2015

- **Perkins Advisory Committee.** (3.9.36) (3.9.37) The Perkins Advisory Committee meets in February of every year and reviews proposals every April. The committee membership includes the dean of all vocational programs receiving Perkins IV/VTEA funds and former students from those programs, as well as representatives from the following businesses and organizations: Staff Smart, Nexus IS/Solutions, Cricket Communications, Learning Technologies, Cymer Inc., and the City of San Diego Department of Information Technology.

Perkins Committee at sdce.edu

Perkins Advisory Committee member list

- **SDCCD Auto Tech Advisory Committee.** (3.9.38) San Diego Continuing Education is a primary constituency of the SDCCD Auto Tech Advisory Committee, which holds its bi-annual meetings on the ECC campus. At the meetings, the members keep the SDCE Automotive Program staff updated on industry standards and opportunities for employment. It is served by members representing a range of businesses and organizations in the automotive industry, including Mark Auto Strategies, Summit Transmissions, Napa Auto Parts, Automotive Service Councils of California, California Department of Consumer Affairs, Bureau of Automotive Repair, and De la Fuente Cadillac.

SDCCD Auto Tech Advisory Committee meeting minutes October 19, 2015

- **Fashion Advisory Board.** (3.9.39) (3.9.40) The Fashion Advisory Board is served by representatives of the Fashion Institute of Design & Merchandising, the San Diego Mesa College Fashion Program, Vision Art Museum, Cool-Jams, Inc., Cool-Jams, Inc., Central Sewing, and Lambs Costume Designing.

Fashion Advisory Board member list

Fashion Advisory Board meeting minutes November 18, 2015

- **Digital Media Advisory Board.** (3.9.41) The Digital Media Advisory Board meets semi-annually to maintain the relevancy of the Business, Computer, and IT courses and certificate program. They also update members on new software developments and consider new types of certification to

Digital Media Advisory Board meeting minutes November 12, 2015

stay current with a quickly evolving technological landscape. Business and community representatives on the board include Almos & Associates, Nuvasive, ThunderActive, Alpha Spine Inc., and MiraCosta College.

ESL/Citizenship Program Partnerships

- **International Rescue Committee (IRC).** Counselors in the IRC Immigration Department provide legal assistance to Citizenship students applying for Citizenship. They also make class presentations to raise awareness of the steps required to gain permanent residence and citizenship in the U.S. Working together with IRC, ESL/Citizenship faculty have written a curriculum, which IRC uses in tutoring clients to become citizens.

- **Refugee Services of Catholic Charities, Diocese of San Diego (RSCC).** RSCC coordinates closely with SDCE on several levels. Case managers within the agency refer its clients: newly arrived refugees, asylees, Special Immigrant Visa (SIV) holders, or Cuban-Haitian entrants, to SDCE's ESL program. RSCC's Acculturation Program, by way of regular tours of SDCE campuses, further introduces its clients to the vocational training and other educational opportunities, such as transition to college, which are available to them at SDCE. Additionally, in 2015, RSCC collaborated with SDCE Student Services to establish a Student Equity program of directed counseling for refugee students at the Mid-City campus which is located near large populations of refugees.

- **The local United States Citizenship and Immigration Services (USCIS) office.** The ESL/Citizenship coordinator attends monthly community meetings organized by USCIS and brings back important information on new policies and procedures related to immigration services (3.9.42) (3.9.43). USCIS officers also attend our Citizenship workshops. Mid City campus hosted a USCIS naturalization ceremony in September 2014 (3.9.44).

- **The USS Midway Museum.** In Fall 2015, the program started a collaboration with the USS Midway Museum to expand the number of community volunteers working with the ESL/Citizenship students. The collaboration was a result of an October 2015 article in the *San Diego Union-Tribune* newspaper about a small group of community volunteers helping in SDCE ESL/Citizenship classes. After the article was published, a Midway Museum volunteer coordinator contacted the program and offered more help. Using the WIOA Title II AEFLA funds, the ESL/Citizenship Coordinator developed a program to recruit, train and place community members in the classrooms. The volunteers tutor students individually or in small groups to assist with citizenship exam preparation, job readiness skills, English communication skills, pronunciation practice, and reading and writing skills. By the end of Spring 2016, there were 25 USS Midway Museum volunteers assigned to 10 citizenship classes and 4 ESL classes at 5 campuses. Plans were made for nearly 20 more volunteers to help in classes in Fall 2016. The volunteers include a retired police officer, a retired nurse, a former judge, retired and active attorneys, retired educators, a few retired business executives and many veterans.

- **Community Based English Training Program (CBET) and Family Literacy.** Among the underserved populations are adult learners who depend on childcare to attend classes. In the past, the CBET program, jointly administered by SDCE and San Diego Unified School District, offered

Summary of ESL Program Accomplishments, ESL Dialogue, Summer 2014

Student Equity refugee intake forms

Becoming an American testimonials, SD Union Tribune, July 3, 2011

family literacy ESL classes. These classes provided childcare and were conveniently located at elementary schools, thus resolving the need for transportation. The CBET program was terminated by SDUSD in 2011 due to budget cuts; however, the need continues for a collaborative program that combines childcare and adult education that supports adult learners with children to prepare for employment or further education. A very limited number of SDUSD elementary schools have been able to provide childcare through other channels. To that end, the SDCE ESL program is providing classes at Edison, Balboa, and Kimbrough Elementary Schools (3.9.45). The SDCE ESL program now has included a more stable form of family literacy with childcare as a primary goal through the AB86 grant as described in Objective 4 of the *2015 SDAERC Final Plan*.

Trustee Advisory Council. (3.9.46) The San Diego Community College District created its Trustee Advisory Council to improve communications between its Board of Trustees, citizens, and the larger community, and to determine if SDCCD is meeting the community's needs. The Council consists of 15 to 35 members coming from any kind of background who are not employees of the District. Their purview includes the operation of Continuing Education, and they play an important role in keeping SCDE informed about the wants and expectations of the larger community.

Classes Held at Off-Site Community Locations

More than 300 SDCE classes are offered at off-site locations in the San Diego area, as of Spring 2016 (3.9.47). These classes not only afford SDCE more precious space, but also allow the school to reach out to students, typically the poorest and most underserved, who for different reasons such as transportation and age, are unable to come to campus. Many of these classes are in locations which bear direct relation to their program's subject area (3.9.48). The opening of each such class is preceded with a Memorandum of Understanding (MOU) agreement and requires strict collaboration with the hosting agency.

Examples of Offsite Classes:

- Nursing Assistant Training program classes at **rehabilitation centers** (Stanford Court Rehabilitation Center, Golden Hill Subacute Rehabilitation Center, St. Paul's Health Care Center)

- A wide range of computer literacy and operation courses at One-Stop Career Centers (**South Metro Career Center** and **Downtown Metro Career Center** 5th floor of the Central Branch of the San Diego Public Library)

- ESL classes held at local government agencies, such as branches of the **San Diego Public Library**

- ESL classes held at elementary school locations of the **San Diego Unified School District**

- Older Adult Program classes held in **senior housing facilities** (such as the Orchard Apartments), **convalescent homes** (such as Balboa Nursing and Rehab Center, Point Loma Convalescent, Jacob Health Care Center), within **faith-based organizations** (such Jewish Family Services College Avenue Center, First United Methodist Church, Bethel AME), or at **city parks and recreation facilities**

SDCE Offers Family Literacy Through CBET, sdce.edu brief

Trustee Advisory Council website

List of SDCE Spring 2016 off-site classes by program

List of SDCE off-site classes by site

- Child Development Program classes at **parenting centers** (such as the Harold J. Ballard Parent Center)

- Disability Support Program Services classes at **disability resource centers** (such as Arc of San Diego at the Center for the Blind)

- Hospitality Program classes at **SDUSD vocation training facilities** (such as the Home Economics Center at Mission Bay High)

Community Events Hosted by SDCE

SDCE prides itself on a century's worth of commitment to the larger community, maintaining strong and extensive connections with local business and organizations. These connections have been made easier by the fact that each SDCE campus is designed and recognized as a destination showcasing a specific educational emphasis: Educational Cultural is the designated Campus of Excellence for Career and Technical Education, Mid-City Campus is the Campus of Excellence for English as a Second Language Education, West City Campus is the Campus of Excellence for Hospitality and Consumer Science, César E. Chávez Campus is the Campus of Excellence for Healthcare Careers, North City Campus s the Campus of Excellence for Business and Information Technology, and CE Mesa is the Campus of Excellence for Intergenerational Studies.

Accordingly, many campus hosts outreach events and programs congruent with its emphasis of excellence with the goal of connecting with community leaders, businesses, and organizations who share common vocational Interests. Events have included resource fairs, job fairs, health fairs, financial planning workshops, as well as open house outreach programs. Community leaders also come onto campus, invited by instructors, to share their expert skill, knowledge or experience to encourage student success through an exchange of vocational and educational experiences through classroom presentations.

Prominent community events which have taken place on SDCE campuses since the last Accreditation visit include the following:

- Mid City Campus hosts annual community resource fairs (3.9.49), with participation of a variety of agencies/organizations such as the Center for Community Solutions, Center for Community Counseling & Engagement, City Heights Weingart Library, Consumer Center/Legal Aid, Employee Rights Center, Family Health Centers of San Diego, International Rescue Committee, Metro Region American Job Centers, Mid-City Division Police, CE Student Equity, CE New Horizons, San Diego Family Care, San Diego Futures Foundation, Union of Pan Asian Communities, Volunteer Income Tax Assistance and Women's Empowerment International.

- Community Partnership events are organized by the ESL Learner Persistence Committee at various campuses, whereby community agencies make informative presentations to faculty who may earn flex credit as they learn about the resources available to our SDCE students. Instructors and other staff may alert students in need of such services, which strengthens their resilience and ability to continue as learners (3.9.50). Partners who have participated at these on-campus events include: the Employee Rights Center, La Maestra Community Health Centers, Refugee Services of Catholic Charities San Diego, the YMCA Childcare Resource Service, Alliance

Mid-City Campus Invites Community to Provide Resources for Students, sdce.edu brief

Community Providers presentation agenda May 4, 2015

for African Assistance, San Diego County Library, Scripps Miramar Ranch Branch of San Diego Public Libraries, Metro Region American Job Centers, Urban Village Headstart Program (Neighborhood Association), the Legal Aid Society, the University of San Diego Legal Clinics, San Diego Food Bank, Bayside Community Center, Miramar Child Development Center, and the Housing Opportunities Collaborative.

- The United States Citizenship and Immigration Service held an official naturalization ceremony on the Mid-City Campus (3.9.51) (3.9.52), wherein 25 applicants who were students in SDCE's Citizenship Program were granted citizenship status. The keynote speech was given by 2014 Boston Marathon champion and Eritrean refugee Meb Keflezighi.

- The San Diego chapter of CATESOL, an organization for ESL professionals, has held a professional development workshop at the Educational Cultural Complex for the last three years (3.9.53) (3.9.54) (3.9.55). These events attract top presenters and publishers in the field of ESL, as well as teachers and administrators from SDCE and neighboring colleges.

- Librarians from the San Diego Public Library have given numerous presentations to ESL students informing them about the library services and teaching them how to apply for the library card.

- The newly built César E. Chávez Campus has already provided the venue for events such as meetings for the Teach for America Alumni meeting and the San Diego Council on Literacy, and hosted Congressman Juan Vargas' Service Academy Night (3.9.56), where local junior high school, high school students and their parents could learn about the opportunities offered by U.S. service academies.

- Starting in 2016, the San Diego County Credit Union launched a series of Financial Wellness Wednesday workshops (3.9.57), which are held at the Educational Cultural Complex. These events, free and open to the public, will address such topics such as understanding credit reports, preventing identity theft, rebuilding after a financial crisis, repaying student loans, and preparing for retirement.

- In Spring 2016, North City Campus hosted the Region X Career Centers meeting of the Community College Career Center directors (3.9.58). This group meets four times a year at a different college each time.

- The SDCCD Board of Trustees regularly holds its meetings at the ECC campus theater for public audiences, and often uses the theater for other District events such as the Conference on Participatory Governance held in December, 2013.

- ECC also served as the grounds for the Steps for Success Annual Youth Summit organized by Reach One, Teach One (3.9.59), a nonprofit organization focused on mentoring youth, reducing gang violence, and improving the quality of life in urban neighborhoods

- César E. Chávez Campus hosted a community event in February, 2016 (3.9.60), to support strategic planning efforts. Representatives from community service, advocacy groups and community development joined business leaders from health care facilities, manufacturing companies and educational organizations. More than 15 companies participated,

including: The San Diego Council on Literacy, San Diego State University, San Diego Public Library, Ryan Bros. Coffee, San Diego Regional Chamber of Commerce, Urban Corps, CP Kelco, and Heritage Senior Care, Inc.

The 100th anniversary of San Diego Continuing Education. (3.9.61) The year 2014 marked an important anniversary in the history of the school's service to the community. On May 17, the Educational Cultural Complex hosted the World Cultural Festival, a community event to celebrate the anniversary, which celebrated the diversity, education, and culture of SDCE through an all-day event with tours, live music and dance, a car show, and food.

The 40th anniversary of the Educational Cultural Complex. (3.9.62) The Educational Cultural Complex hosted a community event on June 8, 2016, to recognize and celebrate the 40th anniversary of the Educational Cultural Complex. The celebration included a look back over the past four decades, recognition of the past and current leadership, an awards ceremony to honor community partners, and a community forum to look ahead as to what is next for ECC.

Community Partners Forum: A Community Perspective for an Innovative Future. In February 2016, President Cortez organized the first SDCE Community Partners Forum, A Community Perspective for an Innovative Future, which was attended by a wide range of stakeholders in addition to the membership of the various industry advisory councils. The meeting was a unique opportunity to hear the voices of those who do not fit the categories of entities which those councils serve and marked the beginning of a true dialogue with the broader community which SDCE serves.

Educational Cultural Complex Theater. The Educational Cultural Complex Theater serves a particularly vital role as a performance stage for the larger community. In addition to the professional meetings listed above, it hosts many popular artistic events:

- The Common Ground Theater Company collaborates with SDCE by staging its performances at the ECC Theater, and providing discounts and education workshops prior its shows. Its recent productions include *Forever Free* on February 22, 2013; *Christmas Is Comin' Uptown* on December 6-22, 2013; *Nativity* on December 4-21, 2014; and *The Wiz* on December 4-20, 2015, among other popular shows (3.9.63).

- The Ira Aldridge Repertory Players stages their productions at the ECC Theater, winning critical acclaim with shows such as *Dancin' in the Street* performed on March 7, 2014 (3.9.64), and *Harlem, Harlem* performed on September 27-October 12, 2014 (3.9.65), and Voices performed on November 7, 2015 (3.9.66).

- The Philippine Performing Arts Company staged its 25th and 26th Annual Junior Concert (3.9.67) (3.9.68) at the ECC Theater on May 12, 2012 and May 4, 2013, respectively.

- Girls with Goals, a local youth guidance non-profit organization held their 2014 Express Yourself Through Art and Dance event (3.9.69) at the ECC Theater.

- Various other groups also utilize the ECC Theater for yearly events like the Alpha Phi Alpha Fraternity Annual MLK Parade Pageant (3.9.70),

KEY EVIDENCE

SDCE to Host Local Multi-Cultural Fair, sdce.edu brief

Anniversary Event Honors Community Partners and Leaders at ECC, sdce.edu brief

Common Ground Theater fliers

IARP Presents Dancin' in the Street, SD Voice & Viewpoint, March 13, 2014

Harlem, Harlem flier

PASACAT 26th Annual Junior Concert poster

Alpha Phi Alpha Fraternity 36th Annual MLK Parade Pageant

St. Stephen's Cathedral Sunshine Band Choir's concert *A Night with the King* (3.9.71), and San Diego Community Summit's Juneteenth Emancipation Community Day (3.9.72).

- On May 9, 2014, ECC hosted the 15th Annual United States of America Presidential Volunteer Awards Program *A New Birth of Freedom* (3.9.73). The program highlighted youth and adult volunteers from throughout San Diego County for their community service contributions.

INDICATOR

9.2

The school has outlets for students in community service or internship opportunities that are connected to student programs that will enhance their learning experiences in line with the school's mission.

Community Service Opportunities

CalWORKs. As a noncredit program, San Diego Continuing Education is administratively limited in its ability to offer formal internships, which are overseen extensively by its sister credit colleges. Nevertheless, SDCE supports the internships of the credit colleges and sustains transition to employment in several ways. Most notably, SDCE maintains a CalWORKs (TANF) support office and staff of intake coordinators and employment developers, who work closely with students' TANF case workers to provide integrated academic and employability guidance (3.9.74) (3.9.75). Students in the CalWORKs program who have met specific criteria are afforded work-study assignment opportunities with local business organizations which require assistance with their staffing needs and are willing to provide a realistic employment setting for students in training. SDCE CalWORKs staff coordinates these services and counsel the students. Work study students or interns attend ESL and vocational training programs such as Front Desk/Office Assistant, Data Entry Operator, Certified Nurse's Assistant, Culinary Arts, Child Development, Automotive Technology, Cisco Academy and A+ Certification.

Vocational Classes and Apprenticeships. SDCE is technically prevented from administering formal internships or apprenticeships; however, the CTE programs coordinate with employers who partner with them in other ways (such as by serving on CTE advisory councils or by offering off-site classrooms to find jobs). In this way, many students from the I-BEST Personal Care Assistant /VESL, CNA, or automotive programs are guided to starting positions in the fields of their studies.

Additionally, SDCE helps provide courses which serve as ancillary learning channels for the credit colleges' apprenticeship programs (3.9.76). For example, under a $1.1 million apprenticeship grant SDCCD received in 2016 (3.9.77), SDCE offers pre-apprenticeship courses in Math for Trades. These courses assist students entering credit program apprenticeships in welding, automotive technology, plumbing, and HVAC, which includes advances in green technology training. The San Diego Regional Adult Education Consortium holds further promise for internships support possibilities and, as spelled out in Objective 7 of the *SDAERC Final Plan* (3.9.78), intends to extend SDCE's role in making apprenticeships more available to students by means of the Adult Education Block Grant.

Recognition and Awards from the Community

The San Diego area businesses and organizations seek out students who have completed SDCE vocational certification programs and achieved academic milestones. The school's outstanding reputation in the community is solidified each time an employment opportunity is provided for one of our students.

SDCE also enjoys a high-profile in local press and media, both for its educational programs and its commitment to community involvement. These are frequently highlighted in the *San Diego Reader* (3.9.79) (3.9.80), *KPBS TV* and *Radio* (3.9.81), *City Heights Life* newspaper, *San Diego Voice and Viewpoint*, and other information channels. San Diego's #1 daily newspaper, The *San Diego Union Tribune*, regularly features SDCE in its articles, recognizing the school's commitment to the local community, social justice, and equitable education (3.9.82) (3.9.83). The school receives further recognition by way of frequent awards, including multiple LEED (Leadership in Energy and Environmental and Design) Gold and Silver awards (3.9.84) and repeated first place in the Martin Luther King Parade Float Competition.

SDCE MLK Parade float repeatedly wins awards

Each year, the SDCE Welding program designs and constructs a float for the MLK Parade, winning multiple awards throughout the year.

Efforts to Connect with the Community Through Service Projects

SDCE faculty, staff, administrators, and students give back to the community through a variety of service projects and service organizations, including many sponsored by the Associated Student Body (ASB).

Associated Student Body. (3.9.85) ASB provides multiple opportunities for students to participate in activities including the Martin Luther King, Jr. Parade; the Pride Parade, blood drive for the San Diego Blood Bank, Stop the Hate training, Holiday Food Drive for San Diego Food Bank, collection of donations for victims of natural disasters, clothing drives for the homeless, Winterfest, and Campus Civility Student Training.

In addition, ASB provides the leadership in several cultural events on campus, including Black History Month, Women's History Month, Cesar Chavez Day,

Disability Awareness Month, Multi-Cultural New Year's event, among others. Health education and awareness are also promoted by ASB. Annual information and awareness events including community resource fairs, Healthy Heart Month, and Breast Cancer Awareness are held on campuses.

Each SDCE campus has a diverse student population which shapes the character of the ASB events. Depending on its size, each campus has 5-10 events per year, attracting an audience of 50-250 students. The ASB at each campus has voiced an interest in growing the number of events. Students and ASB Advisors have reported that these activities help create a stronger sense of camaraderie among the students and increased student involvement and success.

Older Adult Performing Groups. Many Emeritus classes involve musical activities which result in regularly performing vocal and instrumental ensembles. The Pacificaire and Cedar Center Choruses (3.9.86), for example, are two vocal groups constituted by students of SCDE Older Adult program classes, additionally sponsored by the Minnie Swanson Foundation, which have been performing for the public since 1976, and have appeared in such auspicious venues as New York City Carnagie Hall, Fountains Abbey in England, and New York's Lincoln Center. The NOTEables (3.9.87) are a vocal group specializing in jazz and performing at varied community functions, including civic events, retirement homes, and health centers.

Other Service Projects. Events held on SDCE campuses are by nature open to the community at large, and not limited to students. In this way, events such as the Memorial Day Salute to veterans at the Educational Cultural Complex, a Community Resource Fair at Mid-City, a financial wellness workshop at ECC, or an ASB cultural celebration at any campus are de facto a service to the general public as much as to students.

In 2013 and 2014, several SDCE campuses hosted a representative from Covered California to share information about Covered California with SDCE students. Approximately 500 students received information and were able to get questions answered in both English and Spanish.

INDICATOR

9.3

The school informs its community regarding its mission, its programs and learning opportunities recognizing the benefits that community support can bring.

Means of Communication with the Community. SDCE continues to inform the community about its mission, programs, and learning opportunities through its website (3.9.88), digital newsletters, periodic press releases, and printed schedule. The schedule is printed each semester and delivered by direct mail to all San Diego residents within our service area, as well as in bulk to approximately 90 community locations such as senior centers, libraries, and community centers (3.9.89).

During the fall 2015 and spring 2016 semesters, the District launched publicity campaigns by mounting posters on bus shelters (3.9.90) (3.9.91) at key San Diego locations, such as University Town Center and the downtown area. SDCE is included in the District's publications for employees and the community such as *Annual Report to the Community* and *WE With Excellence* (3.9.92) and the SDCCD Annual Report and the *Endless Possibilities* brochures. *WE With Excellence* is published three times each year and features major District news and showcases the achievements and challenges of faculty and staff.

Spring 2016 SDCE Class Schedule off-campus distribution list

WE With Excellence

SDCE's current President Turner Cortez, and prior President Beebe, each made great personal efforts to connect with the community. President Cortez launched the digital *SDCE Newsletter for Faculty + Staff,* which is distributed to the community, and engaged social media like twitter to promote SDCE's programs and ideas.

SDCE is featured in the SDCCD Annual Report to the Community. The 2014-15 report (3.9.93), for example, focused on collaborative cultures, pathways for student success, shared governance, and emerging technology at SDCE.

As a result of AB86/AEBG planning, SDCE faculty and administrators have organized and attended several meetings with San Diego Unified School District and SDCCD credit colleges (3.9.94), all of which offered opportunities to understand what the other side has to offer and create smooth transition pathways for the students.

Student Success Stories after Leaving SDCE

While stories of student successes are abundant, as a noncredit institution, SDCE currently lacks a systematic data collection system to document the outcomes of student learning after students leave SDCE and enter the community. Some programs maintain informal tallies of students' employment after leaving SDCE and the ESL CASAS Coordinator makes follow-up calls with questions regarding employment to CASAS-tested students; however, these data are not yet collected in a systematic or centralized manner.

Nevertheless, upon leaving SDCE, students often gain notice for their success, and the programs celebrate their stories as an important way to demonstrate to other learners the potential for advancing their goals through education (3.9.95) (3.9.96) (3.9.97). Internally, and on an annual basis, SDCE presents its most distinguished students with a range of awards and scholarships, several of which originate from the outside community, such as the Daniel Rameriz Rolon/John J. Schlegel Scholarship, the Dos Chefs Scholarship, the ABI Anne Heller Scholarship, and other recognitions that reflect not only the quality of scholarship and training but the commitment SDCE has to connecting its students to community.

SDCE promotes student success stories through regular and ongoing campaigns that integrate into print and digital media. Examples include Be Here, Get There in 2011-12; The Continuing Education Advantage in 2012-13; Inspiring Students for 100 Years in 2013-14; and Building on Success Through Transition in 2015-16.

Additional Online Indicator

INDICATOR
9.4
The school ensures that the parents and school community understand online student achievement of the academic standards/schoolwide learner outcomes through the curricular/ co-curricular program.

SDCE is an adult education institution and does not offer any fully online programs.

SDCCD 2014-15 Annual Report to the Community

SDCCD and SDUSD Governing Boards Expand Cooperation, SDCCD News Release

SDCE Student Is Sewing Her Future, SDCCD NewsCenter March 25, 2016

The Power of Positive Thinking, With Excellence (WE), May 2016

Taking Control, With Excellence (WE), May 2016

Strengths and Key Issues

Strengths:

- Great connection with business community

- Great connection with community leaders

Key Issues:

1. Need to improve outreach to employers and Advisory Groups to determine demand for skilled workers.

2. Need to improve data collection to track students' success after they leave SDCE.

3. Need to reach an untapped population of potential students with literacy needs and find ways to serve the large population of parents who need childcare in order to attend school.

4. Need to find avenues for CE students to acquire work-related experience.

5. Need more opportunities for community leaders/partners to learn about our programs and participate in our program events.

Chapter 3 Criterion 9 List of Evidence Documents

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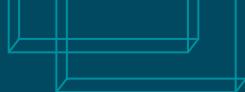
CHAPTER 3 *Criterion 10*
Self-Study Findings Based on the ACS WASC Postsecondary Criteria

ACTION PLAN FOR ONGOING IMPROVEMENT

Criterion: The school uses the self-study process to identify key issues that are inserted into a schoolwide *Action Plan* that governs school improvement activities and events. The schoolwide *Action Plan* is used regularly, reviewed annually, and monitored consistently by the governing body to ensure ongoing school improvement.

INDICATOR

10.1

The school has created an Action Plan that reflects the efforts of all stakeholders to plan for future growth and improvement.

The Action Plan was developed in direct response to the self-study issues that arose out of all the meetings of the focus groups, and is in alignment with SDCE's current institutional strategic action plan.

The SDCE 2016-2021 Strategic Plan is designed to be a planning guide, as well as an action plan, and identifies specific goals, timelines for completion, person(s) responsible, and reporting instruments, key performance indications to measure accomplishments, and start and end times. The institutional strategic goals and objectives were determined by developing and extracting themes from the education master plan and executive summary templates submitted by representatives of programs, committees, and major funding plans. Qualitative analytical software was used to extract, measure the frequency of, and analyze the resulting themes. The themes and codes produced in the process along with their percentage of occurrence can be seen in Appendix B in SDCE Strategic Plan (3.10.1). The Action Plan is a subset of the strategic plan and thus includes similar components, such as specific goals, objectives, action steps, and timelines for completion, person responsible, reporting instruments, and key performance indications to measure accomplishments.

KEY EVIDENCE

2016-2021 Strategic Plan

SDCE 2016-2021 Strategic Planning Goal 5 (Growth Area #5 in the Schoolwide Action Plan)-Partial Sample

OBJECTIVES	ACTION STEPS	EXPECTED OUTCOME	KPI'S	RESPONSIBLE PARTY	EXPECTED START AND COMPLETION DAY OF MILESTONES
GOAL 5: STRENGTHEN INSTITUTIONAL EFFECTIVENESS THROUGH INTEGRATED PLANNING AND RESOURCE ALLOCATION					
5.1 Develop and implement an integrated planing model within 5 years	Creat an Office of Institutional Effectiveness (OIE) with a minimum 4 person staffing and develop OIE's infrastructure.	• Dean, Research Analyst, Research Associate, Admin Tech Hired	• 100% of desired position filled (number of new positon filled divided by number of new positions approved by board)	• OIE Dean	• Hiring completed in Summer 2016
		• OIE website designed to suppport information sharing	• Fully functioning OIE website • Number of reports posted • Number of research requests submitted	• Public Information Officer	• OIE Website completed in Fall, 2016
		• OIE Policies and Procedures (P and P) Manual completed and shared with SDCE constituents	• Full implementation (active use) of manual within OIE • Manual posted to OIE website • Number of constituents/ groups shared	• OIE Dean	• Manual developed in 2016-2017 and implemented fully in Spring 2017
	Develop a five-year Strategic Plan	• Five-year Strategic Plan completed and shared with SDCE constituents	• Plan approved for recommendation by Strategic Planning Committee Participatory Governances groups • Plan posted to OIE website	• OIE Dean	• Strategic Plan completed in Spring 2016 and made public in Summer 2017

The final Strategic Plan was submitted for review in May 2016 to the Academic Senate, the Classified Senate, Deans' Council, Administrative Governance, and the Executive Governance Council, who recommended approval and implementation to the President. The Accreditation Action Plan has gone through a similar process.

The Office of Institutional Effectiveness (OIE) is currently creating a process and system to track the progress of meeting the school's Action Plan goals. Program leaders and participating stakeholders, along with OIE staff, will have access to enter and monitor progress. SDCE reviews all plans annually. However, intermediate reports will also be generated to track status, as well as identify required revisions, to respond to changing community and student needs. Revisions to the SDCE Action Plan will initiate updates to the overall strategic plan as the Action Plan is a subset of, and aligned with, the 2016-2021 Strategic Plan.

The Action Plan is in full support of SDCE's mission: SDCE commits to student success and community enrichment by providing accessible, equitable, and innovative quality education and support services to diverse adult learners in pursuit of lifelong learning, training, career advancement, and pathways to college. The Action Plan is a direct reflection of the needs of SDCE's students and addresses support mechanisms from technology and facility infrastructure to faculty and staff training, as well as assessment and teaching to increase students' success in obtaining their learning goals.

KEY EVIDENCE

SAN DIEGO CONTINUING EDUCATION 2016-2021 STRATEGIC GOALS	
Institutional Goal 1	Grow SDCE Programming through increased access and enhanced instructional and student services
Institutional Goal 2	Cultivate an environment of creativity and increased collaboration both internally and externally
Institutional Goal 3	Increase student success, academic achievement, life-long learning, and workforce development
Institutional Goal 4	Provide SDCE employees with resources and training to increase the quality of instruction and services
Institutional Goal 5	Strengthen institutional effectiveness through integrated planning and resource allocation

INDICATOR

10.2

As a result of the accreditation process, the school has identified key issues (short and long-term) that will impact student learning and increase the achievement levels of students.

KEY EVIDENCE

The self-study process identified the key issues for the school as a result of the focus groups' deliberations and research with input from the home groups. Each group reported findings related to strengths and key issues for their respective Criterion. A total of 63 key issues were identified overall and consolidated into five overarching themes. A parallel strategic planning process took place over a six-month period, during which an ad hoc strategic planning committee met regularly, gathering and reviewing data, discussing issues, and determining program goals with various constituencies throughout SDCE and the community. On April 18, 2016, a draft Strategic Plan was made accessible to the Ad Hoc Authors for review and feedback, and later to the Accreditation Steering Committee. On May 16, 2016, a combined committee meeting was convened between the Accreditation Steering Committee and the Ad Hoc Strategic Planning Committee with the purpose of prioritizing the self-study key issues and aligning and merging them to the SDCE 2016-21 Strategic Action Plan.

Combined Accreditation Steering Committee and the Ad Hoc Strategic Planning Committee work (2016)

Faculty, staff, and students, and administrators were organized into groups by accreditation focus areas with all instructional programs represented. In groups, faculty and staff further prioritized key issues and identified where each key issue should be housed in the 2016-2021 Strategic Plan, inclusive of the specific action item. Additional action items were added to the Strategic Plan where key issues could not be aligned and subsumed into the current plan, and supporting objectives and tasks moved into the Accreditation Action plan to address the key issues that arose from the self-study process.

The prioritized issues were analyzed using qualitative software to consolidate into the themes, which ultimately became the growth areas in the Action Plan. The following growth areas were identified:

- Enrollment and Student Success (Curriculum theme)

- Communication and Community Collaboration (Community theme)

- Professional Development (Curriculum/Resources theme)

- Maintaining and Securing Technology in Support of Instruction and Student Services (Technology theme)

- Integrated Planning

The findings of the combined work of the Accreditation Steering Committee and the Ad Hoc Strategic Planning Committee were summarized by the Accreditation Self-Study Author, and forwarded to the Strategic Plan Author/Self-Study Report Action Plan Focus Group Chair to be organized into a Self-Study Action Plan and incorporated into the final 2016-2021 SDCE Strategic Plan. The SDCE Action Plan is a subset of the SDCE Strategic Plan and includes a broad base of stakeholders who met to develop, discuss and provide input to its implementation as indicated by the timeline below.

TIMELINE
May 16, 2016: Accreditation and Strategic Planning Steering Committees met to: • prioritize key issues   • match key issues with strategic plan goals, objectives, and actions steps
May, 2016: Self-Study author consolidated meeting notes on strategic plan
June, 2016: Chapter IV Chair extracted themes and developed draft documents
June, 2016: Chapter IV committee met and further developed Chapter IV text and Action plan
July 28, 2016: Accreditation and Strategic Planning Committees reconvened to review chapter IV Action Plan

The Self-Study Report Action Plan Focus Group further developed and edited the draft Action Plan prior to review by the Accreditation and Strategic Planning Steering Committees. On July 28, 2016, the two committees reconvened to review the draft Action Plan and make recommendations. These recommendations are reflected in the final version of the Action Plan.

INDICATOR

10.3 The school has procedures in place to implement the Action Plan with the support of stakeholders.

The SDCE Action Plan has been aligned and subsumed into the *SDCE 2016-21 Strategic Plan* (3.10.2). For each key issue, SDCE has identified goals, objectives, tasks, and an individual or group responsible for implementing the needed action steps to address the key issue/theme. The Accreditation and Strategic Planning Steering Committees reviewed and made recommendations to the draft Action Plan regarding the identification of the responsible parties for each action plan step. As an inherent feature of the SDCE's integrated planning and program review process, budget, whereby the governing body and administration fund the activities and events needed to address key issues identified in the Action Plan, is now directly linked to planning.

2016-2021 Strategic Plan

Figure 3.10.1. SDCE Annual Planning Cycle
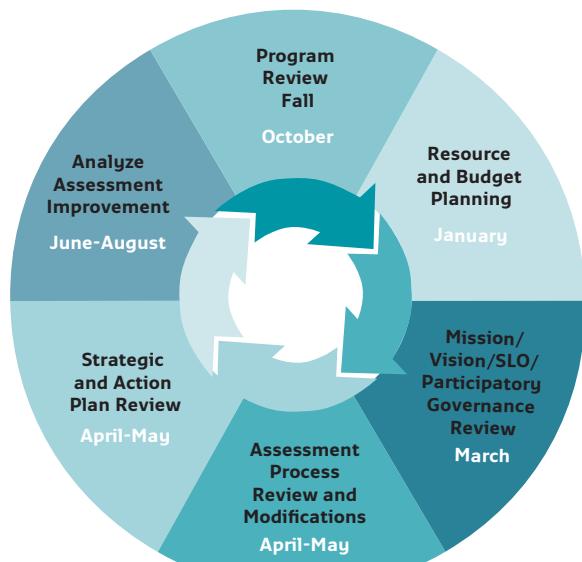
SDCE Annual Review Cycle (2016-21 Strategic Plan)

The Office of Institutional Effectiveness (OIE) is developing a process and implementing a system to track the progress of Action Plan goals. Program leadership and participating stakeholder representatives, along with IEO staff and SDCE leadership, will have access to enter and monitor progress. SDCE has an annual cycle review of all plans, however intermediary reports will also be generated to track status. A system in which all plans will be entered and monitored by the individuals responsible for individual action steps, their managers, as well as the Dean of institutional Effectiveness, program Deans, and Vice Presidents, is being implemented in fall of 2016. A template for status reports, along with a reporting cycle and distribution to all stakeholders for review, is part of this system implementation and will be developed by spring 2017. It is expected that these status reports will inform the yearly program review process. The SDCE Annual Planning calendar includes a review of the strategic plan, and thus the Action Plan, with all constituents.

INDICATOR

10.4

The school has a definitive plan for how the Action Plan is to be monitored to maintain accountability, as well as to report progress to all stakeholders.

In February 2016, a new Office of Institutional Effectiveness (OIE) was created and a Dean of Institutional Effectiveness was hired to plan, organize, and direct systems and processes for all aspects of institutional effectiveness, including integrated planning. The OIE is tasked with planning and implementing the infrastructure to monitor the SDCE Action Plan and support the responsible parties in completing their tasks and objectives. A planning system is also being purchased to systematically track all action plans and updates to tasks, objectives, and outcomes.

In conjunction with this effort, the Program Review process is being updated to reflect the new Action Plan. During each Program Review cycle, programs will reflect on progress in their execution of the Action Plan in alignment with the Strategic Plan. The concept is to align all accountability requirements into one

integrated plan. Thereby, SDCE will maintain accountability in a transparent, systematic, and efficient way.

One major effort currently under way at SDCE is to ensure that all stakeholders receive progress reports in a timely manner. This occurs in a variety of ways through participatory governance. In the past, the process was very linear: stakeholder groups, such as Academic Senate, Classified Senate, or Executive Governance Council (EGC), reviewed the Action Plan progress one after another, which resulted in long lead times. The SDCE governance reorganization is designed to streamline the process.

The Action Plan, along with the SDCE Strategic Plan, will be publically posted on the SDCE website for all stakeholders, including the public.

INDICATOR

10.5 The schoolwide Action Plan is used for institutional planning, resource allocation, and the evaluation of existing programs.

SDCE 2016-2021 Strategic Plan is designed to be an action plan and includes the current schoolwide Action Plan. Stakeholders will have access to the Action Plan via an internet-based system. The goals, objectives, and action steps in the Strategic Plan will be evaluated at the conclusion of each annual planning cycle. Data will be captured and analyzed by the Office of Institutional Effectiveness and other parties charged with the responsibility to monitor the progress towards specific goals, objectives, and action steps of the Action Plan. These results will then be incorporated into the Program Review process.

The Action Plan/Strategic Plan is to be used by all leaders and constituents in making institutional and resource allocation decisions. It is the intent of SDCE to develop a systematized process in the 2016-2017 academic year to facilitate data-driven resource allocation throughout the institution and to integrate all plans to allow for appropriate and efficient funding source allocation. This approach will begin with the development of a resource allocation process through Program Review. The evaluation resulting from the Program Review process will then be shared throughout SDCE to inform budget allocation and instructional planning. This integrated planning process is being facilitated through the Office of Institutional Effectiveness.

Figure 3.10.2: SDCE Six-Year Planning Cycle

The OIE staff, along with any identified subject matter experts, will review the data and consult to establish baseline data and target measures for the strategic objectives. The evaluative review seeks to be user-friendly and practical for all stakeholder involvement and will:

• Measure progress toward institutional goals and objectives

• Assess the Action Plan and SDCE-wide efforts to align programs and processes

• Be collaborative, requiring and incorporating a wide variety of constituencies

• Be subject to the college governance process

School's Strengths and Key Issues

Strengths:

• Broad engagement within SDCE to create the SDCE Strategic Plan and Action Plan

• Integrated planning techniques which have created a research-based Action Plan from stakeholder feedback

• New Dean and Office of Institutional Effectiveness

• Utilization of research-based techniques to develop one overarching integrated strategic plan that incorporates all reporting documents

Key Issues (Prioritized):

1. Reporting process to all stakeholder groups is not streamlined

2. External Stakeholder groups have not traditionally been connected to the SDCE Action Plan

3. There hasn't been a leadership team to support and monitor the Action Plan along Vice President of Instruction

Chapter 3 Criterion 10 List of Evidence Documents

3.10.1 2016-2021 Strategic Plan → https://sdce.edu/sites/
default/files/iep/self-study/evidence/c10/10.1_
sdce_2016-2021_strategic_plan.pdf

3.10.2 2016-2021 Strategic Plan → https://sdce.edu/sites/
default/files/iep/self-study/evidence/c10/10.2_
sdce_2016-2021_strategic_plan.pdf
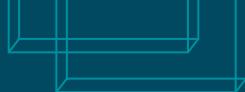
REVISING THE SCHOOL ACTION PLAN

Institutional Effectiveness and Strategic Planning

Planning for institutional effectiveness and integrated planning is an ongoing process at San Diego Continuing Education. While the accreditation self-study process began in December 2015, a parallel strategic planning process began in September 2015 when the newly appointed President convened an ad hoc strategic planning committee. The Vice President of Instructional and Student Services served as the facilitator during a kickoff meeting in October 2015. A process was then put in place to create a work plan and timeline for the following:

- Identifying and analyzing relevant research information

- Developing a new mission and vision with all constituencies

- Creating Education Master Plan and Executive Summary templates to collect information and program/department goals with associated activities

- Developing institutional goals and objectives

- Obtaining constituency feedback on SDCE strategic goals

- Drafting the 2016 – 2021 Strategic Plan (4.1)

Over a period of six months the team met regularly, gathering and reviewing data and information, discussing issues, and determining program and department goals. The determination of goals was the result of meeting with various constituencies throughout SDCE including a community meeting in February 2016. On April 18, 2016 a draft copy was made accessible to the Strategic Planning Ad Hoc authors for review and feedback. Authors and supporting members provided observations and suggestions, many of which were incorporated into the final plan. On May 16, 2016 the SDCE Accreditation Steering Committee and AD Hoc Strategic Planning Committee merged the results of the SDCE Institutional Strategic Goals for 2016-2021 and the issues that developed out of the accreditation self-study process. An additional community forum entitled "Perspective for ECC's Future" was held in June 2016. A six-year planning cycle has been developed to continue comprehensive planning of institutional effectiveness and accreditation processes.

KEY EVIDENCE

2016-2021 Strategic Plan

San Diego Continuing Education Strengths

Qualitative analysis software, QDA Miner, was used by the SDCE Office of Institutional Effectiveness to coordinate the defining of SDCE strengths that originated from the accreditation self-study process. These strengths were further discussed and solidified during the accreditation and strategic planning committee integration meeting in May 2016 (4.2) and reviewed again in July 2016 (4.3). The following areas of strength for San Diego Continuing Education were identified:

INSTITUTIONAL EFFECTIVENESS

- Planning for institutional effectiveness and improvement is participatory, has designated leadership, and provides time for collective brainstorming and analysis. This area has become increasingly important to SDCE so that all processes and actions are better integrated and more effective.

INSTRUCTION

- Instruction at SDCE is innovative and free to the community with diverse and accessible programming, significant support resources, and effective instructional technology. While the economic downturn in 2007 negatively impacted operations, SDCE has recently been able to restore course offerings and support services to levels in existence prior to the reductions.

STUDENT SUPPORT SERVICES

- Student Support Services are strong and accessible to our students. They meet individual student needs through academic counseling support, assessment, follow-up services, developing individual student education plans and providing DSPS services to effectively place students and support them in their learning. After a student completes their classes, student support services provide comprehensive assistance for students transitioning to college and career.

DIVERSITY

- Diversity is embraced in all facets of San Diego Continuing Education. Faculty, staff, and administrators truly honor the diverse nature of our student population by offering a breadth of instructional programs that demonstrate the institution's dedication to providing educational access and lifelong learning opportunities without regard to the academic skill level of our students. SDCE student support programs such as Safe Zone and Stop the Hate, along with Title IX compliance efforts, help to create an inclusive environment for everyone. Moreover, SDCE's highly diverse staff reflects the diversity of our student population further ensuring that all students feel welcome and capable.

PARTICIPATORY GOVERNANCE

- Participatory governance is integral to SDCE's organizational and cultural infrastructure and is aligned with the San Diego Community College District's emphasis on open communication and transparency. Faculty,

Combined Accreditation and Strategic Planning Committees Presentation May, 2016 and July, 2016

staff, and administrators serve on the SDCE participatory governance committees fostering an interdisciplinary approach that ensures decision-making is reflective of the different institutional viewpoints of these constituencies. The same constituencies also serve on screening committees that recommend candidates for hiring. These efforts greatly increase communications and enhance decision-making throughout SDCE.

COMMUNITY RELATIONSHIPS

* Instructional programs are offered at a wide variety of locations throughout San Diego including the five campuses, two satellite sites, and numerous community facilities. Relationships between SDCE and San Diego business and community leaders are strong. SDCE has demonstrated significant efforts in reaching out, and being responsive, to its community through demographic studies, projecting community impact, and anticipating local workforce requirements for skilled employees. The SDCE President serves as a member of the San Diego Workforce Development Board, the Jackie Robinson YMCA Board, Balboa Park International Cottages Board, Teach for America – San Diego Board, and Thrive Charter School Foundation.

* Several disciplines have MOU agreements with community organizations, e.g. the San Diego Workforce Partnership, International Rescue Committee. Classes are offered across all San Diego communities at both on and off campus locations.

PROFESSIONAL DEVELOPMENT

* Professional development is robust, encouraged, and supported throughout San Diego Continuing Education. Faculty receive FLEX time throughout the school year that is dedicated to professional development and classified staff participate in District and SDCE sponsored internal trainings. A wide variety of options for professional development is available and faculty can also customize their professional development with independent study that best suits their needs.

FACILITIES

* Facilities for San Diego Continuing Education are expansive and support its philosophy of meeting the needs of the San Diego community. SDCE has more than 250,000 sq. ft. of new construction, which provides added learning options to a diverse student population through an assorted range of learning opportunities at many different locations. The five campuses and two satellite sites – ECC, Cesar Chavez, West City, North City, Mid City, CE Mesa, and NC Miramar – encircle the geographic region of San Diego ensuring everyone in the city has local access to the full range of programs. Additionally, many courses are taught at local agency partner facilities further expanding SDCE's ability to reach the people of San Diego.

San Diego Continuing Education Key Issues and Growth Areas

* During Fall 2015 and Spring 2016 the accreditation focus and work groups began an analysis of their findings to determine and prioritize key issues for SDCE to consider. In Spring 2016 these key issues were compiled across

all criteria for review and discussion in the integrated accreditation and strategic planning committee meeting held on May 16, 2016. Through this process, and further integrated discussion and analysis, key issues were finalized and prioritized; after which, the Office of Institutional Effectiveness used QDA Miner, qualitative analysis software, to extract the following themes:

GROWTH IN ENROLLMENT AND STUDENT SUCCESS

- SDCE expects to have additional growth opportunities in the next three years. Areas for growth include the expansion of course offerings, including online courses, along with curriculum development, and community collaboration (4.4). This growth area ties to our 2016-2021 Institutional Strategy Goal 1: Grow SDCE Programming through increased access and enhanced instructional and student services and Institutional Strategy Goal 3: Increase student success, academic achievement, life-long learning, and workforce development

INCREASED COMMUNICATION AND COMMUNITY COLLABORATION

- SDCE will improve and expand collaboration amongst internal as well as external constituents while also increasing communication to the same. This growth area ties to our 2016-2021 Institutional Strategy Goal 2: Cultivate an environment of creativity and increased collaboration both internally and externally

PROFESSIONAL DEVELOPMENT

- Professional development is both an area of strength for SDCE as well as a continued opportunity for growth as we use more data for decision making and support of our diverse community. This growth area ties to our 2016-2021 Institutional Strategy Goal 4: Provide SDCE employees with resources and training to increase the quality of instruction and services

MAINTAINING AND SECURING TECHNOLOGY AND SUPPORT RESOURCES

- While our strengths include upgrading technology resources and rebuilding support staff and full-time faculty, these are still areas for additional growth. This growth area ties to our 2016-2021 Institutional Strategy Goal 4: Provide SDCE employees with resources and training to increase the quality of instruction and services

INTEGRATED PLANNING

- In Spring 2016, SDCE began the development of an infrastructure to support integrated planning with the creation of an office of institutional Effectiveness consisting of a Dean and a Research Analyst. This is a significant area of growth for SDCE in the coming three years and will include the use of data for decision making including decisions related to student learning outcomes. This growth area ties to our 2016-2021 Institutional Strategy Goal 5: Strengthen institutional effectiveness through integrated planning and resource allocation

2016-2021 Strategic Plan

Chapter 4 List of Evidence Document

4.9.1 2016-2021 Strategic Plan → https://sdce.edu/sites/ default/files/iep/self-study/evidence/c8/3.8.17_2016-2021_strategic_plan.pdf

4.9.2 Combined Accreditation and Strategic Planning Committees Presentation, May, 2016 → http://sdce.edu/ sites/default/files/iep/self-study/evidencech4/4.2_may_ acred_and_strat_may_16_2016_v2.0_draft.pdf

4.9.3 Combined Accreditation and Strategic Planning Committees Presentation, July, 2016 → http://sdce.edu/ sites/default/files/iep/self-study/evidence/ch4/4.3_july_ action_plan_pres_2.1.pdf

4.9.4 2016-2021 Strategic Plan → https://sdce.edu/sites/ default/files/iep/self-study/evidence/c8/3.8.17_2016-2021_strategic_plan.pdf

San Diego Continuing Education Six-Year Action Plan

Growth Area 1
Growth in Enrollment and Student Success

Rationale:
SDCE expects to have additional growth opportunities in the next three years. Areas for growth include the expansion of course offerings, including online courses, along with curriculum development, and community collaboration

Goals Addressed
- SDCE Institutional Goal(s)
  - Goal 1: Grow SDCE Programming through increased access and enhanced instructional and student services
  - Goal 3: Increase student academic success and workforce development
- SDCCD District Goal(s):
  - Goal 1: Maximize student access, learning, and success through exemplary instruction and support services

Objectives	Action Steps	Expected Outcome	KPI's (Key Performance Indicators -Assessment)	Responsible Party	Expected Start & Completion Date
1.1 Grow SDCE Distance Education classes through the integration of hybrid and online course development by 10% annually (SP1.1)	Provide professional development opportunities for instructors to Increase knowledge and skills in developing online course materials, synchronous instruction, and assess outcomes	➤ Increase in activities focused on developing online course materials ➤ Plan developed for SSSP services to be delivered online ➤ Increase in the number of instructors trained ➤ Well attended sessions 70% filled) ➤ Increased knowledge and skills in developing online course materials ➤ New/revised online course materials developed	➤ 5% increase in PD sessions (PD in year 1 – PD in year 5 divided by PD in year 5) ➤ 10% increase in instructors trained (IT in year 1 – IT in year 5 divided by IT in year 5) ➤ 75% Fill rate of sessions: # of participants divided by training session capacity. ➤ 80% of participants felt increased their knowledge (exit survey) ➤ 50% of participants developed materials 3	➤ Deans ➤ Faculty ➤ PD Coordinator ➤ VPI office	➤ Fall 2016 (start) ➤ Ongoing In progress

San Diego Continuing Education Six-Year Action Plan

Objectives	Action Steps	Expected Outcome	KPI's (Key Performance Indicators -Assessment)	Responsible Party	Expected Start & Completion Date
			terms after PD (post survey) ➤ 5% increase in number of students taking online courses		
1.2 Increase the number of offsite facilities to compensate for current lack of classroom space on SDCE campuses locations by 5% in 5 years and maximize the use of campus space (SP1.2) In progress	Identify programs that can be taught offsite and increase offsite locations	➤ Implementation plan developed for programs that can be taught offsite	➤ Implementation Plan vetted ➤ Number of potential	Instructional Dean/Program Chairs	Spring 2017 Ongoing
	Conduct discussions with site personnel about SDCE, courses offered, communities served, and partnership expectations	➤ Increase in number of offsite facilities	courses to be taught offsite ➤ Number of potential offsite locations ➤ Offsite facilities (OF) increase by 5% (OF in year 1 – OF in year 5 divided by OF in year 5)	Instructional Dean/Program Chairs	Spring 2017 Ongoing
	Conduct an analysis of classroom space (facility utilization)	Increase number of classrooms available for classes	Reports developed and analysis conducted	VPI VPA	Spring 2017- Fall 2018
1.3 Maintain CTE curriculum to current industry standards while making accessible to a larger population of students and increasing	Hire additional curriculum support - i.e. Curriculum Analyst and identify funding	➤ Support for instructors writing curriculum ➤ Support for interaction with the state office and updating programs in the state course inventory	➤ Curriculum Analyst Hired and trained	VPI Faculty VPA	Fall 2016 ongoing
CTE enrollment annually by the district's growth percentage (year 1 = 2%) (SP1.4) In progress	Review syllabi and SLO's for courses offered by multiple instructors and across multiple sites for consistency/standardization	➤ Syllabus inclusive or required information and SLO's included	➤ 50% reviewed	Program Chairs/Faculty	Fall 2016 ongoing
1.4 Identify and implement effective strategies, activities, and	Hire additional Counselors Provide Professional	➤ All counseling positions filled. ➤ Increase the number of	➤ 100% of desired positions filled (number of new positions filled divided by	VPSS VPI VPA	Fall 2016 Ongoing

San Diego Continuing Education Six-Year Action Plan

Objectives	Action Steps	Expected Outcome	KPI's (Key Performance Indicators -Assessment)	Responsible Party	Expected Start & Completion Date
interventions using data and analysis to improve access and persistence (course and program completion) for all SDCE diversity groups by 5% (overall)annually (SP 3.2) In progress	Development activities to faculty, counselors, and staff to maximize student persistence.	counseling staff ➤ Offer workshops and/or mentor opportunities to improve persistence in programs.	➤ number of new positions approved by board). ➤ Counselor staffing (C) increase 2% (C in year 1 – C in year 5 divided by C in year 5) ➤ Professional Development workshops on persistence		
	Determine method, infrastructure and funding to provide parents with childcare issues	➤ Increased access and persistence	Increase in FTES	Instructional Dean/Program, Chair/Dean Student Equity VPA	Fall 2016
1.5 Increase student support services and access to services and resources by 5% within 5 years. (SP3.3) In progress	Identify and plan for online student services (i.e. counseling) – general and program orientations	➤ Career counseling will be available to more students. ➤ Prospective student	➤ 5% of transitioning students will receive career counseling ➤ 100% implementation of online orientations	Dean of Counseling VPSS	Spring 2017- Spring 2018
	Double the number of hours Career Counseling is available for CTE students and add placement services	increased knowledge in SDCE programs and services			
	Evaluate current availability of assessment, orientation, follow-up and DSPS services and determine if additional sessions are required to meet demand or scheduling changes need to occur.	➤ Data will be available to determine what services best would serve student needs.	➤ Development of a more robust schedule based on data management information	Dean of Counseling/VPSS	Fall 2016

Objectives	Action Steps	Expected Outcome	KPI's (Key Performance Indicators -Assessment)	Responsible Party	Expected Start & Completion Date
	Create process to create online student support services as online programming expands	⋗ Online student support would be available to students	100% implementation of online orientations	Dean of Counseling VPSS	Spring 2017- Spring 2018
1.6 Increase workforce development resources and services by 10% over 5 years (SP3.4)	Determine workforce opportunities for priority populations as reflected in SEP.	⋗ WD Plan reflects priority populations, including specific needs	⋗ Grants are pursued based on priority student groups	Special Projects Manager with input/direction from VP of Student Supports and appropriate Deans	Fall 2016 ongoing
	Provide an analysis of student supports that may be needed, and not currently being provided, in order to infuse comprehensive workforce services into CE (i.e. work related experiences)	⋗ WD Plan outlines current supports and a personnel partnership plan to offer supports	⋗ Grants support the provision of supports ⋗ Current funding/staffing/services are aligned	Special Projects Manager with input/direction VPSS and Deans	Spring 2017
	Develop a structure and model for employer services in order to provide an increase in the number of career related work experiences and work-based learning opportunities for students.	WD Plan identifies employer services model	⋗ New WD Grant applications and/or partnerships are secured to offer employer services	Special Projects Manager with input/direction from ETI and appropriate Administrators	Fall 2018
1.7 Upgrade all campus	Upgrade all campus	Increase the number of	80% of campus classrooms	VPA & Site	Fall 2016

San Diego Continuing Education Six-Year Action Plan

Objectives	Action Steps	Expected Outcome	KPI's (Key Performance Indicators -Assessment)	Responsible Party	Expected Start & Completion Date
classrooms with smart technology to enhance student learning and active engagement in the learning process (SP3.5)	classrooms which are not currently "smart" enabled with an instructor district standard podium and associated equipment.	"smart" enabled classrooms.	will be "smart" enabled	Dean/Office Manager IT	
In progress	Identify utilization needs for student computer labs: Research options for establishing testing centers at each campus Identify labs for online testing	SDCE students will have access to more computer labs. Students will have access to computers to be able to complete more work Students will develop computer skills that will be useful when they transition			
Increase number of courses implementing open education resource (OER) materials	Identify courses and programs currently uses OER materials Provide professional development for faculty interested in implementing OER in their courses	Student completions will increase	Number of courses using OER materials will increase by 50%	OIE, VPI, Professional Development Committee, Academic Senate	Fall 2016 & Fall 2017 then ongoing

Growth Area 2

Increased Communication and Community Collaboration

Rationale:

SDCE plans to grow in the area of further collaboration amongst internal as well as external constituents while also increasing communication to the same.

San Diego Continuing Education Six-Year Action Plan

Goals Addressed

- SDCE Institutional Goal(s)
  - ○ Goal 2: Cultivate an environment of creativity and increased collaboration both internally and externally
- SDCCD District Goal(s):
  - ○ Goal 3: Enhance collaborations with the community for increased responsiveness to needs

Objectives	Action Steps	Expected Outcome	KPI's (Key Performance Indicator)	Responsible Party	Expected Start & Completion Date of Milestones
2.1 Increase Interdisciplinary collaboration for student enrollments in multiple disciplines by at least one per program within five years (SP2.2)	Develop interdisciplinary integration plan that Identifies programs to explore interdisciplinary collaboration and promote programs from one discipline in the classes of other disciplines	➢ Increased Interdisciplinary collaboration	➢ Implemented interdisciplinary integration plan ➢ Implementation of one program per discipline completed. ➢ Course/program scheduled and students enrolled	Instructional Deans and Program Chairs	Spring 2017 - ongoing
	Develop integration plan that Identifies programs to explore CTE and Contract Ed/ Community Ed collaborations and	➢ Increased CTE & Contract Ed/ Community Ed collaboration	➢ Implemented community integration plan ➢ 25% implementation rate (Number of community collaborations attempted out of number of potential collaborations identified)	Instructional Deans and Program Chairs	Spring 2017

Objective	Activities	Measurable Outcome	Measurable Outcome	Responsible Party	Timeline
2.2 Increase and strengthen community partnerships by 5% annually through increased opportunities to collaborate (SP2.3)	Invite community groups to SDCE events, and to use facilities to provide additional avenues to promote SDCE programs. Examples: Resource Fair, Open house - annual Identify associated costs and appropriate budget.	➤ Increase in use of facilities by community groups. ➤ Increase in the opportunities for community leaders/partners to learn about our programs and participate in SDCE events	➤ Minimum of 2 community group meetings at SDCE facilities ➤ Programs promoted through community meetings	VPI, Deans, Program Chairs	Spring 2017
	Formalize current informal relationships with business and community groups	➤ Increased collaboration with community partners	➤ Formal collaborative projects defined	Deans and Program Chairs	Fall 2018
	Incorporate statement of the Mission and Vision during all community and advisory meetings	Community awareness of SDCE's Mission and Vision	➤ Mission added to all SDCE committee agendas	Committee Chairs – communicated through VP's and Academic classified senates	Spring 2017
2.3 Create an infrastructure and process for informing internal staff & faculty of new programs and services (SP2.5)	Develop a process, associated infrastructure, and implement	Staff and all faculty are better informed about programs and accurate information disseminated to prospective students	➤ 100% of constituents notified of new programs	VPI	Spring 2017

Growth Area 3
Professional Development
Goals Addressed
- SDCE Institutional Goal(s)
  - Goal 4: Provide SDCE employees with resources and training to increase the quality of instruction and services
- SDCCD District Goal(s):

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o Goal 1: Maximize student access, learning, and success through exemplary instruction and support services
o Goal 2: Strengthen our institutional effectiveness through innovation, continuous process and systems improvement, staff development, and enhanced internal collaboration

Objectives	Action Steps	Expected Outcome	KPI's	Responsible Party	Expected Start & Completion Date of Milestones
3.1 Current employees will have the opportunity to participate in at least one professional development activity annually to enhance their teaching, customer service, technology, and leadership skills beginning in Spring, 2017 (SP4.2)	Provide faculty, staff and administrators professional development opportunities for implementation of best practices in teaching and learning, assessment, customer service and leadership	➤ Increase in best practices PD activities ➤ Increase in the number of instructors trained in best practices. ➤ Well attended sessions (70% filled) ➤ Increased knowledge and skills in target subject ➤ Increased practice of skills learned	➤ 5% increase in best practices PD sessions (PD in year 1 – PD in year 5 divided by PD in year 5) ➤ 5% increase in instructors trained in best practices (IT in year 1 – IT in year 5 divided by IT in year 5) ➤ 60% Fill rate of sessions: # of participants divided by training session capacity. ➤ 75% of participants felt increased their knowledge (exit survey) ➤ 65% of participants used best practices from PD within 6 month (post survey)	VPSS VPI VPA Office Managers Program chairs	Spring 2017
	Modify membership and mission of the Professional Development Committee to include representation from	➤ Professional development coordinated and accessible to all	➤ Shared governance manual modified and approved	VPI	Fall 2016

	all SDCE staff and review current technology training opportunities	faculty and staff			
	Determine how to collect evidence and measure PD utilization in the classroom and applied to programming and curriculum development	➢ SDCE able to determine impact of PD activities on student success	➢ Measurement for assessment implemented	Professional Development Committee and Faculty	Spring 2018
	Evaluate increasing in the number of flex days	➢ Increase in opportunities for distance education and online learning	➢ Increased in paid PD time for faculty ➢ Increase in faculty and classified staff attendance in PD activities	VPI Academic Senate Classified Senate Flex coordinator	Spring 2017

Growth Area 4

Maintaining and Securing Technology in support of instruction and student services

Rationale:

While one of our strengths has been in rebuilding support staff and full-time faculty, and upgrading technology resources, this is still an additional growth area.

Goals Addressed

- SDCE Institutional Goal(s)
  - o Goal 4: Provide SDCE employees with resources and training to increase the quality of instruction and services
- SDCCD District Goal(s):
  - o Goal 1: Maximize student access, learning, and success through exemplary instruction and support services

Look at 1.7

Objectives	Action Steps	Expected Outcome	KPI's (Assessment)	Responsible Party	Expected Start & Completion Date
4.1 Create and maintain an annual technology plan as part of the resource allocation process(SP4.3)	Conduct an inventory of current administrative equipment	➢ Schedule of technology replacements determined along with resource allocation plans	➢ Inventory assessed yearly and technology replaced according to schedule	➢ VPA ➢ Technology Committee	Fall 2016
	A technology plan will be created and updated yearly to develop a schedule and				

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	identify resources to keep employee and instructional technology upgraded and within warranty periods				
4.2 Automate student assessment (SP4.4)	Implement electronic CASAS testing	➢ Immediate access to student test scores and analysis	➢ 100% of campus based CASAS testers taken online (offsite remain on paper)	➢ VPI/VPSS	Fall 2016- Spring 2017
4.3 Develop specifications and identify system for course and program completion tracking to improve access to student completion and success data by 2021(SP4.4)	Determine access to data for student programs completers/non-completers and workforce placement	➢ Student completions can be tracked and follow-up scheduled as needed	➢ Students can be tracked in programs and persistence and program success data is accessible	➢ VPI	Spring 2019 (in alignment with new student system implementation)

Growth Area 5

Integrated Planning

Rationale:

In Spring, 2016, SDCE began the development of an infrastructure to support integrated planning with the creation of an office of institutional Effectiveness consisting of a Dean and Research Analyst. This is a significant area of growth for SDCE in the coming three years and will include the use of data for decision making including data based decisions related to student learning outcomes.

Goals Addressed

- SDCE Institutional Goal(s)
  - o Goal 5: Strengthen institutional effectiveness through integrated planning and resource allocation
- SDCCD District Goal(s):
  - o Goal 2: Strengthen our institutional effectiveness through innovation, continuous process and systems improvement, staff development, and enhanced internal collaboration
  - o Goal 4: Ensure fiscal solvency through sound fiscal planning and management
  - o Goal 5: Lead in sustainable policies and practices

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Objectives	Action Steps	Expected Outcome	KPI's	Responsible Party	Expected Start & Completion Date of Milestones
5.1 Develop and implement an integrated planning model within 5 years (SP5.1)	Create an Institutional Effectiveness Office (IEO) with a minimum 4 person staffing and develop IEO's infrastructure. In progress	➢ Dean, Research Analyst, Research Associate, Admin Tech hired ➢ OIE website designed to support information sharing In progress ➢ OIE Policies and Procedures (P&P) Manual completed and shared with SDCE constituents In progress	➢ 100% of desired positions filled (number of new positions filled divided by number of new positions approved by board). ➢ Fully functioning OIE website. ➢ Number of reports posted. ➢ Number of research requests submitted. In progress ➢ Full implementation (active use) of manual within OIE ➢ Manual posted to OIE website ➢ Number of constituents/ groups shared.	➢ IE Dean ➢ Public Information Office ➢ IE Dean	➢ Hiring completed in Summer 2016. ➢ OIE website completed in Fall, 2016 ➢ Manual developed in 2016-2017 and implemented fully in Spring 2017
	Develop and implement a new comprehensive model for Program Review (PR) that utilizes KPIs to assess all instructional, service, and administration areas and is aligned to SDCE's budget planning cycles. In progress	➢ PR timeline revised to position completion prior to yearly budget planning and the development of a 6-year planning cycle ➢ PR KPI's developed and implemented in	➢ PR cycle document created ➢ PR cycle document placed in strategic plan ➢ Program Review aligned with annual budget planning and 9-year planning cycle ➢ 75% of developed KPIs tracked by program (number of tracked	➢ Program Review Committee ➢ IE Dean ➢ PIE	➢ PR cycle document created and in strategic plan by Spring 2016. Program review begins in Fall 2016. ➢ Develop KPIs in Su/Fall 2016.

Objectives	Action Steps	Expected Outcome	KPI's	Responsible Party	Expected Start & Completion Date of Milestones
		cycle ➤ Administration and services departments added to Program Review (PR) process ➤ Resource Requests Policy and Procedures (RRPP) supported and justified by Program Review (PR)	➤ KPI's divided by number of developed KPI's) ➤ 75% of KPIs commented on in narratives by program (number of commented KPI's divided by number of tracked KPI's) ➤ 100% of programs with minimum 75% of KPIs commented on (number of programs with 75%+ KPI's commented divided by total number of programs) ➤ 50% of departments reviewed in pilot and final (number of departments reviewed divided by total number of departments) ➤ 75% of developed KPIs tracked by program (number of tracked KPI's divided by number of developed KPI's) in pilot phase and in final ➤ 75% of KPIs		➤ Develop templates in Fall/Spring 2016. ➤ Implement in PR in Fall 2017. ➤ Develop KPIs in Fall 2016 ➤ Develop pilot templates Fall 2016 ➤ Pilot in Fall 2017. ➤ Develop all templates Spring 2017 ➤ Full implementation on PR by Fall, 2017 ➤ Full process to be implemented starting with the 2017/18 budget process with 6 instructional programs

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Objectives	Action Steps	Expected Outcome	KPI's	Responsible Party	Expected Start & Completion Date of Milestones
			commented on in narratives by program (number of commented KPI's divided by number of tracked KPI's) ➤ 75% of programs with minimum 75% of KPIs commented on (number of programs with 75%+ KPI's commented divided by total number of programs) ➤ RRPP developed and inserted in Instructional PR Procedures document ➤ Number of resource requests submitted through PR.		
	Revise Program Review Templates to include information and formatting aligned with resource allocation decisions & accreditation criteria	➤ Department SLO's included in program review submission	➤ SLO included in PR manuals/templates	➤ Program Review Committee	➤ Fall 2016 ➤ Summer 2017
5.2 Increase the use of data in decision making through data access and integrated planning processes beginning	Create infrastructure and process to support access and use of information	➤ Informed decision making	➤ Planning & program Systems Implemented	➤ Institutional Effectiveness Office	Fall 2016 – Spring 2018
	Data analysis of space utilization and identification	➤ Increase in enrollment	➤ Increase in enrollment	➤ VPI/VPA	Spring 2017-ongoing

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Objectives	Action Steps	Expected Outcome	KPI's	Responsible Party	Expected Start & Completion Date of Milestones
spring 2017 (SP5.4)	of in demand and workforce demand programming to use as priority in classroom utilization				
	Determine data to utilize and create plan for both maintenance of institutional equipment and textbooks, including funding and replacement schedule	➤ Schedule of technology replacements determined along with resource allocation plans	➤ Inventory assessed yearly and technology replaced according to schedule	➤ VPA	Fall 2016
	Create Six-Year planning cycle and annual planning calendar including the review of shared governance, SLO's, strategic Plan, Accreditation Action Plan, program review, and resource allocation	➤ Scheduled and regular review of plans	Action plans monitored and objectives met or redefined	➤ Institutional Effectiveness Office	Fall 2016

APPENDIX A: SDCE 2016 Classroom Observation Study Selection Letter

YOUR CLASS HAS BEEN SELECTED TO BE OBSERVED FOR REAFFIRMATION OF ACCREDITATION.

As you know, San Diego Continuing Education is participating in the Reaffirmation of Accreditation process this academic year through the Western Association of Schools and Colleges (WASC). We went through this process last in 2010 and received the maximum accreditation rating, which allowed six years between visits. However, in an effort to better align Continuing Education with the District timeline we requested and were granted a change of reaffirmation of accreditation date from 2016 to 2017.

The WASC self-study process is a strategic planning process. The purpose of the self-study process is to address these fundamental questions: 1. How are the students doing with respect to the school's or program's student learning outcomes and curricular standards? 2. Is the school doing everything possible to support high achievement of these results for all students?

Committees are now in the process of working with all staff to complete the self-study. A major focus of the study is the instructional program. As part of this review of the instructional program, we are conducting classroom observations and teacher and student interviews. The observers will participate in one (1) training session, and will clearly understand the difference between an observation, which this is; and an evaluation, which this is not!

A major focus of the observation/interview process is on the student and what is happening in the classroom. General, effective teaching strategies, which apply across disciplines, will be noted. This is **not** an instructor evaluation but an observation of the class.

Through a random selection process your class has been selected to be observed. You will be matched with an observer who attended the February training and the following steps will occur.

1.   The observer will receive a list of the classes to be observed.

2.   The observer will contact you at your site and/or email to set up the observation/interview date and time. Please respond promptly, as all of the observations must be completed **by April 8, 2016!** The observer will want to see you teaching. If you are in a learning center or other non-traditional classroom try to arrange the observation time so that the observer will see you interacting with the students in some way.

• In some cases there will be two instructors that share the same CRN or class. If the observer contacts you but selects a day that your co-instructor is teaching please inform your co-instructor and provide their contact information to the observer

immediately. Both instructors whose class is selected and share the same CRN will receive this communique.

3.   Please provide a copy of your class syllabus, course outline (if you don't have one contact your program chair) and lesson plan or agenda to the class observer when he or she arrives to observe your class.

4.   On the day of the observation, the observer will observe in the classroom for 30 minutes. The observer will be completing a form to record what is happening in the classroom. The observation form will be given to the appropriate committee to help in writing a portion of the self-study.

5.   Two students from the class will be randomly selected to be interviewed for approximately 15 minutes each.

6.   The students will be interviewed one at a time during the class time. Please provide 2 chairs outside your classroom for these interviews.

7.   The observer will interview you for approximately 20 minutes during the class time. Please provide an appropriate activity for the students to work on while this takes place. The observer will be completing a form during the interview.

If you have any questions regarding this process, email or call Marne Foster at 619-388-4959 or Laura Burgess at 619-388-4850. Thank you for your participation in our reaffirmation of accreditation process. Results of the observations and interviews will be summarized in the self-study without identifying individual instructors, students or specific classes.

APPENDIX B: SDCE 2016 Classroom Observation Study SLO Form

Class Title: _____

CRN #: _____

Instructor: _____

Observer: _____

Date of Observation: _____

The goal of this observation is to cite evidence of and the extent to which classroom activities support our Student Learning Outcomes (SLOs).

Please check the activities that you observe and write examples of evidence or comments on the right side.

SLO 1: SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.

Students Are Engaged in the Following Activities:	N/A	Check if observed	Evidence/Comments
A. Demonstrating a sense of community - students appear relaxed and comfortable - good rapport between teacher and students is evident - good rapport among students is apparent			
B. Receiving and providing feedback on performance - student to student - teacher and student			
C. Participating in classroom activities in a variety of groupings - pairs/ small groups/ whole group activity			
D. Demonstrating respect for the rights and diverse opinions of others - taking turns/listening - raising hands - demonstrating tolerance			
E. Negotiating and resolving conflicts - use of problem-solving			
F. Exercising leadership techniques - peer tutoring - lead a group - take responsibility for classroom tasks			
G. Celebrating Cultures			

SLO 2: SDCE students demonstrate effective communication skills.

Students Are Engaged in the Following Activities:	N/A	Check if observed	Evidence/Comments
A. Verbally expressing themselves			
B. Following verbal or written directions			
C. Demonstrating active listening skills/comprehension - ask questions - answer questions - ask for clarification - demonstrate comprehension through demonstration			
D. Using technology - use email - interact with websites (e.g. class webpages, blogs) - make presentations - use mobile devices (e.g. texting) - participate in electronic surveys			
E. Demonstrating appropriate non-verbal communication - eye contact - gestures - raising hands - nodding approval/disapproval - American Sign Language - respecting personal space			

SLO 3: SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

Students Are Engaged in the Following Activities:	N/A	Check if observed	Evidence/Comments

A. Participating in a problem solving activity
 	
  - Identify problems
  - Identify possible solutions
  - Select appropriate solutions			

B. Using higher order thinking skills (critical thinking) to analyze or respond to text or information presented orally.			

C. Using different learning styles
  - aural
  - oral
  - visual
  - kinesthetic/tactile			

SLO 4: SDCE students pursue life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

Students Are Engaged in the Following Activities:	N/A	Check if observed	Evidence/Comments
A. Demonstrating resource management - have organized classroom materials (e.g. binder, portfolio) - have appropriate supplies/tools for learning			
B. Demonstrating time management skills - students are on task in a timely manner - come to class on time - completing tasks/assignments on time			
C. Applying knowledge or life skills to a real life situation - role play activity - real life task - simulation in the classroom			
D. Learning skills relevant to course goals			Learning objective (s):
E. Participating in a lesson that is taught at the appropriate level to enable potential mastery of the objective(s)			
F. Monitoring own progress and/or goal attainment in class - Students describe progress or skills - Students check tasks completed - Students record scores in assessment folder - Students take quizzes or tests to measure progress			

- Students identify short or long-term goals		
G. Learning transferable skills		
- Participating on a team		
- Taking role/ responsibility in classroom		

Additional Comments on Classroom Observation If Necessary

APPENDIX C: SDCE 2016 Classroom Observation Study Tally

SUBJECT AREA	# OF CLASS OBSERVED	SLO 1							SLO 2				
		a	b	c	d	e	f	g	a	b	c	d	e
ABE	3	3	3	2	3	1	3	1	3	3	3	3	3
BIT	14	14	12	5	12	7	7	2	10	14	14	12	13
DSPS	7	7	6	6	7	4	4	3	7	7	7	5	7
ESL	45	44	43	38	38	14	24	24	39	41	41	21	38
HSDP	5	5	4	5	4	3	3	1	4	4	5	2	4
HOSPITALITY	6	6	5	5	6	3	2	1	6	6	5	3	6
CTE	9	8	7	8	8	3	2	2	9	8	9	5	9
OA	19	19	17	13	16	8	14	11	17	18	19	10	19
PARENT ED	5	5	3	4	4	5	4	1	5	3	5	1	5
CNA	1	1	1	1	1	0	1	0	1	1	1	1	1
TOTAL	114	112	101	87	99	48	64	46	101	105	109	63	105

SUBJECT AREA	# OF CLASS OBSERVED	SLO 3			SLO 4						
		a	b	c	a	b	c	d	e	f	g
ABE	3	3	1	3	3	3	1	3	3	3	3
BIT	14	10	9	12	14	13	10	12	12	12	6
DSPS	7	7	5	7	6	6	5	5	7	6	2
ESL	45	25	32	42	36	37	28	38	40	30	28
HSDP	5	5	4	5	4	4	2	4	4	3	2
HOSPITALITY	6	4	5	6	6	6	5	6	6	5	5
CTE	9	8	6	9	6	7	5	9	9	5	6
OA	19	13	12	19	16	18	12	15	17	12	14
PARENT ED	5	2	3	5	5	4	4	5	4	3	4
CNA	1	1	1	1	1	1	1	1	1	1	1
TOTAL	114	78	78	109	97	99	73	98	103	80	71

Appendix D: SDCE 2016 Classroom Observation Study Instructor Interview Results

1. How do your students use interpersonal skills to learn and work cooperatively?	ABE (3)	BIT (14)	DSPS (7)	ESL (45)	HSDP (5)	HOSPITALITY (6)	CTE (9)	OA (19)	PARENT ED (5)	CNA (1)	TOTAL (114)
Problem solving and/or conflict reduction	2	11	6	32	5	6	8	14	5	1	90
Field trips	0	0	1	4	0	4	4	9	3	0	25
Group/team projects or presentations	2	9	4	35	3	5	9	10	4	0	81
Role assignments for classroom management, e.g. helping new students, handing out books, etc.	1	7	4	33	3	4	6	11	4	1	74
Activities to develop soft skills	2	11	5	33	4	6	8	12	4	1	86
Role-playing	0	3	3	36	1	1	3	5	4	1	57
Action projects for school improvement	1	2	2	4	2	3	2	7	1	0	24
Community Projects	2	3	1	3	0	3	3	8	4	0	27
Interactive classroom tasks	3	9	6	32	4	5	7	14	4	0	84

1. How do your students use interpersonal skills to learn and work cooperatively?	ABE (3)	BIT (14)	DSPS (7)	ESL (45)	HSDP (5)	HOSPITALITY (6)	CTE (9)	OA (19)	PARENT ED (5)	CNA (1)	TOTAL (114)
Informing students of Student Code of Conduct and Policy 3100	3	9	6	25	5	5	5	7	4	1	70
Peer tutoring/mentoring	2	12	4	37	4	5	7	11	5	1	88
Internships	0	1	1	1	0	1	2	2	1	1	10
Other	0	4	0	13	0	1	0	4	1	0	23

2. What forms of communication do you facilitate/use in your classroom?	ABE (3)	BIT (14)	DSPS (7)	ESL (45)	HSDP (5)	HOSPITALITY (6)	CTE (9)	OA (19)	PARENT ED (5)	CNA (1)	TOTAL (114)
Active listening	2	13	7	44	5	6	9	18	5	1	110
Speaking	3	13	7	44	5	6	9	19	5	1	112
Reading	3	13	7	43	5	6	9	16	5	1	108
Writing	2	13	6	42	4	5	9	11	5	1	98
Non-verbal communication	0	10	7	39	4	6	5	16	5	1	93
Use of technology	3	13	6	35	5	5	8	17	5	1	98

3. How do you help students to identify short and long term goals?	ABE (3)	BIT (14)	DSPS (7)	ESL (45)	HSDP (5)	HOSPITALITY (6)	CTE (9)	OA (19)	PARENT ED (5)	CNA (1)	TOTAL (114)
Needs assessment	3	9	4	38	4	2	5	11	5	0	81
Pre test (formal/informal)	3	6	5	30	5	3	7	6	2	0	67
Goal setting activities	2	10	6	34	3	5	8	17	4	1	90
Implement student educational contracts/plans	1	10	4	12	3	3	5	6	3	1	48
Refer students to counselors	2	11	6	28	4	4	5	5	4	1	70
Other	1	7	2	16	0	2	3	3	4	0	38

4. How do you utilize community resources in your class?	ABE (3)	BIT (14)	DSPS (7)	ESL (45)	HSDP (5)	HOSPITALITY (6)	CTE (9)	OA (19)	PARENT ED (5)	CNA (1)	TOTAL (114)
Lessons on accessing community resources	1	6	6	26	1	3	5	11	4	0	63

4. How do you utilize community resources in your class?	ABE (3)	BIT (14)	DSPS (7)	ESL (45)	HSDP (5)	HOSPITALITY (6)	CTE (9)	OA (19)	PARENT ED (5)	CNA (1)	TOTAL (114)
Research projects (student)	1	8	4	19	3	3	4	6	3	0	51
Access the internet	2	13	7	36	5	4	7	15	5	1	95
Guest speakers	0	8	4	21	3	5	8	7	5	0	61
Field trips	0	1	2	5	0	4	4	10	4	0	30
Collaboration with school or community groups or industry groups	1	7	4	7	1	3	7	10	4	0	44
Orientation materials	1	12	4	35	3	4	7	7	5	0	78
Other	1	5	1	9	0	2	1	4	1	0	24

5. How do you determine if students have demonstrated learning gains or competencies relevant to their needs and course objectives?	ABE (3)	BIT (14)	DSPS (7)	ESL (45)	HSDP (5)	HOSPITALITY (6)	CTE (9)	OA (19)	PARENT ED (5)	CNA (1)	TOTAL (114)
Document outcomes	1	8	6	38	3	5	5	9	4	1	80
Student questionnaires	1	2	3	24	3	3	2	5	3	0	46
Follow-up surveys	0	6	2	19	3	0	3	3	1	1	38
Tests	3	12	3	41	5	4	8	5	2	1	84
Applied performance	1	11	5	26	4	5	7	16	3	1	79
Informal observation	3	13	7	39	5	5	8	16	5	1	102
Projects or products completed	2	13	3	27	4	6	8	11	4	0	78
Other	2	4	3	11	0	2	1	6	3	0	32

6. What formal and informal assessments do you use in your classroom or program?	ABE (3)	BIT (14)	DSPS (7)	ESL (45)	HSDP (5)	HOSPITALITY (6)	CTE (9)	OA (19)	PARENT ED (5)	CNA (1)	TOTAL (114)
Textbook tests	3	8	1	35	3	2	8	1	0	1	62
Teacher made tests	3	9	4	35	4	5	7	2	2	1	72
Student/peer feedback	2	9	5	33	5	5	8	16	4	1	88
Demonstrate industry standards	0	11	2	13	0	5	9	10	3	1	54
Portfolios	1	8	3	15	1	4	3	7	4	0	46
Standardized tests	1	4	0	35	4	3	6	0	0	0	53
Teacher/Counselor feedback	2	13	6	30	2	6	7	14	3	1	84
Family feedback	0	2	2	4	0	0	0	4	4	0	16
Informal observation	2	11	5	38	5	5	8	16	5	1	96
Other	0	4	3	11	1	1	0	4	1	0	25

7. Describe ways you use technology in your classroom.	ABE (3)	BIT (14)	DSPS (7)	ESL (45)	HSDP (5)	HOSPITALITY (6)	CTE (9)	OA (19)	PARENT ED (5)	CNA (1)	TOTAL (114)
Computers/laptops	3	13	7	37	5	4	8	8	4	1	90
Mobile devices	2	8	5	26	4	4	6	8	2	1	66
Overheads/projectors	2	13	5	40	3	6	6	8	4	1	88
Videos/document projectors	3	10	5	35	4	5	8	6	3	1	80
Smartboards	1	3	4	5	3	0	2	0	1	0	19
Language master machines	0	0	0	2	0	0	0	0	0	0	2
Presentation software	2	13	5	22	3	3	7	2	4	1	62
Email	1	11	4	25	2	5	7	13	4	1	73
Internet/websites	3	12	6	39	5	4	8	12	4	1	94
Referrals to computer labs	2	5	5	24	1	1	3	2	1	0	44
Distance learning	0	9	2	3	0	2	1	2	0	0	19
Other	0	1	0	11	1	2	0	5	3	0	23

8. What strategies do you use to provide a relevant course of study for your students?	ABE (3)	BIT (14)	DSPS (7)	ESL (45)	HSDP (5)	HOSPITALITY (6)	CTE (9)	OA (19)	PARENT ED (5)	CNA (1)	TOTAL (114)
Use of district course outline	2	10	5	36	5	4	6	11	4	0	83
Use of a course syllabus	3	13	5	44	5	6	9	19	4	1	109
Use of Public Folders	1	6	2	43	2	4	1	1	3	0	63
Needs assessment forms	2	4	4	34	1	0	2	6	2	0	55
Pre-post interviews with students/surveys	2	7	5	23	3	5	6	6	4	0	61
Preview and access new materials	3	11	6	38	4	6	7	10	4	1	90
Access research and/or attend workshops in my content area	2	10	5	37	4	5	7	12	4	1	87
Interact with members of the community/industry in which my students live and work	1	10	5	17	2	5	6	11	4	1	62
Teach to current discipline/industry standards	2	12	4	31	4	5	7	12	4	1	82

8. What strategies do you use to provide a relevant course of study for your students?	ABE (3)	BIT (14)	DSPS (7)	ESL (45)	HSDP (5)	HOSPITALITY (6)	CTE (9)	OA (19)	PARENT ED (5)	CNA (1)	TOTAL (114)
Other	1	3	1	8	0	1	1	3	0	0	18

APPENDIX E: SDCE 2016 Classroom Observation Study Student Interview Results

1. Why are you taking this class? (What skill/knowledge do you expect to gain?)	ABE (3)	BIT (14)	DSPS (7)	ESL (45)	HSDP (5)	HOSPITALITY (6)	CTE (9)	OA (19)	PARENT ED (5)	CNA (1)	TOTAL (114)
High School Diploma/GED	6	0	3	22	10	1	0	2	0	0	44
Improve Skills	2	24	7	65	8	5	10	20	6	0	147
Get a job/get a better job	3	21	5	50	8	7	14	2	3	2	115
Improve communication	2	6	7	65	4	1	2	6	4	0	97
Personal growth/knowledge	3	22	9	45	6	8	10	30	8	0	141
Citizenship	1	0	0	24	0	0	0	0	0	0	25
Transfer to College	1	8	2	31	4	2	4	0	3	0	55
Transfer to employment training course	1	3	2	24	4	1	4	0	0	0	39
Other	2	7	2	21	0	2	5	15	2	0	56

2. What do you plan to do when you finish this course?	ABE (3)	BIT (14)	DSPS (7)	ESL (45)	HSDP (5)	HOSPITALITY (6)	CTE (9)	OA (19)	PARENT ED (5)	CNA (1)	TOTAL (114)
Take another course in Continuing Education	6	17	11	68	6	6	10	24	9	2	159
Look for a job/better job	2	18	4	49	8	7	11	1	2	0	102
Enter employment training	1	3	0	18	6	1	7	1	0	0	37
Enroll in a college course or program	1	8	2	31	7	3	4	0	1	0	57
Other	2	8	1	19	0	5	3	18	2	0	58

4. In you class, do you do any of these things? Check all that apply.	ABE (3)	BIT (14)	DSPS (7)	ESL (45)	HSDP (5)	HOSPITALITY (6)	CTE (9)	OA (19)	PARENT ED (5)	CNA (1)	TOTAL (114)
Participate in classroom discussion	6	21	13	84	7	12	18	37	10	1	209
Follow and give directions	6	23	12	79	9	11	17	29	9	1	196

4. In you class, do you do any of these things? Check all that apply.	ABE (3)	BIT (14)	DSPS (7)	ESL (45)	HSDP (5)	HOSPITALITY (6)	CTE (9)	OA (19)	PARENT ED (5)	CNA (1)	TOTAL (114)
Read	4	25	13	88	10	12	18	34	8	1	213
Write	6	22	14	88	10	11	16	20	6	1	194
Work in pairs of groups	6	15	11	86	7	10	15	29	8	1	188
Check your own progress	6	26	9	79	10	9	13	27	6	1	186
Go on field trips	0	2	4	11	0	5	5	19	7	1	54
Listen to guest speakers	2	12	8	41	2	6	10	10	10	1	102
Work on class projects	5	21	7	50	8	10	11	24	8	1	145
Report to the whole class	3	9	8	49	1	7	7	20	6	1	111
Help with classroom tasks or jobs	4	15	10	61	4	9	13	28	9	1	154
Help other students	6	25	13	77	7	12	16	34	9	1	200
Take tests and quizzes	6	26	8	77	9	7	15	2	3	1	154
Produce a product	0	20	5	26	1	11	8	28	4	1	104

4. In you class, do you do any of these things? Check all that apply.	ABE (3)	BIT (14)	DSPS (7)	ESL (45)	HSDP (5)	HOSPITALITY (6)	CTE (9)	OA (19)	PARENT ED (5)	CNA (1)	TOTAL (114)
Use the computer	6	28	14	60	10	7	9	12	1	1	148
Use the internet	6	28	10	53	9	10	10	15	1	1	143
Use class website	4	22	6	35	6	8	6	7	2	1	97
Use email	2	22	7	35	6	8	8	13	4	1	106
Use other learning tools	6	12	0	13	3	5	6	5	10	2	62
Video	6	8	9	42	2	6	8	13	4	2	100
Tape recorder	0	1	2	18	0	3	0	6	0	0	30
Books	4	20	6	62	7	9	12	19	3	0	142
Equipment	2	18	3	31	2	8	11	15	1	0	91
Telephone/fax machine, etc.	0	2	0	16	2	1	2	4	1	0	28
Do assignments outside of class	6	8	2	33	5	6	5	13	6	2	86
Homework	6	21	6	67	8	9	12	20	4	2	155

4. In you class, do you do any of these things? Check all that apply.	ABE (3)	BIT (14)	DSPS (7)	ESL (45)	HSDP (5)	HOSPITALITY (6)	CTE (9)	OA (19)	PARENT ED (5)	CNA (1)	TOTAL (114)
Community assignments	1	4	1	16	2	4	9	11	2	2	52

5. How do you know you are leaning in this class?	ABE (3)	BIT (14)	DSPS (7)	ESL (45)	HSDP (5)	HOSPITALITY (6)	CTE (9)	OA (19)	PARENT ED (5)	CNA (1)	TOTAL (114)
Regular tests	6	24	5	78	8	5	13	1	0	2	142
Cumulative exam (mid-terms/final/chapter tests)	3	17	0	35	6	4	8	0	1	2	76
Exit requirements for certificates of completion	3	19	0	41	5	8	12	0	3	2	93
Teacher/Counselor comments	6	24	12	68	8	11	9	32	6	2	178
Student educational contracts (SECs) or signed list of what you agree to learn/do for your education	1	8	4	17	4	3	4	2	0	0	43

5. How do you know you are leaning in this class?	ABE (3)	BIT (14)	DSPS (7)	ESL (45)	HSDP (5)	HOSPITALITY (6)	CTE (9)	OA (19)	PARENT ED (5)	CNA (1)	TOTAL (114)
Checklists of competencies (skills) mastered	4	18	4	36	6	6	10	4	4	2	94
Demonstration of skills learned (e.g. completed projects)	4	25	12	41	6	11	15	29	5	2	150
Pre-post tests (tests at the beginning and end of the semester or chapter)	6	11	1	48	6	3	7	2	0	0	84
Collection of my work in a portfolio	4	19	5	37	6	10	11	20	4	2	118
Student/Family feedback	4	14	9	54	4	8	6	28	5	2	134
Self-perceived progress or reported improvement in applied tasks (I am learning and getting better)	6	23	7	61	6	11	12	26	5	0	157
Long and/or short term goals met	5	26	3	52	6	11	11	26	7	0	147
Student Tutoring	3	6	2	14	0	4	0	11	0	2	42

5. How do you know you are leaning in this class?	ABE (3)	BIT (14)	DSPS (7)	ESL (45)	HSDP (5)	HOSPITALITY (6)	CTE (9)	OA (19)	PARENT ED (5)	CNA (1)	TOTAL (114)
Receipt of grade/certificate/diploma	3	19	30	50	6	6	14	2	3	2	135
Other	2	7	0	11	0	2	5	8	3	0	38

Role / function	Community Organizations and Services & Housing Facilities	Faith-Based Organizations	Industry-Business (including health care) / Advisory Groups / etc.	Educational (including K-12) / Governmental / Quasi-governmental / Other
Off-site / Collaborations	• Alpha Project for the Homeless • ARC of San Diego • Avalon at Mission Bay Apartments • Bayside Community Center • Blind Community Center • Brighton Place • Canyon Villas • Canyon Villas Retirement • Casa De Manana • College Avenue Senior Center/Jewish Family Service • Elmcroft Senior Living • Fourth District Senior Resource Center • Lawrence Family Jewish Community Center • Loma Riviera Community Association • Merrill Gardens at Bankers Hill • Neighborhood House Association, and Senior Nutrition Center • Mira Mesa Senior Center • Nazareth Retirement Home • Orchard Apartments • Pacific Beach Women's Club • Point Loma Assembly	• All Souls Episcopal Church • Bethel AME Church • Calvary Temple Assembly of God Church • Christ Evangelical Lutheran Church • Covenant Presbyterian Church • Encanto Southern Baptist Church • First Unitarian Church • Jewish Family Services • Joan and Ray Croc Community Center (Salvation Army) • Pacific Beach Presbyterian Church • St. Agnes Catholic Church • Westminster Presbyterian Church	• Active Care at Point Loma • Alzheimer Family Center • Arroyo Vista Convalescent Center • Associated General Contractors • Atria Collwood • Balboa Nursing and Rehab • Brookdale at Claremont Senior Living • Campland on the Bay • Care with Dignity Convalescence Hospital • Clairemont Villa Adult Day Health Center • Cloisters of Mission Hills • Cloisters of the Valley Assisted Care • Dancing Unlimited • Jacob Health Care Center • Kearny Mesa Convalescent Hospital • La Jolla Nursing and Rehab Center • Lifehouse San Diego Health Care Center • Mission Hills Health Care Center • Mission Hills Post Acute • Point Loma Convalescent Hospital • REO Vista Health Care Center • ST. Paul's McColl Health Center, Villa, and Manor	• Balboa ES (SDUSD) • Benjamin Library (Branch - San Diego Public Library • Cadman Recreation Center (San Diego Parks and Recreation Centers) • Cherokee ES (SDUSD) • City of San Diego Community Peninsula Community Service Center • Doyle Recreation Center (San Diego Parks and Recreation) • Home Economics Center (Mission Bay High, SDUSD) • Hoover Senior High School (SDUSD) • Kearny Mesa Recreation Center • Kimborough ES (SDUSD) • Lewis Middle School (• Lewis Middle School (SDUSD) • Logan Heights Branch (SD Public Library) • Marine Corp Air Station Miramar • Marshal ES (SDUSD) • Mira Mesa Branch Library

Role / function	Community Organizations and Services & Housing Facilities	Faith-Based Organizations	Industry-Business (including health care) / Advisory Groups / etc.	Educational (including K-12) / Governmental / Quasi-governmental / Other
	• Redwood Villa Senior Housing • Summerville at Clairemont • The Patrician • Tifereth Israel Synagogue • Wesley Palms • White Sands of La Jolla Apartments • Memorial Senior Citizens Center • Horton House		• Sunrise Assisted Living • The Glenner Memory Care • University Care Center **CLINICAL SITE FOR HEALTHCARE CAREERS PROGRAM** • Golden Hills Subacute and Rehab • Neighborhood House Adult Health Day Care • Pace • San Diego Healthcare Center • San Diego Post-Acute Center • St Paul's Senior Homes and Services • St. Paul's McColl's Health Center • Stanford Court Nursing Center of Santee	• Mission Valley Library Branch (San Diego Public Library) • North Clairemont Recreation Center (SD Parks and Recreation) • North Park Recreation Center (SD Parks and Recreation) • Saddleback Community College • San Diego High School (SDUSD) • San Diego Parks and Recreation Centers (North Park Recreation Center) • San Diego Public Library (Central Branch) • San Diego Regional Adult Education Consortium • San Diego Unified School District (SDUSD) • Scripps Miramar Ranch Library (San Diego Public Library) • USS Midway Museum
Advisory Services	• Immigration Services, Catholic Charities • Refugee Services, Catholic Charities • International Rescue		• **SDCE Allied Health Advisory Council** (Accent Care, Clairmont Healthcare and Wellness Center, Comfort Keepers, Heritage Senior Care,	• Learning Choice Learning Academy (Barbara Pongsrikul) • Office of Council Member Alvarez

Role / function	Community Organizations and Services & Housing Facilities	Faith-Based Organizations	Industry-Business (including health care) / Advisory Groups / etc.	Educational (including K-12) / Governmental / Quasi-governmental / Other
	Committee • Jewish Family Services		In-home Support Services Public Authority, In Home Support Services IHSS, Interim Hospice, Kaiser Permanente, La Jolla Nurses, Sharp Health, St Paul's Senior Homes & Services, Villa Rancho Bernardo) • **SDCE Fashion Advisory Board** (F.D.I.M, Rady Children's Hospital, SD Mesa College Fashion Program, Wounded Warriors, Vision Art Museum, Cool-Jams, Inc, Cool-Jams, Inc, Central Sewing, Lambs, etc.) • **SDCE Culinary Arts Advisory Board** • **SDCE Parent Education Community and Advisory Partners** (Walden Family Services, Mental Health America, Pacific Oaks College, San Diego Association for the Education of Young Children, Ericson Elementary School—SDUSD, Riverview International Language Academy, Anti-Defamation League, Educational Enrichment Systems, Inc., Harold J. Ballard	• San Diego Cooperative Charter School (Michelle Fischthal) • San Diego Housing Commission • San Diego Regional Center • USCIS

Role / function	Community Organizations and Services & Housing Facilities	Faith-Based Organizations	Industry-Business (including health care) / Advisory Groups / etc.	Educational (including K-12) / Governmental / Quasi-governmental / Other
			Center—SDUSD, La Mesa Methodist Preschool, Walker Elementary School—SDUSD • **SDCE Digital Media Advisory Board** (Almos & Associates, Nuvasive, ThunderActive, Alpha Spine Inc., Miracosta College) • **SDCE Perkins Advisory Committee** (Staff Smart, Nexus IS/Solutions, Cricket Communications, Learning Technologies, Cymer Inc., City of San Diego Dept. of IT, • **San Diego County Aging and Independent Services Advisory Council** • **San Diego Community College District Auto Tech Advisory Committee** (Summit Transmissions, Napa Auto Parts, Automotive Service Councils of California, Mark Auto Strategies, De la Fuente Cadillac) • National Osteoporosis Foundation • American Heart Association • American Welding Society – San Diego Chapter • American Diabetes Association	

Role / function	Community Organizations and Services & Housing Facilities	Faith-Based Organizations	Industry-Business (including health care) / Advisory Groups / etc.	Educational (including K-12) / Governmental / Quasi-governmental / Other
Social Services	• Rise Up Industries • Townspeople San Diego IRC • Refugee Services, Catholic Charities • Alliance for African Assistance • Jewish Family Services		• Aging and Independence Services (AIS) Advisory Council • San Diego Council on Aging	
Economic Development	• City Heights Community Development Corporation • Get Empowered Today • International Rescue Committee		• San Diego Regional Chamber of Commerce	
Employment / Employment Development	• Children of the Rainbow • Goodwill Industries of San Diego County • Mental Health America • Peninsula YMCA • Chicano Federation • Home Start Inc. • Nile Sisters Development Initiative	• Paradise Valley Seventh-Day Adventist Church	• Able Patrol and Guard • Advantage • Balboa International Market • Bara's Foundation • Bayview Assisted Living Center • BigBen Market • CP Kelco • Hilldale Habilitation Center • HSW Brothers Inc. • John Hine Pontiac • Law Offices of Sean O'Keefe • Maxoto Auto Service • Moody Lunch Service • NASSCO • Paradise Village Convalescent Home • Ryan Bros. Coffee (?) • San Diego Psychological Association • White Digital Media Group	• San Diego Workforce Partnership • South Metro Career Center • Metro Career Center • About San Diego Mature Workers Coalition • Miracle Moments Pre School • Legacy of Learning

Role / function	Community Organizations and Services & Housing Facilities	Faith-Based Organizations	Industry-Business (including health care) / Advisory Groups / etc.	Educational (including K-12) / Governmental / Quasi-governmental / Other
Facilities Users	• IRA Aldridge Repertory Players (ECC Theater) • Common Ground Theater (ECC Theater) • Girls with Goals (ECC Parking Lot) • San Diego Rock Art Association • Vietnam Veterans' Memorial Group (car show) • Montford Point Marines Association • Project New Village	• Rock Church ("Toys for Joy")	• San Diego County Credit Union (ECC) • Emeritus Conference ETI: • International Rescue Committee • Quantum Designs • The Hiller Companies • Covered California • RHA • The Grand Manchester Hyatt • Tasman Consulting • Port of San Diego • Solar Gard – A division of Saint Gobain • Del Mar Fair Grounds • San Diego Regional Airport Authority	• USCIS (Mid-City, North City) • Hip Hop Health and Wellness 5K • CATESOL San Diego Chapter
Events / Awards / Sponsorships	• Eat Drink Read (SD Literacy Council) • Los Dos Chefs Fundraiser and Scholarship (SDCE Foundation) • ABI Program Anne Heller Scholarship (San Diego Brain Injury Foundation) • Survive Headstrong Walk (California's Brain Injury Association) • KIPP • All Peoples Breakfast • Jackie Robinson Family		• Upholstery Project (NASSCO) • LEED Gold Certification (U.S. Green Building Council) • Asian Business Association (ABA)	• MLK Day Parade (Yearly - City of San Diego) • (League for Innovation) • Orchid Award (CE Mesa, 2013 -- San Diego Architectural Foundation) • Promising Practices Award, 2015? (ACCE • Hip Hop Health and Wellness 5K • Live Well Designation- Award (County of San Diego) • San Diego Count MLK

Role / function	Community Organizations and Services & Housing Facilities	Faith-Based Organizations	Industry-Business (including health care) / Advisory Groups / etc.	Educational (including K-12) / Governmental / Quasi-governmental / Other
	• YMCA Human Dignity Breakfast • Barrio Station Dinner • Cesar Chavez Service Clubs Breakfast • Cesar Chavez Community Breakfast • The Bee (SD Council on Literacy) • "In a Word" event • Harvey Milk Diversity Breakfast • California Alliance of African American Educators (CAAAE) • Labor's Alliance			• Educators' Breakfast • California Council for Adult Education (CCAE) • California for Adult & Experiential Learning (CAEL) • League for Innovations • Community College League of California (CCLC) • Association of California Community College Administrators (ACCA) • San Diego City College Foundation • Faculty Association of Community Colleges (FACC) • SDSU Research Foundation • Association of Community and Continuing Education (ACCE) • American Association of Community Colleges

APPENDIX G: SDCE Certificate Programs, Spring 2016
(73 programs)

ABE/ASE
Elementary Basic Skills
General Educational Development
Secondary Education Completion

BIT
Account Clerk
Administrative Assistant
CISCO Certified Network Associate
Computer Repair and Service Technician
Computer Repair Technician Program
Data Entry Specialist
Desktop Operating Systems
Desktop Technician Program
Front Desk/Office Assistant
Front End Web Developer I
Front End Web Developer II
Interactive Media Certificate
Linux Server Administration
Mobile Application Development
Multimedia Specialist
Network Security Specialist Certificate
Network Systems Specialist
Network Technician
Project Management
Security Essentials
Server Essentials
Small Business Growth
Small Business Planning
Web Server
Web Server Maintenance and Security
Web Server Technologies and Applications
Web Specialist
Windows System Administration

ESL
Advanced English as a Second Language
Beginning English as a Second Language
English as a Second Language
Intermediate English as a Second Language
Pre-Vocational English as a Second Language

CTE/Heavy Vocational

Air Conditioning and Heating
Appliance/Refrigeration/Air Conditioning Repair
Auto Body and Paint Technician
Automotive Technician
Brake/Suspension and Light Service Technician
Combined Upholstery Trades
Electronic and Soldering Technology
Electronic Technician
Gas Metal and Flux Cored Arc Welding Program
Gas Tungsten Arc Welding
Graphic Reproduction
Inspection and Vehicle Preparation Technician
Introduction to Diesel Technology
Machine Shop
Metal Fabrication
Pipe Welding
Pipe Welding/Pipe Fitting
Plumbing
Shielded Metal Arc Welding
Steel Fabrication
Structural Welding
Weatherization

Healthcare Careers
Medical Office Assistant
Nurse Assistant Acute Care
Nurse Assistant Rehabilitative
Nursing Assistant Training
Personal Care Assistant/Caregiver

Hospitality and Consumer Sciences
Clothing Construction
Culinary Arts
Culinary Arts Advanced
Culinary Arts and Sciences
Food Preparation for Health Care Professionals
Professional Bakeshop Skills
Sewn Product Business

Parent Education
Child Development 1
Child Development 2

APPENDIX H: SDCE New Certificate Programs, 2010-2016
(33 Programs)

BIT
Computer Repair Technician Program
Desktop Operating Systems
Desktop Technician Program
Front End Web Developer I
Front End Web Developer II
Linux Server Administration
Mobile Application Development
Network Technician
Project Management
Security Essentials
Server Essentials
Small Business Growth
Small Business Planning
Web Server Technologies and Applications
Windows System Administration

CTE/Heavy Vocational
Air Conditioning and Heating
Brake/Suspension and Light Service Technician
Electronic Technician
Gas Metal and Flux Cored Arc Welding Program
Gas Tungsten Arc Welding
Metal Fabrication
Pipe Welding
Plumbing
Shielded Metal Arc Welding
Weatherization

ESL
Advanced English as a Second Language
Beginning English as a Second Language
Intermediate English as a Second Language

Healthcare Careers
Nurse Assistant Acute Care
Nurse Assistant Rehabilitative
Personal Care Assistant/Caregiver

Hospitality and Consumer Science
Culinary Arts Advanced
Culinary Arts and Sciences

APPENDIX I: SDCE New Courses, 2010-2016
(60 Courses)

ABE/ASE

Basic Education, Language Arts, Beginning Level
Basic Education, Language Arts, Intermediate Level
Basic Education, Math, Beginning Level
Basic Education, Math, Intermediate Level
Biology 1
Biology 2
Earth Science 1
Earth Science 2

BIT

Content Management Systems
Design Principles
Linux Essentials
Linux Server Technologies
Mobile Application HTML Development
Mobile Application Publication
Mobile Software Development Platform
Network Security Basics
Project Management I
Project Management II
Responsive Web Design
Server Administration Fundamentals
Server Side Web Development
Small Business Essentials
Small Business Marketing
Small Business Planning
Small Business Sales
Small Business Skills
User Interface Design
Web Programming Beginning
Web Programming Intermediate
Website Promotion
Windows Operating Systems

CTE/Heavy Vocational

Advanced Driveability & Performance
Air Conditioning/Heating I
Air Conditioning/Heating II
Electronic Technician I
Electronic Technician II
Flux Cored Arc Welding
Gas Metal Arc Welding
Gas Tungsten Arc Welding I
Gas Tungsten Arc Welding II
Metal Fabrication I
Metal Fabrication II
Pipe Welding I
Pipe Welding II
Plumbing I
Plumbing II
Plumbing III
Shielded Metal Arc Welding I
Shielded Metal Arc Welding II
Weatherization I
Weatherization II

ESL

Healthcare Careers

Healthcare Careers

Acute Care Nurse Assistant
Personal and Home Care Aide
Restorative Nurse Assistant

Hospitality and Consumer Sciences

Culinary Arts Advanced I
Culinary Arts Advanced II
Culinary Arts and Sciences I
Culinary Arts and Sciences II
Sewing Fundamentals II

APPENDIX J: SDCE CTE Credit by Exam Courses

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION CREDIT BY EXAM MASTER LIST
2015-2016

AUTOMOTIVE TECHNOLOGY

Continuing Education Course(s) or Program	College Course(s)	College Course Names	Units	College Site	CE Site
Brakes Suspension and Driveline – AUTO 507	AUTO 076 AUTO 078	Automotive Brake Systems Suspension, Steering & Handling	4 4	Miramar	SDCCD CE Campuses Next Review: 2017
Engine/Electrical/Performance – AUTO 507A	AUTO 056 AUTO 061	Engine and Related Systems Basic Electricity and Electrical Systems Fundamentals	4 4	Miramar	SDCCD CE Campuses Next Review: 2017
Advanced Drivability & Performance – AUTO 507 B	AUTO 065	Engine Performance	4	Miramar	SDCCD CE Campuses Next Review: 2017
Quick Service/Lube Pre-delivery – AUTO 600 AND Automotive Introductory and Safety – AUTO 601	AUTO 053	Introduction to Automotive Technology	3	Miramar	SDCCD CE Campuses Next Review: 2017

BUSINESS INFORMATION TECHNOLOGY/OFFICE SYSTEMS

Continuing Education Course(s) or Program	College Course(s)	College Course Names	Units	College Site	CE Site
Word Processing: Beginning – OFSY 596	CBTE 120	Beginning Microsoft Word	2	City, Mesa, Miramar	SDCCD CE Campuses Next Review: 2016
Word Processing: Advanced – OFSY 599	CBTE 122	Intermediate Microsoft Word	3	City, Mesa, Miramar	SDCCD CE Campuses Next Review: 2016
Spreadsheets: Beginning – OFSY 575	CBTE 140	Microsoft Excel	2	City, Mesa, Miramar	SDCCD CE Campuses Next Review: 2016
Database Systems: Beginning – OFSY 510 AND Database Systems Intermediate – OFSY 511	CBTE 152	Beginning Microsoft Access	2	City, Miramar	SDCCD CE Campuses Next Review: 2016
Keyboarding-Multilevel – OFSY 541	CBTE 101 OR CBTE 094	Keyboarding for Computers	1	Mesa	SDCCD CE Campuses Next Review: 2016
Internet Basics – OFSY 516	CBTE 161	Learning the Internet	1	Mesa	SDCCD CE Campuses Next Review: 2016
Computer Presentations – COMM 614	CBTE 127	Introduction to PowerPoint	2	City, Mesa, Miramar	SDCCD CE Campuses Next Review: 2016

CULINARY ARTS MANAGEMENT

Continuing Education Course(s) or Program	College Course(s)	College Course Names	Units	College Site	CE Site
Culinary Arts I – FDNT 671 AND Culinary Arts II – FDNT 672 AND Culinary Arts III – FDNT 673 AND Culinary Arts IV – FDNT 674 AND Culinary Arts V – FDNT 675 AND Culinary Arts VI – FDNT 676	CACM 101 CACM 105 CACM 110	Sanitation, Safety and Equipment Fundamentals of Food Production Theory Fundamentals of Cooking & Service	3 3 4	Mesa	SDCCD CE Campuses Next Review: 2016

CHILD DEVELOPMENT

Continuing Education Course(s) or Program	College Course(s)	College Course Names	Units	College Site	CE Site
Family Home Daycare Training – HMDV 533	CHIL 176	Principals of Infant/Toddler Caregiving	3	City, Mesa, Miramar	SDCCD CE Campuses UNDER REVIEW

CLOTHING TEXTILES

Continuing Education Course(s) or Program	College Course(s)	College Course Names	Units	College Site	CE Site
Sewing Fundamentals – CLTX 620 Sewing Like a Professional – CLTX 630 Contemporary Tailoring – CLTX 635	FASH 130 FASH 199A	Apparel Construction I Fashion Laboratory A	3 1	Mesa	SDCCD CE Campuses Next Review: 2016

MULTIMEDIA

Continuing Education Course(s) or Program	College Course(s)	College Course Names	Units	College Site	CE Site
Interactive Media – COMM 630 AND Interactive Media-Multimedia – COMM 630A AND Interactive Media-Web – COMM 630B	MULT 101 MULT 121 MULT 123 MULT 112 CBTE 175	Introduction to Multimedia Digital Image Editing I: Introduction to Photoshop Digital Video Beginning Flash Publishing and Digital Design I: Using In Design	4 3 3 4 3	Mesa	SDCCD CE Campuses Next Review: 2016

WEB DESIGN

Continuing Education Course(s) or Program	College Course(s)	College Course Names	Units	College Site	CE Site
Web Programming Beginning – COMM 641	WEBD 162	Beginning Web Site: HyperText Markup Language (HTML) and Cascading Style Sheets (CSS)	2	Mesa	SDCCD CE Campuses Next Review: 2017
User Interface Design – COMM 642 AND Design Principles COMM 643	MULT 127	Creating User Centered Content	3	Mesa	SDCCD CE Campuses Next Review: 2017
Web Programming Intermediate – COMM 644	WEBD 170	Javascript Fundamentals for Web Development	2	Mesa	SDCCD CE Campuses Next Review: 2017
Responsive Web Design – COMM 646 AND Design Principles – COMM 643	WEBD 168	Intermediate HTML and CSS Cascading Style Sheets (CSS) For Web Design	3	Mesa	SDCCD CE Campuses Next Review: 2017

APPENDIX K: SDCE Online Hybrid Courses, Spring 2016

BIT - Business and Accounting
- Accounting - Beginning
- Accounting - Intermediate
- Computerized Accounting
- Marketing for Small Business
- Management Dynamics
- Project Management I
- Small Business Essentials
- Small Business Planning
- Small Business Skills
- Small Business Sales
- Small Business Marketing

BIT - IT
- Cisco Academy Course 3
- Cisco Academy Course 4
- Cisco Network Security 1
- Design Principles
- Interactive Media - Multimedia
- Interactive Media - Print
- Interactive Media - Web
- Linux Essentials
- User Interface Design
- Web Server Maintenance & Security 1
- Web Server Maintenance & Security 2

BIT - Office Skills
- Digital Editing
- Microcomputer Basics
- Motion Graphics
- Spreadsheets - Beginning

Emeritus
- Effective Communications
- Health Education for Older Adults
- Music Appreciation for Older Adults
- Social Studies for Older Adults

ESL
- ESL/Citizenship

Parent Education
- Family Home Day Care Training

Glossary

AB1234	Assembly Bill requiring districts to provide ethics training to their local officials
AB86	Assembly Bill 86 (2013); California legislative action which established the Adult Education Block Grant (AEBG – qv) and other changes to the provision of adult education throughout the state
ABE	Adult Basic Education
ABI	Acquired Brain Injury
Academic Senate	A recognized shared governance body, representing the certificated faculty of SDCE; the Academic Senate has specific purview and consultative authority, provided by law, over academic and professional matters as they relate to the faculty and instruction
ACCUPLACER	Tests knowledge in math, reading and writing. Used by the colleges as part of the enrollment process.
ACE	Association of Confidential Employees; the bargaining agent for confidential employees not otherwise represented by another agent
ACE2	Accelerated College English; partnership between CE and Mesa College that facilitates a smooth transition of students from noncredit to credit.
ACS	Accrediting Commission for Schools; a subdivision of WASC
ACS	Accreditation Steering Committee; a recognized shared governance committee of SDCE
ADA	Americans with Disabilities Act
AEBG	Adult Education Block Grant; a state funding program providing specific funds for the provision of adult education through certain providers, as defined by regional consortia of adult educators and local K-12 school districts
AEFLA	Adult Education and Family Literacy Act
AFT	American Federation of Teachers; the exclusive bargaining agent for both faculty and non-managerial classified staff in the San Diego Community College District (Local 1931)
AGC	Administrative Governance Council; a shared governance body comprised of executive management, deans, faculty, and classified staff. This council was replaced by revisions to the EGC (qv) and the establishment of a Dean's Council effective July 2016.
AICPA	American Institute of Certified Public Accountants
ALICE	Active Shooter Civilian Response Training
AP	Administrative Procedure
ARCC	Access, Retention and Completion Committee: serves in an advisory capacity to support Continuing Education planning, and reaching institution-wide strategic enrollment objectives.
ASCD	Association of Supervision and Curriculum Development
ASB	Associated Student Body; a recognized organization of students at each campus, charged with providing a participatory process for students in the institution
ASE	Adult Secondary Education; Automotive Service of Excellence
ASVAB	Armed Service Vocational Aptitude Battery
AT	Access Technology; provides service to DSPS students
AWS	American Welding Society
A+	Starting point for a career in IT. Performance based exam that validates understanding of the most common hardware and software technologies in business.
BAM	Budget and Accounting Manual
BIRT	Bias Incident Response team
BIT	Business and Information Technology
BP	Board Policy
BPDC	Budget Planning and Development Council; entrusted with the task of making recommendations to the Chancellor on districtwide budget and planning issues.
BSI	Basic Skills Initiative
CALPRO	California Adult Literacy Professional Development Project
CalWORKs	California Work Opportunity and Responsibility to Kids; an aid program provided by the state of California for eligible needy families, providing cash and certain services.
Campus Allocation Model	Determines the actual amount of funding allocated to the colleges and Continuing Education.
CAPED	California Association for Postsecondary Education and Disability

Glossary

CASAS	Comprehensive Adult Student Assessment Systems; an assessment instrument employed by various academic programs for placement of students by English and mathematic preparedness
CAT	California Auto Teachers
CATESOL	California Teachers of English to Speakers of Other Languages
CBA	Collective Bargaining Agreement
CBEST	California Basic Educational Skills Test; Developed to meet requirements of laws relating to credentialing and employment.
CBET	Community-based English Training
CBO	Community Based Organization
CCC	California Community Colleges
CCCAOE	California Community College Association of Occupation Education
CCCCO	California Community Colleges Chancellor's Office; occasional out-dated references may also refer to this as the "System Office"
CCCConfer	A California Community College system wide web- and tele-conferencing system
CCCEOA	California Community College Educators of Older Adults
C-CERT	Campus Community Emergency Response Team
CCLC-JPA	California Retiree Health Benefit Program with Joint Powers Agency
CCRS	College and Career Readiness Standards
CDCP	Career Development and College Preparation; a designation for certain non-credit courses offered through SDCE that are funded at a different rate than other non-credit courses
CE	(San Diego) Continuing Education
CE Advantage	Facilitated the transition and gave SDCE students priority in registration for credit college classes in San Diego City College, San Diego Mesa College, and San Diego Miramar College when colleges were heavily impacted and student demand for classes much exceeded class offerings.
CEUs	Continuing Education Units
CISCO	Certified Network Administrator
Classified Senate	A recognized shared governance body, representing the non-certificated staff of SDCE, including certain supervisors and managers who are not otherwise classified as academic administrators; the Classified Senate appoints individuals to serve on committees, and provides input to the institution on matters related to the classified service
COABE	Commission on Adult Basic Education
Community College League of California	A nonprofit public benefit corporation whose voluntary membership consists of the 72 local community college districts in California. Promotes student access and success by strengthening colleges through leadership development, advocacy, policy development and district services.
CS	Campus Solutions
CTE	Career Technical Education
C2C Programs	College to Career
DDESC	Districtwide Distance Education Steering Committee
DGC	District Governance Council. A standing council comprised of students, faculty, and staff representatives from throughout the District charged with advising the Chancellor on the development and effects of policy implementation among other duties.
DOD	Department of Defense
DOR	Department of Rehabilitation
DSPS	Disabled Student Programs and Services
EAP	Educational Assistance Plan; an individualized educational plan which details educational limitations, accommodations, and progress for students enrolled in DSPS (qv). Revises and supersedes the Student Educational Contract (SEC – qv).
ECC	Educational Cultural Complex; a campus of SDCE
EEO	Equal Employment Opportunity
EGC	Executive Governance Council; the highest-level consultative body within the shared governance process, comprised of executive management, academic administration, faculty, and classified staff.

Glossary

EL Civics	English Literacy and Civics Education; a program and testing module utilized in the ESL (qv) program for assessment of student preparedness relative to literacy and civic engagement
Emeritus	A program of study designed for students aged 55 years and over
EOPS	Equal Opportunity Programs and Service
ERP	Enterprise Resources Planning
ESL	English as a Second Language
ESL Bachman-Jennings Book Fund	Fund established in the name of two former ESL instructors; provides ESL textbook vouchers to low income ESL students thanks to money collected through the annual fundraiser and dinner.
ESOL	English for Speakers of Other Languages
ESLR	Expected Schoolwide Learning Result; a statement designed to indicate expected outcomes of student learning. Superseded by SLOs (qv) ca. 2009.
ETC	Environmental Training Center
ETi	Educational Training Institute; a training provider for certain customized workforce training, operated by the SDCE Foundation
FERPA	Family Educational Rights and Privacy Act
FEWD	Front End Web Development
FHDC	Family Home Day Care
FLEX	A program of comprehensive instructional improvement relative to faculty professional development
FM	Finance Management
FTES	Full-time Equivalent Student; used in calculation of hours for attendance for students
GAIN	Greater Avenues for Independence program; welfare program
GAAP	Generally Accepted Accounting Principles
GASB	Governmental Accounting Standards Board
GED	General Education Development tests; a battery of exams administered by the American Council on Education (ACE) and Pearson which, once passed, establishes state-recognized equivalency to the completion of the high school diploma (cf. HiSET)
Gender Equity	Provides educational services to students preparing for non-traditional training or employment; can support students with loaned textbooks, transportation, career development services, and referrals to campus and community resources.
GFR	General Fund Restricted
GFU	General Fund Unrestricted
GRE	Graduate Records Exam
HC	Healthcare Careers
HCC	Healthcare Careers Program
HCS	Hospitality and Consumer Sciences
Hiring Priority Committees	These committees, comprised of administrators, representatives from the senates, and faculty and staff, meet regularly to discuss hiring priority lists and make recommendations to the Executive Governance Council (EGC) for final recommendation to the President.
HiSET	High School Equivalency Test; a battery of exams developed by the Educational Testing Service (ETS) which, once passed, established state-recognized equivalency to the completion of the high school diploma (cf. GED)
HSCS	Hospitality Services and Consumer Services
HSDP	High School Diploma Program; a joint HSDP is offered in conjunction with the San Diego Unified School District, providing for the completion of a state-recognized high school diploma
HSE	High School Equivalency; GED, HiSet
HVAC	Heating, Ventilation, and Air Conditioning
IEP	Individualized Education Plan; a document detailing a student's needs, progress, development, and special requirements for services, employed by CalWORKs (qv), DSPS (qv), and other education providers.
I-BEST	Integrated Basic Education and Skills Training Program
I-CAR	Inter-Industry Conference on Auto Collision Repair

Glossary

IE	Institutional Effectiveness
IELM	Instructional Equipment and Library Materials
IET	Integrated Education and Training
IMCP	Interactive Multimedia Certificate Program
Immigrant Professional Transfer Academy	A series of eight three-hour workshops to help SDCE immigrant professional students learn about the U.S. educational system, the opportunities available to them in colleges and graduate schools, and job prospects in the workforce.
IRC	International Rescue Committee; community agency providing refugee services
IRP	Institutional Research and Planning
ISIS	Integrated Student Information System; Student tracking system used at SDCCD
IT	Information Technology
Joint High School Diploma Program	High School Diploma program offered in cooperation with San Diego Unified School District
LEP	Limited English proficiency
MCC	Mid-City Campus; a campus of SDCE
ME	Managed Enrollment
MOU	Memorandum of Understanding; Defines the role, responsibilities and relationship between the District and each agency.
NACAT	North American Council of Auto Teachers
NACES	National Association of Credential Evaluation Services
NAEYC	National Association for the Education of Young Children
NATEF	National Automotive Technicians Education Foundation
NCC	North City Campus; a campus of SDCE
Network+	N+ Certification; Networking certification that is trusted around the world. Validates the essential knowledge and skills needed to confidently design, configure, manage and troubleshoot any wired and wireless networks.
New Horizons	Provides educational services to single parents, displaced homemakers, individuals with disabilities; can support students with loaned textbooks, transportation, career development services, and referrals to campus and community resources.
NGSS	Next Generation Science Standards
NNAAP	National Nurse Aide Assessment Program
NSEP	Noncredit Student Education Plan; This plan is for nonexempt, noncredit students who enroll to earn diplomas or career technical certificates, enhance skills, maintain a certificate or license, or participate in career pathways.
N400 Application	Application for Naturalization as a US Citizen
OA	Older Adult
OE	Open Enrollment
OIRP	Office of Institutional Research and Planning
OLP	Online Learning Pathways
OPEB	Other Post-Employment Benefits
PE	Parent Education
Perkins	Carl D. Perkins Vocational and Technical Education Act of 2006; the principle source of federal funding to states for the improvement of secondary and postsecondary career and technical education programs.
PMCP	Project Management Certificate Program
Program Review	An annual cycle of independent self-guided review, undertaken by each instructional and service area within SDCE, designed to identify successes and challenges within each area, and offer steps for improvement and continued progress and development
Promise Scholarship	Provides resources to students who want to attend college and need financial assistance with fees, books and supplies.
Propositions S and N	$1.555 billion bond program provided new state-of-the-art teaching and learning facilities, major renovations, and campus-wide infrastructure projects at the SDCCD colleges including the SDCE campuses

Glossary

Proposition 30	Officially titled Temporary Taxes to Fund Education; a California ballot measure that was decided by California voters at the statewide election on November 6, 2012. The initiative is a measure to increase taxes to preventUS$6 billion cuts to the education budget for California state schools
RAD	Rape Aggression Defense training
RAF	Resource Allocation Formula; establishes the proportional share of dollars available for each employee unit, which is then responsible for determining how to distribute the available compensation dollars to each unit's membership.
RSCC	Refugee Services of Catholic Charities
SABER Report	Statistical report that provides demographic information for the ESL and ABE programs for CE
SDAERC	San Diego Adult Education Regional Consortium; the coordinating body, established by SDCCD and SDUSD (qqv), to administer the Adult Education Block Grant (AEBG – qv) and associated programming and services
SDCCD	San Diego Community College District
SDCE	San Diego Continuing Education
SDICCCA	San Diego and Imperial Counties Community College Association
SDPL	San Diego Public Library
SDRC	San Diego Regional Centers
SDUSD	San Diego Unified School District
SDWP	San Diego Workforce Partnership
SEC	Student Educational Contract; an individualized plan designed to monitor student progress and success for those students enrolled in DSPS (qv). SECs are being revised to Educational Assistance Plans (EAP -qv) due to changes in Title V.
Security +	A benchmark for best practices in IT security, this certification covers the essential principles for network security and risk management – making it an important stepping stone of an IT security career.
SEP	Student Education Plan; a document, detailing a student's required coursework for completion of a specified program, developed in consultation with a counselor and revised as needed to track student progress
SLO	Student Learning Outcome; a statement which details what a student will be expected to know, do, or demonstrate once they have completed a course or program itself, or an activity or project within the context of a specified course or program.
SPAA	Supervisors and Professional Administrators Association; the bargaining agent for supervisors and managerial employees not otherwise represented by another agent
SSSP	Student Success and Support Programs; a system-wide effort, encompassing services previously categorized as "matriculation" within the California Community Colleges, to promote comprehensive services and programming designed to ensure student success and completion through both credit and non-credit courses
STAR Center	Sustainable Training and Resource Center; a facility housed at ECC (qv) for certain workforce training programs
TABE	Test of Adult Basic Education; an assessment instrument employed in the placement of students in the ABE/ASE/HSDP (qqv), according to English and mathematic preparedness
TANF	Temporary Assistance for Needy Families
TESOL	Teachers of English to Speakers of Other Languages
TRACE	Transition Resources for Adult Community Education; a program of SDUSD (qv), providing access to certain adult learners enrolled through that district
TUT	Teachers Using Technology
USCIS	United States Citizenship and Immigration Service
VESL	Vocational English as a Second Language; courses which, through specific curriculum, provide career development preparation to English-language learners
VTEA	Carl D. Perkins Vocational and Technical Education Act; a funding program for certain vocation and technical education programming. Also refers to the provision of certain aid to eligible students for cost of materials related to such programs
WASC	Western Association of Schools and Colleges
WCC	West City Campus; a campus of SDCE

Glossary

WDB	Workforce Development Board
WDC	Workforce Development Council
Weld ED	National Center for Welding Education and Training
WIA	Workforce Investment Act
WIOA	Workforce Innovation and Opportunity Act; a federal effort to provide assistance to those in search of employment with opportunities for education, training, and other support. This program superseded the Workforce Investment Act (WIA), which offered similar programming and service to students.
WMSP	Web Server Maintenance and Security Program
Workability	Job placement program for students who are active Department of Rehabilitation clients
WSMS	Web Server Maintenance and Security
231 Committee	ESL WIOA grant committee; meets regularly to plan the ESL program and ensure grant guidelines are followed; named for Section 231 of the WIOA grant