

SAN DIEGO CONTINUING EDUCATION

The adult education division of the
San Diego Community College District

Accreditation Progress Report



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CONTINUING
EDUCATION





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OFFICE OF THE PRESIDENT

July 1, 2013

Western Association of Schools and Colleges
Accrediting Commission for Schools
533 Airport Boulevard, Suite 200
Burlingame, CA 94010

Dear Sir or Madam,

San Diego Continuing Education (SDCE), the adult education division of the San Diego Community College District, completed the process for reaffirmation of accreditation through the WASC Accrediting Commission for Schools during the spring of 2011. While SDCE was scheduled to engage in this process in 2013, we petitioned the Commission and were approved to adjust our accreditation cycle in order to align with the cycle followed by the colleges in the San Diego Community College District. During the fall of 2010, this effort to align with the colleges and their accreditation cycle included SDCE hosting an accreditation team visit. A Self-Study Report was produced and submitted to the Commission prior to the team visit and in alignment with the colleges and their submission timeline. To remain aligned with the colleges, SDCE has now generated a third-year progress report. This report reflects efforts to date in addressing the Self-Study Action Plan and key areas for growth identified by the visiting team.

Specifically, the Action Plan includes the following: 1) technology; 2) student learning outcomes; and 3) the delivery of services in relation to budget. Additionally, the visiting team included key areas for growth including: 1) expanding our current participatory governance structure to include more input from community and student stakeholders and 2) strengthening relationships with the community colleges in our District.

As this report details, Continuing Education has responded with great focus and magnitude to these Action Plan items and areas of growth and I am proud of this institutional response. Both the Action Plan items and visiting team's key areas for growth have moved this institution forward in a significant manner and will continue to do so as we move toward preparation of a new Self-Study Report and team visit in 2017.

Given the submission of this report has occurred at the beginning of the third-year of our six-year cycle, SDCE fully intends to provide the Commission with an addendum report at the end of the third year in order to ensure a thorough and comprehensive assessment of all activities associated with the Action Plan and key areas for growth.

Should you have any questions regarding the content of the report, please feel free to contact me or Dr. Brian Ellison, the Vice President of Instruction and Student Services and our Accreditation Liaison Officer (619-388-4848).

Sincerely,

A handwritten signature in dark ink, appearing to read "Anthony E. Beebe".

Anthony E. Beebe, Ed.D.
President

INTRODUCTION

San Diego Continuing Education (SDCE) completed the process for reaffirmation of accreditation through the WASC Accrediting Commission for Schools during 2010-2011. A Self-Study Report was produced prior to the visiting team's arrival and review of the institution during the fall of 2010. The visiting team's report indicated SDCE had addressed all previous recommendations from 2007 and had provided in the Self-Study Report an Action Plan which included three action items: 1) Technology; 2) Student Learning Outcomes; and 3) the Delivery of Services in Relation to Budget. Additionally, the accreditation visiting team included key areas for growth which included the following: 1) Continue to expand the participatory governance structure to include more input from the community and student stakeholders and; 2) 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.

Collectively, the three action items and two areas for growth serve as the foundation of this progress report which is required by the Accrediting Commission for Schools during the third year of our 2011-2017 accreditation cycle.

ASSESSMENT OF 2010 ACTION PLAN AREAS FOR IMPROVEMENT

1. TECHNOLOGY

1.1. Replace out of warranty computers throughout SDCE

Monitoring and replacing computers at SDCE has become over the past three years a more focused exercise based on the increasing reliance by all the instructional programs on this technology. Additionally, fiscal reductions over the past three years, the advent of online registration, and the ongoing construction of four new campuses and the major renovation of the Educational and Cultural Complex (ECC) have made managing this resource a challenge.

The Vice President of Administrative Services has overseen this activity for several years and works in conjunction with the instructional programs to address SDCE computer needs. In some instances, programs have funds available to address their specific computer needs (e.g. Section 231 Workforce Investment Act funding and the English as a Second Language Program). Indeed, the English as a Second Language (ESL) Program during 2011-12, upgraded eight classrooms through the purchase of new computers and smart carts (i.e. carts with a computer, LCD projector, and document camera). In other instances, programs must rely upon general funds to purchase and maintain their computers and related software and hardware needs. General fund reductions over the past three years has made replacing computers as warranties expire difficult and some computer labs now have computers that are out of warranty. As an offsetting factor, the construction of new campuses has allowed for capital funds to be used for the purchase of new computers, related equipment, and software. This has benefited several programs including the Career and Technical Education (CTE) Program, the Business and Information Technology (BIT) Program, the ESL Program, and the Adult Basic Education (ABE) Program.

Recently, the BIT Program was able to replace several out of warranty computers at the Centre City Campus, West City Campus BIT labs, and the Mac lab at the North City Campus. The CISCO classroom at the Educational and Cultural Complex (ECC) was upgraded along with additional equipment obtained to support alignment of the A+ and CISCO Academy programs. Since 2010, software has also been updated in several BIT labs.

The Allied Health Program was recently awarded an Arthur Rupe Foundation grant for 2013-14, which will fund a limited number of new classroom computers.

The current process of replacing out of warranty computers has been effective; however, the need to formalize the current process or explore alternative processes will need to occur moving forward given the increasing reliance of the institution on this technology.

1.2. Institute a Technology Committee

While SDCE has explored since 2010 the possibility of creating a Technology Committee to plan and coordinate the technology needs of the entire institution, the decision at this time is to allow technology needs to be addressed by the individual programs. Those programs with technology needs have technology committees which meet on an *ad hoc* basis. This decision reflects the multiple streams of funding for technology which is in some instances tied to specific programs (e.g. Section 231 funds and the ESL Program) and the desire to retain program autonomy. Interestingly, as new campuses have been constructed during the last three years, new funds have become available for outfitting new classrooms. This represents yet another funding stream to address technology needs at SDCE. Carl D. Perkins funds are also utilized for this purpose by several CTE programs which meet annually to plan and allocate these funds. Computers and other types of related equipment are shared among the instructional programs, and there is an effort to cascade equipment as new equipment becomes available.

At this time, the need for a Technology Committee is still a topic for consideration and may become more viable as technology needs become integrated into the SDCE instructional program. For example, there is an increasing need for computer labs at the campuses to become multifunctional by serving more than one program and allowing for students to register and enroll online.

Additionally, the SDCE Academic Senate appointed two faculty to participate in a District-wide MOOC and emerging technology taskforce 2012-13 in response to new technology for instructional purposes with recommendations anticipated in 2013-14.

1.3. Maintain and update teleconferencing technology

Historically, teleconferencing has been confined to the ABE Program. This technology was used as a campus to campus instructional delivery mode for ABE classes. The delivery was synchronous and allowed for real-time direct instruction. As new campuses were constructed both prior to and after 2010, this technology was included in the architectural plans, however the technology infrastructure needed between the campuses was not constructed based on cost considerations. Consequently, the ABE and Adult Secondary Education (ASE) Program has departed from this instructional delivery mode and now relies on web-based technology to supplement direct instruction.

Subsequent to 2010, smart board interactive lessons have been developed by the ABE/ASE Program which promote increased student engagement, appeal to a broad range of learning styles, and promote inclusion of students with disabilities. The *Edmodo* course website has improved student-teacher communication, as well as student peer interaction. Furthermore, students have increased access to resources in their online library and virtual backpack, and the teacher has the ability to track progress by how often a student logs in and what tasks are completed. Jupitergrades.com is the designated website teachers use to maintain student grades and produce

weekly progress reports for student review and consistent feedback. *MySkillsTutor* is a tutorial program (website) that is utilized by both the General Education Development (GED) preparation classes, as well as the High School Diploma Program to identify gaps in learning and provide interactive tutorials in math and language arts remediation. Students may self-guide to increase degree of difficulty in content. Teachers have secure access to student progress, with an option to generate individual or class progress reports.

Alternatively, the Business Information Technology Program (BIT) is now pairing Blackboard and CCConfer in hybrid classes to enhance onsite classes allowing students to remotely review assignments, and provide online demonstrations. Students have indicated they like receiving input on their work as well as feedback from other students. Online video streaming is utilized which allows students to review these videos repeatedly. Since 2010, the district has developed a training program for those faculty that desire to teach online and SDCE is now encouraging faculty to use Blackboard through promotion and district training.

1.4. Update appropriate technology and systems for data collection

Effectively managing enrollment has become during the last three years a significant aspect of administering the SDCE instructional program. Budget reductions at the state level have led to a planned reduction of the classes offered. This has resulted in the need for more detailed and comprehensive reporting of instructional program activity. To that end, SDCE worked with the district Office of Research and Planning to develop a weekly report that includes over 30 distinct data indicators. These data indicators allows managers to address many different aspects of enrollment management including but not limited to campus and program level analyses, Full-Time Student Equivalent (FTES) yield, Full-Time Faculty Equivalent (FTEF) expenditures, average class size, and trend analysis. This report is different from the previous report in that data is drawn directly from the district information management system (ISIS). The previous report relied on data collected at the campus level. Data collected at the campus level is preliminary in nature and consequently less accurate. The accuracy of the new report is significant as this report is used by managers to plan, monitor, and revise the instructional program.

The Scheduling and Reporting System (SARS) Grid is used by counselors to plan and record work activity. While this software has been utilized by counselors for many years now, efforts since 2010 have been directed toward utilizing this software more effectively. Symbols used to define work activity have been revised to improve accuracy and capture the work counselors perform. There has also been an emphasis placed on ensuring all counselors use the SARS Grid on a systematic and routine basis in order to fully capture counseling activity at SDCE. These efforts will enable SDCE to better utilize limited counseling resources.

At the program level, the ESL Program has an ongoing comparative research study designed to assess the effectiveness of managed enrollment (i.e. cohort-based enrollment) versus open-entry/open-exit enrollment and learner persistence and attendance patterns. During 2011-12, the program requested the Office of Research and Planning to conduct a study assessing students that transition from non-credit ESL to credit ESL. This research has proved helpful with regard to recommended student placement in the ESL coursework sequence. This program also recently worked with the district Information Technology Department to merge student demographic data with Comprehensive Adult and Student Assessment Systems (CASAS) test score data to enable improved reporting of student academic gains.

1.5. Implement online registration

SDCE has been working on converting all attendance and registration processes to online since 2006. As part of Continuing Education projects the following projects have been completed:

New scanned/imaged registration form	September, 2007
Matriculation Data Collection Screen	December, 2007
Faculty Web Services Portal	January, 2008
Online Weekly CAV Summary	January, 2008
Faculty Flex System	August, 2008
Online Attendance/Grade Roster	October, 2008
Student Attendance Card	April, 2010
Online Registration	June, 2012

Online Registration: The initial planning process began in 2008 starting with mapping the business practices and work flow process for all programs. Several versions of the online application/registration screens were tested and refined. After extensive testing of the online application and registration process initial live in class testing with students began in December 2011. The first online registration pilot began at ECC in January, 2012 and included pre-registration for Spring, 2012. The pilot was rolled out to the other five campuses during Spring, 2012. The majority of on-campus classes pre-registered online for Summer, 2012 classes. As of Fall, 2012 all on-campus classes were using online registration and also some off-campus classes. Students could only access the online system from on-campus computers. As of January, 2013 students can access online registration from anywhere via the web.

Each student is required to get a Student Attendance Card which has their name and Continuing Education Student Identification Number (CSID) on it. The Student Attendance Card is not an identification card; it is to assist the student with logging in to the online registration system. The card also has a bar code which was to be used for the Attendance Tracking system where a student would swipe in and out of class instead of signing a Class Attendance Verification (CAV) sheet. The Attendance Tracking system was the next project, but has been put on hold because the District is going out to bid on a new Enterprise Resource Program (ERP) computer system. Also on hold are the Student Web Services Portal and the online rollbook.

The online registration process consists of an online application which the student is required to have before they can obtain a Student Attendance Card. The online application must be updated at least once a semester before the student can register for a class. The application includes all fields that are on the scannable paper registration form. To register for a class the student must have an updated application on file and have an access code for the class they want to register for. The access code is the CRN for the class and a randomly assigned number used to register. Access codes can only be obtained from the class instructor or during orientation and assessment depending on the program. An access code can only be used once and only for the associated CRN.

Other innovations in attendance and enrollment management being used by Continuing Education are an electronic rollbook which can also generate pre-printed daily CAV's. Tally sheets which are produced each week and updated from the mainframe that include class information, instructor information, FTES generated, FTE used and other fields. This report replaces a manual report that was done at each campus.

We are constantly looking for new ways to streamline class management and attendance procedures to better manage our classes.

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

Specific to operations at SDCE, beginning in Fall 2011 the process to collect and record student completion rates for CTE certificate programs was revised. This revision included transitioning from Student Manager, a stand-alone system, to a process that allows for these data to be directly entered into the district mainframe system (ISIS). Additionally, the form used by faculty to record student completions was also revised and is now more user-friendly. Finally, the protocol for processing these data was streamlined to reduce errors and inefficiencies. The new protocol allows faculty to send these data directly to the Office of Instruction and Student Services which are then entered into ISIS. The new protocol and other changes have been effective as the number of recorded student completions of CTE certificate programs has increased significantly with SDCE now one of the leading non-credit certificate granting institutions in the state.

From an institutional perspective the district is now embarking on replacing ISIS with new ERP software. This work began in 2012 and continues to move forward. SDCE will be impacted and is hopeful the new information management system will provide SDCE functionality not available through the current mainframe.

2. STUDENT LEARNING OUTCOMES

2.1. Establish current rate of use of SLOs as a baseline

On October 27, 2008, permission was obtained from the WASC Schools Division to replace Expected Student Learning Results (ESLRs) with Student Learning Outcomes (SLOs). The rationale for transitioning from ESLRs to SLOs was based on the need for curricular consistency and efficiency within the District and SDCE's desire to develop SLOs at the program and course levels. The adoption of SLOs represented a significant change for SDCE and has served as the foundation for the development of new assessment practices and the continuous improvement of the instructional program.

A taskforce of the Academic Senate was convened in the fall of 2008 and worked to modify the existing ESLRs and convert these statements into institutional level SLOs which were approved and adopted by the Academic Senate on January 20, 2009.

By January 2010 SDCE had completed the following:

- Developed and approved program level SLOs for every instructional program
- Created one SLO and assessment criterion for 75 percent of all SDCE courses
- Initiated assessment of course level SLOs
- Launched the "*I am a Student Learning Outcome*" campaign across all campuses to highlight SLOs and student success

Since January 2010 SDCE has accomplished the following:

- All SDCE courses have SLOs
- All programs have conducted SLO assessments
- Over 87 percent of program chairs reported they had implemented changes as a result of what they had learned from their SLO assessments

- All Disability Support Programs and Services (DSPS) and Emeritus courses have designated SLOs and the programs now collect SLO data each semester and receive SLO assessment reports for 80% of all courses offered
- SDCE SLO website (www.slo.sdce.edu) launched
- SDCE SLO newsletter (The Speedy SLO) created¹

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

From 2010 to the current time, SDCE has provided and supported a wide variety of Professional Development/Flex sessions with the goal of increasing faculty understanding and use of SLO assessment results to inform instruction. These have included large institutionally-planned workshops, program level workshops as well as ongoing committees/workgroups focusing on SLOs. Specifically, the following events have been held:

- *Getting On Board with SLOs: Something For Everyone!* This was a 3 hour introductory session with breakout sessions (January 2010)
- *How to Develop a Course Outline with SLOs Workshop* (May 2010)
- *SLO Exchange: Ideas, Assessments & Results Workshop* (April 2012)
- ESL SLO Scoring Workshops: Meets regularly to work on develop scoring practices for SLO assessment (2010-Present)
- ESL SLO Writing Workgroup: Meets regularly to review the results of writing survey and identify anchor papers for each level that demonstrate pass/fail writing for use in SLOs (2010-Present)
- Program & faculty level support provided by SDCE SLO/Program Review Coordinator (2010-Present)

In addition, key faculty members and the SLO Coordinator have attended a number of SLO events inclusive of:

- SLO Regional Conference 2010
- Academic Senate Vocational Leadership Conference 2011
- SLO/Service Area Outcomes (SAOs) Counseling Department Workshop (January 2011)
- SLOs/SAOs Part 1: Exceeding Expectations in Serving Students (January 2011)
- SLO/SAOs Part 2: Exceeding Expectations with SAOs - Counselor's Retreat (April 2011)
- SLO Institute 2011, Academic Senate for California Community Colleges
- SLO Institute 2012, Academic Senate for California Community Colleges

As a result of these efforts, 100 percent of SDCE courses have course level SLOs, all departments have conducted assessments, and faculty are currently using that data to improve teaching and learning. (Evidence: SDCE Flex Schedule & Reporting System; SLO Newsletter)

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

All SDCE programs have administered SLO assessments that have enabled faculty to discuss results and work collaboratively to engage students in learning experiences based on those results. SLOs are identified by the instructional faculty involved with teaching the target course. Under the leadership of the program chair, faculty at the program level discuss student learning outcomes for courses specific to the program and develop SLOs based on these discussions. Each program chair or assistant program chair organizes the SLO meetings for their program.

¹ Evidence: SDCE SLO Status Survey Spring 2011, The Speedy SLO –Newsletter Spring 2013, SLO website (www.slo.sdce.edu), Program Review Reports (Cycles 2/3), and CurricUNET data base

Within programs and through SDCE committees, faculty review classroom assessments, including evaluation rubrics, pre/post testing (CASAS, and Test of Adult Basic Education (TABE) testing), performance objectives and criterion referenced testing to inform and improve learning experiences at the course and program levels. Examples of significant accomplishments include:

- **Basic Skills Initiative (BSI):** Generated BSI data revealed the need for an accelerated basic skills program and cohort-based instruction.
- **ESL Program:** Persistence Committee studied feasibility of online ESL classes with specific attention whether ESL students made greater gains with online instruction compared to classroom instruction. Assessment results led to implementation of hybrid ESL classes.
- **ESL Program:** Citizenship course now includes SLOs and new curriculum based on revised US Naturalization Exam.
- **ESL Program:** To facilitate greater transition from the advanced levels of ESL to post-secondary education *Advanced ESL Level 6 – Transition to College* was developed.
- **ESL Program:** In the Spring of 2012, through faculty meetings, student learning outcomes in listening and speaking at all levels comprising the ESL course sequence was finalized. SLO assessment rubrics for oral presentations at the beginning, intermediate, and advanced level ESL courses were developed. Student checklists for each SLO assessment have been developed so that students can monitor their progress in meeting the expectations for each SLO.
- **ESL Program:** After administering our SLO assessments the need for more writing instruction in the classroom became apparent and more specialized ESL courses in writing were developed. New class materials on writing and oral presentations were acquired to support these writing classes and better prepare our students for the speaking and writing SLO assessments.
- **CTE Program:** Automotive Technician program has added one course *Drivability* to comply with the National Automotive Technician Educational Foundation (NATEF) guidelines.
- **BIT Program:** Added courses in the areas of Oracle data bases and Android programming for “smart-phones” to respond to industry and student needs.
- **BIT Program:** QuickBooks is being offered as an integral part of the Account Tech certificate as well as being offered as a stand-alone class on a short-term (3 to 5 class meetings) basis.
- **Parent Education Program:** Family Home Childcare course SLOs similar to the local colleges and the cognitive outcomes are related. As a result, rubrics were developed in order to grade students articulating to the college courses.
- **DSPS Program:** The SLO/Program Review Coordinator facilitated a student and community needs assessment discussion with faculty, counselors and students to review learning outcomes. Results were used to strategize and plan department offerings. The DSPS Program Chair continues to collect and monitor SLO data and outcomes. Faculty who teach DSPS classes are required to complete a Student Educational Contract (SEC) on an annual basis. DSPS is in the process of including the course SLO on each SEC, as a way to easily monitor progress. In some DSPS classes, students meet with faculty at the end of the semester to review progress on their goals.
- **HCS Program:** Student Learning Outcome assessment results have provided information for curriculum revision, further assessment and department standards (e.g.) Fashion faculty expressed a need for portfolio requirements to be standardized across each class, with same portfolio techniques taught.
- **Allied Health Program:** Assessment results revealed that at least 90 percent of students finish the two courses comprising the program and 98 percent of students pass the California State Certification exam on the first attempt.

- **HSDP/GED Programs:** SLO assessment activities are being integrated into current course syllabi and assessments for better accountability. Students will complete SLO assessments as part of their course assignments or final exams. As students complete a course, they are also completing the learning outcome. As curriculum is updated and enhanced, SLO assessments are being reviewed for relevancy and new activities selected as appropriate.
- **Emeritus Program:** Assessment results revealed that Emeritus classes help older adults avoid isolation and increase both mental and physical capacity²

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

During 2012-13, SDCE revised both the Education Master Plan, which is nearing final draft format, and the Strategic Plan. Both have been revised based on input from faculty, classified staff, and administrators. Program review has also been revised to be more relevant for program planning and easier to complete. The Vision Statement and Mission Statement have remained unchanged and reflect a student-centered learning environment. The commitment of faculty and classified staff to students and the SDCE student-centered learning environment is perhaps the most telling evidence of the shared vision of purpose for the institution. SLOs have been developed by the faculty and are reflected at the course, program, and institutional levels.

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

SDCE has included program review as part of the improvement process for all instructional programs. Program review began in Fall 2009 and has continued through Fall 2011 with a comprehensive review of all programs, and continued through Fall 2013 resulting in changes that enhanced the relationship between program goals and objectives found in the Education Master Plan and SLOs. On an annual basis, program chairs and faculty comment on program review summary data, and may review curriculum and SLO assessments within the program to determine whether content, goals, and objectives have changed substantially and are aligned with institutional SLOs.

Additionally, discipline specialists verify if courses contain SLOs to ensure quality learning outcomes in all instructional areas. As an example, SDCE program review process allows Career Technical Education (CTE) programs to ensure certificate competencies and SLOs are aligned and reflect business and industry standards. Where appropriate, alignment with college articulation agreements is also reviewed. All CTE disciplines conduct semi-annual advisory committee meetings. These meetings include a review of SLO assessments and curricula, and allow committee members representing industry to make suggestions regarding student competencies, equipment needs, and employment trends. For the ESL Program, SLOs are used to determine course and program competencies which are stated on both course and program certificates of completion. Within the Allied Health Program, SLO assessment results are used by instructors to inform the teaching process. Allied Health SLO's are directly linked to the data that is analyzed during program review. SLOs and certificate competencies are directly linked as well.

Composition of the Hospitality and Consumer Sciences Program (HCS) Advisory Committee has been expanded allowing for two separate advisory committees, (i.e. Foods/Nutrition/Culinary Arts and Fashion). The

² Evidence: BSI Reports 2010-12, ESL Dialogue Newsletter 2010-12, Program Review Reports, Course Syllabi, and The Speedy SLO-SDCE Newsletter

HCS program chair has been invited to be on the HCS Advisory Board at San Diego Mesa College. Additionally, faculty from both the SDCE and Mesa College fashion programs has established a work group to outline strategies to promote both the credit and non-credit HCS curricula. SDCE students have been invited to and have attended fashion programs and events at San Diego Mesa College (e.g. Fashion Stars Television Show), and HCS adjunct faculty from the college have taught fashion classes at SDCE.

Finally, to link all planning efforts, SDCE annually updates “Goals and Objectives” in its Strategic Plan and lists the program’s goals in relation to institutional mission and strategic goals in its Education Master Plan.³

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

From 2010 to present, SDCE has promoted SLOs through a variety print media campaigns at the campuses. The SDCE website provides information regarding SLOs and program-based publications are used to provide students information in the classroom setting. Dissemination of SLO assessment results has taken the form of providing information to students and the public regarding certificate completion rates. SLO assessment results, per se, have not been widely or systematically reported to date and further discussion will need to occur moving forward.

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

The SDCE Strategic Plan, Education Master Plan, Vision and Mission Statements, and program level planning documents all illustrate a high level of commitment to student-centered learning environment and achievement of SLOs. Through the CE Curriculum Committee, Diversity Committee, Flex Day workshops and activities, and curriculum development supported by the Office of Instruction and Student Services, instructional program changes have been made that facilitate student achievement of SLOs including the following:

- A review of SDCE student achievement in Career Development and College Preparation (CDCP) programs led to the modification of course offerings to allow students to complete programs in fewer hours.
- The Welding Program has taken every 600 hour course and divided each into 300 hour courses resulting in five new welding certificate of completion programs. This program has also aligned their welding curriculum with the American Welding Society (AWS).
- As a pilot study, the Welding Program implemented the IBEST instructional model during 2011-12 to embed basic skills instruction into the welding curriculum.
- The ESL program has been divided into three programs: beginning, intermediate, and advanced to more accurately report higher rates of success. As such, the ESL SLO Committee has completed the corresponding ESL level exit assessments that are used to promote within the program and to transition students to college or career technical education.
- CTE added new Green Jobs, high demand training program in Weatherization. Program consisting of two separate short-term courses which included curriculum, certifications, faculty, facilities, and equipment.

³ Evidence: Program Review Report (Cycles 2/3) for all programs, Education Master Plan documents 2010-2013, Strategic Plan documents 2010-2013, SDCE CTE Advisory Committee meeting minutes 2010-2013

- The CTE Dean has been working with SDG&E's Energy Efficient Working Group to evaluate best methods for implementing necessary energy efficient training to meet CPUC 2020 requirements. In advance of the demand for such jobs, SDCE developed the Sustainable Training and Resource (STAR) center two years ago, which currently is the only state of the art facility in the region with a hands-on environment that includes lab and lecture and a training trailer. SDCE launched a major collaborative effort with California Center for Sustainable Energy (CCSE) to expand the training and job opportunities in the energy efficient careers using our facilities. CCSE will train employers who will then expand their business. CTE will train employees from the hard to reach population that they can hire.
- Automotive staff is working on a national certification process through the National Automotive Technician Educational Foundation (NATEF). This rigorous process is similar to the WASC accreditation process and will result in enhanced numbers of SDCE students articulating to the college AA degree program.
- A new program has been developed for the Electronics Technician Program to accelerate program completion and enhance student persistence.
- As a recommendation from the Graphics Advisory Committee, new digital equipment was added to the Electronic Prepress Program with accompanying revisions to the curriculum.
- The BIT program added online courses and revised curriculum to include web-design for portable devices (phones and tablets), HTML and CSS for these devices, and JAVA programming for wireless portable devices to respond to industry trends.
- A Study of Managed Enrollment Procedures at Mid-City Campus looked at the possible connection between learner persistence and managed enrollment. As a result, SDCE expanded its Managed Enrollment courses.
- ESL department implemented a new Vocational ESL Personal Care Assistant course following the I-BEST model of instruction to strengthen students' transition to Allied Health CNA program.
- Hospitality and Consumer Sciences revised curriculum as a result of input from industry professionals (California Restaurant Association, AAFCS, ETAC, San Diego Unified School District, Mesa College, Point Loma Nazarene, FIDM, etc.)
- Hospitality and Consumer Sciences articulation agreement with Mesa College for culinary arts and beginning clothing construction courses
- Parent Education developed and implemented an approved articulation agreement with the district colleges and has increased the number of students served in the certificate of completion classes.
- The Stop the Hate Campaign and Bias Incident Response Team facilitate student achievement of the SLOs through providing an inclusive and supportive school environment.⁴

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

3.1. Institute online advisement practices for SDCE

San Diego Continuing Education has counselors who answer student general questions online about our various classes and certificate programs. We have also initiated a proposal for an online advising and orientation component in response to SB 1456, The California Student Success Act of 2012. This legislation includes a strong emphasis on utilizing technology to address student support service needs.

⁴ Evidence: EGC Reports 2011-2013, AGC Reports 2011-2013, Academic Senate Reports 2011-2013, ESL SLO Committee 2011-2013, BSI Committee Reports 2011-2013, ESL Learner Persistence Reports 2011-2013, ESL Dialogue 2011-2013, ASCCC Noncredit Committee Reports 2011-2012, VTEA Committee Reports, Curriculum Committee Reports, Safety Committee Reports, and FLEX Committee Reports

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, SDCE created a Safety and Facilities Committee to review campus safety concerns and create appropriate safety procedures. The committee includes representatives from all SDCE campuses, including all campus Resident Deans and Senior Office Managers as well as representatives from the Academic Senate, Campus Police, and the SDCCD Risk Management Office. The committee has developed and implemented site safety inspection checklists, developed and implemented evacuation drills at all campuses (described below), reviewed accident reporting requirements and accident reports filed, and is currently developing “shelter in place” procedures in the event of a campus emergency.

- **CE Diversity Committee and related activities:** In May 2010, SDCE created a Diversity Committee to ensure awareness, knowledge, and understanding of different cultures on our campuses and to increase skills and knowledge of cultural competence. The committee includes faculty, staff, administration, and student representatives. The committee developed a “Diversity Pledge” that appears in all on-campus classrooms, works with student representatives to assist with multi-cultural celebrations on campus, and assists with the coordination of the SDCE float and contingent participating 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 (described below).
- **C-CERT Training:** Beginning in July 2011, SDCE faculty, staff and administrators have participated in Campus-Community Emergency Response Team (C-CERT) trainings provided by SDCCD Campus Police. This three-day workshop covers basic first aid and CPR, emergency rescue and triage, and emergency response protocols. To date, 87 SDCE employees have completed the training, representing a core group of “first responders” located at all SDCE campuses. Another 40 employees will be trained by Campus Police in July 2013.
- **Evacuation training and drills at all campuses (inclusive of strategies to address persons with disabilities):** During the Spring 2012 semester the campus representatives on the Safety and Facilities Committee developed and tested evacuation procedures for all campuses (using a model developed by administration, faculty and staff at our Mid-City campus prior to the creation of the Safety and Facilities Committee). Follow-up evacuation drills were held during the Fall 2012 semester, and drills will be held at all campuses prior to the end of the Spring 2013 semester. All campus evacuation drill procedures include the identification of a gathering place for persons with disabilities so that, in an emergency, persons with disabilities can be easily located on campus and receive evacuation assistance.
- **Stop the Hate training and workshops:** In March 2012, 30 SDCE administrators, faculty, staff and students participated in a three-day “Stop the Hate” workshop to raise awareness of bias incidents and hate crimes and to learn effective methods to address such incidents. As a result of this workshop, these 30 individuals (representing all SDCE campuses) became “Stop the Hate” trainers for our organization. Following the training, SDCE formed a “Bias Incident Response Team” to assist victims of bias incidents and hate crimes and to work with the Diversity Committee to identify the need for trainings or workshops on cultural competence at our campuses. In addition, an anonymous reporting tool was developed and placed on the SDCE website to allow victims to report incidents, and posters and cards are displayed on all campuses to advertise the “Stop the Hate” campaign and the reporting tool. Since the initial workshop in March 2012, SDCE “Stop the Hate” trainers have

delivered workshops at all campuses, and trainings were provided during faculty and staff professional development days.⁵

Additional activities supported by SDCE include:

- **Accessibility of SDCE Facilities:** In conjunction with Sally Swanson Architects, an SDCCD ADA Transition Plan was developed. Included was barrier identification, mitigation methods, prioritization criteria, and a mitigation schedule. Access Compliance Surveys were completed for all CE campuses in the end of Fall Semester 2009, with costs included. Some barriers were mitigated through Prop S and Prop N projects, and the construction of the new wing at ECC and the new CE Mesa campus. Several access barriers still exist at the ECC campus but are in the process of being corrected. New campus construction will address further compliance issues.
- **Student Code of Conduct Workshops:** Policy 3100 Flexible Schedule workshops and meetings 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.⁶

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

SDCE SLO Coordinator provides support to all programs in the achievement of SLOs, including linking results to planning and improving student achievement. The Coordinator monitors progress of SDCE programs through:

- In-service to program chairs and faculty in the development and assessment of SLOs
- Tracking program's SLO development, assessment, and use of results through surveys
- Seeking out and highlighting best practices and lessons learned through SLO Newsletter
- Providing a variety of online resources through maintaining the SLO Website tools

In an effort to institutionalize the SLO process, program chairs across all nine (9) instructional programs serve on the SLO Taskforce and guide the development of SLOs and assessment in accordance with accreditation standards. The SLO Taskforce, chaired by the Coordinator:

- Showcases SLO efforts and promotes the institution-wide understanding and integration of SLOs
- Reviews information about SDCE's progress on SLOs and assessment and determines the need for additional resources⁷

In January 2011, SDCE worked to develop Service Area Outcomes (SAO) for SDCE Counseling department. Major accomplishments included a newly developed:

- Vision Statement
- Mission Statement
- How CE Counselors Advance Student Success (Document)
- Counseling Ad hoc Committee

⁵ Evidence: Committee meeting minutes, Flex workshops and Classified professional development activities, institutional publications and announcements, and district email

⁶ Evidence: Access Compliance Surveys, Flex agendas and PowerPoint

⁷ Evidence: The Speedy SLO, Spring 2013, SLO Website (www.slo.sdce.edu), Flex Calendar 2011-2012, SLO Taskforce Meeting Agendas, SLO Status Survey Report 2011

- Four (4) SLOS
- SAO Pilot Study proposal to assess SAOs⁸

3.4. Monitor Self-Study Action Plan for program accountability

The Office of Instruction and Student Services through the Accreditation Liaison Officer (ALO) and the SLO/Program Review Coordinator monitor efforts of the institution with regard to the 2010 Self-Study Action Plan and areas for growth identified by the visiting team. Overall accountability and monitoring is the responsibility of the ALO. The SLO/Program Review Coordinator monitors and supports efforts at the program level to advance SLO and program review activities. While program review is currently separate from SLO efforts, there is now discussion regarding the merging of SLO activities into the annual program review cycle.

From January 2012 to present, a number of program accountability tools were developed:

- A Self-Study Action Plan Tracking Form was created to store evidence that proves SDCE is meeting its goals. Evidence is pulled from each Program review report and logged under the appropriate Action Plan item.
- A comprehensive Self-Study Master Plan tracking form was also created for the same purpose.
- SDCE Program Review Guidelines and Procedures, 2012-2014 were revised May 22, 2012. The revision was vetted by SDCE participatory governance structures and adopted May 22, 2012. The revision afforded SDCE the opportunity to further institutionalize the program Review process through: having the Program Chair Committee officially review and provide feedback on Program Review Reports, and exploring the use of institutional FLEX days to respond to program review.⁹

3.5. Utilize research based knowledge to maximize student learning

The Basic Skills Initiative/High School Diploma Program: A pilot was launched in spring 2013. The semester is divided into three 6-week sessions. Curriculum was re-designed to incorporate pacing guides, increased technology, and a renewed focus on Institutional and Programmatic Student Learning Outcomes. The intake process was streamlined; after a formal assessment by their academic counselor, students receive a detailed plan outlining their 3 course path for the semester. Managed enrollment is a key component, and students must commit to consistently attending for each six week session (no more than two absences allowed). Cooperative learning is stressed and each learning community takes part in Socratic seminars, direct instruction, and team-building exercises. Students learn to self-direct with the guidance of a block chart, and meet daily with an instructor for progress checks. College readiness is emphasized by both teachers and counselor. Teachers incorporate note-taking strategies, time-management skills, and remediation support as needed. The counselor announces weekly "Wednesday Workshops" on *Edmodo* (course website) to invite students to a series of college-related workshops on topics such as: the importance of higher education, the higher education system (what is a community college/university and how do I get there), financial aid, how to fill out a college application/deadlines. The counselor visits the classroom 1-2 days per week to meet with students and update their educational plan.

⁸ Evidence: Counselor's Retreat- SLO/SAO Training Part-1, Jan. 25, 2011, Counselor's Retreat- SLO/SAO Training Part-2, April 14, 2011, Counseling Ad hoc Committee Research Agenda, Counseling Department Meeting Minutes, 2011-2012

⁹ Evidence: Program Chair Meeting Minutes (2012), Dean's Meeting Agenda (2012), Academic Senate Meeting Minutes (2011-2012), San Diego Continuing Education, Program Review Guidelines and Procedures, 2012-2014: Revised, May 22, 2012, Master Plan 2013, Self-Study Action Plan Form, Master Plan Tracking Form

Prior to the implementation of the BSI HSDP pilot program, student attendance was inconsistent because of the open-entry, independent learner model. Students had little guidance in terms of course-pacing and curricular support; consequently only 38 credits were completed in the fall semester out of 120 registered students. Counseling support was strained and it was difficult to track student progress with such high attrition. Student learning outcomes have been substantial since the inception of the pilot. Below are highlights from the pilot program:

- Session 1: 31 credits completed, 20 California High School Exit Examination (CAHSEE) Prep. completers; 98 percent retention
- Session 2: 35 credits completed, 18 CAHSEE Prep. completers; 79 percent retention
- Session 3 is currently in progress

3.6. Make budget information more accessible to faculty and staff

- **Budget Committee:** The Budget Committee continues to meet at least quarterly to review budget information provided by the SDCCD District Office and the impact of state and local budget developments on the SDCE budget. This committee, with representatives from all programs and campuses, includes administration, faculty, and staff members. Two representatives from this committee (the SDCE Vice President of Administrative Services and the SDCE Academic Senate President) are members of the District Budget and Planning Committee, and share information from the District committee meetings at the SDCE committee meetings. The goal of the committee is to increase awareness of budget developments and budget issues, and for the representatives on the committee to share this information with the group they represent.
- **Fall CE Convocation activities:** As a part of the Fall Convocation presentation, the SDCCD Chancellor presents a “State of the District” report including District and SDCE budget information. In addition, the SDCCD Chancellor and Executive Vice Chancellor of Business and Technology Services periodically provide budget presentations throughout the District, including at least one SDCE campus.
- **CE announcements and District announcements regarding budget and planning:** When budget information is provided by the California Governor or the California Community Colleges Chancellor’s Office, this information is analyzed by the SDCCD Chancellor and Executive Vice President 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.
- **SDCE Academic Senate:** The leadership reports on SDCE, District, and state budget issues during monthly meetings.
- **Monday morning messages from the President:** In addition to the budget information provided by the District, described above, the SDCE President prepares budget messages, sent to SDCE faculty and staff, to specifically address the impact of any budget developments on SDCE operations. These messages provide more detail and analysis specific to the programs and operations of SDCE.¹⁰

¹⁰ Evidence: Publications, meeting minutes, documented events and presentations

KEY AREAS FOR GROWTH BASED ON VISITING TEAM OBSERVATIONS

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

Participatory Governance: Development of participatory governance at SDCE has been an ongoing process beginning in 2007 and continuing to the present. From 2010 forward participatory governance has focused on the development of new policies impacting operations. For example, over the past few years there has been a movement to designate all campuses in the district as smoke free. In response to student and staff input, SDCE affirmed this policy in Fall 2012 and became the fourth institution in the district to ban smoking at each of the six SDCE campuses and the new Continuing Education/Mesa College site. The Career and Technical Education Program (CTE) does maintain an advisory committee which provides which allows for and promotes community and business involvement and the Business Information and Technology Program (BIT) is now reinstituting an advisory committee which will further community input. Indeed, connections to the business community are of benefit to SDCE and, with regard to the welding program, in-kind donations allow that program to sustain portions of the curriculum which require expensive materials. Community input via community-based organizations (CBOs) has continued to grow since 2010 and now includes new affiliations such as The Barrio Association, San Diego Victory Gardens, and the Donovan Correctional Facility.

Associated Student Body: Prior to the 2010 Accreditation Team visit, SDCE has been involved in growing the Associated Student Body and during the last three years, this effort has resulted in the establishment of an ASB at each of the seven campuses comprising the institution. Each ASB Council has an executive board, and participation varies with an average of 15 students per meeting. The activities these groups engage in vary from campus to campus and are frequently a reflection of student demographics and prevailing cultures.

ASB Councils provide student leaders with an opportunity to practice the use of parliamentary procedures, implement the planning and organizational skills necessary for campus events, and learn to work cooperatively with diverse groups of students, staff and faculty. Some of the numerous activities which have occurred subsequent to the 2010 accreditation team visit include:

- Participate in the Martin Luther King Day parade and T-shirt design
- Award ASB Scholarships to 10-12 students per campus at the annual CE Scholarship Awards Ceremony
- Organize cultural events to celebrate Black History Month, Cesar Chavez Day and Disability Awareness Month
- Organize and implement multi-cultural events
- Promote canned food drives to benefit the San Diego Food Bank
- Organize Community Resource Fairs and Healthy Heart Month, and disseminate information regarding low cost health services
- Sponsor a Blood Drive for the San Diego Blood Bank
- Provide financial assistance for GED test application fees.
- Participate "Stop the Hate" training
- Collect donations to help victims of the Japan Tsunami, Hurricane Sandy, Boston bombing and the Texas fire
- Organize students for input regarding the CE calendar, no smoking policy and parking fee issues

- Meet with the Continuing Education President and Vice Presidents and participate in the program review SWOT analysis
- Advocate for campus improvements

ASB Advisors report that these activities have helped to build a sense of pride and a positive climate which promotes student participation and student success in school.

2. 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.

The CE Advantage: SDCE has been promoting an ongoing campaign that increases awareness about transitional pathways from SDCE into City, Mesa and Miramar colleges. The Continuing Education Advantage is about giving students access and resources so they gain knowledge and skills that propel them to the next step in achieving their goals—whether goals include college or career. Ultimately students learn new skills that will lead to a better job and more financial stability.

Data from 2010 confirms students who enroll in noncredit classes at Continuing Education before going to college, can do better in college classes than students who did not attend Continuing Education classes before enrolling. This success is seen in higher placement scores for reading and writing; greater retention and completion rates, and greater overall success rates. Specialized classes such as Accelerated English and ESL Transition to College specifically help noncredit students understand and prepare for higher education. When Continuing Education students transition to college, they are given priority registration at City, Mesa, and Miramar Colleges.

The Continuing Education Advantage campaign visually explains options and is printed in the college class schedule each fall and spring semester; on various posters on campuses and in classrooms.

Additional activities of note include the following:

- SDCE Academic Senate executive leaders participate in meetings with senators from the colleges to discuss common academic goals and purposes
- SDCE Academic Senate co-authored State Academic Senate Resolution 13.01: Support for Local Control in Noncredit Instruction Programs with SDCE Classified Senate recognized for outreach effort to SDCE Academic Senate and in support of this resolution

Articulation Agreements (Non Credit to Credit): Non-credit to credit articulation agreements are a long-standing piece of the effort to transition students from SDCE to the district colleges. These agreements remain in place and since 2010 there have only been two changes including a new agreement under Child Development titled Family Home Daycare Training and the suspension of the Basic Machine Shop agreement due to suspension of the program.

ACE2 and College and Career Readiness: The Adult Basic Education/Adult Secondary Education Program (ABE/ASE) has developed a course sequence that exposes our low math and English language fluency students an instructional model that provides a learner-centered, participatory, holistic framework for adult learning. Our instructional model allows for a range of learning approaches and gives the student the freedom to work in a fashion that aligns with their learning style. The use of multiple technology platforms in the classroom facilitates the learning of prerequisite skills and students know where to direct their attention so that learning is maximized.

Additionally, students are given a sense of predictability and control and are joined with the teacher in the instructional encounter. The instructional “transaction” follows a structured framework and the learning is meaningful and purposeful. Students can start in CE at the beginning level of Adult Basic Education and progress through the sequence of courses that will lead to the successful transition to community college level coursework. Its implementation has proved to be successful in the following ways:

- Shows students a clear and achievable path for advancement
- Increased student retention and completion
- Strong support for transition students

Accuplacer Preparatory Course: Very recently, there has been discussion with the district colleges to develop a non-credit course which would provide preparatory training for those taking *Accuplacer* as part of the assessment process for college enrollment. This test is used by college personnel for assessment and recommended placement in the math and English course sequences. How well a student scores on this assessment test is crucial to his/her success in college inclusive of achieving a degree or certificate, persistence, and retention.

ESL Transfer Academy: The Immigrant Professional Transfer Academy is a series of eight, three-hour workshops to help SDCCD 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. Through the Academy, students work in small groups (10-15 participants) to define their goals and outline the steps necessary to achieve these goals. In the process, these students learn the proper format for writing an application essay, creating a resume, interviewing and searching for jobs, and networking. Participants are taught what is expected of them as a graduate student and/or working professional. They learn about local resources that prepare them for further progress, including preparation for 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. Students leave the workshop series with an educational/workforce plan that outlines the steps towards achieving their goals. Additionally, all of the information necessary to fulfill their goals is compiled in a resource notebook by students, so that they can use it immediately or in the future.

DSPS Services between SDCE and the Colleges: Continuing Education DSPS counseling and instructional faculty meet with their DSPS colleagues at the three colleges to discuss transition and service provision. This is a two way exchange which includes best practices and develops pathways for students with disabilities to move between the colleges and SDCE as appropriate. The Continuing Education Access Technology Specialist works closely with the AT faculty at the colleges, and has been involved in a joint workshop on making online content accessible. Regular liaison occurs between the District DSPS Interpreting Services, and the WorkAbility and C2C Programs, to refer students and support their individual goals.¹¹

Allied Health Program: The program participates in district and regional advisory committees for health programs. SDCE Allied Health 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. We promote student transition to San Diego City College, Mesa and other local community college health programs by including lessons on healthcare career ladders and internet search activities on local programs. We also regularly refer students to the ABE/ASE Program for basic skills remediation prior to taking the college placement exams.

Professional Development Activities: From 2010 to present, SDCE has provided and supported a wide variety of Professional Development/Flex activities with the goal of increasing SDCE faculty capacity to build on

¹¹ Evidence: AT Workshop PowerPoint, WorkAbility and C2C promotional materials

relationships with the community colleges. The end goal is to strengthen their understanding (college faculty and staff) of the SDCE programs as well as to raise awareness and understanding for SDCE faculty of college programs. These efforts also have included developing and promoting transitional pathways for SDCE students into higher learning. Efforts have been ongoing and gradually increased to include a current and sustained effort that includes established workgroups/ committees who meet regularly to support and achieve these goals. Specifically, the following professional development events have been held and committees/workgroups established:

- (2009 to present): Joint Non-credit/College Faculty Meetings/Workgroup: Meet regularly to bring CE & College faculty together to discuss ways to improve understanding, promote collaboration and develop effective and successful transition outcomes.
- (2009 to present): ESL to College Transition Meetings/Workgroup: Meet regularly to identify the content and tasks for an EL Civics objective focused on transition to college.
- (2009 to present): ESL Program Completion Committee Meetings/ Workgroup: Meet regularly to focus on student success and transition to next steps—including higher level ESL, other non-credit classes and including college or other appropriate trainings.
- (2009 to present): ESL Learner Persistence Committee/Workgroup: Meet regularly to develop/refine strategies to increase student retention/learner persistence and therefore, to develop student learners who are able to transition successfully to college.
- (2010 to present): ABE/ASE GED Trainings/Meetings: Meet regularly with the goal of increasing completion of GED to thus promote transition to college or other appropriate next steps.
- (2013): Academic and Career Preparation for the 21st Century Webinar.
- (2013): San Diego Area Writing Project (SDAWP) for College & Career Readiness 2.0.¹²

¹² Evidence: SDCE Flex Schedule & Reporting System; ESL Dialogue Newsletter



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