San Diego Community College District

Service and Growth
Beyond Traditional Campus Boundaries

Dr. Maria Nieto Senour
Board President

Mary Graham
Board Member

Rich Grosch
Board Member

Dr. Constance M. Carroll
Chancellor
District Overview

Dr. Constance M. Carroll
Chancellor
The San Diego Community College District

- California’s second-largest community college district
- Serves the City of San Diego and surrounding region
- 5 Member Elected Board of Trustees
- Student Trustee (Rotating)
SDCCD Mission & Functions

Instruction
• Basic Skills to Honors
• Transfer Programs
• A.A. & A.S. Degrees
• Career Technical Education Certificates
• High School Diploma / G.E.D.
• English Language Acquisition & Citizenship Training
• Skills Upgrading / Enrichment
• Military Education
• Bachelor’s Degree Pilot Program

Support Services
• Counseling, Tutoring, Financial Aid

Co-Curricular
• Performance Groups, Athletic Teams, Etc.

Understanding & Respect for Diversity

Community Partnerships
San Diego CCD Leadership Team

Board of Trustees
Bernie Rhinerson, Dr. Maria Nieto Senour, Rich Grosch, Peter Zschiesche, Mary Graham

Student Trustees Joseph Newell (Mesa College) and Ignacio Hernandez Valverde (City College)
60,000 Students Enroll in Credit Colleges

SAN DIEGO CITY COLLEGE

SAN DIEGO MESA COLLEGE

SAN DIEGO MIRAMAR COLLEGE
45,000 Students Enroll in Continuing Education

- Educational Cultural Complex
- César Chávez Campus
- Mid-City Campus
- North City Campus
- West City Campus
- CE at Mesa College
- CE at Miramar College
42,000 Service Personnel (3-Year Average)
Enroll at Military Base Programs
Student Demographics
Fall 2016

Colleges
- White, 31%
- Latino, 38.8%
- Other, 5.8%
- Unreported, 2.2%
- African American, 7.2%
- American Indian, 0.3%
- Asian, 9.3%
- Pacific Islander, 0.7%
- Filipino, 4.9%

Continuing Education
- White, 32%
- Latino, 33%
- Other, 2%
- Unreported, 8%
- African American, 8%
- American Indian, 0%
- Asian, 15%
- Pacific Islander, 0%
- Filipino, 2%

Male 50%
- Female 50%

Male 34%
- Female 66%
San Diego County’s 20 Largest Employers

1. UC, San Diego
2. Sharp HealthCare
3. Scripps Health
4. Qualcomm Inc.
5. City of San Diego
6. Kaiser Permanente
7. UC San Diego Health System
8. San Diego Community College District
9. General Atomics (and affiliated companies)
10. Rady Children’s Hospital-San Diego
11. YMCA of San Diego County
12. San Diego State University
13. Sempra Energy
14. Palomar Health
15. Northrop Grumman Corp.
16. SeaWorld San Diego
17. General Dynamics NASSCO
18. University of San Diego
19. BD (Becton, Dickinson, and Co.)
20. Solar Turbines Inc.

Source: San Diego Business Journal Book of Lists 2017
Concurrent/Dual Enrollment

Dr. Maria Nieto Senour
Board President
Collaboration with K-12

• Annual Joint meetings with board of coterminous K-12 district

• Allows the two Boards to set joint goals for cooperation and innovation and receive progress reports

• Allows for collaboration on legislation that both organizations individually and collectively support
Recent State Policy Changes to Concurrent/Dual Enrollment

- California’s community colleges have long been offering high school students the opportunity to enroll in college classes while in high school.

- AB 288, enacted January 1, 2016, offers new dual enrollment options by eliminating certain fiscal and policy barriers:
  - Allows students to register in up to 15 units
  - Waive tuition and college fees (i.e. health fees)
  - Classes offered on the high school campus can be closed to the public
Goals of AB 288:

Concurrent/Dual enrollment has historically targeted high-achieving students

- With this legislation, educators and policymakers were looking to concurrent/dual enrollment as a strategy to help students who:
  - May not be college bound
  - Are underrepresented in higher education
  - Are seeking advanced studies while in high school
  - Are seeking a career technical credential or certificate
Goals of AB 288 (Continued):

- Develop seamless pathways from high school to community college for:
  - Career Technical Education;
  - Preparation for transfer;
  - Improving high school graduation rates; or
  - Helping high school students in college and career readiness
SDCCD Concurrent/Dual Enrollment Models

- **College and Career Access Pathways (CCAP):**
  - Pathway to community college for traditionally underserved populations in higher education
    - Courses focus on college readiness, career technical education, and transfer preparation
    - College courses qualify for both high school and college credit
    - College classes scheduled on the high school campus during regular school hours and are closed to the public
    - Fees are waived

- **Accelerated College Program (ACP/CCAP):**
  - Transfer-level Math and Political Science courses
  - College courses taught on the high school campus and open to the public
  - College courses eligible for both high school and college credit
  - Fees are waived

- **Traditional Concurrent Enrollment:**
  - Individual high school students enroll in classes on the college campuses with approval of the high school principal and parent
  - Fees are waived for students in schools that have partnerships with SDCCD
In the last five years at SDCCD, the overall number of students concurrently/dually enrolled in high school and college classes increased 51%. 
Concurrent/Dual Enrollments at SDCCD

Between 2012-13 and 2016-17, concurrent/dual enrollments increased 44%, largely due to the additional CCAP student enrollments in 2016-17.
CCAP Sections Offered on High School Campuses

- In 2016-17, **166 CCAP and ACP/CCAP sections** were offered at high school campuses, providing students with a variety of courses
  
  - **107 CCAP sections** were offered:
    - 10% basic skills
    - 75% transferable
    - 73% general education
    - 11% Career Technical Education
  
  - **59 ACP sections** were offered:
    - 100% transferable
    - 100% general education
    - 51% Math; 49% Political Science
On average, between 2012-13 and 2016-17, retention rates of CCAP, ACP/CCAP and all concurrently-enrolled students were higher (97%, 97%, 96%, respectively) compared to non-concurrently enrolled students who took similar courses (85%).
Concurrent/Dual Enrolled Student Outcomes

Average success rates of CCAP, ACP/CCAP and all concurrently-enrolled students were also higher (93%, 91%, 90%, respectively) than non-concurrently-enrolled students (66%).
From 2012-13 to 2016-17, the average retention rate of ethnic minority concurrently-enrolled students was higher (95%) compared to non-dual enrolled students (87%).
Concurrent/Dual Enrolled Minority Students

Average successful course completion rates of ethnic minority concurrently-enrolled students were also higher (88%) than non-concurrently-enrolled students (71%).

Successful Course Completion Rates

- 2012/13: 87% Concurrent, 70% Non-Concurrent
- 2013/14: 88% Concurrent, 70% Non-Concurrent
- 2014/15: 89% Concurrent, 71% Non-Concurrent
- 2015/16: 87% Concurrent, 72% Non-Concurrent
- 2016/17: 88% Concurrent, 72% Non-Concurrent

Legend:
- Ethnic Minority Concurrent
- Non-Concurrent
Between 2012-13 and 2016-17, students who had previously taken classes via concurrent enrollment, and who enrolled within one year after high school graduation, had higher average retention rates (90%) compared to all students not concurrently-enrolled while in high school (87%).

Course Retention Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Prior Concurrent</th>
<th>Non-Concurrent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>92%</td>
<td>86%</td>
</tr>
<tr>
<td>2013/14</td>
<td>92%</td>
<td>86%</td>
</tr>
<tr>
<td>2014/15</td>
<td>91%</td>
<td>86%</td>
</tr>
<tr>
<td>2015/16</td>
<td>91%</td>
<td>87%</td>
</tr>
<tr>
<td>2016/17</td>
<td>87% 87%</td>
<td>87% 87%</td>
</tr>
</tbody>
</table>
Average successful course completion rates for students who had previously taken classes via concurrent enrollment were slightly higher when compared to those that had not (72% & 71%, respectively).

![Successful Course Completion Rates](chart_image)
Actions for Trustees

- Determine the desirable balance of concurrently-enrolled classes as part of the enrollment-management plan of the college/district
- Discuss and plan this option with local school boards
- Request and discuss progress reports
Online Education

Mary Graham
Vice President,
Institutional Effectiveness
Distance Education

- Distance Education is defined as “education that uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously.”

- Nationally, one in seven college students is enrolled in a fully online program.

- Students attending for-profit institutions are more likely to enroll online.
Accreditation Policy for Distance Education

All accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery.

For both traditional and online programs/courses, institutions are expected to:

- Develop, implement, and evaluate all courses and programs
- Establish means to verify student authentication
- Clearly define student learning outcomes
- Provide support services and assess student learning outcomes
- Provide advance notice of intent to offer a new delivery mode or program in which 50% or more of the courses are offered via distance education through the Substantive Change process
- “Regular and effective contact”
Online Learning Pathways is the SDCCD distance learning unit that manages the technology infrastructure, faculty development, and quality in online course offerings.

Course Design, Training, and Support Services:

- Online Faculty Training (20 hours)
  - To date, over 700 faculty trained and certified
- One-on-one Course Design Support
- Annual Distance Learning Summit

Additional Resources:

- Course Design Standards
- Distance Learning Handbook
- Online Learning Readiness Self-Assessment
- California Community Colleges’ Online Education Initiative Course Design Rubric
Online Sections by College
Total = 2126

- San Diego City College: 525
- San Diego Mesa College: 862
- San Diego Miramar College: 548
- San Diego Continuing Education: 191
Increasing Access to Online Learning

13% of total offerings (2,126 sections) were offered online in 2016-2017.

Online Sections by Academic Year

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Online Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>1,062</td>
</tr>
<tr>
<td>2013-2014</td>
<td>1,157</td>
</tr>
<tr>
<td>2014-2015</td>
<td>1,123</td>
</tr>
<tr>
<td>2015-2016</td>
<td>1,816</td>
</tr>
<tr>
<td>2016-2017</td>
<td>2,126</td>
</tr>
</tbody>
</table>

More than doubled in five years!
15.8% of student enrollments in 2016-17 were online.
Online and Collegewide
Student Demographics

Colleges

- White: 31%
- Latino: 39%
- Other: 6%
- African American: 7%
- Asian: 9%
- American Indian: 0%
- Pacific Islander: 1%
- Filipino: 5%
- Unreported: 2%

Online

- White: 32%
- Latino: 35%
- Other: 7%
- African American: 8%
- American Indian: 0%
- Pacific Islander: 1%
- Filipino: 5%
- Unreported: 2%
- Asian: 10%
## SDCCD Programs Available for Online Delivery

**San Diego City College**

### Certificate of Achievement
- Computer Information Systems
- Sheet Metal Trade Option (Non-apprentice)
- Electrical Apprenticeship
- Real Estate Broker
- Sheet Metal Apprenticeship

### Associate in Arts
- Liberal Arts: Visual and Performing Arts
- Liberal Arts: Language Arts & Humanities
- Liberal Arts: Scientific Studies Biological Sciences
- Liberal Arts: Scientific Studies Mathematics & Pre-Engineering
- Liberal Arts: Scientific Studies Physical & Earth Sciences
- Liberal Arts: Elementary Teaching Preparation
- Liberal Arts: Social & Behavioral Sciences
- Sociology Emphasis
### Certificate of Achievement
- Accounting
- Business Administration
- Business Management
- Administrative Assistant
- Computer and Information Science
- Multimedia
- Web Design

### Associate in Arts
- Liberal Arts: Business Studies
- Liberal Arts: Anthropology
- Liberal Arts: Child Development
- Liberal Arts: Economics
- Liberal Arts: Sociology
### SDCCD Programs Available for Online Delivery

**San Diego Miramar College**

<table>
<thead>
<tr>
<th>Certificate of Achievement</th>
<th>Associate in Arts</th>
<th>Associate in Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountancy</td>
<td>Art/Visual Studies</td>
<td>Accountancy</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Human Development Studies</td>
<td>Administration of Justice for Transfer</td>
</tr>
<tr>
<td>Aviation Operations Management</td>
<td>Psychology</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Business Administration</td>
<td>Social &amp; Behavioral Studies</td>
<td>Aviation Business Administration</td>
</tr>
<tr>
<td>Business Management</td>
<td></td>
<td>Business Administration</td>
</tr>
<tr>
<td>Computer &amp; Information Sciences</td>
<td></td>
<td>Business Management</td>
</tr>
<tr>
<td>Law Enforcement Specialization</td>
<td></td>
<td>Computer &amp; Information Sciences</td>
</tr>
<tr>
<td>Mortgage Brokerage &amp; Banking</td>
<td></td>
<td>Health &amp; Physical Education Studies</td>
</tr>
<tr>
<td>Paralegal</td>
<td></td>
<td>History for Transfer</td>
</tr>
</tbody>
</table>

**Associate in Arts**

- Art/Visual Studies
- Human Development Studies
- Psychology
- Social & Behavioral Studies

**Associate in Science**

- Accountancy
- Administration of Justice for Transfer
- Administrative Assistant
- Aviation Business Administration
- Business Administration
- Business Management
- Computer & Information Sciences
- Health & Physical Education Studies
- History for Transfer
- Law Enforcement Specialization
- Mortgage Brokerage & Banking
- Occupational/Technical Studies
- Paralegal
Benefits of Online as an Option

• Increased convenience and flexibility for students and instructors

• Expands pool of potential students to include those outside geographic area

• Able to increase number of course sections offered without need for increased physical resources (classroom space, parking, etc.)

• Discussion forums facilitate enhanced class discussions, encouraging participation by all students

• Improves student technical skills – students navigate online learning management systems, improve virtual communication skills, and practice time management

• Helps faculty incorporate a variety of educational resources, including many that are low- or no-cost
Actions for Trustees

• Determine the balance of online vs on-campus programs and courses as part of the enrollment-management plan of the college/district.

• Request and discuss progress reports.
  • Student demographics
  • Student success rates

• Address online cost issues in annual budgets (including technology infrastructure, faculty training and support, and course quality standards).

• Examine the needs of local business and industry for online training, programs, and courses.
California’s Community College Baccalaureate

Rich Grosch
Vice President,
Educational Collaboration
• Many employers now require bachelor’s degrees for entry into specific fields.

• A number of associate degrees are or are becoming obsolete in these disciplines.

• Public universities do not offer or do not plan to develop bachelor’s degree programs in these fields.

• For-profit and private institutions may offer these programs at a very high cost or in inaccessible locations.
Various Bachelor’s Degree Pathways

- Articulation Agreement
- Two + Two Program
- University Center
- Distance Learning/Degree Completion
- Community College Baccalaureate
It’s a Movement!

More than 80 community colleges are authorized to confer 500+ bachelor’s degrees in 24 states.
<table>
<thead>
<tr>
<th>States That Have Authorized Community College Baccalaureates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. New York 1970</td>
</tr>
<tr>
<td>2. West Virginia 1990</td>
</tr>
<tr>
<td>3. Utah 1992</td>
</tr>
<tr>
<td>4. Vermont 1993</td>
</tr>
<tr>
<td>5. Idaho 1995</td>
</tr>
<tr>
<td>6. Arkansas 1997</td>
</tr>
<tr>
<td>7. Florida 1997</td>
</tr>
<tr>
<td>9. Louisiana 2001</td>
</tr>
<tr>
<td>11. Texas 2003</td>
</tr>
<tr>
<td>12. Minnesota 2003</td>
</tr>
<tr>
<td>13. New Mexico 2004</td>
</tr>
<tr>
<td>14. Indiana 2004</td>
</tr>
<tr>
<td>15. Washington 2005</td>
</tr>
<tr>
<td>16. Georgia 2005</td>
</tr>
<tr>
<td>17. North Dakota 2006</td>
</tr>
<tr>
<td>18. Oklahoma 2006</td>
</tr>
<tr>
<td>19. Wisconsin 2010</td>
</tr>
<tr>
<td>20. Michigan 2012</td>
</tr>
<tr>
<td>21. Colorado 2014</td>
</tr>
<tr>
<td>22. California 2014</td>
</tr>
<tr>
<td>23. Delaware 2016</td>
</tr>
<tr>
<td>24. Ohio 2017</td>
</tr>
</tbody>
</table>
The California Context
1960 Master Plan for Higher Education

University of California
California State University
California Community Colleges
Independent Institutions
California Master Plan for Higher Education (1960)

- University of California
  - Primary academic research institution
  - Undergraduate through doctoral programs

- California State University*
  - Broader undergraduate through masters programs
  - Less stringent admissions requirements

- Community Colleges**
  - Certificates and Associate Degrees in academic and vocational programs
  - Open access

* Authorized to offer doctoral degrees in selected areas, SB 724 (2005)
** Authorized a pilot program for offering bachelor’s degrees, SB 850 (2014)
After much discussion and feedback, the Study Group believes that the offering of baccalaureates by the California community colleges merits serious review and discussion by the Chancellor and the Board of Governors.”
SB 850 (Block, 2014): Community College Baccalaureate Pilot Program

- Enables 15 districts to propose and implement one bachelor’s degree.
- State Chancellor/BOG to determine pilot districts based on resources, and local and regional needs
- Coordination with the state universities
- Duplication of public university programs to be avoided
- Legislature to set student fees, state compensation
- Local boards to determine governance, administration, standards, and formats
- Evaluation and report to State Chancellor and Board of Governors
SB 850 (Block, 2014): Approvals (All Unanimous)

- Senate Higher Education Committee (4/24/14)
- Senate Appropriations Committee (5/23/14)
- Senate (5/27/14)
- Assembly Higher Education Committee (6/24/14)
- Assembly Appropriations Committee (8/14/14)
- Assembly (8/20/14)
- Senate (8/21/14)
- Governor (9/28/14)
15 Colleges Approved for Pilot

<table>
<thead>
<tr>
<th>College</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antelope Valley College</td>
<td>Airframe Manufacturing Technology</td>
</tr>
<tr>
<td>Bakersfield College</td>
<td>Industrial Automation</td>
</tr>
<tr>
<td>Cypress College</td>
<td>Mortuary Science</td>
</tr>
<tr>
<td>Feather River College</td>
<td>Equine Studies</td>
</tr>
<tr>
<td>Foothill College</td>
<td>Dental Hygiene</td>
</tr>
<tr>
<td>MiraCosta College</td>
<td>Bio-manufacturing</td>
</tr>
<tr>
<td>Modesto Junior College</td>
<td>Respiratory Care</td>
</tr>
<tr>
<td>Rio Hondo College</td>
<td>Automotive Technology</td>
</tr>
<tr>
<td>San Diego Mesa College</td>
<td>Health Information Management</td>
</tr>
<tr>
<td>Santa Ana College</td>
<td>Occupational Studies</td>
</tr>
<tr>
<td>Santa Monica College</td>
<td>Interaction Design</td>
</tr>
<tr>
<td>Shasta College</td>
<td>Health Information Management</td>
</tr>
<tr>
<td>Skyline College</td>
<td>Respiratory Care</td>
</tr>
<tr>
<td>Solano College</td>
<td>Dental Hygiene</td>
</tr>
<tr>
<td>West Los Angeles College</td>
<td></td>
</tr>
</tbody>
</table>
Accreditation & Finance
Western Association of Schools and Colleges
Accrediting Commission for Community and
Junior Colleges (ACCJC)
Bachelor’s Degree Requirements

- ACCJC authorized to approve bachelor’s degrees through the substantive change process
- Added to draft standards new requirements specific to bachelor’s degree
  - Minimum 120 semester credits
  - Minimum GE requirement 36 semester credits
  - All standards apply and interpreted in the context of the degree (e.g. faculty credentials, library resources, etc. should be appropriate to the degree)
- Substantive Change Process
- Future authorization/scope in question
Finance

First Two Years $46 per unit

Second Two Years
$46 per unit
$84 per unit
$130 per unit

Total Cost $10,560
Proposed Legislation 2017
SB 769 (Hill):
Baccalaureate Pilot Program

Extends “sunset provision” of SB 850, which is currently a deterrent to student enrollment, from 2023 to 2028.
Benefits of Community College Baccalaureate

- Addresses workforce and economic needs.
- Provides accessible bachelor’s degree programs for students who are “place bound.”
- Provides high-quality education by colleges that often offer associate degree programs in the same workforce fields.
- Is affordable - $10,560 for all 4 years.
Important Considerations for a Campaign

1. Opposition is Inevitable
   - Universities’ Fear of Competition
   - Community Colleges’ Ideological/Emotional Concerns
   - Expect at least two years of development

2. Identify a Legislator to Serve as Champion

3. Quantify Needs
   - Workforce Data
   - Degrees

4. Address Details
   - Accreditation
   - Cost

5. Organize a Coalition

6. Obtain Endorsements
   - Chamber of Commerce
   - Professional Organizations
   - Students
   - Veterans Groups

7. Emphasize Educating the Public
   - Media, Op-Eds, etc.
THANK YOU!

Q and A