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Certification of the Institutional Self Study Report  
San Diego City College, 2010

TO: Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

FROM: San Diego City College  
1313 Park Boulevard  
San Diego, California 92101  

Board Approval: July 8, 2010

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution’s accreditation status.

We certify that there was broad participation by the campus community and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Signed

Rich Grosch  
President, Board of Trustees

Constance Carroll, PhD  
Chancellor,  
San Diego Community College District

Dr. Terrence Burgess, PhD  
President,  
San Diego City College

Peter White  
Vice President of Student Services  
Accreditation Liaison Officer

Roberta Alexander, PhD  
Self Study Faculty Co-chair

Berta Harris  
Academic Senate President

June Cressy  
Classified Senate President

David Campbell  
Associated Student President
ORGANIZATIONAL PROCESS AND TIMELINE FOR THE SELF STUDY

Spring and Fall 2007
San Diego College President Terrence Burgess appoints Ron Manzoni, Vice President of Instruction and Accreditation Liaison Officer, and Roberta Alexander, English Professor, to serve as the Accreditation Self Study co-chairs.

The president approves a proposal for the establishment of the Accreditation Self Study Steering Committee with the appointment of an administrator to each standard reassigned time for faculty members in each standard.

Initial meeting of the Accreditation Self Study Steering Committee opened by President Burgess.

Spring and Fall 2008
Accreditation Self Study Steering Committee meets monthly; presentations given regarding the status of the self study to the Academic Senate, Associated Students, and Classified Senate; reports presented at all meetings of the President’s Council (spring 2008-spring 2010).

Fall convocation presentation regarding the self study process.

Peter White, entering Vice President of Student Services, assigned to serve as Accreditation Liaison Officer and Self Study Co-chair.

Faculty standard co-chairs approved by the Academic Senate, and the steering committee is expanded to include students and staff.

Four standard co-chairs, and the faculty co-chair of accreditation attend the Academic Senate Accreditation Institute.

Campuswide recruitment for the standard committees, with special effort to include staff and students; Over 90 faculty, administrators, and staff volunteer to participate; standard committees meet on a regular basis.

Training session by Accreditation Commission for members of the steering committee and standard subcommittees held at the college.

Standard committees 1) discuss self study process; 2) reach consensus on a consistent, systematic approach to working with its standard; 3) train subcommittee members; 4) set up process and tasks for self-study; 5) organize and maintain document and data collection; and 6) draft descriptive summaries.

Standard co-chairs dialogue with counterparts from other campuses, as necessary to discuss districtwide concerns.
District Office of Institutional Research and Planning, the other colleges, and the college researcher—in consultation with the college Accreditation Self Study Steering Committee—draft and design the Employee Perception and Student Satisfaction Surveys.

**Spring 2009**
Administer Employee Opinion and Student Satisfaction Surveys as well as point-of-service surveys for various college services.

Two workshops for the Accreditation Self Study Steering Committee and all members of the college community are held by the Institutional Research and Planning Director and the college researcher to review, analyze, and interpret the results of the surveys.

Standard co-chairs submit first complete draft of the descriptive summaries.

**Summer and Fall 2009**
Accreditation overview presented at the Faculty Convocation.

Campus Forum during FLEX week regarding the self study and the results so far re: what the college does well and areas that need improvement.

Ongoing feedback with standard co-chairs regarding drafts and documentation needs.

Discussion and inclusion of identified planning agenda items.

**Spring 2010**
College presentation regarding the status of the self study process and the emerging planning agenda items.

Synthesis of planning agenda items by the President’s Cabinet with the faculty co-chair of the self-study; presentation to the self study steering committee by the college president.

Planning agenda items sent via email to the entire college community; ongoing revision of planning agendas based on feedback.

Copyediting of standards.

Standards posted on public folders and announced to the college community for review and feedback.

Standards reviewed and feedback provided by college constituent groups including Instructional Services Council, Student Services Council, Academic Senate Executive Committee, Associated Students, Institutional Technology Council, Institutional Assessment Committee, Master Planning and Resource Oversight Council (February/March).

Self study finalized and approved by Associated Students, Academic Senate, Classified Senate, and President’s Council (April/May).
Report reviewed by Chancellor’s Cabinet and the District Governance Council (June).

San Diego Community College District Board of Trustees approval (July).

**Fall 2010**

ACCJC team site visit

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**Accreditation Self Study Steering Committee Members**

Roberta Alexander, Accreditation Self Study Co-Chair, English Faculty
Christy Ball, Copyeditor, Accreditation Website and DVD Coordinator
Julianna Barnes, Dean of Student Development and Matriculation
Randy Barnes, Dean of Business and Information Technology, and Cosmetology
Mary Benard, Vice President of Instruction
Barbara Butler, Technical Support
David Campbell, President of Associated Students (2009-2010)
Dotti Cordell, Co-Chair of the Institutional Assessment Committee
June Cressy, President of the Classified Senate
Jerry Davis, Vice President of Administrative Services
Salley Deaton, Faculty Chair of Business Studies
Robert DeMartini, President of Associated Students (2008-2009)
Greg Duenas, Administrative Support
Lori Erreca, Dean of Behavioral and Social Sciences, and Consumer and Family Studies
Jaime Estrada-Olalde, Chair of Language Department
Berta Harris, President of the Academic Senate and Co-Chair of the Institutional Assessment Committee
Marilyn Harvey, Transfer/Career Center Director
Gloria Lyon, Faculty Chair of Child Development
John Markley, English Faculty Emeritus
Kathy McGinnis, Dean of Athletics and Exercise Science
Rose LaMuraglia, Faculty Chair of Information Technology
Sandra Pesce, Librarian Faculty, Electronic Resource Librarian
Yvonne Schmeltz, Documentation Support
Desiree VanSaanen, Administrative Support
Peter White, Vice President of Student Services, Accreditation Liaison Officer, and Accreditation Self Study Co-Chair
Xi Zhang, College Researcher

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**Standard Committee Membership**

**Standard I**

Jose Aguirre, Student
Julianna Barnes, Dean
Randy Barnes, Dean
Mary Benard, Vice President, Instruction

Deborah Berg, Faculty
Heidi Bunkowske, Public Information Officer
Dotti Cordell, Faculty
June Cressy, Classified Senate President
Nancy Crispen, Faculty
Jerry Davis, Vice President, Administration
Salley Deaton, Faculty Co-Chair
Gwen Enright, Faculty
Lori Erreca, Dean
Jaime Estrada, Faculty
Stephen Ford, Associate Dean
Berta Harris, Academic Senate President
Anita Hettena, Faculty
Jan Jarrell, Faculty
Mike Kaye, Faculty
Hoat Le, Faculty
Cathi Lopez, Faculty

Kathy McGinnis, Dean
Sandra Pesce, Faculty
Bonnie Peters, Faculty
Gerald Ramsey, Interim Dean
Joseph Rangus, Faculty
Barbara Ring, Faculty
Steve Schommer, Faculty
Nick Slinglend, Faculty
Minou Spradley, Dean
Joyce Thurman, Classified Staff
Jeanie Tyler, Director, Off-Campus
Denise Whisenhunt, Dean
Peter White, Vice President, Student Services

Standard IIA
Jennifer Aase, Faculty
Rafael Alvarez, Faculty
Mary Benard, Vice President, Instruction
Deborah Berg, Associate Dean
Dede Bodnar, Faculty
Misael Camarena, Faculty
Nancy Crispen, Faculty
Enrique Davalos, Faculty
Trudy Gerald, Associate Dean
Berta Harris, Faculty

Catherine Howell, Faculty
Jan Jarrell, Faculty
Farnaz Khoromi, Faculty
Jan Lombardi, Faculty
Andrea Milburn, Faculty
Wilson Pulido, Student
Josef Shannon, Student
Brian Sos, Adjunct Faculty
LeeAnn Taylor, Faculty
Wendy Zizzo, Faculty

Standard IIB
Rafael Alvarez, Faculty
Julianna Barnes, Dean
Marilyn Harvey, Program Coordinator
Denise Hollis, Classified Supervisor
Lou Humphries, Classified Supervisor
Larry Maxey, Program Coordinator
Bonnie Peters, Faculty

Gerald Ramsey, Interim Dean
Elva Salinas, Faculty
Neary Simms, Classified Staff
Coleen Swift, Classified Staff
Bill Weiner, Faculty
Denise Whisenhunt, Dean

Standard IIC
Cecilia Cheung, Faculty
Ram Gurumurthy, Faculty
Don Long, Faculty

Elizabeth Meehan, Faculty
Majeda Nasrawi, Classified Supervisor
Sandra Pesce, Faculty
Barbara Ring, Faculty
Jose Salgado, Faculty

Standard III
Roberta Alexander, Faculty
Terrence Burgess, President
Erin Charlens, Faculty
Dotti Cordell, Faculty
Al Cordiero, Classified Staff
Jerry Davis, Vice President, Administration
(President IIID)
Terry Davis, Vice Chancellor (Retired)
Paul Greer, Faculty
Rose LaMuraglia, Faculty (Co-Chair IIIC)
Cathi Lopez, Faculty

Standard IV
Randy Barnes, Dean
Cherie Bromley-Taylor, Classified Staff
June Cressy, Classified Senate President
Greg Duenas, Classified Staff
Stephen Ford, Associate Dean
John Hammond, Faculty
Pamela Kersey, Faculty
Sylvia Leon, Faculty
John Markley, Faculty
Cynthia Michalas, Student
Linda Océn-Odgo, Faculty
Gail Rodriguez, Classified Staff
Kim Shafer, Faculty
Marcia Strand, Faculty
Carolyn Thomas, Faculty

Carol Withers, Faculty

Gloria Lyon, Faculty (Co-Chair IIA)
Kathy McGinnis, Dean (Co-Chair IIIB)
Cassie Morton, Faculty
Majeda Nasrawi, Classified Supervisor
Sandra Pesce, Faculty
Lori Ray, Faculty
Charles Rodgers, Controller
Gail Rodriguez, Classified Staff
Nesha Savage, Faculty
Joyce Thurman, Classified Staff
HISTORY AND DEMOGRAPHICS

History
San Diego City College is a public, two-year community college administered by the San Diego Community College District. The college was first established in 1914 with 35 students and four instructors. In the 1950s, property was acquired for a permanent campus and the first buildings were erected. In the 1970s, additional property was made available through the City Redevelopment Project, financed primarily by Urban Renewal funds; approximately half of the present buildings were constructed during this phase. The Educational Cultural Complex which was designed to offer college as well as adult education classes to the Southeast San Diego community was opened during the same decade. Today the college serves as the educational cornerstone of downtown San Diego offering more than 100 majors, 115 certificate programs, and 1,500 classes each semester to approximately 18,000 students.

As a leader in innovation, the San Diego City College has recently started programs in Future Studies and Peace Studies, and is developing a program in Sustainability Studies. Graduates from the college are employed throughout our community as nurses, journalists, electricians, cosmetologists, youth development workers, fitness specialists, counselors, machine technicians, and radio/TV broadcasters. Exceptional student support services and excellence in education for more than 95 years keeps San Diego City College as the number one choice for a quality education.

Exceptional Accomplishments
Some of the outstanding programs, projects, and events at the college include the following.

Programs
- Award-winning graphic design and photography programs, which are part of a vibrant fine arts and theater program;
- Service Learning Program, named on the 2009 President’s Higher Education Community Services Honor Roll. In that year nearly 1,000 students provided 30,000 service hours in a year, demonstrating the college community’s commitment to the community;
- Newsscene Radio/TV program, which received two Emmys from the National Academy of Television Arts and Sciences (2007, 2008);
- Disability Support Programs and Services, which received the 2008 California Department of Rehabilitation Outstanding Agency Award;
- Students in Free Enterprise Program, which received 14 consecutive regional championship awards from SIFE USA;
- Learning communities program, City Links, which won a 2009 Exemplary Program Award from the Academic Senate of the California Community Colleges. This program links classes and provides assistance of supplemental instruction tutors and counselors to help the student cohort develop a sense of community and to succeed in academic work; and
- Innovative collaboration with the San Diego Unified School District to create City Middle College and the Early College High School programs, both of which promote the transition of high school students to college.
**Events**

- International Book Fair, the only one of its kind in the region, attracts more than 8,000 attendees from the college and community at large. This event and Literary Series includes local and nationally recognized artists who write in English and Spanish as well as authors from Baja California; and
- World Cultures Program, which hosts dozens of multicultural and political events each semester.

**Projects**

- Urban Farm, “Seeds at City,” is a cooperative effort that includes students, members of the community, professional farm educators, faculty, staff, student interns, community volunteers and high school students in developing a unique, sustainably maintained garden project that boasts a wide variety of fruits and vegetables
- Environmental programs and sustainable construction which have received many awards, including:
  - “Recycler of the Year,” awarded to the college by the San Diego City Council in 2008
  - LEED certification for the Exercise Science and Athletics Building
  - LEED Silver certification for the Learning Resource Center
- Research Symposium, in partnership with the Council on Undergraduate Research, is an event in which hundreds of students from over twenty departments present the results of their research to the campus community through a variety of venues, such as poster presentations, art, and PowerPoint presentations;
- *City Times*, the award-winning campus newspaper; and
- KSDS, San Diego City College’s unique jazz radio station.

In addition, the college and faculty members are recognized for the following accomplishments:

- Transfer success recognition by the Transfer Leadership Project, a UCLA study that indicates that the college has higher-than-expected transfer rates for African American and Latino students. Researchers from the Center for Student Success (UCLA) are investigating the full spectrum of factors that have led to success in this area;
- Ranked in the top ten of the top faculty at community colleges in the nation for teaching excellence by ratemyprofessors.com in 2008; and
- Faculty members of San Diego City College have been honored for their award-winning fiction and non-fiction publications, ceramics, graphic design, documentaries, environmental stewardship contributions, activism, and jazz radio station management, among others.

**Major Construction Projects/Improvements Underway or Planned**

The Academic Success Center, designed to serve as one-stop shopping for many of the college’s student support services (Tutoring, English and Math Centers, CalWORKs, TOPS/CARE, TRIO, MESA, New Horizons, Assessment, Puente, Umoja), opened in fall, 2009. The P Building, a two-story gymnasium building with new workout and locker rooms, classrooms, and improved ADA accessibility, was completed early in the 2009–10 academic year. The Career Technology Center (CTC), an 89,000 square foot facility designed to house the expanded Nursing,
Cosmetology, Photography and Digital Arts programs, along with a new San Diego City College police station and a 700-car parking garage, will open in fall 2010.

New projects in design for the college include the Arts & Humanities and Business/Technology buildings, a new science building, along with the new General Purpose Classroom building. These projects, along with the CTC, will transform the 16th Street corridor, enhance the “walkability” of the campus, and create a new entrance to San Diego City College.

**College Population and Service Area Characteristics**

According to the 2000 census data from SANDAG, San Diego has become a “minority majority” city with no group constituting over 50% of the population. This means that the City of San Diego is becoming diversified due to an ever-changing demographic population. As of 2000, Whites constituted 49% of the total San Diego City population, followed by Latinos (25%) and then Asians (14%). The socioeconomic structure of San Diego tends to be dichotomized. That is, there are many well-educated professionals and many less-well educated service sector workers relative to very few middle-income level jobs in the City of San Diego (San Diego Regional Environmental Scan Report, 2006). This socioeconomic trend seems to be driven by both the income and educational attainment levels of the San Diego general population according to 2000 census data. In all, these trends reflect a socioeconomic structure that is typical of many post-industrial cities.

San Diego is projected to grow over the next two decades, and according to the 2006 San Diego Regional Environmental Scan Report, the growth will bring significant changes to the city’s population. For instance, the majority of the city’s population growth is expected to occur in the Latino community. By today’s demographic standards, Latinos comprise one-quarter of the San Diego City population. However, by the year 2030, Latinos are expected to account for approximately one-third of the total population. At that time, both the White and Latino populations in San Diego are expected to be comparable to each other.

**Demographics**

The San Diego Community College District Office of Institutional Research and Planning, in collaboration with the campus-based researcher, provide the college with an abundance of longitudinal data on the demographics and achievement of the student body. The information that follows is a small sample of the information available to the college in the City College Fact Books and in the districtwide Facts on File.

**Headcount.** The number of unduplicated students or headcount at San Diego City College showed continual increase overall during the five-year period reported, 2004 to 2008. The fall headcount and spring headcount showed an increase (21% and 16%, respectively).
**Student Demographics.** The student population remained majority female (54% on average), diverse (30% Latino, 13% African American, and 32% White on average) and generally young (69% on average were between 18–29 years old). More than one-third of the student population lived outside the San Diego Community College District service area, which remained consistent over the five-year reporting period.

*San Diego City College Student Headcount by Ethnicity (Fall 2004–Fall 2008)*

**Ethnicity of the Student Body Compared to Ethnicity of all Employees.** There were a total of 1,278 employees working at San Diego City College during fall 2008. The ethnic breakdown showed that White employees comprised 48% of the total employee population, followed by Latino employees (20%), and African American employees comprising 12% of the workforce. White employees comprised 25% of the classified staff positions and made up almost two-thirds of the teaching faculty positions (63%). While the ethnic breakdown of all employees at the college approximates the diversity of the student body, the ethnic breakdown of full- and part-time faculty does not. Latino faculty are particularly underrepresented.

*San Diego City College Contract and Adjunct Faculty by Ethnicity (Fall 2008)*
Educational Cultural Complex (ECC)

Headcount. The number of unduplicated students or headcount at ECC showed continual increase during the five year period reported, 2004 to 2008. In particular, the spring headcount showed marked increase between 2005 and 2009 (28%). Furthermore, the fall headcount and summer headcount showed an increase (7% and 6%, respectively) as well.

Demographics. The student population remained majority female (71% on average) and diverse (37% Latino, 27% African American, and 15% White on average) and generally young (55% on average were between 18–29 years old).

Persistence. A majority of the first-time credit college students who completed a fall term persisted and completed the subsequent spring term (59% on average) during the five years reported, 2004 to 2008. Female students persisted at a higher rate than their male student counterparts (62% compared to 56%), while the average persistence rates by ethnicity ranged from 53% to 64%. A general trend showed that as age increased, term persistence decreased. In particular, younger first-time college credit students persisted at a higher rate than older students (62% for 18–24 years old compared to 42% for 40–49 years old), which is likely due to the fact that the younger students are generally degree or transfer seeking with a longer range education plan than the older students.
San Diego City College/Educational Cultural Complex Student Outcomes

Student Outcomes: Success, Retention, and GPA

The average successful course completion rate for the San Diego City College student population was 63%, the average retention rate was 82%, and the average GPA was 2.67. On average, male students had higher success and retention rates and GPA than their female student counterpart. Students ages 18–24 had moderately high retention rates but the lowest success rates and GPA (82%, 60%, and 2.47, respectively). Since this segment makes up more than half of the student population, further investigation into this disparity seems warranted so that clarification as to why this segment of the population underperforms in comparison to other age groups. Overall, White students had the highest success rate and GPA, while African American students had the lowest success and retention rates and GPA.

Student Outcomes: Awards Conferred

Female students (61%) at City/ECC received more associate degrees, on average, than their male student (39%) counterpart. From 2004/05 to 2008/09, White students received the most awards, followed by Latino students, and then African American students across all award categories. These trends reflect the fact that these three ethnicities (White, Latino, and African American students) constitute the greatest proportions of the student headcount population at City/ECC. On average, students between ages 30 and 39 years old consistently displayed a general trend of receiving the highest amount of awards within each category across all award categories between 2004/05 and 2008/09.

Student Outcomes: Transfer Volume

On average, nearly half of the transfers were to the CSU system (46%) followed by out-of-state institutions (25%), UC system (18%), and finally in-state private institutions (11%). The number of students who transferred to a four-year university increased 38% between 2004/05 and 2008/09. The greatest increase was found among the 25–29 year old age group (74%). The Latino student population increased the most in transfer volume (91%), from 66 in 2004/05 to 126 in 2008/09, which may be a direct result of the cluster of classes or Learning Communities at the colleges that focus on student transfer goal.

<table>
<thead>
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<th>Success Rate</th>
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<tr>
<td>African American</td>
<td>56%</td>
</tr>
<tr>
<td>American Indian</td>
<td>53%</td>
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<tr>
<td>Asian/Pacific Islander</td>
<td>68%</td>
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<tr>
<td>Filipino</td>
<td>62%</td>
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<tr>
<td>Latino</td>
<td>60%</td>
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<tr>
<td>White</td>
<td>68%</td>
</tr>
<tr>
<td>Other</td>
<td>63%</td>
</tr>
<tr>
<td>Unreported</td>
<td>65%</td>
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<tr>
<td>Average</td>
<td>63%</td>
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RESPONSES TO PREVIOUS RECOMMENDATIONS AND PLANNING AGENDAS

PART I: Responses to Previous Recommendations

Standard I: Institutional Mission and Effectiveness

Recom: 1.1
The college should complete its work on the development of student learning outcomes and review its master planning and resource allocation process to ensure that the learning outcomes, in addition to more traditional student achievement data, are utilized consistently in the planning process. (I.A.4; IB.7; II.A.1.c)

Development of Learning Outcomes and Assessment

Substantial, satisfactory progress has been made by the college to continually improve its practice by identifying, implementing, and assessing student learning and administrative outcomes (and using the assessment to improve practice) since the 2004 ACCJC recommendations. The college student learning outcome work is a continual process based on an ongoing “Student Learning Outcomes Assessment Cycle” (SLOAC). This faculty-driven effort is promoted and facilitated by the Institutional Assessment Committee (IAC).

From the outset in 2003, the SLO development process has involved the instructional and student services community in an institution-wide grass roots dialogue. Staff and faculty began with a dialogue regarding the student learning they value in the context of their programs. Once this initial approach was implemented, faculty and staff design and measure student learning outcomes which are unique to their programs and departments, rather than follow top down college-prescribed outcomes and assessments. Under the facilitation of the IAC, a framework for the work was developed to lend consistency and to support the culture of evidence that is needed in this effort. With ongoing opportunities for training, collaboration, input, and sharing, college departments and programs continue to increase meaningful departmental participation in designing and measuring student learning and in using the data for program improvement.

Significant achievements toward continuing SLOAC work since the 2004 accreditation visit include the following activities and accomplishments:

- Two fall convocations focused on student learning outcomes and assessment cycle in-service training and follow-up departmental workshops (2005, 2006);
- One all-day FLEX devoted to student learning outcomes and assessment cycle linkage to diversity issues and the college Title V project on enhancing student retention (2007);
- One all-day Classified Retreat dedicated to collaboration and communications with classified staff emphasizing their important role in student success (spring, 2007);
- Development of the Institutional Assessment website to increase communication and the sharing of resources on student learning outcomes and assessment cycle work (2004–05);
- Adoption of TaskStream to serve as the software provider to better record, track, analyze, and report on SLOAC progress throughout the campus (fall, 2008);
- Adoption by the Academic Senate and all shared governance bodies of the SLOAC Philosophy Statement (fall, 2009); and
- Increased institutional support, providing 40% release time for the faculty co-chairs of IAC. This support supports the faculty-driven SLOAC work at the college.
As of spring, 2009, as reported in the 2008–09 Accreditation Annual Report,

- 100% of courses had SLOs;
- 95% of instructional programs had identified student learning outcomes;
- 73% of instructional programs had ongoing assessment, and other programs and were engaged in developing and using assessment tools for program improvement;
- 100% of student and learning support programs had identified student learning outcomes; and
- 100% of student and learning support programs had implemented ongoing assessment.

The college is on track to reach proficiency in student learning and administrative outcomes by 2012, and reconfirms its commitment to the student learning outcomes assessment cycle in its Planning Agendas, which are based on the 2010 Accreditation Self Study.

The college master planning and resource allocation process ensures that learning and administrative outcomes are utilized consistently in the planning process. Student learning outcomes are incorporated in the program review portion of each department’s master planning document. All departments (student service, administrative, as well as instructional) are included in the master planning process and their requests for staffing as well as capital equipment are reviewed and incorporated into the campus plan. The process is explained in the annual Master Plan Updates.

SLOAC work is done to improve student learning through incremental program improvement. Most of these program changes do not require funding. However, they are a component of program review and master planning, and at times require resource allocation. While our campus philosophy is that funds are not entirely predicated on student learning outcomes and assessment cycle work, occasionally it does result in resource allocation. As one example, the digital music program completed a SLOAC demonstrating the need for Apple computers to maintain the students’ currency in the field and the funding was allocated.

To facilitate the linkage and documentation of student learning outcomes and assessment cycle work with the planning process, an Institutional Assessment Committee co-chair attends Master Planning and Resource Oversight Council (MPROC) meetings and the MPROC co-chair is a member of the Institutional Assessment Committee.

**Recommendation 1.2**

*The college should develop a process to evaluate and report to faculty and staff on the effectiveness of major changes that it undertakes in areas such as master planning, governance, and the academic calendar. (I.B.2; I.B.5)*

Major changes are evaluated through the shared governance committee structure with ultimate review and any necessary action plan taken at the President’s Council, the primary shared governance group.

The information is now reported back through various means, including the following:

- Open forums held by the president with faculty and staff
- Convocations for classified staff as well as faculty
- Weekly Faculty and Staff Newsletter (during the primary semester sessions, email, and college website)
- Campus Handbook
- Academic Senate Highlights (email and college website)
- Faculty and staff links on the San Diego City College website
- Committee links on the college website (World Cultures, Institutional Assessment Committee, Academic Senate, Classified Senate, Title V)
- Public folders available on the intranet reports made by members of committees to their constituent groups

**Recommendation 1.3**

In order to build upon their efforts to strengthen institutional effectiveness and to foster a “culture of evidence” throughout the district, the district office and the colleges should cooperate in the development of an enhanced research function with both strong district and strong college components. (I.B.3; IV.B.6; IV.B2.b)

**Campus-Based Research Structure**

Under the leadership of the Chancellor’s Cabinet an operational model which incorporates a researcher at each college and Continuing Education was developed in 2005. This model was widely discussed for input throughout the organization and has been partially implemented with plans to fully implement as budget allows. Campus-based researchers are in place at the two largest colleges, San Diego City College and Mesa College.

The vision of the operational model is to expand the district and campus research capacity and extend research functions beyond the district research office to become an integral part of the campus. The campus-based researcher (CBR) reports to the director of Institutional Research and Planning (IRP) at the district but, after a period of hands-on training and mentoring, spends the majority of his/her time on the campus with research priorities and work direction provided primarily by the college. The CBR is an integral part of the broader districtwide research community. As projects emerge from the college that have relevance to one or more of the other colleges, these projects would transition from college-specific to districtwide projects, thus avoiding redundancy of work and achieving increased productivity based on collaboration and increased teamwork.

The processes for generating accurate database information, developing this data into useful information and maintaining the integrity of the data are all the responsibilities of the IRP (including the CBRs). The procedures for processing data (e.g., student data from the district mainframe computer, as well as transfer data from the National Student Clearinghouse and various other sources of raw data) into more useful information have been documented and all researchers follow the prescribed approaches. The requirements and standards of reporting are also defined.

San Diego City College has had a CBR in place for over a year. The reporting and documented protocols needed to maintain report integrity, while maximizing the opportunities for collaboration, have been working very well for the college CBR. The following protocols are in place to support these goals:
1) Semi-weekly meetings are scheduled with the CBRs, district research analysts and research associates, and the director of IRP to review project plans, conduct troubleshooting analyses, identify ways in which to streamline projects, adjust timelines, and modify resources.

2) Meetings are periodically scheduled with the CBRs, the responsible college administrator, and the IRP director to help facilitate open communication and mutual sharing of issues and new directions in research emerging from college or districtwide arenas.

3) The IRP director frequently attends key meetings at the colleges and Continuing Education (e.g., Research Committee, Accreditation Committee, and BSI Committee) to provide assistance in determining research needs and defining research projects or reports, as well as facilitating the design and implementation of an infrastructure for building the research capacity and culture of evidence at the colleges and Continuing Education.

4) The IRP office staff has developed project logs that contain information about all the projects that the IRP office works on as well as a list of recurring projects that require CBR and district researcher collaboration/awareness, such as common core report elements for: Transfer Studies, Program Review, EOPS, DSPS, Matriculation, Accounting and Reporting for Community Colleges (ARCC), and Enrollment Management reports.

Culture of Evidence/Culture of Inquiry
The ultimate goal of the accreditation recommendation and the resulting actions described herein is to facilitate the development of a culture of evidence through a collaborative process that will lead to a culture of inquiry at the colleges, Continuing Education, and the district offices. The primary goal for developing a culture of evidence and inquiry is to inform all key decisions with relevant data thus moving towards data driven decisions.

The District IRP director and research analysts regularly attend many key committee meetings convened at the respective campuses, some of which include: Accreditation, Program Review, Institutional Research and Planning, Student Learning Outcomes and Assessment, and Basic Skills. The implementation of the CBR model has allowed for the extension of the research support and participation to go beyond the liaison relationship and become more integral to ongoing campus interaction. A recent example of the integration of planning at the campus and districtwide levels is shown with the Basic Skills Initiative. This state funded priority calls for data collection, analysis and data driven decisions as a central part of making responsive changes and enhancements to the delivery of course offerings in basic skills. The community of researchers (district and CBRs) collaborate on project plans that attend to a core set of needs for the colleges and Continuing Education while maintaining the ability, through the CBR, to provide special focus on the campus elements that are unique in the delivery of basic skills instruction and subsequent student success program. In addition, the IRP director and research analysts facilitate discussions at the Colleges/Continuing Education and at the district using a participatory action research model (e.g., briefings) to assess the needs of the campuses, identify the gaps in data needs, and develop and implement research agendas.
City College Research Committee

The City College Research Committee was formed in spring, 2008, and includes faculty, administrators, and classified staff. During the 2008–09 academic year, the committee drafted a Research Agenda to “organize and prioritize research requests” and to serve “as a vehicle for dialogue and a way in which to move beyond a culture of evidence to a more integrated culture of inquiry.” Additionally, “it provides a mechanism for collaborative inquiry which helps build research expertise throughout the college rather than isolated pockets of the college.” The agenda links research questions, design, and reporting cycle directly to college plans and initiatives as well as college priorities and effectiveness indicators. All appropriate shared governance and administrative councils had opportunity to review, discuss, and provide feedback in the development of the Research Agenda. Finally, the President’s Council approved the agenda in spring, 2009.

To assist the college in assessing the degree to which it is achieving departmental goals, annual Student Equity Reports are provided by the district IRP. The reports provide information in terms of student performance for each discipline area in which credit courses are taught. Data in the report are by equity categories as defined by the State Chancellor’s Office. Besides Ethnicity, Gender, Age, and Disability Status, categories for primary language status, EOPS status, and financial aid status are also included. In addition, the CBR provides program review trend data for comparing each discipline across six terms (fall 2006 to spring 2009) as well as to the overall institutional benchmarks. The CBR will also facilitate a Program Review Data Integration Workshop on campus for the purposes of program review data coaching and sharing and to promote not only a culture of evidence, but a culture of inquiry (fall, 2010).

In January, 2009, San Diego City College procured outcomes assessment software, TaskStream. In addition to organizing the college’s student learning outcome work, the college will be able to place the department program review and master planning documents on TaskStream. This will further assist the campus in developing qualitative and quantitative reports on the departmental and discipline level.

District Research Committee

The SDCCD Research Committee, which was reconstituted in 2006, serves as a major vehicle for directing and coordinating research support to the priorities that cross all colleges in the district and Continuing Education, including:

1. Student learning outcomes;
2. Program review;
3. Districtwide sharing of best practices in program innovation and evaluation; and
4. Providing a forum for identifying future research and data collection issues that need attention and proactive changes.

The committee functions as the central coordinating body for SDCCD research priorities. It provides leadership and guidance on initiatives that systematically promote a culture of evidence and a culture of inquiry within the district. The committee coordinates and prioritizes the joint efforts of campus-based and district-based researchers to enhance effectiveness and avoid duplication. In addition, the committee helps to disseminate research data and information that is produced by the IRP.
The SDCCD Research Committee, chaired by the director of IRP, includes one or more representatives from all three colleges, Continuing Education, the vice chancellor of instruction, special grant initiatives (Title 3, Title 5), as well as the research analysts to help ensure a comprehensive approach to address essential research issues.

**Future Changes in the Office of Institutional Research and Planning (IRP)**

Plans are being implemented to further strengthen the research capacity of the district IRP department to support campus and districtwide research and institutionalize a culture of evidence and a culture of inquiry throughout the organization. The IRP has developed a system of support staff ranging from research assistants and research associates, who provides technical support in the implementation, collection, and display of information to research analysts and the director who provide high level analysis, design, and project management. The addition of the research assistants to the team was intended to improve the quality and integrity of the data and information provided, as well as to increase the efficiency of the analysts and shorten the time to completion on most requested studies and reports. The diagram on the following page shows the reporting relationships of this expanded research support system.

Additional plans for improvement and expansion of the research capacity include the development and implementation of a comprehensive student information data warehouse (scheduled implementation in late fall, 2009). The warehouse will provide the IRP researchers and CBRs access to standardized data sets and templates, allowing for increased reporting and accuracy in reporting. The IRP has also been putting into place numerous quality assurance mechanisms and protocols for assuring data quality and integrity. These include such things as: standard operational definitions, procedures for validating data and reporting, and a syntax library. The long-term goal of the IRP is to provide leadership and support to the colleges, Continuing Education, and the district in building and sustaining a healthy infrastructure for conducting research and transforming data into information, while moving toward a culture of inquiry.
**SDCCD Institutional Research and Planning**

**Organizational Structure**

- **Campus Administration**
  - **District IRP Director**
    - **Admin. Asst.**
    - **Research Analyst**
    - **Research Associate**
    - **Research Analyst**
    - **Research Analyst**

- **Mesa CBR**
- **City CBR**
- **Miramar CBR (TBD)**
- **CE CBR (TBD)**

CBR = Campus-Based Researcher
Recommendation 1.4
In order to coordinate the master planning efforts already established at the colleges, the district should continue its work to formulate an overall strategic plan that will provide a vision for the future development of the district based upon extensive conversations among faculty and staff, students, college and district leaders, board members, and the community. (I.B.3; I.B.4; II.A.2.f; IV.B.1.b)

The San Diego Community College District Strategic Plan, 2009–2012, was approved by the District Governance Council, Chancellor’s Cabinet, and the Board of Trustees on April 16, 2009. The plan is the outcome of the district strategic planning effort which brought forth the planning processes from San Diego City College, Mesa College, and Miramar College, and from Continuing Education, and integrated them into an overarching framework. The critical and common priorities from the four institutions were synthesized within this framework and translated into strategic goals for the district.

This effort was facilitated by the district Strategic Planning Committee which includes representatives from each college and Continuing Education, as well as the district. The committee, which is part of the participatory governance structure of the district, serves as the vehicle for integration and coordination of districtwide strategic planning. Further, the Strategic Planning Committee is responsible for ensuring an effective, complementary balance in planning activities between the district and colleges/Continuing Education, that is, synchronization with the plans, goals, and implementation established at the campuses while respecting their autonomy. The committee’s actions and recommendations were informed through regular consultation with the campus shared governance groups.

Some of the committee’s accomplishments include the following:
- Established a coordinated framework and timeline for institutional planning across the district.
- Reviewed the planning outcomes of the colleges/Continuing Education to identify the common elements, themes, key issues, and need for broad-based review and analysis.
- Conducted an environmental scan and assessment of community needs to facilitate an integrated set of district responses to the identified needs and changing socio-economic and demographic challenges.
- Reviewed and disseminated current and timely information from external groups and agencies that relate to the planning opportunities the district and its institutions should strategically pursue (e.g., San Diego Regional Environmental Scan).

The San Diego Community College District 2009–2012 Strategic Plan was further refined in 2008–09 and published in fall, 2009. It establishes seven strategic goals:
1. Increase access to continuing and higher education opportunities for all;
2. Strengthen and expand support services to respond to changing student needs;
3. Assume strategic role in addressing regional workforce development needs;
4. Enhance professional development for all staff;
5. Become a sustainability citizen and advocate within the community;
6. Adapt to a changing fiscal environment with a sound fiscal strategy; and
7. Strengthen our internal and external organizational communications practices.
Progress in meeting the seven goals has been evaluated in late spring, 2010, and will be evaluated annually thereafter.

**Standard II: Student Learning Programs and Services**  
**Recommendation 2.1**  
The college should develop a consistent funding model that supports the need of the Learning Resource Center for both human and fiscal resources. (II.C.1.a)

San Diego City College has made progress towards addressing this recommendation. Some of the critical human resource needs have been met by filling two new librarian positions (effective fall 2004 and 2006), replacing one retired librarian (fall 2005), the installation of an Instructional Support Supervisor for the Multimedia Center/Audiovisual Department, and hiring additional multimedia/audiovisual personnel (2007–08). Four of the librarians’ contracts were changed from 11-month to 12-month contracts to meet program needs (effective July 2007), so that all five librarians had 12-month assignments. The number of full-time librarians has been reduced to four, however, due to a retirement, effective summer 2010.

The college continues to request additional library staff to match growing program needs. A permanent dean position with an attending administrative assistant was created to be filled in 2007–08; however, the position was filled with an interim administrator without additional clerical support. The full-time position for a dean of information and learning technology has been reopened and should be filled by fall 2010. Future plans to address immediate and long-term staffing and technology support needs for the LRC are incorporated into the college’s Planning Agenda #2, which is based on the 2010 Accreditation Self Study.

The Learning Resource Center (LRC) continues to submit annual program reviews as supporting documents for master planning, and for submission to the Master Planning and Resource Oversight Council (MPROC) to support staffing needs as well as capital expenditures. Although consistent funding has not been formalized, MPROC and the college community have acknowledged students’ academic needs through occasional significant funding allotments for the LRC. This significant support is tacit acknowledgement of the consequences that years of minimal funding has had on the LRC and demonstrates both the will and the intermittent capability to rectify this problem.

Some of the LRC accomplishments made possible with the additional funding and personnel include beginning to remedy the age of the collection, providing access to more electronic resources, enhancing access via a new web design, and increasing instruction by offering LIBS 101.

**Standard III: Resources**  
**Recommendation 3.1**  
The district, in cooperation with the colleges, should explore new efforts and initiatives to identify the barriers that limit the diversity of their workforce and to ensure that faculty and staff reflect the rich diversity of their student body. (III.A.4)

In the last response to the accreditation team, the San Diego Community College District outlined areas in which goals had been set and work begun in the areas of increasing the
diversity of the workforce. In addition to those areas identified in the response, the district has made significant progress in exploring new initiatives and taking positive actions to enhance the diversity of the workforce of the district. Additionally, the district, individual colleges, and Continuing Education have taken actions to identify barriers that limit diversity, as well as identified new goals, objectives, and initiatives towards meeting the goal of a more diverse workforce. As a result of the identification of some potential barriers, the following initiatives have taken place: Policy Development, Training, EEO Process Review, Site Compliance Officers, Diversity Reporting, College and District Diversity Programs, and development of the district EEO Plan. These initiatives will provide the District and the colleges and CE with the ability to further identify and eliminate barriers to achieving a diverse workforce. Additionally, the EEO Plan included in this response identifies 12 additional barriers and means to eliminate and/or overcome them.

**Policy Development**

One potential barrier to a diverse workforce is unclear or noncommittal policy regarding the district’s commitment to diversity. The district has taken exceptional steps to ensure that this is not an obstacle or barrier in our district, and that the commitment is known and shared. Since the last report to the accreditation team, the Board of Trustees in September of 2007 evidenced their continued commitment to diversity by adopting a new Board Policy, BP 7100, Commitment to Diversity. In the 2008–09 academic year, the Trustee Advisory Council proposed and the board adopted revisions to the policy to include cultural competency as an important component of being qualified for employment with the district. The proposed changes were approved by the District Governance Council and the revised Commitment to Diversity policy was formally adopted on April 16, 2009.

Since the last accreditation, through shared governance process with faculty, staff, and constituent groups, the district has adopted new policies and procedures regarding nondiscrimination and equal employment opportunity. These efforts further ensure that the district engages in fair and equitable hiring practices that support a diverse workforce and effectively addresses any problems that could arise in this area. These policies also reconfirm the district’s commitment to support working and educational environments that are free from discrimination and rich in diversity.

**Training**

A lack of knowledge or understanding of the core components and values surrounding diversity can be a barrier to achieving a diverse workforce. To ensure that this is not a barrier, the district provides training to faculty and staff in various areas, including Equal Employment Opportunity (EEO), to ensure that there are no barriers to hiring a workforce which is rich in diversity and reflects the wide range of diversity in our student population. In 2007–08 and 2008–09, the district’s Human Resources Department conducted EEO training at all of the colleges, Continuing Education, and the district office. The training was designed for the district’s EEO representatives, who are members of all employment application review (screening) committees. The EEO representatives have the role of participating in and monitoring the screening/hiring processes to ensure the integrity of the process and to see that it is conducted in a manner that complies with all federal and state laws. The Human Resources Department also utilizes the
materials from this EEO representative training to train all chairpersons and other screening committee members to enhance and emphasize the district’s commitment to EEO and diversity.

In July, 2009, as a result of the Human Resources reorganization, the Board of Trustees approved and filled a new position, Employee Training and Development Officer. This position enhances the district’s ability to provide all personnel with appropriate continued professional development opportunities consistent with the district’s mission, including the district’s commitment to diversity.

Additional training on diversity and cultural competency has also been developed throughout the district. An initial training on cultural competency was presented to the Chancellor’s Cabinet members (chancellor, presidents, and vice chancellors) at the Cabinet Retreat on August 14, 2009.

**EEO Process Review**

In order to continue to identify the barriers that may limit the diversity of the workforce, the district has dedicated staff responsible for reviewing the hiring process for compliance with state and federal equal employment opportunity laws and principles. Primary in this effort at the district level is the Equal Opportunity and Diversity Officer, amongst whose duties are to:

- Develop and recommend EEO/Diversity program, policies, and strategies which meet federal, state, accreditation standards, Board of Governors, State Chancellor Office, and other mandates.
- Review and approve district recruitment and hiring processes to assure these are conducted in accordance with district, state, and federal EEO/Diversity requirements.
- Conduct investigations of formal complaints of unlawful discrimination for district students and employees.
- Conduct EEO training.
- Provide advice and interpretation to district administrators, employees, students, and employment applicants on federal and state laws and district policy and procedures related to EEO, discrimination, and diversity.
- Represent the district office and district service center as the EEO Site Compliance Officer.
- Chair the district’s EEO Plan Advisory Committee, Equal Opportunity Site Compliance Officer Committee, and Campus Diversity Advisory Council.

Additionally, at each college, Continuing Education, and the district office there is a Site Compliance Officer (SCO) who is specially trained in the laws, regulations, policies and procedures pertaining to EEO. The SCO also possesses sensitivity to and understanding of the diverse socioeconomic, cultural, disability, and ethnic backgrounds of community college students and staff, and understands the educational benefit of an academic environment that is rich in diversity. The SCOs perform conflict resolution and manage informal EEO complaints and investigations from students and employees to ensure integrity in the treatment of faculty, staff and students.

The district has an SCO Committee that is chaired by the Equal Opportunity and Diversity Officer and whose membership includes all of the district’s SCOs. It is a permanent component of the district’s EEO Program, and its primary purpose is to provide the SCOs from each campus
with EEO training on EEO laws, policy and procedure and an opportunity to collaborate and identify, measure, and develop plans to combat patterns of unlawful discrimination and harassment districtwide.

**Diversity Reporting**

In the prior accreditation response, it was noted that the Board of Trustees had initiated an effort to regularly monitor the diversity of the work force and student body through quarterly reports. In an effort to ensure that there is no barrier created as a result of untimely or dated information regarding the composition or diversity of the student body or workforce vis-à-vis the current population within the district, the board has continued to actively monitor the diversity of the workforce and the student body through quarterly reports provided to them the Human Resources Department. These reports provide a profile for each college and Continuing Education as well as the district in total of the current employee workforce composition by sex and ethnicity, including recent hires, as well as the student demographic profiles.

**College Diversity Program**

A potential barrier to recruiting and hiring a diverse workforce is not having an adequate recruitment pool of diverse candidates to draw from when hiring opportunities arise. To ensure that this barrier is not present in our district, the district Human Resources Department regularly conducts an ongoing analysis of the district applicant pools to ensure the effectiveness of our outreach efforts and the presence of a diverse applicant pool.

In the prior accreditation response, it was indicated that each of the colleges and Continuing Education’s shared governance body would discuss diversity and create activities and strategies to identify barriers and support diversity. In an atmosphere of shared governance, and with the active input and assignment of faculty and staff, each college and Continuing Education has made substantial progress in developing strategies and activities to enhance and promote diversity on their respective campuses. All of the colleges and Continuing Education have either created campus diversity committees, or are actively engaged in doing so. Three colleges have completed the creation of their diversity websites to support their committees’ efforts and objectives in this area. Continuing Education is in the process of developing their website.

San Diego City College formed a Diversity Committee to take a lead role in fostering a campus environment that welcomes and respects diverse life experiences, and identifies and eliminates barriers to achieving a diverse workforce. It is committed to promoting a broader awareness of diversity through the initiation of policy and programs that support the mission of the college. Anyone at the college is free to participate and serve as a member of the committee. The Diversity Committee is in the process of revamping their website which can be viewed at [http://sdcity.edu/diversity/default.asp](http://sdcity.edu/diversity/default.asp).

San Diego City College demonstrates its commitment to diversity in myriad ways; in the mission statement, in the dozens of well-attended multi-cultural campus events (sponsored by individual departments as well as World Cultures, the International Book Fair), and in the broad dialogue about diversity—in all of its manifestations—that is facilitated by the Diversity Committee. In addition, the site compliance officer offered workshops in 2007–08 for adjuncts on how to apply for full-time, contract positions which led to improved success for those individuals who participated.
There has been a hiring freeze since 2008, so the college has not substantially improved its hiring of diverse faculty since that date. As of 2008, however, the inclusivity of the many programs, celebration of diversity at the college, and the diligent work of the Diversity Committee had led to incremental progress in improving faculty diversity. As a Hispanic-serving institution with Latino students representing 32% of the student body, the college recognizes the need to have better representation of Latino faculty. In fall, 2006, Latino faculty represented 12.3% of full-time, and 9.6% of part-time faculty. Some improvement was made, however, because in fall 2008, Latino faculty represented 16% of full-time, and 10% of part-time faculty. Notwithstanding this success, Latino faculty, in particular, continue to be underrepresented.

Independently of the district, the college has reconfirmed its commitment to a workforce—especially faculty—that reflects the diversity of the student body in Planning Agenda #5, which is based on the 2010 Accreditation Self Study.

**EEO Plan Development**

A lack of planning, and specifically the lack of a formal plan to reach diversity goals, can be a barrier to achieving a diverse workforce. The district has aggressively pursued the development of a district EEO Plan despite many uncertainties from the state Chancellor’s office that could have derailed these efforts, including the lack of standards for developing and obtaining hiring availability data. Nonetheless, our district persevered to develop and adopt our district EEO Plan.

The prior accreditation response indicated that the district would convene a committee to develop a districtwide plan regarding EEO and diversity, and it has done so. During fall, 2007, a districtwide EEO Plan Advisory Committee was formed. The committee was chaired by the district’s Equal Opportunity and Diversity Officer and included a diverse membership, with representation from the various participatory governance groups from all three colleges, Continuing Education, and the district office. The committee has met regularly since its inception and has submitted the final draft of the EEO Plan to the District Governance Council, Chancellor’s Cabinet, and Board of Trustees for approval in July, 2010.

The EEO Plan includes the following 11 components:

1. Introduction
2. Policy Statement
3. Delegation of Responsibility, Authority, and Compliance
4. Advisory Committees
5. Complaints
6. Notification to District Employees
7. Search Committee Training and Composition
8. Annual Written Notice to Community Organizations
9. Analysis of District Workforce and Applicant Pool
10. Other Measures Necessary to Further Equal Employment Opportunity
11. Graduate Assumption Program of Loans for Education

Component 10 of the EEO Plan (Other Measures Necessary to Further Equal Employment Opportunity), identifies twelve (12) actions to remove barriers that limit diversity and ensure a workforce rich in diversity.
These actions include:

1. A commitment to a formal diversity program that will be funded and supported by the district and campus leadership. Each college and Continuing Education will be responsible for advancing the diversity and cultural competency on their campuses.
2. Recruiting and hosting guest speakers from underrepresented groups and diverse cultural backgrounds who may inspire students and employees.
3. Emphasizing the district’s commitment to equal employment opportunity, diversity and cultural competency in job announcements and in its recruitment, marketing, and other publications.
4. Conducting diversity forums, cross-cultural events, and promoting cultural celebrations on campus.
5. Encouraging the faculty and Student Services Program to integrate diversity and multiculturalism into their instruction and program.
6. Ensuring that all district institutions’ publications and other marketing tools reflect diversity in pictures, graphics, and text to project an inclusive image.
7. Recognizing and valuing staff and faculty who have promoted diversity and equal employment opportunity principles.
8. Providing EEO/Diversity workshops which promote diversity and cultural competency.
9. Ensuring that the district’s equal employment opportunity and diversity goals and objectives are fulfilled by cabinet level administrators.
10. Establishing an “Equal Opportunity and Diversity” online presence by highlighting the district’s diversity, equal employment opportunity, sexual harassment and nondiscrimination policies, procedures and programs on the district’s website. The website also lists contact persons for further information on these topics.
11. Establishing awareness of sensitivity to diversity and cultural competency as a required skill and qualification for district employees.
12. Ensuring that all levels of administrative staff support equal employment opportunity and diversity objectives and that the Equal Opportunity and Diversity responsibility is maintained at a cabinet or other high-level administrative position.

In the previous response to the findings of the accreditation team, the district committed to taking steps to further enhance the diversity of the faculty and staff and to take actions to identify and remove barriers to this goal. All of the commitments previously identified in the last response to the accreditation team have been met and many have been exceeded.

Further, as evidenced by the specific examples cited in this response, the district, each of the three colleges, and Continuing Education have taken additional steps beyond the previous commitments to demonstrate their commitment to diversity through planning, training, and the development of programs and processes which are designed to eliminate artificial barriers a diverse workforce. The district, the colleges, and Continuing Education recognize and embrace the challenge of continuing to identify and improve the equal opportunity and diversity efforts throughout the district and at each location.

**Recommendation 3.2**

*The college should develop a comprehensive Information Technology Plan, addressing such issues as network development, equipment replacement schedules, support staff and funding for*
all instructional and administrative technology. This plan should be fully integrated into the annual planning process. (III.C.1; III.C.2)

The college has met the requirements of this recommendation. The Information Technology Plan has been developed, and is integrated into the annual planning process. The Institutional Technology Council’s (ITC) Institutional Information Technology Strategic Plan is driven by the college mission and is designed to support and assist the college in regards to the broad range of technology decisions. The first plan was approved by the Master Planning and Resource Oversight Council (MPROC) and the President’s Council in spring 2005 and was subsequently revised and approved in spring 2010. The plan includes a description of the council’s charge and membership criteria; a description of the planning process itself; an analysis of the council’s guiding principles; the plan for replacing computer hardware and software; and the goals, strategies, and challenges of the ITC.

The goals of the ITC include the following:
- Establish adequate and stable funding of technology resources;
- Provide open access to technological resources to promote student, faculty and staff success;
- Establish and develop procedures for purchasing;
- Acquisition of appropriate technology support staff to support current technology and to provide training to accommodate changes in technology;
- Promote proper education and training that would enhance workforce development;
- Effectively communicate to the campus community the technology available for use; and
- Monitor and evaluate the technological resources of the college and develop an annual review process.

The ITC integrates into the annual planning process by regularly reviewing its activities and submitting a Campus Wide (CW) Form to MPROC. The CW Form indicates proposed purchases and outlays for campus-wide initiatives. These have included recommendations for large-scale computer and multimedia equipment replacement, as well as staff augmentation to support growing technology needs for hardware, software, and multimedia equipment on campus.

The council has decided that the plan itself will be reviewed and revised annually. The college commitment to implementing the plan is reconfirmed in Planning Agenda #2, which is based on the 2010 Accreditation Self Study.

**Standard IV: Leadership and Governance**

**Recommendation 4.1**

The district should build upon its efforts to clearly delineate the functions of the district and the colleges and to communicate more effectively with faculty and staff throughout the district, paying additional attention to coordinating and integrating services and activities within the district office and regularly evaluating the effectiveness of the delineation and the quality of services provided to the college. (IV.A.5; IV.B.3)

Since the previous accreditation visit, the district has further refined the delineation of the function and governance structure of the district and colleges/Continuing Education. This
delineation has served as a model for other multi-college districts in the state and nationally. The delineation of function has been formalized and included in the annual publication, *District Governance and Administration Handbook* for 2009–10. This handbook describes the district operations, including key personnel in each of the district departments. The handbook also describes each district shared governance committee, including the annual membership. Additional important components of the handbook are the key district policies related to governance. The effectiveness of the coordination and integration of services and activities are reviewed and refined throughout the district’s many councils and committees, including Budget Development, Student Services, Curriculum and Instruction, District Governance Council, Marketing, Research, and Management Services.

There are several recent examples of refinements designed to improve effectiveness and efficiency, including:

- The addition of a Classified Senate representative to the District Budget Development Committee to improve communication with the Classified Senates.
- Periodic meetings of the Student Services Council with other student services department leaders on topical areas, including matriculation deans, health services directors and mental health professionals, evaluators, DSPS program managers, and Transfer Center directors. The goal is to improve collaboration and communication.
- Regular joint meetings of the vice presidents of student services and instruction, along with the vice chancellors of student services and instruction to plan and address issues that impact both student services and instruction, as well as to improve collaboration and coordination of the leadership.
- A conscientious districtwide effort to produce district meeting agendas and support documents in an online format to support sustainability efforts and maximize efficiency.
- Regularly scheduled meetings between the executive vice chancellor, business services and vice presidents of administrative services to facilitate coordination and communication on fiscal matters.
- Regular and open office hours are conducted by the chancellor at each college, Continuing Education and the district office.
- Regular, written updates to all employees from the district Emergency Operations Committee apprising of recent developments on emergency matters, the most recent being the H1N1 Pandemic.
- A reorganization of the Human Resources Department to improve operations and provide for efficiencies.
- A reorganization of the district’s Information Technology Department to move from a contracted service provided by a third party for the past 30 years, to an in-house operation fully integrated into the district’s organizational structure. The goal of the reorganization is to provide a more cost-effective operation that is responsive to operational needs.
- Regular meetings between the Academic Senate leadership from the colleges, Continuing Education, and the chancellor to ensure strong communication on districtwide matters that rely primarily on the Academic Senates.
- A reorganization of the District Instructional Services and Economic Development Department to incorporate grants development, economic development, and a stronger relationship between the Career Technical programs and business and the community.
There are several important communication mechanisms that have been institutionalized to communicate effectively with faculty and staff throughout the district. These include the following:

- Chancellor’s Cabinet Update
- Board Reports
- DGC Minutes
- Facts on File
- High School Partnership Delineation Document
- Propositions S and N Report
- Ongoing Emergency Response Reports
- Chancellor’s Messages and Regular Updates on Important Matters

The Chancellor’s Cabinet meeting report is a regular publication of important information and decisions of the Chancellor’s Cabinet and is widely disseminated monthly, throughout the district, both electronically and on paper.

The Chancellor’s Cabinet has initiated another new annual publication since the last accreditation, titled *Facts on File*. The publication includes a profile of the district, as well as each college and Continuing Education, including employee and student demographics, major program descriptions, student outcomes data, budget and facilities information, and other important high level facts that may be of interest to the community we serve. This report is complemented with a comprehensive *Fact Book* for each college, Continuing Education, and the district, that contains detailed student demographic and outcome data, along with other important comprehensive facts about each program.

The district has also refined several areas of responsibility to more clearly delineate functional responsibility and provide for efficiency of service delivery, including the initiation of campus-based researchers, an enhanced outreach structure at each college and Continuing Education, a new operational structure for Disabled Students Programs and Services, and a reorganization of the district Human Resources, the Instructional Services and Economic Development Department, and the Information Technology Department. Continued review and refinement of other areas is planned for 2009–10 and 2010–11, as a result of the declining budget for the categorical programs.

The Chancellor’s Cabinet and District Governance Council continue to review and better define the organizational functions of the district and the colleges and Continuing Education. As recommendations come forward, they will be reviewed and acted upon by the appropriate department/entity.

In a continued effort to evaluate the effectiveness of the quality of services provided to the colleges by the district offices, in 2009/10 the San Diego Community College District began a process of integrated planning at the district. This effort has also served to move the district towards its strategic goals and align with the planning process at the campuses. The district Office of Institutional Research and Planning developed a planning model that includes a cycle for planning along with district department action plans and assessments. This process provides a structure for establishing goals which determine specific action steps or activities, as well as
indicators and measures for evaluating the progress made toward these goals. Each department in the district office provides an updated plan every year along with a report on the outcomes from the previous year. The action plans and assessments are developed by the individual departments and divisions and are compiled into a larger district level report.

This process provides each district department and their divisions an opportunity to dialogue within their department in order to define and clarify a purpose or mission, to establish short-term and long-range goals to serve the colleges along with key activities for achieving these goals and to determine ways in which to best measure progress toward achieving the goals. The planning process also includes a review and report on the outcomes of the activities so that departments can discuss strategies and future action steps.

As part of this new planning process, the Office of Institutional Research and Planning administered a districtwide internal customer needs survey for each district department in spring 2010. Each department reviewed its survey results and used the information to assess goal achievement and to establish renewed goals for the department. The Planning and Assessment Model for the district department is illustrated below.

**PART II: Responses to Previous Planning Agendas**

**Standard I: Institutional Mission and Effectiveness**

**I.B. Identify, implement, and assess student learning outcomes in all instructional, student service, and administrative service programs and use the assessment information for program improvement.**

Substantial, satisfactory progress has been made by the college towards identifying, implementing, and assessing student learning and administrative outcomes since the 2004 self study. The college student learning outcome work is a continual process based on an ongoing
“student learning outcomes assessment cycle” (SLOAC). This effort is promoted and facilitated by the Institutional Assessment Committee.

From the outset in 2003, the SLO development process has involved the instructional and student services community in an institution-wide grass roots dialogue. Staff and faculty began with a dialogue regarding the student learning they value in the context of their programs. Once this initial approach was implemented, faculty and staff design and measure student learning outcomes which are unique to their programs and departments, rather than follow top down college-prescribed outcomes and assessments. Under the facilitation of the Institutional Assessment Committee, a framework for the work was developed to lend consistency and to support the culture of evidence that is needed in this effort. With ongoing opportunities for training, collaboration, input, and sharing, college departments and programs continue to increase meaningful departmental participation in designing and measuring student learning and in using the data for program improvement.

Significant achievements toward continuing SLOAC work since the 2004 accreditation visit include the following activities and accomplishments:

- Two fall convocations focused on student learning outcomes and assessment cycle in-service training and follow-up departmental workshops (2005, 2006);
- One all-day FLEX devoted to student learning outcomes and assessment cycle linkage to diversity issues and the college Title V project on enhancing student retention (2007);
- One all-day Classified Retreat dedicated to collaboration and communications with classified staff emphasizing their important role in student success (spring 2007);
- Development of the Institutional Assessment website to increase communication and the sharing of resources on student learning outcomes and assessment cycle work (2004–05);
- Adoption of TaskStream to serve as the software provider to better record, track, analyze, and report on SLOAC progress throughout the campus (fall 2008);
- Adoption by the Academic Senate and all shared governance bodies of the SLOAC Philosophy Statement (fall 2009); and
- Increased institutional support, providing 40% release time for the faculty co-chairs of IAC. This support supports the faculty-driven SLOAC work at the college.

As of spring, 2009, as reported in the 2008–09 Accreditation Annual Report,

- 100% of courses had SLOs;
- 95% of instructional programs had identified student learning outcomes;
- 73% of instructional programs had ongoing assessment, and other programs and were engaged in developing and using assessment tools for program improvement;
- 100% of student and learning support programs had identified student learning outcomes; and
- 100% of student and learning support programs had implemented ongoing assessment.

The college is on track to reach proficiency in student learning and administrative outcomes by 2012, and reconfirms its commitment to the SLOAC in its Planning Agenda #1, which is based on the 2010 Accreditation Self Study.
Standard II: Student Learning Programs and Services

II.A. Develop a comprehensive long-term instructional plan, which will include the criteria to be used for adding new programs and eliminating unnecessary programs.

The Educational Master Plan was developed in to be used with the development of the Facilities Master Plan. The Educational Master Plan identified programs that may be added during the next ten years. In addition, in the Master Planning and Resource Oversight Council established formal guidelines for adding and eliminating programs (2008–09). There has not been a need to eliminate programs; however, new programs have been added to meet new student interests, such as the Licensed Vocational Nursing and Manufacturing Engineering Technology, Peace Studies, and Future Studies. All of these programs were added to meet community employment needs.

In 2008–09, the Academic Master Plan form was added as part of the program review process, to facilitate tracking trends in section offerings, assessing these trends and setting and planning for future needs. Currently the Educational Plan is under revision and will be merged with the other campus plans to better refine the college’s master planning and program review processes. The college reconfirms its commitment to systematized planning in its current Planning Agenda # 2, which is based on the 2010 Accreditation Self Study.

Develop a carefully stated rationale for general education and the knowledge, skills, and attitudes that students will gain in their general education courses.

This planning agenda has been completed. Faculty from all three colleges met during the 2003–04 academic year, presented work to the district-wide Curriculum Instructional Council, and the college Academic Senate approved the statement on October 4, 2004. In 2008–09, under the leadership of the IAC and the college Academic Senate, the General Education student learning outcomes were developed after broad dialogue took place among the departments involved. These learning outcomes were subsequently published in the 2009–10 catalog.

II.B.3. Student Services will develop a College Access Center to coordinate services and programs that inform and facilitate student entrance to the educational environment.

The college’s plans for physical facilities that improve the coordination of student entrance to the educational environment have undergone significant revision since the 2004 self-study. The “college access center” concept is now incorporated into the bond-funded plans for the complete remodel of the A Building, the current location of Admissions, Counseling, Financial Aid, DSPS, Transfer and Career, Outreach, Student Accounting, Student Health Services and Mental Health Services. An architectural firm for the remodel project has been selected, and meetings have begun with the A Building stakeholders (which also include Business Services and selected Instructional programs). The A Building remodel is scheduled to begin in 2012. On a parallel track, the M Building will be completely remodeled to house Student Affairs, Student Activities, and the Associated Students, as well as the college bookstore. An architectural firm will begin to work with stakeholders in summer 2010. This work is scheduled to begin in 2011. Finally, the long-awaited Academic Success Center was opened in summer 2009. It provides a much-needed expansion of space for Tutoring, the English Center, the Math Center, CalWORKs, New Horizons, TRIO, MESA, Umoja, Puente, and EOPS/CARE.
II.C.1. Develop and submit to the appropriate planning committees a long-term plan that addresses all aspects of the Learning Resources Center operation as it relates to the overall instructional and student services programs.

The Library Collection Development Plan was presented to and approved by the President’s Council in spring 2005, and has been updated as of spring 2010. In addition, as of spring 2010, a long-term plan to address all aspects of the Learning Resources Center (LRC) is in the draft stage. The development of this comprehensive long-term plan has been delayed because the LRC lacked full-time, permanent administrative support with the requisite expertise. This situation is being rectified with the hiring of a dean of information and learning technology who should be in place by fall 2010.

The LRC continues to submit annual program reviews as supporting documents for master planning, and for submission to the Master Planning and Resource Oversight Council to support staffing needs as well as capital expenditures. The college reconfirms its commitment to learning resources planning—of which the LRC is an integral part—in the current Planning Agenda #2, which is based on the 2010 Accreditation Self Study.

II.C.1.a. Integrate efforts of library staff, LRC Advisory Committee, Chairs Council and the Academic Senate to develop LRC resources.

This planning agenda has been accomplished by adding three full-time librarian faculty since 2004 and assigning librarians to work with designated instructional departments.

Develop a plan to address the immediate and long-term staff needs of the LRC with emphasis on technology support.

This planning agenda has been partially fulfilled and is in process. Some of the critical human resource needs have been met by filling two new librarians positions (fall 2004 and 2006), replacing one retired librarian (fall 2005), the installation of an instructional support supervisor for the Multimedia Center/Audiovisual Department, and hiring additional multimedia/audiovisual personnel (2007–08). Four of the librarians' contracts have were changed from 11-month to 12-month contracts to meet program needs (effective July 2007), so that all five librarians had 12-month assignments. A permanent dean position with an attending administrative assistant was created to be filled in 2007–08; however, the position was filled with an interim administrator without additional clerical support. The full-time position for a dean of technology and learning resources has been reopened and should be filled by fall 2010. Future plans to address immediate and long-term staffing and technology support needs for the LRC are incorporated into the college’s Planning Agenda #2 as a consequence of the self study conducted in preparation for the 2010 ACCJC site visit.

Standard III: Resources

III.A.1.d. Develop a Code of Ethics for City College personnel.

As of spring, 2005, the City College Academic Senate adopted a code of ethics based on that of the American Association of University Professors. The Classified Senate adopted a code of ethics in fall 2008.
III.A.2. Improve full-time-to-adjunct ratio and fill vacant positions.

Fulfilling this planning agenda is an ongoing process. The college added 32 new faculty positions from fall 2005 to fall 2007 in an effort to improve the full-time-to-adjunct faculty ratio. During this same period, however, the college had also been adding additional sections. As a consequence, the full-time-to-adjunct ratio improved little. One of the unforeseen consequences of the reduced general fund budget available to the college (2008–09 and 2009–10) was that by reducing numbers of sections, and consequently reducing the number of sections taught by adjuncts, the full-time-to-adjunct ratio has improved.

III.C.1. Develop and institute an Information Technology Plan with standards and criteria for information technology-based resources to include staffing, funding, technology purchases and replacements, and training.

The Institutional Technology Council’s (ITC) Institutional Information Technology Strategic Plan is driven by the college mission and is designed to support and assist the college in regards to the broad range of technology decisions. The first plan was approved by the Master Planning and Resource Oversight Council and the President’s Council in spring 2005 and was subsequently revised and approved in spring 2010. The plan includes a description of the council’s charge and membership criteria; a description of the planning process itself; an analysis of the council’s guiding principles; the plan for replacing computer hardware and software; and the goals, strategies, and challenges of the ITC.

The goals of the ITC include the following:
- Establish adequate and stable funding of technology resources;
- Provide open access to technological resources to promote student, faculty and staff success;
- Establish and develop procedures for purchasing;
- Acquire appropriate technology support staff to support current technology and to provide training to accommodate changes in technology;
- Promote proper education and training that would enhance workforce development;
- Communicate effectively to the campus community the technology available for use; and
- Monitor and evaluate the technological resources of the college and develop an annual review process.

The council has decided that the plan itself will be reviewed and revised annually. The college commitment to implementing the plan is reconfirmed in Planning Agenda #2, which is based on the 2010 Accreditation Self Study.

Standard IV: Leadership and Governance

IV.A. Improve campus-wide information exchange and dialogue to better communicate our decision-making outcomes and action plans with everyone involved at on-and-off-campus sites. Establish, implement, and institutionalize, in concert with shared governance bodies, a campus evaluation process to review major changes and to report the results of the review back to the campus community.
The processes for evaluating and reporting to faculty and staff on decision-making outcomes, actions plans, and the effectiveness of major changes are in place. Decision-making outcomes/major changes are evaluated through the shared governance committee structure with ultimate review and any necessary action taken at the President’s Council, the primary shared governance group.

The information is now reported back through various means, including the following:

- Open forums held by the president with faculty and staff
- Convocations for classified staff as well as faculty
- Weekly Faculty and Staff Newsletter (during the primary semester sessions, email, and college website)
- Campus Handbook
- Academic Senate Highlights (email and college website)
- Faculty and staff links on the San Diego City College website
- Committee links on the college website (World Cultures, Institutional Assessment Committee, Academic Senate, Classified Senate, Title 5)
- Public folders available on the intranet reports made by members of committees to their constituent groups
- Reports made by members of committees to their constituencies

Under the leadership of the president, extensive and inclusive committee work led to the reorganizing of our shared governance structure to make it more efficient and to improve the processes for decision-making and reporting back to campus constituencies. President Terrence Burgess introduced the model in May 2004. It was piloted in fall 2004 and approved by the Academic Senate in fall 2005. The new structure was implemented and outlined in the San Diego City College Faculty and Staff Guide (2005–06). The handbook is reviewed annually by the members of the President’s Council. The handbook was renamed the Campus Handbook in its 2008–2010 revision. Recommendations for further improving the shared governance committee structure were made in spring 2007 and were implemented for the 2007–08 academic year. These changes are communicated to stakeholders in the Faculty and Staff Handbook as well as by members of the shared governance committees reporting back to their constituencies.

Various efforts have been made to improve information exchange and dialogue with and among adjunct faculty and classified staff. Every semester there is a dinner and orientation for new adjunct faculty; evening FLEX is offered to all faculty; and a meeting is held at the Educational Cultural Complex for off-campus faculty. The president encourages supervisors to allow classified staff participation. Since the last accreditation visit in 2004, classified staff convocations have been institutionalized and a classified staff retreat took place in spring 2007. The college website is much improved and comprehensive, but requires continual input. As of spring 2010, the website is being re-designed and an ad-hoc committee is working on plans to keep it user-friendly and current as possible. The Staff Bulletin has become a more efficient vehicle for getting essential information to faculty and staff. And finally, both the chancellor and the president have held many campuswide forums to share essential information and to maintain an open dialogue within the college community and between the college and the district.
IV.B.1. *Develop a district-wide Strategic Master Plan in congruence with the colleges and Continuing Education (formerly Centers for Education and Technology) master plans.*

A draft of the San Diego Community College District Strategic Plan was completed in spring 2007. It was further refined in 2008–09 and adopted by the Board of Trustees and published in fall 2009.

IV.B.2. *Dialogue with campus constituencies about the construction of new or remodeled facilities, oversee planning of such construction, and advise faculty and staff of plans, project committees, timelines, and progress of all building efforts.*

The approved Facilities Master Plan was a collaborative effort of stakeholders participating on project-specific committees. Upon completion, the Facilities Master Plan was presented during the fall 2005 Convocation and distributed in hard copy to managers and department chairs. The City College Facilities website (sdcity.edu/facilities) contains project information as available, and updates to projects are regularly discussed at the President’s Council. Information is then disseminated through the shared governance structure of the college to the academic and Classified Senates as well as to Associated Students.

Each major construction project has worked with ad hoc committees composed of the project consultants, architects, and district facilities representatives as well as the college appropriate college administrator, faculty, and other end users.

IV.B.3. *Establish and implement with the campus Academic Senate and other shared governance bodies a process that reviews and evaluates district-wide changes and broadly disseminates the results.*

This planning agenda correlates directly to the ACCJC Recommendation 4.1, and has been accomplished.

Since the 2004 accreditation visit, the district has formally delineated the district governance structure and entities. The District Governance Council (DGC) is chaired by the chancellor and has representatives from the four campus Academic and Classified Senates as well as the college presidents and assistant chancellors. The DGC reviews and evaluates districtwide changes. In 2006–07, this council approved the publication of a new document titled the *District Governance and Administration Handbook*. This handbook describes the district operations, including key personnel in each of the district departments. The handbook also describes each district shared governance committee along with the annual membership. Another component of the handbook is key district policies related to governance. The handbook is updated annually.

Another important enhancement initiated by the chancellor is ongoing reports of the Chancellor’s Cabinet meetings which are electronically disseminated throughout the district, and are available on public folders that can be accessed through district computers.

The Chancellor’s Cabinet has initiated another new annual publication as of fall 2008 titled *Facts on File*. This publication provides a profile of the district including employee and student
demographics, major program descriptions, student outcomes data, budget and facilities information, and other important high level facts that may be of interest to the community we serve.

*Initiate a dialogue (Classified Senate) with other sites to establish and implement effective participation by the College and all district employees in a process that reviews district-level decisions which affect their workplace.*

The presidents of the Classified Senates for the colleges and Continuing Education have begun to meet regularly. A priority of the four presidents has been to establish regular meetings with the Chancellor to discuss concerns about common issues in order to establish a plan to address those concerns. It was hoped that the meetings with the chancellor would be scheduled for the 2007–08 academic year and continue on a regular basis. As of spring 2010, however, regular meetings have not taken place.
PLANNING AGENDA ITEMS FOR THE 2010 ACCREDITATION SELF STUDY

Planning Agenda #1
To continue its ongoing, collegial and self-reflective dialogue about student learning and institutional processes, the college, under the leadership of the Institutional Assessment Committee (IAC) and department chairs, with the active support of the president and vice presidents, will monitor and revise where necessary its plan to fully attain the Proficiency level in Student Learning Outcomes by June 2012. The college will continuously identify, revise, implement, and assess student learning and administrative outcomes in all instructional, student services and administrative service programs. The assessment information will be used for continuous program improvement.

Planning Agenda #2
The Master Planning and Resource Oversight Council (MPROC) will work with college governance groups to fully integrate into the current college Master Plan, by June 2011, the Educational Plan, Technology Plan, Library and Learning Resources Plan, Student Services Plan, Administrative Services Plan, and Facilities Plan. In addition to identifying the college’s goals and priorities, and describing the college’s overall planning and resource-allocation processes, the unified Master Plan will draw upon each of the six component planning documents to identify for the college as a whole the following:

- Current status of instruction, student services, and administrative services
- Near- and medium-term goals for each area of the college and for the college as a whole
- Fiscal, human, facilities and technology resources needed to implement the goals
- Response to and updates for the college Research Agenda
- Assessment of the extent to which goals have been met
- Assessment of the extent to which college priorities have been met

Using the college’s master planning process embedded in the Master Plan, MPROC will:

- Oversee, through the vice presidents and respective governance groups, the annual review, assessment, and updating of each of the six component plans within the Master Plan.
- Review and update annually the collegewide faculty, classified and administrator staffing priorities as part of the campus commitment to rebuild programs and services that have been cut during the current economic downturn.
- Establish and monitor the implementation of a consistent, sufficient, and ongoing funding formula for the staffing, institutional technology, Learning Resource Center, support services, and other collegewide priorities, including the regular acquisition, maintenance, upgrading and periodic replacement of major equipment, computers, and other hardware and software.

Planning Agenda #3
To enhance the quality of all instructional programs, the college, under the leadership of the vice president of instruction, will develop and implement by January 2011 a detailed plan for the consistent orientation, training, professional development and institutional inclusion of adjunct faculty. The plan will include training of full-time faculty who evaluate adjunct faculty in using...
the assessment tool to provide supportive and constructive feedback, including, when necessary, a plan for improvement.

Planning Agenda #4
The vice president of student services, in conjunction with district Instructional Services and district Student Services and respective college faculty, will re-establish the review cycle for the placement tests used to assess students’ readiness in mathematics, English composition, reading, and English for Speakers of Other Languages (ESOL). The re-established review cycle will begin in fall 2010.

Planning Agenda #5
Under the leadership of the vice presidents of instruction and student services, and in consultation with the college Diversity Committee and the Academic Senate, a plan will be designed and implemented at the college and departmental/program levels by June 2011 for outreach, recruitment, mentoring and support of a diverse adjunct faculty pool. This plan will address the need for diverse full-time and adjunct faculty across the campus, including departments that have had difficulty maintaining diversity among their faculty. The plan will be evaluated annually for its effectiveness in creating diverse candidate pools.

Planning Agenda #6
Under the leadership of the vice president of administrative services, and in conjunction with the district vice chancellor of facilities management, the college will assess the facilities services provided to the college, including custodial deployment, by June 2011 and, based on that assessment, will formulate specific recommendations to the district vice chancellor of facilities management for improvements in facilities-related procedures and services at the college.

Planning Agenda #7
Under the leadership of the vice president of administrative services, the college will ensure that all constituent groups and planning-related committees are familiar with the district strategy and timeline for the maintenance and operation, including custodial services, of the new and remodeled facilities funded through the district’s construction bonds. The vice president of administrative services will also work with the district vice chancellor of facilities management to periodically assess college users’ satisfaction with the new facilities’ maintenance and operational support.

Planning Agenda #8
Under the leadership of the vice president of instruction, the college, in conjunction with the district Information Technology staff, will modify the college’s Information Technology Plan by June 2011 to include the design, funding, implementation and assessment of systems to address disaster recovery, privacy, and reliability of technology.
ABSTRACT AND THEMATIC OVERVIEW

Abstract

Standard IA. Institutional Mission
The San Diego City College Mission Statement is aligned to the needs of the student population and explicitly states its commitment to student learning. Following a long-established process, the Master Planning and Resource Oversight Council (MPROC) systematically facilitates collegewide dialogue during the annual review and (as-needed) revision of the mission statement. It was last revised in fall 2008; it appears in a variety of publications and is readily available to the college community and the public at large. As reflected in the master plan and institutional priorities, the mission statement is central to program review, planning and decision making at the college, which follow processes that are realized through the institutional commitment to transparency and shared governance.

Standard I.B. Institutional Effectiveness
San Diego City College makes a conscious and continuous effort to support student learning. Processes are in place, under the guidance of the Instructional Assessment Committee, to develop and revise student learning and administrative outcomes, to measure the degree to which those outcomes are achieved, and to make changes to ensure improvement. Since 2008, the outcome assessment effort has been especially strengthened with the acquisition of a campus-based researcher who has assisted the college community in developing meaningful assessment tools and in using research and data-driven reports to evaluate program success. Multiple research reports are routinely prepared and available for the campus, and department-specific data is provided for departments to use when working on departmental program review and master plans. To further integrate the student and administrative outcome cycle, program review, master planning and resource allocation processes across the three major divisions, the institution adopted the use of TaskStream in 2009. TaskStream is a collegewide online system used to document, analyze, and manage student learning and administrative outcomes, program review, and master planning collegewide.

The master planning and program review processes of the college mirror the commitment to integrity that pervades the college administrative and governance structure and the entire college community. Under the leadership of the Master Planning and Resource Oversight Council, the process for setting goals to improve institutional effectiveness is directly based on the Mission Statement and Institutional Priorities. Likewise, the planning, review, assessment, and resource allocation process is based upon the Institutional Priorities for each planning cycle. As a result of the systematic annual master planning and program review cycle, goals and objectives throughout the institution are articulated in that year’s Master Plan Update which is published in a limited number of hard copies and posted on the website. The planning process requires institutional members to be involved in setting goals, assessing accomplishments, and in turn working collaboratively toward further improving student learning and achievement. The Master Plan Updates document that the college consistently reviews and refines its program review processes on a regular basis.

The college maintains an ongoing, constructive, and self-reflective dialogue in many venues, and has done so especially well in the last decade. Under the leadership of the college president and
the Academic and Classified Senates, shared governance—and the welcoming of input from all constituencies—has been meaningful on the campus. The President’s Council meets weekly and has formal membership which includes the vice presidents, four officers of the Academic Senate, the Classified Senate president, the Associated Students president and vice president, a representative from the Institutional Technology Council, and a dean representing managers. Dialogue and resulting action plans that take place in a variety of campus forums are reported to, reviewed, and approved as needed by the President’s Council.

The institutional effectiveness in program review at the college is at the level of sustainable continuous quality improvement. The learning outcomes work at the college is approaching proficiency and is on target to fully reach that goal by 2012.

**Standard II.A. Instructional Programs**

Consistent with its mission, San Diego City College offers high quality instructional programs in well established as well as emerging fields of study. Student learning outcomes lead to the acquisition of essential basic skills, as well as degrees, certificates, employment, and transfer to other institutions of higher education. All instructional activities and programs are assessed to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The college meets these requirements of Standard II.A in all instructional areas, regardless of location or mode of delivery.

In response to ACCJC recommendations in 2005, a campus-based researcher was hired in 2008, and the district has improved the effectiveness of the district Office of Institutional Research and Planning which together encourage a campus culture of inquiry and evidence and assists all instructional departments in ensuring that programs are consistent with the goals and demographics of the students and the needs of the community. In addition, the Institutional Assessment Committee aids departments and the college faculty—in basic skills, transfer, and career technical programs—in establishing and measuring student learning outcomes. This process leads to ongoing discussion to improve instructional strategies and delivery to meet the diverse needs and learning styles of the students.

The college, under the leadership of the Instructional Assessment Committee has been involved in broad dialogue and development of a strong student learning outcomes assessment and improvement cycle. As of spring, 2009, as reported in the 2000–09 Accreditation Annual Report, 100% of courses had SLOS; 95% of instructional programs had identified program-level student learning outcomes; 73% of instructional programs had ongoing assessment; and 100% of student learning support programs had implemented ongoing outcome assessment. General education learning outcomes include understanding of content and methodology for major areas of knowledge (humanities, fine arts, natural sciences, and social sciences); capability to become a productive citizen and lifelong learner; and recognition of ethical behavior and the value of diversity in society.

The faculty-driven curriculum review process—carried out at the department level, by the college Curriculum Committee and the district Curriculum and Instructional Council—requires evaluation of courses and programs for their relevance, currency, appropriateness, and achievement of student learning outcomes. In the case of career technical programs, the
respective advisory committee makes recommendations. Department-specific data on student success informs decision-making during this process. Curriculum changes are reviewed by the Instructional Cabinet, and by the District Governance Council.

All instructional and learning support faculty meet or exceed minimum qualifications for their positions, and a consistently implemented faculty evaluation process is in place to ensure constructive dialogue and ongoing excellence in instruction and student success in meeting student learning outcomes.

In spring 2010, the college submitted its substantive change proposal for distance learning programs which was approved by ACCJC. The dialogue and research that took place in the development of this proposal and the self study process itself clearly confirm that the distance learning program meets the requirements of Standard II.A.

**Standard II.B. Student Support Services**

In keeping with the mission of the college and the Student Services division, the college offers comprehensive support programs and services to its diverse student body, including: Admissions and Records, Assessment, CalWORKs, Cooperative Agencies Resources for Education (CARE), Counseling, Disability Support Programs and Services (DSPS), Evaluations, Extended Opportunity Programs and Services (EOPS), First-Year Experience, Financial Aid, International Students Program, Mental Health Counseling Services, Outreach, Puente, Student Affairs, Student Health Services, Transfer/Career Center, TRIO/ASPIRE, Tutorial Services, Hermanos Unidos/Brothers United (HUBU), Umoja, New Horizons, and Veterans Affairs. These support services show a concern for all students, from basic skills to transfer.

Excellent online services are also offered to students, and are especially helpful for distance learning students. Through the district’s “Student Web Services” website, students access the following online services: the application for admission, class schedule, college catalog, financial aid services including the e-BOGW and FAFSA, and the online registration system. Support services for online students include a 24/7 helpdesk as well as other web-based tools. Additionally, two of the major student support services areas—Counseling and Tutoring—offer comprehensive services in an online format. Online counseling services mirror those offered in the in-person format and include e-appointments, e-workshops, and e-walk-ins complete with an e-lobby. This state-of-the-art online program has been nationally recognized and showcased. Online tutoring services include tutoring in Math and English via CCC Confer with free dial-in and virtual whiteboard.

Student support services including counseling are provided on a limited basis at off-site locations that offer San Diego City College courses, including the Educational Cultural Complex (ECC) which is one of the district’s non-credit sites. Students who attend off-campus programs can use campus services as well as all the online services listed above.

Consistent with its institutional mission, “San Diego City College is…committed to providing open access to all who can benefit from instruction.” This open access policy is consistent with state regulations and is in line with San Diego Community College District (SDCCD) Board Policy 3000, Admission of College Students, in which the district’s open access policy is clearly
defined. The college recruits and admits diverse students who are able to benefit from its programs in a number of ways. This includes proactive outreach services and comprehensive matriculation services.

Student support services are assessed regularly to ensure quality and adherence to the college’s mission, priorities, and competencies. A well-established system in Student Services begins with an annual program review of each department which includes the development and assessment of departmental student learning outcomes. The review process is collaborative and inclusive of staff, faculty, and administrators within each department. The college Student Services Council—led by the vice president of student services and made up of members from each of the student services departments—oversees the program review and planning processes within the division. Ultimately, this process is fully integrated with the processes in Instructional Services and Administrative Services via the Master Planning and Resource Oversight Council (MPROC).

Each of the student services departments ensures the quality of their services and supports student learning through a variety of means. These include the process of program review, the assessment of student learning and administrative outcomes, the assessment of satisfaction, and the regular monitoring of student success.

To further ensure student success and learning, San Diego City College is committed to the enhancement of Student Services facilities. In fall 2009, the completion of the “L-Building Remodel” allowed for key student support services to be housed in one central area. Renamed the “Academic Success Center” (ASC), the ASC provides students centralized access to the following services and programs: The Tutorial Center, Math Center, English Center, TRIO Program, MESA Program, Evaluations, EOPS, Price Scholars, Puente, Umoja, New Horizons, CalWORKs, and Assessment.

Additionally, to further streamline operations and facilitate student success, in 2012, two centrally located buildings—A and M—will undergo renovation. The M-Building project will allow for the renovation of approximately 15,000 square feet for student support services, including a new bookstore, common areas, and Associated Student Government space. Likewise, the A-Building project will allow for the renovation of approximately 57,000 square feet, which in large part will include enhanced facilities for Admissions, Records, Veterans Affairs, General Counseling, the Transfer/Career Center, Student Health Services, Mental Health Counseling, Financial Aid, DSPS, and Outreach Services. These renovations further attest to the institution’s commitment to student support services, and specifically to student learning.

**Standard II.C. Library and Learning Support Services**

Learning support services at San Diego City College are comprised of the college’s Learning Resource Center (Library, Independent Learning Center, Multimedia Center, and Staff Development Center), DSPS High Tech Center, English Center, Math Center, and Tutorial/Learning Center. These services uphold the mission statement of the college by providing the “essential support services” that assist in “the development of informed, active citizens who will be engaged in the global community, lifelong learners, and literate in information technology.” These learning support service centers provide resources and services
to assist students taking classes at the college as well as those students pursuing coursework from other locations, such as those participating in off-campus and distance learning programs.

The Learning Resource Center and all other learning support services use the master planning process, program review process, and their own point-of-service surveys to regularly assess and adjust their activities to meet student needs.

**Standard III.A. Human Resources**

San Diego City College follows the San Diego Community College District’s established Human Resources policies and procedures in hiring and evaluating all faculty, classified staff, and managers. These policies are available online and in print.

All faculty must meet minimum qualifications, and while equivalency to minimum qualifications have been evaluated by the Human Resources Office, a new procedure has been approved for a faculty-driven process and a responsibility of the Academic Senate. Faculty at the college drive student learning and administrative outcome assessment cycle and work in this area is considered in the formal faculty evaluation process. All personnel are evaluated in accordance with the respective bargaining agreements and handbooks. Professional development is available for all college personnel including workshops, sabbaticals, and conference attendance.

The Board of Trustees and chancellor have demonstrated through policies a serious concern for issues of equity and diversity. The college has an active Diversity Committee and multiple programs and events sponsored at all levels at the college promote the understanding of, and appreciation of, diversity in its many manifestations. While the classified staff almost mirrors the diverse demographics of our student population, the faculty does not. The college does not have enough Latino faculty members but is developing a plan to improve Latino representation. Finally, human resources planning, especially for faculty, is fully integrated in the college master planning and resource allocation process.

**Standard III.B. Physical Resources**

San Diego City College is one of three credit colleges within the San Diego Community College District. Located east of downtown San Diego, this urban campus serves approximately 18,000 students. The buildings meet the needs of the institutional mission. There is a commitment by faculty and staff to provide a comfortable, safe, and functional learning environment for all those enrolled in the college. This commitment is reflected in the Facilities Master Plan.

Currently, following the guidelines of the Facilities Master Plan, the college is expanding its facilities to better support student learning programs and services and to improve institutional effectiveness. With the passage of Proposition S, a $685 million construction bond program, in 2002 and Proposition N, a $870 million bond program in 2006, several new buildings have been or are in the process of being constructed, and college infrastructure needs are being addressed. The design of all new buildings follows environmentally sustainable LEED guidelines, and some projects, such as the Career Technology Center have won LEED recognition and awards.

The district has a plan to address the increased ongoing cost for staffing and maintenance that the addition of new buildings will require. To this end, new efficiency guidelines have been
implemented for custodial staff. The college will assess the facilities services provided to the college, including custodial deployment, by June 2011 and, based on that assessment, will formulate specific recommendations to the district vice chancellor of facilities management for improvements in facilities-related procedures and services at the college.

**Standard III.C. Technology Resources**
San Diego City College provides more than one thousand computers for student use on campus. There are currently 31 labs and 900 instructional computers. The Independent Learning Center (ILC) has 121 computer stations in three labs, and the library has 70 computer stations for research and data searching purposes. Computers are available to students in many of the college’s academic support programs that comprise the Academic Success Center (ASC): the Tutorial Center, English Center, Math Center, TRIO/ASPIRE, and MESA. The cafeteria provides computers with Internet access in its Cyber Café as well as wireless access for personal laptops. Students also have access to various simulation software packages, including My Math Lab, My Econ Lab, and My IT Lab.

The college assures that all adopted technologies are designed to meet the needs of learning, teaching, collegewide communications, and operational systems through a shared governance process that involves the user groups involved with each proposed acquisition and the respective information technology provider. The Institutional Technology Council’s Institutional Information Technology Strategic Plan is driven by the college’s mission and is designed to support and assist the college in regards to the broad range of technology decisions. The first plan was approved by the Master Planning and Resource Oversight Council and the President’s Council in spring 2005 and was subsequently revised and approved in spring 2010. The plan includes a description of the council’s charge and membership criteria; a description of the planning process itself; an analysis of the council’s guiding principles; the plan for replacing computer hardware and software; and the goals, strategies, and challenges of the Institutional Technology Council. The council has decided that the plan itself will be reviewed and revised annually.

San Diego City College has funded major technology purchases during the years when funds have been available. The college, however, has always been challenged in providing consistent and sufficient funding for technology. This problem has been revisited during the self study process and will be addressed with the complete integration of all of the college plans—Educational Plan, Technology Plan, Library and Learning Resources Plan, Student Services Plan, Administrative Services Plan, and Facilities Plan—in the master planning and resource allocation process.

**Standard III.D. Financial Resources**
The college and the district have a history of financial stability and prudent use of financial resources to support the college and district missions. Notwithstanding the vagaries of state funding, and the need to cut costs—which has taken place incrementally in this district for the past three years—the distribution of resources has been a result of management leadership and shared governance processes. The district and college remain solvent in spite of the economic crisis gripping the state of California. The district’s construction bonds have ratings of AA+ and Aa2 from Standard and Poor’s and Moody’s respectively.
At the college, the inclusive and well-established program review, planning and resource allocation process is overseen by the Master Planning and Resource Oversight Council.

**Standard IV.A. Decision-Making Roles and Processes**
San Diego City College leaders create an environment for empowerment, innovation, and institutional excellence by respecting and consistently adhering to the college’s shared governance processes involving participation in decision making and assuring broad-based discussion, planning, and implementation. Opportunities for students, faculty, staff, and administrators to contribute ideas for improving the college are funneled through their respective shared governance bodies—the Academic Senate, Associated Student Government, and Classified Senate. Additionally, input from administrators, faculty, and staff cycle through the Instructional Services Council, Student Services Council, and Administrative Services Council. In this way, input from the entire campus is encouraged and considered in the decision-making process. The responsibilities of all members of the campus community to participate in the decision-making process are articulated in the *Campus Handbook*.

The college president initiates and leads planning efforts in all areas of college functions. The president involves the campus community and local constituents in college planning, and division plans—Instruction, Student Services, and Administrative Services—inform the annual Budget and Master Planning process to tie budget to college goals. The president relies on the campus-based researcher and the district Office of Institutional Research and Planning for analysis of external and internal conditions to better inform campus program evaluation and planning. With input from college constituent groups, the president has made changes to the administrative and reporting structures of the college that have improved efficiency, communication, and service to students. In addition, the president streamlined the committee structure of the college and replaced committees that were no longer effective. The president encourages faculty leadership in the development of student learning outcomes, and interviews among faculty and staff consistently praise the president for his collegiality and support.

**Standard IV.B. Board and Administrative Organization**
The San Diego Community College District Board of Trustees has established policies to assure the quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution. The board receives regular updates on college and district performance in meeting these standards. In addition, the board has consistently met its obligations related to the hiring and evaluation of the chief administrator for the district. The Board of Trustees is highly respected by the college community.

The chancellor delegates full authority and responsibility to the presidents of the colleges and does not interfere in any way. College presidents are expected to strictly adhere to all district policies, and the chancellor asks that communication between the college and the district be thorough and regular. Under the leadership of the chancellor, the district delineation of functions map was updated and improved. In addition, the San Diego Community College District Strategic Plan, 2009–2012 was developed and adopted in 2009.
Thematic Overview

Institutional Commitments
The college mission statement declares its commitment to student learning. This commitment is clearly reflected in the comprehensive instructional programs and student support services offered. (Standard I)

The college ensures that the quality of programs—instructional, learning support, and student services—are high through 1) ongoing assessment of student learning and administrative outcomes which are used to make improvements at all levels; 2) clearly defined faculty-driven curriculum processes; 3) ongoing faculty development as well as consistent faculty evaluations which are geared toward constructive feedback; and 4) the yearly program review, planning, and budgeting process. (Standard II)

Personnel practices are in place and designed to select and support well-qualified faculty, administrators, and staff. College faculty are evaluated on a regular basis which leads to peer dialogue and constructive feedback. In addition, the college’s commitment to providing excellent facilities is reflected in the current facilities expansion and recognition of the importance of more consistently updating technology planning and support. Under the leadership of the Master Planning and Resource Oversight Council (MPROC), the college community relies on the inclusive and longstanding master planning and resource allocation process. Financial resources are well managed at the district and college level. (Standard III)

The shared governance council and committee structure at the college clearly delineates decision-making roles. The faculty has primary responsibility for student learning programs and services through the Academic Senate, Curriculum Committee, and elected department chairs. The Board of Trustees follows its bylaws and understands the shared governance processes within the college and district. The college president provides leadership and essential support to the master planning process, and to the faculty-driven Student Learning Outcomes Assessment Cycle (SLOAC) and the Administrative Learning Outcomes Assessment Cycle (AOAC). (Standard IV)

Evaluation, Planning, and Improvement
MPROC systematically oversees program review, master planning, and resource allocation at the college. It also monitors the college progress toward meeting its planning agendas and the ACCJC Recommendations from the previous accreditation self study and ACCJC team visit. MPROC links the goals of programs, departments, and divisions to the mission statement. Currently, this process is being further refined with the integration of the Educational Plan, Technology Plan, Library and Learning Resources Plan, Student Services Plan, Administrative Services Plan, and Facilities Plan into the current college Master Plan by June 2011. Planning systems are in place for staffing and facilities needs, and the college is also establishing processes and priorities to be prepared to “re-grow” in a systematic, and effective manner once funding sources improve. (All standards)

Assessment processes and the work toward further developing a culture of inquiry and evidence have been significantly improved with the addition of a full-time campus-based researcher in 2008. (All standards)
**Student Learning Outcomes**

Student and administrative outcomes work is facilitated by the Institutional Assessment Committee (IAC) which is led by two faculty co-chairs. The process has been faculty and staff-driven and supported by the president. In 2009, the college acquired TaskStream software to assist in recording and tracking progress of the outcomes assessment cycles. Most importantly, student learning and administrative outcomes are considered at every level of decision-making that takes place at the institution. (Standards I and II)

**Organization**

The college is well organized and has a clear and inclusive governance, reporting, and decision-making structure to support its mission and student learning.

**Dialogue**

The college governance and administrative structure facilitates collegewide dialogue in decision-making processes. Annually, under the leadership of MPROC, formal dialogue takes place in all of the councils and in the appropriate committees regarding the mission statement and it is revised when necessary. MPROC addresses planning and budget development; IAC addresses outcomes processes. Both groups report to the Academic Senate and President’s Council on a regular basis. In turn, senators, faculty and staff leadership, and managers report to their respective constituencies. At each stage, there is opportunity for dialogue and to influence decisions. (Standards I and IV)

Each department or program annually considers its outcomes assessments, reviews its accomplishments, and adjusts its master plan based on dialogue. After collegewide dialogue and approval, the Research Committee developed an agenda based on the college mission that facilitates meaningful discussion to assist in the development of research questions that result in increasingly useful data to serve individual department as well as collegewide initiatives. (All standards)

**Institutional Integrity**

The college is committed to a culture of honesty and truthfulness which it strives to maintain in the manner it represents itself to both internal and external stakeholders. The catalog is reviewed by program and department chairs as well as the appropriate vice presidents. A new webpage is currently under construction, and there is an institution-wide effort to ensure that information is easily accessible, accurate, and current. (Standards I and II)

Personnel practices are in place, consistent, and maintain confidentiality in recruitment, selection, and evaluation of employees. Financial integrity is ensured by an inclusive budget development process and regular audits of the district budget. The district’s Proposition S and N Oversight Committee guarantees that those funds are used appropriately. (Standard III)

The governance council and committee structure are inclusive and decision-making roles are clearly delineated. The Board of Trustees adheres to its bylaws and respects governance processes at the college. (Standard IV)
ELIGIBILITY REQUIREMENTS

1. **Authority**
   San Diego City College is a public two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the San Diego Community College District. This authority has remained in continued compliance with all standards and requirements of the Accrediting Commission for Community and Junior Colleges (Western Association of Schools and Colleges), the institutional accrediting body recognized by the Commission of Recognition of Postsecondary Education and the U.S. Department of Education. This authority is published in the college catalog.

2. **Mission**
   The Mission Statement, most recently revised and approved by the Board of Trustees on November 18, 2008, defines the college as an institution of higher education and outlines its broad educational purposes appropriate for the constituency of the college community. Revisions to the Mission Statement are based on input from diverse segments of the college and are formally recommended by the Master Planning and Resource Oversight Council to the President’s Council for college-level approval. The mission is published on the college and district websites and in the college catalog.

3. **Governing Board**
   The five-member San Diego Community College District Board of Trustees is an independent policy-making body which ensures that the district and college educational missions are implemented. The board also ensures the quality, integrity, and financial stability of the district. Board members have no employment, family, or personal financial interest in the institutions that comprise the district.

4. **Chief Executive Officer**
   Terrence Burgess has served as Chief Executive Officer since his appointment by the Board of Trustees as President of San Diego City College in May 2001. President Burgess is a full-time administrator who does not serve on the governing board of the district.

5. **Administrative Capacity**
   The college has eighteen (18) administrative positions including the president, vice presidents of Administrative Services, Student Services, and Instructional Services, deans, associate deans, and directors. At the time of the self study in spring 2010, one instructional dean position is unfilled and two dean positions are filled by interim personnel. Search processes are underway to permanently fill the two dean positions currently staffed by interim assignments by July 2010; the third dean position will remain vacant in 2010–11. Administrative officers are selected through an open competitive employment process on the basis of their professional training and experience. Effective budgeting and a staff dedicated to the college’s mission have mitigated the effect of the unfilled positions. The overall administrative capacity, though diminished by funding cuts, is adequate to achieve the mission and purpose of the college.
6. **Operational Status**
San Diego City College currently enrolls between 18,000 and 19,000 students each semester in a variety of courses leading to the associate degree, occupational certificates and degrees, basic skills, and/or university transfer.

7. **Degrees**
The college offers a broad range of degree and certificate programs, all of which are described in the college catalog. A significant proportion of students attending the college are pursuing degrees or certificates.

8. **Educational Programs**
San Diego City College offers general education, transfer, and career/technical education associate degrees and certificates consistent with the mission of the college. The names of the degree programs and certificates as well as their respective student learning outcomes are listed in the college catalog. Associate degree programs generally require a minimum of two years to complete and are of sufficient content, length, quality and rigor.

9. **Academic Credit**
The semester unit is based on 16–18 hours of student contact for lecture and 48-54 hours of student contact in laboratory. The college awards academic credit based on this standard of instructional activity. The award of academic credit for each course is reviewed by the college Curriculum Committee and the district Curriculum Instructional Council and is clearly delineated in the college catalog.

10. **Student Learning Achievement**
All course outlines of record have delineated learning objectives for students completing the course. In addition, the catalog lists student learning outcomes for each program. In this way, the college assures that students who complete programs, no matter where or how they are offered, achieve these outcomes.

11. **General Education**
All associate degree granting programs at San Diego City College require a general education component. The general education courses are designed to ensure breadth of knowledge and promote intellectual inquiry. Students completing the college General Education requirements must demonstrate minimum competency in communication, reasoning, critical thinking and an introduction to some of the major areas of knowledge. The quality and rigor of the general education courses are consistent with levels of quality and rigor appropriate to higher education.

12. **Academic Freedom**
San Diego City College is committed to academic freedom for faculty and students alike. This commitment is articulated in board policy on Academic Freedom and Freedom of Expression and is printed in the catalog.
13. Faculty
The college has a substantial core of qualified and experienced full and part-time faculty to support all its educational programs. The specific duties and responsibilities of faculty are delineated in Article VII of the negotiated contract and include development and review of curriculum. The faculty evaluation process includes criteria that measure the development of and success in accomplishing student learning outcomes.

14. Student Services
The college provides a comprehensive array of services and student development programs that meet the educational support needs of its diverse student population. By reinforcing the college mission, these programs and services ensure an integrated student pathway through the academic experience.

15. Admissions
San Diego City College maintains an “open door” admission policy. This policy is consistent with the College Mission Statement, California State Education Code and Title 5 regulations, and the statewide mission for California Community Colleges.

16. Information and Learning Resources
The college maintains a full-service Learning Resource Center for student use and faculty support. There are substantial resource materials in a wide range of media that provide support for all of the college’s educational programs regardless of course format and location of instructional sites.

17. Financial Resources
The college is predominately funded by state apportionment and local property taxes. Additional funds are obtained from federal, state, and private sources. The college maintains prudent financial management practices, including a reasonable reserve fund for contingencies, assuring financial stability for the foreseeable future.

18. Financial Accountability
Annual financial audits are conducted by externally contracted certified public accountants. The San Diego Community College District Board of Trustees reviews these audit reports on an annual basis. The financial audit and management responses to any exceptions are reviewed and discussed in public sessions. Audit reports are filed with the County Department of Education and other public agencies as required.

19. Institutional Planning and Evaluation
Institutional planning and program evaluation is systematic for all departments and divisions of the college, including instruction, student services and administrative services. The focus in all three areas is to enhance student learning. The college-wide program review, institutional planning process, and the self study planning agendas are integrated into the master planning cycle. This ongoing and integrated process guides academic and educational program development, new facilities construction, hiring of faculty and other personnel, procurement
of institutional technology (including instructional and administrative equipment), and the annual budget development and resource allocation of the college.

20. Public Information
The college publishes an official annual catalog. The catalog includes general information such as an official name and address, telephone numbers and website URL; mission statement; the admission and attendance requirements; degrees, programs and courses offered and their length to completion; available financial aid; refund policies; academic freedom statement; available learning resources as well as academic credentials of faculty and administrators and names of Board members. The catalog also states primary regulations affecting students including academic regulations, student fees, academic honesty, admissions and information about attending the institution and withdrawing from it, nondiscrimination, acceptance of transfer credits, and grievance procedures. The catalog is carefully checked for accuracy and updated annually. Class schedules include abridged versions of this information. The college website contains the full version of the current catalog.

21. Relations with the Accrediting Commission
The Board of Trustees of the San Diego Community College District provides assurance that San Diego City College adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.
INSTITUTIONAL ORGANIZATION

San Diego Community College District (SDCCD)
The San Diego Community College District (SDCCD) has a delineation of functions and governance structure of the district and colleges/Continuing Education. The delineation of function is formalized and included in the annual publication, District Governance and Administration Handbook for 2009–10. This handbook describes the district operations, including key personnel in each of the district departments. The handbook also describes each district shared governance committee, including the annual membership.

The effectiveness of the coordination and integration of services and activities are reviewed and refined throughout the district’s many councils and committees, including:

- Budget Development
- Student Services
- Curriculum and Instruction
- District Governance Council
- Marketing
- Research
- Management Services

San Diego City College
The governance structure of the college reflects the institutional decision-making process that involves representatives of all constituent groups in developing and recommending policies and procedures (exclusive of collective bargaining matters) to the college president, district chancellor, and board of trustees. The represented constituencies include students, faculty, classified staff, and administrators/managers. The college has three divisions: student services, instructional services, and administrative services. In addition, the college has six instructional schools, each of which is assigned a dean. The schools include:

1. Arts, Humanities, and Communications
2. Health and Exercise Science
3. Engineering, Technologies, Mathematics, Sciences, and Nursing
4. Information and Learning Technology
5. Business, Information Technology, and Cosmetology
6. Behavioral and Social Sciences, and Consumer and Family Studies
San Diego Community College District
District Shared Governance Structure
2010 – 2011

BOARD OF TRUSTEES

CHANCELLOR

District Governance Council

PRESIDENT
CITY COLLEGE

Academic Senate
Associated Students Government
Classified Senate

President’s Council

College Councils/Committee

Authority: 
Consultation/Communication: .................
San Diego City College
District Administration
2010 - 2011

BOARD OF TRUSTEES
Mary Graham, Rich Grosch (President),
William H. Schwandt, Maria Nieto Senour, Ph.D., and
Peter Zschiesche (Executive Vice President)

Student Trustees
David Campbell (City), J. Mason Walker (Mesa),
Franchesca Gade (Miramar)

CHANCELLOR
Constance M. Carroll

President
City College
Terrence Burgess

President
Mesa College
Rita Cepeda

President
Miramar College
Patricia Hsieh

President
Continuing Education
Anthony Beebe

Vice Chancellor
Business Services
Terry Davis

Vice Chancellor
Facilities
David Umstot

Vice Chancellor
Human Resources
Kim Myers

Vice Chancellor
Instructional Services, Planning & Technology
Otto Lee

Vice Chancellor
Student Services
Lynn Neault
San Diego City College
Student Services
2010 – 2011

Vice President, Student Services
Peter White
Administrative Secretary
Desiree van Saanen

Dean, Matriculation and
Student Development
Julianna Barnes
Senior Secretary
Coleen Swift
Admissions & Records
Assessment
Counseling
Evaluations
Freshman Year Experience (FYE)
Matriculation
Puente
Student Transition Services
Tutorial Services
Umoja

Dean, Student Affairs
Denise Whisenhunt
Senior Secretary
Gail Rodriguez
Financial Aid
Greg Sanchez, Director
Associated Students and Organizations
Scholarships and Fee Deferments
Student Grievance and Discipline
Student Activities/Cashier

CalWORKs Coordinator
Gerald Ramsey
DSPS Program Manager
Debra Wright-Howard
EOPS/Outreach Director
Gerald Ramsey
Mental Health Coordinator
Leslie Easton
New Horizons Coordinator
Mary Jane Kruse
Student Health Services Director
Dotti Cordell
TRIO Director
Nesha Savage

Dean, Athletics
Kathy McGinnis
Senior Secretary
Irene Mello
Athletics Administration
Athletics Program/Coaches
San Diego City College
Administrative Services
2010 – 2011

Vice President, Administrative Services
Jerry Davis

Administrative Secretary
Joyce Thurman

Serves as liaison for campus services whose administration is housed elsewhere:

- Bookstore
- College Police
- Food Services
- Maintenance/Plant Operations/Facilities
- Telephony

Supervisor, Business Services
Mary Granderson

- Acquisitions
- Budget Development/Control
- Personnel/Timekeeping Functions

Supervisor, Digital Print and Mail Services
Patricia Fernandez

- Duplicating
- Mailroom
- Word Processing

Supervisor
Shrin Mohseni

- Cashiering
- Co-curricular
- Foundation Accounting
- Revolving Fund

Supervisor, Stockroom
Carl Pace

- Inventory Control
- Receiving
Delineation of Functions

Map of District and College/Continuing Education Functional Organization

The San Diego Community College District is comprised of 5 major operational components: City College, Mesa College, Miramar College, Continuing Education and the district administrative departments that support campus and overall operations, including Business Services, Facilities Management, Human Resources, Instructional Services, and Student Services.

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 various district operations. The provision of educational programs, student support services, staff development, direct campus operations, and various ancillary functions are the responsibility of each college and Continuing Education.

Following is a delineation of the areas of functional responsibility between the district administrative departments, the colleges and the Continuing Education program within the San Diego Community College District.

It should be understood that all administrative departments and operations in the district office are under the final authority of the chancellor and the College/Continuing Education operations are under the final 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.

- **Board Policy & Administrative Regulations**

  **Board of Trustees**

  The Board of Trustees is responsible for establishing policies that govern all activities related to conducting the business of the district, the colleges, and Continuing Education. Development and review of policies and procedures are collegial efforts involving a variety of participatory governance groups. For policies and regulations 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.

  - **Chancellor**

    The Chancellor is the Chief Executive Officer of the district and is responsible for the administration of the district in accordance with the policies established by the board. The execution of all decisions made by the board concerning operations of the district is the responsibility of the chancellor.

  - **Presidents**

    The president is the institutional Chief Executive Officer of the college/Continuing Education. The president reports to the chancellor. The president is responsible for the day-to-day operation of the total college/Continuing Education program and provides leadership and coordination for the college/Continuing Education community. The presidents and chancellor provide overall leadership and authority on all of the functional areas that follow.
• **Budget Development**  
District – Executive Vice Chancellor, Business Services  
College/Continuing Education – Vice President of Administrative Services  
The Board of Trustees delegates budget development to the district administration, under the leadership of the executive vice chancellor of business services. While the board retains its fiduciary responsibility for fiscal oversight, the district office is responsible for establishing and maintaining the budget, in consultation with the vice presidents of administrative services, as well as other college and Continuing Education leadership. Budget is developed in a collaborative manner. A formula for the distribution of funds to the colleges, Continuing Education, and other district operations has been established through a participatory process. This formula has been refined annually with input from the districtwide Budget Development Committee, comprised of faculty leaders and administrators from throughout the district. Once funds are distributed, the colleges and administrative departments are responsible for the expenditure and monitoring of funds within the constraints of local, state and federal laws. Audits and fiscal controls are the responsibility of the district administrator.

• **Cafeteria/Bookstore (ABSO)**  
District – Executive Vice Chancellor, Business Services  
College/Continuing Education – Vice President of Administrative Services  
The cafeteria and bookstore are managed and operated as a separate business enterprise of the district - the Auxiliary Business Services Organization (ABSO). ABSO is the responsibility of the executive vice chancellor of business services. All cafeteria and bookstore operations are managed centrally and have indirect consultative relationships with the colleges and Continuing Education vice presidents of administrative services. The vice presidents of administrative services are responsible for indirect oversight of the orderly, day-to-day bookstore and cafeteria operations.

• **Information Technology**  
District – Director of Information Technology  
Information Technology and computing services support have been contracted out for many years. This organization has provided support for the district’s administrative computing, networking/telephony, data center operations, web services, desktop computing, and a 24/7 Help Desk. Beginning July 2010, Information Technology will be incorporated into a district-level organizational structure reporting to the director of information technology. The Information Technology department will continue to support administrative computing, networking/telephony, data center operations, web services support for all faculty and staff computers, as well as a 24/7 Help Desk. Application support for the district’s library is provided under contract by the vendor of the library system. Support for instructional labs in the colleges and Continuing Education is provided by technicians from Information Technology that report to the colleges and Continuing Education leadership. Additional Instructional Technicians, located on the campuses, also provide support for Instructional computing.  
The director of information technology reports to the executive vice chancellor of business services. Operational responsibility for the Administrative Finance System, the
Human Resources System, and the Student Information System resides with the respective vice chancellor for each functional area.

- **Legal Services & EEO**  
  District – Director, Legal Services & EEO  
  College/Continuing Education – Site Compliance Officer  
  The director of legal services and EEO is responsible for legal mandates related to compliance and employment. EEO reporting, monitoring, and training are the responsibility of the district office. Discrimination complaint investigations and resolutions are also the responsibility of the district office in consultation with the site compliance officer at each college and Continuing Education. The site compliance officer is the first responder to complaints and issues on campus, in consultation with the president, and may resolve certain complaints as appropriate.

- **Facilities and Planning**  
  District – Vice Chancellor, Facilities Management  
  College/Continuing Education – Vice President of Administrative Services  
  The district administration has responsibility for procurement, construction, maintenance and operations of all district facilities and construction projects. The vice chancellor of facilities management coordinates contracts, leases, facilities planning, construction, maintenance, and operations. The district uses the consultation process to provide broad participation in maintenance and construction of all facilities to ensure campus needs are met. The colleges and Continuing Education develop facilities master plans and scheduled maintenance priorities that reflect the educational and student support needs of the institutions. These plans form the basis for master planning and facilities development in the district.

  The vice president of administrative services is responsible for facilities maintenance and operations along with facilities planning at each college and Continuing Education. The vice president of administrative services oversees the daily operation of the physical plant of the campus, including maintenance, construction projects and operations of facilities.

  The district administration is also responsible for two major construction bond projects (Propositions S and N), including the procurement and construction of several major facilities throughout the district. The district office works very closely with the Colleges and Continuing Education, under the leadership of the president and vice president of administrative services, along with faculty and staff, in the design, planning and build-out of each project. The district administration is also responsible for reporting and responding to the Propositions S and N Citizens’ Oversight Committee on all matters pertaining to the bond projects.

  - **College Police**  
    District – Chief of Police  
    College/Continuing Education – Police Lieutenant  
    Campus safety and parking operations are the responsibility of the district office. The College Police Department is a centralized operation reporting to a chief of police who reports to the vice chancellor of facilities management. The Police Department includes P.O.S.T. Certified Police Officers assigned to each college
and Continuing Education and a central dispatch for emergency operations. The College Police staff on site at the colleges and Continuing Education interfaces directly with the president and vice president of administrative services who serves as the college administrative officer responsible for campus safety and parking operations. Resources are managed and deployed centrally to the colleges and Continuing Education, which have 24/7 coverage. The chief of police is also responsible for the development, maintenance, and execution of emergency response operations for the district.

- **Fiscal Oversight**  
  **District – Executive Vice Chancellor, Business Services**  
  **College/Continuing Education - Vice President of Administrative Services**  
  The district office has the primary responsibility for administering policy and procedures related to the expenditure of funds and has full audit compliance responsibility. Once a budget is developed and approved by the Board of Trustees, the colleges and Continuing Education have autonomy in determining campus expenditures so that they can fulfill the college and Continuing Education missions. The district office is responsible for the annual audit and works with the colleges and Continuing Education to ensure that revenue and expenditure management conforms to model accounting practices and statutes. The district office provides for central coordination of purchasing, accounting, grants and contract management and accounts payable activities. The district office also has an internal auditor who is responsible for monitoring accounting practices and internal controls throughout the organization. The district is fiscally independent.

- **Public Information and Government Relations**  
  **District – Director, Public Information and Government Relations**  
  **College/Continuing Education – Public Information Officer**  
  The district has substantial involvement with city, county, state, and federal agencies along with other representatives that interact with and impact the needs of the district. The director of public information and government relations works directly with the chancellor to build partnerships, guide legislative advocacy and maintain relations with federal, state and local agencies and officials, including the media. Direct assistance has been given to the colleges and Continuing Education to enhance public awareness. Each college and Continuing Education has a public information officer who works closely with the president and also maintains liaison with local, city and county organizations, as well as state and national agencies, to promote public and media relations and activities. The district office is responsible for several major publications designed to ensure that the community is informed of college and Continuing Education operations and initiatives, including an *Annual Report*, an *Economic Impact Report*, *Propositions S & N Report*, *Board and Chancellor’s Cabinet Reports* (monthly) and the *WE – With Excellence*, a quarterly report on current programs and activities. The district office also maintains the content of the district website, a source of information for both external and internal constituents.
• **Institutional Research**  
  **District – Vice Chancellor, Student Services**  
  **College/Continuing Education – College Researcher**  
  Institutional Research is a districtwide operation reporting to the Vice chancellor of student services. It consists of a central component responsible for districtwide studies and information, as well as a campus-based researcher at each college and Continuing Education. (Currently, only two of the campus-based researchers are filled). The campus-based researchers report to the colleges and Continuing Education for work direction and research priorities, along with a formal reporting relationship with the district office for training, evaluation, research protocols, database management and additional support for projects. The central office is responsible for annual accountability reporting, enrollment projections, state reporting and developing a culture of evidence for the district. It provides data and information support to district and college/Continuing Education planning efforts. Research includes Program Review, Accreditation, Basic Skills, Strategic Planning, ARCC, and Enrollment Management. The office maintains a comprehensive website and the staff provide support to the chancellor and Board of Trustees. The department is also responsible for establishing an annual Research Agenda for the district and supporting the colleges and Continuing Education in development of their research agendas.

• **Instructional Services**  
  **District – Vice Chancellor, Instructional Services**  
  **Colleges/Continuing Education – Vice President of Instruction/Vice President of Instruction & Student Services (Continuing Education)**  
  Curriculum development, as well as provision of the academic program, is the responsibility of the vice presidents of instruction at the colleges and vice president of instruction and student services at Continuing Education. Coordination and alignment of curriculum, including compliance with Title 5 and policy and procedure development related to instruction is the responsibility of the district office, in consultation with the colleges and Continuing Education’s academic leadership and administration. Coordination of grants and contracts, economic development, online education, International Education, Military Contract Education and several categorically funded career technical programs are also the responsibility of the district office. Grant development is a collaborative responsibility between the colleges and the district office with resources provided by the district office. The district administration has primary responsibility for developing and maintaining relationships with industry and a Corporate Council to address workforce needs. Oversight of the district’s large online education program, including training, website development, and maintenance, is the responsibility of the district office in coordination with the colleges and Continuing Education.

• **Human Resources**  
  **District – Vice Chancellor, Human Resources**  
  **Colleges/Continuing Education – Vice President of Administrative Services**  
  The Board of Trustees has delegated the responsibilities for Human Resources management to the district administration. The functional responsibilities include negotiations, contract management, hiring procedures and processes, worker’s compensation, benefits, employee records, payroll, legal services and risk management.
The vice chancellor of human resources serves as the chief negotiator for the district, representing the Board of Trustees. Policy and procedure development affecting Human Resources is also coordinated through this office. Job classifications and descriptions are developed and maintained by the district office. The hiring process is managed and monitored by the district office. The presidents and chancellor are responsible for final hiring decisions. Each college, Continuing Education, and district departments have defined responsibilities for participating in hiring procedures, staff evaluation, and contract administration as it relates to supervisory responsibilities. Payroll is also a collaborative effort between the district office and the vice presidents of administrative services at each college and Continuing Education. Legal services related to personnel issues are coordinated through the vice chancellor of human resources, in consultation with the chancellor.

- **Risk Management**
  - **District – Risk Manager**
  - **College/Continuing Education – Vice President of Administrative Services**
    
    Risk management, including workers’ compensation claims and legal matters related to district operations are the responsibility of the vice chancellor of human resources. The Risk Management office works in consultation with the Chancellor’s Cabinet for all legal matters, as well as with the vice president of administrative services at each college for workers’ compensation and liability matters.

- **Student Services**
  - **District – Vice Chancellor, Student Services**
  - **Colleges/Continuing Education – Vice President of Instruction/Vice President of Instruction & Student Services (Continuing Education)**
    
    Student Services program development and operations are the responsibility of the vice presidents of student services at the colleges and Continuing Education vice president of instruction and student services. Policy development and oversight, program development, student records, state reporting, state and federal compliance and audit and Institutional Research are the responsibility of the vice chancellor of student services. Policy review and development are coordinated with the colleges and Continuing Education’s academic and student services leadership. Administrative computing related to students and services, including self-service systems (web-based) and access to student information is also the responsibility of the vice chancellor of student services, in coordination with the vice presidents of student services. Compliance with state and federal laws, including legal services related to students and records are also the responsibility of the district office.

The following standing collegial councils and committees provide a means for effective decision-making throughout the district.

**District**

- **Budget Development and Institutional Planning Advisory Committee**
  
  The Budget Development Committee is a participatory governance committee comprised of representation from faculty, administration, staff and students from the colleges and district office.
The role of the Budget Development Committee is to make recommendations to the chancellor and Chancellor’s Cabinet on districtwide budget and planning issues. The committee does not address matters that are within the purview of collective bargaining or personnel matters.

- **Chancellor’s Cabinet**
The Chancellor’s Cabinet is the executive leadership body of the district. It consists of the presidents, vice chancellors and director of public relations. Chaired by the chancellor, the Chancellor’s Cabinet meets weekly to discuss and make decisions on policy matters, planning and budget, fiscal operations, legal affairs and other important matters of the district.

- **District Marketing & Outreach Committee**
The District Marketing & Outreach Committee consists of the governmental relations manager, the district outreach officer, and information officer from each college and Continuing Education.

The role of the committee is to serve as the vehicle for reviewing, planning and coordinating marketing and outreach activities to ensure good communication and an effective, complementary balance in marketing and outreach activities between the district and the colleges and Continuing Education.

- **Curriculum Instructional Council**
The Curriculum Instructional Council consists of the vice chancellor of instructional services, the vice presidents of instruction from each college and Continuing Education and articulation officers and curriculum committee chairs from the colleges and Continuing Education.

The role of the Curriculum Instructional Council is to provide coordination of curriculum and instructional matters, districtwide; to develop policies and guidelines for improvement of instruction and to review all procedures and activities related to instructional programs.

- **District Governance Council**
The District Governance Council serves as the districtwide communication, planning and review forum on matters pertaining to major issues affecting the district. It consists of students, faculty, and staff representatives from each college and Continuing Education along with representatives from each of the district administrative offices.

The role of the council is to review the board agenda and make recommendations; to share information on major activities in process throughout the district and to review matters related to educational programs and services, districtwide. The council does not address matters within the purview of collective bargaining.

- **Management Services Council**
The Management Services Council consists of representation from each of the district administrative offices and the vice president of administrative services from each college and Continuing Education.
The role of the council is to review matters and make recommendations to the Chancellor’s Cabinet related to business services, human resources and facilities policy development and implementation. The council does not address matters that are negotiable.

- **Student Services Council**
  The Student Services Council consists of the vice chancellor of student services, the vice president of student services from each college and Continuing Education, and a representative of the Academic Senate from each college and Continuing Education.

  The role of the council is to develop, review, monitor and maintain all student services policies and procedures, and processes districtwide; and to develop and review programs and related student services matters to ensure continuity and consistency of the provision of services to students throughout the district.

- **District Strategic Planning Committee**
  The District Strategic Planning Committee serves as the vehicle for initiation and coordination of districtwide strategic planning to ensure good communication and effective oversight of the planning process. The committee is comprised of faculty and administrative representatives from throughout the district. The committee serves as an effective, complementary balance in planning activities between the district and the colleges and Continuing Education.

- **United Student Council**
  The United Student Council is comprised of the Student Trustee from each college, along with the district advisor. The role of the council is to review the board agenda and to serve as the participatory voice of students on districtwide matters. The council is facilitated by the vice chancellor of student services.

**Colleges and Continuing Education**

- **Academic Senates**
  The role of the Academic Senate is to represent the college and Continuing Education faculty to management at the college and Continuing Education as an integral part of decision-making and problem resolution. The Academic Senates make recommendations to the governing board on all academic and professional matters outside of collective bargaining.

- **Associated Students**
  The Associated Student Council is the governing body of the students that promote and represent the best interests of the students and the college and Continuing Education. The Associated Students organize and direct many student sponsored programs and activities on campus, as well as provide services, which are designed to meet student needs.

- **Classified Senates**
  The Classified Senate is a governance organization that represents the classified staff on matters not related to collective bargaining. The Classified Senate is included in the college and Continuing Education participatory governance councils, holds special events and professional development activities for the staff, and provides opportunities and forums for the sharing of information, ideas and concerns.
### Participatory Governance Councils

The President's Cabinet at Mesa College is the participatory governance council of the institution. Chaired by the college president, its membership includes representatives of the Academic Senate (4), Senior Administration (4), Classified Senate (2), Middle Management (1) and Associated Students (2). The President’s Cabinet is responsible for college plans, budget development, major decisions, problem-solving, and other matters not related to collective bargaining.

The function of the President’s Council at San Diego City College is similar to that of Mesa College, but the membership composition is slightly different. Membership includes the College President, Senior Administration (3), Academic Senate Officers (3), Institutional Technology Council (1), and Classified Senate (1).

The Miramar College Executive Council (CEC) is the college’s primary participatory governance body. Representatives from administration, the Academic Senate, the Classified Senate, and the Associated Students deliberate and seek consensus on issues facing the college; additionally, the CEC orchestrates the college’s major initiatives in Strategic Planning, Budget and Planning, Grants and Projects, Institutional Effectiveness and Learning Outcomes, among others. The CEC also oversees the work of the college’s participatory governance committees and facilitates communication among college constituency groups.

The Continuing Education Executive Governance Council is the overarching participatory governance council for the institution. It is comprised of Presidents (1) and Vice Presidents (2) from each of the three constituency groups, respectively, the Administration, the Academic Senate, and the Classified Senate. This body receives recommendations from more than 30 subcommittees and is ultimately charged with making recommendations to the Continuing Education president.

### Community Involvement

- **Auxiliary Organization**
  The San Diego Community College Auxiliary Organization is a 501(c) (3) nonprofit organization that provides support to the education needs of the colleges and Continuing Education, annually. The Auxiliary Board is comprised of the college presidents, Academic Senate representatives, a student trustee, and district administrators.

- **College and Continuing Education Foundations**
  The college and Continuing Education Foundations are 501(c) (3) charitable organizations that support and advance the educational and student support services provided by the colleges and Continuing Education. At each college and Continuing Education, the Foundation Board of Directors includes both public members and institutional members and is the organizational authority for the Foundation. The Foundations raise and distribute funds for student scholarships and special college projects, annually.

- **District Corporate Council**
  The District Corporate Council is a group of San Diego’s leading business professionals who have committed financial and professional support to the district. The Corporate Council was created to match the needs of the business community with the professional team working to train and educate San Diego’s workforce. It serves as a forum for the business perspective
and helps the district plan the best educational strategies for students. There are currently 23 corporate members.

- **Citizens’ Oversight Committee**
  The Citizens’ Oversight Committee (COC) was established as a result of the successful passage of Proposition S, a $685 million bond issue and Proposition N, an $870 million bond issue. The committee is responsible for informing the public concerning the district’s expenditure of bond proceeds and ensuring that all the expenditures are in accordance with the law and the ballot measures. The COC is also responsible for the preparation and presentation of an annual report of the activities and expenditures for the board. The law requires a minimum of 7 members; 5 of which must represent specific groups, such as student government, business organizations, senior citizens’ organization, taxpayers’ organization and a foundation or advisory council supporting a college or the district. There are currently 17 members.

- **Trustee Advisory Council**
  The role of the Trustee Advisory Council is to facilitate communication among citizens, board members, and educators. Members of the council can be nominated by any trustee, subject to the approval by the board as a whole. The current membership is 26.
STANDARD I. INSTITUTIONAL MISSION AND EFFECTIVENESS
The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. Mission
The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

Descriptive Summary
San Diego City College has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

Mission Statement
San Diego City College is a multicultural institution which has as its highest priority student learning and achievement. City College is committed to providing open access to all who can benefit from instruction and to meeting the diverse and ever-changing educational, cultural, and economic needs of the urban core and surrounding communities of San Diego. As City College prepares world citizens in the twenty-first century, we recognize that the aim of education is the development of the whole person, one who is prepared to be an active citizen and to participate in a global community. We are committed to the tradition of academic freedom and responsibility and to maintaining a climate that promotes learning, understanding and respect for students, faculty, staff, community, and the environment.

San Diego City College provides:
- Lower division and general education courses that lead to Certificates, Associate Degrees or transfer to a four-year college or university;
- Career technical education programs that meet specific industry needs, upgrade the employment skills of students and fulfill licensing requirements of the state of California as well as contribute to the economic development of our region;
- Basic skills instruction to assist all students in meeting their educational goals; and
- Essential student support services for all students.

Additionally, San Diego City College is committed to:
- The development of informed, active citizens who will be engaged in the global community, lifelong learners, and literate in information technology;
- Institutional community involvement, community development and community service;
- Equity, inclusiveness, and diversity in all of its manifestations;
- High quality instructional programs and essential student support services, including co-curricular and cultural activities;
- Incorporating environmental sustainability into student learning outcomes, as well as implementing a campus culture of conservation; and
- A continuous campuswide cycle of program review and student learning outcome assessment with integrated planning and resource allocation.
The mission statement directly addresses the current and intended student population of the college: residents of the urban core and surrounding communities of San Diego. The college accepts any student who can benefit from instruction and particularly serves those students whose goals are to complete certificate or associate degree programs or lower division requirements for transfer, complete a career/technical program, and master the basic skills that will lead to accomplishing other educational goals.

The district Office of Institutional Research and Planning tracks the student characteristics and their stated goals in the annual San Diego City College Fact Book. In addition, the district commissioned a San Diego Regional Environmental Scan, which included demographic predictions as well as current demographic statistics, as part of the development of the San Diego Community College District Strategic Plan, 2009–2012.

The college promotes a broad commitment to student learning based on its instructional programs and student support services which seek to develop active citizens and lifelong learners. Widespread discussion of student learning takes place in a variety of forums, driven primarily by a long-established master planning process. Academic and career/technical departments conduct annual program reviews that include a review of courses offered and consideration of the need to update, add, delete, and/or change course offerings. Student service programs also conduct an annual program review to assess the outcomes of their services to update, improve, and/or develop new programs to meet the mission of the college. Student learning outcomes have been developed at the course, academic program, and general education level, as well as for all student service programs. All course outlines have stated student learning objectives, which the college recognizes as learning outcomes.

Many of the students at the college are underserved and underprepared for college work. Thirty-percent have no high school diploma. Seven percent of the student population identified a language other than English as their primary language. Sixty-eight percent of the students are first-generation college students. Of incoming students who were tested, approximately 80% tested into Basic Skills math, and 61% tested into Basic Skills English.

To meet the needs of this group, the college provides basic skills instruction in English, ESOL, and math as well as personal growth to assist students in developing the skills they need to be successful in college. The Basic Skills Committee, formed in fall 2006, has been an extremely active and successful committee on campus. The committee has effectively assisted campus faculty in all disciplines to better serve students by encouraging them to follow best practices for basic skills students. In spite of continuous cuts to the funding for this program, the campus Basic Skills Initiative Action Plan is the result of broad-based discussion and implements many of the documented best practices for meeting the needs of students.

In addition, in keeping with the mission of the college and the Student Services Division, the college offers an array of student services programs, as well as innovative services designed for the college. The comprehensive support programs and services the college offers to its diverse student body include the following:

- Admissions and Records
- Assessment
- CalWORKs
- EOPS/Cooperative Agencies
- Resources for Education (CARE)
- Counseling
In addition to courses and programs offered on campus—and to respond to the needs of students who for a variety of reasons are unable to come to the campus—San Diego City College offers online, distance learning courses. The sections offered online have the same breadth and rigor as those offered on campus. Before a course is approved for online instruction, it is reviewed by the Curriculum Committee to ensure that the alternative mode of delivery is appropriate. Equally important, there is an exceptionally strong array of student services available to online students, including orientation, counseling, development of education plans, tutorial, and library services.

**Self Evaluation**

The college meets this standard.

The collegewide commitment to fostering student learning is clearly expressed in the mission statement and is shared by the campus community. In the 2009 Employee Perception Survey,

- 83% of employees are familiar with the mission statement of the college; and
- 78% strongly agree or agree that the college facilitates an ongoing dialogue about improving student learning and institutional processes and considers student learning in institutional planning.

**I.A.1. The institution establishes student learning programs and services aligned with its purpose, its character, and its student population.**

**Descriptive Summary**

San Diego City College develops and administers student learning programs and services based on the college mission statement which has “student learning and achievement as its highest priority.” In addition, the statement commits the college to “a continuous campuswide cycle of program review and student learning outcome assessment with integrated planning and resource allocation.” The college promises to provide:

- Transfer-level lower division general education programs leading to the associate degree or transfer to a 4-year college;
- Career technical education programs;
- Basic skills instruction; and
- Essential student support services.
These programs and services align directly with the demographics of the student body and with the purpose and character of the college.

The Master Planning and Resource Oversight Council (MPROC) oversees the process by which the college ensures that the programs and services promote student learning. Evaluating and revising the mission statement is the initial step in the master planning process. MPROC is composed of representatives from Instruction, Student Services, Administrative Services, Academic Senate, Classified Senate, and Associated Students. Members are selected by the Academic Senate, Instructional Council, Classified Senate, president, vice presidents, and Associated Student Government. The representatives from each of these groups report back to their respective constituents and each brings comments and suggestions back to MPROC. When the mission statement is revised, the draft is reviewed by all key campus constituents to further ensure that the programs and services are broadly discussed and meet the learning needs of the student population. Thus, the administrative and governance bodies receive input from students, staff, and faculty at all levels of the college organization.

Institutional effectiveness is assessed regularly through continuous cycles of systematic collection of qualitative and quantitative information, planning, review, student learning outcomes assessment, and resource allocation. Institutional effectiveness is collaboratively guided by MPROC and the Institutional Assessment Committee (IAC), and both are informed by institutional campus research data. Key reports that the campus uses in evaluating programs and in turn planning for improvements include the following documents, most of which are available on the Office of Institutional Research and Planning website: IA-15

- City College Fact Book
- Student Satisfaction Survey Report and Briefings
- Employee Perception Survey Report and Briefings
- Point-of-Service Surveys
- ARCC Accountability Report
- SLO Report
- TaskStream Report
- Categorical Program Reports
- Facts on File
- Student Equity Report (including discipline-specific data)
- Title IX Gender Equity Report
- Basic Skills Reports and Briefings
- DSPS Annual Report
- SRTK Transfer and Completion Rates
- FTES Summary Reports
- Transfer Study Reports
- TRIO Report
- First-Year Experience
- EOPS Annual Report
- Online Course Satisfaction Survey
- Student Migration from Noncredit to Credit
- Awards Conferred Reports

Frequently the research reports are presented to campus groups in venues that provide the opportunity for informed dialogue which further strengthens a campus culture of evidence-based inquiry. In addition, the campus-based researcher attends department or program meetings to understand and contribute to the discussions regarding student learning and services and to assist in the development and assessment of meaningful and measurable student learning outcomes. IA-16
Self Evaluation
The college meets this standard.

The student learning programs and services offered by the college are directly aligned to the mission of the college and to the needs of the student population.

The college strengthened its assessment of institutional effectiveness, as well as its success in addressing student needs, when a full-time researcher was hired in January 2008. For the first year, the researcher was based at district headquarters for training. However, in addition to involvement in districtwide projects, the researcher attended campus meetings, served on committees and began some college-specific projects. Beginning spring, 2009, the researcher has served on campus full-time. The City College Research Committee was formally established in spring 2009, and the collegewide research agenda was drafted, reviewed by all the appropriate governance bodies, and formalized and approved in May, 2009. The agenda is directly linked to the Institutional Priorities, which are based on the college’s mission statement and included in the 2008–09 Master Plan. IA-17, IA-18, IA-19 The Research Committee is developing an infrastructure for requesting, processing and using research data and information and to set a foundation to foster a culture of inquiry and evidence that informs key decisions.

In the 2009 Employee Perception Survey, IA-20, IA-21
- 78% of employees strongly agree or agree that the college facilitates an ongoing dialogue about improving student learning and institutional processes and considers student learning in institutional planning;
- 70% strongly agree or agree that college leaders encourage all members to take initiative in improving institutional effectiveness;
- 75% strongly agree or agree that the faculty exercises a substantial voice in matters that relate to educational programs, the hiring of faculty and other personnel and institutional policies; and
- 66% strongly agree or agree that the college establishes governance structures, processes, and practices to facilitate effective communication among the institution’s constituencies (22% were in the “I don’t know” category).

Planning Agenda
None

I.A.2. The mission statement is approved by the governing board and published.

Descriptive Summary
The San Diego City College Mission Statement was approved by the Board of Trustees on November 25, 2008. The mission statement is widely published, posted, and available electronically. IA-22 It is posted on the campus website, in the Master Plan Updates, in the catalog, and in the student learning outcome tracking software, TaskStream. It is also posted in numerous locations around campus in hard copy.
Self Evaluation
The college meets this standard.

I.A.3. Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary
San Diego City College reviews its mission statement annually. The mission statement is revised when major changes in campus priorities are identified through the shared governance processes. The review and revision process begins with the Master Planning and Resource Oversight Council (MPROC), which examines input from shared governance bodies as well as external and internal data generated by the campus researcher, the Office of Institutional Research and Planning, and the master planning process itself.

Participation by key stakeholders in the development of the mission statement has been a consistent practice at San Diego City College. Prior to board approval, the mission statement draft is highlighted in the City College Staff Bulletin and in an all campus users’ email message, as well as discussed in the Academic and Classified Senates, and Chair’ Cabinet. Feedback obtained from these constituent groups is discussed in MPROC where the statement is finalized and forwarded to the President’s Council for approval. After the President’s Council approves the revised mission statement, it is presented to the Board of Trustees for approval. IA-1, IA-23

A notable example of this participatory process based on broad dialogue was the revision of the mission statement to include Environmental Stewardship. In fall, 2006, concerned faculty gave a presentation to the board during the docket item designated for public/staff presentation on the board agenda. The faculty were asked to work through the Academic Senate, and in turn made presentations to the senate leading to the establishment of an Academic Senate Committee for Resource Stewardship and to a resolution for the campus and the district. In response to the Academic Senate resolution, MPROC approved a significant change in the mission statement in November, 2006, by adding “City College is committed to developing and participating in programs that benefit the environment through resource management, conservation, and recycling.” IA-24, IA-25

The campuswide and districtwide discussion of environmental stewardship culminated in:
1) A common resolution being passed by all four district Academic and Classified Senates and the Associated Students;
2) Approval at the District Governance Council with a Recommendation to the Board of Trustees; and
3) Adoption of Policy 8100, Environmental Sustainability, which was approved by the Board on April 03, 2008. IA-26

To reflect the campuswide discussion of environmental stewardship, the San Diego City College Mission Statement and Institutional Priorities list were revised in the 2006–07, 2007–08 and the 2008–09 planning cycles. The new wording includes the college’s commitment to “Incorporating environmental sustainability into student learning outcomes, as well as implementing a campus
culture of conservation.” Additionally, the wording in the Institutional Priorities was changed to: “Strengthen a measurable environmental stewardship effort that implements sustainable practices and educates the campus community.” IA-23

Self Evaluation
The college meets this standard.

There is broad discussion and opportunity to engage in discussion of the mission statement for all members of the campus community. Eighty-three percent of respondents to the 2009 Employee Perception Survey strongly agree or agree that they are familiar with the mission statement. IA-27

Planning Agenda
None

I.A.4. The institution’s mission is central to institutional planning and decision-making.

Descriptive Summary
The San Diego City College Mission Statement is central to planning and decision-making process carried out by the Master Planning and Resource Oversight Council (MPROC). Derived from the mission statement, MPROC develops more specific college goals known as Institutional Priorities. There are currently eight priorities.

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<th>INSTITUTIONAL PRIORITIES for 2008–09 MASTER PLAN</th>
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<td><strong>Collaborative &amp; Outreach Ventures</strong></td>
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<td><strong>Innovative Approaches</strong></td>
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<td><strong>Long-Range Strategic Planning</strong></td>
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All ongoing planning and consideration of new initiatives are linked to the above institutional priorities which are based on the mission statement.

The college’s integrated process of planning, program review, learning outcome assessment, budget development, and resource allocation consists of reviewing and revising the following items:

- The mission statement and institutional priorities;
- The program review/planning forms;
- The progress made on the ACCJC’s 2004 Recommendations, as well as the college’s planning agenda and tasks based on the 2004 Accreditation Self Study;
- The criteria for faculty and classified staff hiring;
- The criteria for facilities improvement, infrastructure, and maintenance; and
- The criteria for purchase of instructional equipment over $200.

In addition, MPROC responsibilities include

- Enhancing faculty and staff development guidelines to integrate student learning outcomes in departmental program review and planning processes;
- Participating in the development of a district strategic master plan and incorporating it into the college’s planning process;
- Setting spending and hiring priorities for all schools in Instruction, all departments in Student Services, and all departments in Administrative Services;
- Completing the Budget Development Process;
- Incorporating other activities into the planning process that had an effect on outcomes for the current academic year; and
- Evaluating the planning, program review, assessment, and resource allocation process against the themes (dialogue; student learning outcomes; institutional commitments; evaluation, planning, and improvement; organization; and institutional integrity) in preparation for the 2010 Accreditation Site Visit.

**Self Evaluation**

The college meets this standard.

San Diego City College’s Mission Statement and Philosophy are a result of collaborative review through the master planning process which drives the direction of the college. Based on the mission statement, the college establishes its institutional priorities. These priorities are always considered in planning and decision making at the college.

During spring, 2008, MPROC reviewed and evaluated the effectiveness of the mission statement with the accreditation theme, “Institutional Commitments.” The faculty co-chair of MPROC was tasked with examining the ACCJC accreditation standards. This process confirmed that the mission statement truly guides San Diego City College in its instructional, student support, and administrative services activities.

**Planning Agenda**

None
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<td>Research Agenda</td>
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I.B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary
San Diego City College maintains an ongoing, constructive, and self-reflective dialogue in many venues, and has done so especially well in the last decade. Under the leadership of the college president and the Academic and Classified Senates, shared governance—and the welcoming of input from all constituencies—has been meaningful on the campus. The President’s Council meets weekly and has formal membership which includes the vice presidents, four officers of the academic senate, the classified senate president, the associated students president and vice president, a representative from the Institutional Technology Council, and a dean representing managers. The President’s Council meetings are also open to anyone who would like to attend, and representatives of campus supervisors have attended on a regular basis. Dialogue and resulting action plans that take place in a variety of campus forums are reported to, reviewed, and approved as needed by the President’s Council.

Some areas where collegial dialogue takes place about institutional processes and student learning include the following groups:

- Academic Senate
- Classified Senate
- Instructional Cabinet
- Associated Students
- Chairs’ Cabinet
- Instructional Services Council
- Research Committee
- Student Services Council
- Institutional Technology Council
- Curriculum Committee
- Basic Skills Committee
- Master Planning and Resource Oversight Council
- Diversity Committee
- Academic Departments
- Student Services Departments
- Review of Services Committee
- Ad Hoc Construction Advisory Committee

In addition to the above list, the college’s Institutional Assessment Committee (IAC) is the group that has been central to the dialogue and improvement efforts regarding student learning. The committee was established in 2003 and has met and fostered campus dialogue consistently since that time. It was originally chartered jointly under the Academic Senate and the President’s Council. In a governance review conducted by the President’s Council, February 2009, the IAC was also to report to the Master Planning and Resource Oversight Council (MPROC). It is comprised of both instructional and non-instructional faculty, administrators, classified staff, and
students. The IAC is charged with facilitation of a faculty and staff designed and led assessment process of student learning instructional, student services, and administrative services learning outcomes for San Diego City College that will improve teaching, learning, advising and serving students at the individual, course, program, and institutional level. The committee has also served as an educational resource to assist faculty in the articulation, implementation, and improvement of institutional processes based upon student and administrative outcome results.  

Early important work of the IAC included the development and approval of Institutional Competencies by the college in spring, 2004. The institutional competencies were linked to the San Diego City College Mission Statement and Institutional Priorities. The overarching institutional (learning) competencies are purposefully broad in order to allow discipline-specific, as well as program-specific, faculty and staff the latitude, as experts in their disciplines or student service areas, to define more specific student learning outcomes. Through the program review process, course-level SLOs are mapped to the larger institutional (learning) competencies which are in turn linked to the institutional priorities and mission statement. Institutional initiatives of every type are first scrutinized to ensure that they address institutional priorities.

Faculty and staff have engaged in significant discussions about student learning outcomes during instructional improvement FLEX presentations in fall 2005, spring 2006, and fall 2006. These convocations all had student learning outcome initiative work as their primary focus. Progress towards measurement and acting upon assessment data has been made at academic and classified senate meetings, at the Chairs’ Cabinet, Student Services Council, and program and department meetings. In May, 2007, the classified staff structured an entire retreat day to further education and dialogue concerning the important role that classified staff have in elucidating and impacting student learning on campus.

The college’s priority of student learning has been made visible for the campus community via the Annual Student Project & Research Symposium held each May. Between 2004 and 2010, the IAC co-chairs partnered with the Title 5 program as participants in the planning and execution of this campuswide event. These symposiums reflect a variety of interesting research projects and scholarship, and stand as tangible testaments to the students’ learning and achievements and examples of brochures are found in Standard IIB.

Since 2008 the emphasis of the IAC has been to develop a system to track the progress of the Student Learning Outcomes Assessment Cycle (SLOAC) campuswide. To this end, the IAC co-chairs researched and attended presentations on the available software. The college purchased TaskStream software in early 2009. Since that time, the IAC members, and particularly the co-chairs, have diligently focused on continuing to mentor faculty and staff in development of administrative and student learning outcomes at the program and departmental level. In this role, they have met with individuals, as well as groups and departments, to dialogue as well as to document the SLOAC processes around the campus.
In addition, to encourage ongoing collegial and reflective dialogue, the IAC regularly reports at all Academic Senate meetings regarding the progress of student learning and administrative outcome work on campus.

Campuswide discussion of student learning and administrative outcomes began under the leadership of the IAC in 2003. After ongoing faculty development activities, discussions at all levels of the campus and in the Academic Senate, and with the gradual development of the campus culture of SLOAC work, a Student Learning Outcomes Assessment Cycle/Administrative Outcomes Assessment Cycle (SLOAC/AOAC) Philosophy Statement was drafted and approved in fall, 2009. During the same semester that the San Diego City College SLOAC/AOAC Philosophy Statement was approved, the American Federation of Teachers (AFT), and the academic senates representing the three colleges in the district (San Diego City College, Mesa College, and Miramar College) approved a joint statement regarding student learning outcomes work. In reaction to concerns at one of the sister colleges that its administration was intruding excessively in the implementation of SLOAC, and that academic freedom was jeopardized, as well as concerns regarding the additional workload required with the adoption of the TaskStream software system, the AFT 1931 Guild leadership drafted a statement on SLOs.

To address workload issues, the college increased its financial commitment to SLOAC: 40% release time was granted to each of the two faculty co-chairs to assist with student learning and administrative outcome development, review and input, as well as to assure faculty and departmental ownership of the process at the college.

The college has established a process for staff development to support faculty in the satisfactory development and assessment of student learning and administrative outcomes. The IAC formulates plans for training sessions and the committee co-chairs implement these plans. In 2009–10 these included a campuswide presentation at convocation to introduce the new software program to facilitate SLO work (fall 2009), professional development workshops, as well as individual training sessions with department chairs or those identified as department liaisons for student learning and administrative outcomes.

Aside from direct instructor evaluations, there are several components to campus evaluation of effectiveness in producing student learning and administrative outcomes. After student learning and administrative assessments are conducted and entered into the TaskStream software, they are submitted for review by the IAC co-chairs. In this process, the co-chairs review the outcome, and may request clarification or refinement of the outcome. One measure of instructional effectiveness in outcomes will be data on numbers of submissions that require further work compared to those that were released on initial review for implementation. It is expected that as campuswide assessment involvement increases, the number of outcomes and assessment tools needing refinement will be reduced.

Analysis of the use of results of assessment to improve student learning is demonstrated in both the creation and implementation of an Action Plan. TaskStream provides each program with reports on successful outcome cycle completion and action plan progress. As the campus
continues implementation of the software program, reports will provide an excellent mechanism to determine if outcome assessments yield meaningful and useful results.

In 2009–10, the college is in the first year of online TaskStream implementation so comprehensive reports on effectiveness have not yet been generated. However, evidence of effectiveness is found in instructional programs that have completed a full assessment cycle. A few programs have documented their work through to the Action Plan in TaskStream, which is the final step in an outcomes assessment cycle. Some are doing extensive work but it has not been entered into the program yet. 

As of December, 2003, student services departments had identified initial learning or administrative outcomes. Work has progressed on these outcomes in successive years. As of 2010, the student services departments have completed at least one full assessment cycle, thereby acting upon assessment data for programmatic improvement.

**Self Evaluation**

The college meets this standard.

The administrative and governance structure of the college assures that ongoing inclusive dialogue takes place regarding institutional processes and student learning. The commitment to, and encouragement of dialogue, recognition, and acceptance of areas of faculty primacy in educational and academic matters, and meaningful shared institutional decision-making, originates in the tone set by the college president and resonates strongly in the leadership of the vice presidents of instruction, student services, and administrative services. The student learning outcomes process is a staff and faculty-driven activity under the guidance of the IAC and its two faculty co-chairs.

The college recognizes the course objectives in the integrated course outlines as being equivalent to student learning outcomes; therefore all course-level student learning outcomes have been identified. Gradually, departments are working with these delineated outcomes to determine the manner or means by which they will to focus the student learning outcome assessment cycle. Some departments have chosen to identify and assess outcomes that encompass, but are broader than, the objectives stated in the course outlines (Chicano Studies); while other departments have used course outline objectives directly (Business Studies- Accounting 102, 128A, 128B). Others, in the process of self-assessment, have identified course outlines requiring review because the chosen SLO appears in the course outline, but is not given the prominence it should have (English 101). These decisions have been the result of ongoing self-reflective dialogue leading to meaningful improvements in student learning.

Within instruction, general education and discipline-specific SLOs have all been identified. Departments are at different implementation and evaluative stages of the SLOAC cycle.

After considerable collegial discussion, each of the departments in Student Services has established student learning or administrative outcomes. In addition to the establishment of outcomes, Student Services departments have progressed through the
assessment cycle to varying degrees. Several programs have completed the full assessment cycle and are using the results to make meaningful program improvements. All Student Services departments will “close the loop” by 2012.

San Diego City College improves institutional effectiveness, refines learning outcomes, and acts on data from assessment efforts to achieve incremental program improvement. In the 2009 Employee Perception Survey,

- 74% of the respondents strongly agree or agree that the college has implemented effective plans and strategies for identifying student learning outcomes;
- 69% strongly agree or agree that they drive the process of assessing student learning outcomes;
- 59% strongly agree or agree that they have sufficient research data to assess their progress toward stated student learning outcomes;
- 61% strongly agree or agree that their department/program/discipline has used the results of student outcomes assessment to make improvements in instruction or student support services;
- 70% strongly agree or agree that student learning outcomes are considered in program review; and
- 77% strongly agree or agree that student learning and support needs are central to the planning, development, and design of new facilities.

Campus engagement with student learning is reflected in student responses to the 2009 Student Satisfaction Survey which documents that students have a high sense of achieving competence in the college’s institutional student learning outcomes. In the survey,

- 80% of respondents strongly agree or agree that instructors inform them about the learning outcomes expected; and
- 75% strongly agree or agree that instructors explain how they will be assessed before an assignment or test is given.

Planning Agenda #1

To continue its ongoing, collegial and self-reflective dialogue about student learning and institutional processes, the college, under the leadership of the Institutional Assessment Committee (IAC) and department chairs, with the active support of the president and vice presidents, will monitor and revise where necessary its plan to fully attain the Proficiency level in Student Learning Outcomes by June 2012. The college will continuously identify, revise, implement, and assess student learning and administrative outcomes in all instructional, student services and administrative service programs. The assessment information will be used for continuous program improvement.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.
Descriptive Summary
The San Diego City College process for setting goals to improve its effectiveness is directly based on the college’s mission statement and institutional priorities. Likewise, the planning, review, assessment, and resource allocation process is based upon the institutional priorities for each planning cycle. As a result of the annual master planning and program review cycle, goals and objectives throughout the institution are articulated in that year’s master plan update which is published in hard copy and posted online. The planning process requires institutional members to be involved in setting goals and in working collaboratively toward their achievement. 

Effectiveness in implementing institutional priorities and departmental-level goals is reviewed, measured, and broadly discussed in departments and units campuswide and reported in the Master Plan or Master Plan Update and Program Review Forms. The results of the departmental reviews and reports are then considered and prioritized in school meetings in which the department chairs and the respective deans collaborate to agree upon school priorities. The planning process then advances when the vice presidents of instruction, student services, and administrative services meet with the deans who represent the schools and, in turn, develop the division plan. The vice presidents of the three divisions—Instruction, Student Services, and Administrative Services—meet to develop a campus plan. These plans are reviewed and approved by the Master Planning and Resource Oversight Council (MPROC) and then the President’s Council. All individuals—administrators, faculty, staff and students—are invited to all MPROC meetings and participate as voting members. Thus, the process begins with broad discussion and ends in a venue where all members of the campus community are welcome to participate.

The identification and articulation of goals and the evaluation of the progress towards achieving them is intrinsic to the individual departments’ and units’ annual program review and master planning process. It is at this level that members of the college understand the goals and work collaboratively toward their achievement. Through the master planning/program review process, the college assures that all projects, programs, grants, and activities align with the mission and priorities of the college. The facilities master plan directs and articulates the goals of the current and future construction and infrastructure projects.

The major college councils and committees identify, articulate, and evaluate the progress toward achieving their respective goals. These groups include Instructional Services Council, Student Services Council, Institutional Technology Council, and most committees, including, among others, Curriculum, Institutional Assessment, Diversity, Facilities Master Plan, Basic Skills, World Cultures, and Research.

In response to the need to have a stronger campus culture of inquiry and evidence, the college/district hired a campus-based researcher in 2008 to assist in planning, decision making, and evaluation of progress toward the achievement of institutional goals. The Research Committee was formed in spring, 2008, and includes faculty, administrators, and classified staff. During the 2008–09 school year, the committee drafted a Research Agenda to “organize and prioritize research requests” and to serve “as a vehicle for dialogue and a way in which to move beyond a culture of evidence to a more integrated culture of inquiry.” Additionally, “it provides a mechanism for collaborative inquiry which helps build research expertise throughout the college rather than isolated pockets of the college.” The agenda links research questions, design, and reporting cycle
directly to college plans and initiatives as well as college priorities and effectiveness indicators. 1B-18 All appropriate shared governance and administrative councils had opportunity to review, discuss, and provide feedback in the development of the Research Agenda. Finally, the President’s Council approved the agenda in spring, 2009. The Research Committee also established an infrastructure for requesting, processing and using research data and information to set a foundation promoting a culture of evidence that informs all key decisions.

To assist the college in assessing the degree to which it is achieving departmental goals, annual Student Equity Reports are provided by the district Office of Institutional Research and Planning (IRP). The reports provide information on student characteristics, success, retention, and productivity for each discipline area in which credit courses are taught. The student characteristic reports are by equity categories as defined by the State Chancellor’s Office. These categories include ethnicity, gender, age, and disabled enrollment status. Additionally, educational objective, prior education level, service area of residence, units attempted, first generation, income level, primary language status, and EOPS status are also included. The set of reports contain trend data for comparing each discipline across five years (fall 2005 to fall 2009) as well as to the overall institutional benchmarks. The campus-based researcher and the director of the district IRP department facilitated a Program Review Data Integration Workshop on campus in spring, 2010, for the purposes of program review data coaching and sharing to promote not only a culture of evidence, but also a culture of inquiry. 1B-19

In January, 2009, San Diego City College procured the assessment software, TaskStream. In addition to organizing the campus’s student learning and administrative outcome work, the college will be able to place the department program review and master planning documents on TaskStream. This will further assist the campus in developing qualitative and quantitative reports at the departmental and discipline level.

Self Evaluation
The college meets the standard.

In the 2009 Employee Perception Survey,
• 73% of the respondents strongly agree or agree that the college values institutional effectiveness; and
• 71% of the respondents strongly agree or agree that the college has integrated program review into the planning process. 1B-20

Under the leadership of the college councils, the campus is updating the college master plans—the Academic Master Plan, Information Technology Plan, Student Services Plan and Administrative Services Plan—into a single institutional plan that includes projection of financials. This will become a long-term resource allocation plan that will be incorporated into the MPROC’s work.

Planning Agenda
None
I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

In a process that has been followed and refined for many years, departments, units, and divisions participate in assessing their progress toward achieving goals in a widespread discussion of annual program review, planning, and resource allocation. In turn, the annual master planning updates synthesize the results of these discussions. In this way, the college assesses progress toward achieving its stated goals, i.e., the institutional priorities, and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

The annual program review begins at the discipline and program level in the spring semester. Instruction and student services have slightly different data required for their program review, but measure the same institutional priorities—Student Success; Collaborative and Outreach Ventures; Equity, Inclusiveness, and Diversity; Environmental Stewardship; and Innovative Approaches. Administrative services use a combined program review and master plan form.

Departments measure their accomplishments by institutional priority and then identify activities that the department will implement to make improvements. The identified activities lead to the preparation of the Departmental/Unit Master Plan. Requests for equipment, faculty or classified personnel, or facilities modifications must use the criteria developed by Master Planning and Resource Oversight Council (MPROC) and support the college’s mission statement.

During May, departments/units meet with their dean to prioritize a list of requests by school. When the state budget is determined and the exact amounts of funding available is established, the schools meet with their vice president to prioritize a division list. The divisions present their list to MPROC for review and approval. Ultimate approval is given by the President’s Council and then communicated to the college community through the Instructional Cabinet, the Academic Senate, the Chairs’ Council, and the Classified Senate.

During the 2008–09 planning cycle, the program review process was expanded to include an Academic Plan. The academic plan projects class schedules two years into the future based on enrollment trends and curriculum and economic changes and provides a template for departments to review their history of course offerings, and make projections for future offerings to meet student needs. This process helps justify equipment and faculty needs.

An additional change to the program review process during the 2008–09 planning cycle was to develop and require a technology needs form (Form T) for any institutional technology equipment request at the department/unit level. The annual master plan update process incorporates important fiscal events that affect yearly college planning. Such events include the level of state funding; bond measures S and N; and funding sources such as Basic Skills, Career/Technical, Title 5, and CTEA. The process also considers changing trends in population,
job opportunities, transfer requirements, and preparedness of incoming high school students. Finally, the process examines the progress made on the 2004 ACCJC site visit recommendations and the Agendas and Tasks identified in the 2004 Self Study. 1B-25

San Diego City College Master Planning & Resource Allocation Annual Cycle

This process is driven by the Master Planning & Resource Oversight Council (MPROC)

The amount of funds available for disbursement depends upon the amount of funds available to the college. The funds identified for disbursement in the budget development process determines how many of the prioritized items on the campuswide prioritized list of equipment, facilities, and staffing are funded. The chairs of the MPROC present their final report to the President’s Council for approval. The above master planning and program review process cycles are repeated annually.

Another aspect of the review, planning and resource allocation process is program management. When enrollment in a program is weak, every effort is made to revitalize it through curriculum changes, marketing, and advisory committee input. The addition or deletion of a program is determined by a demonstrated pattern of long-term enrollment changes. Until the 2008–09 cycle, the process was unwritten and determined by consultation between the program chair, the dean, and the vice president of instruction. An ad hoc committee was established to study and formalize the process. In March 2009 MPROC approved the committee’s recommendations. 1B-26
With the mission statement and the institutional priorities established, MPROC reviews and updates 1) institutional criteria and procedure for establishing new full-time faculty positions and hiring priorities for filling those new as well as vacant positions, 2) criteria for the purchase of equipment over $200, and 3) criteria for facilities improvement, infrastructure, and maintenance. The criteria apply to all three divisions: Instruction, Student Services, and Administrate Services.

Institutional data is increasingly available, analyzed and interpreted in ways that inform the planning process. The Office of Institutional Research and Planning (IRP) regularly post the following reports:

- City College Fact Book ¹B-27
- Student Satisfaction Survey Report ¹B-28a
- Student Satisfaction Survey Report Briefing ¹B-28b
- Employee Perception Survey Report ¹B-29a
- Employee Perception Survey Report Briefing ¹B-29b
- Point-of-Service Surveys ¹B-30
- ARCC Accountability Report ¹B-31
- Facts on File ¹B-32
- Student Equity Report (including discipline-specific data) ¹B-33
- Title IX Gender Equity Report ¹B-34
- Basic Skills Reports and Briefings ¹B-35a
- Basic Skills Report Briefing ¹B-35b
- DSPS Annual Report ¹B-36
- FTES Summary Reports ¹B-37
- Transfer Study Reports ¹B-38

Frequently the district director of research and planning, as well as the campus-based researcher, will provide workshops, briefings, or information sessions to review best practices in obtaining and interpreting data. The IRP designs the reports to be understandable to the campus community at large, and often includes a narrative to explain the graphs and charts.

In addition, the college embarked on the current self-study process with initial discussions and research/inquiries beginning in fall, 2007. In the process of preparing the self study, the college identified areas of strength and areas where further work needs to be done. In many cases, concerns have begun to be addressed prior to the ACCJC team visit.

Finally, the campus also conducted an extensive review and self evaluation process when the Substantive Change Proposal for Distance Education was submitted to the ACCJC in February, 2010, and was approved in March, 2010. ¹B-39

**Self Evaluation**

The college meets this standard.

San Diego City College’s master planning and program review processes have been in place for approximately 20 years and they are regularly reviewed and improved. With the addition of a campus-based researcher and the continued work of the IRP, the qualitative and quantitative data and a culture of data sharing and coaching has improved significantly since the last accreditation visit.

The process was further refined in the 2009–10 planning cycle. In the past, the division plans had been prepared and housed within the division with only summary requests of equipment, facilities, and human resource needs incorporated into the institutional master plan.
Beginning with the 2009–2010 Institutional Master Plan, the division plans will be integrated into the institutional plan including progress made on student and institutional assessment and individual division goals, many of which do not require additional funding, but do provide improved services to the campus. Another improvement has been the incorporation of the technology plan into the institutional plan.

San Diego City College is at a sustainable, continuous quality improvement stage for the cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

Planning Agenda
None

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary
The annual planning process begins with program review and master planning at the departmental and unit level then it progresses to the school level, and finally forms the basis of the division plans. The process integrates instructional, student services, and administrative services’ program review into the master plan. The three divisions—Instruction, Student Services, and Administrative Services—meet to develop a campus plan. These plans are reviewed and approved by the Master Planning and Resource Oversight Council (MPROC) and then the President’s Council. All individuals, administrators, faculty, staff, students, are invited to all MPROC meetings and participate as voting members. Decisions are made by consensus. The vice president of administrative services monitors expenditures and assures they are supported by MPROC decisions.

The college has identified and pursued outside funding sources to increase the capacity to fulfill plans and institutional priorities. The following lists of funding sources are organized based on the institutional priority they address.

- Student Success; Equity, Inclusiveness, and Diversity; Innovative Approaches; and Collaborative and Outreach Ventures:
  - Title 5 grant for Hispanic-Serving Institutions was granted and implemented between 2004 and 2009. It supplied the college with approximately $400,000 annually and was used to implement learning communities, ongoing faculty collaborative workshops and supplemental instruction tutors for at-risk student populations and develop an academic success center.
  - Workforce Readiness grants—$400,000 for a solar technology program grant and $200,000 for a biotechnology program grant.
  - Federal grants for TRIO/ASPIRE ($286,625) for providing extensive support services for at-risk college students and a National Science Foundation (NSF) STEM grant ($75,044).
  - Two five-year City Middle College grants from the State Chancellor’s Office for extremely at-risk high school students at Garfield High, a continuation school located adjacent to the college campus. Students in this program are required to
take college classes, and earn a joint diploma through the district’s Continuing Education program. Yearly awards range from $125,000 to $150,000.

- Bill and Melinda Gates Early College grants, $29,488 with Media, Visual, and Performing Arts, $31,154 with LEADS, and $32,950 with Early/Middle College, all part of San Diego High School Complex. The grants help at-risk high school students get a head start in college while still in high school.

- Basic Skills Initiative funds, $324,690 to provide innovative instructional and support services for students in basic math and English courses.

- Environmental Stewardship
  - Two $20,000 San Diego City College Foundation grants for the urban farm and the previously mentioned grant for developing jobs in the solar power industry.

Currently the college is expanding its facilities to better support student learning programs and services and to improve institutional effectiveness. The most significant changes that are in process—the many constructions projects—are a direct result of implementing plans. To fund these projects, the San Diego Community College District succeeded in getting two bond measures passed, Propositions S and N. These bonds fund the construction of new facilities, upgrading infrastructure, and implementation of deferred repairs. With the passage of Proposition S, a $685 million construction bond program, in 2002, and Proposition N, an $870 million bond program, in 2006, the district has made a significant move to modernize all of its campuses. Of this amount, approximately $485 million has been allocated to modernize the San Diego City College. The additional funding will enable the college to serve the increasing student population and to fundamentally upgrade the aging infrastructure. The projects that are completed, in process, and planned are summarized in the following two charts. 

**Completed, Planned, and Future Proposition S Projects**

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<td>“R” Building Renovation – added additional smart classrooms and office space.</td>
<td>Fall 2007</td>
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<tr>
<td>Modular Village – added additional smart classrooms for use during renovations.</td>
<td>Spring 2008</td>
</tr>
<tr>
<td>“L” Building Renovation – added additional smart classroom space, brought together tutorial services and student services into one building, added smart conference rooms and workshop spaces, and added additional computer lab stations for student access.</td>
<td>Summer 2009</td>
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<tr>
<td>Site Design &amp; Environmental Review</td>
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<tr>
<td>“P” Building Renovation – added smart conference rooms, adjunct faculty office space, access from adjacent disabled parking via ramp and bridge, and more workout classrooms.</td>
<td>Fall 2009</td>
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<tr>
<td>Career Technical Center – houses classrooms and offices for nursing, photography, cosmetology, and the police department; also provides additional parking spaces.</td>
<td>Spring 2010</td>
</tr>
</tbody>
</table>

1B-40, 1B-41
Projects in Design/Bid Phase | Expected Date of Completion
--- | ---
Land Acquisition + General Purpose Classroom Building – will house classrooms and offices for the behavioral and social sciences and math, a small bookstore, a community conference center, military education offices, and the Family Health Center. | Spring 2012

Future Projects | Expected Date of Completion
--- | ---
Child Development Center | Design to begin in late 2010

Planned, Ongoing, and Future Proposition N Projects

Projects in Design/Bid Phase | Expected Date of Completion
--- | ---
Humanities Bldg./Business Technology Bldg. | Spring 2012
Science Building | Spring 2013
“D” Building Roof | Summer 2012
“T” Building -Engineering Technology | Fall 2014

Ongoing Projects | Expected Date of Completion
--- | ---
Infrastructure – Central Plant Expansion, Utilities Upgrades, Data/IT loop | Spring 2011–Spring 2012

Future Projects | Expected Date of Completion
--- | ---
“C” Bldg.– Language/Speech/Visual Arts | Spring 2014
“M” Building – renovation and conversion to bookstore and Student Activities/Student Affairs Center | Fall 2014
“A” Building Renovation | Fall 2014

Some other significant changes that have occurred as a result of implementing plans include:

- Academic Senate participation in the Review of Services Committee which functions as the facilities steering committee;
- Establishment of construction project-specific committees, including end users, in an attempt to ensure that all stakeholders are involved in the design of new facilities;
- Development of an integrated instructional computerized data acquisition plan;
- Development of an Institutional Information Technology Strategic Plan; and
- Implementation of new learning communities, including linked courses, First-Year Experience, Umoja, City Middle College, and three Early Colleges.
San Diego City College’s master planning, program review, and student learning outcomes assessment cycle processes provide the foundation of data on institutional effectiveness. The entire planning process is systematized and structured to allow effective review and refinement of all campus processes for incremental and continuous improvement.

**Self Evaluation**
The college meets this standard.

In the 2009 Employee Perception Survey,
- 67% of respondents strongly agree or agree that there are opportunities for input in the planning process (20% neither agree nor disagree); \(^{1B-42}\)
- 51% strongly agree or agree that classified staff exercise a substantial voice in matters related to college planning, budgeting, and institutional policies (31% neither agree or disagree” and 27% responded “I don’t know”); \(^{1B-43}\)
- 68% strongly agree or agree they are aware of the staff and/or faculty role in various governing, planning, budgeting, and policy-making bodies at the college (23% neither agree nor disagree); \(^{1B-43}\)
- 45% strongly agree or agree that they have appropriate opportunities to participate in the shared governance process for budget development (31% neither agree nor disagree); \(^{1B-44}\) and
- 53% strongly agree or agree that the college guidelines and processes for budget development are clearly communicated (27% neither agree nor disagree). \(^{1B-44}\)

Even though the percentage of employees who feel that they have appropriate opportunities to participate in budget development is relatively low, during the 2008–09 and 2009–10 planning cycles all MPROC meetings that had budget development as an agenda item were announced to all employees. An email was sent to all employees of the campus inviting them to participate in these MPROC meetings. All attendees are always allowed to participate in the discussion and decisions are by consensus.

**Planning Agenda**
None

**I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

**Descriptive Summary**
Institutional data is available, analyzed, and interpreted in ways that inform the planning process as well as assure the quality of the college programs and services. The Office of Institutional Research and Planning (IRP) routinely makes presentations to the district Board of Trustees and campus constituency groups and electronically posts the research reports listed in Standard I.B.3. Thus, this information is easily available to the college faculty, staff, managers, and students as well as to the community at large.

The college meets state and federal oversight and reporting requirements of various programs such as CalWORKs; New Horizons; TRIO/ASPIRE; EOPS; Puente; Umoja; and Math, 100
Engineering and Science Achievement (M.E.S.A.). The Chancellor of the San Diego Community College District (SDCCD) periodically visits each campus to share important data as well as plans of the district. In her most recent visit to the campus, she discussed *Progress and Plans 2009-2010* with the entire campus community, and it is made available on the website. In addition, the district publishes an Annual Report to the Community.

At Instructional Cabinet meetings, instructional deans regularly receive and subsequently share with department chairs data on FTES and productivity since enrollment management depends on having accurate productivity statistics as well awareness of educationally appropriate course enrollment caps and classroom availability. This information is also shared in the President’s Council. The most current program review data also include trend information on productivity at the course level for each discipline.

The IRP website’s “Board Reports” links provide current and past reports that have been prepared for the Board of Trustees. These reports include recurring requests, such as the Accountability Report for Community Colleges (ARCC), basic skills reports, accreditation survey reports, as well as special reports related to student characteristics, performance and outcomes.

Finally, in January, 2009, San Diego City College purchased assessment software, TaskStream, in order to better collect, document, and report assessment dialogue, data, and programmatic and departmental improvements. Once all departments and programs input goals, outcomes, assessment and consequent improvements, the college will be in a good position to generate comprehensive reports on the progress of the campus student learning and administrative outcome and assessment cycle work.

**Self Evaluation**
The college meets this standard.

**Planning Agenda**
None

**I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying as appropriate, all parts of the cycle, including institutional and other research efforts.**

**Descriptive Summary**
A variety of processes are in place to assess the effectiveness of San Diego City College’s cycle of evaluation, ongoing planning and resource allocation, implementation, and re-evaluation. The Master Planning and Resource Oversight Council (MPROC), in addition to reviewing the mission and institutional priorities of the campus, is charged with the evaluation of the college planning cycle. When MPROC identifies areas that need to be improved, it initiates change by taking recommendations to the various shared governance bodies on campus. Although the current program review, master planning, and budget allocation process has been evolving since 1989, the following list provides examples of institutional changes dating back to the last accreditation site visit that have been made based on MPROC’s review:

- Facilities Master Plan Guiding Principles
• Revision of Program Review/Update Forms 1B-50
• Changes to the hiring criteria and process 1B-51
• Establishment of a process for program closure and program addition (2008-09) 1B-52
• Improvements in campus research (2008-09) 1B-53
• Changes to the program review process now including an Academic Plan and an Institutional Information Technology Strategic Plan 1B-54
• Establishment of the Furniture, Fixtures, and Equipment (FF&E) Selection Criteria 1B-55
• Development, in conjunction with the Instructional Cabinet, of the college’s “Authority to Submit Grant Application” 1B-56

Each year the entire process is reviewed and revised as necessary. A major improvement in the college’s assessment capabilities occurred with the hiring of a campus-based researcher in January, 2008, and the procurement of student assessment (TaskStream) software in January, 2009.

Self Evaluation
The college meets the standard.

Planning Agenda #2
The Master Planning and Resource Oversight Council (MPROC) will work with college governance groups to fully integrate into the current college Master Plan, by June 2011, the Educational Plan, Technology Plan, Library and Learning Resources Plan, Student Services Plan, Administrative Services Plan, and Facilities Plan. In addition to identifying the college’s goals and priorities, and describing the college’s overall planning and resource-allocation processes, the unified Master Plan will draw upon each of the six component planning documents to identify for the college as a whole the:

• Current status of instruction, student services and administrative services
• Near- and medium-term goals for each area of the college and for the college as a whole
• Fiscal, human, facilities, and technology resources needed to implement the goals
• Response to and updates for the college Research Agenda
• Assessment of the extent to which goals have been met
• Assessment of the extent to which college priorities have been met

Using the college’s master planning process embedded in the Master Plan, MPROC will:

• Overseer, through the vice presidents and respective governance groups, the annual review, assessment and updating of each of the six component Plans within the Master Plan.
• Review and update annually the collegewide faculty, classified and administrator staffing priorities as part of the campus commitment to rebuild programs and services that have been cut during the current economic downturn.
• Establish and monitor the implementation of a consistent, sufficient, and ongoing funding formula for the staffing, institutional technology, LRC, support services, and other collegewide priorities, including the regular acquisition, maintenance, upgrading and periodic replacement of major equipment, computers and other hardware and software.

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.
Descriptive Summary
San Diego City College has many mechanisms for evaluating effectiveness and improving instructional programs, student support services, and library services, including the following:

- Annual program review and master planning updates
- Accreditation/self-study process
- Curriculum process
- Employee perception surveys
- Student satisfaction surveys
- Point of service surveys
- State and federal oversight and reporting requirements of various programs such as CalWORKs; New Horizons; TRIO/ASPIRE; EOPS; Puente; Umoja; Math, Engineering, and Science Achievement; Disability Support Programs and Services
- Student learning outcomes assessment cycle/administrative outcomes and assessment cycle (SLOAC/AOAC) tracking through TaskStream software
- Pass rates on external exams (Nursing, Child Development and Cosmetology)
- External accreditation agencies (Nursing)
- Advisory committee input for career/technical programs
- Annual basic skills report

In addition, major campus and district constituency groups that continually evaluate processes to improve instructional/student services/library services on an as-needed basis include the following groups:

- Institutional Assessment Committee
- Academic Senate
- Classified Senate
- Instructional Cabinet
- Chairs’ Cabinet
- Instructional Services Council
- Student Services Council
- Business Office
- President’s Council
- District Governance Council
- Chancellor’s Cabinet (SDCCD)
- SDCCD Board of Trustees

Each annual Master Plan Update reports that year’s instructional, student services, and administrative services activities that have changed or improved. **IB-53**

Self Evaluation
The college meets this standard.

Planning Agenda
None
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<th>PDF link</th>
<th>Title</th>
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STANDARD II. STUDENT LEARNING PROGRAMS AND SERVICES
The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all students.

II.A. Instructional Programs
The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary
San Diego City College instructional programs are of high quality, consistent with the mission of the college, and uphold the college’s integrity regardless of the location of the classes or means of delivery. The mission requires that the college provide,

- Lower division and general education courses that lead to Certificates, Associate Degrees, or transfer to a four-year college or university;
- Career technical education programs that meet specific industry needs, upgrade the employment skills of students, and fulfill licensing requirements of the State of California as well as contribute to the economic development of our region;
- Basic skills instruction to assist all students in meeting their educational goals; and
- Essential student support services for all students.

The quality of the instructional programs is ensured by the college’s curriculum development process. No matter where a course is offered or its mode of delivery, all college curricula are submitted for approval through CurricUNET, the district’s online curriculum development and approval program. The originator of any course is guided through a check-off procedure to identify ways the program meets the college mission and serves students’ educational goals.

The curriculum review and approval process includes review and approval of course and program outlines by the campus technical review and curriculum committee, department chairs, deans, librarian, vice president of instruction and the district Curriculum and Instructional Council (CIC). Once approved, the official course outlines for the college are available to all within or outside of the institution. The information provided by these outlines include student
learning outcomes or learning objectives, course topics, requirements for critical thinking, expected writing assignments, and assignments that may be used to show student learning.

The college provides courses at a variety of locations throughout the community that are closer to some students’ work and home lives, including the Educational Cultural Complex (ECC), United States Naval Base, Marine Corps Recruit Depot (MCRD), General Dynamics NASSCO, San Diego Rescue Mission, San Diego High School, San Diego State University (SDSU), and YMCA Childcare Resource Services.

Instructional programs assist the college in meeting the transfer element of the mission. Some programs include courses that are articulated with four-year institutions, some include honors courses with more in-depth or rigorous work as part of special transfer agreements with prestigious universities, and others incorporate learning communities to provide extra support for successful completion of required coursework. II A-5, II A-6

Career/Technical programs assist students in gaining and upgrading their skills to meet industry standards. Some of these also provide preparation for transfer to higher level degrees in the same field. Career/Technical programs include: II A-7

- Air Conditioning/Refrigeration
- Alcohol and Other Drugs Studies
- Biotech
- Business Studies
- Child Development
- Computer Business Technology
- Computer Information Systems
- Computer Technical Illustration
- Cosmetology
- Electricity
- Electronics
- Fitness Specialist
- Graphic Design
- Human Services
- Machine Technology
- Nursing
- Radio and Television
- Manufacturing Engineering Technology
- Photography

These programs provide opportunities for students to join the regional workforce through entry-level and other jobs, obtain licensure, and pass certification exams. II A-8

Career/Technical programs have advisory committee that work to ensure that programs are current, meet industry or professional standards, and prepare students to work successfully in the careers they pursue. Board members review program curricula and equipment annually to ensure currency or course content and technology. II A-9, II A-10

Basic Skills continues to be an important element of our mission. The college became a proponent of the findings in the report Basic Skills as a Foundation for Student Success in California Community Colleges. II A-11 This review of literature and effective practices have been used by the Basic Skills Oversight Committee since 2007 to respond to the growing need for basic skills development in our student population. II A-12 The committee develops and updates its Basic Skills Agenda and Action Plan each year. This plan includes pre-enrollment activities for students placed in basic skills classes. Each year, the college hosts a comprehensive all-day orientation program called “Student Success Day.” This program includes services and
workshops for targeted groups such as First-Year Experience, Puente, Umoja, TRIO, EOPS and Veterans. The Basic Skills Action Plan also requires a review of assessment and placement services for these students, as well as research into the effectiveness of Learning Communities (2008–09), and counseling that is embedded within targeted basic skills courses (2009–10). The committee advises the college on implementation of the plan, and it designs, reviews, and evaluates practices to enhance basic skills student retention and success. II A-13 Instruction and counseling faculty meetings entitled “Learning Cafes” are held to address educational needs and integrate support services for student enrolled in developmental writing courses. In fall, 2009, the college started a pilot project to embed counselors in five basic skills courses, using On Course college readiness principles and materials. II A-14, II A-15

To maintain compliance with Title 5 changes effective fall, 2009, the college revised courses in both math and English. The math requirement for the associate’s degree was elevated to competence in mathematics demonstrated by obtaining a satisfactory grade in the mathematics course at the level of the course typically known as intermediate algebra, with elementary algebra as a pre-requisite. In English the new requirement called for competence in written expression demonstrated by obtaining a satisfactory grade in a course typically known as Freshman Composition or by completing an assessment conducted pursuant to Title 5. II A-16 Collaborative dialogue between English and math faculty, counselors, and special program faculty and staff were held to review course outlines and address the necessary curriculum changes and to meet the increased need for assessment, placement, and support in these discipline areas. As a result of this curriculum review process, basic-level math and English courses were identified as either basic skills or degree applicable.

San Diego City College’s programs and courses are reviewed at least once every six years as part of the curriculum development and planning process. In May, 2005, an ad hoc committee of the District Curriculum and Instructional Services Council developed the six-year review criteria. The criteria established the following standardized guidelines for the six-year curriculum review process:

1. Is the course content current?
2. Does the catalog description still accurately describe course content? Does it include intended audience?
3. Are the prerequisite/corequisite/advisory statements still appropriate?
4. Are all assignments still relevant? (Appropriate Readings, Writing Assignments, Appropriate Assignments that Demonstrate Critical Thinking, Outside Assignments)
5. Do the required texts have accurate citations and are the publication dates no older than 5 years?

Additionally, the six-year review process was added to CurricUNET, the college’s online curriculum development and approval system. A checkbox was added to the course revision or integration proposal type. This allows the user(s) to indicate that the proposal also includes a six-year review process. II A-17

Once course revision proposals complete the approval process they are recorded as a “Six-Year Review” and appear on the Six-Year Review Report which can be accessed by the colleges at any time. Each college develops an internal process to incorporate six-year review into their program review cycles.
Data on student success measures and achievement outcomes such as degree and certificate completion and transfer rates are available in the San Diego City College Fact Books which are posted online and available in hard copies. II A-18 Various student outcomes are also reported regularly for collegewide initiatives/programs such as Basic Skills, First-Year Experience, Transfer Study Report, and Student Equity Report.

**Self Evaluation**
The college meets this standard.

All instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Overall, the trends for the type of awards conferred showed large fluctuations between 2004–05 and 2008–09. II A-19

<table>
<thead>
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<th>San Diego City College Overall Awards Conferred</th>
<th>2004-2009</th>
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<tr>
<td>AA/AS Degree</td>
<td>618</td>
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<tr>
<td>Certificate-60 or more units</td>
<td>3</td>
</tr>
<tr>
<td>Certificate-30 to 59 units</td>
<td>265</td>
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<tr>
<td>Certificate-29 or fewer units</td>
<td>205</td>
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<tr>
<td><strong>Total</strong></td>
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Of degrees and certificates of achievement awarded, 61%, on average, were associate degrees. The number of certificates requiring 29 or fewer units showed the greatest increase of 37% between the same years.

Significantly, transfer rates by volume have increased 38% between 2004–05 and 2008–09. II A-20 In addition, the college received statewide recognition for practices that led to higher than expected transfer rates for the student population served. II A-21 San Diego City College was also recognized in a second study conducted by the UCLA Civil Rights Project entitled, “Breaking the Chain of Failure.” The study found that San Diego City College achieved above average transfer rates for underrepresented students from low-performing high schools. II A-22

**Planning Agenda**
None

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student-learning needs and to assess progress toward achieving stated learning outcomes.
Descriptive Summary
To ensure that research and analysis are used to identify student learning needs and assess progress towards achieving stated learning outcomes, a campus-based researcher was hired in January 2008 and trained in the district Office of Institutional Research and Planning. This strengthened the college’s ability to assess student learning needs and success in meeting those needs. For the first year, the campus researcher was based in district headquarters. However, in addition to involvement in district wide projects, the researcher attended campus meetings, served on committees, and began some San Diego Community College-specific projects. Since spring 2009, the researcher has been working on campus and currently spends four out of five days per week on campus. II A-23 The addition of a campus researcher allows San Diego City College to direct research as needed by the campus and assists in obtaining more robust student learning outcomes assessment.

The City College Research Committee was formally established in spring, 2009, and the collegewide Research Agenda was drafted, reviewed by all the appropriate governance and administrative bodies, formalized, and approved in May, 2009. II A-24, II A-25 The agenda is directly linked to the College Priorities and Effectiveness Indicators, which are based on the mission statement. II A-26

The Research Agenda is the college framework for systematically gathering data regarding the student population, needs, and success. Some research data are gathered on campus and some are provided through the campus-based researcher’s work with the Office of Institutional Research and Planning (IRP). II A-27 The data collected are disseminated both in print form and online. Key reports that are readily available to faculty and staff are: II A-28

- ARCC Accountability Report
- 2009 Employee Perception Survey
- 2009 City College Fact Book
- Facts on File
- FTES State Report Summaries
- Intercession Evaluation Report
- Online Student Feedback Surveys
- Student Migration from Noncredit to Credit Report
- Transfer Study Report
- 2009 Student Satisfaction Survey
- Basic Skills Report
- High School Pipeline Reports
- Student Equity
- Title IX Gender Equity Report
- College Demographic Profile
- Veteran’s Affairs Report
- Productivity Report

Implementation of the Research Agenda assures that the campus systematically receives the most recent information on educational preparation, diversity, demographics, and economics of the community, enrollment data, retention, and term-to-term persistence. Perceptions of faculty, staff, administrators, and students are gathered through regularly scheduled campuswide and point of services surveys. The IRP helps to design surveys, collect and tabulate responses, analyze results, facilitate interpretation and discussion around data, provide guidance on taking actions on data, make projections, and propose plans for improvement when appropriate. II A-29, II A-30 In addition to regularly scheduled surveys and reports, the campus-based researcher manages myriad requests for special reports and studies for grants and other student learning outcomes assessments. II A-31 Requests are prioritized based on the collegewide Research Agenda.
An additional important commitment of the IRP and the campus-based researcher is the development of a campus culture of evidence. To this end, the campus and district researchers have begun to provide regular briefings regarding key reports that have been completed. \textsuperscript{II A-32, II A-18} The vice president of instruction is also working on assisting faculty and staff to identify the questions they want to ask to guarantee that the research address the needs of the college.

San Diego City College serves over 18,000 students, each of whom comes to the college with a variety of educational backgrounds and goals. In fall, 2008, students reported their educational objectives as Transfer (44%), Vocational/Career (22%), and Other (5%). \textsuperscript{II A-33}

In looking at a five-year trend, on average 62% of the student population were continuing students. All enrollment status types showed an overall increase. In particular, the number of current high school students who enrolled at San Diego City College increased 146% and the number of returning transfer students increased by 48%. \textsuperscript{II A-34} Almost half of the college student population (48%) selected transfer with or without an AA/AS degree as their educational objective during the five fall terms being reported. \textsuperscript{II A-33} Maintaining certificate and/or license as their educational objective increased 40% among students from fall 2004 to fall 2008. \textsuperscript{II A-33} Of this group 69% are high school graduates; 7% possess a GED; 2% are high school students; 5% are foreign high school students; 5% have completed an AA/AS degree; and nearly 7% are 4-year college students. Ten percent of the college’s students have a bachelor’s degree or higher. Thirty-one percent of the students are the first in their family to attend college. Sixteen percent are undecided about their educational goals. \textsuperscript{II A-33, II A-34}

Many of our students are underserved and underprepared for college work. Two percent have no high school diploma. Seven percent of the student population identified a language other than English as their primary language.

\textit{Student Services and Programs}

Based on institutional research and the assessed needs of students, the college offers the following student services and programs. \textsuperscript{II A-35}

\textbf{Student Success Day.} This event is a comprehensive orientation to the college and an example of the innovative ways the college addresses the demographics and educational preparation needs of our students. This event includes a welcome activity, workshops, a Student Services Fair, and a “One-Stop Shop” allowing students to take care of matters related to financial aid, registration, and counseling. In fall, 2009, the event targeted students in the First-Year Experience Program (FYE), Puente, Umoja, TRIO, City Links (LCOMMs), the Nursing Program, and Veterans. \textsuperscript{II A-36}

\textbf{CalWORKs Believe Program.} For students who receive welfare services/adult cash aid, this program provides academic counseling, work-study, referrals, and verification of needs for welfare-to-work activities. This program provides training, education, and support services with an emphasis on one-on-one counseling. It assists in coordinating child care services, payment for transportation, textbooks, and supplemental materials. \textsuperscript{II A-37}
Disability Support Programs and Services (DSPS). This program supports students with a verifiable disability to help them achieve academic or vocational goals. Through DSPS, the college offers specialized classes, counseling, and academic accommodations.

Extended Opportunity Programs and Services (EOPS). This program provides the following special recruitment, retention, and transition services to eligible students: financial assistance, vocational assessment, priority enrollment, specialized counseling, preparation for transition to four-year schools or the workplace, and a Summer Readiness Program for full-time eligible students.

First Year Experience (FYE). This program was established to increase the retention and success of first-time students who are directed to basic skill math and English courses. FYE provides first-year students with comprehensive counseling and activities for university transfer.

Honors Program. This program emphasizes an enhanced academic experience, participation in learning communities, scholarships, and special transfer agreements to major universities.

Math Engineering and Science Achievement (MESA) Program. This program supports students interested in transferring to a four-year university in mathematics, engineering, and science programs. It provides students with academic advising, tutoring, university transfer assistance, career advising, and scholarship information. Guidance in finding industry opportunities and summer internships is also provided.

New Horizons. This program supports non-traditional students with education planning, developing study skills, textbook loans, and transportation assistance.

Puente Project. This project is a year-long accelerated writing program with academic preparation to transfer using materials from the Latino/Chicano perspective. Students participate in writing, counseling, and mentoring.

TRIO Services. This service provides tutoring and computer laboratory for first-generation or low-income students with a goal of transfer.

Tutorial/Learning Center. This center provides free individual, group, and online tutoring; study groups; supplemental instruction; and workshops in writing, research, and basic skills.

Umoja. Umoja is a learning community program designed to assist African American and other at-risk students as they prepare for transfer to four-year colleges and universities. Students complete a program of English, Math, and Personal Growth courses coupled with intensive counseling and mentoring services.

Veteran’s Center. Military service-connected benefits are available for eligible veterans and dependents.
**Center for Reading, Writing, English as a Second Language (ESOL), and Critical Thinking.** This center provides free face-to-face and online tutoring in reading, writing, ESOL, and critical thinking.

**Learning Communities.** Learning communities link classes and support for student success, including counseling and/or tutoring and activities for transfer. These communities link a variety of classes that are mutually beneficial such as developmental reading and writing sections, an English composition section with history, or a personal growth class with developmental math. The instructors and counselors for these communities work closely together to coordinate the subject matter and to support students. Frequently both instructors attend both sections.

**Personal Growth.** This course helps first-time students develop critical thinking skills in relation to career, academic, and life-planning goals.

**Basic Skills and College Preparatory Courses.** Basic skills development and college preparatory courses are available in writing, reading, and mathematics. Most courses have advisories and/or prerequisites that identify recommended student preparation levels to support student success.

**Self Evaluation**
The college meets this standard.

San Diego City College provides programs that address identified student needs, and relies on research and analysis to assess student progress toward meeting stated learning outcomes. In March and April 2010, workshops were held to assist departments with understanding departmental equity reports and how to use them as part of their program review and master planning efforts.

Working with the IRP, the college has conducted numerous studies of student performance retention, and term-to-term persistence rates. These performance indicators are tabulated and analyzed for the college student population as a whole, as well as by ethnicity, gender, disability status, age, educational objective, and new or returning student status. The college collects data about student transfer rates to private and public institutions, and numbers of degrees and certificates awarded.

In the 2009 Employee Perception Survey, 86% strongly agree or agree that the college is responsive to students’ diverse needs through diverse programs and services.

**Planning Agenda**
None

**II.A.1.b. The institution uses delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

**Descriptive Summary**

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San Diego City College uses a variety of delivery systems and modes of instruction as appropriate to the objectives of the curriculum. In spring, 2009, the college enhanced the instructional program review and master planning process by adding an Academic Plan. The plan facilitates improved tracking and planning of course and section offerings. It also provides the means by which departments identify their needs and plan future goals in relation to increasing or decreasing class offerings. \(\text{II A-43}\)

**Delivery Systems and Modes of Instruction**

San Diego City College uses delivery systems and modes of instruction that are compatible with the objectives of the curriculum and appropriate to the current and future needs of its students, as shown below.

**Online Courses.** If an online delivery system is deemed appropriate by discipline faculty it is indicated in the course proposal. The approval process requires review by the college curriculum committee. \(\text{II A-44}\) The online offerings comply with the guidelines of the State Chancellor’s Office for distance education. \(\text{II A-45}\) In the 2009–10 academic year the college offered a total of 288 classes online.

**Day and Evening On-Campus Classes.** A review of college class schedules show many on- campus day and evening courses to accommodate working students, and those with family or personal responsibilities. In the 2009–10 academic year, the college offered 1,096 classes in the fall, and 1,135 classes in the spring. \(\text{II A-46}\)

**Honors Program.** For students who are looking for more in-depth, challenging or cross-disciplinary curriculum the college provides a robust honors program. This program offers the benefit of special transfer agreements and priorities for acceptance to prestigious programs with a number of four-year colleges and universities. \(\text{II A-47}\) In the 2009–10 academic year, the college offered 16 honors classes.

**Research Symposium.** The college provides an opportunity for students of all skills levels to engage in primary research under the guidance of a campus mentor. Students present their work, conduct PowerPoint presentations, and engage in a variety of creative and athletic demonstrations at the annual Research Symposium. The students discuss their research and findings with members of the institution and the community. \(\text{II A-49}\)

**Learning Communities.** Several programs enroll cohorts of students in learning communities for various sequences or linked classes. Learning communities provide opportunities for students to develop closer ties to faculty, staff and other students, and to develop personal and academic skills that enhance transfer preparation. In 2009–10, the college offered 24 learning communities. \(\text{II A-50}\)

**Self Evaluation**

The college meets this standard.

Every spring semester since 2006, the district has surveyed students at all three community colleges to determine their level of satisfaction with all online courses. Although it is difficult to assess how
San Diego City College is doing with online courses (the results of all three colleges were combined), the results were positive. In the 2009 All Colleges Online Course Satisfaction Report,

- 74% of respondents agreed that the online format was an effective way to learn;
- 76% reported enjoyment of the online learning method; and
- 73% agreed that they were able to communicate effectively with their instructors. II A-51

Planning Agenda
None

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary
Instructional student learning outcomes (SLO) work at the college has always been a grassroots effort and has been facilitated by the Institutional Assessment Committee (IAC) which is co-chaired by two faculty members. Work began in 2004 with a broad dialogue on what the college community values as an institution which resulted in the creation of the Institutional Competencies. These are the college’s institutional SLOs. II A-52 Outcomes at all levels are mapped to these outcomes, as well as to the institutional priorities and the college mission. The next steps led programs to dialogue about their discipline values and what they found most important for student learning. IAC leadership efforts have emphasized program ownership and identifying outcomes and assessments that hold meaning to the programs. In instructional areas this has meant incremental, but steady progress as faculty engage in dialogue, initial experiments, sharing with colleagues, training on the software program, and robust discussions regarding workload and the requirements of accreditation itself.

All San Diego City College courses have identified SLOs/objectives. At the course level, the college uses the student learning objectives—stated in the course outlines of record—as the learning outcomes for courses. The repository of official course outlines for the district is the online CurricUNET system. Course syllabi templates are generated from this system and reflect the college’s long standing practice of considering course objectives as foundational SLOs. II A-53 When developing assessments for course level learning these SLOs/objectives may be assessed independently or reconfigured to form new SLOs.

As of spring, 2009, 85% of instructional programs had developed program-level SLOs that were included in the 2009–10 college catalog. II A-54, II A-55

During the 2008–09 academic year, transfer program, general education SLOs were developed through the leadership of the IAC in conjunction with all relevant discipline faculty and the Chairs’ Council. These SLOs are published in the college catalog. II A-56

In fall, 2008, the college selected TaskStream as the vendor for software to support tracking assessment of student learning outcomes. The software facilitates documentation, assessment, findings, action plans, and communication regarding student learning outcomes at the course,
program, certificate, and degree levels. The SLO information will be collected and reported in the program review and master planning processes beginning spring, 2010.

The IAC made the decision to focus on program-level student learning and administrative outcomes in the first phase of TaskStream implementation. Due to this focus, as of fall, 2009, a limited number of certificates and degrees within each program have identified separate outcomes; however, a review of TaskStream reports reveals that programs are completing work at every level. TaskStream allows departments to map their outcomes for courses to program, certificate, and degree-level outcomes and then onto institutional-level competencies and priorities. This integrated system allows users to map and document how they are meeting the college mission.

Discipline faculty develop student learning outcomes and assessment tools and use results to make improvements. The process allows for discussions to take place regarding instructional strategies, curriculum revisions, and other ideas for improving student achievement. The faculty-appointed IAC co-chairs review each outcome that is submitted through the TaskStream program and request clarification if needed. The ultimate decision for assessment language rests with discipline faculty.

One example is found in the English Department. The departmental in-class timed writing sample assessment for English 49 (Basic Composition) proved to be a barrier to student success. To address this problem, faculty revised the curriculum and instructional strategies. The timed writing was replaced with a faculty-designed portfolio assessment in spring, 2008. The campus-based researcher assisted in designing assessment plans and developing instruments to assess the effectiveness of this change. The project is composed of several stages and results of each stage are to be shared and discussed with department faculty to engage them in ongoing scrutiny of the effectiveness of the new pedagogical approach and possible future course outline revisions.

In the Child Development Department, faculty reviewed results from a student learning assessment created to measure student skills in positive child guidance. The faculty were disappointed in the results and decided that if they truly wished to measure student learning of child guidance practices, rather than testing writing skills, they should utilize a various forms of assessment, including role-play demonstration, oral exam, and direct observation in the Child Development Center or practicum site. This new comprehensive process proved to more beneficial to both faculty and students.

In the History Department’s fall 2008 and spring 2009 department meetings, faculty focused dialogue on implementation of SLOs. Department faculty decided to focus on the institutional competencies of Communication/Interpersonal skills (written) and Critical Thinking. After reviewing fall 2008 SLO data in spring 2009, the department agreed to implement an English assessment survey to assess college-level English language skills, and to assist in long-term planning. Department faculty collaborated with the English Center and English Department faculty to offer workshops for history and political science assignments to improve student writing skills.
In the Math Department, with the assistance of the campus-based researcher, a pre-post research design is implemented to assess the identified SLOs. The Mathematics Department requires Math 35 orientations and gives pre-tests to appropriately place students. At the end of the semester, the department administers final examinations in the developmental courses Math 35, Math 95, and Math 96, and the departmental policy regarding the department final exam states that every student in these courses is required to take the final exam. Students’ pre-test scores and post-test scores are compared to show significant growth of their content knowledge. Additional statistical analyses were performed on the collected data for faculty members to identify content areas that students need additional help, and for the instructors who teach higher level math classes to have a better understanding of the preparedness of the students. The faculty members also utilize the results of research to carefully review and refine the instruments to ensure appropriate assessment of the student learning objectives listed in the integrated course outline. The research results were presented and shared at the 2009 Strengthening Student Success Conference. II A-60, II A-61, II A-62

Self Evaluation
The college meets this standard.

The Student Learning Outcomes Assessment Cycle (SLOAC) and the Administrative Outcomes Assessment Cycle (AOAC) have promoted continuous collaborative dialogue within departments and throughout the college.

Campuswide discussion of student learning and administrative outcomes, under the leadership of the Institutional Assessment Committee (IAC) began in 2003. After ongoing faculty development activities, discussions at all levels of the campus and in the Academic Senate, and with the gradual development of the campus culture of SLOAC work, a Student Learning Outcomes Assessment Cycle/Administrative Outcomes Assessment Cycle (SLOAC/AOAC) Philosophy Statement was drafted and approved in fall, 2009. II A-63 During the same semester that the SLOAC/AOAC Philosophy Statement was approved, the American Federation of Teachers (AFT) and the Academic Senates representing the three colleges in the district (San Diego City College, Mesa College, and Miramar College) approved a joint statement regarding student learning outcomes work. In reaction to concerns at one of the sister colleges that its administration was intruding excessively in the implementation of SLOAC/AOAC, and that academic freedom was jeopardized, as well as concerns regarding the additional workload required with the adoption of the TaskStream software system, the AFT 1931 Guild leadership drafted a statement. II A-64

To address workload issues, the college increased its financial commitment to SLOAC: 40% release time was granted to each of the two faculty co-chairs to assist with student learning and administrative outcome development, review and input, as well as to assure faculty and departmental ownership of the process at the college.

In the 2009 Employee Perception Survey, II A-159
- 74% of respondents strongly agree or agree that the college implemented effective plans and strategies for identifying student learning outcomes;
69% strongly agree or agree their department or program has an effective faculty-driven process for assessing SLOs;

59% agree or strongly agree that their department or program has sufficient research data to assess progress toward achieving stated student learning outcomes; and

61% strongly agree or agree that their department or program has used the results of student learning outcomes assessment to make improvements in instruction or support services.

The work of the campus-based researcher and the Research Committee since the employee perception survey was administered has already begun to address the need for improved research data in assessing programs. II A-31

As the instructional and student support services SLO information, program review, and master planning work is included in TaskStream, campuswide dialogue will be enhanced at the program and campus levels. This software will facilitate collection and application of SLO information in program planning and improvement through the existing integrated program review, master planning, and resource allocation process.

In the 2009 Student Satisfaction Survey, II A-65

- 80% of respondents strongly agree or agree that instructors inform them about the skills and learning outcomes they were expected to master; and
- 75% strongly agree or agree that instructors explain how they will be assessed prior to beginning an assignment or text.

Planning Agenda
None

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of the type of credit awarded, delivery mode, or location.

Descriptive Summary
San Diego City College offers collegiate, basic skills courses and programs, occupational programs, apprenticeships, study abroad, and an international student program. The mission statement establishes the criteria for instructional courses and program offering at the college. II A-1

The Curriculum Committee evaluates each instructional course and program and determines the appropriate credit type, and delivery mode. II A-66

The college relies on the expertise of discipline faculty to ensure the quality of all instructional courses and programs. The competence of the college’s faculty is maintained through hiring, evaluation procedures, and professional development activities. District Procedure 4200.1 states that the objective of the hiring procedure is to “employ faculty for contract positions who are highly qualified, skilled in teaching, and can serve the needs of a diverse student population.” II A-67
college provides a variety of professional development workshops, online resources, discussion forums, and other resources to help faculty maintain currency both in their discipline and in instructional issues and techniques, as well as providing funding for conference attendance. As a result of succession planning, 10 faculty and administrators are pursuing or have completed doctorate degrees in areas of student learning and success.

New tenure track faculty are evaluated annually during their first four years. Once a faculty member achieves tenure, he/she is then evaluated on a triennial cycle. The evaluation process for both contract and adjunct faculty includes evaluation of performance in the domains of subject matter mastery, preparing for teaching, classroom teaching, coaching and counseling skills, and involvement at the department, campus, and district levels. Student evaluations are conducted each semester for contract faculty during the first four years, and then annually for tenured faculty. Students rate instructors in the areas of class organization and presentation, ability to explain the material well and stimulate class participation, and success in achieving the stated objectives of the class. The faculty evaluation committee, comprised of peer faculty, department chair, and dean, conduct classroom observations and provide constructive feedback based on observations and student evaluations. If necessary, a faculty development plan is created to support faculty in his/her efforts to improve classroom instruction and pedagogy as needed.

Adjunct faculty must meet the same minimum qualifications as full-time faculty. They are evaluated at least once every three semesters using a student and peer-evaluation process. This includes a classroom visit by a tenured faculty member in their department and the use of an inventory of skills and practices. Student evaluations are also conducted during each evaluation period.

Adjunct faculty members meet the same minimum qualifications for teaching in their disciplines as full-time faculty. They are also paid for several professional development hours depending on their teaching loads with the college. The institution regularly offers orientations to college processes prior to the beginning of the semester when new adjunct faculty have been hired. Due to the large quantity of information provided at these orientations, variations in adjunct faculty support provided at the department and school levels, and the inability of some adjunct faculty to attend the orientations, require that the college create a more comprehensive plan for support throughout the semester.

The college faces a challenge with a high proportion of classes being taught by adjunct faculty. Without full-time positions, adjunct faculty often juggle multiple assignments with several districts. There are times when last minute changes to faculty assignments occur. This requires emergency and rushed hiring of replacement adjunct faculty. Unfortunately, this may lead to hiring that doesn’t reflect the expertise or diversity ultimately desired.

Adjunct faculty are evaluated at least once every three semesters using a peer-evaluation process. The evaluation includes a classroom observation by a tenured faculty member in the adjunct’s department, and a review of student evaluation surveys that provide both multiple choice and written evaluative feedback. The tenured faculty member then completes a rating scale, which identifies performance in the indicated areas. Discussions were initiated in spring, 2009, with Academic Senate and AFT representatives to revise the rating scale to provide more options for responses to each criterion.
San Diego City College relies on a rigorous curriculum approval and review process as well as the program review and master planning cycle to ensure the high quality of all instructional courses and programs offered in the name of the college. The college ensures the quality of programs through its institutional commitment to a planning process that integrates instruction, student services and administrative services in an ongoing cycle of evaluation, planning, and improvement. This process provides for a systematic review of instructional programs and services, and planning for the future. The college added the Academic Plan to the 2008–2009 Master Plan, which requires programs to reflect more on patterns of course offerings, student demand, trends in the discipline, and community needs. The curriculum development and program review processes assure that students have an opportunity to pursue standard recognized fields of study but also emerging ones such as Solar, Peace Studies, and Sustainability.

The college incorporated the SLO software (TaskStream) into the annual program review and master planning processes beginning the 2009–10 school year. This integrated program will facilitate integration of SLO work into the program review and planning process.

The City College International Education Office disseminates information about opportunities abroad (study, work, internships, volunteering, scholarships) to faculty, staff, and students. It also develops and implements semester-length and short-term study abroad programs for the college and the SDCCD and participates in semester-long study abroad programs as part of the San Diego County Study Abroad Consortium and the Southern California Foothills Consortium headquartered at Citrus College in Glendora, California. Other college international education activities are also coordinated by this office.

Study abroad programs are available every fall and spring semester for a period of 8 to 12 weeks. Past programs have taken place in countries such as the United Kingdom, Italy, Costa Rica, Australia, Argentina, Spain and France. Short-term study abroad programs have also been offered in such locations as Madrid, Spain; Cuernavaca, Mexico (four weeks and two weeks); Ensenada, Mexico; San Miguel de Allende Mexico; Italy; and the British Isles. Students enrolled in these programs study in different countries around the world in order to develop global competencies and to increase cultural awareness while making progress towards completion of academic goals. Classes are taught primarily by California community college instructors at host institutions abroad. Field trips, excursions, and visits to sites of cultural and historical interest are components of the program. Housing arrangements include family homestays, student apartments, hotels, and/or residence halls.

The international F-1 student population is served by a college admissions representative, international student counselor, and immigration specialist. An international student orientation is held each semester, allowing the admissions representative, international student counselor and immigration specialist to inform the students about the U.S. educational system, obligations and privileges of F-1 student status, campus safety, health resources, cultural differences, and assistance registering for classes.

**Self Evaluation**
The college meets the standard.
Under normal circumstances and especially during time periods of rapid program growth and expansion, the college relies heavily on adjunct faculty who are occasionally hired at the last minute. There exists a structural weakness in the processes for hiring, in-service training, and assessment of adjunct faculty. The centralized adjunct hiring process managed by the District Office of Human Resources is not responsive to meeting emergency hiring needs. Furthermore, adjunct hired at the last minute due to emergency replacement situations may not be able to attend the campus-based new adjunct orientations. For this reason, beginning in fall, 2010, the Office of Instruction will develop and implement a more comprehensive plan for adjunct training and support throughout the semester. While adjunct faculty performance evaluations are conducted on a cyclical basis, the current process and instrument do not always facilitate providing thorough and accurate feedback.

Planning Agenda #3
To enhance the quality of all instructional programs, the college, under the leadership of the vice president of instruction, will develop and implement by January 2011 a detailed plan for the consistent orientation, training, professional development and institutional inclusion of adjunct faculty. The plan will include training of full-time faculty who evaluate adjunct faculty in using the assessment tool to provide supportive and constructive feedback, including, when necessary, a plan for improvement.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary
College faculty are central to establishing quality and improving instructional courses and programs. Each proposed course or revision is developed by a discipline faculty member and progresses through a faculty-driven scrutiny process facilitated by the district’s CurricUNET software program, the Curriculum Committee, and finally to a district Curriculum and Instructional Council (CIC) to ensure that it meets the rigor, depth, and breadth equivalent to university courses. District Procedure 5300.2 asserts, “the participation and recommendations of faculty, as representatives of the Academic Senate, shall be considered primary throughout the curriculum approval process.”

Faculty primacy in the curriculum process is reflected in the composition of the Curriculum Committee and in every step of the approval process. The Curriculum Committee is a standing committee of the Academic Senate and is chaired by a faculty member and includes the vice president of instruction, an instructional administrator, the articulation officer, a librarian, a counselor, and Senate-appointed faculty from arts and sciences as well as occupational disciplines. District procedure mandates that college curriculum committees, consisting primarily of faculty, “shall be recognized as the highest-level decision-making bodies that yield curriculum recommendations,” relying primarily on discipline experts and deriving their authority from Title 5. The district’s CIC consists of the assistant chancellor of instructional services (non-voting), college vice presidents of instruction, and two faculty representatives from each college. The review of discipline experts from each of the three colleges is solicited electronically using CurricUNET.
The CurricUNET system requires the originator of a new course to follow consistent, rigorous guidelines for developing a course outline that meet higher education standards.

A systematic review of all courses ensures that all course outlines are in compliance with the State Chancellor's Office, Academic Senate, and the CIC curriculum writing guidelines. This dynamic system resulted in 421 curriculum updates and program proposals through the CurricUNET system in 2008–09. District guidelines on writing a course outline are explicit. It must be demonstrated that “each component of the course outline is rooted in the basic theory and concepts of the discipline.” The course description must identify the need for the course.

The Outline of Topics in each outline is directly related to the student learning objectives/outcomes to ensure that students will be able to successfully meet those outcomes. Course objectives/outcomes cover theory, principles and concepts, and critical thinking. Examples of reading and writing assignments as well as assignments demonstrating critical thinking must be indicated, along with specific examples. Methods of evaluation, which must be explicitly related to the expected learning skills and objectives/outcomes, are also included.

At the campus level, courses and programs are evaluated on a yearly basis through the integrated program review, master planning and budget allocation process, and are reviewed and updated on six-year cycles in the CurricUNET software. Additionally, students have the opportunity to provide feedback on course content during the faculty evaluation process.

Improvements to courses and programs as a result of evaluation include the English Department’s move from a 75-minute timed writing exam to portfolio assessments. An evaluation of this change was developed in spring, 2008, in collaboration with the campus-based researcher. Success rates (C or better, or CR), and retention and enrollment data from fall 2005 to spring 2009 was used. The study’s purpose was to evaluate the impact of the new portfolio assessment on students’ performance in writing, and student’s subsequent enrollment and success in higher-level English classes (e.g. Engl 101), as well as positive attitude and perception changes of students and teachers who are involved in the assessment process. In fall, 2009, the research questions were identified and revised, a multi-stage project plan developed, and findings were shared in spring, 2010.

Self Evaluation
The college meets this standard.

The CurricUNET report of six-year reviews shows that most courses are reviewed within the six-year review guidelines but some reviews need to be updated. In the 2009 Student Satisfaction Survey, 79% of respondents strongly agree or agree with the statement “I am satisfied with the overall quality of instruction;” 83% strongly agree with the statement, “Overall I am satisfied with the course content in most of my classes.”

In the 2009 Employee Perception Survey, 89% of respondents strongly agree or agree that faculty plays a central role in assuring the quality of instruction; and
86% strongly agree or agree that the college is responsive to students’ diverse needs through diverse programs and services.

Planning Agenda
None

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary
Faculty members are responsible for creating, updating, and maintaining the integrity of all degrees, certificates, programs, and courses. Competency levels and measurable instructional student learning outcomes (SLOs) are determined and assessed by discipline faculty.

Advisory committees review curriculum for currency and relevance, comment on industry trends, changes in technology, and discuss the skills, knowledge, and abilities that are necessary for successful employment. Among the Career Technical Advisory Committees the college convenes are Child Development; Cosmetology; Manufacturing Engineering Technology; Electronics Technology; Air Conditioning, Refrigeration, and Environmental Control Technology; Computer Information Systems; Computer Business Technology; Students in Free Enterprise (SIFE)/Business; and Real Estate. These advisory committees help to establish learning outcomes for students in occupational programs.

The relationship between SLOs and competency levels for degrees, certificates, programs, and courses manifest in several ways. Most departments developed overarching program-level outcomes that link to their degrees, certificates, and courses. Others developed separate outcomes for each certificate and degree. In 2008–09, faculty developed SLOs for each of the six areas of the college’s General Education program for transfer students.

Students have a clear path to achieving SLOs for courses. The Faculty Handbook provides a sample syllabus and suggestions for syllabi development. The course student learning objectives/outcomes are a required component of the syllabi.

Linkages between program, degree, and certificate outcomes continue to be delineated throughout the college. As information is entered, the online system, TaskStream, facilitates the demonstration of linkages. Documentation with improved reporting capabilities will be increasingly available through TaskStream and will allow the college to more clearly communicate the path to meeting SLOs at all levels and identify areas in need of change in the curriculum. The linkages between the course, certificate, degree, and/or program level SLOs can be demonstrated through the TaskStream mapping function.

Self Evaluation
The college meets this standard.
In the 2009 Student Satisfaction Survey,

- 80% of students strongly agree or agree that instructors inform them about types of skills and learning outcomes they are expected to master; and
- 75% strongly agree or agree that instructors informed them about how they will be assessed prior to beginning an assignment or test. II.A-90

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary
Instruction at San Diego City College includes appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning in all programs. The college demonstrates the quality of its instruction through the acceptance of its courses by transfer institutions, student evaluation and opinion surveys, faculty evaluation, public recognition of faculty in their area of expertise, SLO assessment, rigorous and innovative curriculum development, a systematic curriculum approval process, and program review procedures.

Institutional dialogue to enhance understanding and agreement about the quality and level of programs occurs in the college Curriculum Committee—granted authority in curriculum by California’s Title 5 regulations—in the Instructional Services Council, and, occasionally, Academic Senate faculty within each department will also address the quality level of instruction and sequencing of courses in programs.

College faculty review course outlines and use specific criteria to evaluate the depth and rigor of courses. Specific criteria include the requirements for assignments, critical thinking activities, required reading, writing, and outside assignments. The outline of course content demonstrates the breadth and depth of course content. Students are required to study and engage in other learning activities outside of class time in order to meet the requirements of course rigor. Blooms taxonomy is used to write curriculum, ensuring appropriate higher-level thinking skills are included in the student learning objectives. The skills increase in complexity as the student progresses in the program.

The Curriculum Committee reviews each proposal for breadth, depth, and rigor. The committee conducts a technical review session of all course and program outlines, and then invites the faculty originator of the proposal to a committee meeting to discuss the proposal and respond to any questions or concerns raised by members of the committee. During the Curriculum Committee meeting, curriculum originators have the opportunity to provide clarification and the committee provides guidelines for revisions before the course is approved to continue through the district approval process.

Course sequencing is reviewed by the Curriculum Committee. In addition, the committee determines the appropriateness of prerequisites and/or co-requisites based on a review of the course outline of record and its description of the knowledge and/or skills necessary for success in the course. Using the course outline of record and its description of the knowledge and/or skills necessary for success in the course, the Curriculum Committee reviews course sequencing and determines the appropriateness of the prerequisites and/or co-requisites for the course. As the originator of new courses inputs the skills
needed in reading, writing, or math, the CurricUNET system facilitates alignment of the skills needed with courses that provide the equivalents of those skills.

The breadth of degree programs is assured through the inclusion of general education requirement, and district requirements. Synthesis of learning is assured through the inclusion of critical thinking as an institutional competency, and the assessment of student learning.

The college addresses time to completion in a number of ways. District Procedure 5300.2 states that all Arts and Science transfer degree programs should require between 18 and 21 units of coursework in the major. With the exception of a few high-unit transfer majors, such as the Nursing Program, we follow that guideline. Deans and department chairs work together to schedule adequate course offerings, and the college offers courses at a variety of times, modes of delivery and at a number of off campus sites to make them more accessible to students. The college recognizes that registration may be lower than desired for advanced or capstone courses. These are kept on the schedule after consultation between chairs and deans to facilitate student completion of the required degree applicable courses in a reasonable time. When required courses are not offered, students may petition for modification of majors, and course substitutions may be approved to allow students to achieve their academic goals in a timely manner.

**Self Evaluation**
The college meets this standard.

The quality of the institution’s instructional programs is maintained by well-qualified faculty through a rigorous program of curriculum development, review, and approval. Yearly program reviews and academic plans ensure that faculty scrutinize instructional programs for ways to improve the achievement of student learning outcomes. For some programs, licensure or certification standards of external agencies insure the continuing quality of the instructional program. For vocational programs, oversight by industry advisory committees and constant collaboration with area employers assure that students are well prepared to enter and succeed in the job market.

In the 2009 *Student Satisfaction Survey*, 64% of respondents strongly agree or agree that there are a sufficient number of General Education courses offered each semester in order for them to meet their educational goal within a reasonable period of time (15% neither agree nor disagree); 58% strongly agree or agree that there are a variety of courses offered in their major each semester so that they can complete their educational goals within a reasonable period of time; 76% strongly agree or agree that their courses will prepare them well for future employment; 76% strongly agree or agree that their courses will prepare them well for transfer to a 4-year university; 79% strongly agree or agree that they are satisfied, overall, with the quality of instruction; and 83% strongly agree or agree that they are satisfied with the course content in most of their classes.

**Planning Agenda**
None
II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary
San Diego City College demonstrates that it is meeting the needs and learning styles of its students by delivering courses in online and on-campus formats, and at off-site locations. The college assures strength in meeting the diverse needs and learning styles of its students comes through faculty hiring and evaluation, professional development, and assessing student learning and achievement of outcomes.

The college assesses student learning styles through classroom assessment techniques, special program research and faculty/staff dialogue, and institution-wide student success research. Faculty assess student learning in their courses with their own assessment methods, or they may use a departmental tool. Faculty also engage in assessment of student learning outcomes as part of their involvement in special programs or projects.

Faculty and staff are provided with significant professional development in the area of diverse needs and learning styles. Recognized as a Hispanic-Serving Institution, the college’s Title 5 program developed many of these opportunities and a dynamic website that provides learning styles information and other instructional resources for the campus. The website includes a student success questionnaire and an instructor self-assessment for learning style accommodation. This Title 5 professional development program received an Honorable Mention commendation for the California Board of Governors Exemplary Program Award in professional development in fall, 2008. At the heart of the program, Pedagogy of Love: Organic Praxis in Teaching and Learning is discourse and engagement regarding the needs of the college’s diverse populations, teaching and learning strategies, and student success. Not only are experts in education and diversity, and teaching and learning brought to campus for presentations, but there is follow-up with small group dialogues and workshops that lead to plans and coordination within departments and across disciplines.

As a result of faculty understanding of student needs, learning communities at the college were developed and continue as more than cohorts of students enrolled in linked classes. Faculty involved meet regularly for continued education, and dialogue with supplemental instruction tutors, counselors, and other faculty to discuss the individual students in the programs to assure that they are receiving instruction in ways that are supporting their academic and personal success. Most recently, the involvement of the faculty in meeting the basic skills needs of our students in culturally sensitive and discipline specific contexts has enhanced student success. Research shows that the number of students at the college in need of basic skills coursework is increasing. Research on the use of supplemental instruction has been inconclusive to date, but the college will continue the practice of placing tutors in basic skills classrooms to gather more data regarding the effectiveness in increasing success rates. Cohort tracking of basic skills students for five years shows that preparation of the student from basic skills to AS or AA degrees or transfer is on track with degree or transfer attainment peaking in the third or fourth year. Considering that the majority of students are part time students these timelines are as expected. To improve success rates, alignment of college curriculum with high school curriculum may be helpful. Beyond on-campus professional development opportunities, the college supports faculty participation in conferences both on teaching and on specific discipline specific events.
In addition to the ongoing professional development opportunities provided by the college, the hiring process ensures that faculty show cultural sensitivity, and awareness of the variety learning styles and ideas for engaging a diverse group of students. The criteria by which the college selects and hires contract and adjunct faculty include knowledge of learning theory, sensitivity to diversity in student learning styles, and ability to deliver instruction in a variety of modes. II A-96, II A-97, II A-98 Most interviews require the prospective faculty member to present a sample lesson. Faculty are expected to maintain currency in learning theory and to demonstrate adaptability in using a variety of teaching methods. These are criteria in the annual evaluation the faculty member undergoes before obtaining tenure and also in the triennial evaluations thereafter. A staff development website offers online modules on teaching and learning strategies. II A-99 Courses require multiple ways of assessing student learning as evidenced by the official course outlines, syllabi, peer-evaluation process and student evaluations. The student learning outcomes assessment work takes place within the structure of the courses as well. Faculty determine delivery modes for their classes, propose online, laboratory, and face-to-face curriculum as needed, and use a variety of methods in their classes. Their expertise in this work shapes the choice of delivery modes.

**Teaching Methodologies and Delivery Modes**
San Diego City College uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. Teaching methodologies commonly used at the college are represented in the chart below.

<table>
<thead>
<tr>
<th>Face-to-Face Classes</th>
<th>Supplements to Face-to-Face Classes</th>
<th>Online Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Collaborative group work</td>
<td>• Apprenticeships</td>
<td>• Discussion boards</td>
</tr>
<tr>
<td>• Computer-assisted instruction</td>
<td>• Community Service</td>
<td>• Posting responses to questions</td>
</tr>
<tr>
<td>• Computer simulations</td>
<td>• Computer modules for individualized instruction</td>
<td>• Lectures written or verbal</td>
</tr>
<tr>
<td>• Debates</td>
<td>• Competitive ventures</td>
<td>• Multimedia presentations</td>
</tr>
<tr>
<td>• Demonstrations</td>
<td>• Honors core curriculum and individual class contracts</td>
<td>• Student posting of written work</td>
</tr>
<tr>
<td>• Discussion</td>
<td>• Independent study under faculty mentorship</td>
<td>• Self-paced, open entry/open exit online courses (Math)</td>
</tr>
<tr>
<td>• Experiments</td>
<td>• Internships</td>
<td>• Basic skills refresher courses targeting specific needs (Math &amp; English)</td>
</tr>
<tr>
<td>• Field trips</td>
<td>• One-on-one support in Science Resource Center, English Center, Tutoring Centers</td>
<td></td>
</tr>
<tr>
<td>• Guest speakers</td>
<td>• Practicums</td>
<td></td>
</tr>
<tr>
<td>• Hands on activities</td>
<td>• Production of media services</td>
<td></td>
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<tr>
<td>• Laboratory experience and exercises</td>
<td>• Providing services for paying clientele</td>
<td></td>
</tr>
<tr>
<td>• Lecture</td>
<td>• Research Symposium</td>
<td></td>
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<tr>
<td>• Multi-media presentations</td>
<td>• Service Learning</td>
<td></td>
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<tr>
<td>• Model use</td>
<td>• Study Abroad</td>
<td></td>
</tr>
<tr>
<td>• Portfolios</td>
<td>• Web-enhanced courses</td>
<td></td>
</tr>
<tr>
<td>• Projects</td>
<td>• World Cultures program participation</td>
<td></td>
</tr>
</tbody>
</table>
The selection of methodology for each class is made by the instructor and is based on professional experience, professional development and discussions with colleagues on the campus and districtwide. In spring, 2009, a group of faculty piloted the use of surveys and inventories that are a combination of student and self survey to evaluate how they are matching their teaching style to the students needs as evidenced by the survey results. The Nursing Department uses a commercial ATI “self assessment inventory” to evaluate learning styles of students in their program.

In Chemistry the methodology for ChemTeam was chosen based on the National Science Foundation’s Peer-Led Team Learning Model. In the ChemTeam program, open entry/open exit supplementary courses are combined with Service Learning in which small group workshops, led by a more advanced student, are integrated into the structure of the traditional chemistry course. The program was developed in response to a nationwide epidemic of low success rates in chemistry. The model strives to create an environment in which students support each other and lose their fear of making mistakes. Challenging problems and activities are designed by the professor and advanced student leader. Acting as a facilitator, not a teaching assistant or tutor, the leader uses a variety of instructional techniques (such as brainstorming, contests, student board work, round-robins) to direct the group in problem solving, sometimes individually, sometimes as a group. The students in the group are enrolled in a noncredit Chemistry 045L or 046L class. The leader is enrolled in a Chemistry 277 class (Service Learning). Students in the group develop a “learning community” in which mutual support replaces excessive competitiveness, and students develop problem-solving skills.

Faculty discuss the relationship between teaching methodologies and student performance as part of Title 5 professional development programs, Basic Skills Oversight Committee, professional conferences, at learning communities “cafes,” and during departmental SLO work. At the end of each Student Learning Outcomes Assessment Cycle (SLOAC) there is an opportunity to discuss findings and decide on strategies to increase student success.

The effort to match methodologies with particular needs of students is shown throughout the institution. The college has committed funds to hire speakers, support supplemental instruction, and purchase SLO software to increase the ability of planning and communicating with regard to assessment of student learning. Specific examples of the efforts to match methodologies to student needs are shown in the transformations that took place during the first UCSD extension course offered in 2005 that was focused on Latino student retention. The importance of family context and support for some students led to parental and family involvement in a newly established Puente Program at San Diego City College, along with an annual Student Success Day which not only provides orientation for incoming students, but also, for their families and significant others. Faculty involved in the Puente Program shared their in-class experiences with increasing contextualized learning. Puente was the first of several successful learning communities programs established at the college.

As faculty engaged in a review of basic skills research, changes were made to the student assessment and placement process. Content classes were linked with basic skills classes to provide cultural peer support and context. As SLO assessments are developed part of the conversation is regarding what a valid assessment technique would be for the students.
involved. Several departments realize that after using an assessment technique that it isn’t as effective as desired in allowing the student to communicate their understanding of the information. At the end of each SLOAC cycle faculty discuss findings and strategies to increase student learning and success.

Several support services offer assistance for students with special learning needs. Disability Support Programs and Services (DSPS) uses a number of assessment tools, including Wechsler and Woodcock-Johnson tests, to assist DSPS staff to counsel instructors in selecting teaching modes and accommodations that can best address the learning needs of students with disabilities. For students who would benefit from individual or small group instruction, professionally trained peer tutors are available through the various tutorial services throughout the campus.

In addition to on-site and online courses, the college offers credit courses at various locations throughout San Diego such as the Educational Cultural Complex (ECC), military bases and other educational and social service agency sites. The classes are open to all San Diego City College students and are designed to provide an opportunity for students to attend classes in the community that are short-term and easily accessible.

Adhering to the mission of the college, student learning and achievement are the highest priorities for the off-campus programs. A director of off-campus programs has been assigned to coordinate and supervise the program, ensuring that both instructional and student services programs are comparable to those offered on campus. Academic counseling, admissions and records, and accounting services are available at all off-campus sites. Online resources such as tutoring, librarian, and counseling ensure students have full access to supplemental services as well.

**Self Evaluation**

The college meets this standard.

The college is involved in a variety of projects that provide systematic evaluations to ensure that the institution addresses diverse needs and learning styles of students. These faculty, counselor, and tutor dialogues are documented to monitor student progress and strategies used. Those involved in the initiative are modeling a way of increasing the engagement of members of the campus community in increasing the awareness and use of learning styles to meet the needs of each student.

Successful course completion, retention rates, student grades, awards conferred, and transfer volume give some indication of the appropriateness of the methods used to deliver instruction. The district Office of Institutional Research and Planning (IRP) collects and analyzes these types of indirect measures of student learning for the college. Successful course completion is defined as receiving an A, B, C, or CR out of total enrollments as of census. The college’s annual success rate has remained relatively stable with a five-year average of 63%. On average, female student retention rates (82%) were comparable to their male student counterparts (83%). The annual GPA of students remained relatively stable with a five-year average of 2.67. The number of awards conferred annually showed fluctuations. On average, 61% of students received associate degrees during this time period, reflecting an increase of 6%.
number of certificates requiring 29 or fewer units showed the greatest increase at 37%, from 205 in 2004–05 to 280 in 2008–09. The annual transfer volume for the college increased 38% from 361 in 2004–05 to 497 in 2008–09. Certificates between 30-59 units decreased by the same amount perhaps due to a focus on more immediate employment needs. II A-112

Individual and program awards give some indication of the effectiveness of the instructional methods used. For the past 15 years, the Students in Free Enterprise (SIFE) teams have competed in regional and national competitions regularly winning awards. In 2006 the students won all categories of six special competitions in the Regional championships The Robotics Club entered the international Autonomous Underwater Vehicle Contest in 2008 and 2009 and placed in the top 15 in 2008. The City Times school newspaper receives regular awards even when placed in competition beside more prominent college journalism programs. The college paper won Best of Show in the 2009 student competition at the San Diego County Fair’s Student Showcase college newspaper division, and second place Best College Newspaper from the Society of Professional Journalists’ San Diego Chapter. City Times also won first-place and Best in Class ribbons at the fair for Focus on School and Editorial. II A-113 In spring, 2010, the college received national recognition for community service and was named to the President’s Higher Education Community Service Honor Roll. Students who have left the college have been particularly enthusiastic about the value of their Service Learning experiences in developing leadership and communication skills and self-confidence, and in reinforcing concepts learned in standard courses. II A-114

In the 2009 Employee Perception Survey, when questioned about teaching methods at the institution, 75% of faculty strongly agree or agree that instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.” II A-42

In the 2009 Student Satisfaction Survey, II A-115

- 79% of respondents strongly agree or agree that they are satisfied with the overall quality of instruction;
- 76% strongly agree or agree that they are satisfied with the instructor’s use of technology in and out of the classroom; and
- 63% agree or strongly agree that online courses provide an effective way to complete their educational objectives.

Planning Agenda
None

II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary
San Diego City College evaluates the effectiveness of its courses and programs through a well established systematic program review and master planning process. In spring, 2009, the Academic Plan was incorporated into the program review process. This, along with the regular review of course outlines, provides for a review of currency, and planning for the future. The master planning
The new student learning outcomes (SLO) software, TaskStream, incorporates SLO work into the program review, and master planning process for a comprehensive evaluation.

To maintain currency and accurate course listings, district Instructional Services provides a list of courses that have not been offered within the past three years. Discipline faculty review these for possible deactivation and removal from the catalog if they are no longer a vital part of the program. In compliance with the State Chancellor’s Office guidelines, transfer courses are reviewed and/or revised at least once every six years. Career/Technical courses must be reviewed and/revised every two years. Career Technical Advisory Committees, consisting of faculty, administration, and representatives from business and industry, meet at least yearly, and in many cases more frequently, to review courses and programs for relevancy and currency. All programs participate in the master planning process.

Effective fall, 2009, the completed annual School Program Review and Master Plans are maintained in the office of instruction. Prior to this time the completed department Program Review and Master Plans were maintained in the school deans offices. In this integrated planning process department faculty review their progress in the current year and develop program plans for the coming year.

Discipline faculty and advisory committees, where appropriate, review course and program content and outcomes, determine relevancy of programs, and revise curriculum as necessary. Faculty have identified program level outcomes and are in the process of measuring student success in achievement of these outcomes through course-level assessments. A formal policy and procedure for discontinuing and adding programs was developed and approved by the Master Planning and Resource Oversight Council (MPROC) in the fall 2008 semester. The discussion of program closure can be initiated from a variety of places, including the Office of Instruction, Academic Senate, Instructional Services Council, Office of Student Services, and individual departments. This proposal to close a program is taken through shared governance committees and must include all parties potentially affected by the decision. A review committee will be appointed to include faculty, staff, administrators, students, employing industry, and community related to that discipline. The discussions will be guided by the philosophy and mission of San Diego City College and specific criteria to assist in the determination are listed in the procedure. Faculty who are interested in adding a program develop a proposal and attach supporting material. The proposal is sent for required approvals from the department chair, discipline dean, Instructional Services Council, with final approval from the vice president of instruction and president. A list of criteria to assist the faculty in proposal development is included in the written procedure. II A-116

All institutional planning occurs through an inclusive program review and master planning process. Department plans include requests for new faculty and staff positions, equipment and materials, technology, and facilities renovations. The initial dialogue takes place in departments and then department chairs meet together with their school dean to review department plans and develop prioritized lists of school needs. Each of the three campus divisions, instruction, student services and administrative services, prepares a plan that includes prioritized list of hiring, equipment and materials needs. The vice presidents of the divisions work together to develop a campus plan that reflects prioritized needs within the divisions and falls within the limitations of the campus funding level. This campus plan is presented to at the MPROC and President’s Council for approval.
Self Evaluation
The college meets this standard.

Since the last accreditation team visit, a procedure for starting new programs or closing programs was developed and approved through the shared governance process.

In the 2009 Employee Perception Survey, 70% of respondents strongly agree or agree student learning outcomes are considered in program review (and a relatively high percentage of respondents were neutral (23%) and 17% of total responses fell in the “I don’t know” category).

Planning Agenda
None

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes results available to appropriate constituencies.

Descriptive Summary
San Diego City College understands and embraces the notion of ongoing planning. Its master planning cycle is integrated with an annual program review and master planning update. The cycle begins with a review of external and internal data, accreditation self-studies, economic and workforce trends, and district financial conditions. Against this background, the college reviews and updates its mission statement and institutional priorities as needed.

The college planning process is cyclical and incorporates systematic evaluation of programs and services, improvement planning, implementation, and re-evaluation. In the spring semester of each year, the programs are provided with data on enrollments, retention, persistence, degrees and certificates awarded, and transfers. Each program then completes a review to identify goals for the upcoming academic year. Each department identifies equipment, staffing, facilities modifications, and student support services needed to achieve these goals. The program then is asked to specify how these activities meet the mission and priorities of the college.

Each year, program reviews and master plan requests are submitted to each dean, who then meets with the chairs to consolidate and prioritize them into a school/unit master plan. During the summer, the deans meet with the appropriate vice president to consolidate and prioritize the expressed needs into a division master plan. In September, the division plans are consolidated into a prioritized collegewide master plan list of requests. The final plan is submitted for approval to the Master Plan and Resource Oversight Council (MPROC) and to the President’s Council. Once the Budget Development Committee has reviewed the available resources, funds are allocated to the divisions and programs following the prioritizations in the college-wide master plan list.

An additional form of program evaluation and improvement occurs with some career/technical programs. The Career and Technical Education Act/Perkins (CTEA/Perkins) provides funds to
career/technical programs. The approval process for those funds requires review of CTEA Core Indicators for achievement, retention, and placement of students in the funded programs. Funds are provided for improvement related to those indicators. A cross-campus committee representing administrators, academic and career-technical faculty, counseling, and Disabled Student Programs and Services (DSPS) review requests for funding and approves proposals that support the campus program goals. The goals for the current CTEA program are the improvement of academic and vocational skills of special population students. The California Community College State Chancellor’s Office maintains an extensive database of performance measures for community college career/technical programs. Known as the CTEA Core Indicator Data Reports, these reports allow career/technical programs to target particular features to improve in order to get funding through CTEA. They also must review these improvements throughout the funding period to determine success in their program improvement goals. II A-118

Institutional data are available on the district Office of Research and Planning website and research reports responding to the San Diego City College Research Agenda are found there. Data are integrated into the program review and master planning process as indicated above. The data available are easily understood by the college community. II A-119

**Self Evaluation**

The college meets this standard.

The college has an integrated, systematic program review and master planning process under facilitation of the MPROC. With the hiring of the campus-based researcher, additional departmentally-based data is increasingly available. Beginning in 2009–10 the college initiated the use of the TaskStream software to collect SLO information and support identification of areas in need of course, program and service changes and improvements based on assessment results. With the addition of a campus-based researcher and an established infrastructure for requesting, processing, and using research data and information, as well as a collegewide research agenda, the college hopes to increase access to relevant data for program review.

**Planning Agenda**

None

**II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**

**Descriptive Summary**

When departmental or program examinations are used the institution ensures the use of non-biased valid measures of student learning through departmental review and evaluation. The Mathematics Department administers departmental final examinations in the developmental courses Math 38 (Formerly Math 35, “Pre-Algebra & Study Skills”) Math 46 (Formerly Math 95, “Elementary Algebra & Geometry) and Math 96 (Intermediate Algebra & Geometry). The departmental policy regarding the department final exam states that every student in these courses is required to take the final exam. Each semester, approximately eight faculty members review the departmental final exam for accuracy and fairness to ensure that it is not biased and that it provides appropriate assessment of the student learning objectives listed in the integrated
course outline. Each semester, Mathematics faculty review student success rates in these developmental courses and in the subsequent courses to identify areas in need of instructional intervention. The math department instituted required Math 38 orientations, and gave pre-tests, for which appropriately placed students should get about 50% correct. In spring, 2009, 69% of students passed the class with a C or better; 69% of Math 46 students passed with a C or better, and 74% of Math 96 students passed with a C or better. As a result of SLO assessment data the department plans to continue to develop orientations and workshops for Math 38, Math 46, and Math 96, increase the number of students using tutorial services, and develop online pre and post tests to alleviate grading and taking up class time with the assessments. II A-120

In the Nursing Program, beginning in their first semester, students are required to take a series of exams prepared by Assessment Technologies Institute (ATI). Starting in their second semester, students are required to achieve a grade at least equal to level 2 proficiency (on a scale of 1–3 as established through statistical analysis by the company). The tests are given in Nursing Education 105, 107, 202, 203, 204, and 205. Prior to completing the program the students are required to take and pass a comprehensive ATI exam in order to exit the program. ATI is careful to minimize bias in the tests, having them written by practicing nurses and nursing faculty and reviewed by other members of the nursing community. In addition, students take the National Council of Licensure Examination for Registered Nurses (NCLEX-RN) exam following graduation. Scores on both exams are available to the Nursing department to evaluate the performance of their students and the success of their program. Quarterly reports from the California Board of Registered Nursing provide statistical information on examination performance. A review of the reports of San Diego City College results from January 2008 to September 2009 shows that 122 students took the NCLEX-RN for the first time. A total of 109 students passed and only 13 failed on their first attempt. II A-121

Cosmetology utilizes a departmental exit examination which is referred to as the “Mock Board” exam. This examination was developed and integrated into the curriculum to provide a gauge of student success prior to the Board examination. This exam consists of 150 questions which includes a written theoretical component, and situational type questions for the critical thinking component. There is also a practical aspect of this exam that is based on the Bureau’s Performance Criteria basically establishing industry competency. Upon graduation and before beginning to work in the trade, students are required to take and pass the State Board Exam for licensure. Quarterly reports from State Department of Consumer Affair and the Board of Barbering and Cosmetology provide statistical information on examination performance. Program faculty review results and identify any areas needing increased instructional focus. II A-122

Self Evaluation
The college meets this standard.

Planning Agenda
None

II.A.2.h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.
Descriptive Summary
Course student learning objectives serve as the basis for the student learning outcomes. As courses are added to the instructional program, student learning objectives are developed and included in the integrated course outlines. The student learning objectives, listed in the course outlines, must be incorporated into the course syllabus. The instructor is required to provide written statements describing the methods of evaluating student progress toward the achievement of student learning. Instructors are required to provide, in accordance with District Policy 3100 on student rights, the method by which the final grade is to be determined. Each student is awarded credit by the institution based on the achievement of the course’s stated learning outcomes, which are measured in accordance with the instructor’s syllabus.

As part of the faculty evaluation process, the instructor’s course materials are reviewed to ensure that the award of credit inherent in the assignment of a passing grade reflects the achievement of student learning outcomes for the course as stated in the integrated course outline. In the process of faculty evaluation by peers, evaluators are required specifically to review course conceptualization, course integration, organization, and planning. In addition to classroom visits, reviewers check syllabi, examinations, and other assessment materials. Tenure track faculty must be evaluated by subject matter experts every year, and by student evaluations every semester before being granted tenure. Tenured faculty must be evaluated by students in two classes every academic year. The student evaluation form includes the following: “The course objectives stated at the beginning of the course are being achieved or have been achieved.”

The number of units of credit awarded on the basis of class hours is a common standard in higher education and recognized in Title 5. Specifically, one semester unit of lecture credit represents 16 to 18 hours of class time, while one semester unit of laboratory credit represents 48 to 54 hours of class time. The San Diego City College Transfer Admissions Guarantee (TAG) Program and the articulation agreements further reflect that units of credit awarded are consistent with accepted norms in higher education. San Diego City College has programs that guarantee admission to four-year colleges and universities provided that the student completes certain course and GPA requirements. The college has TAG agreements with UC San Diego, UC Davis, UC Santa Cruz, UC Riverside, UC Santa Barbara, and UC Irvine, as well as with San Diego State University, Humboldt State University and California State University at Northridge. In addition UCLA has the Transfer Alliance Program (TAP). Also there are course to course articulation agreements with more than 50 universities and colleges, including local universities, UC campuses, CSU campuses, and private and out-of-state universities.

Self Evaluation
The college meets this standard.

San Diego City College awards degrees and certificates based on student achievement of a program’s stated learning objectives. This terminology was developed in the beginning of the college’s SLO work; any statement of measureable student learning is considered a SLO. A student learning outcome becomes part of the student learning outcomes assessment cycle (SLOOAC) when an assessment is identified for that SLO.

In the 2009 Student Satisfaction Survey, the college meets this standard.
80% of respondents strongly agree or agree that instructors clearly communicate the student learning outcomes they are expected to master; and
74% strongly agreed or agreed that their instructors told them how they will be assessed before giving assignments or tests.

Planning Agenda
None

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

Descriptive Summary
San Diego City College ensures that achievement of stated programmatic learning outcomes are the basis for awarding degrees and certificates. In spring, 2009, program level outcomes were identified and included in the 2009–10 college catalog to increase the students’ awareness of programmatic outcomes. Student learning outcomes for programs leading to the awarding of degrees and certificates currently are satisfied by the completion of a required subset of courses for each program. Each Associate Degree requires the completion of 60 units, which include the completion of major requirements, district requirements, and general education requirements. These requirements include competence in reading and written expression, competence in mathematics, American Institutions/California Government, health education, physical education, and multicultural studies. General education requirements include natural sciences, social and behavior sciences, humanities, and language and rationality. Certain programs require that students take specific courses for their major requirements, which also satisfy general education or district requirements. While San Diego City College is engaged in developing explicit program learning outcomes, some learning outcomes are implicit in the major requirements. For example, the core curriculum required for an Associate Degree in all Business Studies requires the class, Philosophy 102B, Introduction to Philosophy: Values. Not only does this class satisfy the humanities portion of the general education requirement, but also states that ethics is important as a learning outcome in the business program. Furthermore, according to District Procedure 5300.2, Section 1.5.3, general education courses should enhance skills in the areas of critical thinking, written and oral communication, quantitative analysis; and these courses should impart awareness of the arts and humanities, and of physical, social, and behavioral sciences as part of a diverse local and global community.

District procedure requires that degree credit courses meet standards stated in Title 5. According to the District Procedure 5300.2, programs are required to comply with national and state statues. The curriculum committee is required to adhere to minimum state requirements for the Associate Degree. Academic courses and programs are updated and reviewed every six years. The curriculum process ensures faculty, administrators, and students participate in the curriculum approval process. The makeup of the curriculum committee, in accordance with Title 5, ensures balanced institutional dialogue. The college’s Curriculum Committee, according to district policy, includes an articulation officer, counseling representative, and representation from arts, sciences, occupational, and technical faculties. The district Curriculum Instructional Council (CIC) is a committee whose membership is in accordance with Title 5. CIC is responsible for reviewing district policy to insure state regulations are met.
Campuswide dialogue in the 2008–09 school year focused on general education program level outcomes for each area of the transfer requirements. These outcomes when added to the programmatic outcomes provide a more comprehensive set of learning outcomes expected of the students. During this time Business, Computer Information Systems, and Engineering provided certificate and degree SLOs for the 2009–10 catalog. As the college generates more expertise using the SLO software faculty will be able to communicate, use and document their assessments more systematically. In the 2009 Student Satisfaction Survey, students acknowledged their growth in one of the Institutional Competencies/SLOs. Seventy-four percent believed their college experience contributed to a better appreciation of diversity. The TaskStream software program allows faculty to map program SLOs to all of the Institutional Competencies/SLOs. This will help provide more details on how faculty may assist students to accomplish the Institutional Competencies/SLOs.

Self Evaluation
The college meets this standard.

Degree and certificate SLOs are identified by discipline faculty. The process of developing program learning outcomes begins with discipline faculty dialogue, and the discovery of shared values for desired student learning within each discipline. While major progress has been made in identifying course and program level outcomes, the college needs to continue work on the identification and assessment of SLOs for certificates and degrees, and using assessment for program improvement. The college applied for and was awarded a Bridging Research, Information, and Cultures (BRIC) grant in spring, 2010, that will assist the college in evaluating and expanding participation in SLO work.

Planning Agenda
None

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary
The San Diego City College General Education Philosophy states the “general education program is designed to broaden students’ knowledge and their understanding of methods of gaining knowledge in a variety of disciplines and to develop students’ abilities in critical thinking, in oral and written communication, and in mathematics”.

The district’s definition and procedures for general education are contained in board-approved Procedure 5300.2, “Courses of Instruction and Educational Program Approval.”

Consistent with Title 5, Section 55806, the general education courses provide students with an understanding of the basic methods and content of the natural sciences, the social and behavioral sciences, and the humanities and fine arts. The path by which a student is expected to achieve
this basic background in the major areas of knowledge is through completion of a specified set of courses.

District procedures ensure that college faculty are responsible for maintaining the “rigor, integrity and currency of the curriculum.” Section 2.18 of District Procedure 5300.2 requires credit courses to “fulfill the requirements for submission as general education courses to Intersegmental General Education Transfer Curriculum (IGETC), California State University (CSU), and University of California (UC) or meet the transfer standards for electives and major requirements to campuses of CSU, UC, and/or other postsecondary colleges and universities.” II A-77

During the 2008–09 academic year college faculty in every department that offers general education courses engaged in campus dialogue and collaboration with district discipline colleagues to develop general education outcomes for each area of general education. With the new TaskStream software program for student learning outcomes faculty are able to align course and program level outcomes to general education outcomes. The outcomes are included in the college catalog. II A-56

Self Evaluation
The college meets this standard.

The recent development of student learning outcomes for each area of the college’s general education program has strengthened campus-wide involvement in the review of the general education program.

Planning Agenda
None

IIA.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary
The curriculum procedure is designed to provide a consistent method of ensuring that general education courses embody the content and methodology of the traditional areas of knowledge and/or develop appropriate skill levels, and that the methods for demonstrating student achievement of these goals is clearly defined in writing.

The district’s definition and procedures for general education are contained in District Procedure 5300.2. II A-77 Consistent with Title 5, Section 55806, the City College general education courses provide students with an understanding of the basic methods and content of the natural sciences, the social and behavioral sciences, and the humanities and fine arts. The City College General Education Outcomes require courses that contribute to the broader education of career technical and transfer students in areas of critical thinking, writing, and oral communication skills, understanding of and the ability to use quantitative analysis, and awareness the arts and humanities; and of the physical, social and behavioral sciences as the affect one’s interaction with the diverse local and global communities. II A-56
The path by which a student is expected to achieve this basic background in the major areas of knowledge is gained through completion of a specified set of courses. This is a districtwide requirement, and the courses to fulfill it may be taken at any of the three district colleges.

The requirement in the natural sciences is met by successful completion of three semester units to be chosen from a list of 68 courses in the life and physical sciences, 57 of which are offered at San Diego City College. The humanities and fine arts requirement is met by the completion of three semester units chosen from 135 courses in the humanities, arts, and languages, 85 of which are offered at the college. The social and behavioral sciences requirement is satisfied by completion of three semester units chosen from 95 courses, 68 of which are offered at the college. II A-130

Self Evaluation
The college meets this standard.

Planning Agenda
None

IIA.3.b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary
The requirement that a person develop into a productive individual and life-long learner is met by the completion of courses specifically identified for these purposes. Communication skills may be fulfilled when a student completes six semester units from the category defined as language and rationality. The student learning outcomes for Language and Rationality are: II A-131

Upon successful completion students will be able to:
- Demonstrate an understanding of the principles of clear and coherent communication.
- Use verbal and non-verbal languages in a clear and precise manner.
- Develop logical and rational thinking skills while analyzing and communicating processes.
- Evaluate different quantitative and qualitative symbol expressions and systems.

English composition courses and 43 other courses classified as communication and analytical thinking courses are included in the Language and Rationality category of courses. These courses include mathematics, information systems, and speech. The English composition requirement is reinforced as a district requirement for reading and writing competence. In addition to the general education requirement for analytical thinking, the district reinforces the necessity for quantitative reasoning as a district requirement for mathematics competence. This requirement may be fulfilled by completion of one of ten mathematics or statistics courses included in the general education requirement; by completion of any mathematics course that has one of these ten courses as a prerequisite; or by attainment of a skill level of M40 on the mathematics assessment test, administered during the admissions and registration process.
Self Evaluation
The college meets this standard.

Planning Agenda
None

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary
The district’s multicultural requirement is designed to nurture historical sensitivity and respect for cultural diversity. This requirement is fulfilled by the completion of three semester units selected from 57 courses which also part of the general education program. In addition, District Procedure 5300.2 specifies that ethnic studies must be included in at least one of the major areas of knowledge. Citizenship, civic, political, and social responsibility issues are incorporated in the American Institutions and California government requirement, which can be fulfilled by completing six semester units selected from 15 courses. Newly developed Service Learning courses give students an opportunity to participate in outreach and service projects in the community and on campus. The World Cultures Program provides enrichment activities which many general education classes attend as part of their coursework.

The college’s institutional competencies serve as Institutional Student Learning Outcomes—several of which align with this area of the general education program. They include Civic and Environmental Responsibility, Communication and Interpersonal Skills, and Cultural Sensitivity/Global Awareness. The new TaskStream SLO software program allows any assessment of student learning to be mapped to areas of institutional competencies so the college can show how these learning outcomes are being met.

Self Evaluation
The college meets this standard.

Planning Agenda
None

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary
Each degree program specifies at least 18 units of coursework in a focused area of inquiry for the major. In some cases, these major requirements are designed to facilitate transfer to University of California (UC) or California State University (CSU) schools. In other cases, major requirements prepare the student for one of several career options.
During the 2008–09 academic year, Title 5 changes required the college to revise the Transfer Degree to include specific areas of emphasis. To meet this new requirement, San Diego City College developed the Liberal Arts and Sciences Degree. The Liberal Arts and Sciences Degree is designed to enable students to complete the requirements for an Associate in Arts Degree with a minimum of 18 units in an area of emphasis and transfer to a UC, CSU, or an independent/private college and university. To meet the Liberal Arts and Sciences Degree a student must complete one of four general education options: SDCCD general education and district requirements, CSU General Education Breadth, Intersegmental General Education Transfer Curriculum (IGETC) Pattern, or SDCCD General Education and additional courses needed to meet all lower division general education requirements of other institutions in addition to a minimum of 18 units in an area of emphasis or specialization.

**Areas of Emphasis or Specialization**
- Visual and Performing Arts
- Language Arts and Humanities
- Scientific Studies
  - Biological Science Specialization
  - Mathematics and Pre-Engineering Specialization
  - Physical and Earth Sciences Specialization
- Elementary (Multiple Subject) Teaching Preparation
- Social and Behavioral Sciences

Because admission and major preparation requirements vary at each transfer institution the students are directed to choose their 18 units of focused study with the assistance of a counselor. II A-136

**Self Evaluation**
The college meets this standard.

**Planning Agenda**
None

**II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

**Descriptive Summary**
San Diego City College offers students a range of vocational and occupational programs designed to prepare them for entry into the job market or to upgrade their skills in areas of current employment. These programs offer Certificates of Performance and/or Certificates of Achievement. Many of the programs also offer Associate Degrees or prepare students for transfer. Several of the programs prepare students for licensure or certification by external agencies.

A Certificate of Achievement requires the students complete a minimum of three courses in residence and 6 semester units at San Diego City College, Mesa College, or Miramar College, and earn a minimum grade of 2.0 in all courses required for the certificate. A Certificate of Performance is designed to prepare students for employment, job enhancement, or job advancement; it requires only
the completion of at least two courses in a specific career field, and completion of all required courses at one of the sister colleges with a grade of 2.0 or higher. II A-137

The San Diego City College Nursing Education Department offers two programs that lead to Associate in Science Degrees: one is a generic Registered Nurse program, and the other is an LVN-to-RN program. In addition, it offers an LVN 30-unit option, which enables the student to be licensed as a Registered Nurse in the State of California without completing the general education requirements for an Associate Degree.

Admission into the Nursing program is only through a special application and screening process that evaluates the student’s ability to successfully complete the rigorous nursing program requirements. Each course in the program, as well as the program as a whole, has specific measurable objectives, which the student must achieve in order to pass the course or complete the program. Faculty assess student achievement of the course and program competencies through multiple measures including exams, case studies, journaling, and clinical performance. Case studies give a special insight into the student’s employment competencies, since they give the student an opportunity to examine, assess, diagnose, and recommend treatment for an actual patient. In addition, the clinical component of the program provides the opportunity for an external assessment of the student’s competence by a practicing professional in an employment situation.

The Nursing Program itself is subject to review and evaluation by external agencies. An advisory committee reviews curriculum to ensure that the program prepares students with the competencies needed in a variety of health care settings. The program undergoes separate accreditation processes and is fully accredited by the California Board of Registered Nursing and the National League for Nursing Accrediting Commission. Successful completion of the Nursing program prepares students to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). From 2004 to 2009 a total of 310 degrees were awarded. II A-138

A second licensure program offered at San Diego City College is the Cosmetology Program, composed of an Associate in Science Degree and a Certificate of Achievement. This program provides the 1,600 hours of instruction required for state licensing, including laboratory instruction, small business practices, salon management, client relations, marketing skills and basic employment skills. Completing the program prepares students to take the California State Bureau of Barbering and Cosmetology exam required for licensure. Between 2004 and 2009, 110 certificates and 25 degrees were awarded in this program. In the area of Manufacturing Engineering Technology (MFET), a relatively new program has been developed in response to industry needs. The program culminates in an Associate in Science Degree and students can transfer to a Bachelor’s Degree program. Working closely with an advisory committee consisting of industry representatives and faculty, the program has been designed to prepare students to be knowledgeable technologists. The MFET program provides students the opportunity to acquire skills in a hands-on learning environment. The program provides integrated experiences through which students participate in all aspects of a manufacturing enterprise. MFET graduates can pursue careers in machining and other high-value manufacturing sectors. II A-7

Other programs preparing students for licensure or certification by external agencies include Child Development and Alcohol and Other Drug Studies (AODS). Each of these programs offers
Certificates of Achievement and Performance and preparation for transfer to four-year programs. The Child Development Program provides the training and supervised practicum to meet state licensing requirements for employment in many childcare settings. Completing the AODS program satisfies the academic requirements for seven state credentialing agencies and prepares students for credentialing exams given by the California Association of Alcohol and Drug Abuse Counselors. Certificates and degrees in both of these programs are among the highest in the college. From 2004 to 2009 Child Development awarded 241 Associate in Science degrees and 381 certificates; AODS conferred 100 Associate in Science degrees and 229 certificates. \textsuperscript{II A-139}

The Physical Education Department offers a Fitness Specialist Program, which prepares students for the certification exams of the American College of Sports Medicine and the American Council of Exercise. The Computer Business Technology and Computer Information Technology departments offer certificates and degrees in business, computer applications, as well as preparing students for transfer. One particular program is the Microsoft Certified Technology Specialist program: while the curriculum has been developed by Microsoft, the courses are taught by San Diego City College instructors. Finishing the program, the students are prepared to take exams to become certified by Microsoft. \textsuperscript{II A-7}

San Diego City College offers an Occupational Work Experience Program and a variety of apprenticeship programs. Each apprenticeship program provides the technical instruction and on-the-job training required to attain the position of journeyperson in one of several programs approved by the State of California under the terms of the Apprenticeship Labor Standards Act. Each is administered by an apprenticeship committee, which includes representatives from the trade or industry as well as a representative from the state’s Division of Apprenticeship Standards (DAS). Completing an apprenticeship program may entail two to five years, depending on the particular trade. The program culminates in a Certificate of Achievement; some programs offer the option of an Associate in Science Degree. The quality of each program is monitored through the same curriculum review process applied to transfer programs. In addition, the DAS must approve the training standards, and the apprenticeship committee, which meets monthly, monitors and serves as the approval body for apprenticeship matters. \textsuperscript{II A-140}

Self Evaluation
The college meets this standard.

In the 2009 \textit{Student Satisfaction Survey}, 76\% of respondents strongly agree or agree that the courses they took would help prepare them for future employment. \textsuperscript{II A-161}

Planning Agenda
None

\textbf{II.A.6.} The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the
institution’s officially approved course outline.

Descriptive Summary
Information to students about programs, degrees, and certificates is provided through the course catalog. In the “Programs of Instruction” section of the San Diego City College 2009–10 Catalog, each program is described with sections headed “Emphasis” and “Career Options,” in which general outcomes, in terms of transfer and/or employment, are described. II A-141 The college has established institutional priorities based on its stated mission and philosophy, and the procedures by which program student learning outcomes will be developed, disseminated, and evaluated. As of 2009–10, the catalog includes information on student learning outcomes for most programs. The purpose of each type of degree or certificate is described in the catalog. The “Academic Programs” section of each program description outlines how each degree or certificate may be earned, including the required courses and the recommended general education courses. The content of each course is described, and course prerequisites, co-requisites, and advisories are specified in the catalog. The catalog is reviewed and updated once a year and published in the summer for the new school year. Each semester, including summer, a new class schedule is developed, posted online and printed. The summer 2010 class schedule will be available online only and research on student use is being conducted to determine whether future schedules need to be available in hard copy, except on campus.

For every course offered, each instructor, contract or adjunct, must provide the class with a syllabus at the beginning of the semester. Copies of the syllabus are sent to the department chair, as well as the appropriate dean or director of off-campus programs, by the end of the second week of the semester. The San Diego City College Faculty Handbook is updated annually and distributed to faculty members. The handbook provides information on writing a syllabus, specifying information that must be included in the syllabus. Among the mandatory contents are official course outline objectives/SLOs. For many courses, a syllabus template, including course objectives/SLOs, may be found on CurricUNET, the district’s online curriculum writing and approval program. II A-142 Course syllabi are examined by faculty discipline and instructional administrators each semester and during the faculty evaluation process.

Self Evaluation
The college meets this standard.

Planning Agenda
None

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary
San Diego City College’s policies about accepting course work from other institutions are clearly communicated in the college catalog. II A-143 Transcripts of course work completed at other
institutions may be evaluated to meet course prerequisites or to grant academic credit for courses equivalent in content to district courses. When questions about equivalency arise, District Procedure 5500.2 allows the student to file a Petition to Challenge, which is reviewed by the appropriate department chair. In addition, academic credit may be granted for knowledge or skills obtained through means other than formal scholastic experience. Up to 30 units of credit may be granted on the basis of scores on Advanced Placement (AP), College-Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DANTES), or International Baccalaureate (IB) tests. Scores and conditions necessary to grant such credit are itemized in the catalog. Individual disciplines may choose to grant credit by examination(s) designed and approved by discipline specialists. San Diego City College is a member of the Service Members Opportunity College (SOC) and agrees to accept credit for military service schools, consistent with the recommendations of the American Council on Education. Reserve Officers’ Training Corps (ROTC) Program courses may be transferred to San Diego City College as electives to meet degree requirements. San Diego City College is a participant in the Tech Prep program, in which college credit is granted for certain high school career technical courses pursuant to articulation agreements with San Diego area high schools.

Course work completed at San Diego City College may be transferred to four-year colleges and universities through a number of articulation agreements described in the college catalog. The Intersegmental General Education Transfer Curriculum (IGETC) program allows a student to earn a certificate meeting all the lower division general education requirements at either the California State University (CSU) system or at the University of California (UC) system. San Diego City College has transfer agreements with 22 California State University campuses through the Certificate of General Education Breadth Requirements (CSUGEB) agreement, which assures that CSU lower division general education requirements have been met. The IGETC and CSUGEB courses included in these agreements are itemized in the college catalog. In addition, San Diego City College has a Transfer Admission Guarantee (TAG) agreement with UC San Diego, UC Davis, UC Santa Cruz, UC Riverside, UC Santa Barbara, and UC Irvine as well as with San Diego State University, Humboldt State University and California State University at Northridge. For a military student, it is advisable to write a SOC agreement, which is an intercollegiate agreement articulating course work to all SOC institutions so that when military students transfer, their course work transfers with them.

District transfer policies and articulation agreements are communicated to students in the college catalog. They also are available in the college Career/Transfer Center and in the counseling office, as well as at the Learning Resource Center.

**Self Evaluation**
The college meets this standard.

**Planning Agenda**
None

**II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**
Descriptive Summary
San Diego City College faculty developed a policy for program closure and addition/expansion of programs in 2008–09. The Master Planning and Resource Oversight Council (MPROC) formed a subcommittee charged with developing a draft policy and procedure and obtaining input from campus constituents during fall, 2008. The final version of the campus policy and procedure was adopted by the MPROC and the President’s Council in March, 2009. When program requirements change due to revisions in regulations, local industry needs, or developing technology, discipline faculty make arrangements so that students in the program may complete their education in a timely manner with minimal disruption. These arrangements include contacting students in the declared major to coordinate the completion of the program's requirements, approving course substitutions for the deactivated courses, offering deactivated courses as independent study, contacting declared students with information on new courses, and adding language in the course outline that addresses course replacement information. II A-116

Self Evaluation
The college meets this standard.

Planning Agenda
None

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary
San Diego City College represents itself to prospective and current students, the public, and its personnel through numerous publications, written and electronic. Information regarding courses and programs, registration, academic honesty, policies and procedures is disseminated in the college catalog. The college catalog is available on the college and district websites. During the 2009–10 academic year the college contracted with a new web designer and facilitated instructional and student services meetings to develop a dynamic, effective, user-friendly website. The college expects to activate the new website in summer, 2010. Curriculum information, district research, and class scheduling information are available on the district’s website. With the new website, faculty, staff, and administrators will be capable of updating their online pages, eliminating the need to send requests through an outside webmaster. II A-147 The college Public Information Officer publishes information regarding campus activities, events, recognitions and student achievements via press releases, electronic mail, and the college website. II A-148

In spring, 2009, the campus formed a Catalog Review Committee charged with the task of reviewing, updating, and improving the college catalog beginning fall, 2009. The committee met during fall, 2009, to establish the goals for the year in terms of reviewing the organization of information in the catalog and for developing a tool to be used in the review of the catalog. The purpose of the tool is to identify who is responsible for checking the accuracy and correcting information in the catalog to assure integrity in representing the college mission, programs and services. II A-149
Self Evaluation
The college meets this standard.

Planning Agenda
None

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary
During the 2008–09 academic year the San Diego City College Academic and Classified Senates collaborated with the senates throughout the district to develop a new comprehensive Academic Freedom and Freedom of Expression Statement. After discussions at campus meetings the final draft of this statement was crafted with faculty, staff and administrative representatives at a district shared governance meeting and submitted to the Board of Trustees. The Academic Freedom and Freedom of Expression with accompanying Rights and Responsibilities for faculty, staff, and students was adopted in the spring 2009 semester and is included in its entirety in the 2009–2010 City College Catalog. II A-150 This policy makes clear the institution’s commitment to the free pursuit and dissemination of knowledge.

Self Evaluation
The college meets this standard.

Planning Agenda
None

II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in the discipline. They present data and information fairly and objectively.

Descriptive Summary
The faculty bargaining agreement includes an adapted version the American Association of University Professors “Statement of Professional Ethics.” The faculty responsibilities delineated in this document include the responsibility to see and to state the truth, to remain competent in the discipline, to respect the academic freedom of students and colleagues, and to evaluate students objectively. II A-151

Self Evaluation
The college meets this standard.

Faculty provided leadership in crafting a district-wide Academic Freedom Statement and voted to include this new version in the college catalog. II A-152 In the 2009 Student Satisfaction Survey, 84% of students strongly agree or agree that instructors attempt to be fair and objective in their presentation of course materials. II A-115
Planning Agenda
None

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Descriptive Summary
San Diego City College provides a clear statement on the expectation of honest academic conduct in the catalog. The issue of student academic honesty is also addressed in the Code of Conduct section (3100.3) of District Procedure 3100. This procedure states that “honesty and integrity are integral components of the academic process.” II A-123 The procedure clearly and thoroughly defines both cheating and plagiarism, including examples such as lengthy paraphrasing and falsifying laboratory work. It addresses written and artistic plagiarism and the use of electronic means of plagiarism. This procedure specifies the penalties for academic dishonesty, describing the formal procedure for both academic and administrative sanctions, and the student’s right of appeal. II A-153

Self Evaluation
The college meets this standard.

Beyond the regular inclusion of academic honesty in district policy and the college catalog in fall, 2008, the college engaged in dialogue about the value of involving the dean of student affairs in issues of academic dishonesty. A legal opinion provided by the State Chancellor’s Office advised college review of current academic honesty policy. The review included a districtwide dialogue with campuses and district administrators to revise the policy with regards to the consequences for academic dishonesty. As a result of this effort the Honest Academic Policy 3100.3 was revised and approved by the chancellor on January 16, 2009. II A-154

After discussion in fall, 2008, in the Academic Senate, Chairs Council, and Instruction Services Council faculty agreed to improve communication of events of academic dishonesty with the dean of student affairs. This practice will allow the campus to follow-up and enforce consequences for acts of academic dishonesty more consistently. II A-155 In spring, 2009, faculty were asked to use a common statement regarding academic honesty in their syllabi. II A-156

Planning Agenda
None

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary
Nursing students are held to a specific code of conduct when they are working in the hospital as part of their program. This is clearly communicated in the nursing student handbook. Students are required to read the handbook, and sign a form stating that they have read the handbook and will be
accountable for all policies. II A-157. The college has no other programs which require conformity to specific codes of conduct, nor does the college seek to instill specific beliefs or worldviews.

**Self Evaluation**
The college meets this standard.

**Planning Agenda**
None

**II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.**

**Self Evaluation**
The college does not offer curricula in foreign locations to students other than U.S. nationals.

**Planning Agenda**
None
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<td>Title 5 Chapter 6 Section 55063, pp. 18-21</td>
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| II A – 108 | 2009 City College Fact Book, p. 47, Overall Success Rates | X | X | [http://research.sdccd.edu/Include/Research%20Reports/College%20and%20District%20Fact%20Books/City%20College%20Fact%20Book%202009%20v5.pdf](http://research.sdccd.edu/Include/Research%20Reports/College%20and%20District%20Fact%20Books/City%20College%20Fact%20Book%202009%20v5.pdf) |
| II A – 109 | 2009 City College Fact Book, p. 52, Retention Rates by Gender | X | X | [http://research.sdccd.edu/Include/Research%20Reports/College%20and%20District%20Fact%20Books/City%20College%20Fact%20Book%202009%20v5.pdf](http://research.sdccd.edu/Include/Research%20Reports/College%20and%20District%20Fact%20Books/City%20College%20Fact%20Book%202009%20v5.pdf) |
| II A – 110 | 2009 City College Fact Book, p. 55, Overall Annual GPA | X | X | [http://research.sdccd.edu/Include/Research%20Reports/College%20and%20District%20Fact%20Books/City%20College%20Fact%20Book%202009%20v5.pdf](http://research.sdccd.edu/Include/Research%20Reports/College%20and%20District%20Fact%20Books/City%20College%20Fact%20Book%202009%20v5.pdf) |
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| II A – 113 | Student Awards and Accomplishments webpage | X | X | www.sdcity.edu/studentawards/default.asp |
| II A – 114 | SDCC Community Service, Student Services Learning Feedback Booklet | X | X | |
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| II A – 124 | AFT College Faculty Contract, pp. 93-102 | X | X | |
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| II A – 127 | TaskStream SLO Report Cosmetology | X | X | |
| **II A – 128** | San Diego City College Catalog 2009-2010, p. 13, General Education Philosophy | X | X | http://www.sdccd.edu/catalogs/city/ |
| **II A – 129** | Title 5, Section 55806 | X | X |
| **II A – 130** | San Diego City College Catalog 2009-2010, pp. 76-82 | X | X | http://www.sdccd.edu/catalogs/city/cat_city/cat_sec2.pdf |
| **II A – 131** | San Diego City College Catalog 2009-2010, p. 75, Student Learning Outcomes for Language and Rationality | X | X | http://www.sdccd.edu/catalogs/city/cat_city/cat_sec2.pdf |
| **II A – 132** | San Diego City College Catalog 2009-2010, pp. 73-75, General Education Requirement | X | X | http://www.sdccd.edu/catalogs/city/cat_city/cat_sec2.pdf |
| **II A – 133** | San Diego City College Catalog 2009-2010, p. 72, Courses that fulfill the American Institutions and California government Requirement | X | X | http://www.sdccd.edu/catalogs/city/cat_city/cat_sec2.pdf |
| **II A – 134** | World Cultures attendance reports | X | X |
| **II A – 135** | San Diego City College Catalog 2009-2010, p. 70, Associate Degree Description | X | X | http://www.sdccd.edu/catalogs/city/cat_city/cat_sec2.pdf |
| **II A – 137** | San Diego City College Catalog 2009-2010, p. 82, Certificate of Achievement and Certificate of Performance Criteria | X | X | http://www.sdccd.edu/catalogs/city/cat_city/cat_sec2.pdf |
| **II A – 138** | Districtwide Awards Conferred Report 2004/05-2008/09, p. 27 | X | X |
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| II A – 142 | Faculty Handbook, p. 12, I1-2 | X | X |
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| II A – 150 | Board Policy 4030 Academic Freedom and Freedom of Expression Chapter 5 – Student Services; San Diego City College Catalog 2009-2010, pp. 64-65 | X | X |
| II A – 151 | Statement of Professional Ethics, AFT College Faculty Agreement, p. 151 | X | X |
| II A – 152 | Academic Senate minutes, May 18, 2009 | X | X |
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| II A – 155 | Faculty Academic Sanction Form | X | X |
## STANDARD II.A EVIDENCE LIST
### (cont.)

| II A – 156 | Template Language | X | X |
| II A – 157 | Nursing Code of Conduct | X | X |
| II A – 158 | District Instructional Services, CurricUNET web page | X | X | [http://instsrv.sdccd.edu/curricunet.html](http://instsrv.sdccd.edu/curricunet.html) |
II.B. Student Support Services
The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance 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 student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Descriptive Summary
The San Diego City College Student Services Mission Statement states the following:
The Student Services division at San Diego City College is committed to student learning and success through a holistic approach that incorporates our professional experiences and knowledge of student development theory. In collaboration with our instructional colleagues, we provide a student-centered environment with innovative programs and services that validate and engage our diverse student body along the entire student pathway from admission to graduation and transfer.

In keeping with the mission of the college and the Student Services division, San Diego City College offers comprehensive support programs and services to its diverse student body. They include: Admissions and Records, Assessment, CalWORKs, Cooperative Agencies Resources for Education (CARE), Counseling, Disability Support Programs and Services (DSPS), Evaluations, Extended Opportunity Programs and Services (EOPS), First-Year Experience, Financial Aid, International Students Program, Mental Health Counseling Services, Outreach, Puente, Student Affairs, Student Health Services, Transfer/Career Center, TRIO/ASPIRE, Tutorial Services, Umoja, and Veterans Affairs. These support services show a concern for all students, from basic skills to transfer.

Consistent with its institutional mission, “San Diego City College is…committed to providing open access to all who can benefit from instruction.” This open access policy is consistent with state regulations and is in line with San Diego Community College District (SDCCD) Board Policy 3000, Admission of College Students, in which the district’s open access policy is clearly defined. The college recruits and admits diverse students who are able to benefit from its programs in a number of ways. This includes proactive outreach services and comprehensive matriculation services.

Student support services are assessed regularly to ensure quality and adherence to the college’s mission, priorities, and competencies. A well-established system in Student Services begins with an annual program review of each department which includes the development and assessment of departmental student learning outcomes.

The review process is collaborative and inclusive of staff, faculty, and administrators within each department. The college Student Services Council—led by the vice president of student services and made up of members from each of the student services departments—oversees the program review and planning processes within the division. Ultimately, this process is fully integrated with the processes in Instructional Services and
Administrative Services via the Master Planning and Resource Oversight Council (MPROC). This collegewide council is composed of representatives from Instruction, Student Services, Administrative Services, Academic Senate, Classified Senate, and Associated Students. To further integrate these processes across the three major divisions, the college adopted the use of TaskStream in 2009. TaskStream is a collegewide online system used to document, analyze, and manage student learning and administrative outcomes, program review, and master planning collegewide.

To further ensure student success and learning, San Diego City College is committed to the enhancement of Student Services facilities. In fall, 2009, the completion of the “L-Building Remodel” allowed for key student support services to be housed in one central area. Renamed the “Academic Success Center” (ASC), the ASC provides students centralized access to the following services and programs: Tutorial Center, Math Center, English Center, TRIO Program, MESA Program, Evaluations, EOPS, Price Scholars, Puente, Umoja, New Horizons, CalWORKs, and Assessment.

Additionally, to further streamline operations and facilitate student success, in 2012, two centrally located buildings—A and M—will undergo renovation. The M-Building project will allow for the renovation of approximately 15,000 square feet for student support services, including a new bookstore, common areas, and Associated Student Government space. Likewise, the A-Building project will allow for the renovation of approximately 57,000 square feet, which in large part will include enhanced facilities for Admissions, Records, Veterans Affairs, General Counseling, the Transfer/Career Center, Student Health Services, Mental Health Counseling, Financial Aid, DSPS, and Outreach Services. These renovations further attest to the institution’s commitment to student support services, and specifically to the success and learning of students.

Self Evaluation
The college meets this standard.

Planning Agenda
None

II.B.1. The institution assures the quality of student development and support services and demonstrates that these services, regardless of location or means of delivery, enhance achievement of the mission of the institution and support student learning.

Descriptive Summary
San Diego City College offers student support services on campus, online, and on a limited basis at off-site locations. All student support services are offered on campus during regular business hours with early evening hours available in major service areas such as Admissions, Counseling, Financial Aid, and Tutoring. In an effort to further promote student access and success, the college recently opened an Academic Success Center (ASC) which houses a variety of key student support programs and services including a variety of specialized counseling programs and tutorial services. Housing the services in one central location not only provides easy
access for students, but also allows the various programs to collaborate in a number of key ways to maximize service to students, and ultimately, their chances of success.

Online services are also offered to students. Through the district’s “Student Web Services” website students access the following online services: the application for admission, class schedule, college catalog, financial aid services including the e-BOGW and FAFSA, and the online registration system. Additionally, two of the major student support services areas—Counseling and Tutoring—offer comprehensive services in an online format. Online counseling services mirror those offered in the in-person format and include e-appointments, e-workshops, and e-walk-ins complete with an e-lobby. This state-of-the-art online program has been nationally recognized and showcased. Online tutoring services include tutoring in Math and English via CCC Confer with free dial-in and virtual whiteboard. II B-11

As indicated, student support services are also provided on a limited basis at off-site locations that offer San Diego City College courses, including the Educational Cultural Complex (ECC) which is one of the district’s non-credit sites. Courses are open to all San Diego City College students and are designed to provide an opportunity for students to attend classes that are easily accessible. Other sites where San Diego City College courses are offered include San Diego High School which is located directly across from the college, and San Diego State University where basic skills courses are offered to university students who are in need of remediation.

**Program Review and Student Learning Outcomes**

Each of the departments ensures the quality of their services and supports student learning through a variety of means. These include the process of program review, the assessment of student learning and administrative outcomes, the assessment of satisfaction, and the regular monitoring of student success.

The process of program review in the Student Services division occurs on an annual basis. Program review is aligned with the college mission and priorities. The development and assessment of both student learning and administrative outcomes are also an integral part of program review which occurs annually by all departments. A number of student services departments have completed the full outcome assessment cycle, which includes assessing their Student Learning Outcomes (SLOs) and Administrative Outcomes (AOs) using the data for incremental program improvement. All student services departments have identified student learning and/or administrative outcomes and are at various points in the assessment cycle. All student services departments are scheduled to complete the full assessment cycle by 2012. At San Diego City College, this means that outcomes and measurement tools have been identified, and the data measured and acted upon for program improvement. The departments use multiple data sources as part of program review and outcome assessment, including departmental point-of-service surveys, student satisfaction surveys, an employee perception survey, the college Fact Book, and reports on student equity and basic skills.

San Diego City College recognizes that learning is assessed both indirectly and directly. Campuswide the college is transitioning to the more direct methods of learning assessment. As
part of our indirect assessment, the college continues to assess satisfaction levels via surveys. These include point-of-service surveys administered in major student services departments and student and employee satisfaction surveys which are administered on a broad scale every three years. Data and information collected are used to inform and improve practice.

Together with ongoing dialogue and progress reports, regular research reports also provide needed information to monitor student success. The San Diego City College Fact Book is developed on an annual basis by the Office of Institutional Research and Planning (IRP). It reports on student success including retention, persistence, grade point average, annual awards conferred, and annual transfer volume. Student success has remained a regular topic of discussion in monthly Student Services Council meetings. The meetings, chaired by the vice president of student services, include representatives from all student services departments. In the past academic year, various student services departments have reported their direct student learning and administrative outcomes, data, results, and key programmatic improvements undertaken. Additionally, to ensure equity in performance measures among the college’s diverse student body, a Student Equity Report is developed each year to inform practice.

Finally, as part of the collegewide effort to support students enrolled in basic skills, annual reports are developed to monitor progress and success of basic skills students.

Assures Quality Regardless of Location or Means of Delivery
San Diego City College offers a variety of programs and services off-site and online. To ensure quality in these areas, a variety of processes are in place to assess their effectiveness. In most cases, the assessment of online services is integrated into the established annual program review process. For example, assessment of the online tutoring program is an integral part of the overall program review process for Tutorial Services. Other online services have more elaborate systems of assessment to assure quality. For example, built into the E-Counseling program is a comprehensive data collection process which tracks student use and satisfaction with the service. An annual report is developed and reveals a high level of use and satisfaction with the program.

Online enrollment services—such as admissions and registration—are assessed via the student satisfaction survey which contains questions relative to satisfaction with these online services. Finally, students who take online courses are invited to take the Online Course Satisfaction Survey each year, which in part, assesses satisfaction and need relative to student support services. As a result of recent findings in the report, online counseling and tutoring have been expanded.

With regard to off-campus programs and services, quality is ensured in a number of ways. First, all of the programs and services are assigned to faculty coordinators and/or managers who engage in regular and ongoing dialogue with key constituents. For example, a full-time faculty coordinator is assigned to the college programs and services offered at the Educational Cultural Complex (ECC) site. Each week, the coordinator participates in the Instructional Cabinet meetings to discuss program updates and needs. Additionally, the off-campus programs have recently participated in the formalized program review process to measure student learning and success in the instructional and student support services areas, and to assess needs.
**Institutional Mission and Priorities**
The annual program review process is closely aligned with the college mission and priorities. Specifically, each student services department aligns their measures with the following institutional priorities:

1. **Student Success**: Improve student learning, achievement of student learning outcomes, course completion, certificate and degree completion, transfer rates, and workforce competencies.
2. **Collaborative and Outreach Ventures**: Develop collaborative and outreach ventures that enhance student learning within the college, district and community, public and private agencies, businesses, and industry—locally, nationally, and globally.
3. **Equity, Inclusiveness, and Diversity**: Strengthen and support an inclusive and diverse campus culture which enhances student, faculty, and staff success at San Diego City College and in a global community.
4. **Stewardship of Resources**: Implement a measurable stewardship of resources program that encourages reduction, reuse, recycling, and sustainability and commits to the design of campus projects that qualify for LEED (Leadership in Energy and Environmental Design) certification.
5. **Innovative Approaches**: Support state-of-the-art general education and career technical programs by utilizing current technologies, innovative teaching and learning approaches and delivery systems, and academic and student support services.

**Student Services Alignment with Institutional Priorities**
Some of the specific ways in which the Student Services division has contributed to the fulfillment of the institutional priorities is discussed in the following section.

**Priority 1: Student Success**
As indicated, a key part of the institutional mission is to ensure that students learn and succeed. To achieve this, Instructional Services and Student Services work collaboratively with one another. A number of premier practices have been employed at the college. One such practice is the “Proactive Awarding of Degrees” program carried out by the Evaluations Office in 2008–09, in which staff outreached to targeted students who were close to completing the requirements for degrees and/or certificates. As noted in the table below, the college experienced an increase in awards conferred in 2008–09 over the previous four years.

<table>
<thead>
<tr>
<th>San Diego City College Overall Awards Conferred</th>
<th>2004-05</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA/AS Degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>618</td>
<td>702</td>
<td>678</td>
<td>611</td>
<td>658</td>
<td></td>
</tr>
<tr>
<td>Certificate-60 or more units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Certificate-30 to 59 units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>265</td>
<td>134</td>
<td>142</td>
<td>106</td>
<td>168</td>
<td></td>
</tr>
<tr>
<td>Certificate-29 or fewer units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>205</td>
<td>255</td>
<td>252</td>
<td>256</td>
<td>280</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1091</td>
<td>1091</td>
<td>1072</td>
<td>973</td>
<td>1106</td>
</tr>
</tbody>
</table>
Source: *San Diego City College Fact Book 2009*
Transfer to four-year institutions also remains a goal of the college. Various activities carried out by the Transfer/Career Center, in collaboration with other student services departments, have proven effective. Such practices include annual transfer fairs, visits by four-year colleges and universities to San Diego City College, Transfer Awareness Month, and a comprehensive Transfer Center website. In 2008, the college was featured in two publications to highlight its successful transfer practices. The first, “Transfer Practices at City College,” was a case study funded by the State Chancellor’s Office of the California Community Colleges. The study found several key factors present at San Diego City College that contributed to “higher-than-expected transfer rates,” including:

- Administrative support for transfer
- Advantageous pairing of Career and Transfer Center
- Outstanding communication between Transfer/Career Center and internal stakeholders
- Transfer/Career Center complements counseling
- A range of academic programs that support transfer
- Student-focused environment
- Strong outreach and recruitment program
- Inclusive articulation and transfer efforts

The second study, “Breaking the Chain of Failure,” was conducted by the UCLA Civil Rights Project. The study found that San Diego City College achieved above average transfer rates for underrepresented students from low-performing high schools. Additionally, the study found that over a five-year period, the college almost doubled the number of African American students who transferred and had an increase of 151% of Latino students who transferred over a five-year period.

Priority 2: Collaborative and Outreach Ventures
As evidenced by the program review process in Student Services, internal collaboration is a high value. For example, Financial Aid has continued to work closely with special programs such as the Foster Youth Program, TRIO/ASPIRE, CalWORKs, and First-Year Experience to determine eligibility and distribute financial aid information. DSPS has also worked collaboratively with student services departments, such as Mental Health Counseling Services, Student Health Services, New Horizons, and Counseling regarding students with disabilities and access. Additionally, several of the Learning Community programs—including Puente, Umoja, First-Year Experience, and TRIO—work collaboratively to provide the most efficient services to students.

It is also a common practice for student services programs, including Tutoring, Student Health Services, DSPS, and Counseling to conduct classroom visits as a way to promote their respective services and encourage use of them. To further create a culture of awareness on campus regarding supportive services, Mental Health Counseling Services initiated a new collaborative effort with the Office of Student Affairs and campus police called “Collaboration for Success.” Finally, to address some of the needs of homeless students, Mental Health Counseling Services works with other student services and instructional departments to develop emergency kits, lunches, and scholarships for homeless students on campus. Internal collaboration among all Student Services departments was achieved in an H1N1 campaign culminating in an extremely successful mass vaccination program in December, 2009.
External collaborations are also a value within student services. DSPS has partnered with the Department of Vocational Rehabilitation to provide weekly services on campus with a DOR counselor. DSPS was awarded an “Outstanding Agency Award” by the Department of Rehabilitation as one of three agencies in San Diego County for contributions in working with Californians with disabilities.

The Athletics Program has also played an instrumental role in connecting the college with the community in a variety of ways, including:

- “Night Out with the Knights,” which is a fundraiser held in the community to generate interest in San Diego City College athletic programs;
- “Shop with a Jock”—performed in collaboration with CalWORKs—which identifies socio-economically challenged students with young children and takes those children on a shopping spree at Target;
- Free Community Sports Clinics in which basketball, softball, and baseball teams visit area elementary schools to conduct clinics and invite area youth to the baseball field for additional clinics;
- “Battle of the SDCC Athletic Teams” which pits the 6 spring sports (badminton, baseball, softball, tennis, and volleyball) against one another to see who will bring in the most pounds of food appropriate for the food pantry. The SDCC food pantry is a venture sponsored by the CalWORKs program on campus; and
- Participation in community events such as the American Cancer Society’s “Making Strides Against Breast Cancer” walk. In 2009 the teams raised $460.00.

Additionally, Student Health Services has engaged in a variety of community partnerships to maximize service to students on campus, including:

- Partnership with San Diego County Public Health Department during the 2009 H1N1 pandemic. This included weekly phone conferences, training, and networking;
- Primary AED liaison for Publically Accessible Defibrillators (PAD) program with San Diego Project Heart Beat (SDPHB);
- Member of the county HACOT: Health Association Committee on Threats (includes Pandemic Flu Planning Countywide);
- Collaboration with the American Lung Association, Campuses Organized and United for Good Health (COUGH), and the California Youth Advocacy Network (CYAN) for assistance in making the college a “smoke-free” campus in fall, 2009;
- Partnerships with Planned Parenthood and San Diego Family Health Centers to increase student awareness of resources in the community; and
- Coordination with the San Diego Blood Bank to implement monthly blood drives at San Diego City College.

Finally, K–16 initiatives demonstrate the college’s commitment to developing collaborative relationships with local feeder high schools. DSPS works with feeder schools to conduct orientations and campus tours, and works to facilitate a smooth transition from high school to college among the deaf and hard of hearing. In addition to formalized Memorandums of Understanding (MOUs) with feeder high schools, the college has also embarked upon a variety of K–16 partnerships, including:
The Early College High School Program
Funded by the Bill and Melinda Gates Foundation, the college has partnered with San Diego High School to carry out two Early College High School Initiatives. Additionally, the college has partnered with the San Diego Unified School District to implement a third Early College Program called “San Diego Early Middle College” directly on the college campus. These initiatives provide students with the opportunity to gain exposure to college while in high school. Additionally, they seek to minimize the number of students who need remediation upon entering the community college.

SDSU-City College Connect Program
In 2009, in partnership with San Diego State University (SDSU), the San Diego Unified School District and the City Heights Educational Collaborative developed the “SDSU-City College Connect” program. The program essentially allows students to seamlessly transition from the K–12 to the four-year college, by way of the transfer program at San Diego City College. Students are given guaranteed admission to SDSU if they meet the requirements of the program.

Priority 3: Equity, Inclusiveness, and Diversity
San Diego City College strongly values equity, inclusiveness, and diversity. The 2009 Employee Perception Survey reveals that 86% of employees strongly agree or agree that the college designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity. The 2009 Student Satisfaction Survey reveals that a majority of students also strongly agree or agree (74%) that their college experience has contributed to a better understanding and appreciation of diversity.

The programs, practices, and services in the Student Services division that support the college’s diverse student body include:

- The development and implementation of the Puente Program. The program is designed to increase the number of Latino students transferring to four-year colleges and universities. The program delivers culturally relevant services and curricula to students;
- The development and implementation of the Umoja Program. The program develops and delivers culturally relevant curriculum, materials, and assignments to the classroom and community. This program seeks to strengthen the presence of African American students at four-year universities;
- The establishment of the TRIO student club, College Success. Members of this club participate in numerous community service activities that celebrate diversity, including the March for Immigration Rights, March to Save Friendship Park, and the Martin Luther King, Jr. Parade;
- The establishment of the National Disabled Students Union (NDSU). Members of this club hold quarterly meetings and organize multiple activities. In 2009–10, NDSU organized a Disability Awareness Day on campus.
- The infusion of diversity topics, including issues related to academic success and disability, in Personal Growth classes taught by counseling faculty;
- Low-cost procedures, medications, and labs in Student Health Services in consideration of the economic constraints of many students; and
• Free, confidential HIV testing conveniently accessible to students through the UCSD Antiviral Mobile Testing Unit.

Priority 4: Innovative Approaches
San Diego City College delivers many student services in an online format to address the needs of students. The Student Web Services website provides students with a menu of options to take care of a variety of needs online. The college also boasts a comprehensive online counseling program and tutoring program as described below.

• **Online Counseling**
  Online counseling is designed to provide live counseling and advising to students enrolled in both online and on-campus classes. The Live e-Workshops and Live e-Appointment services utilize the Live Meeting-powered center, which allows students to meet with a counselor online to receive educational, career, and personal counseling as it pertains to their academic success. Students can access the service via a well designed E-Counseling website focusing on the online counseling needs of all students at the college. Student usage of the “Ask the e-Counselor” service has been high and online appointments are in demand since the launch of the program in 2006. [II B-11]

• **Online Tutoring**
  Online tutoring is available in two key subject areas—Math and English (including reading, writing, and critical thinking across the curriculum)—and gives students the freedom to receive assistance from a tutor during extended hours and at their own convenience from any location where they may have access to the Internet. The Online Tutoring service has continued to thrive. Since its inception in the fall 2005, there has been an increase in usage from less than 50 students per semester to more than 100 students per semester. [II B-43] We anticipate increased usage of online tutoring in the future due to several factors. Students and tutors are more skilled in using the Internet and the computer as a learning tool, and the new online tutoring platform is consistent with the platform used by the district’s online programs. The new platform also provides more tutoring modalities to students.

Priority 5: Stewardship of Resources
Environmental sustainability is highly valued at San Diego City College. Staff and faculty from several student services departments are involved with the Stewardship of Resources Committee. Additionally, to reduce and conserve resources, departments are increasing use of the college website to deliver information and service to students. In an effort spearheaded by Student Health Services and the Office of Student Affairs, the college also successfully moved the campus to a smoke-free environment in fall, 2009. Implementation of this effort speaks to civic responsibility and impacts the environment, while encouraging social and personal responsibility in smoking behaviors. The Athletic Department also highly values environmental sustainability. The department participates in an annual beach clean-up, is collaborating with the Stewardship of Resources Committee to develop an Urban Garden on a site next to the college’s tennis courts, and also implemented an E-waste group to sponsor a drop off of e-waste. [II B-44]
Services Support Learning and Success

Employee perception data reveals a number of important findings relative to student support services. First, the survey reveals that 92% of employees refer students to support services. Additionally, a majority of employees indicate that they are satisfied with student support services at the college.

Employee Perception Survey Results for Major Services Departments

<table>
<thead>
<tr>
<th>Department</th>
<th>Percent of Employees Who Were Very Satisfied or Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counseling</td>
<td>63%</td>
</tr>
<tr>
<td>Financial Aid Services</td>
<td>59%</td>
</tr>
<tr>
<td>Tutoring Services</td>
<td>76%</td>
</tr>
<tr>
<td>Transfer Center</td>
<td>71%</td>
</tr>
<tr>
<td>Library</td>
<td>72%</td>
</tr>
<tr>
<td>Disability Support Programs and Services</td>
<td>75%</td>
</tr>
<tr>
<td>Extended Opportunity Programs and Services</td>
<td>65%</td>
</tr>
<tr>
<td>Student Health Services</td>
<td>78%</td>
</tr>
</tbody>
</table>

It is important to note that in many areas survey respondents provided a “neutral” rating indicating that “I have not used service/resource,” which may impact the percentages reflected. As a result, in 2009–10, the Student Services division set “Enhancing Visibility of Programs/Services” as a goal, which will be achieved via an enhanced website and the development of program brochures.

Student survey data also reveals that a majority of students are satisfied with major student support services as detailed in the tables below.

Point-of-Service Survey Results for Major Student Services Departments

<table>
<thead>
<tr>
<th>Department</th>
<th>Percent of Students Who Expressed Satisfaction (Strongly Agreed or Agreed) with General Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counseling</td>
<td>92%</td>
</tr>
<tr>
<td>Financial Aid Services</td>
<td>88%</td>
</tr>
<tr>
<td>Tutoring Services</td>
<td>89%</td>
</tr>
<tr>
<td>Transfer Center</td>
<td>93%</td>
</tr>
<tr>
<td>Library</td>
<td>80%</td>
</tr>
<tr>
<td>Disability Support Programs and Services</td>
<td>92%</td>
</tr>
<tr>
<td>Extended Opportunity Programs and Services</td>
<td>81%</td>
</tr>
<tr>
<td>Student Health Services</td>
<td>64%</td>
</tr>
</tbody>
</table>
### Student Satisfaction Survey Results for Major Student Services Departments

<table>
<thead>
<tr>
<th>Department</th>
<th>Percent of Students Who Were Very Satisfied or Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counseling</td>
<td>63%</td>
</tr>
<tr>
<td>Financial Aid Services</td>
<td>65%</td>
</tr>
<tr>
<td>Tutoring Services</td>
<td>65%</td>
</tr>
<tr>
<td>Transfer Center</td>
<td>56%</td>
</tr>
<tr>
<td>Library</td>
<td>80%</td>
</tr>
<tr>
<td>Disability Support Programs and Services</td>
<td>50%</td>
</tr>
<tr>
<td>Extended Opportunity Programs and Services</td>
<td>62%</td>
</tr>
<tr>
<td>Student Health Services</td>
<td>64%</td>
</tr>
</tbody>
</table>

Although a majority of students indicate that they are satisfied with the student support services received, efforts continue to be made to enhance programs and services to meet the needs of students. Like the employee survey, the student surveys yielded “neutral” ratings for some of the student services departments, suggesting a need to promote services more widely. As indicated, this will be achieved through enhanced publications and websites.

**Self Evaluation**

The college meets this standard.

San Diego City College ensures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and lead to achievement of the college mission through various means which includes comprehensive program review and student learning outcomes development/assessment.

An area currently being addressed is related to the assessment of off-campus programs and services. On an ongoing basis, discussions take place relative to off-campus programs and services that ultimately lead to improvements. However, integration of off-campus programs and services into the formal program review processes has been identified as a need. In 2009–10, all off-campus programs and services participated in the program review process in both instruction and student services.

**Planning Agenda**

None

**II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**

- **General Information**
  - Official Name, Address(es), Telephone Number(s), and Website Address of the Institution
  - Educational Mission
  - Course, Program, and Degree Offerings
b. Requirements
- Admissions
- Student Fees and Other Financial Obligations
- Degrees, Certificates, Graduation, and Transfer

c. Major Policies Affecting Students
- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

d. Locations or publications where other policies may be found

Descriptive Summary
The San Diego City College catalog is available both in hard copy and online formats. A hard copy is distributed to students free of charge during the new student orientation. Hard copies can also be purchased for a nominal fee at the college bookstore. The class schedule is also available in hard copy and can be obtained in Admissions and other central sites across campus and in the community. Free copies of the catalog are sent to the San Diego City College “distribution list,” which includes faculty (counseling and instructional), contract education programs, continuing education, and high school counselors within the college service area. The catalog is also sent to representatives of transfer institutions. High school outreach representatives provide free copies to those attending outreach activities (e.g., college night, high school orientations, or off-campus programs). As mentioned, the full catalog is also available online and is accessible to persons with disabilities.

The college catalog contains all of the required general information including the official name, address (es), telephone number(s), and the website address of the institution; educational mission; courses, programs, and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid; available learning resources; names and degrees of administrators and faculty; and names of governing board members.

The catalog fully describes all student requirements for admission, fees, and other financial obligations, as well as information on degrees, certificates, graduation, and transfer. In 2007–08, the college incorporated a comprehensive “Transfer Guide” into the catalog. The Transfer Guide explains transfer programs to the California State University (CSU), University of California (UC), and private independent universities; the process to prepare for transfer, transfer coursework, and transfer services available to students; and specific steps to transfer including...
tips to help students be successful once they transfer. The Transfer Guide is reviewed during catalog development by the articulation officer and transfer center director. Additionally, the catalog includes major policies affecting students. This includes academic regulations and academic honesty, nondiscrimination, acceptance of transfer credits, grievance and complaint procedures, sexual harassment policies, and refund of fees. There are also other district websites where students can obtain policies and procedures, such as the class schedule and Student Web Services.

**Review Process for Accuracy and Currency**

Faculty, staff, and administrators meet annually to update the catalog and to ensure its accuracy and currency. The college Curriculum Committee, which is comprised of faculty representatives from various college subject areas and counseling, meet regularly throughout the year, recommending instructional changes on an as-needed basis. Proposals for any changes are sent to the district for review and final approval. These changes are reviewed by the articulation officer and faculty curriculum chair for correctness in the first draft of the proposed catalog. Every school dean is asked to collaborate with department chairs and faculty to review the second draft for their respective departments/programs. The department suggests changes/corrections, adds updated information, including any course changes or additions and changes to faculty/listings. The school deans submit changes and updates from the second draft to the vice president of instruction for review. The vice president of instruction then reviews the material and forwards the verified and completed third draft to the district office for the next year’s catalog.

Changes made by student support services occur in a similar manner. The college’s Student Services Council meets on a monthly basis. The department chair or program head of each student service department collaborates with faculty, staff, and students for updates or changes in guidelines, procedure, and/or policy. The process for general changes, or changes to guidelines, is as follows: the department chair/program head submits changes or updates to the vice president of student services for approval; the vice president submits the verified information to the vice chancellor of student services for approval. If the vice chancellor of student services approves, the change is made; however, if the vice chancellor disapproves the proposal, it is submitted to the district’s Student Services Council for formal review and final approval.

The process for changes in procedure is as follows: the department chair/program head submits the change to the vice president of student services, who, upon approval, submits the change to the vice chancellor of student services. If the vice chancellor approves the change, it is submitted to the district Student Services Council, who then submits it to the Chancellor’s Cabinet for approval.

The chancellor must provide final approval for any change in procedure. If a department chair or program head submits a change in policy, the review process is the same as a change in procedure, except that after the chancellor’s approval, changes must be submitted to the District Governance Council and Board of Trustees for final authorization.

**Self Evaluation**
The college meets this standard.
The college provides a catalog and course schedule for its constituencies with precise, accurate, and current information concerning all of the topics listed in II.B.2. San Diego City College provides both hard copies of the catalog and schedule and electronic versions on the college website.

Planning Agenda
None

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary
San Diego City College researches and identifies the learning support needs of its students through college outreach efforts, the matriculation process, college program review, learning outcomes assessment, and district research reports. Additionally, a newly established campus-based researcher, coupled with the development of a collegewide research agenda via a newly established Research Committee, has set the foundation to foster a “culture of inquiry.” This has allowed for data-informed decision-making and the establishment of an infrastructure that facilitates requesting, processing, and using research data and information.

Proactive outreach efforts at local area high schools link interested students with targeted learning communities programs including: EOPS, DSPS, TRIO, Puente, Umoja, and the First-Year Experience. These specialized programs then follow up with students to further assess their interest and fit with the respective programs.

The comprehensive matriculation process is a key avenue to identify learning needs of the general student population. Upon applying to the college, students are prompted to provide information about their educational goal, major, and special services that may be needed. This information is provided to the college for follow-up with individual students per their self-identified needs. Math and English placement testing also provides a way to identify the course placement needs of students. This information is used when students meet with counselors during the first-semester education planning session.

As previously indicated, student support services are evaluated regularly through a variety of means, including program review, student learning outcomes assessment, departmental and division meetings, and specialized research surveys and reports. Additionally, the annual college Fact Book, Student Equity Report, High School to College Pipeline Report, Transfer Study Report, Disability Support Programs and Services Report, and Basic Skills Report provide an array of student demographic and performance data that allow for student needs to be identified and assessed.

Self Evaluation
The college meets this standard.

Planning Agenda
None
II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to its students regardless of service location or delivery method.

Descriptive Summary

Assures Equitable Access to All Students

San Diego City College assures equitable access to the college by way of its open access admissions policies that are consistent with California regulations as outlined by Board Policy 3100. II B-3 The college website, outreach services, admissions practices, and other matriculation services including assessment, orientation, and first-semester education planning are reflective of the college’s commitment to open access as detailed below. Additionally, major services are available to all students, regardless of service delivery or method. This includes services at off-site locations and services available in an online format.

Serving as the educational cornerstone of downtown San Diego, San Diego City College recruits and admits diverse students in a number of ways as evidenced by the diverse student body enrolled at the college. The ethnicity of the student body closely resembles that of the community served by the college. While the surrounding community served by the college is highly diverse, the college takes proactive steps to ensure that this diversity translates to enrollment.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Service Area By Percent</th>
<th>College By Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>8%</td>
<td>12%</td>
</tr>
<tr>
<td>American Indian</td>
<td>&lt;1%</td>
<td>1%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>15%</td>
<td>8%</td>
</tr>
<tr>
<td>Filipino</td>
<td>*</td>
<td>5%</td>
</tr>
<tr>
<td>Latino</td>
<td>27%</td>
<td>33%</td>
</tr>
<tr>
<td>White</td>
<td>45%</td>
<td>30%</td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Unreported</td>
<td>**</td>
<td>8%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source for student demographics from Institutional Research, Facts on File, 2009.

*Filipino included in Asian/Pacific Islander

**No unreported figures were provided

College Website

Information regarding admissions, assessment, and orientation are found on the college website which is often the first point of contact with the college for new students. Results from the 2009 Student Satisfaction Survey reveal that 76% of students are satisfied with general information on the college website. II B-50 A newly launched virtual orientation which is housed on the college’s homepage has proven to be a popular vehicle to connect prospective students with the college. II B-51 Upon completion of the virtual orientation, students are directed to “Six Easy Steps to Get Started at City College” which includes specific information on the admissions process, assessment testing, and first-semester education planning all of which are packaged in a one-stop
format. To further ensure diversity in the student body, specific admissions criteria and procedures for re-entry students, Veterans, international students, and other targeted groups are outlined on the college website. Information about the array of student support programs and services that meet the needs of diverse students is also widely publicized online, which includes information on EOPS, MESA, Puente, and Umoja.

Outreach
While information is widely publicized via the college website and other publications, other proactive efforts to recruit and admit a diverse student body are carried out by the college’s formalized Outreach Program. The community served by San Diego City College is characterized as low-income and diverse, with a large proportion of adults who have low educational attainment. As such, proactive outreach efforts are needed to reach out to students, who may have otherwise not had means or know-how to access the college. The goal of the San Diego City College Outreach Program is to serve as the central resource to educate prospective students about the opportunities available to them at the college. Services include, but are not limited to: application workshops, assessment testing, and orientation. According to the City College Fact Book 2009, 53% of the students enrolled at the college in 2008 were 24 years old or younger. As such, outreach efforts are heavily focused upon the college’s feeder high schools.

Admissions
To further facilitate a smooth transition into the college, San Diego City College employs the use of a comprehensive system of matriculation services. To begin, the admissions application is user-friendly and is available online. While the majority now submit their application online, the application is also available in hard copy format for those who wish to apply in person. At San Diego City College, approximately 7% of the student body’s primary language is not English. As such, translated materials have been developed in Spanish and Vietnamese to promote understanding of various support services and procedures which are critical to successful enrollment to the college. The translated materials include procedures for applying to the college, assessment, orientation, and online registration. Students are able to access these procedures online or in hard copy format. Results from the 2009 Student Satisfaction Survey indicate that students are highly satisfied with the application process with 75% indicating that they are satisfied with the process. In addition, the online registration system (Reg-e) is well-received by students as evidenced in the student satisfaction survey in which an astounding 84% of students agree that the online registration system was easy to use.

Assessment, Orientation, and First-Semester Education Planning
Upon applying to the college, students participate in assessment testing, orientation, and first-semester education planning which are packaged together in a one-stop format. This student-friendly process is designed to ensure that students are equipped with the information necessary to successfully transition into the college. Assessment testing is critical to the accurate placement of students into the college’s curricula. The primary instrument used by the college is an online tool called ACCUPLACER from the College Board to inform placement into Math and English courses. The Combined English Language Skills Assessment (CELSA) is the tool used for placement into English courses.

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appropriate ESOL (English for Speakers of other Languages) courses is also used. Orientation, which is offered both online and in person, exposes students to college services, programs, academic expectations, and college policies and procedures so that they have the foundational knowledge needed to succeed early in their college experience. Finally, first-semester education planning, which is facilitated by counselors, helps students learn about their test scores and courses needed to meet their educational goals.

Assures Access Regardless of Service Location or Means of Delivery
San Diego City College assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to its students regardless of service location or delivery method.

Off-Site Locations
San Diego City College courses are offered at several different locations in the county to facilitate access to a diverse student population, including high school students, non-credit students wishing to matriculate to credit courses, military personnel, and four-year college students enrolled at San Diego State University who are in need of remediation. The services provided at these off-site locations are described below.

- **San Diego High School**
  Located directly across from San Diego City College, San Diego High School is the largest feeder school for the college. In fact, according to the 2009 City College High School to College Pipeline Report, in 2008–09, 28% of their graduates enrolled at San Diego City College. The college recently partnered with San Diego High School through an Early College High School Initiative aimed at preparing students to successfully matriculate to the college upon graduation. To this end, a variety of courses have been offered at the high school campus. Additionally, to facilitate enrollment into these courses, application workshops, assessment testing, and orientation carried out by Outreach staff are offered to San Diego High School students. A college counselor is also assigned to work with the Early College High School Program.

- **Educational Cultural Complex (ECC)**
  To facilitate a smooth transition from non-credit courses to credit courses, San Diego City College offers credit courses at one of the district’s non-credit facilities, ECC. The following is a summary of student support services available to students at ECC:
    - **Admissions and Records**: There are three networked computers that are available on site to San Diego City College students to meet their Admissions and Records needs. From the computers, students are able to apply for admissions, register for classes via the online registration system (Reg-e), process adds/drops, and access their current class schedule.
    - **Counseling**: There is a San Diego City College counselor assigned to work on site at ECC. A full complement of services which includes educational planning is available to students by appointment or on a walk-in basis. During the first two weeks of the fall and spring semesters, the counselor is on site additional hours to address the needs of students during the peak registration period.
    - **Administrative Support**: There is an hourly classified employee on site Monday through Thursday, 5 p.m. to 9 p.m., and Saturday, 8 a.m. to 1 p.m. The staff
member is on duty to serve students who need assistance with using the registration computers, contacting their instructors, and forwarding college business via district mail.

- **District Cashier:** There is a district cashier on site to handle college business transactions for students, including the processing of student registration fees and parking permits.

- **Computer Lab:** There is a public library on the ECC campus that has a computer lab that is available to San Diego City College students. Additionally, students have access to a computer lab at ECC with a dedicated lab available to City College students on a limited basis.

- **Online Resources:** All online resources described previously that San Diego City College offers are available to City students attending ECC.

**San Diego State University (SDSU)**
San Diego City College has partnered with SDSU to offer basic skills courses at the university to students who are in need of remediation. Students are able to enroll in these courses seamlessly through SDSU given the partnership worked out with San Diego City College. Because the students are SDSU students, they are able to receive needed support directly from the university.

**Military Locations**
Courses are offered at military locations throughout the county. Educational assistants at the military bases provide college information to prospective and current students. Students also access college information on the college website. Additionally, a part-time San Diego City College counselor is assigned to the Naval Base to provide advisement and counseling services to military personnel.

**Online Services**
A variety of support services are provided in online format, including services in matriculation and Financial Aid. These services are outlined on the district website under Student Web Services. They include an online admission process and online registration system. Results from the 2009 Student Satisfaction Survey reveal that students are highly satisfied with these online services, with 75% of students expressing satisfaction with the admissions process and 84% expressing satisfaction with the online registration process. The student catalog, schedule of classes, and specific financial aid services, including the e-BOGW and FAFSA, are also available to students online. To further facilitate student access and success, the college recently launched a comprehensive virtual orientation accessible on campus and at remote sites. Built into the orientation are learning outcomes, allowing the college to further evaluate program services and assess student learning in the Student Services division.

Additionally, two major support service areas offer online services: Counseling and Tutoring. The college boasts a comprehensive online counseling program called “E-Counseling” that provides live counseling services to students including live e-drop in counseling, e-appointments, and e-workshops. These online counseling services consistently rate high in student satisfaction. Online tutoring is available in two key subject areas—Math and English—and gives the
student the freedom to receive assistance from a tutor at their own convenience from their home or any other location where they may have access to the Internet.

**Overall Perception Regarding Availability of Services**
The 2009 Student Satisfaction Survey Spring suggests that students are satisfied with the availability of services as delineated in the chart below.  

### 2009 Student Satisfaction Survey

<table>
<thead>
<tr>
<th>Department</th>
<th>Convenience/Timeliness/Availability of Services Average (Students Who Strongly Agree or Agree)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counseling</td>
<td>73%</td>
</tr>
<tr>
<td>Financial Aid Services</td>
<td>80%</td>
</tr>
<tr>
<td>Tutoring Services</td>
<td>82%</td>
</tr>
<tr>
<td>Transfer Center</td>
<td>95%</td>
</tr>
<tr>
<td>Library</td>
<td>65%</td>
</tr>
<tr>
<td>Disability Support Programs and Services</td>
<td>80%</td>
</tr>
<tr>
<td>Extended Opportunity Programs and Services</td>
<td>83%</td>
</tr>
<tr>
<td>Student Health Services</td>
<td>90%</td>
</tr>
</tbody>
</table>

**Self Evaluation**
The college meets this standard.

San Diego City College assures equitable access to all of its students by providing appropriate, comprehensive and reliable services regardless of service location or delivery method. As indicated, courses are offered online and at a variety of sites located off campus. Student access information and services online, and/or college personnel are housed off site to provide needed advisement and counseling.

**Planning Agenda**
None

**II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development of all its students.**

**Descriptive Summary**
“Personal Responsibility” and “Civic and Environmental Responsibility” are two of the seven stated institutional competencies as detailed in the 2008-2009 Master Plan. Discussions relating to personal and civic responsibility, as well as intellectual, aesthetic, and personal development of all students are infused in an array of informal and formal college processes, practices, and services. According to the 2009 Employee Perception Survey, 85% of employees strongly agree or agree that the college encourages personal, aesthetic, and intellectual development in students. Results from the 2009 Student Satisfaction Survey show that 75% of students feel like their college education helped them understand themselves better.
As part of the annual program review process all departments are asked to identify ways in which they are in alignment with these institutional competencies. Major findings are outlined in the following section.

**Service Learning**

Service learning is a method of teaching and learning that connects classroom lessons with meaningful service to the community. Three elements are necessary for service learning: meaningful and collaboratively designed community service; adequate orientation and training for faculty and students; and structured student reflection and synthesis, preferably shared among their classmates. Extensive research has shown that service learning increases academic achievement, student engagement and retention, and builds civic skills. During the 2008–09 academic year, 29 faculty in 16 different disciplines at San Diego City College engaged their students in some degree of service learning. Students and faculty contributed approximately 30,000 hours of community service related to their courses, and using a comparable wage of $18 per hour, they contributed $540,000 in service to the community. In 2009, San Diego City College received national recognition, being named to the President’s Higher Education Community Service Honor Roll, the highest federal recognition a college can receive for its commitment to volunteering, service-learning, and civic engagement.

**City Works Literary Journal**

Since 1994, San Diego City College’s literary journal, *City Works*, has published the poetry, fiction, prose, and artwork of enrolled students as well as the work of local and national writers. After ten years of publication, some of the journal’s editors decided it was time for San Diego to have its own literary press. Their purpose is to publish both first chapbooks by talented student writers, and novels, creative non-fiction, and collections of short fiction and poetry by professional writers. *City Works* is not bound by commercial considerations nor does it mimic the world of academic publishing. City Works Press is committed to creating a literary culture in a city where no press dedicated to the publication of local writing exists.

**Student Project and Research Symposium (SP&RS)**

The Student Project & Research Symposium (SP&RS) is open to all San Diego City College students. Participants are given the opportunity to present their original projects and research through posters, oral presentations, spoken word, artistic displays, and performances. The event is a collaborative project between Instruction and Student Services, and has been offered annually since 2005. Student participation has steadily increased from year to year. The Institutional Assessment Committee (IAC) has collaborated with the SP&RS since its inception to both facilitate and document this event in which learning is tangibly demonstrated and celebrated.

**Student Affairs**

- **Associated Student Government (ASG)**

  The Associated Student Government (ASG) offers student venues for developing leadership skills. Within the ASG, students learn basic leadership skills and organize the student government. They also learn basic accounting, auditing, conflict resolution, time management, and documentation practices on how to research and apply for scholarships. Students are encouraged to seek service learning credit while participating in these
activities. The ASG meets weekly to determine and prioritize student needs. Participants also participate in general basic skills leadership trainings, as well as through a continuing education series of Leadership Development workshops on various topics coordinated throughout the year. The focus is on the fundamentals of student government with an emphasis on technique or democratic action amongst groups. II.B.71

- **Student Clubs**
  Student clubs meet a variety of student interests. These clubs also allow students to participate in student government and in community programs and events. Student clubs are trained on club management, and participate in a continuing education series of Leadership Development workshops throughout the year.

**Disability Support Programs and Services (DSPS)**
Disability Support Programs and Services (DSPS) provide accommodations and disability management that includes self-advocacy skills. Counselors assess and assist students in identifying individual strengths based on functional abilities and limitations that can help them be successful in the academic environment. Adaptive and assistive equipment, hardware, and software are made available as needed.

**Extended Opportunity Programs and Services (EOPS)**
Extended Opportunity Programs and Services (EOPS) students are encouraged to become active members in student and community organizations. The importance of taking personal responsibility for family and community civic affairs begins with the orientation where students are encouraged to take control of their lives and become change agents. Becoming a campus leader is encouraged through the participation in the Associated Student Government (ASG). Pursuing elected offices and becoming club members is supported by the payment of ASG membership fee. Eligible students are also encouraged to join the EOPS Club. The club is part of the support system for EOPS students.

**Puente**
A requirement of the Puente Program is civic responsibility. This is encouraged and supported through the Puente Club to guide in leadership development towards their community. Events hosted are clothes drives, school tutoring, and water collection for water stations with Border Angels. The program introduces and encourages participation in the Urban Farm and other service learning opportunities. Reflection on growth and personal development is encouraged through ongoing journaling in a yearlong personal growth curriculum consisting of Personal Growth 140: Life Skills and Personal Adjustment, and Personal Growth 130: Career and Life Planning.

**City Times Newspaper**
City Times, the college’s newspaper, is a student-produced publication that contains information regarding important issues and events on campus and in the City of San Diego. The newspaper also keeps students up-to-date regarding availability of scholarships, financial aid workshops, and student government reports. The newspaper is produced as a learning experience through the college’s Journalism program, which includes instruction in news writing, production, ethics, and industry trends. II.B.72
Student Health Services
San Diego City College recognizes the importance of health services to student success and in so doing, appropriately allocates resources for comprehensive Student Health Services. Results from the City College Student Satisfaction Survey Spring 2009 reveal that 64% of students are satisfied with Student Health Services. \[\text{II-B-73}\]

The mission of Student Health Services is to provide medical and mental healthcare, services, and education in a culturally competent manner to enhance students’ ability to both advocate and care for themselves in order to advance their health and that of the campus community. The mission is in concert with the college’s mission, and works to assist the student to maintain wellness, stay in school, and complete educational goals. To promote healthy individuals as critical components of student learning, Student Health Services values student-centered services and multidisciplinary/collaborative approaches to health.

The Student Health Medical/Nursing Program offers comprehensive services to attend to the physical wellness needs of the student population at the college. Health assessments, monitoring, immunizations, men’s and women’s health exams, sexually transmitted infection work-ups, are all conducted to contributed to the health and success of students. Health education programs are regularly scheduled to raise awareness and educate students on various aspects of wellness. Registered nurses, nurse practitioners and a physician provide quality primary care, are available to meet the health needs of both day and evening students. Over-the-counter medications, laboratories, prescriptions, and select procedures are available and utilized as needed. The program provides preventative and primary healthcare with referrals to community resources as needed.

Mental Health Counseling Program
With respect to the Mental Health Program, San Diego City College is unique in offering comprehensive support services and a coordinated service delivery system. The program addresses social and psychological, as well as academic and vocational needs, so as to support the whole person. It is staffed by a full-time licensed Clinical Social Worker and a half-time licensed Marriage and Family Therapist who administer to clients and supervise interns from San Diego State University, the University of Southern California, and Alliant University. The program treats students with a wide variety of both acute and chronic conditions that potentially or actually impact academic success. Mental health services include: individual, couples, family, and group therapy; assessment and referral; crisis intervention; short-long term psychotherapy (up to one a year); behavioral contract compliance; faculty/staff consultation; disciplinary evaluations; and psycho-educational seminars.

Athletics
Student/athletes at San Diego City College are encouraged to participate in community activities and sports clinics. Every October student/athletes raise money and participate in the American Cancer Societies’ “Making Strides Against Breast Cancer” walk. Every fall and spring, student/athletes travel to local elementary schools to run after school sports clinics. Most recently, the softball and baseball teams went to Emerson Elementary for a pitching/hitting clinic. These are free for the children attending that school. In spring, 2010, the six spring sports (badminton, baseball, softball, tennis and volleyball) participated in the “Battle of the SDCC Athletic Teams”
to collect food items for the college food pantry. The team that collected the most pounds of food won the battle.

**Self Evaluation**
The college meets this standard.

San Diego City College provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development of all students through a variety of programs and services.

**Planning Agenda**
None

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

**Descriptive Summary**
*Designs and Maintains Counseling and/or Academic Advising Programs*
The Counseling Department at San Diego City College is open and staffed year round. During the fall and spring semesters, counselors are available from 8 a.m. to 6 p.m., Monday through Thursday, and from 8 a.m. to noon on Fridays. During the summer, counselors are available from 7:30 a.m. to 6 p.m., Monday through Thursday. The services provided by general counseling fall within the student development umbrella, and therefore general counseling at San Diego City College is guided by the dean of student development.

Counseling faculty are assigned to various programs on the campus: General Counseling, which includes program planning and counseling for Veterans; the Nursing Program; and international students. Additionally there are assigned counselors for Athletics, CalWORKs, Honors, MESA, TRIO, DSPS, EOPS, First-Year Experience, UCSD University Link, and the Puente and Umoja Community programs, directed by various individuals. Staff for these programs are comprised of experienced professionals, including both contract and adjunct counselors, as well as classified student support staff members. All the counselors are qualified to provide career, educational, and personal counseling when needed. Several of the counseling staff and faculty are bilingual speakers (Spanish/English, and Arabic), while others seek professional development opportunities in an effort to enhance linguistic skills in working with such a diverse student body. II B-74

To address students’ behavioral and therapeutic counseling needs, the college has a separate Mental Health Services program that offers students crisis intervention/counseling, individual counseling, group counseling, and referral to appropriate community resources. The program is coordinated by a licensed clinical social worker supervising interns from the local university graduate program. Mental Health Services are open to all students enrolled in credit courses and may be accessed by self-referral or referral by a faculty member. II B-75
**Evaluates Counseling**

The college regularly evaluates counseling through a variety of means. The point-of-service and student satisfaction surveys provide students with an opportunity to evaluate services immediately upon delivery. The following table shows the results of the *2009 Counseling Point-of-Service Survey*.

### 2009 Counseling Point-of-Service Survey

<table>
<thead>
<tr>
<th>Counseling Satisfaction Statement</th>
<th>Percent of Students Who Strongly Agree or Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Counselor was able to provide information I needed or provided me with appropriate referrals.</td>
<td>77%</td>
</tr>
<tr>
<td>Counseling session(s) helped me address my career/educational needs.</td>
<td>77%</td>
</tr>
<tr>
<td>Counseling session(s) helped me understand what career options are available.</td>
<td>80%</td>
</tr>
<tr>
<td>Counseling sessions helped me understand how to manage my personal challenges.</td>
<td>67%</td>
</tr>
<tr>
<td>Counseling session(s) informed me about college policies.</td>
<td>73%</td>
</tr>
</tbody>
</table>

Counseling is also evaluated relative to student learning. Counseling identified several student learning outcomes (SLOs) in 2009 as follows:

- Students will demonstrate a proactive approach to achieving success in their academic pursuits after interacting with counseling services.
- Students will define their career and education goals with a counselor.
- Students will demonstrate the ability to follow a mapped-out education plan for transfer and or A.S. degree.
- Students will demonstrate the ability to successfully utilize non face to face synchronous and asynchronous online counseling services.

To measure these SLOs, the following assessment methods will be utilized:

- Using data from ISIS and SARS reporting systems, identify students who make follow-up counseling appointments for personal, educational, and career issues. Also identify those who attend and participate in any re-admittance service provided via the counseling office. Identify students who attend a non-mandatory orientation or any other recommended student success workshop and complete recommended career assessments.
- Using data from ISIS and SARS reporting systems, identify students who attend one hour counseling appointment for either education planning or career counseling sessions.
- Using data from ISIS and SARS reporting systems, identify students who create an education plan and graduate with an Associate Degree/Certificate or transfer to a four-year institution.
- Using data from the online reporting system of completed appointments and workshop sessions, the student feedback survey from the website, and student information from...
SARS, identify students who make online appointments and attend online workshops, or email questions for e-Counselors.

While the department has yet to “close the loop” in terms of its assessment cycle, it anticipates doing so by 2011. The results will be used to make improvements.

**General Counseling Services**
The General Counseling office at San Diego City College provides a majority of the follow-up services available to students. These services take place in the form of one-hour counseling appointments, walk-in contacts for quick questions, as well as a variety of student success workshops. In 2006 the Counseling Department launched the only comprehensive online synchronous and asynchronous counseling program among California community colleges. A website known as E-Counseling Services, devoted to online counseling, was designed to provide live counseling and advising to students enrolled in both online and on-campus classes. The Live e-Workshops and Live e-Appointment services utilize the WebEx-powered meeting encrypted secured center, which allows students to meet with a counselor in real time to receive educational, career, and personal counseling as it pertains to their academic success. These services are available to both “pure” online students as well as to students taking classes on campus. There were 9,285 students served in 2008.

Orientation is a strong component of the student development process. The new student orientation sessions on the campus are highlighted by a counselor-developed PowerPoint presentation. New students who have been admitted to the college are expected to attend an orientation session before registering for classes. It provides important information to students about the programs and services available at the college as well as strategies for student success. In orientations, counselors review assessment results and recommend appropriate courses based on the student’s goal. All students in attendance are expected to complete a first semester plan. The counseling department developed an online orientation available in languages other than English. The orientation was first launched for student use in spring, 2009. The online orientation provides another opportunity for students at all serviced areas to participate in orientation. All orientations and services are widely advertised on campus and on the college website.

To promote student development, the college also hosts a “Student Success Day,” which is a welcome orientation for first-year students. While the event is mainly housed within student development, student services play a significant role in the coordination of the program. Student Success Day is held in the summer time a few days before school begins. There are a series of workshops to include Financial Aid, Health Services, as well as Student Affairs. The day provides students with an opportunity to connect to campus life and the community.

Counselors at the college are primarily available to students for career counseling appointments. These appointments focus on student interests and future goals. Students are often referred to the Transfer/Career Center in order to complete career assessments so that the counseling session can be more effective. Students also meet with counselors to develop educational plans. The student education plan is reviewed and updated every time the student chooses to make a change in their career or academic path. This is done during a one-hour counseling appointment.
Students are encouraged to visit with a counselor for follow-up services and review of their education plan at least once a semester.

Education plans are developed using ISIS degree auditing software. An education plan is electronically generated when a student meets with the counselor. In addition to the electronic education plan, counselors also utilize enrollment planning sheets which provide a more targeted breakdown of classes and pathway for the individual student. Typically about 2,000 education plans are generated by counselors every semester. Data from spring, 2008, reveals that there were 1,989 completed appointments in which students requested an education plan for an associate or transfer degree. II B-80

With regards to personal support, counselors diligently work to retain students by helping with study skills, test anxiety, personal and crisis counseling. Those most at risk, including probationary and academically disqualified students, are either encouraged or required to visit the counseling office. In general, students are either referred by instructional faculty or identified electronically. Many students are walk-ins. In 2007 the department piloted the Readmission Intervention for Student Excellence Program (R.I.S.E.). The purpose is to provide more intensive and intrusive counseling to those students who have been disqualified multiple times and are required to sit out either the semester or full academic year. With special permission from the vice president of student services some students are allowed back to school but held to very strict rules. Students must take an intensive one-unit, eight-week Personal Growth class (PG 140) taught by a counselor. The class focuses on the social, personal, and academic issues potentially affecting a student’s college progress. In addition to the aforementioned activities, the counseling department also provides follow-up intervention services such as math anxiety workshops, and academic success workshops. II B-81

The college has a tremendous asset in the Transfer/Career Center with its myriad of resources and services. Adjacent to the Counseling Center, the Transfer/Career Center serves as a complement to, and supports work conducted in, the counseling office. Counselors staff many of the student success workshops hosted by the center on issues such as the Transfer Agreement Guarantee (TAG) Program to UCSD and SDSU, employment workability, and career assessments. II B-82

Counselors are also required to teach Personal Growth courses on campus, such as Personal Growth 120: College Success and Lifelong Learning, Personal Growth 130: Career and Life Planning, and Personal Growth 140: Life Skills and Personal Adjustment. All three courses have been articulated to the California State University system. The curriculum for these courses was designed by counselors to address the needs of those students who are uncertain, unmotivated, or who require additional follow-up support navigating their way through the college experience. Teaching adds another dimension and professional opportunity, whereby counselors reach out to students and serve as a support conduit for those students requiring their services.

In addition to general counseling, counselors also support students through a variety of programs and services, such as DSPS, EOPS, TRIO, and CalWORKs.
Disability Support Programs and Services (DSPS)
Disability Support Programs and Services (DSPS) counseling services address the unique and special needs of students with verified disabilities in the academic environment. DSPS counselors are specialists in the area of disabilities, accommodations, functional abilities and disability management. Counseling services involve identifying appropriate individual accommodations for the student to be successful in reaching their learning goals and objectives. DSPS counselors collaborate closely with Health Services and Mental Health Services on the campus. Counselor specialists assist students to become self-advocates and to utilize accommodations. DSPS Counselors also assist faculty and administration in providing accommodations so as to not fundamentally alter instruction and to remain compliant with ADA and Section 504, 508 federal mandates.

Mental Health Counseling Program
To address students’ behavioral and therapeutic counseling needs, the college has a separate Mental Health Counseling Program that offers students’ crisis intervention/counseling, individual counseling, group counseling and referral to appropriate community resources. The program is coordinated by a licensed clinical social worker supervising interns from the local university graduate program. Mental Health counseling services are available to all students enrolled in courses and may be accessed either by self-referral or referral by a faculty member.

San Diego City College is unique in offering comprehensive support services and a coordinated service delivery system. The program addresses social and psychological as well as academic and vocational needs so as to support the whole person. It is staffed by a full-time clinical social worker who administers to clients and supervises clinical social work interns from SDSU. The program treats students with a wide variety of both acute and chronic conditions that potentially or actually impact academic success. Mental Health Services include individual and group therapy, assessment and referral, crisis intervention, short-long term psychotherapy (up to one a year), behavioral contract compliance, faculty/staff consultation, disciplinary evaluations, and psycho-educational seminars.

Counseling Faculty Professional Development
A commitment of the San Diego City College Counseling Department is to emphasize career counseling, and to train all its counselors to be proficient as career counselors, particularly since the majority of the student population is seeking career development and guidance in one form or another. During the past four years the Counseling Department has made a concerted effort to increase the number of professional development opportunities that are available to counseling faculty. As a rule, on a semester basis, there is a regular departmental retreat, and a minimum of one additional professional development training. Counselors are provided the opportunity to attend professional development conferences as it relates to their areas of interest and assignments. The Title 5 Hispanic-Serving Institution Grant (H.S.I.) issued to the college in September, 2004, allowed for the creation of a Counseling Subcommittee. Serving on this committee was the chair of counseling, director of EOPS, director of the TRIO program, director of the Transfer/Career Center, and the coordinator of the counseling component of the H.S.I. grant. An area of focus and mission of this group was to increase professional development opportunities afforded to counselors, and to take a more proactive approach with regards to
students when it comes to utilizing counseling services. As a result the committee arranged for and coordinated intensive career counseling training during the last three years in an effort to support the development and honing of counselors’ career counseling skills.

In order to have better integration of instruction and student services, counseling faculty collaborate with instructional faculty by attending departmental meetings and are assigned as instructional departmental liaisons. This helps when it comes to counseling students, and the dissemination of accurate information. In addition, San Diego City College provides venues for counseling faculty to help govern the college, and counselors sit on a variety of important committees across the campus and district. The counseling faculty participate in the annual master planning and program review process. Counselors serve on the Academic Senate, Curriculum Committee, Academic Standards, and the district’s Student Services Council. In addition, the chair of the counseling department represents counselors on the Chairs Council.

**Counseling Faculty Evaluation**
Both full-time and adjunct counseling faculty are evaluated on a regular basis. Newly hired full-time counselors and adjunct faculty are evaluated yearly. Tenured counseling faculty are evaluated at least every three years. This evaluation process involves a committee comprising the dean of student development, counseling chair, and a peer evaluator. Counselors are evaluated on their ability to successfully conduct a counseling appointment, their ability to effectively assess the needs of the students they are working with, their knowledge of district policies and procedures and how well they continue to hone their professional skills by seeking out professional development opportunities.

In addition to the above mentioned committee evaluation process, all counselors receive feedback on their individual performance as a result of student evaluations. These are conducted every semester. Those counselors who counsel online also are evaluated in the same manner. The online student feedback is incorporated into the tabulated results. The average rating of the counselors’ individual student evaluations in 2008 was 3.8. This is based on a 4.00 grading scale.

**Self Evaluation**
The college meets this standard.

San Diego City College maintains and evaluates its counseling programs on an ongoing basis. Additionally, faculty within the counseling programs are evaluated regularly.

**Planning Agenda**
None

**II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

**Descriptive Summary**
San Diego City College serves an ethnically diverse student population reflecting the changing demographics of the State of California. The college embraces and is fully committed to the rich
diversity of its students. The college’s institutional priorities were revised and approved by the Master Planning and Resource Oversight Council (MPROC) and the President’s Council in fall, 2007. One of the most important institutional priorities is “Equity, Inclusiveness, and Diversity” which is to “Strengthen and support an inclusive and diverse campus culture which enhances student, faculty, and staff success at City College and in a global community.”

The college’s mission clearly states its commitment to the delivery of services to promote the academic success of its richly diverse student population: “San Diego City College is a multicultural institution committed to providing open access to all who benefit from instruction and to meeting the diverse and ever-changing educational, cultural, and economic needs of the inner city and surrounding communities of San Diego.” This philosophy is reflected in the quality of services to the student body, the commitment of its faculty, the safeguards inherent in its hiring practices, and its stated beliefs and values. The institutional commitment is also reflected in course offerings, programs, services, and practices. At San Diego City College, a conscious effort to provide opportunities for students to appreciate and understand diversity at many levels is expected and visible. When surveyed, the majority of students strongly agree or agree (74%) that their college experience has contributed to a better understanding and appreciation of diversity. Likewise, employees strongly agree or agree (86%) that the college implements program, practices, and services that enhance student understanding and appreciation of diversity.

Formed in 2005 as a standing committee of the Academic Senate, the college’s Diversity Committee initially focused on hiring practices and faculty issues. The Diversity Committee has since expanded to take the lead in fostering a campus environment that welcomes and respects diverse life experiences. There is a discernable commitment to promote a broader awareness of diversity through policies, programs, and employment practices that support the mission of the college.

A Diversity Committee representative participates on the Equal Employment Opportunity (EEO) Planning Committee to enhance diverse hiring throughout the district. This committee is charged with reviewing the district’s EEO and Diversity Plan and making recommendations to further promote diversity in hiring districtwide and at the campus levels. The Diversity Committee is also charged with:

- Promoting behaviors that enhance a campus-wide comfort and acceptance of diversity;
- Developing and encouraging the implementation of strategies to promote the recruitment, hiring, and retention of diverse contract and adjunct faculty;
- Recommending approaches to improve the academic success and persistence rates of all students, particularly non-traditional students;
- Assessing, collecting, and disseminating to the campus community data pertaining to campus climate and attitudes toward diversity;
- Developing, recommending, and initiating, as appropriate, affirmative steps to facilitate opportunities for public discussion relating to diversity; and
- Collaborating with other organizations on campus to assure realization of this committee’s goals concerning diversity.
At the campus level, the Diversity Committee has hosted three key events. The first was the Convocation in fall, 2007. The focus was on building a more inclusive campus community and opening dialogue about diversity and inclusion. Essential components of the program included discussions on recruiting and hiring diverse adjunct and contract faculty, and fostering a more inclusive classroom environment.

For the second event (spring, 2008), the Site Compliance Officer—also a member of the committee—facilitated three workshops for adjuncts interested in applying for full-time positions. The workshops explained the district’s intricate application process, which helped many adjuncts succeed in both the first and second interviews with some adjunct receiving contracts.

For the third event (fall, 2008), the committee held a Student/Faculty Forum to discuss student perceptions about the college’s academic environment and to identify strategies for strengthening student life on campus.

The Diversity Committee is also working with the district Office of Institutional Research and Planning and the campus-based researcher to facilitate developing an employee campus climate survey instrument and piloting the survey in summer, 2010. The survey will be administered in fall, 2010. The following campuswide programs and activities demonstrate San Diego City College’s efforts to design and maintain appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

**World Cultures Program**

Started through a grant nearly 10 years ago with a mandate given by a joint administrative and faculty committee to celebrate the ethnic and cultural diversity at San Diego City College and to enhance curriculum and campus life, the World Cultures Program exposes students, faculty, staff, and the community to a broad array of global cultural diversity found in people, groups, beliefs, traditions, and customs, plus the best in music, drama, literature, lecturers, and art. The World Cultures Program accomplishes this mission by providing a forum for artists, musicians, singers, dancers, actors, writers, historians, spokespersons for numerous causes, athletes, and educators from all over the globe. Events come in a variety of formats, including large and small multimedia presentations, exhibits, concerts, debates, dramatic performances, and speakers. All of the on-campus events are provided to the campus community free of charge. In addition, students frequently receive free or discounted tickets to cultural activities and performances throughout San Diego as the result of the college’s community partnerships with organizations such as the Old Globe Theatre, Common Ground Theatre, San Diego Repertory Theatre, San Diego Opera, and others.

Each year, World Cultures sponsors approximately 40 on-campus events with an average yearly attendance of more than 5,000. Each semester, additional events are often added to the schedule as the result of World Cultures Grant funding, yet another benefit offered by the program which enables faculty, staff, and students to propose program ideas which meet an established criteria, and receive funds based upon committee approval.
The World Cultures Program also sponsors programs that add meaning to holidays, historic events, and specially designated months of the year, such as Black History Month, Hispanic Heritage Month, Holy Week in Spain, Cinco de Mayo, French Mardi Gras, and more. These activities often feature costumes, food, traditional activities, and music representative of the highlighted culture.

Currently, World Cultures events are offered during the fall and spring semesters. Each season is planned at least three to six months in advance by the program’s co-directors who make every effort to offer a diversity of programming that adequately represents the needs and desires of the campus community. Past programs have included (but are not limited to) a Masaaai warrior, a neo-modern jazz quintet, a Klezmer band, a renowned Korean ceramist, an Irish fiddler and storyteller, internationally renowned filmmakers and screenwriters, Flamenco dancing, an African drum and dance ensemble, Taco Shop Poetry Slams, controversial political debates, Finnish folk music, Holocaust survivors, a Steel Drum Band, and national touring Photography exhibits. It is the hope of the college that the programs offered by World Cultures will increase each year so that the college can better accomplish its mission to increase the understanding, appreciation, and celebration of global human diversity on the campus and in the world. When asked if they learned about other parts of the world and other cultures, results from the 2009 Student Satisfaction Survey show that 66% of students strongly agree or agree.

San Diego City College Learning Communities

The following Learning Communities assist first-generation students and at-risk students with individual learning needs.

- **Puente Program**
  The mission of this academic preparation program is to improve the college-going rate of California’s educationally disadvantaged students by increasing the number of students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders of the future.

- **Umoja Community Program**
  The Umoja Community Program provides transfer-focused, community-based learning with special emphasis on African American culture and experience. It is a community of educators and learners committed to the academic success, personal growth, and self-actualization of African American and other students. The Umoja Community seeks to educate the whole student—body, mind, and spirit. Informed by an ethic of love and its vital power, the Umoja Community deliberately engages students as full participants in the construction of knowledge and critical thought. The Umoja Community seeks to help students experience themselves as valuable and worthy of an education.

- **First-Year Experience (FYE) Program**
  The First-Year Experience (FYE) Program is designed to enhance the first steps a student takes into a new era of change and possibilities. The program lends support and guidance to each student’s chosen academic and career paths. FYE is tailored to meet the special needs of first-time college students needing assistance with choosing career paths, academic courses, and major areas of study. It also helps students develop college success skills, and skills in English and math.
- **City Links Program**  
  City Links is the program of learning communities from basic skills through transfer. The learning communities are individual pairs of linked classes, including:
  - Basic skills-level English reading with writing (both for native speakers and ESOL students);
  - College-level English with History, Chicano Studies, Speech, and Health 101; and
  - Transfer-level English with Chicano Studies.

  City Links communities have open enrollment for all students. In every learning community, the same group of students is enrolled in the two linked classes. Classes are taught by a team of professors and share a common theme, goals, and projects. City Links’ students develop stronger friendships through community building, enjoy a more powerful learning experience, and are more successful.

- **Honors (Core) Program**  
  The Honors (Core) Program emphasizes an enhanced academic experience and offers students scholarships and transfer agreements to major universities. Core classes are small and team-taught, which allows for more one-on-one instruction with the students. In addition, Core students have research opportunities and access to the library at UCSD. Students visit major university campuses, and earn a Global Competency Certificate at the successful completion of the program.

*International Program*  
International students on the college campus bring experiences at the international level to the classroom and afford resident students a broader sample of diversity with their distinct worldviews. For many students, this may be their best opportunity to begin the development of cultural understanding at the global level. The international student population at San Diego City College has ranged from 120 to 60 over the last five years.

International students are fully integrated in the college community. International students bring their influence to the classrooms by participating in discussions, working on group projects, and studying with resident students.

*Math, Engineering, and Science Achievement (MESA) Program*  
MESA enables educationally disadvantaged students to prepare for and graduate from a four-year college or university with a math-based degree in areas such as engineering, the sciences, computer science, and mathematics.

Through MESA, students develop academic and leadership skills, increase educational performance, and gain confidence in their ability to compete professionally. MESA has particular interest in and focus on students from those groups who historically have had the lowest levels of attainment to four-year and graduate level programs. By closing this achievement gap, MESA students and graduates will be better able to make significant contributions to the socioeconomic wellbeing of their families and their communities.
Black Male Gathering
Black Male Gathering is a faculty, staff, and community support and mentor program for African American male students. The intent of the program is to provide guidance, mentoring, and resources. The organization consists of African American males comprised of San Diego City College and SDSU faculty and staff, as well as community organizations such as the Pan African Association and Harmonious Solutions. The Gathering also extends itself to African American male students and faculty from other community colleges. Past activities include the A2MEND Conference.*II B-91*

Office of Student Affairs
Examples of student organizations that embrace diversity through their cultural activities, programming, and extracurricular activities include the Asia Club; Disabled Student Union; MEChA; Pan African Student Union; IDEAS; and the Lesbian, Gay, Bisexual, and Transgender Student Union.

Campuswide Community Activity
San Diego City College encourages campuswide funding and participation in the César Chávez Day Parade and the Martin Luther King, Jr. Day Parade, and faculty and staff membership in a variety of community ethnic and cultural organizations.

San Diego City College International Book Fair
The San Diego City College International Book Fair is the outgrowth of over ten years of work by the Creative Writing faculty, their students, and friends in the community at large. The only event of its kind in San Diego, the annual Book Fair celebrates all forms of cultural exchange and growth, from literature to the arts and music. It promotes local writers and booksellers, as well as prominent national and international authors and artists.

The college is uniquely situated in the center of San Diego and hopes to serve as a cultural nexus that brings together the various communities of the city and provides a vital site for cultural exchange and growth. The primary goal is the promotion of literacy and cultural reciprocity. The Book Fair is put on in concert with the San Diego City College World Cultures Program, and is committed to promoting local writers and booksellers, as well as reaching out to prominent national and international authors and artists, particularly the college’s friends and neighbors in México. The fair showcases the arts and music as well as literature of many different cultures.*II B-92*

Umoja Conference
In fall, 2008, San Diego City College spearheaded the development and implementation of the fourth annual, statewide Umoja Conference “Indaba: Coming Together for a Common Purpose.” Conference strands included the sharing of practices and pedagogies intentionally and deliberately designed for African American students in higher education.*II B-93*

Hermanos Unidos/Brothers United (HUBU) Conference
In fall, 2009, the college planned and implemented the first annual HUBU Conference. The Hermanos Unidos/Brothers United Program was designed to address the achievement gap that exists among African American and Latino male students.*II B-94* HUBU is designed to help
students by providing services and activities to enhance the students’ overall academic and social experiences at San Diego City College. HUBU will help African American and Latino male students succeed by informing, motivating, and preparing them for success both academically and personally.

**Self Evaluation**
The college meets this standard.

San Diego City College’s programs and services are designed to enhance, promote, and support the understanding and appreciation of diversity. The student body is exceptionally diverse and the college serves this body well by means of its curricular, co-curricular, and extra-curricular activities.

In the *2009 Student Satisfaction Survey*,

- 74% of students strongly agree or agree that their college experience has contributed to a better understanding and appreciation of diversity; II B-95
- 75% strongly agree or agree that their college education helped them understand themselves better; II B-95
- 79% strongly agree or agree that they feel comfortable in the college setting; II B-96
- 78% strongly agree or agree that they were treated with respect at the college. II B-96

**II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

**Descriptive Summary**
In collaboration with the San Diego Community College District’s Student Services Department, the Admissions Office evaluates all practices and instruments pertaining to admittance and registration for consistency and effectiveness. Additionally, frequent evaluation ensures that equitable student support services are accessible to a diverse student body without biases.

Admissions and district staff meet regularly each semester or session to review and evaluate registration procedures to ensure that students fully understand and are able to easily access and navigate the registration process. Tools reviewed and evaluated include the online and hard-copy class schedule; college academic and fiscal calendars; registration processing calendars; deadline for residency determination; priority registration; special part-time high school students registration; registration appointments; enrollment confirmations; online application system; online registration system; the wait and add code lists; parking; drop for nonpayment, and various important deadlines.

To ensure the effectiveness of course placement tools, instruments, and support services provided by the college, students, faculty, staff and administrators play an essential role in contributing valuable feedback. The college constructs and implements various surveys and studies with the assistance of the district Office of Institutional Research and Planning, including:

- Point-of-service student satisfaction surveys
- Online course satisfaction surveys
- Intersession satisfaction and studies surveys
- Faculty and staff accreditation surveys
- Informal feedback is also accepted in the form of letters, word of mouth, referrals, complaints, and suggestions

All students must register using the online registration system. The website also provides access to all key resources and other available online services. Special session procedures are located in the college catalog for prospective and current enrollees in programs such as Nursing, International Students, Apprenticeship, First-Year Experience, High School, Veterans, and Active Service Members. Most special programs provide workshops, orientations, and/or one-on-one sessions. International students can also access the website.

The Admissions Office minimizes cultural and linguistic biases in instruments and processes by adhering to the college’s mission of “open access to education and services to all students who apply.” No matter the instrument, tool, or process used, the office minimizes biases by serving each student according to his or her individual needs despite differences in language, economic status, disabilities, or other issues.

In a team effort, the college continues to review, evaluate, and ensure that the campus and all on-campus offices and classrooms are accessible to students, faculty, and staff with disabilities. As a result of previous and current self evaluations it was determined that there were existing challenges that may have hindered access to students. To address those challenges, the following program improvements are in place:

- ACCUPLACER, online course placement testing including adaptive computer equipment for the blind
- Online admissions application, which can also be accessed at http://studentweb.sdccd.edu
- Optical imaging for paper applications admissions applications, transcripts, and official student rosters
- Online registration for all students at http://studentweb.sdccd.edu
- Computers for registration and online applications used by students in various locations throughout the campus, including Admissions
- Installation of on-campus registration help lines
- Upgraded the Student Identification (CSID) system
- Upgraded the student information system for staff, faculty, and administrators
- Online faculty websites for posting attendance accounting

Students are referred to the Assessment Office which is responsible for providing assessments for placement into courses such as Math, English, Writing, and ESOL. The college, under the administration of the district, uses state-validated and approved assessment instruments. The instruments include the ACCUPLACER, CELSA, CELSA ATB, and the Math Diagnostic Testing Project (MDTP). Instructors and students were surveyed to determine proper placement after assessment. Other tools and instruments that are regularly evaluated for course placement are prerequisites, co-requisites, and limitations on registration and advisories during curriculum review. The Admissions Office works closely with the counselors, department chairs and deans in processing prerequisite/co-requisite petitions and challenges for eligible students.
First-time students enrolling in special programs may be required to make appointments for orientation and assessment testing; however, others are strongly recommended to do so. Some students are required to test early for proper placement in restricted programs such as Nursing, Cosmetology, and selected Apprenticeship programs.

Online placement testing via the ACCUPLACER is available to all students who apply including the disabled. Adaptive computer equipment is available for disabled students with special needs such as the visual impaired. English assessment consists of two modules: reading and writing skills. The math assessment uses two indicators to determine placement: Algebra Readiness and Intermediate Algebra. Basic skills testing for math, English, and English for Speakers of Other Languages (ESOL) is administered manually using a paper-based tool and is clocked for time. Placement tests are free of charge to students and can be re-taken every three years. Students may retest earlier at the discretion of counselors, on a case-by-case basis.

The colleges in the San Diego Community College District use an approved set of second-party assessment instruments for evaluating and placing incoming students into English, math, and English-as-a-Second Language (ESL) as described below.

- **English Assessment**: Most students who place into English courses use the ACCUPLACER computer-adaptive tests. English placement is determined through two separate ACCUPLACER tests: Sentence Skills and Reading Comprehension. Each student is required to take both tests for English placement. The Sentence Skills score determines the student’s placement in the “Writing” half of the English requirement, and the Reading Comprehension test determines the “Reading” placement. When the computerized ACCUPLACER Sentence Skills and Reading Comprehension tests are not available, the corresponding “Companion to the Computerized Placement Tests” are utilized.

- **Math Assessment**: Students who place into math are assessed using two ACCUPLACER tests: Arithmetic and Elementary Algebra. The student selects which test to take, depending on his or her prior mathematics coursework and competence. In the case where the student chooses Elementary Algebra (the more advanced of the two) and scores low, he or she will be instructed to take the Arithmetic test to determine proper placement. Conversely, if the student chooses to take the Arithmetic test and scores very high, the test proctor will suggest that he or she take the Elementary Algebra test to get a more accurate placement. The written test used for mathematics placement is Intermediate Algebra Diagnostic Test (Precalculus Readiness Test) which is provided by the CSU/UC Mathematics Diagnostic Testing Project or MDTP, which also provides the materials for the Algebra Readiness Test, a diagnostic test of topics needed for success in a first course in Algebra. Pencil-and-paper tests are used on a limited basis in cases where ACCUPLACER is not available or accessible.

- **ESOL Assessment**: The test to place students in English for Speakers of Other Languages (ESOL) courses is only administered in written form; the SDCCCD does not utilize the ACCUPLACER computerized ESL tests. The test used for ESOL placement is CELSA: An English Language Skills Assessment which is provided by the Association of Classroom Teacher Testers.
All of the instruments are on a recurring cycle of validation and are currently in compliance with statewide recommendations. The Computerized ACCUPLACER and ACCUPLACER Companion and MDTP are valid until 2012. The CELSA is valid through 2011. The instrument validation conducted at SDCCD includes three specific validation processes:

1. Content-related validity to determine appropriateness of the test for placement into a course or course sequence;
2. Criterion-related and/or consequential validity to determine appropriate cut-scores; and
3. Disproportionate impact to determine test bias.

In addition to the standardized instruments listed, the college employs a variety of multiple measures that help to more fully assess students’ preparation levels. These multiple measures are self reported and include:

- The length of time the student has been out of school.
- The number of years of English that the student completed in high school.
- The grade the student received in the last English class completed.
- The student’s high school grade point average.
- The highest level of Math the student completed.
- The grade received in the last Math class the student completed.

During spring, 2009, the Admissions Office conducted a point-of-service student survey, developed by the Office of Institutional Research and Planning in coordination with the Accreditation Committee. Results of the 2009 Admissions Point-of-Service Survey are provided in the table below. II.B-98

<table>
<thead>
<tr>
<th>Admissions Satisfaction Statement</th>
<th>Percent of Students Who Strongly Agree or Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The admissions staff was helpful throughout the application and registration processes.</td>
<td>65%</td>
</tr>
<tr>
<td>The Reg-e registration process was user friendly.</td>
<td>84%</td>
</tr>
<tr>
<td>The new student orientation was well-organized and effective in helping students adapt to the college environment.</td>
<td>60%</td>
</tr>
<tr>
<td>Informed about the importance of the assessment tests prior to taking them.</td>
<td>64%</td>
</tr>
<tr>
<td>Counseling session(s) informed me about college policies.</td>
<td>73%</td>
</tr>
</tbody>
</table>

**Self Evaluation**

The college meets this standard.

Complementing the open admissions policy, the placement test validation process described above effectively maximizes the potential for accurate placement of students into appropriate English, math, and writing courses.
Planning Agenda #4
The vice president of student services, in conjunction with district Instructional Services and district Student Services and respective college faculty, will re-establish the review cycle for the placement tests used to assess students’ readiness in mathematics, English composition, reading, and English for Speakers of Other Languages (ESOL). The re-established review cycle will begin in fall, 2010.

IIB.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary
The institutional policies governing the maintenance of student records at San Diego City College are those of the San Diego Community College District, mandated by Federal regulations, the Title 5 California Education Code, and the California Code of Regulations. These records are secure based upon the strict District Procedure 2300.1, Warehousing and Disposition of Records. II B-99

All permanent student records are either maintained by the college or district’s Student Services Office. For example, the admission application is scanned into the Integrated Student Information System (ISIS), imaged, released into a special folder in ApplicationXtender also known as WebXtender, and is available for immediate viewing. Official transcripts and student academic records are manually processed on campus and then forwarded to the district for imaging and release into the WebXtender. Student records such as the online application signature page, admissions application, permanent file records, permanent file number, faculty rosters, and transcripts are currently available for viewing in the WebXtender. The WebXtender has been in existence since April, 2003, and was upgraded in April, 2007. After imaging, hard copies of documents are housed and protected in a special area in fireproof, and otherwise safe, storage in the district’s warehouse. All records previously maintained via microfiche have been converted to the WebXtender document imaging system.

Recovery from accidents or disasters is made possible by a database backup system on a nightly basis for all student records in ISIS. Student records located in the document imaging system are backed up with compact discs. All records and backups are maintained until sent to various off-site locations. The college’s Institutional Technology and district’s Information Technology departments are responsible for ensuring safe backup and security of all permanent student records.

The security, confidentiality, and backup of student records are based on the following four classifications.

Class 1 – Permanent Student Records
The district office maintains Class 1 records such as transcripts; admission applications; official grades and attendance rosters and supporting documents such as Grade Change Forms; Application for Independent Study; Assignment of Incomplete; California Nonresident Tuition
Exemption Request (AB540); and Military Contract Education Program rosters. The Active Military Duty Certification is maintained in the college’s Admissions Office.

**Class 2 – Optional Student Records**
Optional student records are placed, within one year, in a pending status for further review and classification. Examples include receipt of academic transcripts from other colleges where there is no admissions application on file, applications for emergency aid, and promissory notes that are housed in the Student Affairs Office.

**Class 3 – Disposable Records**
Most disposable records are maintained at the college from three to five years after the student is no longer enrolled and in need of additional student support services, while other disposable records are maintained at the district Student Services Office. Class 3 records are kept on campus in various offices such as Admissions, Financial Aid and EOPS, Evaluations, Counseling, Nursing, Health Services, Instruction, Office of the Vice President of Student Services, DSPS, Veterans Affairs, and Accounting.

Thereafter, student records are transferred to the district warehouse for disposal. Examples include transcripts from former colleges when the student has no admissions record on file; administrative drop forms; Application for Credit by Examination; deferment applications; Instructor Report of Nonattendance; Petition for Credit/No Credit; Petition for Schedule Adjustment After the Deadline; Academic Credit for Nontraditional Education; Petition to Challenge; general student petitions; Proof of Prerequisite; registration work sheets; special part-time applications for high school and joint-diploma students; VA benefits; and financial aid.

**Not Classified (NC)**
These records include forms and communications containing identifiable student information that is not considered part of a permanent student record. For example, counseling referral forms; Petition for Academic Renewal without Course Repetition and Petition for Academic Renewal by Course Repetition; Change of Degree Declaration; Petition for Modification of Major; previous college transcript request forms; Request for Change of Social Security Number, Name, Address; and certain other unrelated correspondence between student and staff. These documents are usually stored in a student folder or special filing area and discarded after one year. Some documents are retained in designated offices such as evaluations, counseling, accounting, admissions, records and the district office.

**Release of Student Educational Records**
The procedures for release of student records, District Procedure 3001.1, are accessible online and are in compliance with the Title 5 California Administrative Code, the California Education Code, and the Federal Family Education Rights and Privacy Act (Public Law 93-380).

**Self Evaluation**
The college meets this standard.

San Diego City College maintains student records and adheres to district policies for warehousing and disposition. The Integrated Student Information System (ISIS) has been
modified to accommodate optical imaging of permanent student records to ensure protection and security when accessed and utilized by administrators and staff in student services. The modification is in keeping with the statewide community college system and education system as a whole.

Planning Agenda
None

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary
The Student Services division at San Diego City College regularly and systematically evaluates its programs and services. As summarized previously, student services program review—which is tied closely to the development and assessment of student learning outcomes (SLOs) and administrative outcomes (AOs)—is conducted annually and is tied to the institutional processes of program review and budget planning and oversight. In addition to the annual program review cycle, the three major divisions of the college—Student Services, Instructional Services, and Administrative Services—convene on a monthly basis via the Master Planning and Resource Oversight Council (MPROC) to discuss and evaluate emerging matters related to planning and budget.

Upon completion of program review and assessment of SLOs and AOs, the process then moves to annual departmental master planning with the identification of actions and priorities for the future year based upon the prior year’s review and assessment of SLOs and AOs. Student services’ planning is integrated with the budget development process with allocations being prioritized within the division based on program review and master planning. II.B-101 Additionally, student services program review is supplemented by formal state and/or federal reviews of the special “categorical” programs, including matriculation, EOPS, DSPS, CalWORKs, and TRIO. One such formal “categorical” review conducted by a statewide team took place in spring, 2009. While a formal report was not provided by the visiting team, the college benefited from the internal review and discussion with the team. II.B-102 Likewise, as a member college in the Pacific Coast Athletic Conference (PCAC), the San Diego City College Athletic Department participates in a program review self-study every five years. After a review team visits the campus, recommendations and commendations are submitted to the college. II.B-103

Methods of assessment are supported by the Institutional Assessment Committee (IAC), Research Committee, and district Office of Institutional Research and Planning (IRP). The IAC is co-chaired by faculty representing instruction and student services trained in assessment, student learning, and continuous improvement. II.B-104 This expertise has been and continues to be shared with college staff, faculty, and administrators through formal and informal means. For example, in 2009–10 the IAC co-chairs implemented a college training program for the use and implementation of the newly adopted accountability management system called TaskStream.
TaskStream is now San Diego City College’s online system to document and organize AO and SLO work, together with program review and master planning efforts.

The college Research Committee, which is co-chaired by the vice president of student services and academic senate president with members also including the campus-based researcher and the director of district research, facilitates the development of a collegewide research agenda with priorities that are in line with the college’s mission statement, master plan, accreditation requirements, and other state and federal requirements. The Research Agenda provides a systematic means by which information and data are generated for the assessment of student support services programs. This information and data is combined with other methods of assessment including the student satisfaction surveys, employee perception surveys, point-of-service surveys, student equity reports, student learning and administrative outcomes assessments, and a variety of regularly produced reports from the IRP.

**Student Learning and Administrative Outcomes**

As indicated, as part of the annual program review process, each department also establishes student learning outcomes (SLOs) and/or administrative outcomes (AOs) as a means by which to measure and improve student learning and success. San Diego City College utilizes the Nichols Assessment Model which is a widely used Assessment Reporting Model designed by James O. Nichols of Institutional Effectiveness Associates. San Diego City College modified the five-column Nichols form into a “Six-Column Model.” This model is used as a consistent campuswide framework to guide the student learning and administrative outcomes process.

The first and second columns of the model delineate the institutional mission, competencies, and priorities. The third column details the actual SLOs or AOs for the department, program, or course. All departments in Student Services have established SLOs or AOs as presented in the chart below. In addition to the establishment of SLOs/AOs, Student Services departments have progressed along the six-column model to varying degrees. Several departments or programs have completed the full assessment cycle and are using the results to make incremental program improvements. All departments will “close the loop” by 2012.

### Student Services Departments Student Learning Outcomes (SLOs) 2009–10

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<thead>
<tr>
<th>Department/Program/Service</th>
<th>Student Learning Outcomes</th>
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</table>
| Admissions & Records       | • Students will be able to demonstrate their ability to maneuver through the admissions process by applying and completing the application whether online or in person in the Admissions Office.  
• The Admissions Office will provide available resources online and via hard copy that will assist a diverse student population to easily access and follow through with the Admissions process. |
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<th>Student Learning Outcomes</th>
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</table>
| **Assessment**             | - Students will identify the purpose of taking assessment/placement tests.  
                              - Students will demonstrate the ability to sign-up for the appropriate Math and/or English assessment test.  
                              - Students will be able to discuss skill levels with a counselor in order to develop an education plan. |
| **Athletics**              | - Continued support of student/athletes quest to ensure completion of their degree or certificate programs with the help of our academic counselor.  
                              - Ongoing networking with 4-year institutions to find the best fit as our students/athletes matriculate.  
                              - Continued encouragement and support of coaches and student/athletes to participate in community service.  
                              - Continued participation in campus and community activities in order to bring attention to the programs offered and to increase Athletic Department visibility on campus. |
| **CalWORKs**              | - CalWORKs plans to move to digital imaging.  
                              - Show students how to use SEP. Additionally, show students how to access district web services for print outs of schedule, financial aid information, grades, and how to find courses and instructors.  
                              - District research team to run report from SQCW screen, SB screen and SQMR screens to identify those CalWORKs students who have completed an educational plan and where. Numbers to be compared to the number of CalWORKs students served by program for the academic year. A percentage greater than 70% will be considered as positive evidence of having achieved the outcome measure. |
| **Counseling**            | - Students will demonstrate a proactive approach to achieving success in their academic pursuits after interacting with counseling services.  
                              - Students will define their career and education goals with a counselor.  
                              - Students will demonstrate the ability to follow a mapped-out education plan for transfer and or A.S. degree.  
                              - Students will demonstrate the ability to successfully utilize non face-to-face synchronous and asynchronous online counseling services. |
<p>| <strong>DSPS</strong>                  | - Students with disabilities will be independent and able to advocate for themselves in managing their disability. |</p>
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<tr>
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</table>
| EOPS                                            | • Students will demonstrate awareness and a working knowledge of EOPS requirements, registration procedures, student rights and responsibilities, and available services.  
• Students will acquire the skills needed to jointly develop (w/counselor) and successfully follow an education plan, demonstrate the ability to make informed transition/transfer decisions, and demonstrate the requisite competency to effectively use career planning tools.                                                                                                                                                                                                                         |
| Evaluations                                     | • Students will learn how to access and complete the proper forms and petitions to achieve their educational goals.                                                                                                                                                                                                                                                                                                                                                             |
| Financial Aid                                   | • Students will learn how to effectively use online services to successfully navigate and complete the financial aid process.                                                                                                                                                                                                                                                                                                                                               |
| First-Year Experience                           | • Students will identify and utilize instructional and student support services to address individual needs.  
• Students will make informed decisions about course selection.  
• Students will explain and seek out resources for educational planning.  
• Students will identify and articulate short and long term educational, transfer, and/or career goals.  
• Students will describe the importance of being “good citizens” and role models in their communities.                                                                                                                                                                                                                                                                                                  |
| Mental Health Counseling Services               | • City College students who have had at least 4 personal counseling sessions in Mental Health Counseling Services will be demonstrably more optimistic, with improved functioning.                                                                                                                                                                                                                                                                                                    |
| New Horizons                                    | • New students enrolled in New Horizons will improve study skills.                                                                                                                                                                                                                                                                                                                                                                                                            |
| Outreach                                        | • Students will learn the benefits of attending City College as a means of meeting their educational goals.  
• Students who have chosen to attend City after meeting with Outreach professionals will competently complete the first step of the matriculation process, application.  
• Students who have chosen to attend City after meeting with an Outreach professional will be assessed and meet with a counselor.                                                                                                                                                                                                                                                                       |
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| Student Affairs           | • Students will demonstrate basic leadership skills.  
                           | • Students will implement an effective student government organization.  
                           | • Students will research and apply for scholarship support of their education. |
| Student Health Services   | • Demonstrate knowledge of the variety of health services available to students at City College by presenting in greater numbers to receive care.  
                           | • Demonstrate civic and personal responsibility by presenting to campus sponsored blood drives and HIV testing opportunities. |
| Transfer/Career Center    | **Transfer SLOs**  
                           | • Students will identify what transfer is and identify the basic steps in the transfer process.  
                           | • The Transfer/Career Center will increase the number of transfer students 2009–2010 cycle as compared to 2008–2009.  
                           | • The Transfer/Career Center will increase the number the number of UC TAGS 2009–2010 cycle as compared to 2008–2009.  
                           | **Career SLOs**  
                           | • Students will identify at least one career field that matches their interest or personality type. |
| TRIO/ASPIRE               | **Transfer**- Students will have the knowledge of resources available to assist with their transfer goals.  
                           | **Graduation**- Students served by the TRIO Program will know the requirements needed to successfully complete Associate Degree requirements.  
                           | **Persistence**- Students in the TRIO program will be more socially and academically connected to the campus through club involvement and TRIO sponsored activities.  
                           | **Good Academic Standing**- Students in the TRIO Program will receive the necessary support to excel academically. |
| Tutoring                  | • Improve grades in courses in which students are receiving tutorial assistance.  
                           | • Increase students’ persistence and retention.  
                           | • Increase students’ mastery of a variety of learning skills (time management, notes taking, etc.). |
Upon establishing SLOs and AOs, departments identify ways to assess them using a variety of measurement methodologies. These assessment methods are detailed in the fourth column of the “Six-Column Model.” It is in this column that the outcome is clearly detailed as to criteria for success and specific assessment methodology. For example, in the Counseling Department, in order to measure the SLO “Students will demonstrate a proactive approach to achieving success in their academic pursuits after interacting with counseling services,” will use data from the student database system and SARS software reporting system to identify students who make follow-up counseling appointments for personal, educational, and career issues, or who participate in student success workshops. Precise outcome language, together with specific measurement techniques and criteria for success, ensure that we have measureable, actionable outcomes.

After identification of SLOs/AOs assessment methodology, data and/or results are recorded in the fifth column of the chart. The sixth column documents specific ways in which the data and/or results would be used for program improvements. For example, in Admissions, to measure the SLO “Students will be able to demonstrate their ability to maneuver through the admissions process by applying and completing the application whether online or in person,” two survey prompts were used. The first prompt from the point-of-service survey asks, “The Admissions Process was easy to understand,” and the second from the student satisfaction survey asks “I am satisfied with the Admissions application process.” Results reveal that 88% of students strongly agree or agree that the admissions process is easy to understand and 75% are satisfied with the admissions application process. II B-107, II B-58 To make improvements based on this data, the Admissions Office decided to establish an online center in admissions to not only raise the level of satisfaction with the 12–25% of students who did not express satisfaction with the admissions process, but also to enhance the delivery of admissions services to students who had expressed satisfaction.

As a way to efficiently manage AOs/SLOs across the campus, the college embarked upon the use of TaskStream, a software management system. All of the information in the “Six-Column Model” is captured online in TaskStream. Beginning fall, 2009, the Student Services division participated in a number of TaskStream training sessions and entered their department SLOs/AOs into the system. The division will ultimately be able to electronically map their SLOs/AOs back to the institutional priorities and competencies and develop linkages with instructional services and administrative services that will provide a comprehensive picture as to how the college as a whole is meeting the institutional mission and priorities. TaskStream also
will more readily allow departmental networking on outcomes of shared interest to student services departments and programs.

**Self Evaluation**
The college meets this standard.

Student support services are evaluated regularly and their adequacy is ensured in meeting student needs through a process of program review, master planning, and student learning outcomes assessment.

**Planning Agenda**
None
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<td>SDCCD Transfer Report: A Longitudinal Perspective, Spring 2010</td>
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<td>Online Counseling Report 2009</td>
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<td>Transfer Fair Flyer</td>
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<td>University Visit Schedule</td>
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<td>Transfer Awareness Month Flyer</td>
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<td>SDSU-City College Connect Agreement</td>
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<td>SDSU-City College Connect Flyer</td>
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<td>Puente, FYE, and Umoja Community Brochure</td>
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<td>TRIO College Success Club Flyer</td>
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<td>Steps to Success Flyer</td>
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<td>2009 City College Fact Book, p. 7, Headcount by Age</td>
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<td>Admissions Flyer in Spanish</td>
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<td>Admissions Flyers in Vietnamese</td>
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<td>San Diego City College High School to College Pipeline Report, p. 10</td>
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<td>Early College High School Initiative Core Principles, 2008</td>
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<td>Early College High Schools, school list</td>
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<td>Service Learning Update</td>
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<td>The President’s Higher Education Community Service Honor Roll, National Recognition Announcement, p. 13</td>
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<td>Online Counseling Report 2009</td>
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<td>New Student Orientation Power Point</td>
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<td>Education Plan; ISIS</td>
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<td>RISE Flyer</td>
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<td>Transfer/Career Newsletter</td>
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<td>All Colleges Online Course Satisfaction Survey</td>
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<td>MPROC minutes, November 28, 2007</td>
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<td>President’s Council minutes, December 4, 2007</td>
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<td>2009 Employee Perception Survey, p. 9, Question 43</td>
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<td>Athletic Program Review Self-Study 2010</td>
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Standard II.C. Library and Learning Support Services
Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary
Learning support services at San Diego City College are comprised of the college’s Learning Resource Center (Library, Independent Learning Center, Multimedia Center, and Staff Development Center), DSPS High Tech Center, English Center, Math Center, and Tutorial/Learning Center. These services strive to uphold the mission statement of the college by providing the “essential support services” that assist in “the development of informed, active citizens who will be engaged in the global community, lifelong learners, and literate in information technology”. These learning support service centers provide resources and services to assist students taking classes at the college as well as those students pursuing coursework from remote locations, such as those participating in off-campus and distance learning programs.

Self Evaluation
The college meets this standard.

The self-study process identified and reconfirmed basic needs for consistent and sufficient funding for staffing (including administrative, faculty, and classified staff) the Learning Resource Center (LRC) and the college’s learning support programs. In addition, consistent and sufficient funding is needed for maintaining and updating the LRC collection and computer resources. To address these concerns for funding which exist at all levels, the college has synthesized this need into the broad planning agenda item stated below.

Planning Agenda #2
The Master Planning and Resource Oversight Council (MPROC) will work with college governance groups to fully integrate into the current college Master Plan, by June 2011, the Educational Plan, Technology Plan, Library and Learning Resources Plan, Student Services Plan, Administrative Services Plan, and Facilities Plan. In addition to identifying the college’s goals and priorities, and describing the college’s overall planning and resource-allocation processes, the unified Master Plan will draw upon each of the six component planning documents to identify for the college as a whole the following:

- Current status of instruction, student services, and administrative services
- Near- and medium-term goals for each area of the college and for the college as a whole
• Fiscal, human, facilities and technology resources needed to implement the goals
• Response to and updates for the college Research Agenda
• Assessment of the extent to which goals have been met
• Assessment of the extent to which college priorities have been met

Using the college’s master planning process embedded in the Master Plan, MPROC will:
• Oversee, through the vice presidents and respective governance groups, the annual review, assessment, and updating of each of the six component plans within the Master Plan.
• Review and update annually the collegewide faculty, classified and administrator staffing priorities as part of the campus commitment to rebuild programs and services that have been cut during the current economic downturn.
• Establish and monitor the implementation of a consistent, sufficient, and ongoing funding formula for the staffing, institutional technology, Learning Resource Center, support services, and other collegewide priorities, including the regular acquisition, maintenance, upgrading and periodic replacement of major equipment, computers, and other hardware and software.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

*Equipment and Materials*

The San Diego City College Library, located in the Learning Resource Center (LRC), is equipped with more than 70 Internet-enabled computer stations (6 have accessible software for disabled students) from which users can search the deep and broad holdings of a 67,470 volume print book collection a large course reserves collection, a 28,000 volume electronic-book (e-book) collection, a collection of 200 current print periodical titles, and a collection of 20 full-text electronic periodical and reference databases. II C-2 Print materials may be interlibrary loaned among libraries within the San Diego Community College District, thereby expanding the number of print materials available to over 190,000 volumes. Seating for 500 individuals is available in various configurations of tables, carrels, and lounge chairs, plus five conference-style group study rooms. Library instruction is delivered to classes in a separate computer lab with 24 networked computers and a digital projection system. Library equipment for student use includes photocopiers, a print-on-demand system, and access to a wireless network for the Internet. Materials for remote users are provided via the Library’s website and include access to the same electronic databases, online library catalog, and electronic books that are available to on-campus users. II C-3

Print titles are added to the book and periodical collections annually, depending on budget allocations. The Library supplements its print book collection with district interlibrary loan agreements with the Mesa College and Miramar College libraries and with purchases of
electronic books. Print periodicals are renewed annually through a subscription vendor (EBSCO); each fall, titles are renewed, added, or canceled, in part based on usage statistics and on their availability in full-text format in the electronic databases.

Electronic materials, including database subscriptions and electronic books, are selected and renewed through the Community College Library Consortium (CCLC) in conjunction with the Council of Chief Librarians Electronic Access Resources Committee (CCL-EAR). CCLC is a consortium of 110 community college libraries, and CCL-EAR is a statewide committee of well-qualified librarians and library professionals that evaluate vendor offerings for the rest of the consortium, based on stringent evaluation and content analysis. At the local level, college librarians meet regularly to decide whether to renew, add, or cancel subscriptions, based in part on use statistics and content that supports program needs. The Library currently holds 20 electronic database subscriptions with trial subscriptions added where appropriate to supplement the collection. The database collection covers a wide range of subjects to support the curriculum. The e-book collection has been purchased through CCLC for the past several years. These e-books are accessed via the Library’s online public access catalog, and include full machine-readable cataloging (MARC) records, as well as the full text of each work in electronic format. The Library currently provides access to over 28,000 e-book titles covering a wide variety of subject areas. The electronic databases and e-books are available online for on-campus and remote users via the library’s website.

Video materials are selected and purchased once per semester by liaison librarians in the same manner as print and electronic materials. These purchases are partially funded through a Career and Technical Education Act (CTEA) grant for vocational materials and a local consortium membership. The librarians have been diligent in ensuring ADA-compliance for all media materials held in the collection. During 2008 and 2009, a project to inventory, assess, catalog, and integrate the video collections of the Multimedia and Independent Learning Center (ILC) units culminated into a consolidated collection of approximately 600 media titles unified under Library of Congress classification and held in the ILC for circulation to students in-house and checkout to faculty for classroom instruction. Several thousand additional videos are available to San Diego City College instructors via the local consortium; instructors may book showings online and have materials delivered to campus twice weekly. The titles in the consortium collection are selected by each member library, and San Diego City College librarians follow the same collection development criteria they would for the local media collection.

LRC equipment is selected during the master planning process (Form T) in order to align LRC goals with the college mission. In addition, the expertise of the Multimedia Center staff plays a critical role in assessing audiovisual needs for classroom instruction and campus facilities, including Propositions S and N projects.

The ILC provides support for individualized learning that augments student course work and improves academic skills, as well as providing adaptive technologies for the visually and learning impaired students. The ILC is comprised of three open computer labs equipped with more than 117 networked computers (including five Macs) and three scanners for student use. These labs are open to all San Diego City College students regardless of courses taken, supplementing the 28 other labs on campus that are dedicated to certain academic and support
departments. The high-performance and Internet-enabled computers in the ILC are loaded with the latest version of office applications and a wide range of course-related software; the computers also provide access to online courses on Blackboard. Students have the option to print in black and white or in color through the networked print system. In addition to computers, one ILC lab has an instructional media collection of approximately 600 titles and audiovisual equipment to support students in a variety of subjects from Art to Speech. II C-7

The LRC’s Multimedia Center provides the technology, equipment, and hands-on training to support classroom presentations, and on- and off-campus events. Instructional equipment includes digital cameras and camcorders, public-address systems, projection systems, and media carts. The Multimedia Center is the contact point for faculty access to several thousand more instructional videos held off-site at a local county media consortium. Campuswide digital signage is managed by the Multimedia Center, as is video production for campus events and a video digitization service. II C-8

Materials selection for the LRC focuses on student learning needs as identified by instructional programs, in order to support student learning and the college mission. Systematic collection management requires review and assessment of the collection to ensure adequate quantity, quality, depth, and variety. The LRC’s Collection Development Plan guides all decisions for collection management; it aims to obtain resources that support academic programs as well as vocational and transfer curricula, and to maintain collections that meet professional standards of quantity and quality. Periodic withdrawal is an ongoing process; de-selection of a title occurs when it no longer fits the collection development criteria. Additional criteria may include use statistics, shelf space, and physical condition. II C-9

City Support for Integration of Technology in Education (CitySITE) is the campus professional development center, where faculty and staff may learn about the use of new and existing technologies and prepare materials for classroom use or for distance education. This facility has 15 networked computers, an overhead projection system for presentations, two scanners, a transparency maker, and a Scantron reader. II C-10

The new Academic Success Center (ASC), a remodeled building, was repopulated with the English Center, Math Center, and Tutorial/Learning Center in summer, 2009. The English Center has 20 tables for tutoring, a group study room, five computers for Supplemental Instruction, and a computer lab with 32 computers. Its small materials budget has provided a few reference resources such as dictionaries and thesauri for students. Online services via CCC Confer are available for remote students. II C-11a, II C-11b The Math Center has a lab of 40 computers with a variety of math-related software, plus a 25-station computer lab for exams, and a tutoring room. Online courses are also available as alternatives to students. II C-12a, II C-12b The Tutorial/Learning Center includes a lab of 20 computers, four group study rooms, and study tables to seat over 80 students. It houses a small library of textbooks and study skills materials. My Math Lab and CourseCompass software is available in the center. Online services via CCC Confer are available for remote students. II C-13a, II C-13b

The Disability Support Programs and Services (DSPS) High Tech Center was upgraded with air conditioning in 2006 in order to install 24 new computers for student use. A variety of adaptive and tutorial software is available, as well as equipment to convert print text into other formats.
Materials and equipment are selected by the Access Technology Specialist (position currently vacant) and High Tech Center staff, in collaboration with instructors and other campus learning support center managers. II C-14a, II C-14b

**Expertise**
The LRC’s full-time staffing includes five faculty librarians, one learning support specialist, two supervisors, and seven classified staff. Several adjunct faculty and hourly staff assist with coverage of the Library and the ILC. The dean of information and learning technology position is the manager position assigned to the LRC. II C-15

Each of the five full-time faculty librarians has been assigned responsibility as a liaison to discipline faculty for certain subject areas. II C-16 Librarians are attentive to the needs of different programs, soliciting feedback for collection development from the various instructional departments via email, telephone, school meeting visits, and participation on several committees. One librarian represents the views of the LRC on the Curriculum Committee, being watchful that course proposals have requisite LRC support materials and keeping the rest of the librarian faculty apprised of new programs and program changes. Librarians rely on many authoritative sources for selecting and assessing the effectiveness of materials, including library professional review media, other review media, professional and discipline-specific journals, the CurricUNET course and program review process, new course proposal originators’ requests, library use statistics, and subject bibliographies. II C-17

Each of the campus’ learning support centers is led by either a faculty member or program administrator, and employs a number of trained tutors and/or classified staff to accomplish its mission. The English Center, Math Center, and Tutorial/Learning Center programs undertake selection of materials and equipment by the lead faculty or administrator of the program, in collaboration with either the English or Math departments, or both, in the case of Tutorial/Learning Center. Faculty from these disciplines also teach in the English, Math, and Tutorial/Learning centers, respectively. Materials and equipment for the DSPS program are selected by the Access Technology Specialist and High Tech Center staff, in collaboration with instructors and other campus learning support center managers.

**Self Evaluation**
The college meets this standard.

User perceptions of the LRC and learning support services are very positive. In the 2009 Student Satisfaction Survey,

- 80% of respondents are very satisfied or satisfied with the LRC’s Library services overall; and
- 73% are very satisfied or satisfied with the open computer labs in the Independent Learning Center. II C-18, II C-19

In the 2009 Employee Perception Survey, 48% of respondents strongly agree or agree that the Library’s collection of materials and resources are adequate, 27% are neutral, and 26% strongly disagree or disagree. II C-20 It should be noted that more than one-fourth (26% and 27%,
respectively) responded that they have not used the resources regarding these two survey items. II C-21

Materials and equipment are of sufficient depth and variety. The LRC has been able to maintain and grow a rich electronic resources collection that now includes over 20 databases covering thousands of electronic periodical articles, a Netlibrary collection of 28,000 electronic books on a wide range of subject areas, and an impressive online reference collection of 263 encyclopedic titles by Gale. These are available to all students via the library website 24/7. Collaborative borrowing services with Mesa and Miramar college libraries, coupled with San Diego City College membership in consortia have enhanced the instructional support the LRC provides to students and faculty. The shared online catalog and associated delivery service (through campus mail) allows LRC users access to an additional 120,000 print books. Group purchasing power via this consortium has allowed the LRC to provide online reference services. Cooperative purchasing of electronic databases through the Council of Chief Librarians has resulted in great cost savings for the college and has allowed for access to rich collection of electronic resources.

Maintaining the quantity and currency of resources, however, remains the most difficult issue to resolve, and this will eventually affect the depth and variety of the collections. According to the latest survey posted on the California Community College’s Chancellor’s Office website, colleges within the same FTE range as San Diego City College average about 80,000 volumes in their collections; San Diego City College has about 67,000 volumes. II C-22 In addition, an inventory report from April, 2009, shows that 68% of the circulating print collections and 62% of the reference print collection in the LRC are more than 15 years old. II C-23 Despite best efforts by the faculty librarians to select adequate materials, slow collection turnover is tied to past decades of inconsistent and inadequate funding.

Increased enrollment has already adversely affected accommodation of larger class sizes in the existing computer lab for library instruction. The 24-station computer lab can no longer provide for classes with attendee numbers that often far exceed the number of computers. An expanded facility will soon become necessary to accommodate larger classes and the expected influx of students participating in library courses as part of the First-Year Experience curriculum.

The LRC uses the master planning process to solicit funding, but the allocation amounts vary widely with state budget availability and competing campus needs. In times of sparse funding, the LRC might only support standing orders, a few upgrades, and programs with professional accreditation requirements. Even in a good year like 2006, a large allocation from the Master Planning Committee allowed the LRC to purchase $101,148 of materials, but this allocation turned over only about 4% of the collection. This good year was then followed by years of budgets shrunk to a small fraction of that allocation.

The reality of wide variation in budget allocations at the state, district, and college levels make collection management and the accommodation of new programs extremely difficult. Funding for electronic resources, long supplemented by state Telecommunications Technology Infrastructure Program (TTIP) was cut completely by the state in 2009. This $36,000 deficit will make it more difficult for the library to find funding to fulfill its mission to provide high-quality electronic materials to its constituents. The 2007–08 expenditure for library materials was
The 2008–09 allocation was cut considerably due to the state budget crisis, but was supplemented heavily by grants from Title 5, World Cultures, and CTEA. The 2009–10 general fund allocations included $20,000 for books and $20,000 for periodicals; TTIP funds were cut completely; World Cultures contributed $250; and CTEA funds were awarded in the amount of $30,000, a large portion of which was repurposed to help replace the missing TTIP funds.

Planning Agenda
None

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary
The San Diego City College Mission Statement includes a commitment to the development of informed, active citizens who will be engaged in the global community, lifelong learners, and literate in information technology. In light of this mission, the Learning Resource Center (LRC) and learning support services strive to enhance student information-seeking skills and promote lifelong learning.

The LRC, encompassing the Library, Independent Learning Center (ILC), Multimedia Center, and Staff Development Center (CitySITE), supports teaching and learning and the goals of the college’s general education programs. The Library provides information literacy instruction to individuals and groups in alignment with the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education. The ILC provides individualized learning experiences for students in three open labs to improve their computing skills and to enhance their in-class learning outcomes. The CitySITE staff development center and the Multimedia Center enhance the technical skills of the faculty as well as provide tools to incorporate information literacy into their courses.

Learning Resource Center (Library, ILC, Multimedia Center, CitySITE)
The following is a list of some of the LRC’s instructional activities and tools designed to facilitate student development of skills in information competency.

Tours. Thirty-minute tours of the LRC are given by librarians during the first three weeks of each semester. The tour introduces students to the collections, services, and resources offered by the Library, Multimedia Center, and the ILC.

Collaborative Librarian-Faculty Information Literacy Instruction. Librarians collaborate with faculty for 90-minute sessions of group-based, course-specific instruction. Session content includes how to conduct information searches to complete course assignments and research papers by using the library website, library catalog, electronic databases, and the Internet. Student learning outcomes (SLOs) for these sessions were created based on ACRL information competency standards to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” These SLOs were created specifically for these information
literacy instruction sessions so all librarians would follow them systematically while designing their instruction. II C-25, II C-26a, II C-26b

**Individualized One-on-One Library Instruction (Reference Service).** Librarians promote four ways of getting in touch with a librarian for information assistance: in-person, telephone, chat, and email. In-person and telephone assistance is provided at the library’s Information Desk during normal business hours by at least one and often two, faculty librarians. Remote users can leave questions via email or chat through the Qwidget (chat module) on the library’s website, or participate in a 24-hour chat reference service, *Ask Us Now*. These virtual services are run through QuestionPoint, and as part of the library’s membership in this global consortium two college librarians monitor the chat reference service two hours per week. QuestionPoint interactions with students by non-San Diego City College librarians are later analyzed for appropriateness and completeness of answers, and are often followed up by a college librarian. Email questions are handled through QuestionPoint and through the website, with response turnaround within 24 hours during business hours. Reference service is performed in accordance with the American Library Association’s Reference and User Services Association (RUSA) guidelines. II C-27

**Credit Course in Information Literacy.** A one-unit course, Library Science 101: Information Literacy and Research Skills (LIBS 101), has been offered at the college for several years. It is taught on-campus two hours per week, twice a semester, for eight weeks each. In this course, students learn transferable skills applicable to finding and utilizing paper and electronic resources at San Diego City College and in other libraries. The course uses the district’s formal student evaluation process for course assessment. II C-28a, II C-28b

**Workshops and Trainings.** The LRC offers FLEX workshops (instructional improvement) to refresh faculty and staff knowledge of current library resources and services. Such workshops have included topics such as “Library Resources and Services” and “Linking to the Virtual Library.” Multimedia staff present orientations during FLEX week to acquaint faculty and staff with audiovisual resources and services. Multimedia staff also offer one-on-one training to students, faculty, and staff on the use of the audiovisual equipment and “smart” classrooms on campus. The ILC provides three labs with 120 computers for students to undertake independent learning. A learning resource specialist and/or media technician is available to assist students with their computing needs, and group orientations to the ILC are given the first few weeks of the semester. II C-7

**Academic Success Center (English Center, Math Center, Tutorial Learning Center, DSPS)** The English Center, Math Center, Tutorial/Learning Center, and DSPS (Disability Support Programs and Services) support information competency initiatives through the instructional support services they provide and through collaboration with their liaison departments.

**English Center.** The English Center provides peer tutoring for reading, writing, speaking, and listening, and critical thinking assignments in classes across the curriculum. The on-campus English Center offers a large computer lab with Internet
access, word-processing software, and grammar software, as well as tables for tutoring, a group study room, and a room designated for supplemental instruction (SI) tutoring. Online tutoring via peer tutors on the CCC Confer platform is available for remote students. The English Center employs 25 peer tutors, one senior clerical classified worker, and is supervised by a faculty coordinator on release time. Faculty from the English Department also volunteer in the English Center.

**Math Center.** The Math Center provides both walk-in tutoring and self-paced math courses. It offers students several ways to complete their remedial math requirements: open-entry/open-exit self-paced Math Center courses, online self-paced courses, and online refresher courses. On-campus self-paced courses are offered for Math 38, 46, 96, online self-paced courses for Math 46 and 96, and online refresher courses for Math 15A, 15B, 15C and 15E. Peer tutoring and workshops cover the use of the website and math software, and include topics like math anxiety and study skills. Video workshops cover different topics like fractions, math in the 21st century, and word problems. The Math Center has a large computer lab with Internet access and math software, a computerized testing room, and a tutoring room. It employs 25-30 peer tutors, hourly staff, and a faculty coordinator on full release time. Faculty from the Math Department also teach Math Center courses.

**Tutorial/Learning Center.** The Tutorial/Learning Center offers peer tutoring in the majority of courses taught at San Diego City College, except English. Workshops are offered on various topics, including note-taking, time management, and test-taking strategies. Supplementary instruction is provided for eight campus courses, including Biology, Chicano Studies, and developmental math. ED100, a one-unit tutor-training course, is required of all new tutors, and this course is provided through the center. The Tutorial/Learning Center has a large computer lab with Internet access, tables for tutors and for adjunct faculty to conduct office hours, and separate rooms for group tutoring and academic skills workshops. Online tutoring via CCC Confer is available for remote students. The Tutorial/Learning Center employs peer tutors, hourly staff, and is supervised by a program director.

**DSPS/High Tech Center.** DSPS provides training and services for students in the use of adaptive hardware and software as well as accessible individualized instruction in basic computers (including Internet, word processing, and keyboarding), math, and language skill development programs. The DSPS Department offers two credit/noncredit classroom courses, DSPS 038 and DSPS 049, which teach math and English remedial skills, respectively. The High Tech Center lab itself offers DSPS 043 and DSPS 021, which teach advanced study strategies from a disability perspective and adaptive software skills, respectively. Non-DSPS students may enroll in these courses as long as the enrollment of DSPS students remains at least 51%. The High Tech Center has a computer lab with Internet access and assistive software. It employs classified staff and is supervised by an Access Technology Specialist (position currently vacant).

**Self Evaluation**
The college meets this standard.
Student learning outcomes (SLOs) have been established for the library instruction sessions as well as for the LIBS 101: Information Literacy and Research Skills one-unit course. II C-26a The SLO information competencies selected for instruction are based on those set by the ACRL. The librarians act purposefully to teach these basic information competencies in alignment with the established SLOs. Tools to assess the effectiveness of library instruction sessions at the classroom level include informal observation and end-of-class student self-assessments. The self-assessments were reviewed by the department chair, who then incorporated the results into librarian faculty meetings and instructional training sessions to better meet student needs. The librarians will continue to implement programmatic changes based upon data findings resulting from completion of the SLO assessment cycle. The one-unit LIBS 101 course uses the district’s formal student evaluation process for course assessment.

The LRC, as a unit, developed its own SLOs measurement tool for LRC collections and services, which was distributed in 2006, 2007, and 2008. This survey was distributed to assess whether students were accomplishing the SLOs they set for themselves when using the LRC services. The open-question comments were compiled and noted as issues to be improved upon by the LRC. II C-32a, II C-32b

San Diego City College’s support of formal information competency initiatives is reflected in its strong support of faculty librarians. The LRC’s first Instruction Librarian was hired in fall, 2004. Over the following years this position, plus two additional full-time librarian positions and several adjunct librarian positions, allowed for an expansion in information literacy programming. The number of students served in instruction sessions rose from approximately 1,700 students served annually (2002–2004) to over 2,400 students served annually (2005–2009), a 41% increase. Queries at the Information Desk have increased from 14,000 in 2004 to over 17,500 in 2008, a 25% increase. Online QuestionPoint reference chats were off to a slow start in 2008, but have grown since the installation of two QuestionPoint widgets on the LRC website in summer, 2009. II C-26b, II C-33, II C-34

Student use of the facility in general has grown 15% since the last self study. Tours of the facility have jumped from 100 students attending in the first year (2005) to over 500 students attending in 2009. II C-35, II C-36

Other campus learning support services meet this information competency standard through the efforts of their tutors, staff, and faculty in supporting the SLOs of their liaison departments. Positive comments in exit surveys attest to the value of these learning support services, which continue to serve record-breaking numbers of students:

- The English Center served 1,720 students with face-to-face tutoring, supplemental instruction, workshops, and online tutoring; II C-37a
- The Math Center generated 28,014 contact hours in fall 2008 by serving 1,100 students on-campus with walk-in tutoring and Math Center courses, in addition to serving 1,253 online students, who logged in 9,654 online hours; II C-37b
- The Tutorial/Learning Center served a record number of 1,381 students in fall 2008; II C-37c
- DSPS saw a 9% increase in the number of students served in 2008. II C-14b
These programs use formal summative evaluations in the form of exit surveys completed by users of the services. According to these exit surveys, students are greatly satisfied with the services offered and claim to have improved in their studies because of them. Point-of-service surveys have also compiled favorable data.

Planning Agenda
None

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary
The Learning Resource Center (LRC) provides access to its resources for on-site as well as remote users. The facility is open for business during instructional days. Hours are clearly posted at the entrance to the building, on the printed class schedule, and on the LRC website. Regular business hours are: Monday through Thursday, 7:30 a.m. to 7:45 p.m., and Friday 7:30 a.m. to 12:45 p.m. Hours differ for summer session, winter intersession, and holidays. Beyond these hours the LRC website provides access to resources and services available to all students regardless of location.

On-site LRC holdings include over 67,000 books and reference books in print format, and over 870 reserve items for student use. Interlibrary loan service for students extends within the district to Miramar College and Mesa College, for combined holdings of approximately 190,000 volumes. As residents of the state of California, San Diego City College students also have access to the print and electronic collections of two local public library systems, in addition to print interlibrary loan privileges with local universities via these public library systems. In early 2007, all print periodical holdings, including at least two years of back files for each title, were moved from a closed-stack area to new open stacks on the LRC’s main floor; use of these periodicals skyrocketed from 474 uses in 2006–07 to 5,484 uses in 2008–09. The LRC also provides more than 75 computer stations on the main floor for student research use; another 117 computer stations are available in the first floor of the ILC—these computers are loaded with a variety of office and instructional software to provide access to students who are unable to use a computer off campus.

The LRC website is the portal to information on resources and services, and is commonly used as a teaching tool in library instruction sessions and at the Information Desk. The website provides students, faculty, and staff 24-hour access to the shared catalog of print and electronic books held by the three college libraries in the district, in addition to access to the LRC’s collection of 20 electronic full-text databases. The website also connects remote users to reference assistance available via instant messaging (available 24/7), email, and telephone. The LRC subscribes to Serials Solutions 360 Core, which includes a redirect of citation-only results to journals in the LRC collection that contain full-text holdings. Currently enrolled students may access the LRC’s online resources from off-site locations using their student identification cards (CSID) and last name to authenticate via a proxy server. Remote authentication also applies to students taking distance education courses and students participating in off-campus programs.
Instructors may check the holdings of the 600-title video collection anytime through the Multimedia Center’s web page, which connects directly to the LRC catalog. Another online catalog, MediaNet, is also available on the Multimedia Center’s web page and contains thousands of consortia audiovisual materials that may be booked online at any time.

Students completing coursework in off-campus programs, including students attending the Educational Cultural Complex (ECC), military bases, and San Diego State University, are primarily served via remote access to the LRC and learning support services’ online resources. These students have CSID cards and are encouraged to use the campus facilities as well, which in the case of ECC, is located just five miles away from San Diego City College. The LRC actively maintains print and electronic collections serving programs taught at ECC. A public library is located near ECC, and some inroads have been made to establish reserve book services to ECC students. On-site services to programs at military bases and other off-site facilities vary depending on the services offered to the college at these facilities (i.e., one base has a library, one does not, and the shipyard does not).

Other learning support services provide on-site as well as remote access to their services and each has walk-in hours and a website.

The English Center is open Monday through Thursday, 9 a.m. to 6 p.m., Fridays 9 a.m. to 3 p.m., and Saturdays 9 a.m. to 1 p.m. The CCC Confer platform provides students with access to an online peer tutor Monday through Thursday, from 9 a.m. to 10 p.m., Fridays 9 a.m. to 3 p.m., and Saturdays 9 a.m. to 1 p.m. Supplemental Instruction and outreach are also used as access points for students. The English Center website provides 24-hour access to English Center information and helpful writing resources available online.

The Math Center is open Monday through Thursday, 10 a.m. to 6 p.m. and Fridays 9 a.m. to 3 p.m. Online tutoring for the Math Center uses the CCC Confer platform, making services available through the Math 44 class, which attaches to an online Blackboard course. The Math Center website provides 24-hour access to center information and helpful online math resources.

The Tutorial/Learning Center is open Monday through Thursday, 9 a.m. to 6 p.m., and Fridays 9 a.m. to 1 p.m. Live tutoring with a peer tutor via the CCC Confer platform is available by appointment. The CCC Confer platform itself is available 24/7 for asynchronous assistance. Off-site tutors are available in the T-building (Machine Technology), Music lab, Ceramics lab, Radio/TV lab, ECC, and high school (Early College with San Diego High School). Extra “Cram Jam” sessions are provided for math final (exit) exams in Math 38, 46, and 96. Supplemental Instruction (SI) and outreach also provided. The Tutorial/Learning Center website provides 24-hour access to Tutorial/Learning Center information and helpful resources on general and specific study skills.

The DSPS High Tech Center Lab is open Monday through Thursday, from 8:30 a.m. to 4:30 p.m. A network server has been implemented to provide anytime access to a variety of High Tech Center software in the other learning support centers on campus. The DSPS website provides 24-hour access to High Tech Center information and helpful resources. DSPS services are extended to off-campus programs as arrangements for accommodation, with all
other services being handled in-person at the college. II C-40

Self Evaluation
The college meets this standard.

As described above, the LRC and other learning support services endeavor to provide all of their users adequate access to their services, regardless of their location or means of delivery.

Although the LRC’s current 54 business hours per week are down 11% from 2008–09 due to the districtwide administrative response to a poor economy, the LRC’s website has provided a “virtual” alternative. The website was greatly improved in fall, 2007, to provide online access to many of the resources students would need during non-business hours. Students can search for LRC holdings, view electronic books in full-text format, and retrieve information from full-text electronic databases. Research and homework assistance is available via email reference service, as well as through a 24-hour online chat reference service, Ask Us Now, which is staffed by local librarians and by a global consortium arrangement. II C-41

The L Building (now the Academic Success Center) was renovated in 2008–09 to house the Tutorial/Learning Center, Math Center, and English Center, and to provide better services to students in a one-stop atmosphere. This refurbished facility includes expanded classroom space, computer labs, and state-of-the art technology for activities that supplement classroom instruction. Based on the steady rise in student use statistics for these services in the past, it is expected that the trend will continue even more so as students take advantage of the services in the converted facility.

The DSPS High Tech Center replaced all of its student workstations in summer, 2006, to better serve students. A rise in use statistics of the center indicates student satisfaction with the resources. II C-14b

Students in off-campus programs are primarily served via remote access to the LRC and learning support services’ online resources; these students have student identification cards (CSID) and are encouraged to use the campus facilities as well. The LRC actively maintains print and electronic collections serving programs taught at ECC. A public library is located near ECC, and some inroads have been made to establish reserve book services to ECC students. On-site services to off-campus programs at military bases and other off-site facilities vary depending on the services offered to the college at these facilities (i.e., one base has a library, one does not, and the shipyard does not). DSPS services are extended to off-campus programs as arrangements for accommodation, with all other services being handled in-person at the college campus. Other learning support services for Math, English, and Tutoring are available to students in off-campus programs via websites for the centers, as well as on campus. II C-40

Planning Agenda
None
II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary
The Learning Resource Center (LRC) opened in 2002 and it is a three-story, 67,000 square foot facility. Due to its urban location and open access to the general public, the LRC main entrance/exit is equipped with 3M security gates to minimize theft of materials, and all other exits are kept locked from the outside and alarmed at all times. Materials have security strips that set off the alarm system if they are not first desensitized by LRC staff; security gates are within line of sight of LRC staff that follow up on alarm activation to prevent theft. Most offices and non-public areas are keyed for entry. The computer labs are locked after hours and the entire building is locked and alarmed when the staff leave after business hours.

The LRC maintains a good relationship with College Police, consulting with them extensively in 2007 on a building evacuation plan and holding drills with the LRC faculty and staff. II C-42 Building improvements to the LRC currently under review include lighting in certain reading areas, as poor illumination negatively affects study areas in the evening hours. The campus facilities department takes care of cleaning and general building maintenance. LRC personnel are active on the campus Health and Safety Committee, which performs regular safety checks of the facility. The LRC maintains a membership in the regional mutual aid group SILDRN, the San Diego/Imperial County Libraries Disaster Response Network. II C-43 The group provides members with secured access to several large containers located around the county which are stocked with supplies for use in a localized emergency or disaster. The group has also provided training on coping with disasters to collections and facilities.

The college’s campus administrative technology support was outsourced to a private company for thirty years. As of FY 2009–10, these positions transitioned to form an in-house Information Technology (IT) Department for administrative (employee) computing. II C-44 Another in-house group, Technical Support Group (TSG), supports instructional computing. The LRC, having both administrative (office) and instructional (lab) computers in the facility, is supported by both technology groups and this situation has at times caused some confusion as to responsibility for troubleshooting.

Computers located in the Library and CitySITE, the campus professional development center, are supported by the Administrative Computing Systems Group. All of the library’s public workstations have disk images that include NetSupport, DeepFreeze, and Active Directory. NetSupport allows for turning on/off banks of computers simultaneously, as well as for monitoring for abuse; DeepFreeze keeps the disk image from being erased or changed by a user; and Active Directory requires a user to log in before accessing the desktop. All workstations used by students have the LRC’s computer use policy available as a background on the desktop, as well as on a tent taped to the monitor. Two classrooms in the LRC have DeepFreeze and NetSupport and the instructor podium controls the student computers in each classroom via NetSupport. The CitySITE lab is kept locked at all times, with access via faculty key only. Computers there are secured with DeepFreeze, and visible network ports in the walls have been turned off to prevent non-campus laptops from plugging directly into the campus network. The wireless network requires an access key, which is available from the Information Desk upon
verification of student status; the network is secured so as to allow access to external Internet sites and a few select internal campus resources.

The Multimedia Center and the Independent Learning Center (ILC) are supported by TSG. Disk images are created based on instructor requests for software to be housed in each lab; academic departments must purchase appropriate licensing for software and put installation requests through TSG. NetSupport software is used in the labs for security purposes. Labs require that students log into and out of the room on designated terminals near the entrance door using their CSID before they may utilize the workstations. ILC audiovisual materials are kept in locked cabinets and must be checked out prior to use in the lab or classrooms. The check-out system is the same SIRSI/Dynix circulation module as used by the LRC. All labs are staffed to provide assistance to students and monitor for any disturbances.

Security for the networks in the building (hardwired and wireless) is provided by the Administrative Systems Computing Group. Warranties are routinely purchased with all new equipment. Replacement of computer hardware is undertaken as part of the campus technology planning.

Electronic LRC resources are secured by remote authentication via EZ Proxy. Authorized remote users must go through the LRC website to reach hyperlinks to the resources, then enter their CSID and last name when prompted in order to gain access to the resources. The user information is matched to a database table that is downloaded daily from ISIS. Reliability and security are supported by contracts with database vendors and by the Academic Computing Group.

The English Center, Math Center, Tutorial/Learning Center, and Disability Support Programs and Services (DSPS) High Tech Center are maintained by TSG. DeepFreeze is part of the disk image on most of the labs except for the High Tech Center, which uses pass-worded access to secure its computers. The new Academic Success Center (ASC) is a secure building, and each of the learning support centers located in the ASC has their own securable entrances and offices within the building. Trained personnel in the centers ensure the secure and appropriate use of lab equipment.

**Self Evaluation**
The college meets this standard.

Basic security and maintenance is covered for the LRC and other learning support services; buildings, materials, and equipment are secured and tracked to ensure appropriate use by authorized users (i.e., enrolled students, faculty, and staff). Disaster planning and recovery of learning support facilities and materials is limited to the extent of the LRC’s membership in SILDRN.

However, systematic hardware replacement remains an issue. Despite planning efforts by LRC personnel, the lack of consistent resource allocation to the LRC has negatively affected implementation of a replacement cycle; for example, many of the computers purchased with
Furniture, Fixtures & Equipment (FF&E) funding in 2002 were still in use in 2009, although their out-of-warranty status had rendered a significant percentage of them unusable when they could neither be repaired nor replaced.

Notwithstanding ongoing funding challenges, the campus commitment to meeting the hardware needs of the LRC was demonstrated when the Master Planning and Resource Oversight Council recommended that categorical funding be used to replace all LRC computers in summer, 2009, but the installation of more labs in new buildings on campus will compete with the next round of replacements. The other learning support service units share this concern. As yet, no campuswide plan has been implemented to replace the computer hardware on a regular, cyclical basis.

Planning Agenda
None

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary
In addition to the shared online catalog and collaborative periodicals purchases with Miramar College and Mesa College, San Diego City College has had a joint-powers agreement for the past 30 years with eight other community college libraries in San Diego and Imperial counties, named the San Diego and Imperial Counties Community Colleges Learning Resource Cooperative (SDICCCLRC). This arrangement has allowed the LRC to purchase and house hundreds of media titles off-site in a San Diego Office of Education (SDCOE) facility. The collaboration allows faculty from participating institutions to use the MediaNet online reservation system to borrow media materials, which are then delivered to their campus via courier service. SDCOE tracks usage of materials and funds, issues use reports and financials, and provides access to closed-captioning services for materials purchased by each member college and housed at the SDCOE facility. The chair of the LRC department is on the Executive Board of the SDICCCLRC, and the Electronic Resource Librarian is a member of the Media Committee, which is a sub-committee of SDICCCLRC. The Executive Board decides on matters of concern that affect the joint-powers agreement, such as the QuestionPoint subscription. The Media Committee members evaluate the use and condition of the joint media collection and recommend withdrawals and additions.

San Diego City College membership in the SDICCCLRC consortium allows the LRC to participate in the global cooperative reference service, QuestionPoint, which provides 24/7 reference service via the LRC website. This is paid from consortium funds. The LRC is active in this service, which requires that member libraries provide a minimum of two hours per week of chat reference service to the global consortium.
Another benefit of SDICCLRC consortium membership is participation in the regional mutual aid group SILDRN, the San Diego/Imperial County Libraries Disaster Response Network. II C-43
The group provides its’ members secured access to several large containers located around the county which are stocked with supplies for use in a localized emergency or disaster. The group has also provided training on coping with disasters to collections and facilities.

The LRC participates in several other collaborative agreements that help to provide resources for students and to provide efficiency in expenditures. Electronic databases are cooperatively purchased through the Community College League in conjunction with the Council of Chief Librarians Electronic Access Resources Committee (CCL-EAR). II C-46, II C-4b Cataloging and technical services are streamlined through participation in OCLC, a bibliographic utility from which bibliographic records are downloaded directly into the LRC online catalog for editing. Print periodicals are procured through a districtwide purchasing contract with the vendor EBSCO.

Other learning support resources collaborate with other entities to enhance their services in support of student learning. The English Center, Math Center, and Tutorial/Learning Center use the state-run CCC Confer platform with Elluminate to provide online tutoring assistance, and are working towards integrating this into the district-owned Blackboard system in order to better track student progress and discussions, and for building a knowledgebase of frequently asked questions accessible to students 24/7. II C-29, II C-12b The Math Center works with the Math Department to align books and supplementary materials to make transfer between the Math Center and the Department courses easier for students. The Math Center also maintains relationships with outside entities such as Content on Demand (ALEKS), Pearson, and Prentice-Hall to support the content of its online courses and ancillary instruction. The learning support units on campus collaborate informally with each other as well as with the Counseling Department, Admissions Department, and other student service units on campus. DSPS reaches out to the general faculty body to encourage the use of universal design in course design and building renovation/construction. The DSPS High Tech Center is closely affiliated with the High Tech Training Unit of the California Community Colleges. II C-47, II C-14b

**Self Evaluation**
The college meets this standard.

Collaborative borrowing services with Mesa College and Miramar College libraries, coupled with San Diego City College membership in consortia have enhanced the instructional support the LRC provides to students and faculty. The shared online catalog and associated delivery service (through campus mail) allows LRC users access to over 100,000 more print books. Out of the ten colleges that make up the SDICCLRC consortium, San Diego City College is one of the highest users of consortium media materials. Group purchasing power via this consortium has allowed the LRC to provide online reference services. Cooperative purchasing of electronic databases through the Council of Chief Librarians has resulted in great cost savings for the college and have allowed for access to rich collection of electronic resources. All contractual services are regularly monitored for use and effectiveness in meeting LRC goals.
The English Center, Math Center, Tutorial/Learning Center, and DSPS use vendors tied to district agreements (California Community Colleges consortium, Blackboard), which are assessed for continuance at the district level. Assessment for effectiveness at the campus level is done informally, monitored by each unit. The Math Center’s agreements with outside vendors are similar to textbook adoptions for books and are contracted through the college bookstore. Assessment is performed as regularly as would be done with textbooks.

Planning Agenda
None

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary
The Learning Resource Center (LRC) participates in the annual master planning process, during which time it evaluates its activities and services prior to making requests for funding. Student learning outcomes (SLOs) have been established for the library instruction sessions as well as for the one-unit, LIBS 101: Information Literacy and Research Skills course. Librarians administer summative self-assessments to students at the end of instruction sessions to solicit student feedback. Results of these surveys have been incorporated into meetings and workshops for faculty librarians to implement programmatic improvements to better meet student needs. The LIBS 101 course uses the district’s formal course evaluation process for student evaluation to align instruction with student needs.

The LRC, as a unit, developed its own SLOs measurement for LRC collections and services, which was distributed in 2006, 2007, and 2008. This instrument was administered to evaluate how well students met their own needs using LRC services. Open-ended comments were compiled to effect program changes to enhance student learning. II C-32a, II C-32b This survey was used in part to justify demand for wireless service in the LRC. A point-of-service survey evaluating the LRC by service area was also developed by LRC personnel and distributed in spring 2010; results from students were positive overall, and provided valuable open-ended comments as feedback. II C-48 Librarians are currently in discussions with the campus researcher to develop an evaluation for Basic Skills and to develop an improved plan for assessing LRC services.

Librarian liaisons work with discipline faculty to ensure collection development processes address subject areas in need of updating for relevancy. A librarian sits on the Curriculum Committee and monitors CurricUNET for new programs that may need materials added to the collection. Use statistics on the electronic databases are used to determine renewals annually. Periodical titles are also reviewed annually for use statistics and for their availability (holdings) in the electronic databases, prior to renewal. The online chat reference service is also evaluated for use and value annually before a renewal decision is made.
Other learning support services use the master planning process, program review process, and their own point-of-service surveys to regularly assess and adjust their activities to meet student needs.

Self Evaluation
The college meets this standard.

The LRC and learning support services regularly assess the achievement of student learning outcomes in the course of conducting services that support instruction. SLOs for the LRC were assessed each semester beginning in 2006, excepting spring 2009 in light of the Student Perception Survey and LRC point-of-service survey. Course evaluation forms were distributed to students taking LIBS 101 as well as to those participating in face-to-face instructions. Student and employee perception about the LRC and other learning support service units on campus is usually very positive, although the high number of neutral and non-use ratings for some services indicates a need for more outreach and promotion of services to some constituents. A general point of service survey for the LRC distributed in spring, 2009, indicates overall student satisfaction of almost 80% with most LRC services. While the indirect assessment methodology of a perception survey has value, the LRC and learning support services, in concert with the entire campus, is moving to more direct measures of learning.

Librarians and LRC staff participate in committees, including attendance at the Master Planning and Resource Oversight Council (MPROC), Institutional Technology (IT) Council, Student Services Council, Instructional Council, Institutional Assessment Committee, Basic Skills Committee, Chairs Council, Curriculum Committee, Academic Senate, and Classified Senate, all of which directly address strategies for achieving student learning outcomes and supporting the campus mission. In summer, 2009, the LRC faculty and staff began the process of strategic planning in order to implement their vision to support the needs of the college as its information hub. In this manner, LRC personnel hope to better state and justify needs stated in master planning activities, in addition to providing better tracking of student learning outcomes data for learning support services and assessing the effectiveness of collections and services in supporting student learning needs. The LRC’s participation in the new online learning outcome system (TaskStream) will enhance its ability to both track and manage its outcome data.

Other learning support services groups on campus keep close statistics on their activities and services, administering exit surveys to track student perception of achievement and to gain feedback so as to improve their services.

Maintaining the standards to support student learning outcomes, however, necessitate sufficient, permanent, and professional staffing to ensure delivery of quality services. The college has made progress in this endeavor by creating two more full-time librarian positions since 2004, and by granting all five full-time librarians 12-month contracts in 2008. According to Title 5 guidelines, however, seven full-time librarians are recommended for this size student body of 11,000 FTEs. Adjunct librarian hours are currently used instead to assist the full-time faculty librarians in staffing the Information Desk, teaching instruction sessions and LIBS 101, and undertaking vital collection management projects.
Technician and clerical staffing in the Library is very lean, consisting of two shifts of two full-time staff each, plus one working supervisor. The Independent Learning Center (ILC) and Multimedia Center combined have one faculty member, one supervisor, and three full-time classified staff positions. Hourly workers are hired in all units when budget permits, but this has not been sufficient since the budget crisis. Service suffers during employee absences when backup coverage is insufficient, especially in the evenings. The Multimedia Center, for example, has never had enough funding to regularly staff their public service desk during all business hours; this desk should be the first point of contact on that floor of the LRC for faculty in need of equipment and for students looking for computers, language media, and classrooms.

Notwithstanding two attempts in the past three years, the college has not filled the position of Dean of Information and Learning Technology with duties to include administration of the LRC. As of spring, 2010, that position has been reopened, and a new permanent dean with expertise in technology and experience in managing a learning resource center should be in place by fall, 2010. This new individual will have an administrative assistant and will be able to provide the LRC with focused administrative leadership and consistent advocacy.

All of these service groups depend on categorical funding, and all are suffering from decreased budget support due to recent spending cuts. The English Center, Math Center, and Tutorial/Learning Center have grown over the past 5 years, and having moved into a new facility, are seeing student use numbers continue to grow at record levels. At the same time, funding has drastically decreased such that it does not align with the actual need to serve the college’s students at the most basic levels. Categorical funding had allowed these support services to flourish, and it is imperative that as these funding sources diminish the general fund allocation for these support services becomes the foundation for the programs.

Overall, these programs provide approximately 25,000 hours of tutorial assistance each semester for thousands of San Diego City College students in the form of one-on-one tutorials, workshops, refresher courses, online tutoring, supplemental instruction, faculty collaboration, study groups, and special services for vocational education. With continued growth in all three tutorial support service areas, and given the increasing demand for tutoring services by students and the proven value that is added by tutoring services that is experienced by students and faculty with regard to student learning outcomes, it is crucial that a more comprehensive and consistent funding model be explored in order to assure continued growth and success and to affirm the college’s mission as a true, student-centered institution.

Planning Agenda
None
### STANDARD II.C EVIDENCE LIST

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Standard III. Resources
The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A. Human Resources
The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Descriptive Summary
San Diego City College assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services. To support key programs and services, the college relies upon its master planning and program review process, under the aegis of the Master Planning and Resource Oversight Council (MPROC), to determine faculty hiring needs based upon mission-driven department and division plans.

The college and district require the general minimum qualifications for managers, and the discipline-specific minimum qualifications requirements for faculty positions which are established by the State Chancellor’s Office. Throughout the entire faculty recruitment and hiring process, these qualifications are upheld as the benchmark for programmatic needs. All job announcements include these minimum qualifications; in addition, announcements also include information regarding request for equivalency by the applicant. Applicants who file a Request for Equivalency Form but do not meet minimum qualifications must request a review for equivalency or the application will not be forwarded to the hiring committee. While establishing equivalencies should be a faculty-driven process, as of March, 2010, the director of employment services was screening equivalencies.

In addition to minimum qualifications, job descriptions, written by the screening committee, include specific qualifications needed for the position that meet specific programmatic needs.

In the case of adjunct faculty, the hiring is done by the college. The district accepts applications via the Human Resources (HR) website and compiles a file for use by the college deans and chairs, who in turn screen the applications for program or service area needs and minimum qualifications; on occasion, a department chair recruits a potential instructor from the professional community, in which case that individual is referred to the district website to complete the official application. Once the hiring department makes the determination and
recommends a candidate for hire, the district HR department verifies the minimum qualifications and processes the employment paperwork accordingly.

For classified positions, the HR department assures that job classifications with established qualifications, duties and responsibilities maintain the quality and integrity of programs and services. Requests to fill classified positions follow the campus program review and master planning process and are based on the MPROC classified hiring criteria. Departments outline staffing needs and justification; the respective managers prioritize and forward those requests to the vice presidents; and finally, the President’s Executive Cabinet determines which classified positions will be filled according to programmatic needs.

**Self Evaluation**
The college meets this standard.

Since faculty qualifications are under the purview of the Academic Senates, during the 2007–08 school year the Academic Senate presidents of each college (San Diego City, Miramar, and Mesa) and Continuing Education drafted a faculty-driven procedure to ensure that minimum qualification equivalency be determined by faculty subject matter experts. The procedure was broadly discussed and agreed upon and approved by the senates at each campus and in Continuing Education. A meeting was held with the vice chancellor of human services in 2008, but final approval has not been completed. Upon the request of the new Academic Senate presidents, the equivalency procedure was placed on the District Governance Council agenda, but as of May, 2010, has not yet been finalized.

**Planning Agenda**
None

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

**Descriptive Summary**
Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Policies regarding personnel are available on the district website, and procedures are available on the district intranet. Procedure 4200.1: Employment of College Faculty, includes the purpose and scope of the procedure, district Equal Employment Opportunity (EEO) responsibilities, establishment of the position, creation of the selection committee, recruitment, screening and nominating process, selection process, review and evaluation, and forms and references. Procedures detail faculty minimum qualifications and equivalencies to minimum qualifications for credit instructors.
Job announcements include information on desired qualifications, job descriptions, timelines, policies related to Equal Employment Opportunity, American’s with Disability Act and other institutional, state, and federal regulations. Specifications for job announcements are developed by individual hiring committees. Job announcements are published on the employment page of the district website and district Human Resources (HR), when funding permits, disseminates job announcements to identified organizations and professional publications, including those recommended by the hiring committee.

Hiring criteria are established based on several criteria. First, all program and service area personnel needs are identified in the campus program review and master planning process. Minimum qualifications are identified for faculty positions, and job classifications are identified for classified positions. A written job description for the position is the responsibility of the department and dean; however, the final review and draft of the job description falls under the purview of the selection committee. EEO compliance is assured by review and recommendations of the college Site Compliance Officer (SCO) to the selection committee. The SCO reviews and approves interview criteria and interview questions. As part of this review, the SCO ensures that all criteria and questions are appropriate, non-discriminatory, and directly related to the qualifications and information in the job announcement. The SCO also ensures that the criteria and questions include a requirement that the applicant demonstrate experience in cultural competence and a sensitivity to and understanding of the diverse economic, cultural, disability and ethnic backgrounds of community college students.

Selection committees for faculty include the dean, department chair or program coordinator, and three or more discipline specialists from the department or a related department. In conjunction with the chair of the search committee, the San Diego City College Academic Senate Executive Committee or the Academic Senate Committee on Committees reviews, makes recommendations, and approves the faculty membership on screening committees. The member who serves as chair of the committee is trained by the HR department. HR provides Search Committee Orientation/EEO Training that all members of selection committees are required to attend. EEO representatives serve as voting members on selection committees, which provides them with additional credibility as they ensure that the process is fair for all applicants and that equal employment opportunity rules and regulations are enforced.

The college decides whether an applicant is well qualified for a position using multiple measures of assessment. Minimum qualifications identified by the State Chancellor’s Office and equivalencies determined by the content area faculty are key components of faculty selection. In addition, the committee reviews the application, supplemental application, vita, and transcripts during the initial screening process. Interview questions and criteria are designed by subject area specialists to assure the subject matter expertise and effective teaching qualifications of applicants. The ability to teach effectively can be demonstrated in different ways, including sample syllabi, a statement of teaching philosophy and examples of its implementation, interview questions, and the teaching of a sample lesson. Letters of recommendation regarding teaching abilities are also considered, and references are verified. Faculty interviews are designed to evaluate candidates on their knowledge of subject matter, teaching methodologies, and potential to contribute to the mission of the college, with emphasis on student success.
Once it has completed the interview process, the selection committee forwards a list of names of acceptable candidates to the president, and he conducts a second round of interviews in consultation with the appropriate vice president, the chair of the selection committee, and the department chair (or faculty designee). He then takes his nomination to the chancellor for approval.

The process is similar for classified staff, using the job classification as a basis for the job description. The selection committee, with appropriate input from the Classified Senate, is composed of classified supervisory staff or other members of management, faculty, and subject area specialists from the classified staff. The procedure includes the same checks and balances to assure sensitivity to diversity, and interview process to determine level of qualification. III A-11

Degrees held by faculty and administrators are issued from institutions accredited by recognized United States accrediting agencies or the equivalents. Applicants are required to submit official transcripts that indicate the degree(s) earned. HR follows a standardized procedure to evaluate non-United States transcripts. Degrees from non-U.S. institutions are recognized and accepted only if equivalence has been determined through the evaluation of foreign transcripts by an outside agency. III A-12

Self Evaluation
The college meets this standard.

The college employs safeguards to assure that hiring procedures are constantly applied. This begins with the initial paperwork process with the Site Compliance Officer. Inclusion of an EEO representative as a voting member of the selection committee adds another layer of assurance. The screening and interview processes are begun with specific instructions regarding EEO rules and procedures by the representative. In addition, there is a 24-hour waiting period after the EEO representative signs off on the paperwork before sending forward the list of finalists to the president. The HR department reviews all processes, as does the EEO Office.

In the 2009 Employee Perception Survey,
- 76% of employees strongly agree or agree that the criteria for hiring employees are clearly stated; and
- 66% of employees strongly agree or agree that the procedures for hiring employees are strictly followed (with 17% responding neither agree nor disagree). III A-13

Planning Agenda
None

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.
Descriptive Summary
All San Diego City College employees are evaluated according to board policies and the following collective bargaining unit contracts, meet-and-confer group handbooks, and performance appraisal manuals.

<table>
<thead>
<tr>
<th>Employee Unit</th>
<th>Contract or Handbook</th>
</tr>
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<tbody>
<tr>
<td>Faculty</td>
<td>AFT 1931 College Faculty Agreement III A-14</td>
</tr>
<tr>
<td>Office/Technical</td>
<td>AFT 1931 Office/Technical Agreement III A-15</td>
</tr>
<tr>
<td>Managers</td>
<td>Management Employees Handbook III A-16</td>
</tr>
<tr>
<td>Supervisory and Professional Administrators</td>
<td>Supervisory and Professional Administrators Association Handbook III A-17</td>
</tr>
<tr>
<td>Food Service Workers</td>
<td>AFT 1931 Food Service Agreement, Article XVI III A-18</td>
</tr>
<tr>
<td>College Police</td>
<td>Police Officers’ Association Agreement III A-19</td>
</tr>
</tbody>
</table>

Each contract, handbook, and performance appraisal manual identifies the steps and timelines for completion of the evaluation process. Where job performance or other issues related to the evaluation exists, the contracts specify procedures for following up in a formal, timely, and documented manner.

The standards used for evaluation of the college’s tenured, tenure-track, promotional track, adjunct, and non-classroom faculty are stated in the faculty collective bargaining agreement with the American Federation of Teachers/College Faculty, Local 1931. This portion of the agreement specifies the purposes, frequency, timelines, instruments, coordination, record keeping, and other procedures used in the evaluation process. The college has an appointed faculty evaluation coordinator whose responsibility includes maintaining a database and ensuring the timely evaluation of all faculty in accordance with policy and procedure. Specific evaluation procedures, guidelines, and other information are listed in the College Faculty Appraisal Guides. III A-14, III A-20, III A-21

Student Evaluations
Tenured faculty members select two classes per academic year and tenure-track faculty members select two classes per semester to conduct student evaluations. Adjunct faculty members select one class per scheduled semester to conduct student evaluations. Tabulated results and student comments are returned to the campus for review as part of the evaluation process. Student evaluations of both contract and adjunct online faculty are performed with the same regularity, procedures, and forms as faculty who teach on campus. Online faculty members enter their course into the online evaluation system, with a start and end date, and send a notice to their students to complete the student evaluation. Results are electronically tabulated and made available by the evaluation coordinator after the “end date” established by the faculty member. III A-14
Regular, periodic student evaluations are also conducted for both tenured/tenure-track and adjunct counseling faculty members. These evaluations are conducted on the same schedule as that of classroom faculty. Tenure-track counselors complete one set per semester and tenured counselors complete one set per academic year. Adjunct counselors complete one set per scheduled semester. III A-22

All student evaluations are completed and forwarded to Computing Services at the district office for data input. The tabulated forms and accompanying data are returned to the appropriate dean to include in faculty evaluations. Student evaluations are not completed for faculty members that do not have extended contact with the same group of students, such as librarians and other faculty members on special assignment. III A-23

**Tenured and Tenure-Track Faculty**
Tenure-track faculty members receive a comprehensive evaluation during each full year of probationary service, every two years between the awarding of tenure and promotion to professor, and every three years after promotion to professor. Unless the faculty member has received early tenure, the member’s fourth year evaluation culminates with a recommendation either in favor of both tenure and promotion from Assistant Professor to Associate Professor, or in a recommendation to deny tenure. The evaluation for promotion to professor occurs during the member’s eighth full year of service.

Tenured/tenure-track faculty evaluations are conducted by a committee comprised of the immediate manager or designee, the department chair or designee, and a peer evaluator chosen from a list of three tenured faculty members submitted by the faculty member being evaluated. If the faculty has a split assignment over two or more subject areas he/she can choose an additional peer evaluator. The evaluation committee initially meets with the faculty member being evaluated to discuss the evaluation process and criteria. The committee reviews the process and the fifteen distinct criteria which are rated on the appraisal form:

- Current Subject Area Knowledge/Professional Development
- Department/College/District Knowledge & Involvement
- Knowledge of Learning Theory
- Course Conceptualization/Integration
- Organizing/Planning
- Innovation/Resourcefulness
- Presentation Skills
- Adaptability/Flexibility
- Facilitation Skills
- Testing and Measurement
- Feedback Skills
- Skill in Creating the Learning Environment
- Skill in Managing Class Time
- Skill in Making Content Relevant
- Skill in Establishing Rapport/Trust

Following the original meeting, the appropriate manager and department chair each make at least one class or work station observation. The peer evaluator makes at least two such observations. After the observations are complete and evaluation materials are submitted, the manager solicits letters of appraisal from each of the committee members. The committee then meets a second time to integrate all data—including the results of the class observations, student evaluations, the Performance Review File (PRF) and self evaluation submitted by the valuee—and agree on summary ratings and comments. The manager then convenes a third meeting of the committee.
and faculty member to review the committee’s findings and recommendations. All evaluation materials are then forwarded to the appropriate vice president’s office. If the faculty member being evaluated is also being reviewed for tenure and/or promotion, the committee’s recommendations are forwarded to appropriate administrators and committees for review. The Board of Trustees makes the final tenure or promotion decision. III A-20

Evaluators note accomplishments, areas of strengths and areas in need of improvement on the evaluation forms, in appraisal letters, and during the committee meetings. If specific areas are identified as needing change or improvement, the committee members recommend actions or professional development strategies/activities to support performance improvement. Any actions recommended or areas noted as needing improvement are followed up on formally during subsequent evaluation cycles. If warranted, recommendations for improvement may be followed up informally in a specified period of time, such as the subsequent semester.

**Adjunct Faculty**

Adjunct faculty members receive a peer evaluation within the first year of employment and at least once every six regular semesters thereafter. Adjunct faculty peer evaluations are conducted by a tenured/tenure-track faculty member selected from a list of three candidates submitted by the faculty member being evaluated. If no campus tenured/tenure track subject matter expert is available, one can be recruited from one of the district colleges, Mesa or Miramar, or an outside/community subject matter expert or the adjunct’s department chair will conduct the peer evaluation. The subject matter expert makes at least one class observation and completes an appraisal form. Peer and student evaluation instruments are then reviewed by the department chair and appropriate manager and discussed with the adjunct faculty member if requested by either the faculty member or manager. The appropriate manager maintains files of each adjunct faculty member’s evaluation materials. Peer evaluations of both contract and adjunct online faculty are performed with the same regularity, procedures and forms as faculty who teach on campus. Online faculty enter their course into the online evaluation system, identifying the evaluator(s) and opening the class for observation. Training is available for the evaluator(s) on how to maneuver through the online class to conduct the class observation. III A21, III A25

**Non-Classroom Faculty**

Tenured and tenure track librarians and counselors use a College Bargaining Agreement appraisal form while faculty working outside the classroom have specialized appraisal forms tailored to their job responsibilities. Peer evaluations of both contract and adjunct non-classroom faculty follow the same intervals and evaluation procedures as classroom faculty. Evaluation of non-classroom faculty members similarly focuses on subject matter mastery and skills employed in the particular employment area (such as professional counseling skills for counselors). Student evaluations are conducted for non-classroom faculty, for a two-week period or until a minimum of 35 student evaluations have been completed each semester for tenure track faculty, each year for tenured faculty III A-20, III A-21

**Self Evaluation**

The college meets this standard.
Faculty and staff evaluations have established guidelines and timelines that are adhered to according to collective bargaining guidelines. The format and processes are well defined and systematic for all groups. According to the 2009 Employee Perception Survey, 80% of employees strongly agree or agree that performance evaluations have been conducted according to their contract guidelines.

Planning Agenda
None

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary
Faculty evaluation at the college follows the processes established in the AFT Guild (Local 1931) negotiated contract. Criteria are listed on the Faculty Appraisal Form to summarize and document the evaluation findings for individual faculty, College Faculty Appraisal booklets—one for contract and the other for adjunct faculty—are unofficial guides in the process. The campus evaluation coordinator updated the booklets in spring 2009 which are posted on the website for faculty, department chairs and managers to access. These booklets provide helpful information regarding the criteria for evidence of effectiveness with examples of performance for each criterion.

The college (instructional) faculty appraisal form is organized in five broad categories (domains) that contain a total fifteen criteria which are rated. While every criterion relates to some degree to the faculty member’s effectiveness in producing designated student learning outcomes, the following areas do so most directly:

- Subject Matter Knowledge
- Knowledge of Learning Theory
- Innovation/Resourcefulness
- Testing and Measurement
- Skill in Creating the Learning Environment
- Department/College/District Knowledge and Involvement

After much discussion about why “assessment” should replace “testing and measurement” as a criterion for faculty evaluation, the college Academic Senate recommends this change to the evaluation instrument because it reflects better instructional practices. It is iterative, rather than summative; there are many ways to assess student work and progress other than testing; and assessments of student work can be used for feedback to assist students in improving their learning rather than simply being a method for assigning a grade. On-going assessments during the semester assist faculty in adapting instruction to reinforce and improve student learning. The AFT leadership agrees to this change; however, it requires concurrence from the other Academic Senates at Mesa and Miramar Colleges. Discussion is continuing into the spring of 2010.

To fully evaluate faculty members with an emphasis on student learning, many sources are considered, including the course outline, syllabus, classroom observations, sample assignments,
student evaluations, and faculty self appraisals. A central component of the faculty evaluation process is the evaluatee’s self appraisal. In this document and in interactions with evaluation committee members, faculty note their work in SLO development, student assessment, curriculum development, professional growth, presentations, publications, and in any other area he/she wishes to include. In the final steps of the process, committee members provide written and verbal feedback to the evaluatee on areas of observed strengths and progress, and offer suggestions for improvement and for determining future goals. This dialogue during the evaluation process assures continued development and improvement in effectiveness of achieving student learning outcomes.

As each faculty member is appraised on his/her effectiveness in achieving student learning, these evaluations in turn contribute to an institution-wide culture of learning outcome assessment. Collectively, the evaluations serve as data in the assessment of San Diego City College’s institutional effectiveness in the achievement of learning. Faculty members—individually, and as department members—address student learning in syllabi, the college catalog, and in various campus reports. Students are able to contribute their opinions, as substantive indirect assessment, about how well the course outcomes “are being achieved or have been achieved.”

The development of student learning outcomes has led to deep thinking and reconsideration of elements of curriculum as well as plans for improving learning. In the English Department, for example, discussion leading up to the establishment of SLOs for English 101, Reading and Composition, led to the recognition that the course outline does not emphasize a central learning outcome for the course. As a result of this work, the department will explore revision of the course outline with the other two campuses. In addition, the department, as a result of extensive discussions and curriculum development work, has begun a pilot program which changes the way that English 49, Basic Composition, is taught. Formerly, the emphasis was placed on students’ developing the ability to complete timed writings which culminated in a departmentally-assessed timed writing. Now, students create a portfolio which includes as one of its components the timed writing essay. The department is working with the campus-based researcher to assess the benefits of this change. Additional examples of deep thinking have taken place on the campus when faculty from various disciplines dialogued to agree on General Education Student Learning Outcomes (2008–09) as well as when departments developed their program-level outcomes (2008–2010).

Campuswide discussion of student learning outcomes, under the leadership of the Instructional Assessment Committee (IAC), began in 2003. After ongoing faculty development activities, discussions at all levels of the campus and in the Academic Senate, and the gradual development of the campus culture of outcomes assessment work, a Student Learning Outcomes Assessment Cycle (SLOAC)/Administrative Outcomes Assessment Cycle (AOAC) Philosophy was drafted and approved in fall, 2009. During the same semester that the college SLOAC/AOAC Philosophy was approved, the American Federation of Teachers (AFT) and the three college Academic Senates approved a joint statement regarding SLOAC work. In reaction to concerns at one of the sister colleges that its administration was intruding excessively in the implementation of SLOAC, and that academic freedom was jeopardized, as well as concerns regarding the additional workload required with the adoption of the TaskStream software system, the AFT
1931 Guild leadership drafted a statement titled “Statement on SLOs: Faculty Will Not Erode Their Rights.” III A-31

To address workload issues, the college increased its financial commitment to SLOAC. Forty percent release time was granted to each of two faculty members to assist with SLO development, input, and review, and to maintain faculty and departmental ownership of the process at the college.

The institution has established a process for staff development to support faculty and staff in the satisfactory development and assessment of student learning outcomes. The IAC develops plans for training sessions and IAC co-chairs implement these plans. In 2009–10 the training included a campuswide presentation at convocation to introduce the new software program to facilitate SLO work, professional development workshops during the college’s FLEX days, as well as individual training sessions with department chairs or those identified as department liaisons for student learning outcomes.

Aside from direct instructor evaluations, there are several components to campus evaluation of effectiveness of achieving student learning outcomes. After SLOs and their assessments are produced and entered into the TaskStream software, they are submitted for review by IAC co-chairs. In this process, the co-chairs review the SLO, at which point they may request clarification or refinement, or release the SLOs and their assessments for implementation. One measure of effectiveness in achieving SLOs will be data on numbers of submissions that require further work compared to those that were released on initial review for implementation. It is expected that as campuswide SLO involvement increases the number of SLOs and assessment tools needing refinement will be reduced.

Analysis of the use of results of assessment to improve SLOs is demonstrated in the creation of and implementation of an Action Plan after results are analyzed. TaskStream can provide each program with reports on the successful completion of SLOs, and progress on Action Plans. As the campus continues the implementation of the software program, these reports will provide an excellent mechanism for determining if SLO assessments yield meaningful and useful results. In 2009–10, the college is in the first year of implementation so comprehensive reports on effectiveness have not yet been generated. However, evidence of effectiveness has been found in programs that have taken SLOs through complete cycles, such as the Business Department.

The new campus-based researcher plays a role in the evaluation of the effectiveness of outcomes and assessments. The researcher meets with discipline faculty who are in the forefront of campus SLO work and assists in developing assessments, reviewing data, and refining models for assessment. As a member of the IAC committee, the researcher shares work that she is involved in and provides for the professional development of committee members to understand effective outcomes, set useful assessment measures, and use results for improvement.

At a broader level, the district Research Committee has set goals that include following up on campus research agendas to ensure that each campus has the data it needs to evaluate effectiveness, as well as the training to use the data effectively. Toward this end, briefings of findings from the accreditation survey were provided in 2009. III A-32 Additional training in the
use of data for program review and master planning are scheduled for spring, 2010, as a part of professional development efforts to increase levels of research inquiry among the faculty.

Self Evaluation
The college meets this standard.

The faculty evaluation process measures criteria that encourage good teaching and student learning and it ensures discussion of all aspects of faculty work. The college has had rigorous discussions of SLOs campuswide as well as within departments, and at the course level. These discussions have led to a culture of a faculty-driven SLOAC. The college has progressed from creating campuswide awareness of SLOs and assessment rubrics to examining and identifying General Education, program, and certificate-level SLOs.

The district underscored its commitment to verifying and documenting learning in the purchase of online assessment software for San Diego City College, TaskStream. Faculty now have a more systematized means by which to catalog outcome data. This enables interdepartmental documentation, communication regarding the current status of SLO work, and provides a mechanism to assist in determining what steps need to be taken next to improve outcomes.

In the 2009 Employee Perception Survey,

- 61% of respondents agree or strongly agree that their department/program/discipline has used the results of student learning outcomes assessment to make improvements in instruction or support services while 22% neither agree nor disagree; and
- 70% of respondents agree or strongly agree that student learning outcomes are considered in program review while 23% neither agree nor disagree. III A-33

Planning Agenda
None

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary
While the codes of ethics differ slightly from group to group there are ethics statements for each personnel group. The Classified Senate adopted its Code of Ethics in fall, 2008. The Classified Senate Code of Ethics will be updated on the web page in spring, 2010. The faculty adheres to the Statement on Professional Ethics used by the American Association of University Professors, adopted by the Academic Senate in spring, 2005. III A-34 The Board of Trustees has established a code of ethics for its members. III A-35 Board Policy 3100, Student Rights, Responsibilities and Privacy of Student Records, as well as the Academic Freedom and Freedom of Expression statements, are included in the college catalog. III A-36

The district has a policy for Conflict of Interest that applies to all managers and employees. III A-37 It specifies activities which are inconsistent, incompatible, or conflicting with employees’ duties and requires action be taken by supervisory/management personnel. A district employee or officer shall not engage in any activities or enterprises for compensation which is inconsistent
with or inimical to either his/her own duties with the district or to the functions or responsibilities of the district.

**Self Evaluation**
The college and district meet this standard.

**Planning Agenda**
None

**III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.**

**Descriptive Summary**
San Diego City College generally maintains a sufficient number of faculty, staff, and administrators to provide excellent support services to its constituency and to meet the goals and needs of the college. Under the leadership of the chancellor, the San Diego Community College District (SDCCD) opened 84 new full-time faculty positions between 2005 and 2008 with the goal of having 75% of student contact hours taught by full-time, contract faculty (30 in 2005; 30 in 2006; 24 in 2007; none in 2008). Of that number, based on the College Faculty Allocation Model, San Diego City College was granted 32 new positions between 2005 and 2007. During the same period, however, the college was requested to increase class sections, so the full-time-to-adjunct ratio improved little. Due to the severe budget restraints, a hiring freeze was established in 2008–09. Ironically, the full-time/adjunct instructor ratio has improved because of the reduction of sections offered and the loss of adjunct positions.

When new faculty positions have been made available by the district, the college follows the established master planning process to identify the departments that need faculty. Departments identify their needs and submit justification to the Master Planning and Resource Oversight Council (MPROC). MPROC reviews each department’s request and justification and ranks positions based on greatest program need.

To establish guidelines for classified staff needs, the district follows guidelines provided in a Districtwide Staffing Study. The campus hiring criteria for classified staff is outlined in the 2008–09 Master Plan Update. In 2007–08 the Classified Senate requested to have classified hiring follow the same steps as faculty hiring and to go through MPROC processes as delineated in the master plan; however, at this time, replacing vacated classified and administrative positions is not part of the MPROC process.

The college utilizes the services of Non-Academic Non-Classified Employees (NANCEs) each year. There is a continual need and reliance on this group of temporary employees to support and supplement the various programs and operations throughout the district. Some departments do not have the budgetary means to fill permanent positions but still need staff to meet the needs of their programs. The district has developed specific guidelines identifying the terms and
conditions of temporary employees in this service category. Funding for hourly staff is identified by the departments that rely on them. III A-42

Self Evaluation
The college meets this standard.

Current budget constraints, however, have posed a challenge for the college and have resulted in not filling positions that have been opened through retirements or the new faculty positions identified in the master plan. With very few exceptions, hiring has been frozen since spring, 2008. There has been no backfill of classified positions; as full-time faculty retire, their positions have been filled with adjunct instructors; and the administrative staff is taking on additional assignments to compensate for shortages. The district and the college, however, continue to employ a sufficient number of full-time faculty to meet its obligation to maintain and improve the ratio of full-time to part-time faculty over time.

In spring, 2010, under the leadership of the president and vice presidents, the college developed a workload plan to replace essential staff. III A-43, III A-44

Planning Agenda
None

III.A.3. The institution systemically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Descriptive Summary
The San Diego Community College District systematically develops personnel policies and procedures that are available for information and review. Policies are developed and updated by the Human Resources Department, then discussed and evaluated by the District Governance Council before going before Chancellor’s Cabinet review. Policies that require dialogue and feedback from the bargaining units or campuses are not implemented until the shared governance process is completed. Then, the policies go to the board of trustees for approval. The district makes every effort to administer its procedures equitably and consistently.

All district policies, including those affecting personnel, are posted online. Members of the college and community at large have full open access to these policies via computer. Procedures are posted to the district intranet and are accessible from any district computer.

Self Evaluation
The district and college meet this standard.

The district and college make every effort to publicize all personnel policies and procedures and to administer them equitably and consistently. Policies and procedures had previously been available in print format in the President’s Office and via the district intranet. However, to increase access to the public, all policies were moved to open internet access in summer, 2009. III A-45
Planning Agenda
None

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary
Board policies and procedures are in place to ensure fairness in all employment procedures including employment, retention, transfer, and promotion. The district has a designated Equal Employment Opportunity Office and an Equal Opportunity and Diversity Officer who is responsible for implementing employment policies and practices as well as affirmative action employee procedures. The board recognizes that cultural competency is an important component of being qualified for positions. The board further recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The board has established policies and procedures for fairness in hiring that support the goals of equal opportunity, diversity and equal consideration for all qualified candidates. Board policies also comply with the Americans with Disability Act, Amendments Act of 2008. Employment guidelines have committed the district to fair employment practices and likewise to a process through which complainants can seek remedy of alleged unfair practices. III A-46, III A-47, III A-48

An Equal Employment Opportunity Officer serves on the hiring committee for every contract position and upon completion of the process certifies that the hiring process has followed the procedures of the Equal Employment Opportunity Act and the district’s employment policies and procedures.

Self Evaluation
The college meets this standard.

In spring, 2010, the Office of Institutional Research and Planning is developing a campus climate survey for faculty which will be administered in fall, 2010. The purpose of this survey is to collect evidence for the four SDCCD institutions (City College, Mesa College, Miramar College, and Continuing Education) on the current climate as it relates to diversity, equity, cultural competency, and the general work environment. The faculty, staff, and administrators will be surveyed to elicit their perceptions and opinions on campus climate. The information may be used to make changes in policies, procedures and to implement strategies for improving the campus environment. The survey will also provide a comparison of the results from previous campus climate surveys where possible. III A-49

In the 2009 Employee Perception Survey,

- 79% of respondents strongly agree or agree that they are treated with respect at the college;
- 76% strongly agree or agree that the criteria for hiring employees are clearly stated;
- 66% strongly agree or agree that the procedures for hiring employees are strictly followed; and
77% strongly agree or agree that the policies and practices of the college clearly demonstrate commitment to equity and diversity. III A-50

Planning Agenda
None

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary
Every employee has a right to inspect his/her personnel records according to the Education Code, Section 87031. In addition, employees have a right to be notified of and to review and comment on information going in their permanent personnel file. The district has a human resources procedure that outlines this process and it is also addressed in collective bargaining unit agreements. III A-51

The director of payroll is responsible for safekeeping the district’s personnel records in the Payroll Office of the Human Resources Department where a personnel file is maintained on each employee in a secure, locked room. Personnel records are maintained both electronically and in hard copy. Hard copy files are secured and have limited access at the district office. An access log is maintained for these personnel records. Electronic access requires an assigned password and an employee-signed confidentiality form. Passwords are routinely changed at least once a year to maintain security. The list of employees who have access to confidential personnel records is periodically updated; individuals who no longer require access are deleted from the list. The district operates under federal and state regulations regarding personnel records.

Faculty evaluations are maintained and locked in the respective deans’ or vice president’s office.

Self Evaluation
The college and district meet this standard.

The district has a procedure and specific steps for employees to access their personnel records. Employees must submit a request to make an appointment, giving sufficient notice to Human Resources for the staff to be available. Files are inspected in the Payroll Office of Human Resources with a member of the payroll department present.

At the college, timekeeping records are maintained in the Administrative Services Department in a secure location and are sent to the district warehouse after three years. Yearly program records, evaluations, correspondence, hiring, contract information, sabbatical leaves and retirement information are among the documents kept securely locked in faculty and staff files. Files are purged, archived or destroyed in compliance with record retention procedures. With supervision and advance notification, all staff has the opportunity to review their personnel records at the college.

Planning Agenda
None
III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary
The district has taken actions since the last self study to advance and further formalize its commitment to equity and diversity. Through shared governance processes with faculty, staff, and constituent groups, the district has adopted new policies and procedures regarding nondiscrimination and equal employment opportunity to further efforts to ensure that it maintains fair and equitable hiring practices that support a diverse workforce and effectively address any problems that could arise in this area. These policies reconfirm the district’s commitment to support working and educational environments that are free from discrimination and rich in diversity.

Board Policy (BP) 7100, Commitment to Diversity, states that the district is committed to the employment of personnel who are dedicated to the success of all students. It recognizes the importance of cultural competency, and that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. It underscores the board’s commitment to hiring and staff development processes that support equal opportunity, diversity, and cultural competency, as well as provides equal consideration for all qualified candidates. BP 3410, Nondiscrimination, states that the district is committed to equal opportunity in educational programs, employment, and all access to institutional programs or activities. It is very specific on what will not be tolerated. District Procedure 3410 provides the procedures for administering this policy. BP 3430, Prohibition of Harassment, makes clear that all forms of harassment will not be tolerated by the district, including the following statuses: sexual, ethnicity, national origin, religion, age, sex, gender, race, color, medical condition, ancestry, sexual orientation, marital status, physical disability or mental disability.

In addition to formal policies and procedures, the district provides formal Equal Employment Opportunity training to the college. This training is for EEO representatives who sit on college hiring committees. The training covers the following areas:

- Diversity in higher education;
- Equal opportunity employment laws;
- Confidentiality during the hiring process;
- Conflict of interest;
- Responsibilities of all committee members;
- EEO representative appointment process;
- Paper screening of applicants;
- Interviewing applicants;
- Candidates with disabilities; and
- Scenarios.

The EEO representative serves as a voting member of the each selection committee and assures that these practices will be followed.
The district Equal Opportunity and Diversity Officer serves a primary role in leading the effort to assure diversity in the workforce. The person in this position develops and recommends EEO/Diversity programs, policies, and strategies which meet federal, state, Board of Governors, and other regulatory mandates. He/she reviews and approves district recruitment and hiring processes to ensure they are conducted in accordance with district, state, and federal EEO/Diversity requirements; and conducts investigations of formal complaints of discrimination for SDCCD students and employees. Also, included are responsibilities for EEO training, advice, and interpretation of federal and state laws related to discrimination and diversity; and to chair the district’s EEO Plan Committee, the Site Compliance Officer Committee, and the Campus Diversity Advisory Council.

The district is also in the final stages of adopting its Equal Employment Opportunity Plan, which was initiated by districtwide EEO Advisory Committee upon its formation in 2007–08. The plan is comprehensive and includes the following components: 

- Policy Statement;
- Delegation of Responsibility, Authority, and Compliance;
- Provisions for an Advisory Committee;
- Method for Handling Complaints;
- Notification to District Employees;
- Training for Screening/Selection Committees;
- Annual Written Notice to Community Organizations;
- Analysis of District Workforce and Applicant Pool; and
- Other Methods Necessary to Further Equal Employment Opportunity.

At the college level, the EEO Site Compliance Officer (SCO), under the direction of the district EEO and Diversity Officer, assures that all practices and procedures are followed on the campus. The campus SCO assures that all stages of the college hiring process are conducted in accordance with district EEO requirements. The SCO reports directly to the president regarding issues of diversity, equity, and sexual harassment. Issues are resolved at the college if possible, but are referred to the district in those cases that cannot be locally resolved. The SCO provides a trusted presence to members of the campus community.

**Self Evaluation**

The district and college meet this standard.

Although the process has been delayed, especially with the development and implementation of a new EEO Plan, the district has made progress in establishing policies and procedures that encourage employment equity and diversity. There has been collaboration between the colleges and the district in the form of the EEO Plan Committee, and the Site Compliance Officer Committee. There should be further collaboration with the creation of the Campus Diversity Advisory Committee.

The SDCCD Board of Trustees has made diversity a key issue as well. At their retreat on May 28, 2009, the board received a full briefing on diversity by the vice chancellor of human resources. Diversity statistics reflecting the change in demographics from 2000 to 2008 for the community at large and for district employees were the basis for presenting the goal of achieving
workforce parity with the community. To reach this goal, several strategies currently in practice or in planning were presented to the board, including:

- Training materials for EEO representatives;
- Examples of outreach advertising;
- Accounting of the district’s AB1725 EEO Diversity Allocation Funds;
- New policies and procedures related to diversity; and
- Training for Selection Committee chairs.  

Planning Agenda

None

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

San Diego City College creates and maintains appropriate programs, practices, and services that support its diverse personnel. Managers and supervisors receive yearly training on diversity, sexual harassment, discipline, EEO, leadership, and supervision. The Employee Assistance Program (EAP) provides support services that are available for all personnel; these are confidential services designed to help employees and their household members with needs such as face-to-face counseling, life management skills, emotional well-being, work issues, wellness, legal assistance, and substance abuse and recovery.

All staff members are encouraged to participate in established programs, workshops, and staff development activities and to institute new programs to meet changing needs. Programs that acknowledge the multicultural mission of the college are evident. The FLEX Committee ensures that program offerings and keynote speakers are relevant. Input from faculty and staff is obtained semi-annually in preparation for the upcoming semester’s events. Faculty and staff are often the presenters, thereby inculcating cultural and diverse ideologies.

Career incentives for taking classes are available to all district and campus employees. As a result, both faculty classified staff receive reimbursements for tuition and the faculty can also advance on the salary schedule. Faculty improve teaching skills and incorporate techniques that support them in working in diverse classroom settings. Staff improve customer service skills, are updated on office procedures, and improve their qualifications for potential job advancement.

In 2005 under the leadership of the Academic Senate, the first college Diversity Committee was formed, comprising faculty, staff and students. Its mission statement was formulated and approved by the Academic Senate. For the fall 2007 convocation, the Diversity Committee planned and presented two days of activities that were intended to raise awareness and understanding in faculty, staff and students about the college’s mission and goals on diversity. This provocative program showcased students and staff and probed the unrecognized hidden and inherent biases in society. The committee has been very active during the last few years with in-service trainings, meeting with campus departments to promote ongoing dialogue, and in offering FLEX workshops. In addition, the Diversity Committee held an event to which each member brought students to discuss the question “How does it feel to be you at City College?”
The college has an excellent, well-established World Cultures Program that has allowed students, staff, faculty and the community to experience a wide range of cultural presentations and experiences. Included in the program are Hispanic Heritage, Black History, and Women’s History activities and experiences. The program is supported by the San Diego City College Foundation, the administration, and student organizations.

Since 2006, under the leadership of the president, there has been an annual International Book Fair and the Literary Series—the only one of its kind in the San Diego region—that includes activities that support World Cultures. The Book Fair and Literary Series have grown since their inception. As of the fall 2008 and 2009 semesters, the events had more than 8,000 students and community members attend not only the primary event—the fair—which takes place during a full week and weekend, but also the various literary series presentations all during the school year. The Book Fair’s director, faculty, and staff of the college are committed to promoting local writers and booksellers as well as reaching out to prominent national and international authors and artists, particularly our friends and neighbors in Mexico.

The fairs have showcased the arts and music as well as literature of all sorts by bringing such authors as Amiri Baraka, Denise Chavez, Carolyn Forche, Thomas Frank, Ana Castillo, Juan Williams, Jimmy Santiago Baca, Luis Rodriguez, Li-Young Lee, Helena Viramontes, Marilyn Chin, and musicians and artists including the Gilbert Castellanos Quartet, Perla Batalla, Perry Vasquez, Kim Stringfellow, and many more to San Diego City College. The attendance has grown over the last 5 years from about 2,000 to well over 8,000 avid audience members. The Book Fair’s alliance with KPBS and “One Book, One San Diego” has also been successful in bringing notable authors such as Greg Mortenson and Warren St. John to the college for readings. The college is uniquely situated in the center of San Diego and the book fair serves as a cultural nexus that brings together the various communities of the city and provides a vital site for cultural exchange and growth. The primary goal of the fair and literary series is the promotion of literacy and cultural reciprocity.

Faculty members have developed many other exciting venues to demonstrate appreciation of diversity. The Language Department offers a spring “Language Day” and there is the “December Celebration” where not only different languages are showcased but food, dance and music are celebrated. The faculty FLEX Program fosters of an appreciation for diversity through its programming. Many creative workshops have been offered over the last several years. A sampling of these workshops includes: “Living with Disabilities,” “Caring for your Aging Parent,” and “Strengths Quest for Team Building.” In spring, 2010, the college offered a workshop to learn about faculty/staff inquiry projects and strategies for practicing equity in the classroom and beyond. This workshop was relevant to all disciplines and departments. In fall, 2009, the Disabled Students’ Union Club participated in a 5K walk/run to increase campus and community awareness of the challenges club members face. The club organized a scavenger hunt for individuals in the campus community where each participant had to assume the barriers for navigating the campus of the visually impaired, non-ambulatory, or hearing/learning disabled students or community members.

**Self Evaluation**
The college meets this standard.
San Diego City College offers meaningful and ongoing professional development opportunities for all staff. In the 2009 Employment Perception Survey,

- 77% or respondents strongly agree or agree that the college demonstrates its commitment to equity and diversity; and
- 73% strongly agree or agree that the college provides adequate opportunities for continued professional development. III A-50

Planning Agenda
None

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary
San Diego City College and the San Diego Community College District regularly assess their record in employment equity and diversity, consistent with the missions of the college and the district. The 2009 City College Fact Book provides statistical data regarding the ethnicity of its employees. There were a total of 1,278 employees working at San Diego City College during fall, 2008. The ethnic breakdown showed that White employees comprised 48% of the total employee population, followed by Latino employees (20%), and African American employees comprising 12% of the workforce. White employees comprised 25% of the classified staff positions and made up almost two-thirds of the teaching faculty positions (63%). III A-57

More significantly, it is important to look at the degree to which faculty reflect the diversity of the students at the college. While some aspects of diversity, such as sexual orientation or first-generation college graduates, are not measured and cannot be reported on, the statistics for ethnicity do not indicate a great deal of progress. The campus has implemented many successful efforts over the past decade to increase a general appreciation of diversity campuswide and has consistently followed EEO guidelines in hiring practices; the efforts, however, have not resulted in a significant increase in diversity among the faculty. Of the 89 new faculty hires between 2004–05 and 2008–09, 8% are African American; 5.6% are Asian; 25% are Latino; 57% are White; and 3% declined to state. This is a good start at increasing the numbers of Latino faculty; however, looking at a snapshot that includes the ethnicity all faculty members with the ethnic breakdown of our students, the story changes. Further changes will continue to take place as faculty retire.

The four charts on the following pages tell the story more directly. The first chart demonstrates the student population becoming increasingly Latino, while the White and African American population is gradually declining.
As indicated by the following charts, Latino contract faculty (16%) do not reflect the proportion of Latino students (over 30%). In addition, the adjunct faculty diversity is even lower than that of contract faculty (African American, 9%; Latino, 10%).

The EEO policies consistently followed by the district, the inclusivity of the many campus programs, and the diligent work of the campus Diversity Committee have not led to diversity among faculty that reflects the diversity of the students at this college. In addition, the new district EEO Plan has taken longer to develop than would have been ideal, and a great deal of work is required to fully vet, improve, and implement the contents of that plan.

Planning Agenda #5
Under the leadership of the vice presidents of instruction and student services, and in consultation with the college Diversity Committee and the Academic Senate, a plan will be designed and implemented at the college and departmental/program levels by June 2011 for
outreach, recruitment, mentoring and support of a diverse adjunct faculty pool. This plan will address the need for diverse full-time and adjunct faculty across the campus, including departments that have had difficulty maintaining diversity among their faculty. The plan will be evaluated annually for its effectiveness in creating diverse candidate pools.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary
The district has written policies and procedures approved by the Board of Trustees that support the rights and fair treatment of personnel which are reviewed and updated regularly. In addition, district employees have rights covered by Human Resources Guidelines, Education Code, and the various collective bargaining agreements and handbooks. Each of the college employee groups has within its bargaining agreement a process to grieve alleged employment violations.

The district demonstrates integrity in its policies, practices and procedures, and the college respects these rights and privileges. The Equal Employment Office and Site Compliance Officer ensure this integrity. Additionally, the inclusive campus culture of shared governance ensures the right for faculty, staff, and students to participate in campus and district governance.

The college’s regularly revised mission statement states that the college is committed “to develop an environment which cultivates understanding and respect for students, faculty, and staff.” Policies, procedures, and guidelines specific to Human Resources, and the Human Resources Instruction Manual provide due process for administration, faculty, classified staff, and students.

Self Evaluation
The college meets this standard.

In the 2009 Employee Perception Survey,
- 79% of respondents strongly agree or agree that they are treated with respect at the college;
- 77% strongly agree or agree that the policies and practices of the college clearly demonstrate commitment to equity and diversity; and
- 80% strongly agree or agree that performance evaluations have been conducted according to their contract guidelines. III A-50

Planning Agenda
None

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional missions and based on identified teaching and learning needs.
Descriptive Summary
Recognizing that programs and services are enhanced when employees are given the opportunity to expand their learning skills, the college and district place a high value on training for faculty and staff.

San Diego City College encourages and supports continuous learning and professional development for all employees. All personnel are encouraged to participate in professional development and career enhancement activities. Professional development programs are available for both contract and adjunct faculty and for contract and hourly classified staff. The district reimburses tuition and fees (classified) and offers pay-grade step increases to faculty who successfully complete professional development contracts. The college and the district also provide the opportunity for classified staff to participate in professional growth activities. Professional development, leadership workshops, computer and other skills training courses are offered to all faculty and staff. In addition, the college promotes activities through the Instructional Improvement Committee and the Institutional Assessment Committee which for the last several years have emphasized improving student learning outcomes on the campus. In addition, contract and adjunct faculty are required to fulfill mandated instructional improvement hours every year based on their assignment loads. These activities are requested and validated via the district website. Faculty also have the opportunity to request approval for independent projects as part of this requirement. III A-58

The campus has a Professional Development, Tenure, and Promotion Committee which evaluates all professional growth plans that may lead to promotion of contract faculty, establishes the method and procedure for ranking sabbatical proposals, ranks sabbatical leave proposals and assesses sabbatical leave reports, and assesses and recommends promotions. III A-59

The Professional Development, Tenure, and Promotion Committee evaluates professional growth and sabbatical proposals as well as the evaluations of faculty who are recommended for promotion. The committee notifies faculty regarding the status of their proposals and how to proceed. As one of its most important duties, the committee makes recommendations to the president regarding faculty promotions. The campus Academic Senate nominates and selects the members of this committee. The members of the committee are faculty who represent the four instructional schools and the three ranks of full-time faculty (Professor, Associate Professor, and Assistant Professor).

In the faculty bargaining agreement between the district and the AFT Guild, salary advancement is linked to professional development. Faculty are consistently encouraged to take advantage of professional development opportunities within their disciplines. The sabbatical leave provision of the AFT contract allows contract faculty a semester or a year to increase their professional growth and development.

There have been some in-house staff training opportunities that were organized by departments or employee units. In spring, 2010, the counseling faculty had an in-service that included all the counselors in the district. The Classified Senate sponsored a 2-day retreat in summer, 2009, and provides other activities to meet the needs of the classified staff and to encourage the accomplishment of improved administrative outcomes on the campus.
Self Evaluation
The college meets this standard.

In the 2009 Employee Perception Study,
- 73% or respondents strongly agree or agree that the college provides adequate opportunities for continued professional and staff development; and
- 78% strongly agree or agree that members of their department program stay current in their field. III A-50

Planning Agenda
None

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis of improvements.

Descriptive Summary
The Instructional Improvement Committee (FLEX Committee) consists of faculty representing the disciplines and schools on campus. The committee’s responsibility is to design professional development opportunities for faculty throughout the school year and the summer. The FLEX Committee is chaired by a faculty member who receives 40% reassigned time and its membership consists of faculty volunteers. The FLEX Calendar is distributed to faculty prior to the beginning of each semester with activities planned the week before the semester starts. III A-55

To ensure that on-campus FLEX workshops meet faculty needs, the committee administered a faculty needs survey and distributed the results in fall, 2009. Of the 145 faculty who responded, the most significant requests were for workshops regarding student motivation, classroom management techniques, and best practices for teaching basic skills. These results will be used in planning upcoming workshops. III A-60

Self Evaluation
The college meets this standard.

Positive changes continue to be made in the nature and scope of the activities being offered and new ways of evaluating these activities are being explored in conjunction with the campus researcher. The faculty has improved their reporting of FLEX hours, decreasing the number of employees who have been sanctioned (verbally or monetarily) for lack of completion. The committee developed an online survey at the Survey Monkey website and faculty were encouraged to complete a survey on the workshops offered. The response was low each year even with the revisions. A new survey was developed in fall, 2009, and it received a better response than the ones in the past.

In the 2009 Employee Perception Survey, 73% of the respondents strongly agree or agree that the college provides adequate opportunities for continued professional and staff development. III A-61
Planning Agenda
None

III.A.6. Human resource planning is integrated with institutional planning.
The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary
Human resource planning is integrated with the program review and master planning processes. The college continually assesses its human resources needs to support its educational programs. Each year, as part of the update of the Master Planning and Resource Oversight Council (MPROC), all departments submit a program review, which includes narrative and statistical data of the department’s performance, goals, and requests for staffing and resources. Each department meets to prioritize hiring needs for the program. Chairs meet with deans to prioritize faculty hiring and department needs for school. The chairs and deans prioritize requests within each school. Respective vice presidents prioritize department needs for the division. The vice president prioritizes faculty hiring needs and makes recommendations to MPROC. MPROC then submits the priority hiring list to the President’s Council which makes recommendations to the president.

When departments request additional classified staff, the approval process follows MPROC guidelines. Beginning spring, 2008, there has been a hiring freeze for classified staff. To compensate for this lack of personnel the college utilizes temporary part-time classified non-academic employees.

Self Evaluation
The college meets this standard

Through the campus program review and master planning process there is a consistent focus on both the resources needed to staff effectively and a fair and objective guidelines for how to make staffing decisions.

In the 2009 Employee Perception Survey,

- 75% of respondents strongly agree or agree that faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and other institutional policies (17% neither agree nor disagree); and
- 71% of respondents strongly agree or agree that program review is integrated into the college planning process (19% neither agree nor disagree).

Planning Agenda
None
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<td>III A – 54</td>
<td>Documentation of Board Retreat</td>
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<td>III A – 55</td>
<td>Flexible Calendar for spring 2010</td>
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<td>III A – 57</td>
<td>2009 City College Fact Book, pp. 87-88</td>
<td>X</td>
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<td><a href="http://research.sdccd.edu/Include/Research%20Reports/College%20and%20District%20Fact%20Books/City%20College%20Fact%20Book%202009%20v5.pdf">http://research.sdccd.edu/Include/Research%20Reports/College%20and%20District%20Fact%20Books/City%20College%20Fact%20Book%202009%20v5.pdf</a></td>
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<td>III A – 58</td>
<td>Faculty Web Services Home Page</td>
<td>X</td>
<td>X</td>
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<td>III A – 59</td>
<td>Professional Development Committee Charge, Academic Senate By Laws, p. 11</td>
<td>X</td>
<td>X</td>
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<tr>
<td>III A – 60</td>
<td>Professional Development Survey Results</td>
<td>X</td>
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III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Descriptive Summary
San Diego City College is one of three credit colleges within the San Diego Community College District (SDCCD). Located east of downtown San Diego, this urban campus serves approximately 18,000 students each semester. The campus is alive and green with its meticulous landscaping and mature plant growth. The buildings blend well with their surroundings and meet the needs of the institutional mission. There is a commitment by faculty and staff to provide a comfortable, safe, and functional learning environment for all those enrolled in the college.

Currently the college is expanding its facilities to better support student learning programs and services and to improve institutional effectiveness. With the passage of Proposition S, a $685 million construction bond program, in 2002, and Proposition N, an $870 million bond program in 2006, the district has made a significant move to modernize all of its campuses and sites. Of this amount, approximately $485 million has been allocated to modernize San Diego City College, including new furniture, equipment and technology for the new and remodeled buildings in the bond program. The additional funding will enable the college to serve the increasing student population and to fundamentally upgrade the aging infrastructure.

Broad-based and continuous involvement of faculty, classified staff, and administrators in the design of each construction project ensures that physical resource planning is integrated with institutional planning, and that each project directly supports student learning and related support services. The effectiveness of the new and remodeled facilities and their equipment is evaluated through the program and department annual program review process and, on an ad-hoc basis throughout the year, in the Review of Services Committee that brings together district and college personnel at regularly scheduled meetings. These are the same planning and evaluative processes the college uses to assess its existing infrastructure as well.

Self Evaluation
The college meets this standard.

Planning Agenda
None

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary
San Diego City College provides a safe environment for all students, staff, and faculty. Physical resources are sufficient and support the integrity and quality of the programs and services offered. This is accomplished in several ways.
The annual Workplace Inspection Report identifies facilities that are in need of repair or improvement. This report is analyzed by facilities personnel, who initiate repair orders to correct any deficiencies. The vice president of administrative services coordinates the collection of data and keeps the results on file in Business Services.

The vice president of administrative services is also responsible for convening the Health and Safety Committee and the Review of Services Committee. Both committees meet monthly to discuss relevant issues that affect the physical aspects of the campus. The Health and Safety Committee is a college-centered committee, composed of representatives from select areas across the campus (including college police) and chaired by the vice president of administrative services. The committee discusses health and safety concerns on and around the campus and determines plans of action to resolve these problems. These action plans are overseen by the district Facilities Management office. A report is made back to the committee at subsequent meetings as to the progress made in resolving the problems. Facilities Management updates the vice president of administrative services on the progress of action plans. The vice president in turn provides a summary of salient factors to the Health and Safety Committee.

The Health and Safety Committee is also responsible for overseeing the Injury and Illness Prevention Plan adopted by the Board of Trustees in spring, 1996. This plan provides the guidelines to be followed to ensure that all sites within the district create and maintain a safe and healthful working environment.

The Review of Services Committee is a combined college and district committee. It is composed of faculty and staff from the college and select administrative staff from the district. This committee is chaired by the vice president of administrative services. The group discusses physical maintenance issues as they affect the campus. Typically the agenda of these meetings include such topics as renovations and new building updates, custodial report, grounds, campus police, technology, and gardening. When items are identified as needing attention, an action plan is formulated in the committee and follow-up is the responsibility of Business Services and the vice president of administrative services.

When new needs arise the college adheres to a collaborative process of shared governance via the Master Planning and Resource Oversight Council. This council includes representation from all constituent groups on the campus. The council has developed multiple forms which are uniformly used to aid in determining the equipment, facilities, and staffing needs of Instruction, Student Services, and Administration. The planning cycle follows the academic calendar year.

As part of the self study and to determine the sufficiency of the classrooms, lecture halls, laboratories, and other facilities, the San Diego Community College District (SDCCCD) sponsored an employee survey and a student survey in 2009. Each survey addressed physical resources with a number of specific statements unique to San Diego City College.

The results of these two surveys were disseminated to the college community via two sessions convened by the district’s director of institutional research and planning and the college’s campus-based researcher.
The involvement of a campus-based researcher has been an important addition to the institutional goal of creating a “culture of evidence.” With these data the direction of future planning will become more accurate and useful.

San Diego City College’s off-campus site at the Educational Cultural Complex (ECC) is evaluated by the district’s director of facilities management in coordination with the college’s director of off-campus programs for potential health and safety concerns and facilities issues. This process is ongoing. When a concern arises, the office staff at the ECC site are notified by the faculty or staff. They, in turn, contact the district Facilities Management office where they identify the appropriate parties to address the issue. This process has recently been implemented and will be evaluated in fall, 2010, and periodically thereafter for efficiency and effectiveness.

When the college has a need to offer classes at other sites in the community, the director of off-campus programs evaluates the site to ensure that it meets the requirements of the district, and submits a “Request for Off-Campus Location” form. The request is then presented to the district Board of Trustees for approval. III B-15

Effective October, 2009, the SDCCD implemented a districtwide maintenance management system which applies to the main campus as well as district-run off-site locations. The system is designed to increase productivity and effectiveness of the maintenance property and support systems.

The Review of Services Committee and the Health and Safety Committee also review security issues as they arise on the campus. College Police has as its mission “…to maintain peace and order and a safe learning and working environment throughout our District.” III B-16 As an urban campus in the center of downtown San Diego, the college faces the challenges brought on by a large homeless community and two large high schools within a block of the campus. Facilities throughout the campus are open all day and into the evening to support the college curriculum and various support programs. Restrooms are occasionally used by non-students and damage is not uncommon. The safety of students and staff is an ongoing concern, especially in the evenings. Non-students often congregate on the campus grounds, especially in the late afternoons when the two neighboring high schools adjourn, and occasionally engage in drinking, smoking, and other behavior not conducive to an educational environment. College Police are aware of this problem and make an effort to remove the undesirables from the college property. They also provide escort services, upon request, twenty-four hours a day, seven days a week.

The college also offers a variety of online and partially online classes. Faculty teaching online classes are supported through a network of campus-based and district personnel. Distance delivery modes of education are supported with WebCT. Regular training sessions are offered through the district and its Online Learning Pathways branch. Information about online classes and support services for students, staff, and faculty can be found on the Online Learning Pathways website. III B-17

Institutional needs for these delivery modes are overseen by the college’s Institutional Technology Council. III B-18 This committee meets monthly and is made up of faculty, staff, and an administrator. Responsibilities include oversight of the instructional computers available to
students on campus, support services for online faculty, and training sessions for potential online faculty.

**Self Evaluation**
The college meets this standard.

Facilities supervisors network with campus personnel via email and committee meetings to ensure that all facilities needs are being met. The district’s tracking system for maintenance and repair work is maintained through the district Facilities Management office and the college’s Business Services office. As new needs arise, the managers and supervisors work with the faculty and staff to make specific recommendations that will remedy the problem. Depending on the funding source, various campus resources are used. If the need is a personnel issue or a need for large equipment, the campus master planning process provides an effective method of prioritizing and funding.

In the 2009 *Student Satisfaction Survey*,
- 74% of respondents strongly agree or agree that there is adequate study space on campus;
- 74% strongly agree or agree that the grounds are adequately maintained;
- 72% strongly agree or agree that the exterior features of the campus buildings are adequately maintained;
- 62% strongly agree or agree that the exterior lighting is adequate; and
- 69% strongly agree or agree that they feel safe on campus. \[\text{III B-19}\]

In the 2009 *Employee Perception Survey*,
- 77% of respondents strongly agree or agree that student learning and support needs are central to the planning, development, and design of new facilities;
- 64% strongly agree or agree that safety hazards are addressed promptly;
- 84% strongly agree or agree that the grounds are pleasing and adequately maintained;
- 70% strongly agree or agree that the exterior of the buildings are adequately maintained;
- 40% strongly agree or agree that the interior of classrooms, offices, and restrooms to be adequately maintained (23% neither agree nor disagree, and 37% strongly disagree or disagree); and
- 66% strongly agree or agree that the exterior lighting to be adequate. \[\text{III B-20}\]

In fall, 2009, the district hired a consultant to determine if the job of maintaining the facilities was up to industry expectations. While the consultant found it to be acceptable, the end users felt differently. Recognizing that this is not an acceptable score, the college is doing a follow-up to determine specifics. It is thought that with the renovations and new buildings scheduled that the newer facilities will improve this perception of the conditions

**Planning Agenda**
None
III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary
San Diego City College assures that plans to build, maintain, and replace physical resources are done effectively to support the needs of its programs and services. The Facilities Master Plan is periodically reviewed and updated. In 2006, the architectural firm of Carrier-Johnson, supported by the campus business office, provided a vision for the campus based upon “Academic Neighborhoods.” The six neighborhoods are composed of academically similar programs and similar student support services. The philosophy behind this strategy is to weave complimentary programs around eye-catching, aesthetically pleasing gathering places. The proposal was broken up into phases and was to be funded through the first phase with Proposition S money. More recently, a newer document, titled the 16th Street Precise Plan has been the focus of the Proposition N dollars. Again, designed by the architectural firm of Carrier-Johnson, this plan focuses on the 16th Street corridor and the new buildings to be developed there.

Since the original facilities master plan in 2002, all of the college constituent groups have had input into the direction this college is going from a physical resources perspective. With the passage of Proposition S, a construction bond program worth $685 million, the college has planned for an eventual increase in student enrollment to 25,000 and a need for facilities to accommodate the entire academic and student service offerings.

The Academic Senate and the Proposition S Steering Committee convened meetings to determine the best method for allocating the Proposition S bond funds on the San Diego City College campus. Projects were identified by need and ease of relocation of programs and personnel. This information was used as the deciding factor in the sequencing of each project. The public may access information regarding the sequencing of projects via the district website and the college website.

### Completed, Planned, and Future Proposition S Projects

<table>
<thead>
<tr>
<th>Projects Completed</th>
<th>Date Completed</th>
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<tbody>
<tr>
<td>“R” Building Renovation – added additional smart classrooms and office space.</td>
<td>Fall 2007</td>
</tr>
<tr>
<td>Modular Village – added additional smart classrooms for use during renovations.</td>
<td>Spring 2008</td>
</tr>
<tr>
<td>“L” Building Renovation – added additional smart classroom space, brought together tutorial services and student services into one building, added smart conference rooms and workshop spaces, and added additional computer lab stations for student access.</td>
<td>Summer 2009</td>
</tr>
<tr>
<td>Site Design &amp; Environmental Review</td>
<td>N/A</td>
</tr>
<tr>
<td>“P” Building Renovation – added smart conference rooms, adjunct faculty office space, access from adjacent disabled parking via ramp and bridge, and more workout classrooms.</td>
<td>Fall 2009</td>
</tr>
<tr>
<td>Career Technical Center – houses classrooms and offices for nursing, photography, cosmetology, and the police department; also provides additional parking spaces.</td>
<td>Spring 2010</td>
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</tbody>
</table>
In 2006 voters approved a second construction bond proposal worth $870 million. With the passage of Proposition N a portion of these funds will be used to complete the facilities identified in the 16th Street Precise Plan. The plan will include the demolition of existing facilities, the construction of new buildings, and the renovation of several existing buildings. While none of the building projects have broken ground yet, the new buildings have had the architects identified.

The development committees for these new buildings are made up of end users and campus administrators. These groups are currently meeting.

The determination of which programs to house in new buildings and the order in which the existing buildings will be renovated was made by the Proposition N Steering Committee and presented for approval to the Academic Senate and the President’s Council. The sequencing of
these projects was also determined based upon need and relocation of existing programs and staff.

To ensure that program and service needs determine equipment replacement and maintenance, the end users and the subject matter experts are expected to keep track of specific needs as they arise. For new equipment in new or renovated buildings a furniture, fixture, and equipment (FF&E) budget is included in the overall cost of the project. Each project has a committee of specialists who determine the needs of the programs that will inhabit the buildings. III B-29

The district has hired an outside vendor to assist with the FF&E projects for the new and renovated buildings. III B-30 This company’s representatives work directly with the end users, campus business services, the purchasing office at the district and the suggested vendors to help make sure that the proper guidelines are followed from the selection of a specific product through to the awarding of the bid.

In the case of existing facilities where there is no FF&E budget, the end users identify the need and it is purchased through a departmental budget or put on the master plan equipment list for future consideration. If an item needs repair, the end user must report it to Facilities using an equipment repair order (ERO). III B-4 The district Facilities Management office directs this order to the appropriate department and that staff member sets up a repair visit with the end user.

Evaluation of the effectiveness of facilities and equipment in meeting the needs of programs and services is the responsibility of the Review of Services Committee and Health and Safety Committee. In addition, a designated supervisor reviews classrooms and restrooms on a monthly basis to check for adequacy of the maintenance of the rooms and to note any possible health and safety concerns. Through the master planning process, the end users and subject matter experts within each department or discipline also evaluate facilities as is relevant to their program needs. Business Services is currently setting up a website which will become active in 2010 and will include a “Facilities Survey” that employees can fill out when they have concerns that they wish to address.

Self Evaluation
The college meets this standard.

San Diego City College has shown a commitment to its physical resources. Through the shared governance process, decisions are made in order to best serve the students and provide the faculty and staff with the most effective and efficient facilities and equipment. There are checks and balances in place to ensure that services are available throughout the academic year. The district works closely with the college through the Facilities Management office and the Business Services office to respond to calls for assistance at all sites. The passage of the two bond proposals has shown that the community is supportive of the college and has faith in its mission.

An exception to the otherwise fairly smooth flow of information between the district and the college, and within the college itself, in regard to the scheduling of construction projects has been the new Child Development Center. Originally, the new center was to be built between 2008 and 2010 using a combination of state and local Proposition S funding; but the project was
delayed when the state Chancellor’s Office objected to the additional classroom space and faculty offices in the plans that were over and above the specific needs of the Child Development Center itself. Shortly thereafter, the statewide economic decline took away the immediate possibility of state funding for the project and it was decided—but not well enough communicated by the college administration to the Child Development faculty—that the project would be delayed in the hopes of state funding at some point in the future.

In the meantime, the overall schedule of Proposition S building projects was revised to advance the work on the much larger General Purpose Classroom building, Business and Humanities buildings, and the Science building, in effect dropping the Child Development Center to the end of the list of construction projects. The delay and the shortcomings in communication about the delay have caused great concern among the Child Development faculty who feel that the instructional program itself is being harmed by the continuing lack of adequate space and facilities. The construction consultants assigned to the college’s Propositions S and N projects have met with the Child Development faculty and with campuswide planning groups several times in 2009 and 2010 to clarify that the Child Development Center’s funding is not in danger; it will go forward with Proposition S and, if needed, Proposition N monies, regardless of the availability of future state bond funding; and that the design work on the project will begin in late 2010. Clearly, there is a need to reactivate the college-level Child Development Center planning committee and for it to meet on a regular basis with college administrators and the construction projects consultants to avoid the lack of communication that has hindered the campuswide understanding of where the project fits into the overall Propositions S and N timelines.

**Planning Agenda**

None

**III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

**Descriptive Summary**

San Diego City College assures safe access to its facilities for students, staff, and faculty. All facilities, both on- and off-campus, are supported and regularly evaluated for safety and security concerns.

Access is a primary concern for San Diego City College. As an urban college, it is accessible through many modes of transportation, including bus and trolley. The City of San Diego metropolitan transit system (MTS) offers bus stops at several sites on the perimeter of the campus and the trolley system has a designated “City College” stop located at the southwest corner of the campus.  

Parking has been an ongoing problem for the college but will be addressed with the completion of the construction plans. The facilities master plan (FMP) specifies the district and college commitment to create additional parking spaces and to improve, renovate, repair, and expand campus roads, roadways, and improve campus safety.  

The FMP is part of the Proposition
N recommendations. According to current plans, 2,100 parking spaces will available by 2012, representing an increase of 824 spaces over 2005’s level of 1,276. III B-33

The college’s Disability Support Programs and Services (DSPS) is primarily responsible for assuring that students with special needs are served at the same level as the general student body. Currently there is a representative from DSPS on all new and renovated building committees. DSPS is also represented on the Campus Design Committee, Health and Safety Committee, and the Review of Services Committee. Some accessibility challenges for the physically handicapped include the absence of automatic doors in many buildings. When there is a shutdown of elevators, no information is provided as to the nearest functional elevator. Some signage is located at heights that are difficult to see from a wheelchair. There is also a significant problem with ramp location. There is no signage on the campus that directs those in wheelchairs to ramps in order to access higher elevations where elevators are not available. In 2009 the district office hired an architectural firm which specializes in ADA requirements to survey the campus. The results of the survey identified areas where planned improvements should take place, and are being used in the 2010–11 facilities planning. III B-34 The district architect is primarily responsible for assuring that the campus adheres to all ADA rules and regulations in all of its buildings.

Once on the campus, building location signs can be found in the form of blue and gold kiosks which are strategically placed at the identified entries to the college. Paper copies of the campus map can be found posted in various sites around the campus, in the college catalog and found at the college website. III B-35, III B-36 For those with special accessibility needs, a map depicting elevator and ramp locations is available. III B-37 Although the map only identifies three ramp sites, there are several more across the campus.

Recently, the college vice president of administrative services requested that a Campus Design Committee be formed, with members coming from all college constituencies. At its first meeting, the committee discussed the hiring of an outside company to help with the upgrading of way-finding signage and the identification of the buildings. In fall, 2009, the district architect introduced the company Graphic Solutions to the Campus Design Committee. III B-38 It was stated that this company would be asked to develop a plan to upgrade and replace all signage and building identification at all sites districtwide. The Campus Design Committee met with the Graphic Solutions team in November, 2009, to identify problems with way-finding and building identification across the campus. A walking tour was arranged with three members of the design committee and two members of the Graphic Solutions team. During this trip specific issues were discussed in regards to access, way-finding signage, and signage appearance. The Campus Design Committee was told by the district architect that the Graphic Solutions team would return in spring, 2010, with their ideas.

When off-campus programs that are housed at district sites have facility needs, those needs are reported following the same procedures as on-campus programs. The Graphics Solutions team was also tasked with improving way-finding at the off-campus site, Educational Cultural Complex (ECC). When the college has a need to offer classes at other sites in the community, the director of off-campus programs evaluates the site to ensure that it meets the access, security, as well as health and safety requirements of the district. She then submits a “Request for Off-Campus Location” form which is presented to the district Board of Trustees for approval. III B-15
Safety, security, and the promotion of a healthy learning and working environment is a high priority at San Diego City College. Safety is addressed in the monthly meetings of the Health and Safety Committee. In these meetings participants discuss exterior lighting issues, workplace hazards, security in and around the campus property, and other matters involving safety and security. Once issues are identified, the appropriate personnel are dispatched to evaluate the situation, propose a solution, or simply repair the problem. If there is a concern surrounding a larger facility issue, the item is brought to the Review of Services Committee where it is discussed with district facilities managers and a plan of action is determined.

Health and safety are also affected by the custodial services campuswide. In fall, 2009, the district Facilities Management office implemented a new set of calculations for the distribution of custodial resources to campus buildings that, in the perception of many faculty and staff, have led to a noticeable decline in custodial supervision and in cleaning that is incomplete and at times not done at all. These concerns have not been quantified since the changes were implemented subsequent to the staff/faculty and student surveys conducted in spring 2009 as part of the self-study process. As noted elsewhere in this self-study (III.B.2.b) there is a pressing need to evaluate the new approach to custodial services at the college.

The San Diego Community College District is also committed to a “green campus” philosophy. New construction is now Leadership in Energy and Environmental Design (LEED) certified and green buildings are a district-wide pride. All new building projects will possess the minimum of a Silver LEED rating with the goal of Platinum kept in mind.

In the best interest of the health of the San Diego City College community, the college instituted a smoke-free policy piloted in the fall 2009 semester. People who wished to smoke had to do so in the parking lots or on adjacent city sidewalks. In summer, 2010, the non-smoking policy was made official and was extended to the entire campus, including the parking lots. This change is reflected in the 2010–11 college catalog and on the college’s website. The policy at the Educational Cultural Complex (ECC), in contrast, requires that those who wish to smoke do so at least 20 feet from open doors and overpasses throughout the campus.

Under the leadership of the vice president of administrative services, a Disaster Preparedness Team has been established. Individuals on this team represent College Police, student health professionals, and various administrators. Each member has been trained in multiple strategies when dealing with all campuswide emergencies. In 2009–10 several emergency training drills were conducted, simulating a citywide electrical outage, a lost child, and an earthquake. College and district staff were mobilized in each drill. The drills resulted in modifications to the college’s emergency response plan, the acquisition of additional emergency supplies, improvements to the campuswide telephone-based alert system, and the recruitment of additional staff and faculty to serve on the search-and-rescue teams trained by the district police.

Self Evaluation
The college meets this standard.
San Diego City College makes every effort to ensure that the campus and its off-campus sites are constructed and maintained with student, staff and faculty access, safety, security, and health as its primary goals.

The college uses a shared-governance approach in the design and implementation of all new buildings, remodels, and infrastructure decisions. All constituencies are included when decisions are made concerning the direction the physical attributes of the campus will take. All meetings concerning facilities are held monthly or more regularly in order to keep everyone apprised of timelines, new conditions, and funding issues as they affect access, safety, security, and a healthful environment.

An example of this type of shared governance is the college working with the district to solve a problem that took place in 2007, when faculty became concerned about the new modular buildings in the “T” building parking lot. These 12 modular trailers were installed to accommodate displaced instructional programs while the “L” building was renovated. Once faculty and students began to inhabit these units it was discovered that there was a very strong odor on the inside and the climate control mechanisms were not working properly. III B-43, III B-44 These concerns were brought by the Academic Senate to both the Health and Safety Committee and the Review of Services Committee where it was determined that the carpets needed a more thorough cleaning and the heating ventilation and air conditioning units needed repair and retrofitting for noise. All of the above repairs were carried out and within four months of the original complaints, the units were inhabitable and functional.

The Americans with Disabilities Act (ADA) is considered as every facility is designed. The college recognizes the there is a need to improve access for physically handicapped students on the campus. The district and college are committed to accommodating students, staff, and members of the public who have disabilities with a safe and accessible environment. While some buildings currently lack automatic doors, the vice president of administrative services has as a priority to ensure that these doors are installed on remodels where they are lacking and will be installed as construction work continues on the campus. Additionally, the campus is in the process of improving the signage on elevators and other buildings once the architectural team has completed is review and made recommendations. Once these decisions are made, signage will be duplicated at a lower level so that it is more visible to those in wheelchairs. Campus maps are being revised to accurately reflect ramp access.

Resource needs also include adequate staffing of custodial services for all areas of the campus. While custodial staff is assigned based on square footage, the campus facilities supervisor may assign custodial staff where he deems necessary, leaving many large buildings with what many staff and faculty members feel is inadequate custodial support. The perceived inadequacy is felt most keenly in such programs as Nursing, Cosmetology and Exercise Science where ambient hygiene is an instructional issue. As noted elsewhere in this section of the self-study (III.B.2.b) there is a clear need to assess how custodial resources are utilized and the extent to which those resources are seen to be in direct support of college goals.

Planning Agenda
None
III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary
San Diego City College supports the regular evaluation of its equipment and facilities. The end users and the subject matter experts are constantly assessing use patterns, equipment durability, resource relevance, and currency of all materials.

At the college level, Business Services produces a workplace report each semester that identifies the furniture and equipment available in the teaching stations across the campus. III B-3 When there are generic concerns (broken chairs, cracked whiteboard, etc.) an equipment repair order (ERO) is filed and the problem is fixed. III B-4

For more program-specific needs the process begins with the college governance structure. III B-45 The divisions meet monthly or more often to discuss needs and direction. Leadership within the schools meet regularly to discuss specifics within their varied disciplines, and departments hold several meetings each semester to address day-to-day issues. Each of these meetings is necessary to identify potential areas for improvement.

When a department or school cannot meet its needs within its own assigned budget, the master planning process is the next step. This Master Planning and Resource Oversight Council meets to coordinate the campuswide support of programs and instructional needs that are not fulfilled at the department or school level.

Self Evaluation
The college meets this standard

San Diego City College conducts self evaluations of classrooms and workstations and reports to the Health and Safety Committee on a regular basis throughout the academic year. The multiple committees that are involved with construction priorities and design are a sign of the college’s commitment to ensuring that physical facilities directly support instructional and support programs. The college funding process for facilities and equipment is transparent and all constituencies are afforded the opportunity to view current budget projections and future budget plans. All repair requests and facility usage requests can be done fully online or through the call center. With the passage of Proposition S and N, the college has seen new and remodeled facilities break ground and open over the past 5 years and will continue to see improvements (including infrastructure upgrades), throughout the next decade. With these new buildings has come new equipment and furniture, which has improved the level of instruction and services across the campus.

Planning Agenda
None

288
III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary
San Diego City College ensures that long-range capital plans are linked to institutional planning in several ways. The vice president of administrative services begins the discussion with the campus constituencies to determine future needs. Once these long-range needs are identified, committees are formed to follow through with the specifics of each project. III B-29

Long-range capital projects are also linked to institutional planning through the Master Planning and Resource Oversight Council (MPROC). This council brings all of the campus entities together for discussion and identification of available funds and where to best allocate these funds. This council is also tasked with updating the college mission statement, institutional priorities, and goals.

The district’s Long Range Capital Construction Plan 2006-2010 guides each campus in the areas of land acquisition, construction of new buildings, and renovation of existing buildings. III B-46

The plan notes an inventory of land owned by the district and provides a calendar of projects in priority order beginning in 2004–05 noting state-funded projects and those that are non-state funded. The plan is not all inclusive and does not identify all of the Proposition S and N projects slated for future construction.

The facilities master plan (FMP) is a local document that identifies the guiding principles for future construction and upgrades. The Facilities Master Plan Committee is made up of faculty, staff, and administrators and meets on an ad-hoc basis. These guiding principles have 7 themes that are incorporated into the overall language: III B-47

1. Keep the process collaborative
2. Include all facility needs
3. Consider design
4. Maintain an accessible, convenient, and safe campus
5. Consider aesthetics and social issues
6. Link the main campus to sites that cross major streets
7. Sequence and adapt projects to minimize loss of instructional space during projects

At this time all Proposition S funds have been assigned to projects identified in 2004 and Proposition N monies are currently being earmarked for the projects identified but not completed with Proposition S money. The new Proposition N projects will be funded with the remaining money.

Elements that comprise the “total cost of ownership” when making decisions concerning facilities include land acquisition and property tax obligations, load distribution and staff forecast, lecture/lab capacity/load ratios, campus office capacity/load ratios, campus library capacity/load ratios, campus AV/TV capacity/load ratios, cumulative sum of existing and proposed space, Assignable Square Footage (ASF) and specific project intent and scope. III B-48

When making decisions concerning equipment purchases the subject matter experts make recommendations based on quality of product, longevity and vendor support.
MPROC ensures that capital projects support college goals. This is a shared governance committee. Members represent all constituencies across the campus.

The district has plans in place to support the increased staffing, maintenance, and operations costs of new and remodeled construction, and money has been set aside from each of the last several district budgets to that end. But those plans are not fully implemented at this time due to the impact of the current economic climate. Also, the funding and staffing plans themselves have not been well enough communicated to the college’s various constituent groups and planning committees, some of whom have come to doubt the existence of the plans themselves or the set-aside funding for them. There is a clear need for better and more detailed communication on this issue.

Self Evaluation
The college meets this standard

The long range capital construction plan, master plan, facilities master plan, and regularly scheduled shared governance committee meetings ensure that the long-range capital projects support college goals. Projects such as the land acquisition of the west block have met the needs of expansion as the college grows and new buildings such as the Career Technology Center will provide for cutting-edge instruction in the three programs to be housed there. As buildings are completed, the master plan process and the FF&E assigned to each individual project ensure that the proper furniture, technology, and equipment are purchased to meet the needs of these programs.

Planning Agenda #7
Under the leadership of the vice president of administrative services, the college will ensure that all constituent groups and planning-related committees are familiar with the district strategy and timeline for the maintenance and operation, including custodial services, of the new and remodeled facilities funded through the district’s construction bonds. The vice president of administrative services will also work with the district vice chancellor of facilities management to periodically assess college users’ satisfaction with the new facilities’ maintenance and operational support.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary
San Diego City College ensures that facilities decisions emanate from institutional needs by following a shared governance approach with all facility planning. The institutional needs and plans for future improvements drive decision making when it comes to physical resources. The Master Planning and Resource Oversight Council (MPROC), Facilities Master Plan Committee, individual project committees, and the district Strategic Planning Committee are all examples of college and district committees that include representatives of the constituencies on campus. Evidence of this shared decision making is seen in the minutes of these committee meetings, the furniture, fixtures, and equipment (FF&E) lists for individual projects, and the equipment lists generated through master planning.
San Diego City College bases its physical resource decisions on the instructional and service needs of the students attending the college. The 2009 Student Satisfaction Survey provided a starting point for future facility improvements. The many committees that convened to discuss facilities and resources are also an indication of the college’s continued commitment to meeting the needs of specific programs based on the recommendations of the subject matter experts. The college prioritizes needs for equipment through the master planning process. This process is cyclical and follows a very structured format beginning with the creation of an equipment-needs list by the subject matter experts and ending with a prioritized list of equipment to be purchased for the next academic year.

Shared governance meetings that address physical resource needs include the Health and Safety Committee, Review of Services Committee, and the Campus Design Committee. If in these meetings it is apparent that certain physical needs are not being met, the proper steps are taken to remedy the discrepancies. There is always follow-up at subsequent meetings. For example, the new Gymnasium was built with inadequate lighting for this very large learning environment. After several meetings of the Review of Services Committee and follow-ups between district facilities personnel and the end users, the lights were replaced with higher wattage lamps and the problem was solved.

San Diego City College is committed to a Green Building Policy. As a leader in Leadership in Energy and Environmental Design (LEED) certified buildings and the recipient of several sustainability awards, the college has a campuswide philosophy of sustainability. The district’s first LEED certified building was the City College Learning Resource Center with a score of Silver. Every effort has been made with subsequent buildings to match or exceed this effort.

Self Evaluation
The college meets this standard.

When planning for physical resources the college considers instructional and student services needs. The committee structure on campus allows for input from all constituencies. While MPROC coordinates the majority of physical resource decisions, smaller building specific committees allow for maximum participation from across the campus. The assessment of these committees and their accomplishments is ongoing as the faculty, staff, and students are afforded every opportunity to comment and provide input on issues that affect instruction and programs. It is an exciting time at San Diego City College as it continues to put the Propositions S and N revenues to maximum use. In the next 20 months the college will complete the Proposition S projects. As the Proposition N projects break ground there will be some upheaval throughout the college but the end result will be an expanded campus with sustainable and environmentally friendly buildings that support instruction and student services.

Planning Agenda #6
Under the leadership of the vice president of administrative services, and in conjunction with the district vice chancellor of facilities management, the college will assess the facilities services provided to the college, including custodial deployment, by June 2011 and, based on that assessment, will formulate specific recommendations to the district vice chancellor of facilities management for improvements in facilities-related procedures and services at the college.
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Standard III.C. Technology Resources
Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary
San Diego City College assures that all adopted technologies are designed to meet the needs of learning, teaching, collegewide communications, research, and operational systems through a shared governance process that involves the user groups involved with each proposed acquisition and the respective information technology provider. The college subscribes to technologies ranging from traditional computer and computing services to a Voice over Internet Protocol (VoIP) phone system, classrooms with integrated computers and audiovisual systems commonly defined as “smart classrooms,” online learning course management systems, and other complex systems that fall under the technology domain.

The college utilizes a comprehensive master planning process that provides all departments with the mechanism to identify technology requirements. In 2008–09 the Master Planning and Resource Oversight Council (MPROC) introduced an additional form to support technology planning. This form assists department chairs in identifying the intended usage, users, training, and support needed, as well as security requirements that are necessary to plan for the acquisition of new equipment. The form also addresses assessment; e.g., how the technology fits with learning outcomes as well as a more directed process for assessing the use of the technology itself.

In addition to the master planning process, instructional programs identify their technology needs during the curriculum development and update process. Each course and program proposal requires that the originator identify the needs of the proposed course or program including the technologies and equipment it would require.

Finally, in addition to the master planning and curriculum development processes, the identification, development, and adoption of technology solutions designed to meet the needs of learning, teaching, communication, research, and operational systems is driven by emerging technologies that make existing technologies obsolete. For example, the college currently subscribes to Blackboard Vista as the course management system for all online courses. This system is reaching the end of its lifecycle and new technologies have emerged. Currently, SDCCD Online Learning Pathways, which oversees and manages all online courses and programs offered in the San Diego Community College District (SDCCD), is in the process of finding a course management system replacement. Users of the current system are invited to participate in the evaluation of potential technologies that will eventually replace Blackboard Vista.
The Institutional Technology Council began the process of revising and updating the Institutional Technology Plan in fall 2009. This plan further addresses the assessment, planning, and resource allocation processes that are proposed to be implemented for institutional technology.

**Self Evaluation**
The college meets this standard.

**Planning Agenda #2**
The Master Planning and Resource Oversight Council (MPROC) will work with college governance groups to fully integrate into the current college Master Plan, by June 2011, the Educational Plan, Technology Plan, Library and Learning Resources Plan, Student Services Plan, Administrative Services Plan, and Facilities Plan. In addition to identifying the college’s goals and priorities, and describing the college’s overall planning and resource-allocation processes, the unified Master Plan will draw upon each of the six component planning documents to identify for the college as a whole the:

- Current status of instruction, student services, and administrative services
- Near- and medium term goals for each area of the college and for the college as a whole
- Fiscal, human, facilities and technology resources needed to implement the goals
- Response to and updates for the college Research Agenda
- Assessment of the extent to which goals have been met
- Assessment of the extent to which college priorities have been met

Using the college’s master planning process embedded in the Master Plan, MPROC will:

- Oversee, through the vice presidents and respective governance groups, the annual review, assessment and updating of each of the six component plans within the Master Plan.
- Review and update annually the collegewide faculty, classified, and administrator staffing priorities as part of the college commitment to rebuild programs and services that have been cut during the current economic downturn.
- Establish and monitor the implementation of a consistent, sufficient, and ongoing funding formula for the staffing, institutional technology, Learning Resource Center, support services, and other collegewide priorities, including the regular acquisition, maintenance, upgrading and periodic replacement of major equipment, computers and other hardware and software.

**III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

**Descriptive Summary**
San Diego City College’s faculty, administrators, and staff recognize the importance of technology in their professional work and in preparing students for employment and lifelong learning. The college assures that its various types of technology needs—services, professional support, facilities, hardware, and software—are identified via the master planning process. This process identifies the needed personnel, facilities, and technology for all academic and student-service departments and programs. Such needs stem from the college’s evolving
curriculum, instructional needs, expanded research and communication needs, the needs of new administrative programs, and the need to be comparable with technology in the workplace.

Currently the college is undergoing a massive infrastructure project that includes the construction of new buildings and the remodel of existing ones and that is funded by Propositions S and N. The planning process for these projects includes the technologies that the new and remodeled buildings will adopt. The college also adopted a shared governance approach under this realm by creating building committees where all building occupants have representation in these committees to voice their needs and evaluate the proposed adoptions.

At the program and course level, when an originator of a new program or course submits their proposal, they must complete an “extraordinary cost and need” statement that identifies their technology and equipment needs. The Curriculum Committee has an information technology subject matter expert who reviews the extraordinary cost section of the proposed course to ensure that the course has all its technology needs identified before approval. All proposed courses must identify any software and hardware required for the proposed course; the information technology representative reviews this section, and the vice president of instruction reviews the funding aspect of the proposal for feasibility. If grant funds are needed to support a course, these must be approved by the vice president of instruction before the course gets final committee approval.

In the realm of distance learning, the college is represented at the SDCCD Online Steering Committee and the district’s Information Technology Council. These are the two governing bodies that identify technology needs for the district’s distance learning program. College representatives provide input and vote on decisions regarding technologies for the distance learning program.

In addition to the college governance assessment processes outlined above, the Institutional Technology Council was formed in 2003 with the charge to ensure effective and efficient use of technology. Committee membership includes 14 representatives from all college constituencies: including students, faculty, staff, and administrators. It also includes a representative from the outsourced technology vendor SunGard, and the director of district IT also attends council meetings on a quarterly basis. The council’s first order of business was to develop an institutional Information Technology Plan to support and deliver technology resources to students, faculty, staff, and administrators. This plan was approved in 2005 and its implementation has since been undertaken by council recommendations to the college president and the President’s Council.

The college’s support structure for technology is overseen by the interim dean of Information and Learning Technology, and is divided into three sectors: multimedia services, instructional services, and administrative services. A fourth sector is the Disability Support Program and Services (DSPS), which provides a High Tech Center and an Assistive Technology Specialist for disabled student access to technology. This group is supervised by the vice president of student services. Three Multimedia Center staff support multimedia services, which includes maintaining instructional and administrative audiovisual equipment; maintaining and teaching instructors to
use smart classroom equipment; providing streaming video, cable TV, and digital signage; producing, editing, and captioning videos; and providing access to video collections.

Support for instructional technology is provided by Technology Support Group (TSG), which maintains the hardware, software, and peripherals for 900+ student computers located in labs in departments, the Independent Learning Center, the DSPS High Tech Center, and the three tutorial center computer labs. TSG also maintains the college pay-to-print system. Support for administrative technology, which includes network architecture, servers, web services, telecommunications, database systems, and office computing (hardware, software, and peripherals) is provided by SunGard, an outside vendor contracted through the district for centralized services to all colleges and continuing education centers. SunGard provides technical support to all 750+ administrative (employee) computers and peripherals at the college. Two SunGard technical staff members assigned to the college operate from an office on campus. III C-17

**Faculty and Staff Access to Technology**

As more students who are technologically competent enter the college, more faculty use technology in their classrooms to engage them. Most classrooms have access to television monitors and Video Cassette Recorders/Digital Video Disk (VCR/DVD) players for video presentations. New classrooms have these technologies built into the facilities and older classrooms have these devices delivered to the classrooms by the audiovisual staff when requested by faculty. At least 34 rooms—including classrooms, computer labs, and conference rooms—have ceiling-mounted digital projection systems for video and live interactive presentations. Some of these rooms are designated “smart classrooms.” In addition to a ceiling-mounted digital projection system, smart classrooms have an equipment podium housing a computer, various audiovisual tools (VCR/DVD players, document camera, etc.), and live Internet access. The Multimedia Center staff is working on streaming video from a centralized location to these classrooms as well. III C-18

CurricUNET, the online curriculum database system, is used by instructors and deans in all aspects of the curriculum process. III C-19 This system remains a staple of the curriculum process as it facilitates all phases of curriculum development and the approval cycle. Faculty can view a PowerPoint presentation to learn the curriculum process and/or attend a FLEX training session. The college has a designated CurricUNET facilitator. The CurricUNET system allows instructional faculty to print out current course outlines and syllabus templates, review course and program historical data, and print out the curriculum report of each course where distance learning criteria is outlined. III C-20 Adjunct faculty have access to the CitySITE professional development center on the lower level of the Learning Resource Center (LRC). III C-21

**Administrative Access to Technology**

All college personnel have access to adequate computer hardware and software to do their jobs. Between 2007 and 2009, 600 administrative workstations were replaced. College personnel are given different levels of access to the Integrated Student Information System (ISIS), which provides a centralized database of student, course, faculty, and resource information. Since 2004 various information systems were implemented at the college, including the Online FLEX Calendar through which faculty view and enroll in training activities; III C-22 the Faculty Web
The adoption and upgrades of the various information systems now allow faculty, staff, and administrators to improve productivity. For example, Scheduler now allows department chairs to develop upcoming semester schedules using an online application. The need for printed class roll-forward is minimized and the changes made onto the application occur in real time. This reduces the numerous revisions and visits to the deans’ secretaries for changes onto the central database.

The college website is maintained by an outsourced webmaster and contains information describing the resources and activities of the college. The website addresses the information needs of prospective students, current students, faculty, staff, and the community. Some design and maintenance of the website is undertaken by faculty and staff, as well as the webmaster. Content includes: scheduling, course catalog, financial aid, online tutoring, LRC resources, and departmental activities. As of fall 2009, the college contracted with a new company to revise and upgrade the website.

Conferencing communication needs are fulfilled by teleconferencing and videoconferencing equipment. Teleconferencing is possible in any classroom equipped with a telephone line. Portable omni-microphone units are also available for use instead of speakerphones. Videoconferencing equipment is available in a 15-seat conference room in the Learning Resource Center (LRC).

**Student Access to Technology**

Students have access to 1,000+ computers on campus. Instructional computer labs related to specific curriculum have increased in number. There are currently 31 labs and 900 instructional computers on campus. The Independent Learning Center (ILC) has 121 computer stations in three labs, and the library has 70 computer stations for research and data searching purposes. Computers are available to students in many of the college’s academic support programs that comprise the Academic Success Center (ASC), including the Tutorial Center, English Center, Math Center, TRIO/ASPIRE, and MESA. The cafeteria provides computers with Internet access in its Cyber Café as well as wireless access for personal laptops. Wireless access for personal laptops is also available on two floors of the LRC. All computer labs and the wireless network are connected to the Internet. Students also have access to various simulation software packages, including My Math Lab, My Econ Lab, My IT Lab, and an accounting simulator package. The bookstore offers the option to purchase e-book versions of textbooks in addition to the print versions.

Disabled students have access to a lab in the High Tech Center, which is run by Disability Support Program and Services (DSPS). This lab provides training on computers equipped with assistive software and/or devices. Such training enables DSPS students to transfer these skills to instructional computer labs and classrooms with comparable assistive technology. Services also include alternate media, web accessibility, and closed-captioning services; a DSPS access
technology specialist is available to collaborate with college personnel to ensure accessibility in the instructional labs and in online classrooms. Adaptive equipment and software is provided in the instructional labs. In 2008 a software licensing server was introduced to the college.

Credit and non-credit classes are available to students wanting to improve their basic computer skills. The Computer Business Technology Program (CBTE) and Continuing Education sites offer such programs. CBTE offers a computer literacy course and certificate for students needing to improve basic skills in technology.  

Audiovisual equipment, such as presentation equipment, digital still cameras, and video cameras are available to students with instructor permission. Multimedia Center staffs briefly instruct students on the use of the equipment upon checkout. Students also have access to multimedia stations in an ILC lab for listening to audio or viewing video. Video-on-demand has been piloted for broadcasting video feeds into classrooms. The college participates in the California Community Colleges’ Satellite Network (CCCSAT), to receive programming from CCCSAT and pay-per-view broadcasts.  

The distance learning program began in 2000 with less than 10 course offerings. As of spring, 2009, the college had 4,460 online student registrations with 97 online faculty facilitating the online courses. These students access their online courses via a Blackboard course management system. Students can access their courses from home, work, or use campus computers. To ensure students’ success and access to their courses, SDCCD Online Learning Pathways subscribes to a 24/7 helpdesk system that provides user assistance via telephone, online chat, or e-mail. The helpdesk provides users with technical instructions to install and update browser configurations, log in, and related services. In addition to distance learning systems that support student’s educational needs, the college provides an online class registration portal that allows students to view the class schedule online, register for courses, and receive their grades via a student-centered web portal.  

**Self Evaluation**

The college meets this standard.

San Diego City College began to evaluate the effectiveness if its technology through the introduction of Form T. This form is used in the master plan process. In addition, the college evaluates the effectiveness of its technology in meeting its range of needs through the course evaluation process, surveys to college personnel, and through the program review process that is embedded in the master plan process. During the fall 2009 semester, the Institutional Technology (IT) Council began the process of revising the Institutional Technology Master plan. During this review and revision, the IT Council concluded that additional evaluation of the college’s technology assets was needed. As a result of this conclusion the IT Council concluded that an expansion of Form T was needed and that an annual evaluation, in the form of a survey, was needed to quantify the effectiveness of all adopted technologies. The IT Council is in the process of requesting a consultation with the campus researcher to develop a college procedure and processes for evaluating technology and technology training effectiveness which will be implemented in spring 2011.
The 2009 Employee Perception Survey reflects that nearly half of respondents agree that the availability of technology is sufficient, while one third perceives that the college has insufficient technologies to support teaching and learning (49% strongly agree or agree, 34% strongly disagree or disagree, and 17% neither agree nor disagree). III C-35

On the other hand, the 2009 Student Satisfaction Survey reflects that the majority of students strongly agree or agree (69%) that classrooms are equipped with updated computers and software. III C-36 Similarly, the majority of students strongly agree or agree that the availability of open computer labs is sufficient to meet student’s educational needs (70%). III C-37 Fifty-seven percent of employee respondents strongly agree or agree that technology planning is effectively integrated with institutional planning and that the college provides adequate training to faculty and staff in the application of information technology. III C-38

When the college has been able to add more technology in the labs, program areas, and faculty offices, it has not increased the proportion of technical support staff. The number of personnel positions has remained the same since 2004—when there were eight smart classrooms with less than 1,200 computers. Now personnel are required to support almost 1,400 computers and 18 smart classrooms. The number of facilities and equipment is increasing, but there is not a proportionate increase in the staff to serve and support them. Each of the new buildings coming online via Proposition S and N funding will incorporate hundreds of more student computers, dozens more faculty/staff offices with computers, and at least 50 additional smart classrooms with audiovisual equipment. The bond funds, however, are designated for capital outlay and cannot be used to hire support staff.

The dean of information and learning technology position was created in late 2000 and was always filled with temporary or interim administrators, none of which were information technology experts. Thus, the advocacy for effective implementation of technologies and the proper justification to implement funding for needed projects is the missing link between the Institutional Technology Council, the master plan development and funding process, and the high level administrative cabinets within the college. Although this position was filled by interim administrators for many years, the college recognizes the importance of proper leadership in this domain and has begun the search process to permanently fill the position. It is expected that this critical position will be filled by summer 2010.

Although the district provides the overall support for technologies such as the Wide Area Network, the Telephone Systems, and the entire Information Systems involving server-based applications, the college does not have a disaster recovery plan that addresses technology. III C-39 In the event of a disaster, the college needs a plan to replace or repair locally supported technologies such as the laboratory computers and the audiovisual equipment.

**Planning Agenda #8**

Under the leadership of the vice president of instruction, the college, in conjunction with the district Information Technology staff, will modify the college’s Information Technology Plan by June 2011 to include the design, funding, implementation and assessment of systems to address disaster recovery, privacy, and reliability of technology.
III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

Identifying Needs

The college assesses the technology training needs of students and faculty by applying a variety of methods. The faculty is engaged in the evaluation and assessment of students’ technology needs through their involvement in professional organizations, job shadow initiatives, collaboration with other colleges and universities, and through consultation with advisory groups. Such collaborations provide faculty with updated information on emerging and existing technologies and how these technologies are required in the workplace. In addition to the workplace, faculty also seek technologies that enhance student learning by integrating technologies designed to increase participation and improve access to information and class materials, e.g., the Clicker Adoption. III C-40 Faculty also consult with students via class evaluation with questions such as “please identify a technology that would be helpful in this course.”

Although the college provides technology training for faculty, staff, and administrators, it did not have a consistent mechanism to survey personnel and determine their training needs until fall 2009. As a proactive measure, the college started to survey its employees to determine the technology training needs of the various groups. III C-41 The first survey was delivered and analyzed during the fall semester in 2009.

Technology Training for Students

According to the San Diego City College 2009–2010 Catalog, the college offers numerous technology-training opportunities for students in the form of vocational and academic certificates and industry-standard certification programs. The Computer Information Sciences (CIS) Department offers network, information technology, and programming courses that lead to transfer programs at four-year institutions and to industry-recognized information technology certifications for Microsoft, Telecommunications Industry Association (TIA), Certified Internet Webmaster (CIW), and Computing Technology Industry Association (CompTIA). In addition, the CIS and the Computer Business Technology (CBTE) Department offer introductory, intermediate, and advanced courses in computer applications such as Microsoft Office, Photoshop, Illustrator, Quicken, QuickBooks, and Dreamweaver. These courses are offered in various delivery modes that include but are not limited to: fully online, partially online with mandatory face-to-face class sessions, and the traditional lecture/laboratory setting. CBTE also offers a stand-alone computer literacy course targeting enhancement of student computer competence. III C-20 This elective course is delivered in a hybrid mode. In addition, the department has a Computer Literacy Certificate that includes learning the Internet, beginning keyboarding, and MS Word courses. III C-42

The Information Network and Web Technologies program offers the non-vendor-specific Network +, Security +, and Convergent Network Technology certification training courses in an online setting. III C-43 The Electronics and Engineering programs—focusing on the integration of engineering and technology in the classroom—provide students with training in robotics and other devices programming.
Other instructional areas include computer training programs. The Visual and Performing Arts Department offers courses in the domains of graphics arts, digital photography, and digital music. The Graphic Design program offers courses in QuarkXPress, Adobe Illustrator, Photoshop, and In-Design. The Radio and Television program offers courses in Final Cut Pro and other video editing software; and the Digital Music Department recently launched a vocational music program that provides training to students in ProTools. This program is in the process of becoming a ProTools Certified Center. The Photography Department has updated its program to incorporate digital formats. In addition, the Engineering Department offers courses in Computer Aided Drafting (CAD) and other machine technology applications used to create prototypes of tools and fittings.

Disability Support Program and Services (DSPS) has several computer training offerings to enable access to disabled students. The DSPS High Tech Center features a lab with 20 computers outfitted with assistive software packages. In addition, all computer labs are currently meeting American Disabilities Act accessibility requirements by outfitting two out of every 24 computers in computer classrooms with accessibility software.

**Technology Training for College Personnel**

Technology workshops and seminars are provided for faculty, staff, and administrators by various local and district entities. Local trainings have diminished in number over the years since the loss of state TTIP HR funding, but SDCCD Online Learning Pathways and SunGard keep the training efforts afloat through CitySITE, the college professional development center. The SDCCD Online Learning Pathways program has an instructional designer and a faculty mentor on-site several days a week for assisting faculty with online teaching development using the Blackboard course management system. Outsourced technology vendor SunGard is currently planning campus trainings to be offered on Microsoft Office software applications. The 2008 and 2009 FLEX Schedule provided training in Microsoft Applications and other software related to teaching and learning. In addition, user-specific applications such as Scheduler, Travel and Conference online, Financial Information Systems, and others received training before and during the implementation of these information systems.

Other local training efforts include faculty development courses during the faculty FLEX weeks. The FLEX training schedule provides a wide range of training sessions, such as distance education course design, audiovisual equipment use, college services, library access, office software applications, and website design. It also includes instruction in pedagogy and classroom delivery in addition to technology training. During fall 2008 the FLEX Committee piloted the first college-sponsored online training sessions and it will continue to provide these types of activities to support adjunct faculty that cannot come to campus for training. This type of FLEX activity also serves the needs of online adjunct faculty that live outside the San Diego area. In 2009 all FLEX activities were opened to classified and administrative personnel.

Hands-on training for audiovisual equipment use is provided to personnel and students by the Multimedia Department by appointment. Smart classroom podiums require that users receive training from the staff before they are given access codes to unlock and use the equipment. The audiovisual department has ongoing training to meet users’ needs. In addition to these training
opportunities, faculty, staff, and administrators can take courses for the Microsoft Certified Systems Engineer (MCSE) and Microsoft Certified Trainer (MCT) certificates at the college.

The college has actively participated and partnered with the regional @One project. Activities have included co-hosting the first Online Teaching Conference that provided numerous workshops for current and future online teachers in 2004; hosting the 2005 Summer Technical Institute delivering courses for faculty and staff in server implementation and desktop deployment; and sponsoring two statewide technology conferences in 2004 and 2005. Faculty and staff have also attended workshops in current technologies and in state-sponsored technology initiatives such as CCCConfer and @One. III C-47

Districtwide CurricUNET training via online tutorials is provided to faculty and administrators involved in the curriculum process. Face-to-face training on the district’s administrative applications—ISIS, Colleague, and WebAdvisor—is also offered to personnel who are required to access these applications and information as part of their duties. In addition to on-site technology training, the district also provides access to free online training opportunities through professional development websites like VTC.com and 4Faculty.org. The Virtual Training Company (VTC) includes a large video library of training courses ranging from application software to programming courses, and is available anytime. III C-48 4Faculty.org is an online professional development site, with resources and learning modules.

Self Evaluation
The college meets this standard.

In the 2009 Employee Perception Survey, 52% of respondents strongly agree or agree that the technology training provided to faculty and staff is adequate, 25% have no opinion, and 23% feel that the training was inadequate. III C-49

Whereas student programs are updated regularly to keep pace with technological advancements, a more consistent program of training is needed to support the changes in technology that affect personnel. At present, the college does not have a designated trainer or a department that would centrally track and publicize the various training opportunities available to faculty and staff.

Evaluation of technology training is done on a limited basis, primarily for students in the form of student course evaluations. In 2008 the district converted the common paper faculty evaluations into an online format, allowing online faculty to be evaluated in a manner similar to that of face-to-face courses. In addition, online students can evaluate courses through an online survey provided by SDCCD Online Learning Pathways. The FLEX Committee in collaboration with the Institutional Technology Council is seeking the development of a survey process to identify emerging technology needs and the evaluation of technology training effectiveness. The intent of the surveys is to determine if the session had an impact on teaching and learning—and if the skills covered in the session were implemented—to measure the overall impact the session had on student learning outcomes. III C-11

Planning Agenda
None
III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary
San Diego City College systematically plans, acquires, maintains, upgrades, and/or replaces its technology infrastructure and equipment to meet the institutional needs through a well-developed two-tiered process that involves college stakeholders and the San Diego Community College District Information Technology Department. The college infrastructure must be compatible with facilities within the entire San Diego Community College District (SDCCD). SDCCD’s Information Technology Department is responsible for the overall selection, installation, maintenance, update, and upgrade of all the infrastructure technologies of all its facilities. However, representatives from San Diego City College are active participants in all tasks related to the college infrastructure. This is achieved through collaboration with SDCCD’s Information Technology Department via the college Institutional Technology (IT) Council and other college governing bodies.

As mentioned above, the college provides input to the SDCCD Information Technology Department via the IT Council. In addition, the college has representatives to the SDCCD Microcomputer Advisory Group, SDCCD Audiovisual Advisory Group, Online Learning Pathways through the SDCCD Online Steering Committee, and the SDCCD’s Informational Technology Council. The aforementioned governing bodies are the governance groups that provide input used to compile the SDCCD Information Technology Annual Work Plan where all infrastructure projects are identified and selected for action.

Other district policies that also apply to the college (related to information technology infrastructure) include a four-year warranty on all computer-related equipment. All network infrastructure equipment is protected with an annual service contract agreement. All Internet servers are installed using cluster technology which minimizes downtime and ensures uptime. In addition, the college interconnectivity is supported by circuits that connect to all sites via Asynchronous Transfer Mode (ATM) over Synchronous Optical Networking (SONET) redundant rings that provide failover circuits. These are examples of the systematic approach currently applied to ensure that the subscribed infrastructure meets institutional needs.

San Diego City College also provides extensive consideration to the equipment and technologies selected to support its distance learning program. The distance learning program is delivered though collaboration with SDCCD Online Learning Pathways, which provides the infrastructure, software, and hardware for course development and the faculty training related to all online courses. The college is an active participant in the SDCCD Online Steering Committee and it has faculty and administrators who represent college interests and needs. Membership in this committee allows the college to participate in the selection process of all technologies that apply to its online or distance learning program.

The IT Council is working towards a program to replace out-of-warranty computers and printers on a systematic basis, and to streamline the audiovisual planning process to improve efficiency. Shortages exist because much of the funding for technology purchases comes from “soft” money sources like the Career Technical Education Act (CTEA), Instructional Equipment/Library...
Materials (IELM), State Capital Outlay for Construction, or special grants. Because funding from these sources varies year to year or disappears altogether, departments cannot plan on equipment and software being updated in a timely manner.

The IT Council has been working steadily to coordinate technology acquisition and maintenance efforts, as well as advocate for more efficient planning procedures and an increase in support staffing. Ensuring that all academic and student programs and services have appropriate equipment, necessary software, adequate training, and essential technical support personnel requires a cultural shift to better awareness of technology and its implications for the college. The IT Council is working towards open dialogue with all constituencies to integrate technology planning into the program review and master planning processes.

**Self Evaluation**

The college meets this standard.

The SDCCD Information Technology Department in conjunction with the college representation in various committees systematically plans, acquires, maintains, upgrades, and/or replaces technology infrastructure and equipment to meet institutional needs. The systematic approach currently utilizes Proposition S and N funding in the acquisition of most of the college infrastructure equipment. The college contributes in the development of the Information Technology Work Plan through its membership in the SDCCD Microcomputer Advisory Group, SDCCD Audiovisual Advisory Group, Online Learning Pathways through the SDCCD Online Steering Committee, and the SDCCD Institutional Technology Council that provide the required input during the development process of this work plan.

In the past six years, San Diego City College has completed numerous infrastructure projects such as the remodel project of the L Building that is listed under the completed projects by the SDCCD Information Technology Department. Currently, SDCCD Online Learning Pathways is in the process of identifying a potential replacement of its Blackboard Vista server and various college representatives in the SDCCD Online Steering Committee are invited to evaluate various course management systems.

However, Propositions S and N funds will not continue after the completion of the projects. In anticipation of this future funding deficit, the college will need to develop a new funding model for its infrastructure and on-going equipment acquisition and replacement needs.

**Planning Agenda #2**

The Master Planning and Resource Oversight Council (MPROC) will work with college governance groups to fully integrate into the current college Master Plan, by June 2011, the Educational Plan, Technology Plan, Library and Learning Resources Plan, Student Services Plan, Administrative Services Plan, and Facilities Plan. In addition to identifying the college’s goals and priorities, and describing the college’s overall planning and resource-allocation processes, the unified Master Plan will draw upon each of the six component planning documents to identify for the college as a whole the:

- Current status of instruction, student services and administrative services
- Near- and medium term goals for each area of the college and for the college as a whole
Fiscal, human, facilities and technology resources needed to implement the goals
 Response to and updates for the college Research Agenda
 Assessment of the extent to which goals have been met
 Assessment of the extent to which college priorities have been met

Using the college’s master planning process embedded in the Master Plan, MPROC will:
 Oversee, through the vice presidents and respective governance groups, the annual review, assessment and updating of each of the six component Plans within the Master Plan
 Review and update annually the collegewide faculty, classified and administrator staffing priorities as part of the campus commitment to rebuild programs and services that have been cut during the current economic downturn.
 Establish and monitor the implementation of a consistent, sufficient, and ongoing funding formula for the staffing, institutional technology, LRC, support services, and other collegewide priorities, including the regular acquisition, maintenance, upgrading and periodic replacement of major equipment, computers and other hardware and software.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary
The master planning process is the primary conduit to distribute technology resources across the college. This process consists of faculty, department chairs, and deans prioritizing a list of instructional equipment, which includes technology. Technology may comprise computer hardware and software, classroom equipment, and audiovisual equipment. This list is taken to the Master Planning and Resource Oversight Council. For Student Services, a similar process is followed with staff, program managers, and deans. Equipment requested for program maintenance and growth is prioritized within each school and division and is acquired as funding permits. The master planning process does not include funding from categorical programs and grants solicited outside of the college. The vocational programs, for example, have the opportunity to identify technology needs through CTEA and if funded, the applicants and their department members make the decision as to the distribution of the funded technology.

The San Diego City College Institutional Technology (IT) Council is composed of representatives from administration, instruction, student services, and student government. Its charge was to create and implement a comprehensive college-wide plan for technology. This Instructional Technology Plan currently outlines a strategy to purchase computer hardware around a 4-year warranty cycle. This is implemented when budget and resources allow, although oftentimes computer hardware is purchased through Propositions S and N funding as part of the Furniture, Fixtures & Equipment (FF&E) budget category for new buildings. Other priorities—technology needs, special programs, administrative control, etc—also affect which computers will be replaced. Out-of-warranty computers are typically replaced with relatively new machines repurposed from student labs that have been updated or with brand new machines when funding allows (as in 2007–2009).
The college currently enrolls 4,460 distance learners. Although the college provides distance education courses to many learners, the distribution and utilization of technology resources for the distance learning program is provided by SDCCD Online Learning Pathways and the district office while the college is responsible for the instruction alone. However, the college is represented at various levels of the decision making process of SDCCD Online Learning Pathways through the active participation of distance learning faculty and assigned administrators. These college representatives are members of the District Online Steering Committee and vote on the adoption of technologies and how these technologies are implemented and distributed. It is noteworthy to mention that the District Online Steering Committee, comprised of representatives from all colleges, proposes and reviews online course offerings, supervises the technical support and professional development of the faculty, and answers questions from the students. The group collects data on the efficiency and success of the online program. It provides 24/7 online assistance to all constituencies. III C-32

Self Evaluation
The college meets this standard.

The IT Council is currently developing a multi-year plan for computer technology purchases including software, hardware, and servers. A prioritized list of program and office technology needs does not yet exist; however, this need will be addressed through the master planning process which is systematizing the identification of technology needs with the use of Form T. The college has yet to identify funding sources and link them with a multi-year technology purchasing plan. One of the current issues under the domain of distribution and utilization of resources is the lack of a true systematic approach to technology replacement.

The 2009 Employee Perception Survey reflects that 49% of respondents strongly agree or agree that the availability of computers, software, multimedia and other technologies is sufficient to support teaching and learning, while 34% strongly disagree or disagree. These statistics clearly indicate that there are concerns that need to be addressed. III C-35

Some college programs cannot effectively meet the technology needs of their programs and services due to a limited budget for technology. Departments and programs have used the General Fund, CTEA, and grants to purchase computers, software, and major technology for their programs. However, the college needs to establish a plan for sustained funding of its technology needs.

Planning Agenda #2
The Master Planning and Resource Oversight Council (MPROC) will work with college governance groups to fully integrate into the current college Master Plan, by June 2011, the Educational Plan, Technology Plan, Library and Learning Resources Plan, Student Services Plan, Administrative Services Plan, and Facilities Plan. In addition to identifying the college’s goals and priorities, and describing the college’s overall planning and resource-allocation processes, the unified Master Plan will draw upon each of the six component planning documents to identify for the college as a whole the:

- Current status of instruction, student services and administrative services
- Near- and medium term goals for each area of the college and for the college as a whole
- Fiscal, human, facilities and technology resources needed to implement the goals
- Response to and updates for the college Research Agenda
- Assessment of the extent to which goals have been met
- Assessment of the extent to which college priorities have been met

Using the college’s master planning process embedded in the Master Plan, MPROC will:
- Oversee, through the vice presidents and respective governance groups, the annual review, assessment and updating of each of the six component Plans within the Master Plan
- Review and update annually the collegewide faculty, classified and administrator staffing priorities as part of the campus commitment to rebuild programs and services that have been cut during the current economic downturn.
- Establish and monitor the implementation of a consistent, sufficient, and ongoing funding formula for the staffing, institutional technology, LRC, support services, and other collegewide priorities, including the regular acquisition, maintenance, upgrading and periodic replacement of major equipment, computers and other hardware and software.

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary
Through the review processes of program review, curriculum committee work, and master planning, the college’s academic faculty, classified staff, department chairs, deans, and vice presidents determine and prioritize a list of equipment needs (including technology) as well as faculty and staff positions. This process provides the participants an opportunity to evaluate the college’s programs and services, identify problems and areas requiring improvement, to develop activities that may remedy inadequacies, and to advocate for the resources needed to implement change. For example, the Curriculum Committee evaluates all courses and programs proposed and requests cost-related information about the proposed curricula to determine if the college can afford the proposed course or program. The master planning process requires a yearly program review that is tied with the requests for resources for existing department and programs. Both institutional bodies assess the needs of new and existing programs and determine if the overall budget can sustain such needs.

The chairs representing academic departments and student service programs submit their Program Review and Master Plan documents to their college deans. These forms are a prioritized list of the items requested by these department representatives. In addition, these lists include the departments’ requests for specific technology-related equipment required to preserve and grow the departments’ services. Advice from various community advisory committees (Engineering, CBTE, Music, Photography, and others) ensures that the college’s programs fulfill the needs of the community, especially the need for training and re-training in technology.

Self Evaluation
The college meets this standard.
The master planning process has various phases that include but are not limited to the identification of technologies needed and the evaluation of the technologies adopted. This process involves faculty, staff, and administrators and fully adheres to the shared governance policies of the college. Through this process the college has the ability to plan and integrate technologies into all the processes and functions of the institution. Through the same master plan process, the evaluation and assessment of technologies is incorporated. With the assistance of the campus-based researcher, the college has a plan to develop a comprehensive process to evaluate the effectiveness of technology resources and use.

**Planning Agenda**
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<td>Completed IT Projects, October 2009</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>III C – 53</td>
<td>Information Technology Annual Report</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>III C – 55</td>
<td>Proposition S and N Projects, IT Status September 2009</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>III C – 56</td>
<td>Hardware/Software Replacement Policy</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. 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. Financial resources’ planning is integrated with institutional planning.

Descriptive Summary
For fiscal year 2008–09, San Diego City College managed the total college budget of $111,411,119 in a manner that supported the maintenance and improvement of student learning programs and services. Of this amount, unrestricted general operating funds equaled $37,955,689. The restricted budgeted funds (grants and contracts) totaled $19,227,333. Allocated capital construction funds represent $53,854,070 of the budget. Other funds, e.g. Child Development, totaled $374,027.

Due to significant budget reductions imposed by the state for fiscal 2008-2009 and 2009-2010, the San Diego Community College District’s general operating budget was reduced by $32 million, with approximately 25% of the reduction incurred by San Diego City College. The approximately $8 million reduction in planned expenditures was achieved principally by the imposition of a hiring freeze for all permanent positions and the elimination of 400 course sections taught by adjunct faculty members. The district has assumed a “no layoff” policy for permanent employees and expects to maintain this policy through the 2009-2010 fiscal year.

Of particular note in the budget reduction arena was the state’s decision to disproportionately cut categorically funded student support programs, such as Matriculation, Extended Opportunity Programs and Services (EOPS), Disabled Student Programs and Services (DSPS), CalWORKs, etc. The size of these reductions was of such magnitude that the college was obliged to provide a significant subsidy from its general fund in order to avoid the layoff of permanent staff.

With careful planning the college was able to achieve a modest growth in student enrollment over the period despite the significant challenge these budget reductions posed and the elimination of nearly 11% of available course sections.

The current $53.8 million allocation for new construction and renovation covers costs for several projects that are already underway. These projects include land acquisition and construction of a $72.5 million Career Technology Center (CTC) that will house the Nursing Education, Photography, and Cosmetology programs, College Police, and an 750-space parking structure; an $11.3 million dollar renovation of facilities for Health and Exercise Science and a college gymnasium; and $9.7 million dollar remodel of the old Library Building to produce a one-stop student Academic Success Center (ASC). The table below summarizes the long-term capital construction program for the college.
### San Diego City College Capital Construction Program

<table>
<thead>
<tr>
<th>Item</th>
<th>Project</th>
<th>Occupancy</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Property Acquisition</td>
<td>Feb. 2006</td>
<td>New</td>
</tr>
<tr>
<td>2</td>
<td>R Renovation</td>
<td>Aug. 2007</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Modular Village</td>
<td>Jan. 2008</td>
<td>New</td>
</tr>
<tr>
<td>4</td>
<td>L Renovation</td>
<td>July 2009</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>P Renovation</td>
<td>Sept. 2009</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Property/CTC</td>
<td>Feb. 2010</td>
<td>New</td>
</tr>
<tr>
<td>7</td>
<td>D Roof</td>
<td>Jan. 2011</td>
<td>New</td>
</tr>
<tr>
<td>8</td>
<td>Property/GPC</td>
<td>Aug. 2011</td>
<td>New</td>
</tr>
<tr>
<td>11</td>
<td>Science</td>
<td>July 2012</td>
<td>New</td>
</tr>
<tr>
<td>12</td>
<td>C Renovation</td>
<td>Aug. 2012</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Child Development Center</td>
<td>TBD</td>
<td>New</td>
</tr>
<tr>
<td>14</td>
<td>T Renovation</td>
<td>Jan. 2014</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>A Renovation</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>M Renovation</td>
<td>Sept. 2013</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Infrastructure</td>
<td>Jan. 2012</td>
<td>New</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>New construction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Renovation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Infrastructure</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GRAND TOTAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

One area of educational improvement was funded by the Title 5 grant for Hispanic-Serving Institutions. Using these funds an array of programs were pursued between 2005–06 and 2008–09 to promote student success. Of the Title 5 total expenditures $1,767,112: $583,320 was expended for educational improvement (counseling, tutoring, and faculty development). \( ^{III\,D-6} \)

As a result of the 2003–04 merger of the Budget Development Committee with the Master Planning and Resource Oversight Council (MPROC), the college’s resource allocation process provides a means to set priorities and fund institutional improvements. Prior to the merger, the Budget Development Committee’s allocation process was separate from the campus’ institutional planning. The merger ensures that the responsibilities of the former committee are integrated with the campus’ mission as well as planning and prioritization activities. The present direction for program review, planning, and budget resource allocation includes: \( ^{III\,D-7} \)
• Providing direction for the program review, planning, and resource allocation process for the campus;
• Integrating long-term instructional, facilities, and technology plan into the institutional master plan;
• Integrating accreditation action plans into the institutional master plan;
• Developing and publishing the master plan and annual updates;
• Evaluating the mission and institutional priorities and making recommendations to the President’s Council;
• Developing the mission statement, institutional priorities, and criteria for hiring and equipment acquisition;
• Compiling forms A/B/T/CW/6 for program review and master planning documentation from the Instructional Services, Student Services, and Institutional Technology Councils;
• Integrating recommendations of other campus committees or shared governance bodies, into the program review, planning, and resource allocation process;
• Developing and providing the college with statistics for program review;
• Coordinating the program review, planning, and resource allocation process; and
• Reviewing and making policy and procedural recommendations on shared governance budget issues requiring mutual agreement between the Academic Senate and the Board of Trustees or the president.

Budget development responsibilities of MPROC include:
• Developing an “operating budget” that carries out the mission of the college as delineated in the college master plan;
• Reviewing and assessing the impact of reductions/increases, and justifying the level of any additional program allocations required to provide an appropriate schedule of classes and level of service;
• Establishing the parameters by which the college budget is developed;
• Setting conditions for allocations that are not specified by formula or parameters;
• Overseeing the allocation of college Auxiliary Supported Projects (ASP) funds;
• Reviewing and approving the recommendation of how Career and Technical Education Act (CTEA) funds should be allocated.

Self Evaluation
The college meets this standard.

In spite of the vagaries of state-based funding, the college has met this standard as well as possible by anticipating the budget crisis and making steady, incremental reductions in class offerings and implementing a hiring freeze in 2008–09. In this way, the college has avoided making sudden, reactive draconian cuts in class schedule and services. At this time, the district and college are preparing for the challenges of the 2010–11 school year.

For several years the State of California’s weakened fiscal strength has adversely impacted its ability to properly fund community colleges. To help the state deal with the impact of its fiscal crisis on community colleges, our district’s vice chancellor of business has worked with the state chancellor’s office to formulate fiscal policies that could best help colleges adjust to the adverse
impacts. Information from the vice chancellor’s participation in state policy was used to help the college prepare its long-term financial forecasts. This information in conjunction with the information provided by the college president (who chairs State CEO’s of Community College), enabled the college to develop a long-term operating strategy that is reflected in a multi-year hiring freeze. The salary savings from the multi-year hiring freeze was used to offset the possible dire consequences of the state’s forecasted funding cuts.

Planning Agenda
None

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

Descriptive Summary
One of the strategic goals of the San Diego Community College District (SDCCD) 2009–2012 Strategic Plan is to “adapt to a changing fiscal environment with a sound fiscal strategy.” A key supporting objective of this goal is to “ensure maintenance of a balanced budget in line with annual state allocations.” III.D-8

Since San Diego City College is under the direction of the SDCCD Board of Trustees, the college functions within the district’s strategic goal and objective of maintaining a balanced budget that is in line with state allocations. While the college operates within the parameters defined by the SDCCD, it relies upon its mission and institutional priorities as defined by the Master Planning and Resource Oversight Council (MPROC) to formulate its financial planning activities. MPROC makes deliberate efforts to link strategic budget planning with institutional assessment, facilities planning, and educational master planning. Department unit plans, budget forums, and various committee meetings composed of differing governance groups are also incorporated into financial planning activities.

Self Evaluation
The college meets this standard.

The college’s institutional priorities and district’s strategic plan, which guide the college’s educational and financial planning processes, are the foundation upon which the college’s mission and goals are based.

Planning Agenda
None

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary
San Diego City College has integrated its financial planning with institutional planning by merging the Budget Development Committee with the Master Planning and Resource Oversight Council (MPROC). While the integration has been successful, the college still recognizes that financial planning is heavily impacted by three main factors. The primary factor is the shared
governance process which seeks to obtain a consensus of the goals and objectives identified by its departments. Two additional factors that impact financial planning include adverse economic conditions impacting the state and local economy, and campus-based efforts to become more “green” and engage in sustainability efforts.

San Diego City College has an extensive budget development process that consistently prioritizes current equipment and staffing needs through master planning. Long-range staffing needs are also addressed. Revenues are projected from attendance data, actual historical expenditures, and reviews of proposed programs, service, and staffing levels. III.D-9

Managers develop plans of operation that reflect the college’s mission annually. These plans are reviewed by the vice presidents of instruction, student services, and administrative services. Departmental goals of achieving desired student learning outcomes, while working within prescribed budget allocations, are also reviewed by the Instructional Services Council which is chaired by the vice president of instruction. The council includes deans of academic departments and the president of the Academic Senate and two senate executive council representatives. Reports on student retention and GPA performance, which is provided by the vice chancellor of student services, are also assessed. The assessments also factor in fiscal budgetary constraints on academic staffing, facility class capacity constraints, and changing student support service levels.

With the mission of the college at the forefront, MPROC college leaders make decisions and take action, regarding differing program requests for equipment, staff, and other long-range needs. These requests are then prioritized within the college’s divisions based on information supplied to MPROC.

As members of MPROC’s budget development process, program managers and representatives from college governance groups participate in the review of information. Some of the information reviewed by MPROC includes forecasted changes on state general fund allotments, budget cuts or additions and changes to categorical programs, introduction of new grant sources, introduction of new partnerships with commercial entities, changes to educational requirements that impact transfer programs, and changes to environmental factors tied with sustainability.

Forecasted statewide funding changes to categorical programs are made available to MPROC by the president and vice chancellor of business services. The president of the campus serves on a statewide board of CEOs of community colleges. As president of this board, his responsibilities are to work with the legislature and State Chancellor’s Office on funding initiatives that impact the community college system. The vice chancellor of business services works with the State Chancellor’s Budget Office on matters impacting on how the state allocates funding support to the community college system.

MPROC uses accurate information that is also provided by the Districtwide Budget Development Committee (DWBDC). The DWBDC is composed of the vice chancellor of business services, vice chancellor of student affairs, campus vice presidents of administration, and Academic Senate representatives from each of the campuses. The same information that is provided to the district’s Board of Trustees is given to the DWBDC. Information distributed to
the DWBDC is discussed and then brought to MPROC by the vice president of administrative services and an Academic Senate representative.

The long-range perspective of college operations (three years) is discussed at the DWBDC. Discussions on the long term perspective reflect how changes in state priorities for funding categorical programs will impact campus based student learning initiatives. This information along with other valuable data that includes assessments of grant funding, reviews of forecasts regarding changes to employer paid benefits, etc., are brought back to MPROC for discussion.

In addition to the above, the vice president of administrative services reviews the college’s current financial status with MPROC on a monthly basis. At these meetings current financial summaries and year projections regarding operating surpluses or deficits are discussed.

Information regarding internal controls on account numbers, budget adequacy, level of access (hierarchical approval authority) to assure appropriate use of allocated resources, and plans to mitigate potential deficits are also reviewed and discussed. For example, information provided in some handouts illustrates fiscal impacts that are expected to occur in fiscal year 2009–10. MPROC uses the report to help formulate and recommend options to the President’s Council that can best address forecasted impacts.

Members of MPROC discuss their priorities before a final decision is made on allocating funds. Meeting minutes of MPROC’s discussions are available and posted in an online public folder. Minutes typically include actions regarding financial planning, budgeting, and other fiscal impacts. In addition, open forums are held throughout the year to discuss budget issues. When the forums are held, Business Services provides reports which participants can refer to.

Individuals involved with institutional planning processes are heavily involved with the budget process through their constituency groups. College constituencies receive information on when and where MPROC meets through the president’s News and Notes from the President’s Office bulletin. The bulletin also provides information on MPROC and other committee, such as the Environmental Sustainability Committee meetings, which impact campus operations. In support of this effort, the vice president of administrative services prepares planning documents that are given to participants. These documents are used in MPROC where participants discuss/learn how the budget process proceeds.

The degree to which the Board of Trustees and other institutional leadership receive information about fiscal planning that demonstrates its links to institutional planning is publicly documented in the chancellor’s statement in the adopted budget for fiscal year 2008–09 as follows:

The Adopted Budget was developed through a collaborative process that involved the Board of Trustees, the Chancellor and Chancellor’s Cabinet, the Districtwide Budget Development Committee, the District Governance Council, and other individuals and groups representing the administration, faculty, staff, and student leadership at the Colleges, Continuing Education and the District Office […] Given the unknowns, the 2008–09 Adopted Budget represents the preliminary priorities and plans that have been established for the coming year, including the continuation of efforts to bring programs in line with funding provided through the Budget Model, expanded classroom opportunities for students through supplemental funding for class sections; systematic efforts to reduce
Self Evaluation
The college meets this standard.

San Diego City College allocates resources by program and activity based on the priorities determined by MPROC. In some cases, however, funding support for some departmental programs which cannot be provided by the college are obtained from the college’s Foundation. For example, the San Diego City College Foundation provides funding support for the World Cultures program and the International Book Fair.

The college also meets this standard because it establishes/modifies goals based on its mission, vision, and values; develops/modifies plans based on existing operational considerations and mechanisms used by MPROC; implements prioritized actions to achieve goals; evaluates progress toward goals (performance indicators); and assesses factors based on quantitative research. For example, quantitative research is reflected in the City College Fact Book 2009. The information presented in the report includes data from student outcome reports from 2004 to 2008. The outcome reports are viewed as “indirect assessments of student learning.”

Planning Agenda
None

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary
Each year during budget development and master planning, San Diego City College considers funding impacts on its future programs. By doing so, the college can prioritize its funding and mitigate any long-range problems. For example, money for equipment is allocated to address short- and long-range needs as well as to implement cost-savings.

Assurance of financial stability with respect to campus improvements has been increased by the district’s acquisition of a consultant to assist in determining how to establish budgets for furniture, fixtures, and equipment (FF&E) for Propositions S and N construction projects. The consultant meets with departments that are scheduled to go into upgraded facilities and helps them prioritize FF&E needs. The prioritized FF&E are reviewed by college administration and departmental representatives to ensure that the prioritized items are within the allocated project budget. In addition, a review is made to ensure that the items to be ordered are in compliance with district approved standards.

Because pricing of FF&E is reviewed by Business Services, District Purchasing, and District Accounting, individuals involved in institutional planning receive accurate information about available funds from several sources. Each source tends to act as a check and balance, thus
ensuring that accurate information is used. The accuracy of the information provides the college a sound basis to carefully assess impacts of fiscal commitments on its annual budget.

The Master Planning and Resource Oversight Council’s (MPROC) operation establishes funding priorities that helps the college achieve its goals. Funding priorities are established for both maintenance and capital equipment expenditures. III D-13

The criteria used for Facility/Infrastructure/Maintenance/Improvement funding priorities are based on the following:
1. Health and Safety
2. Accreditation Requirements
3. Replacement, Maintenance, and Improvement
   a. Campuswide
   b. Environmental Quality
   c. Multi-Program
   d. Growth
   e. Innovation
   f. Changes in Technology

The criteria for equipment funding priorities over $200 are based on the following:
1. Health and Safety
2. Accreditation Requirements
3. Program Needs and Requirements
   a. Currency/Replace/Maintenance Equipment
   b. Interdisciplinary/Outreach
   c. Growth
   d. Innovation
   e. Professional Standards

Self Evaluation
The college meets this standard.

As listed in the 2008–09 Master Plan update criteria for the purchase of instructional equipment over $200, facilities improvement, infrastructure, and maintenance were reviewed by MPROC. After the review, MPROC’s decision was to leave the existing criteria in place.

While MPROC left existing criteria in place, it did revise and update several forms used for program review (Forms A and B) in the fall 2007–08, and again in the 2008–09 planning cycles. Instruction and Student Services used Form A for program review and Form B for master planning. Administrative Services used a modified form which combined both forms into a single document. The college also uses the collegewide (CW) form. The CW form is used to improve campuswide information exchange and dialogue to better communicate our decision-making outcomes and action plans with everyone involved at on- and off-campus sites.

The information presented on the forms represents a campuswide review of anticipated factors that may impact revenue and expenditures for differing departments and programs. MPROC’s
assessment of the information as such reflects a realistic assessment of financial resource availability, development of financial resources, departmental partnerships, and expenditure requirements.

Planning Agenda
None

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary
As part of the San Diego Community College District (SDCCD), San Diego City College has a financial plan in place to cover costs of health benefits, insurance costs, building maintenance costs, etc. These plans for payments are managed through the vice chancellor of business services office.

Governmental Accounting Standards Board statements 43 and 45 (GASB 43 and 45) recommend the development of a long-range plan to fund retiree health benefits, as well as to establish the requirement to create a reserve within an irrevocable trust to fund the other Post-Employment Benefit liability. To comply with these GASB requirements, in December, 2005, the Board of Trustees gave approval to join the Community College League of California Retiree Health Benefit Program Joint Powers Agency (CCLC-JPA). Then, in June, 2006, the board authorized the reserves of the SDCCD be held for the purpose of funding the retiree health benefits deposited into an irrevocable trust established for the district. These funds were then invested in the “Balanced Fund” option (50% equities and 50% bonds) created through the CCLC-JPA. III D-14

In March, 2007, an actuary study of district retiree health benefit programs indicated an accrued liability for current employees of $19,622,286, and a total liability for all current and future retirees of $26,700,785. The goal of the investment program is to “fully fund” all current and future liabilities within twenty (20) years of the initial investment. The attainment of this goal will require a combination of annual contributions towards premiums plus reinvestment of all investment earnings.

An initial investment of $11 million was made in June 2006. Funds in the amount of $6.8 million were provided from the retiree health benefit reserve, held in the Internal Services Fund, and the balance of $4.2 million was generated from the sale of the assets held in the Franklin U.S. Government Securities Fund. The main source of revenue to attain the goal of fully funding the retiree benefit plan will come from investment growth. III D-14

Self Evaluation
The college meets this standard.

Budget funds set aside for the maintenance and utility costs of the college and its Propositions S and N projects are set up through the vice chancellor of facilities services. The district has made
it a priority goal to set aside portions of new continuous revenue so funding will be available as new facilities come online. Funding supports are addressed in the college’s annual budget and are also part of the college’s 3-year budget projections. III D-15

Planning Agenda
None

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary
The Master Planning and Resource Oversight Council’s (MPROC) primary activity is to develop an operating budget that carries out the mission of the college which is delineated in the college master plan. This council reviews and assesses the impact of reductions/increases and justifies the level of any additional program allocations required to provide an appropriate schedule of classes and level of service.

If MPROC makes recommendations requiring approval of policy or procedural changes to institutional planning and budget actions, it forwards its planned actions to the Academic Senate for approval. In addition to working with the Academic Senate, MPROC’s membership consistently makes regular reports to their respective areas and disseminates the master plan and annual updates to each employee. III D-15

Under the leadership of the co-coordinators of MPROC—the vice president of instruction and the faculty coordinator—the council has set the goal of broadening participation in MPROC itself and in the master planning process in general. During the 2009–10 academic year the college worked to foster dialogue about and to develop Educational, Student Services, and Administrative Services. III D-18, III D-17

Self Evaluation
The college meets this standard.

The integration of the Budget Development Committee into the MPROC means that MPROC meetings have a broader defined membership, broader committee charges, and minutes from meetings, all of which broadly demonstrate that the financial planning remains fully integrated with and supportive of the college’s institutional planning.

In the 2009 Employee Perception Survey, III D-18
- 53% of respondents strongly agree that the college guidelines and processes for budget development are clearly communicated (20% strongly disagree or disagree);
- 45% strongly agree or agree that they have appropriate opportunities to participate in budget development through the shared governance process (23% strongly disagree or disagree); and
- 46% strongly agree or agree that the resource allocation model equitably supports college programs and services (25% strongly disagree or disagree).
It is noteworthy that each of these items all received high numbers of responses that fell in the “I don’t know” category (19%, 20%, and 31%, respectively).

Evidence as to whether or not past fiscal expenditures have supported achievement of institutional plans is also reflected in responses to the employee survey. In the 2009 Employee Perception Survey, III D-19

- 70% of respondents strongly agree or agree that college leaders encourage all members of the college community to take initiative in improving institutional effectiveness; and
- 75% strongly agree or agree that faculty exercise a substantial voice in matters related to educational programs, the hiring of faculty, and other personnel and institutional policies.

This observation is particularly noteworthy as it suggests that the merger of the Budget Development Committee with MPROC has had a positive impact on improving the campus’ financial planning process. In 2003–04, a much lower percent age of administrators, faculty, and staff (59%, 62%, and 54%) agreed that the college budget reflected college priorities and planning goals. In addition, the current study also shows that: III D-20

- 51% of respondents strongly agree or agree that the classified staff exercise a substantial voice in matters related to college planning, budget, and institutional priorities; and
- 68% also strongly agree or agree that they are aware of the staff and/or faculty role in various governing, planning, budgeting and policy-making bodies at the college.

Planning Agenda #2
The Master Planning and Resource Oversight Council (MPROC) will work with college governance groups to fully integrate into the current college Master Plan, by June 2011, the Educational Plan, Technology Plan, Library and Learning Resources Plan, Student Services Plan, Administrative Services Plan, and Facilities Plan. In addition to identifying the college’s goals and priorities, and describing the college’s overall planning and resource-allocation processes, the unified Master Plan will draw upon each of the six component planning documents to identify for the college as a whole the:

- Current status of instruction, student services, and administrative services
- Near- and medium-term goals for each area of the college and for the college as a whole
- Fiscal, human, facilities, and technology resources needed to implement the goals
- Response to and updates for the college Research Agenda
- Assessment of the extent to which goals have been met
- Assessment of the extent to which college priorities have been met

Using the college’s master planning process embedded in the Master Plan, MPROC will:
- Oversee, through the vice presidents and respective governance groups, the annual review, assessment and updating of each of the six component Plans within the Master Plan.
- Review and update annually the collegewide faculty, classified and administrator staffing priorities as part of the campus commitment to rebuild programs and services that have been cut during the current economic downturn.
- Establish and monitor the implementation of a consistent, sufficient, and ongoing funding formula for the staffing, institutional technology, LRC, support services, and other
collegewide priorities, including the regular acquisition, maintenance, upgrading and periodic replacement of major equipment, computers and other hardware and software.

III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Descriptive Summary
San Diego City College uses a district electronic financial system that utilizes sub-components to track its expenditures. Two sub-components are used to track expenditures from the general fund, grants, and restricted funds. The other component, called WebAdvisor, allows the user to drill down into specific detail. Yet another system, Colleague, allows the user flexible access to summary reports across differing time frames and by differing clustering groups, e.g. departments, objects codes, etc.

In addition, another system that tracks Propositions S and N activity is available to Business Services only. Access to the third system is restricted because expenditures for Propositions S and N involves many differing construction related activities that are driven by engineering, architectural, and trade specific activities.

Self Evaluation
The college meets this standard.

DATATEL’s financial system helps the college manage the pressures of providing more services per capita with less state funding support per capita. The systems help our managers to stay on top of accounting processes and manage campus operations. The system as an integral part of our financial management system addresses the business and academic needs of the college by generating financial reports, simplifying the procurement process, providing for decentralized budget management, and assisting in making financial forecasts.

Managers who are responsible for multiple areas can use the XMBA report to gather information regarding total expenditures that have been charged in a given time frame for a selected set of departments. Information derived from these reports allows them to establish expenditure controls, and make adjustments as deemed necessary.

Planning Agenda
None

III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.
Descriptive Summary
The allocation of financial resources for San Diego City College is governed through the Master Planning and Resource Oversight Council (MPROC). In this role MPROC develops an “operating budget” that carries out the mission of the college as delineated in the college master plan; reviews and assesses the impact of reductions/increases; and justifies the level of any additional program allocations required to provide an appropriate schedule of classes and level of service. Financial integrity of how the resources are used is assured through the college’s adherence to district accounting guidelines and audit principles. The district advises the college of audit issues or exceptions, and the college provides clarification and/or corrective action.

Self Evaluation
The college and district meet this standard.

The district keeps track of cash flow to ensure that obligations are met as they come due and to evaluate other sources of financing. III D-21 Program managers receive copies of the budget specific to their areas of responsibility. The allocations are developed and approved through the budget development process, which includes advocates from Instructional Services, Student Services, and Administrative Services programs. The process requires consensus from all participants. Program managers and Business Services monitor allocations to ensure funds are used appropriately. Statuses on audits for the past three years are posted on the district Business Services website. Staff and faculty have access to review the contents of the audit at their leisure. III D-22

Planning Agenda
None

III.D.2.b. Appropriate financial information is provided throughout the institution.

Descriptive Summary
Information about fiscal conditions that impact the San Diego Community College District are made available to all faculty and staff by way of budget updates provided by the chancellor’s office. The chancellor provides weekly updates on status of the state’s economic and political conditions and its subsequent impact on fiscal planning. III D-23 The president and chancellor also hold campus forums on a quarterly basis to allow for one-on-one question and answer sessions. At these sessions, staff and faculty can address budget and fiscal issues that they believe have bearing on the campus’ planning process. The president also provides campus updates to governance groups, and provides additional financial information in the president’s News and Notes from the President’s Office bulletin, which is published on a weekly basis.

Self Evaluation
The college meets this standard.

San Diego City College believes in transparency. Financial information regarding the college’s budget is posted on the district website, which is accessible to all employees and the public. The adopted budget, annual audits, quarterly financial reports, information on bids, reports on the status of Propositions S and N capital expenditures, etc., is posted on the district website. III D-24
As required by law, the board shall be presented with a quarterly report showing the financial and budgetary conditions of the district. And, as required by the Budget and Accounting Manual, expenditures shall be recognized in the accounting period in which the liability is incurred, and shall be limited to the amount budgeted for each major classification of accounts and to the total amount of the budget for each fund. Employee governance groups are encouraged to attend board meetings and can participate in board discussions of financial conditions.

Planning Agenda
None

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary
The funding source for the college is through the district’s adopted budget. The adopted budget for 2008–09 is largely based upon projected apportionment and related revenue from the state via the California Community Colleges Chancellor’s Office, with additional resources drawn from other external sources. It’s important to note that the San Diego Community College District does not have any long-term debt, and uses the accrual basis of accounting, regardless of related cash flows.

The college’s adopted budget is developed through a collaborative process that involves the Board of Trustees, the chancellor and Chancellor’s Cabinet, the districtwide Budget Development Committee, the District Governance Council, the Master Planning and Resource Oversight Council (MPROC), and other individuals and groups which represent administration, faculty, staff, and student leadership.

The 2008–09 adopted budget also includes sufficient reserves for the district’s stability and security, including the state-mandated 5% cash flow reserve, an adequate reserve for economic uncertainty facing the district in 2008–09 and 2009–10, as well as reserve funds to meet insurance and long-term liability needs. It is important to note that while state apportionment payments are evenly distributed, property tax revenues are primarily received in December and April.

The 2008–09 California state budget crises has lead to major losses in funding support for community colleges. The impact of the state’s decision to reduce its funding support for community colleges has required the college to alter operations, e.g., to adopt differing operating hours to save funds, freeze hiring, and cut class offerings.

As a result of the state’s stance on reducing its commitment to educational funding, the college’s ending balance of unrestricted funds for past three fiscal years has fluctuated. For fiscal year 2005–06 the college had a positive ending balance of $511,987. The college’s negative ending balance (-$1,713,629) in fiscal year 2006–07 was due to increased costs associated with enrollment growth. The negative balance (-$651,994) for fiscal year 2007–08 is attributed to the state’s fiscal crisis. The college was required to return funds in mid year to the district office in 330
response to a statewide budget contraction effort. Despite the unprecedented budget crisis that faced the college, it had a positive ending balance for fiscal year 2008–09 of approximately $18,000.

To help in a financial emergency, San Diego City College has access to district reserves. The process to access the unallocated contingency requires Board of Trustee approval. Availability of these resources during the year is reflected on the quarterly financial status reports.

**Self Evaluation**

The college meets this standard.

The college’s strategies for appropriate risk management and realistic plans to meet financial emergencies are managed through the district’s Risk Management Office. This office maintains a fund with the Treasurer of the County of San Diego. The fund is utilized by the district to self-insure it for losses arising from public liability, auto, or property claims. This fund accounts for the financing of goods and services provided by one department or organizational unit to other units on a cost-reimbursement basis. It is a useful means to identify and manage costs associated with particular services. The goals and objectives of this fund are to administer the District Group Medical, Vision, Dental and Life insurance employee benefit programs, and the district’s programs for Workers’ Compensation and Risk Management, including Liability, Fire, Auto, Post Retirement Health Benefits and other insurance.

This fund earns interest on its average balance in the San Diego County Treasury. The majority of revenue is derived from premium charges to other district funds for benefits subsidies and employee deductions. III D-25

Losses in excess of those amounts are covered by outside insurance carriers. Workers’ Compensation claims are also self-insured to a limit with excess liability insurance in place for claims beyond the limit. III D-26

**Planning Agenda**

None

**III D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

**Descriptive Summary**

San Diego City College practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. Evidence of effective oversight of these items is supported in the auditor’s findings, “In our opinion, the District complied with the compliance requirements for the state programs listed and tested above [...] Further, nothing came to our attention as a result of the aforementioned procedures to indicate that the District had not complied with the terms and conditions of state assisted educational programs not selected for testing.” III D-27
Self Evaluation
The college meets this standard.

The multiple colleges within the San Diego Community College District (SDCCD) are autonomous as they relate to budget allocation. For fiscal year 2008–09, the college did come in on budget with all funds.

As a member of the SDCCD, the college operates under stringent accounting guidelines that are overseen by the district’s auditor. Business Services makes appropriate accounting adjustments and confers with the Controller’s Office on a regular basis to ensure that the college remains compliant with district standards.

Continuous oversight and ongoing monitoring of resources are documented in the district’s comprehensive annual audit. For fiscal year ending June 30, 2008, the report on Audited Financial Statements, issued by Sonnenberg & Company, reported “No findings were noted on the financial statement audit […] No findings or questioned costs were noted on the District’s major programs for the year ended June 30, 2008 […] No findings or questioned costs were noted on the District’s major programs for the year ended June 30, 2007.” III D-28

Similarly, the vice president of administrative services, which serves as secretary treasurer for the San Diego City College Foundation, reported that the foundation’s annual audit, which is conducted by Sonnenberg & Company, disclosed that the assets and fund balances were presented fairly. No findings or exceptions were noted.

In the 2009 Employee Perception Survey, III D-29

- 79% of respondents strongly agree or agree that the college president provides effective leadership in planning and assessing institutional effectiveness;
- 73% strongly agree or agree that the president provides effective leadership in selecting and developing personnel;
- 76% strongly agree or agree when asked whether the president provides effective leadership in fiscal planning and budget development; and
- 76% strongly agree or agree that the president works and communicates effectively with the communities served by the college.

Planning Agenda
None

III D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary
San Diego City College is fully accountable for all funding sources that have done business with it. Grants, contracts, and the use of restricted funds must comply with the constraints of district accounting processes that are founded on state laws, fiscal/procurement regulations, or internal restrictions governing the agreements.
Co-curricular fundraising efforts that support programs are reviewed to ensure that they are consistent with the mission and goals of the college. Examples of fundraising efforts include theater performances, athletic tournaments, and advertisements in the City Times college newspaper. All funds are audited annually including the San Diego City College Foundation, which engages the services of an audit firm apart from the district’s contract audit firm.

**Self Evaluation**
The college meets this standard.

There are a number of processes in place to ensure funds are used with integrity. For example, in order to procure goods or services, the “end user” prepares a requisition which is approved by the designated supervisor or manager. When the requisition arrives in Business Services (either online or hard copy), it is reviewed for:

- Appropriate budget number
- Adequate funding
- Demonstrated need
- Reasonable commodity choice
- Suitable vendor

Monthly reports are available electronically to managers. Business Services uses the reports to make projections through the year-end to determine whether corrective action needs to be implemented to stay within budget. For example, a quarterly report, which includes expenditures for supplies, materials, duplicating, and postage, is available to program managers and department chairs. Along with monthly reports, equipment allocations, contract and hourly time worked by employees is validated by the Master Planning and Resource Oversight Council (MPROC). Follow-up and remedy are done in Business Services as needed.

**Planning Agenda**
None

**III D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

**Descriptive Summary**
San Diego City College administers numerous agreements with external entities. Before entering into agreements with other academic institutions, the vice president of instruction—who chairs the Instructional Services Council—assesses how the planned arrangement matches up with the college’s mission. The Instructional Services Council:

- Reviews and makes recommendations to the President’s Council;
- Coordinates and provides leadership and support for all college functions in instruction;
- Reviews and makes policy and procedural recommendations on shared governance issues within Instruction requiring “primary reliance” or “mutual agreement” between the Academic Senate and the Board of Trustees or the college president; and
Facilitates communication among department chairs and deans regarding instructional programs, scheduling, procedures, planning, etc., with the intent of improving services to students.

Decisions regarding possible contracts with external organizations are made based on how common operations among departments and schools with regard to instructional services will be impacted.

Prior to entering into an agreement for a proposal submission to the funding agency, the requester of a “grant” or “contract” prepares a formal request to submit a grant application, which addresses “purpose” and any funding implications. The review of the submission agreement is the responsibility of the proposer’s dean and the vice president of administrative services. The president makes the final sign-off after discussions with the vice presidents. If the president agrees, an agreement is entered into a Board Docket to accept the contract language, budget, and spending projections. III D-31 Final approval is given by the Board of Trustees.

**Self Evaluation**

The college meets this standard.

San Diego City College continually ensures that contractual agreements with external entities are consistent with the mission and goals of the institution. For example, in the negotiation with the South Metro One-Stop Career Center, the college’s conscientious effort to ensure that the planned partnership is consistent with the mission of the college is listed within the agreement. III D-32

San Diego City College is a multicultural institution committed to providing open access to all who can benefit from instruction and to meeting the diverse and ever-changing educational, cultural, and economic needs of the urban core and surrounding communities of San Diego. As City College prepares world citizens in the twenty-first century, we recognize that the aim of education is the development of the whole person who is prepared to be an active citizen and to participate in a global community. We are committed to the tradition of academic freedom and responsibility and to maintaining a climate that promotes learning, understanding and respect for students, faculty, staff, community, and the environment… San Diego City College will partner with the Metro and South Metro One-Stop Career Center to enroll and track clients. This program will serve a minimum of 60 entry-level participants. Part of the college match for this program is the advanced-level curriculum that will offer participants the opportunity to become fully-certified in the Heating, Ventilation, and Air Conditioning trade. Sustainability of the program is expected as the program will be offered regularly as state apportionment funds become available.

In addition to the management of contracts on campus, some externally funded programs are also administered under the authority of the district Grant and Contracts Office. The college’s strict adherence to district office procedures and practices provides assurance that externally funded programs are governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution. Furthermore, during contract development all proposed programs and services are reviewed to determine whether any indirect costs can be appropriately picked up...
by the grant or contract. Contracts include termination clauses based on quality standards, renewal deadlines, arbitration agreements, and other legal terms to protect the college and district, and ensure that it is consistent with the district’s mission. The district also has on staff a business lawyer to work with colleges on contractual compliance.

Contracts in excess of bid limits ($76,700) established by Purchasing and the Controller’s Office are handled as separate agenda items. Contracts which fall into this category receive further review from the district Purchasing Department through a competitive bidding process. The competitive bidding requirement is founded on public policy declared by the Legislature of California to protect the taxpayers (not businesses) from fraud, corruption, favoritism, extravagance or carelessness of public officials (regardless of their intent), and the waste of public funds.

The Public Contract Code and the Education Code govern procurement activities of community colleges. Pursuant to sections 20111 and 20651 the district is required to bid for public projects in excess of $15,000, and for equipment, materials, supplies, or services of more than $76,700 (new limit effective January 1, 2009). This covers anything furnished, leased, or sold to the district; and the Board of Trustees must normally award to the lowest responsive and responsible bidder.

The law states: “It shall be unlawful to split or separate into smaller work orders or projects any project for the purpose of evading the provisions of this article...” A project may be separated into several trade-oriented contracts, as long as the competitive bidding requirements have been met.

A contract made without compliance with competitive bidding laws, where such bidding is required, is void and unenforceable and is in excess of the public agency’s power. In addition, no payments may be made by a public agency under a contract let in violation of the competitive bidding laws. III D-33

**Planning Agenda**
None

**III D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.**

**Descriptive Summary**
The fiscal soundness of San Diego City College’s financial management is assessed on an annual basis by independent auditors who are contracted through the district office. The most recent audit is for fiscal year ending June 30, 2008. Results of the most recent audit are that, “The independent audit for the year ended June 30, 2008 reported that the financial statements presented fairly the financial position of the District.” III D-34 No areas of concern were noted or required investigation.

The FTE budget allocation which accounts for 96% of the college’s operating budget is reviewed by the vice president of administrative services and the Master Planning and Resource Oversight
Council (MPROC) to ensure that positions are used effectively. The review process includes assessments of scheduled retirements, reviews of staffing changes associated with grant/categorical funded projects, reviews of faculty assignments to support changes in the class schedules, and an assessment of long-range planning regarding enrollment growth.

Information from the evaluation is used to formulate planning (what if scenarios) on how the college’s operations will be impacted. The president, vice president of instruction, vice president of student services, and vice president of administrative services review the scenarios in executive cabinet meetings. To ensure that the college resources are systematically and effectively evaluated, a final review occurs with the President’s Cabinet. The President’s Cabinet consists of campus leadership. The president also provides updates on district actions, and state initiatives that may have an impact on the college’s planning processes.

**Self Evaluation**
The college meets this standard.

The financial management system is evaluated monthly by differing committees. The vice chancellor of business services holds a monthly district meeting to assess the status of the budget. Financial reports are used to make the assessment. Various budgeting processes for the components that make up the budget are reviewed to ensure that information is accurate and current. Locally, MPROC assesses the status of varying financial systems based on information supplied by Business Services.

**Planning Agenda**
None

**III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.**

**Descriptive Summary**
San Diego City College has multiple processes in place to assess the effective use of financial resources. The Master Planning and Resource Oversight Council’s (MPROC) collaborative budget development process allocates funds by program or by department, and Business Services examines the actual expenditures to date. These examinations include analysis of monthly reports on hourly salary costs, supplies, and materials. When supplies, materials, equipment, or services are requested, each item must be approved by the program manager and checked against the program’s budget. If areas of concern are noted, they are reviewed and made available to program managers by way of online information systems, emails, and person-to-person meetings. Program managers use the reviewed materials as tools to improve how resources are financially managed. Higher-level summaries, such as year-end projections, are also run and discussed regularly with college management.

**Self Evaluation**
The college meets this standard.
Each year the college goes through an extensive budget preparation and analysis process that is governed by a planning calendar. Preparation of the upcoming budget is done in concert with a thorough review of the prior three years’ worth of operations.

The review consists of an analysis of expenditures by object code. In this analysis Business Services determines the percentage difference in the desired versus actual cost of operations. Areas that are identified to be significantly different than the forecasted (desired levels) are assessed in more detail and presented to MPROC. Business Services, with the cooperation of District Accounts Payable and Payroll, will assist in reviewing the percentage differences and provide documents that identify factors which caused the differences. Results of this analysis are used to find ways to improve the effectiveness of differing budget control strategies that are planned for the upcoming year.

**Planning Agenda**
None
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STANDARD IV.A. LEADERSHIP AND GOVERNANCE
The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are assigned to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV. A. Decision-Making Roles and Processes
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary
San Diego City College leaders create an environment for empowerment, innovation, and institutional excellence by respecting and consistently adhering to the college’s shared governance processes involving participation in decision making and assuring broad-based discussion, planning, and implementation.

Opportunities for students, faculty, staff, and administrators to contribute ideas for improving the college are funneled through their respective shared governance bodies—the Academic Senate, Associated Student Government, and Classified Senate. Additionally, input from administrators, faculty, and staff cycle through the Instructional Services Council, Student Services Council, and Administrative Services Council. In this way, input from the entire campus is encouraged and considered in the decision-making process. IV A-1

The responsibilities of all members of the campus community to participate in the decision-making process are articulated in the Campus Handbook in the “College Shared Governance” description:

This principle of shared governance provides the foundation for effective shared decision-making at City College. Mutual trust and support are imperative for the success of shared governance and result from the regular demonstration that every individual and group involved in the decision-making process seeks first and foremost to improve the college and to strengthen its ability to successfully carry out its mission of educating students.

Shared governance carries with it the responsibility and obligation of all participants to be supportive of a collegial decision-making process. Participation requires a willingness of everyone to actively contribute to decision making and to accept ownership for the development and creation of a college environment resulting from those decisions. All
The governance process is essential to enhancing student learning because individuals and groups from the campus community take concerns, ideas, projects, and curriculum through the respective levels of shared governance cabinets and councils. This structure is outlined in the “Governance and Administrative Structure” section of the Campus Handbook. IV A–1

The goals and values of the institution are clearly articulated in the San Diego City College Mission Statement, Institutional Priorities, and in the Institutional Student Learning Outcomes. IV A–3, IV A–5, IV A–6 The mission statement, widely distributed in fall, 2009, states that the institution “...has as its highest priority student learning and achievement.” The mission statement stresses the college’s commitment to “High quality instructional programs and essential student support services.”

Information about institutional performance is easily accessed on the district’s Institutional Research and Planning website, and in studies such as:

- San Diego City College Fact Book, 2009 IV A–7
- San Diego City College Student Equity Report, 2008 IV A–8
- College Demographics IV A–9

In addition, evaluations of the institution’s performance at the departmental and program level are included in the yearly Master Plan updates, and the results are available on the website. IV A–10

Studies of the institution’s performance are widely disseminated by the Public Information Office. One such study prepared by the Research and Planning Group for the California Community Colleges describes the transfer practices at San Diego City College and explains why the environment at the college has resulted in higher than expected transfer rates. IV A–11
Faculty and staff receive a weekly e-mail bulletin from the office of the president which frequently includes information about the campus community as well as planning. IV A-12, IV A-13

**Self Evaluation**
The college meets this standard.

San Diego City College has an all-inclusive and highly functioning shared governance process that is supported by the administration, faculty, classified staff, and students. In the 2009 Employee Perception Survey,

- 68% of respondents strongly agree or agree that they are aware of the staff and/or faculty role in governing, planning, budgeting, and policy-making bodies at the college; IV A-14 and
- 75% strongly agree or agree that faculty exercise a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies. IV A-15

**Planning Agenda**
None

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

**Descriptive Summary**
The San Diego City College Campus Handbook contains organizational charts and describes the participatory governance structure. IV A-16 Following the piloting of a new governance organization in fall, 2004, the new structure was adopted, adding staff and student participation in the expanded President’s Council. Along with broadening the President’s Council, inactive campus committees were dissolved. The current Campus Handbook (and the Administration and Governance Handbook) were reviewed by the President’s Council in spring, 2009, and are up-to-date.

**Self Evaluation**
The college meets this standard.

The policies and procedures described in the Campus Handbook are in place and followed by all constituencies.

**Planning Agenda**
None

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also
have established mechanisms or organizations for providing input into institutional decisions.

**Descriptive Summary**
The governance and administrative structure includes all members of the San Diego City College community—students, staff, faculty, and administrators. The role of members is clearly defined in Board Policy 2510 (Participation in Local Decision-Making) and the *Campus Handbook*. The governance process ensures that faculty, through the Academic Senate, as well as administrators have a substantive role that is clearly defined, and have a meaningful voice in institutional policies, planning and budget, as appropriate. In addition, students and staff have established mechanisms—through the Classified Senate and Associated Students—to provide input into institutional decisions.

All decisions affecting the college are processed through the President’s Council which has representatives from faculty, staff, administration, and students as well as the chief instructional, administrative, and student services officers. The Academic Senate, Chairs’ Cabinet, Classified Senate, Associated Student Government, Instructional Technology Council, Instructional Services Council, Student Services Council, and the Master Planning and Resource Oversight Council are all represented in the President’s Council, which meets weekly.

The actions of the President’s Council are communicated through the President’s weekly online bulletin, meeting summaries, and in the reports given to the represented constituent groups.

**Self Evaluation**
The college meets this standard.

**Planning Agenda**
None

**IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

**Descriptive Summary**
Board Policy 0210 (Academic Senate and Faculty Council), Board Policy 5300 (Courses of Instruction and Educational Program Approval), the *Campus Handbook*, and the SDCCD *Administration and Governance Handbook* describe the official responsibilities and authority of the Academic Senate, the Curriculum Committee, and academic administrators for recommendations about curriculum, including student learning programs and services. Since the curriculum of the three colleges in the district is aligned, final decisions on curriculum are made by the SDCCD Curriculum and Instructional Council.

**Self Evaluation**
The college meets this standard.
In the 2009 Employee Perception Survey,
- 89% of respondents strongly agree or agree that the large majority of employees play a central role in assuring the quality of instruction; IV A-21 and
- 75% strongly agree or agree that faculty at San Diego City College exercise a substantial voice in matters related to educational programs. IV A-15

Planning Agenda
None

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

Descriptive Summary
The district Administration and Governance Handbook outlines the intent of Policy 2510 “…ensuring that faculty students and staff have the right to participate effectively in the governance of the district” IV A-17

At San Diego City College, convocation is held at the start of each academic year, at which time the president of the governing board, chancellor, president of the faculty bargaining unit, and the president of the college address faculty and staff and answer questions. Throughout the academic year, a summary of each board meeting is distributed online and is also available in hard copy to all faculty, staff, and student leaders. A Chancellor’s Cabinet report is also issued monthly to inform the college community about decisions affecting San Diego City College, including budget. The chancellor has held several forums on the campus to discuss the current state of the district and she regularly schedules an open office hour on each campus to meet with anyone who wishes to speak with her. IV A-22

In addition, the Board of Trustees has a meeting format through which anyone can address their concerns to the board, and there is a standing item on each board agenda for the academic senate presidents to address the board when they wish to do so.

Self Evaluation
The college meets this standard.

Results of the 2009 Employee Perception Survey indicate that 67% of employees strongly agree or agree that the planning process at the college offers opportunities for input by appropriate constituencies. IV A-23 Interviews with vice presidents elicited comments regarding the planning and governance structures at the institution. Respondents indicate that they believe the college has a much more collegial environment than many other campuses. They also appreciate how the president and administration support new ideas and programs. In regards to the board, respondents feel the board is professional, committed to students, and it does not micromanage.

Planning Agenda
None
IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

**Descriptive Summary**
San Diego City College’s relationship with the Accreditation Commission has been one of integrity and honesty as shown by its history of full six-year accreditation without any citations or difficulties. Midterm reports have been accepted by the Commission without any exceptions or sanctions. IV A-24

San Diego City College’s strong relationship with the U.S. Department of Education is evidenced by the long-term funding of the TRIO/ASPIRE program and the five-year Title 5 Hispanic-Serving Institutions grant awarded to the college (2004–2009).

**Self Evaluation**
The college meets this standard.

**Planning Agenda**
None

**IV.A.5. The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

**Descriptive Summary**
The role of leadership at San Diego City College and its governance and decision-making structures and processes are continually evaluated by the Master Planning and Resource Oversight Council. The President’s Council reviews and evaluates progress, and assigns follow-up responsibilities for major decisions as well as on planning agendas and tasks coming from the previous accreditation self-study and the recommendations of the previous Accreditation Report. The current *Campus Handbook*, which includes the Administration and Governance structure, was re-evaluated and approved by the President’s Council in spring, 2009. It is posted on the college website. IV A-25, IV A-26, IV A-27, IV A-28, IVA-29

**Self Evaluation**
The college meets this standard.

**Planning Agenda**
None
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IV.B. Board and Administrative Organization
In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary
The San Diego Community College District Board of Trustees (Board of Trustees or the board) has oversight responsibility for the San Diego Community College District and thus for San Diego City College. The board is elected by the public and is responsible for ensuring the quality and effectiveness of student learning programs and services and the financial stability of the institution. The board is responsible for establishing and reviewing all district policies and procedures, and regularly receives reports from staff on the effectiveness of programs to improve student success and on the financial stability of the district. IV B-75, IV B-76

The 2009–2012 Strategic Plan was developed by the districtwide Strategic Planning Committee initiated by the chancellor and which included representatives who were appointed by the president of each college and Continuing Education. This committee was convened by the vice chancellor of instruction and served as the districtwide vehicle for initiation and coordination of an inclusive discussion including all district constituencies. After lengthy and inclusive consideration, the 2009–2012 Strategic Plan was approved by the board and published. The plan includes a description of the planning process, the mission and vision of the district, seven strategic goals that have been set, and the objectives that have been identified to meet those goals. IV B-1

The district participates in the Community College League for California (CCLC) model policy subscription service to ensure that policies are consistent with best practices in community colleges. Most board policies have been updated in the past five years, and district departments are in the process of updating policies consistent with CCLC guidelines. The duties of the board are specified in Board Policy 2200, Board Duties and Responsibilities. IV B-2 The board also has clearly defined policies for the selection and evaluation of the. IV B-3, IV B-4 Results of the evaluation are reported annually to the public at a regularly scheduled board meeting. IV B-5

Self Evaluation
The college meets this standard.

The board has established policies to assure the quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution. The board receives regular updates on college and district performance in meeting these standards. In addition, the
board has consistently met its obligations related to the hiring and evaluation of the chief administrator for the district.

Planning Agenda
None

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary
The Board of Trustees is an independent policy-making body and acts collectively in making decisions regarding the governance of the district. Decisions made by the board can only be changed through subsequent board action. The current board does not act outside of its policy-making role, and is not involved in the day-to-day management of the district or college.

Board members are actively involved in the community, and members attend many college and civic events. Board members are particularly attentive to the needs of students. The board’s Trustee Advisory Committee is very active and is another way in which the needs of the public are addressed. This committee replaced the Citizen’s Councils that were appointed by each board member. The Trustee Advisory Committee includes representation from a variety of constituents from the private sector, community-based organizations, and education. The group meets regularly, and has subcommittees to work on specific issues. The board also works closely with the Citizen’s Oversight Committee to ensure that the proceeds from bond measures (Propositions S and N) are used solely for appropriate purposes and in cost-effective ways that meet the public good.

Board members actively advocate in the interest of the district at federal and state levels. In spring 2009, members visited legislators in Washington, D.C., as part of the Association of Community College Trustees (ACCT) National Legislative Summit. IV B-6, IV B-7

Board policies that relate to actions in the public interest are many. These policies include the board’s code of ethics, which is designed to ensure that the public is served in an honest and ethical manner and that appropriate board conduct and authority are maintained. IV B-8 The board has a conflict of interest policy that prohibits board members from engaging in district-related business in which they have a financial interest. IV B-9 The board also has a policy that prohibits communication among board members related to district business other than in an open-session meeting. IV B-10

Self Evaluation
The college meets this standard.

The Board of Trustees is highly respected by the college community. Interviews with campus faculty, staff, students, and administrators were consistently positive with respect to the board. The board’s support of sustainability initiatives at the college was appreciated, and it is
noteworthy that responses included no negative comments about the board’s involvement, behavior, or its policy-making role. IV B-11, IV B-12, IV B-13, IV B-14

**Planning Agenda**

None

**IV.B.1.b** The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

**Descriptive Summary**

The Board of Trustees establishes and follows policies and procedures that are consistent with the district Mission Statement: “The Mission of the San Diego Community College District (SDCCD) is to provide accessible, high quality learning experiences to meet the educational needs of the San Diego community”. IV B-15 These policies and procedures are further informed by the district’s vision, shared values, and strategic goals, and govern all activities related to ensuring the quality, integrity, and improvement of student learning programs and services and resources necessary to support them and to conduct the business of the district and the colleges. IV B-15

Development and review of policies and procedures are collegial efforts that involve a variety of shared governance groups. For policies and regulations which affect academic and professional matters, the board relies primarily on the Academic Senates; on matters within the scope of bargaining interests, the board follows the requirements of collective bargaining. For administrative matters, the board relies primarily on the recommendations of administrative staff with input from staff and other constituencies in the development process. Public input to policy making is encouraged. Board meeting agendas are posted on the board’s website in advance of meetings, and public comments can be made at any open-session board meeting.

Board Policy 2200 gives the board the responsibility “to monitor institutional performance and educational quality”. IV B-2 The board monitors institutional performance through regular reports on institutional performance provided by the district departments of Instruction, Student Services, and Business Services and through presentations by college faculty, staff, and managers during on-campus board meetings. Board Policy 2200 also gives the board the responsibility to “assure fiscal health and stability” of the district. The board receives regular updates on the district’s budget status in regular session board meetings and through meetings between the board Budget Subcommittee and the executive vice chancellor of business and financial services. Similarly, the Board receives regular updates from the vice chancellor of student services on student learning programs and student outcomes through the board’s Subcommittee on Accreditation and Student Learning Outcomes. IV B-2

**Self Evaluation**

The college meets this standard.

**Planning Agenda**

None
IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary
The Board of Trustees has the ultimate responsibility for educational quality, legal matters, and the financial integrity of the San Diego Community College District and San Diego City College. As established by Board Policy 2200, the board is required to “monitor institutional performance and educational quality.” The board monitors institutional performance in a variety of ways. Regular reports on institutional performance are provided by district staff and by presentations from college faculty, staff, and managers. Board members have indicated that they have been pleased with the responsiveness of the district and college staff to their inquiries about institutional performance. The board is also responsible for approving all new curriculum and curriculum changes in the district.

Policy 2200 also requires that the board “establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations” and that the board “advocate and protect the district.” The board meets this standard through regular updates on legislative matters, and through updates on pending legal issues in closed session meetings. The board is also updated on the annual district audit. The board ensures that it meets legal requirements for its conduct, meeting its own standards of conduct established by Policy 2715, as well as legal requirements related to board conduct (e.g., the Brown Act).

Board Policy 2200 also gives the board the responsibility to “assure fiscal health and stability” of the district. The board ensures that the district adheres to applicable accounting standards (Governmental Accounting Standards Board, or GASB) and receives regular updates on the district’s budget status in regular session board meetings and through meetings between the board Budget Study and Audit Committee and the executive vice chancellor of business and financial services.

Self Evaluation
The college meets this standard.

Planning Agenda
None

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary
The Board of Trustees is organized according to Board Policy 2010, Board Membership. All board policies related to the board’s size and composition, duties, responsibilities, structure, and operating procedures are available for review in the board office and on the Intranet. The published duties and responsibilities of the board include representing the public interest, defining the mission of the district, setting standards for operations, hiring and evaluating the chancellor, delegating authority to the chancellor, assuring fiscal health and stability, monitoring
performance and educational quality, and advocating for and protecting the district. IV B-2. The board conducts all meetings in compliance with the Brown Act.

Officers of the board are elected at the annual organizational meeting. IV B-19

Self Evaluation
The college meets this standard.

Planning Agenda
None

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary
The district has board-adopted policies that specify all aspects of board operation. Versions of these policies were reviewed, modified, and ratified by the Board of Trustees in 2006–2009 IV B-16; IV B-20, IV B-5, IV B-21. These policies specify the composition of the Board, board committees, meetings, and expected behavior and conduct. Board policies are established and reviewed on an as-needed basis, generally on request from administration or the public, or based on recommendations from the Community College League of California (CCLC) Policy and Procedure subscription service. This service has helped the board to remain current with legal requirements and good practices related to policy.

The board follows its Code of Ethics and annually evaluates its practices. Results of Board evaluations are made public in an open session of the board. IV B-8, IV B-22, IV B-23, IV B-24

Self Evaluation
The college meets this standard.

The board’s policies are updated on an as-needed basis, and follow recommendations for good practice as recommended by the CCLC. Examples that demonstrate the board’s continuous review, revision, and adoption of policies include the following: In fall, 2007, the board approved a number of new and revised Human Resources policies and canceled several policies, as well. During the same term, the board adopted Policy 800, Naming District Properties, Programs, and Facilities. In spring, 2008, the board adopted Policy 8100, Environmental Sustainability. In spring, 2009, the board adopted Policy 7100, Commitment to Diversity. IV B-25, IV B-20, IV B-26, IV B-27. There have been no recent actions against the board for violations of established policy.

Planning Agenda
None

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.
Descriptive Summary
New Board of Trustees members receive an orientation by the chancellor, and each of the major administrative departments and college presidents introduce them to their staff and provide a systematic overview of each of the colleges. New members attend state trustee orientation workshops sponsored by the Community College League of California (CCLC) and are provided with a copy of the CCLC *New Trustees Handbook*. Board members have noted that they train new members by sharing their own experiences and institutional memory. The student trustees receive a comprehensive training in the summer by their advisor, and they attend an orientation in Sacramento for new student trustees.

For continued development, board members attend annual retreats and these retreats feature a facilitator from the CCLC to ensure that members are up-to-date on issues that affect board members. Board members are active in the Association of Community College Trustees. Members also noted that they receive regular updates from the chancellor, college and continuing education presidents, and academic senate presidents. IV B-28, IV B-29, IV B-6

The board is elected by a citywide vote during primary and general elections. Each trustee serves a four-year term, and the term elections are staggered, providing for continuity of board membership. IV B-30 In addition, the Associated Student Body presidents from the three college campuses alternately share the role as student trustee. IV B-31, IV B-32

Self Evaluation
The college meets this standard.

Planning Agenda
None

IV.B.1.g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary
The Board of Trustees has a clearly defined, implemented, and published policy to evaluate itself on an annual basis. IV B-22, IV B-24 The evaluation has two components which ensure an effective review of its work: (1) the self-evaluation among board members; and (2) the periodic evaluation of board members by faculty, administration, staff, and other parties who are most knowledgeable of and involved in the board’s meetings and other functions. The board conducts this self-evaluation on an annual basis to ensure that its performance is consistent with its policies. The board uses an evaluation instrument that was developed after much research and review of other models used at institutions nationwide. A summary of the evaluations is presented and discussed at a board retreat scheduled for that purpose. The results are used to identify accomplishments in the past year and to set goals for the following year.

The board has consistently received good ratings in all areas, and in the few instances in which suggestions were made for improvement, the board acted on recommendations. Examples include the need to increase visibility, increase attention to diversity, and the need to review and update policies more frequently. IV B-27, IV B-33 In each of these cases, the board has changed its
practices in response. Results of board evaluations are made public in an open session of the Board of Trustees.

Self Evaluation
The college meets this standard.

Planning Agenda
None

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary
The Board of Trustees has a Code of Ethics that clearly states expected behavior of board members in terms of their actions, conduct, authority, and interactions with each other and the public. In addition, this policy specifies board accountability and prohibits conflicts of interest. Other policies related to board actions include a policy on duties and responsibilities, decorum, conflict of interest, political activity, use of public resources, and communication among board members. The board reviewed and updated its Code of Ethics in 2006.

According to Board Policy 2715, behavior that violates the Code of Ethics will be brought to the attention of the president of the board. The board president will discuss the matter with the board member in question and may establish a review process if that is warranted, which may include officers of the district in the review. The board president will take appropriate action. If the board president's behavior is alleged to be contrary to the Code of Ethics, the board executive vice president will address the matter.

Self Evaluation
The college meets this standard.

Planning Agenda
None

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary
The Board of Trustees is involved in accreditation through an initial orientation presented by the vice chancellor of student services, and through briefings regarding all aspects of the accreditation process at its regular meetings. In preparation for the 2010 accreditation site visit, a special board meeting was held to answer questions of the Standard IV teams from each of the colleges and Continuing Education. In this meeting board members demonstrated their awareness of accreditation standards and how those standards apply to the board. In addition, board members are aware of their role in accreditation as outlined in the Community College League of California Trustee Handbook 2009. Board members read college midterm reports and are aware of areas needing improvement. In an interview with the board,
members indicated that they are particularly interested in and committed to student success, particularly for underrepresented groups. The board’s level of commitment is further demonstrated by the fact that they have established a board Subcommittee on Accreditation and Student Learning Outcomes, which meets regularly to review information about accreditation and outcomes data in more depth. In addition, the board assesses its own performance using accreditation standards as outlined in Board Policy 2745. IV B-38

**Self Evaluation**
The college meets this standard.

**Planning Agenda**
None

**IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

**Descriptive Summary**
The Board of Trustees conducts the search for and selects the district chancellor as established by Board Policy 2431, Chancellor Selection. IV B-3 The process the board established for the search and selection of the current chancellor in 2004 was inclusive and thorough.

The board evaluates the chancellor annually. Although they conduct the evaluation in a closed session and the results are confidential, the board reports in open session that the evaluation was conducted as part of the renewal of the employment contract. The evaluation is based on several criteria, including the annual goals set for the chancellor, results from the management feedback instrument, findings of the board Evaluation Subcommittee, the chancellor’s self-evaluation, and the goals and objectives for the following year. IV B-4 This evaluation was last reported at the July 9, 2009 board meeting. IV B-39

The chancellor is the chief executive officer for the district. The administration of the district has been delegated to the chancellor, who is charged with administrative functions in accordance with board policies. The execution of all decisions made by the board concerning the internal operations of the district has been delegated to the chancellor. IV B-40 The current board has allowed the chancellor to implement policies without interference. IV B-41

The board and chancellor follow district procedures for the selection and evaluation of college presidents. IV B-42 The presidential evaluation includes a management feedback survey that is distributed to subordinates, colleagues, and peers.
**Self Evaluation**

The college meets this standard.

The current chancellor was hired after a nationwide search. The process was open and inclusive, and the hiring committee included representatives from all major constituent groups. An open forum was held to give the public a chance to hear from the finalists. Evaluations of the chancellor and the president are thorough and conducted annually per district policy.

**Planning Agenda**

None

**IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

**Descriptive Summary**

The president is the chief administrative officer of San Diego City College. The president reports to the chancellor and is responsible for the total college program. He provides effective leadership and coordination for planning, organizing, budgeting, selecting and developing personnel, and assessing the effectiveness of the college and its programs. The president has reviewed and modified the administrative structure of the college to ensure that the mission and goals of the college are met.

The president initiates and leads planning efforts in all areas of campus functions. The president involves the campus community and local constituents in college planning, and division plans—Instruction, Student Services, and Administrative Services—inform the annual Budget and Master Planning process to tie budget to college goals. The president relies on the campus-based researcher and the district Office of Institutional Research and Planning for analysis of external and internal conditions to better inform campus program evaluation and planning.

**Self Evaluation**

The college meets this standard.

In the 2009 Employee Perception Survey,

- 79% of respondents strongly agree or agree that the president provides effective leadership in planning and assessing institutional effectiveness; and
- 73% strongly agree or agree that the president provides effective leadership in selecting and developing personnel.

Interviews of faculty, staff, and administrators show that the president is respected as a college leader. Respondents indicate that the president is supportive of faculty and staff; that he is open to new ideas about how to improve programs, practices, and services; and that he is supportive of shared governance and collegial decision making. A frequent method of communication between the president and college community is the president’s weekly email update—the News and Notes from the President. Survey responses include no negative responses about the president, his decisions, or his leadership of the college.
Planning Agenda
None

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary
San Diego City College’s administrative structure adequately reflects the purpose, size, and complexity of the institution. The administrative structure of the college is provided in the “Governance and Administrative Structure” organizational chart in the Campus Handbook. IV B-46 The president worked with faculty and staff to review the governance and administrative structure of the college. This resulted in the hiring of a full-time faculty position in 2004 to coordinate off-campus programs. In addition, an administrative reorganization approved in 2006 resulted in the addition of an instructional dean position for Health and Exercise Science. However, the state budget crisis of 2008–2010 has necessitated temporary change to the administrative structure. One instructional dean was promoted to vice president of instruction and that dean position was not filled. Duties of the position were temporarily distributed to other instructional deans. Additionally, the campus was unable to permanently fill the full-time positions of dean of information and learning technology and the dean of arts, humanities and communications, both of which are filled on an interim basis at the time the self-study was completed in spring, 2010. IV B-47 However, search processes are underway to fill both dean positions permanently for the 2010–11 academic year.

Three vice presidents report directly to the president, and the president delegates authority to these administrators as appropriate. The vice president of instruction is responsible for matters relating to teaching and learning; the vice president of student services is responsible for student affairs and student development; and the vice president of administrative services has responsibility for matters pertaining to budgets and facilities. Vice presidents, deans, faculty, and staff work collegially on four councils that report to the President’s Council. These councils—Instructional Services, Student Services, Master Planning and Resource Oversight, and Information Technology—serve as decision-making bodies for primary functions.

Self Evaluation
The college meets this standard.

With input from college constituent groups, the president has made changes to the administrative and reporting structures of the college that have improved efficiency, communication, and service to students. In addition to the aforementioned administrative reorganization, the president has changed the reporting structure of the library/Learning Resource Center and athletics to better integrate instruction and student services. The president also streamlined the committee structure of the college and replaced committees that were no longer effective. Results of the 2009 Employee Perception Survey show that 61% of respondents strongly agree or agree that the college’s administrative structure is organized and staffed to reflect the institution’s purposes, size, and complexity. IV B-48
Planning Agenda
None

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

1) Establishing a collegial process that sets values, goals, and priorities;
2) Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
3) Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
4) Establishing procedures to evaluate overall institutional planning and implementation efforts.

Descriptive Summary
The president is a collegial leader who is focused on student success. He communicates the college’s values, goals, and direction at events which include convocations, graduation ceremonies, award ceremonies, and recognition events. He meets regularly with faculty and staff leaders, and ensures that efforts to promote student success are recognized.

In 2008 the president initiated a collegewide discussion on the development of an updated Academic Plan. Incorporated into this plan are college and program student learning outcomes and methods of evaluation of those outcomes. The president involved the entire campus community in the development of this plan, as well as external stakeholders. This instructional plan will inform planning for future academic programs and activities of the college, and will be used in conjunction with the annual Budget and Master Planning process to tie budget to college goals. This plan will be reviewed and updated on a regular basis, and progress toward meeting the objectives of the plan will be evaluated. IV B-49

A full-time campus-based researcher (CBR) was hired by the district and assigned to San Diego City College in 2008 to improve the research and analysis of external and internal conditions, and to better inform program evaluation and planning. This researcher works closely with college faculty, staff, and the district Office of Institutional Research and Planning (IRP) to provide information that is used in college planning processes, and provides regular reports to the college Research Committee. In fall, 2009, the CBR coordinated the adoption of a Research Agenda in conjunction with the Research Committee. IV B-50 This significant expansion of research-based information has helped to shape instructional and student services’ programs, informed the academic and master planning processes, and have contributed to the development and assessment of student learning outcomes. The IRP conducts studies that are used by the president to review college performance in the areas of student success, retention, completion, and transfer. IV B-51 The district also coordinated an external scan which helped the president to better understand the local community and trends that affect the college, and it publishes a City College Fact Book each year. IV B-52, IV B-53

The president, along with faculty, staff, and managers, supports the college’s program review and master planning funding cycle. Through this process, educational planning is integrated with
resource planning and distribution. After years of preparatory work, the college developed a comprehensive Facilities Master Plan, which culminated in the publication of the City College 16th Street Precise Plan. This plan was integrated with the academic and master planning process to ensure that new facilities built using Propositions S and N funds are consistent with the long-term needs of the college and community. Due in large part to the extraordinary efforts of the president in mobilizing voter support, these bonds were passed by local voters in 2002 and 2006, and construction is underway on several buildings.

Self Evaluation
The college meets this standard.

In the 2009 Employee Perception Survey,

- 78% of respondents strongly agree or agree that the college facilitates an ongoing dialogue about improving student learning and instructional processes;
- 79% strongly agree or agree that the president provides effective leadership in planning and assessing institutional effectiveness; and
- 71% strongly agree or agree that program review is integrated into the college planning process.

The president encourages faculty leadership in the development of student learning outcomes, and interviews among faculty and staff consistently praise the president for his collegiality and support.

Planning Agenda
None

IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary
The president works with the vice presidents of instruction, student services, and administrative services to implement and monitor laws, regulations, and board-adopted policies at San Diego City College. The president also encourages managers to become familiar with the collective bargaining agreement as well as college and district policies and procedures. The president consults with district staff in the areas of law and policy on an as-needed basis, and is an active participant on the Chancellor’s Cabinet and the District Governance Council. In addition, the president involves faculty and staff leaders in efforts to ensure that the college meets the requirements of laws and policies in day-to-day operations, and that practices are in support of the college’s mission and goals.

Self Evaluation
The college meets this standard.

Planning Agenda
None
IV.B.2.d. The president effectively controls budget and expenditures.

**Descriptive Summary**
The president, working with the vice presidents of instruction, student services, and administrative services, ensures that expenditures are within the budget allocated through the district’s allocation process. During the budget crisis of 2008–2010, the president played a lead role in communicating the extent of the problem to faculty and staff, and worked collegially to determine modifications to be made to programs and services. The president is well-versed in community college budgeting and has provided leadership on developing innovative ways to come to consensus on ways to reduce expenditures without sacrificing class section offerings. The president is an advocate for the college at the district level and has been successful in ensuring that the unique needs of San Diego City College are known to the district Budget and Planning Committee.

**Self Evaluation**
The college meets this standard.

**Planning Agenda**
None

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

**Descriptive Summary**
The president regularly attends college events and frequently represents the college and the district on local, state, and national committees. The president is actively involved with the local Chamber of Commerce and other downtown San Diego organizations and advisory committees, and is a resident of the downtown area. The president emphasizes the importance of publicizing college programs and activities in the community through distribution of the class schedule and through mail and electronic distribution of publications such as the district “With Excellence” periodical. The president supports the use of the college website as a means of effective communication with the community as well, and he encourages all managers, faculty, and staff to take an active role in community organizations.

The president works closely with the college public information officer to ensure that staff, faculty, and student accomplishments are appropriately recognized. The president is very visible on campus and regularly attends student events, program completion ceremonies, ribbon cutting ceremonies, and represents the college at numerous other public functions. Internally, the president communicates weekly to faculty and staff via his News and Notes from the President’s Office email.

In addition to his work with local communities, the president has served on numerous state and national committees. His most recent service has been as a Board Member for the League for Innovation in the Community Colleges (2001–2010); Member, American Association of Community Colleges Commission on Research and Emerging Trends (2002); Member, American Council for Education Commission on Leadership and Organizational Development (2002); Board Member, Chief Executive Officers of the California Community Colleges (2005–
2010); and Chair of the Board of Directors, Community College League of California (2009–2010).

Self Evaluation
The college meets this standard.

Planning Agenda
None

IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

Descriptive Summary
The provision of educational programs, student support services, staff development, direct campus operations, and various ancillary functions are the responsibility of the colleges. The District Administration Organization Chart and Board Policy 0010 delineate the responsibilities and functions of the colleges and district; IV B-57, IV B-40 District Procedure 0003.8 describes the budgetary process. IV B-58

Self Evaluation
The college meets this standard.

Planning Agenda
None

IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary
The San Diego Community College District’s Administration and Governance Handbook delineates the function of the district and the responsibilities of the college in the delivery of instructional and student services. IV B-59 Faculty and staff representation is involved at all levels of the delivery system. Evaluation of the delineation of responsibilities is assessed by the 2009 Employee Perception Survey. IV B-60

The chancellor manages district resources and implements policies set by the board. The district is organized to provide centralized services to the colleges and centers within the district. College interaction with the district office often occurs through councils related to instruction, student services, administrative services, and governance. In general, functions that are the responsibility of the district are intended to provide for efficiency and continuity of services. Functions that are statutorily required are also provided by district operations. IV B-59
Self Evaluation
The college meets this standard.

Planning Agenda
None

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary
The vice chancellors of instructional services, planning and technology, student services, and business services meet regularly with their counterparts at San Diego City College to ensure that both the district and the college provide effective services to support the institution’s mission and functions. Districtwide councils and committees coordinate functions and services in support of the district and college missions. These councils and committees consist of representatives from the district and the colleges, and report to the Chancellor’s Cabinet. Recommendations from the Chancellor’s Cabinet, in turn, flow to the board. The district councils and committees include the Budget Development and Institutional Planning Advisory Committee, District Governance Council, District Marketing and Outreach Committee, Districtwide Strategic Planning Committee, Districtwide Research Committee, Curriculum and Instructional Council, Management Services Council, Student Services Council, and Trustee Advisory Council.

The president is the institutional chief executive officer of the college. The president reports to the chancellor. The president is responsible for the day-to-day operation of the total college program and provides leadership and coordination for the college community. The president and chancellor provide overall leadership and authority on all of the functional areas that follow, as specified in the district’s Administration and Governance Handbook. IV B-59

Budget Development
The Board of Trustees delegates budget development to the district administration, under the leadership of the executive vice chancellor of business services. While the board retains its fiduciary responsibility for fiscal oversight, the district office is responsible for establishing and maintaining the budget, in consultation with the vice presidents of administrative services, as well as other college leadership. Budget is developed in a collaborative manner. A formula for the distribution of funds to the colleges, Continuing Education, and other district operations has been established through a participatory process. This formula has been refined annually with input from the districtwide Budget Development Committee, comprised of faculty leaders and administrators from throughout the district. Once funds are distributed, the colleges and administrative departments are responsible for the expenditure and monitoring of funds within the constraints of local, state, and federal laws. Audits and fiscal controls are the responsibility of the district administrator.

Cafeteria/Bookstore (ABSO)
The cafeteria and bookstore are managed and operated as a separate business enterprise of the district—the Auxiliary Business Services Organization (ABSO). ABSO is the responsibility of the executive vice chancellor of business services. All cafeteria and bookstore operations are
managed centrally and have indirect consultative relationships with the vice president of administrative services. The vice president of administrative services is responsible for indirect oversight of the orderly, day-to-day bookstore and cafeteria operations.

**Information Technology**
Information technology and computing services support have been contracted out for many years. This organization has provided support for the district’s administrative computing, networking/telephony, data center operations, web services, desktop computing, and a 24/7 Help Desk. Beginning July, 2010, Information Technology will be incorporated into a district-level organizational structure reporting to the director of information technology. The Information Technology department will continue to support administrative computing, networking/telephony, data center operations, web services support for all faculty and staff computers, as well as a 24/7 Help Desk. Application support for the library is provided under contract by the vendor of the library system. Support for instructional labs at the college is provided by technicians from Information Technology that report to the college leadership. Additional instructional technicians, located on campus, also provide support for instructional computing. The director of information technology reports to the executive vice chancellor of business services. Operational responsibility for the Administrative Finance System, the Human Resources System, and the Student Information System resides with the respective vice chancellor for each functional area.

**Legal Services and Equal Employment Opportunity (EEO)**
The director of legal services and EEO is responsible for legal mandates related to compliance and employment. EEO reporting, monitoring, and training are the responsibility of the district office. Discrimination complaint investigations and resolutions are also the responsibility of the district office, in consultation with the site compliance officer at the college. The site compliance officer is the first responder to complaints and issues on campus, in consultation with the president, and may resolve certain complaints as appropriate.

**Facilities and Planning**
The district administration has responsibility for procurement, construction, maintenance and operations of all district facilities and construction projects. The vice chancellor of facilities management coordinates contracts, leases, facilities planning, construction, maintenance, and operations. The college developed a facilities master plan and scheduled maintenance priorities that reflect the educational and student support needs of the institution. These plans form the basis for master planning and facilities development in the district.

The college vice president of administrative services is responsible for facilities maintenance and operations along with facilities planning at the college. The vice president of administrative services oversees the daily operation of the physical plant of the campus, including maintenance, construction projects, and operations of facilities.

The district administration is also responsible for two major construction bond projects (Propositions S and N), including the procurement and construction of several major facilities throughout the district. The district office works with San Diego City College, under the leadership of the president and vice president of administrative services, along with faculty and staff, in the design, planning and build-out of each project. The district administration is also
responsible for reporting and responding to the Propositions S and N Citizens’ Oversight Committee on all matters pertaining to the bond projects.

**College Police**
Campus safety and parking operations are the responsibility of the district office. The college Police Department is a centralized operation reporting to a chief of police who reports to the vice chancellor of facilities management. The Police Department includes P.O.S.T. Certified Police Officers assigned to the college and a central dispatch for emergency operations. The onsite college police staff interfaces directly with the president and vice president of administrative services who serves as the college administrative officer responsible for campus safety and parking operations. Resources are managed and deployed centrally to the college, with coverage 24 hours/7 days a week. The chief of police is also responsible for the development, maintenance, and execution of emergency response operations for the district.

**Fiscal Oversight**
The district office has the primary responsibility for administering policies and procedures related to the expenditure of funds and has full audit compliance responsibility. Once a budget is developed and approved by the Board of Trustees, the college has autonomy in determining campus expenditures so that it can fulfill the college mission. The district office is responsible for the annual audit and works with San Diego City College to ensure that revenue and expenditure management conforms to model accounting practices and statutes. The district office provides for central coordination of purchasing, accounting, grants and contract management, and accounts payable activities. The district office also has an internal auditor who is responsible for monitoring accounting practices and internal controls throughout the organization. The district is fiscally independent.

**Public Information and Government Relations**
The district has substantial involvement with city, county, state, and federal agencies along with other representatives that interact with and impact the needs of the district. The director of public information and government relations works directly with the chancellor to build partnerships, guide legislative advocacy, and maintain relations with federal, state, and local agencies and officials, including the media. Direct assistance has been given to the college to enhance public awareness. San Diego City College has a public information officer who works closely with the president and who also maintains liaison with local, city, and county organizations, as well as state and national agencies, to promote public and media relations and activities. The district office is responsible for several major publications designed to ensure that the community is informed of college operations and initiatives, including an Annual Report, Economic Impact Report, Propositions S & N Report, Board and Chancellor’s Cabinet Reports (monthly), and the *WE –With Excellence*, a quarterly report on current programs and activities. The district office also maintains the content of the district website, a source of information for both external and internal constituents.

**Institutional Research**
Institutional Research is a districtwide operation reporting to the vice chancellor of student services. It consists of a central component responsible for districtwide studies and information, as well as a campus-based researcher at San Diego City College. The campus-based researcher reports to the college vice president of student services for work direction and research priorities,
and has a formal reporting relationship with the district office for training, evaluation, research protocols, database management and additional support for projects. The central office is responsible for annual accountability reporting, enrollment projections, state reporting, and developing a culture of evidence for the district. It provides data and information support to district and college planning efforts. Research includes Program Review, Accreditation, Basic Skills, Strategic Planning, ARCC, and Enrollment Management. The office maintains a comprehensive website and the staff provide support to the chancellor and Board of Trustees.

The department is also responsible for establishing an annual research agenda for the district and supporting the college in development of its research agenda.

**Instructional Services**
Curriculum development, as well as provision of the academic program, is the responsibility of the college vice president of instruction. Coordination and alignment of curriculum, including compliance with Title 5 and policy and procedure development related to instruction, is the responsibility of the district office, in consultation with the college’s academic leadership and administration. Coordination of grants and contracts, economic development, online education, International Education, Military Contract Education, and several categorically funded career technical programs are also the responsibility of the district office. Grant development is a collaborative responsibility between the colleges and the district office with resources provided by the district office. The district administration has primary responsibility for developing and maintaining relationships with industry and a Corporate Council to address workforce needs. Oversight of the district’s large online education program, including training, website development, and maintenance, is the responsibility of the district office in coordination with the college.

**Human Resources**
The Board of Trustees has delegated the responsibilities for Human Resources management to the district administration. The functional responsibilities include collective bargaining, contract management, hiring procedures and processes, worker’s compensation, benefits, employee records, payroll, legal services and risk management. The vice chancellor of human resources serves as the chief negotiator for the district, representing the Board of Trustees. Policy and procedure development affecting Human Resources is also coordinated through this office. Job classifications and descriptions are developed and maintained by the district office. The hiring process is managed and monitored by the district office. The president and chancellor are responsible for final hiring decisions. College departments have defined responsibilities for participating in hiring procedures, staff evaluation, and contract administration as it relates to supervisory responsibilities. Payroll is also a collaborative effort between the district office and the college vice president of administrative services. Legal services related to personnel issues are coordinated through the vice chancellor of human resources, in consultation with the chancellor.

**Risk Management**
Risk management, including workers’ compensation claims and legal matters related to district operations, are the responsibility of the vice chancellor of human resources. The Risk Management office works in consultation with the Chancellor’s Cabinet for all legal matters, as
well as with the college vice president of administrative services for workers’ compensation and liability matters.

**Student Services**
Student Services program development and operations are the responsibility of the vice president of student services at San Diego City College. The vice chancellor of student services is responsible for policy development and oversight, program development, student records, state reporting, state and federal compliance and audit, and institutional research. Policy review and development are coordinated with the college’s academic and student services leadership. Administrative computing related to students and services, including self-service systems (web-based) and access to student information is also the responsibility of the vice chancellor of student services, in coordination with the vice president of student services. Compliance with state and federal laws, including legal services related to students and records are also the responsibility of the district office.

**Self Evaluation**
The college meets this standard.

Results from the 2009 Employee Perception Survey show that the majority of college employees are satisfied with services provided by the district office. Questions 93–100 on the survey address specific service areas, and responses to the statement “The district office provides sufficient support to the colleges in the following areas” are as follows: IV B-60

- 55% strongly agree or agree in regards to business and fiscal services;
- 62% strongly agree or agree in regards to public relations/communications;
- 55% strongly agree or agree in regards to facilities services;
- 62% strongly agree or agree in regards to human resources;
- 61% strongly agree or agree in regards to information technology;
- 62% strongly agree or agree in regards to instructional services;
- 59% strongly agree or agree in regards to student services; and
- 54% strongly agree or agree in regards to institutional research and planning.

In addition, interviews with faculty, staff, administrators, and students reveal that opinions of most district services are satisfactory. However, concerns have recently arisen among college faculty regarding district-level decision-making processes used in finalizing the design features of new campus buildings funded through the bond program. In several instances, changes were made to the final design that the college-based Project Task Force Design Teams, composed principally of the faculty and related administrators who will occupy each new or remodeled facility, were not aware of or which were contrary to what the task force believed to be in the best interest of faculty and students. This has prompted a call by the Academic Senate to strengthen the college-district collaboration on these designs, and to more fully include the faculty perspective in final decisions related to them. Additionally, the Academic Senate called on the district to include faculty members on the district-level committees that select the architectural firm for each project, in line with district Board Policy 7990. IV B-61, IV B-62

Faculty and classified staff have also expressed concern with recent district changes in the assigned duties of Facilities staff members assigned to San Diego City College, in particular the
reduction or elimination of those staff members’ ability to move equipment and furniture and to unlock classroom and office doors. Because the changes are new, their impact on the college’s day-to-day operations have not yet been evaluated. There is a clear need to do so.

Planning Agenda
None

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary
The district uses a consistent data-driven FTES-based method to distribute resources to the colleges. The methodology is reviewed monthly by a districtwide Budget Development Committee that consists of representatives of different constituency groups and from each college. All members of the Budget Development Committee provide commentary and recommendations on the adequacy of the methodology and resources that are planned to support their specific college’s operations.

Statewide budget reductions have had a major impact on the committee’s operations as it relates to maintaining the formula established by FTES. With the cooperation of the executive vice chancellor of business services, the committee has been able to ensure that each college receives funding support from the formula that is adequate and at the same time addresses statewide budget impacts that have adversely hit all of California’s community colleges.

San Diego City College uses the majority of discretionary funds to support instruction. Changes to the college’s budget as such are primarily made by adjusting the number of course sections offered within a given time frame. Deans and department chairs work with the vice president of instruction and the vice president of student services to prepare a class schedule that best reflects the college’s mission and addresses budget constraints derived from the funding formula.

Self Evaluation
The college meets this standard.

Planning Agenda
None

IV.B.3.d. The district/system effectively controls its expenditures.

Descriptive Summary
In addition to the parameters of the district’s online accounting system, San Diego City College has a clearly defined control mechanism in place with a hierarchy of approvals and reviews to control its expenditures. These control mechanisms have enabled the college to effectively manage adverse budget impacts that have come from the state legislature. In fact as a result of the control mechanisms, which reduced operational costs by more than a million dollars, and the initiatives of deans and department chairs to effectively manage course offerings, the college ended FY 08–09 with a positive ending balance.
In addition to the control mechanisms utilized by the college, the district is audited annually as required by state law. The board received the 2007–08 audit reports in spring, 2009. In accepting the reports, the board emphasized the fact that all four audits were unqualified (the highest rating) and contained no negative findings. IV B-63

The district adheres to state law and to its policies related to budget preparation and sound fiscal management. IV B-64, IV B-65, IV B-66

Self Evaluation
The college meets this standard.

Planning Agenda
None

IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary
District policy clearly specifies the roles and responsibilities of the chancellor and president. According to policy, “The President is a key position of educational leadership and is responsible for the total program assigned. He/she shall be responsible to the chancellor. The authority of the Presidents is delegated to them by the chancellor who in turn has received authority from the board. The overall responsibility is to provide leadership and coordination which will encourage the staff, the community and the students to work together toward the best program which they can conceive.” IV B-40

The chancellor delegates full authority and responsibility to the presidents of the colleges and does not interfere in any way. College presidents are expected to strictly adhere to all district policies, and the chancellor asks that communication between the college and the district be thorough and regular.

Self Evaluation
The college meets this standard.

Planning Agenda
None

IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary
Districtwide councils and committees consist of representatives from the district and the colleges, which report to the Chancellor’s Cabinet. Recommendations from the Chancellor’s
Cabinet, in turn, flow to the Board of Trustees. A brief description of district councils and committees follows.

**District Instructional Council**
This council “reports to the Chancellor’s Cabinet and consists of members who meet to review and coordinate instructional matters. The council is charged with providing for the coordination of the curriculum districtwide and for development of districtwide guidelines for the improvement of instruction in the colleges and centers of the district. It is also charged with providing for a districtwide review of all procedures and activities related to instructional programs.” IV B-67

**Student Services Council**
This council “reports to the Chancellor's Cabinet and consists of the Chief Student Services officers from each college and Continuing Education. The Council is charged with the establishment, development and maintenance of all student services policies, procedures, and related matters districtwide.” IV B-68

**Governance Council**
This council “serves as the districtwide communication, planning, and review forum on matters pertaining to major issues affecting the district. The District Governance Council (DGC) is a standing council comprised of students, faculty, and staff representatives from throughout the district. The council will meet to share information and review matters concerned with educational programs and services.” IV B-69

**Management Services Council**
This council is a forum at which “districtwide staff and administrative representatives meet to review matters concerned with the district’s management services which include: Business Services, Human Resources, and Facilities Services.” IV B-70

**Information Technology Council**
Matters pertaining to districtwide technology issues are discussed by this council, which exists to “review, monitor and recommend policies, procedures and practices relating to the needs, uses, resource allocations and information control measures for information technology districtwide.” IV B-71

In addition to the aforementioned councils, other participatory governance councils include the Budget Development and Institutional Planning Advisory Committee, District Marketing and Outreach Committee, District Strategic Planning Committee, Districtwide Research Committee, and Trustee Advisory Council. IV B-59 The board evaluates district processes to ensure that they assist the colleges in meeting their educational goals on an as-needed basis. The Chancellor’s Cabinet regularly informs college and district staff of issues discussed at the meeting through the widely disseminated Chancellor’s Cabinet Report. Communication from district councils to college constituents occurs through email, and through the following reports at the President’s Council and at the Instructional Cabinet:

- Chancellor’s Cabinet Report
- Board Report
• Chancellor’s Report
• President’s News and Notes IV B-72

The chancellor regularly sends electronic messages districtwide that focus on important and timely topics such as enrollment growth, budget issues, facilities development, legislation affecting the district, etc.

Self Evaluation
The college meets this standard.

San Diego City College employees are satisfied with communication between the district office and the college, as 64% of employees strongly agree or agree that the district office uses effective methods of communicating with college staff and faculty. IV B-73

Planning Agenda
None

IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as a basis for improvement.

Descriptive Summary
The Board of Trustees evaluates district governance, decision-making structures, and processes on an as-needed basis to ensure that they assist the colleges in meeting their educational goals. As part of the accreditation self-study, San Diego City College faculty and staff were also surveyed to determine whether the governance and decision-making structures were effective. Processes and procedures are reviewed at the various district council meetings and recommendations are forwarded to the Chancellor’s Cabinet to be considered for recommendation to the board.

Self Evaluation
The college meets this standard.

Results from the 2009 Employee Perception Survey show that the majority of employees strongly agree or agree with the statement “The district office provides sufficient support to the colleges in the following areas:” IV B-60
• 55% strongly agree or agree in regards to business and fiscal services;
• 62% strongly agree or agree in regards to public relations/communications;
• 55% strongly agree or agree in regards to facilities services;
• 62% strongly agree or agree in regards to human resources;
• 61% strongly agree or agree in regards to information technology;
• 62% strongly agree or agree in regards to instructional services;
- 59% strongly agree or agree in regards to student services; and
- 54% strongly agree or agree in regards to institutional research and planning.

In addition, in an interview with the Board of Trustees on April 16, 2009, board members detailed the processes they use to evaluate district role delineation and governance and decision-making structures and processes. The board indicated that they receive regular reports on the effectiveness of the district in assisting the colleges in meeting educational goals.

In the 2009 Employee Perception Survey, 64% percent of respondents strongly agree or agree that the district office uses effective methods of communicating with college staff and faculty (and 17% neither agree nor disagree). 

Planning Agenda
None
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<td>IV B – 61</td>
<td>Letter from Berta Harris, Academic Senate President to Dave Umstot, Vice Chancellor of Facilities Management, April 28, 2010</td>
<td>X</td>
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<td>IV B – 63</td>
<td>SDCCD Board Report, January 23, 2009</td>
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<td>IV B – 67</td>
<td>SDCCD Procedure 0020.2, Instructional Council</td>
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<td><a href="http://hr.sdccd.edu/hr/POLICIES/0020-2.htm">http://hr.sdccd.edu/hr/POLICIES/0020-2.htm</a></td>
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<td>SDCCD Procedure 0020.3, Student Services Council</td>
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<td><a href="http://hr.sdccd.edu/hr/POLICIES/0020-3.htm">http://hr.sdccd.edu/hr/POLICIES/0020-3.htm</a></td>
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<td>SDCCD Procedure 0020.6, District Governance Council</td>
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<td>SDCCD Procedure 0020.7, Management Services Council</td>
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<td>SDCCD Procedure 0020.4, Information Technology Council</td>
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<td>President’s News and Notes web page</td>
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<td>2009 Employee Perception Survey, p. 16, Question 93</td>
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<td>2009 Employee Perception Survey, p. 16, Question 92</td>
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<td>SDCCD Board Policy 2410, Policy and Administrative Procedures</td>
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<td>SDCCD Board Policy 2200, Board Duties and Responsibilities</td>
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