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. 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.

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. 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.

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>
<tr>
<th>San Diego City College Overall Awards Conferred</th>
<th>2004-2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA/AS Degree</td>
<td>618</td>
</tr>
<tr>
<td>Certificate-60 or more units</td>
<td>3</td>
</tr>
<tr>
<td>Certificate-30 to 59 units</td>
<td>265</td>
</tr>
<tr>
<td>Certificate-29 or fewer units</td>
<td>205</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1091</strong></td>
</tr>
</tbody>
</table>

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. 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. The agenda is directly linked to the College Priorities and Effectiveness Indicators, which are based on the mission statement.

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). The data collected are disseminated both in print form and online. Key reports that are readily available to faculty and staff are:

- 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. 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. 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. 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%).

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%. 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. Maintaining certificate and/or license as their educational objective increased 40% among students from fall 2004 to fall 2008. 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.

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.

**Student Services and Programs**

Based on institutional research and the assessed needs of students, the college offers the following student services and programs.

**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.

**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.
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
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. 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. II A-44 The online offerings comply with the guidelines of the State Chancellor’s Office for distance education. 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. 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. 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. 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. 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.

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. 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. 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.

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.

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 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 be 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. II A-73, II A-74

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. II A-75

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. II A-76

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.” II A-77

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. II A-78
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. 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. 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>
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<tr>
<td>• Guest trips</td>
<td>• Practicums</td>
<td></td>
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<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>
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<tr>
<td>• Lecture</td>
<td>• Research Symposium</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>
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<tr>
<td>• Portfolios</td>
<td>• Web-enhanced courses</td>
<td></td>
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<tr>
<td>• Projects</td>
<td>• World Cultures program participation</td>
<td></td>
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<tr>
<td>• Research</td>
<td></td>
<td></td>
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<tr>
<td>• Speeches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student presentations (group and individual)</td>
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</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-robin) 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
process includes a reflection on learning outcomes work as well. 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.  

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, Humbolt 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 measurable student learning is considered a SLO. A student learning outcome becomes part of the student learning outcomes assessment cycle (SLOAC) when an assessment is identified for that SLO.

In the 2009 Student Satisfaction Survey,
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. II A-127

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”. II A-128

The district’s definition and procedures for general education are contained in board-approved Procedure 5300.2, “Courses of Instruction and Educational Program Approval.” II A-77

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. II A-129 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.

**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

IIA.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. II A-132 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. II A-133 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. II A-134

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. II A-57

Self Evaluation
The college meets this standard.

Planning Agenda
None

IIA.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. II A-135
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
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. 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. 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. II A-140

Self Evaluation
The college meets this standard.

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

Planning Agenda
None

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.

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. The college Public Information Officer publishes information regarding campus activities, events, recognitions and student achievements via press releases, electronic mail, and the college website.

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.
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. 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.

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. 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.
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.” 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.

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.

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. In spring, 2009, faculty were asked to use a common statement regarding academic honesty in their syllabi.

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.

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