D x V x F > R

"(Dissatisfaction with the status quo)
Times (Vision of the future)
Times (Courage to take the first steps)
Must be greater than (Resistance to change)"

~ Dennis K. Pawley
MASTER PLAN
Planning for the future
2009-2010 update

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San Diego City College
Mission Statement

San Diego City College has as its highest priority student learning and achievement.

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

San Diego City College provides

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

Additionally, San Diego City College is committed to

- The development of informed, active citizens who will be engaged in the global community, lifelong learners, and literate in information technology;
- Institutional community involvement, community development and community service;
- Equity, inclusiveness and diversity in all of its manifestations;
- High quality instructional programs and essential student support services, including co-curricular and cultural activities;
- Incorporating environmental sustainability into student learning outcomes, as well as implementing a campus culture of conservation; and
- A continuous campus-wide cycle of program review and assessment with integrated planning and resource allocation.

Approved by MPROC—10/08/08; by Academic Senate 10/13/08; Classified Senate 10/14/08, by Pres Council on 10/14/08
Annual Master Plan Update
2009-2010

Introduction

Three principle factors shaped the 2009-2010 Master Planning and Resource Oversight Council’s year: the economy with its the resulting budget constraints; continued construction financed by Prop S and N capital improvement bonds; and the completion of the self-study for the October, 2010 Accreditation Site Visit.

Budget Constraints
Extreme state-wide funding reductions had a considerable impact on the entire San Diego Community College District. The chancellor and all the campus presidents worked together to avoid layoffs of all contract employees, maintain all contract employee benefits, and continue meeting our student needs although in a reduced capacity. Funding levels for Student Services were drastically cut to a level below actual payroll costs. A district-wide effort was initiated to divert resources wherever possible to maintain the core support for students through Student Services.

San Diego City College attempted to meet the challenge of reduced funding by aggressively seeking external funding. The college was successful in not only acquiring grants, but also in developing new programs that retrain individuals for the new workforce.

Prop S & N
The capital improvement bonds S and N guarantee the build-out of San Diego City College’s Facilities Master Plan. The L building remodel was completed and opened fall 2009 as the Academic Success Center. The P Building remodel was completed spring 2010. The Career Technology Center was completed and classes started in the new facility summer 2010. The new Humanities and Business Technology buildings are beginning the construction stage with targeted completion in November 2011. The Math and Social Sciences and Science buildings are in the design stage.

Accreditation
San Diego City College completed the self-study in preparation for the Accreditation Site Visit in October, 2010. The Master Planning and Resource Oversight Council served as the Standard 1 committee. The Council used the accreditation self-study process to evaluate San Diego City College’s planning, program review, assessment, and resource allocation process and make institutional improvements as a needed including the development and inclusion of the Instructional, Student Services, and Administrative Services division plans. A revised Information Technology Plan was completed. The process to revise the Library Plan began in summer 2010 under the guidance of a new Dean of Information and Learning Technology.
The Process

Mission Statement
San Diego City College has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning (Page 6, Appendix 1). Evaluation and revision of the Mission Statement is the initial step in the Master Planning Process. The Master Planning and Resource Oversight Council (MPROC) is composed of representatives from the Instructional, Student Services, and Administrative Services divisions; Academic Senate, Classified Senate, and Associated Students. Members are selected by the Academic Senate, Instructional Council, Classified Senate, the campus President, the campus Vice Presidents, and Associated Student Government.

The San Diego City College MPROC reviewed the Mission Statement on September 23, 2009, and recommended no changes. The President’s Council, the Academic Senate, and the Classified Senate concurred.

San Diego City College’s Mission Statement can be found:
- San Diego City College’s web page;
- Master Plan Update 2009-2010, page 6;
- Master Plan Update 2009-2010 web page;
- San Diego City College Catalog 2010-2011, page 13;
- Posted in classrooms and offices on the San Diego City College campus; and
- Posted on the campus assessment software, TaskStream.

Institutional effectiveness is collaboratively guided by the MPROC, the Institutional Assessment Committee and informed by institutional campus research data. Institutional effectiveness is assessed regularly through continuous cycles of systematic collection of qualitative and quantitative information, planning, review, student learning outcomes assessment, and resource allocation. To ensure that programs and services meet the students’ needs, administrative and governance bodies receive input from students, staff, and faculty at all levels of the college organization, as well as from members of the community.

Institutional Priorities
The Mission Statement is central to San Diego City College’s planning and decision-making process carried out by the MPROC. Derived from the Mission Statement, the MPROC develops more specific college goals, known as Institutional Priorities (Appendix 2). All on-going planning and consideration of new initiatives are tied to San Diego City College’s Institutional Priorities which are based on the Mission Statement. There are currently eight priorities:
- Student success;
- Collaborative and outreach ventures;
- Fiscal adequacy and efficiency;
- Accountability;
- Equity, inclusiveness, and diversity;
- Environmental stewardship;
- Innovative approaches; and Long-range strategic planning.
The Integrated Process

San Diego City College’s integrated process of planning, program review, learning outcome assessment, budget development and resource allocation process (Appendix 3) consists of reviewing and revising as appropriate:

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

In addition, the MPROC works on:

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

Enhancements to the Process

Creating Division Master Plans

Student Services
In 2009-2010, the Student Services Division developed the following divisional mission:

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

Student Services will support San Diego City’s Mission by providing:

- 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.

Student Services adopted three goals to implement their divisional mission:

- Strive for excellence in student-centered programs and services,
- Enhance visibility of student services departments, programs, and services, and 
- Establish a culture of evidence with measureable outcomes.

**Instructional Services**

The Instructional Cabinet worked on developing the Instructional Division Goals on November 10, 18, 2009 and December 2, 9, 2009. The Instructional Council approved the Instructional Goals on November 16, 2009. MPROC approved the Instructional Goals on December 9, 2009. The Academic Senate reviewed them on December 14, 2009, and requested time to discuss the goals with their departments and approved them on April 12, 2010. Eight Instructional Goals were developed for 2010-2011:

The San Diego City College Instructional Division will:

1. Provide lower division and general education courses that lead to Certificates, Associate Degrees and/or transfer to a four-year college or university;
2. Develop career technical education programs that meet specific industry and community 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;
3. Offer basic skills instruction to assist students in meeting their educational goals;
4. Maintain essential instructional support for all students;
5. Use technology and information to support instruction, communication, and decision making;
6. Maintain the integrity of academic programs in an environment of continuous regulatory and fiscal change;
7. Develop a creative range of programs to promote environmental, cultural, physical, political, and economic sustainability; and
8. Recruit and maintain faculty and staff that reflect the diversity of our student population.

Appendix 4 shows how these Instructional Division Goals support San Diego’s City College’s Mission Statement. When the Instructional Division Goals were presented to the Academic Senate, concerns arose on how these goals would be measured. The Vice President of Instruction had the opportunity to accept assistance from a faculty member, working on his doctoral program at San Diego State University, to develop the key performance indicators, measures, and data source for each of the eight Instructional Division Goals. This work will be shared with the faculty through the Instructional Council and the Academic Senate during fall 2010.
Additionally, Appendix 5, “Comparing Instructional Division Goals to Institutional Priorities” illustrates how the Instructional Division Goals relate to the Institutional Priorities. When a process has been developed and approved by the instructional faculty on measuring the Instructional Division Goals, the process will enable the campus to simultaneously measure the Institutional Priorities quantitatively, at least at the instructional division level.

Although these goals will be measured at the division level, additional quantitative and much of the qualitative data can be derived from the department’s Program Review Form A for both instruction and student services. Appendix 6 identifies information on Form A, Instructional Program Review, that informs the reader which instructional goal or goals this information would measure.

**Instructional Departmental Mission Statement and Goals**

A second enhancement to the process has been the requirement of departments to develop a mission statement and goals for their department. These two items are included in this year’s Form A, Instructional Program Review.

After the departments complete their review/planning process, which includes the completion of:

- Form A-Department Program Review,
- Form C-Academic Plan,
- Form B-Department Master Plan, and
- Form T-IT requests.

The school deans summarized these plans and developed a school plan. School plans include all endeavors the various departments have made in the academic year. The Vice President of Instruction reviewed and summarized school plans in the Instructional Division Plan. Student Services and Administrative Services will develop a parallel review and planning process.

**Institutional Assessment Committee**

A third enhancement to the process will begin the 2010-2011 academic year. The Institutional Assessment Committee will integrate with MPROC, changing the council’s name to Master Planning, Assessment and Resource Oversight Council (MPAROC). There were three compelling reasons for this change:

- membership of the Institutional Assessment Committee had declined substantially,
- many of the Institutional Assessment Committee members were already on MPROC, and
- limited financial resources necessitates the college to be more efficient.

The Institutional Assessment will be a standing item on the agenda. This is the process San Diego City College used when it folded the Budget Development Committee into the MPROC on March 28, 2007.
Data Collection Efforts

San Diego City College strengthened its assessment of institutional effectiveness, as well as its success in addressing student needs, when a full-time researcher was hired in January 2008. For the first year, the researcher was based at district headquarters for training. However, in addition to involvement in district-wide projects, the researcher attended campus meetings, served on committees and began some college-specific projects. Beginning spring, 2009, the researcher served on campus full-time. The San Diego City College Research Committee was formally established in spring 2009. See Appendix 7 for the committee charge. The Research Committee also established an infrastructure (Appendix 8) for requesting, processing and using research data and information to set a foundation to foster a culture of evidence that informs all key decisions. Numerous improvements are underway which include the development or use of:

- a research agenda,
- discipline level data,
- Bridging, Research, Information, and Cultures Initiative – Technical Assistance Programs (BRIC-TAP), and
- TaskStream.

Research Agenda
One of the first research efforts was the development of the Research Agenda. This was a collaborative effort with the district research office and San Diego City College. The agenda links current or planned research projects such as the

- High School Pipeline Report,
- Student Equity Reports,
- Basic Skills Report,
- ARCC Report,
- Fact Book,
- LOCM Report,
- Noncredit to Credit Migration Study,
- POS Student Services Department Surveys, and
- Student/Employee Satisfaction Survey

with the College Priorities and Effectiveness Indicators, which are based on the college’s Mission Statement. An example of this College-wide research agenda (Appendix 9) for the Institutional Priority-Collaborative and Outreach Ventures:

- Develop collaborative and outreach ventures that enhance student learning within the college, district and community, public and private agencies, businesses, and industry-locally, nationally, and globally.

Discipline Level Data
Another improvement was the development of organized quantitative data at the department/discipline level for the 2009-2010 program review and planning process. Each department received by discipline an overall headcount in addition to headcount by:

1. gender,
2. ethnicity,
3. age,
4. enrollment status,
5. educational objective,
6. primary language,
7. educational level,
8. service area of residence,
9. units attempted,
10. first generation,
11. income level,
12. DSPS, and
13. EOPS.

The information was generated for Fall 2005 through Fall 2009 with a percentage, Fall 2005 to Fall 2009, change. In addition, departments received another report by both discipline and course number for Fall 2006, 2007, 2008, and 2009 and Spring 2007, 2008, and 2009. Information provided included enrollment, retention rate, success rate, and term GPA.

Bridging Research, Information, and Cultures Initiative
In early spring 2010, San Diego City College applied for and was one of fifteen colleges selected to participate in the Bridging Research, Information, and Cultures Initiative-Technical Assistance Program (BRIC-TAP). The overarching purpose of the BRIC initiative is to strengthen inquiry-based practice at institutions. The program is designed to collaborate with existing campus infrastructures to strengthen the capacity of the practitioners at the institution. A Memorandum of Understanding between San Diego City College and the BRIC TAP Team was signed April 30, 2010. The college BRIC team has been assembled which include:

- Vice President of Instruction,
- Vice President of Student Services,
- Dean of Business, Information Technology, and Cosmetology
- Dean of Student Development and Matriculation,
- Campus Research Analyst,
- Academic Senate President,
- Faculty co-chair of MPROC,
- Basic Skills Coordinator.

San Diego City College will have its first visit from the BRIC Technical Assistance Team on September 29, 2010.

TaskStream
A major emphasis of the Institutional Assessment Committee since 2008 has been to develop a system to track the progress of the Student Learning Outcome Assessment Cycle (SLOAC) campus wide. To facilitate this process, the IAC co-chairs researched and attended presentations on the available software. The college purchased TaskStream software in January, 2009. TaskStream has enabled the college to maintain the integrity of the manual process by including the same components of our six-column process (Appendix 10):

- Mapping the designated SLO to the college mission, priorities, and institutional competencies,
• Identifying the means of assessment/measurement and the criteria for success (Assessment Plan),
• The results and the data used (Findings), and
• The use of the results for program improvement (Action Plan).

To establish guidelines for the use of TaskStream, the IAC developed a college-wide Student Learning Outcome Assessment Philosophy (Appendix 11) and introduced a draft to the Academic Senate on September 14, 2009. The Academic Senate discussed the document and solicited comments from the college constituents via email. The final draft was approved by the Academic Senate October 12, 2009.

Since that time, the IAC co-chairs have diligently focused on mentoring faculty and staff in development of student learning outcomes at the program and departmental level and helping departments enter information in TaskStream.

There are several components to campus evaluation of effectiveness of producing student learning outcomes. After SLOs and assessments are produced and entered into the TaskStream software, they are submitted for review by IAC co-chairs. In this process, the co-chairs review the SLO, and may request clarification or refinement, or release them for implementation. One measure of effectiveness in producing outcomes will be data on numbers of submissions that require further work compared to those that were released on initial review for implementation. It is expected that as campus-wide SLO involvement increases the number of SLOs and assessment tools needing refinement will be reduced.

Analysis of the use of assessment results to improve student learning outcomes is demonstrated in the creation of and implementation of an action plan based on the results. TaskStream can provide each program with reports on the successful completion of SLOs, and progress on action plans. As the campus continues the implementation of the software program, these reports will provide an excellent mechanism for determining if SLO assessments yield meaningful and useful results. The year 2009-2010 was the first year of implementation, therefore comprehensive reports on effectiveness have not yet been generated. However, evidence of effectiveness was identified in programs that have taken SLOs through complete cycles:

• Business Studies,
• Math, English,
• New Horizons, and
• MESA.

**Student Learning Outcomes**

**Development**

The campus Institutional Assessment Committee (IAC) has been central to the dialogue and improvement efforts regarding student learning. The committee was established in 2003 and has met and fostered campus dialogue consistently since that year. The committee is charged with facilitation of a faculty and staff led assessment process of student learning, student services, and administrative services outcomes for San Diego City College that will improve teaching, learning,
advising and serving students at the individual, course, program, and institutional level. The committee also served as an educational resource to assist faculty in the articulation, implementation, and improvement of student learning as well as institutional processes based upon outcome results.

**Assessment**
The college recognizes the course objectives in the integrated course outlines as equivalent to student learning outcomes; therefore course-level student learning outcomes have all been identified. Gradually, departments are working with these listed outcomes to determine how they want to focus the student learning outcome assessment cycle. Chicano Studies has chosen to identify and assess outcomes that encompass, but are broader than the objectives stated in the course outlines. Most departments have used course outline objectives directly. The English department, in the process of working on SLOs identified in the English 101, found the SLO that the department wanted to work on appeared in the course outline, but was not given the appropriate level of prominence. These observations, and subsequent decisions, were the result of on-going self-reflective dialogue which led to meaningful improvement of student learning.

Within instruction, general education and discipline-specific SLOs have been identified. Departments are at different stages of the SLOAC cycle. At the program level 71.4% of the program SLOs have been identified. Business Studies is an example of a department that has completed the assessment cycle for their entire program.

**Timeline to Proficiency**
After considerable collegial discussion, each of the departments in Student Services has established its SLOs. In addition to the establishment of SLOs, Student Services departments have progressed along the six column chart to varying degrees, with several that have completed the full assessment cycle and are using the results to make program improvements. Student Services departments will “close the loop” by 2012.

Administrative Services has developed Administrative Unit Outcomes (AUO) for all their departments and has completed the assessment cycle on the Accounting Department. Their work is entered on TaskStream.

The IAC has developed a timeline based on the AACJC rubric to ensure the college is at the proficiency level by 2012. Appendix 12 shows activities completed and in progress for each item on the AACJC Rubric for Institutional Evaluation. In addition fourteen items have been identified to move the college to the Sustainable-Continuous Quality Improvement level.

Integrating student learning outcomes into the program review process is on-going. The program review forms for instruction, student services, and administrative services accommodate the inclusion of student learning outcomes. Appendix 13, Form A Departmental Program Review shows (in bold) where information from San Diego City College’s six column assessment form would go. See Appendix 14 for an example of the six column student learning outcome form linked to program review. Student Services staff/faculty have made more progress with this recommendation than instructional faculty.
The Instructional Services Division is comprised of six schools and off-campus programs. The schools include: School of Arts, Humanities and Communication; School of Business, Information Technology and Cosmetology; School of Engineering & Technologies, Mathematics, Science and Nursing; School of Behavioral and Social Science, Consumer and Family Studies; School of Health and Exercise Science; and School of Information and Learning Technology. During 2009-2010, three of the schools were staffed with permanent deans, two with interim deans, and the dean position for the school of Engineering & Technologies, Math, Science and Nursing remained vacant. Each of the Deans and the Vice President of Instruction assumed additional responsibility and provided management support for the disciplines in the school with the vacancy. The two interim dean positions will be filled in 2010-2011, and the vacant dean’s position will be filled with an acting dean.

In the 2009-2010 academic year the instructional division was challenged with rising demand for classes at a time when the budget shortfall called for a 11% reduction in course sections. The total campus budget allocation dropped from 702 FTEF in 2008-09 to 659 FTEF in 2009-10. In spite of this 6% budget reduction, the FTES only dropped from 11,172 in 2008-09 to 11,163 in 2009-10. Productivity improved greatly with the FTES generated per FTEF increasing from 15.9 to 16.94. This increase in productivity during a time of budget reductions is a result of student backfill in available class sections and the careful enrollment planning of the campus Deans and department chairs. While it appears as though student need is being met during these challenging economic times, there is a general sense of concern, however, that budget reductions which have decreased the number and breadth of courses that can be offered will have a negative effect on the number of students completing certificates, degrees, and transfer.

Faculty, staff and managers in the Instructional Services Division were actively involved in planning a number of campus-wide projects. These included: planning and occupying new facilities, developing curriculum and new programs, finalizing the campus accreditation self study, and aggressively seeking grant funding to support student success, program development and continuation. Regardless of the economic conditions, the focus remains on the mission of supporting student success.

New Facilities Construction projects completed in 2009-2010 included the Academic Success Center, The P Building (Exercise Science) and the Career Technology Center (CTC). The Academic Success Center, completed in April 2009, provides 28,700 square feet of space and serves as one-stop access to all student services, including tutoring, assessment, advising, and other student support and student achievement programs. The P Building renovation, completed in January 2010, is a two-story concrete building. This renovated facility includes work-out rooms, locker rooms, training areas, classrooms, faculty/staff areas, and enhanced parking and ADA accessibility. The Career Technology Center (CTC), completed in June 2010, is a new five-story 88,000 sq. ft. facility that houses Nursing, Cosmetology and Photography & Digital Arts. This new
building includes classrooms, computer labs, medical simulation labs, and a gallery for student work. The CTC also includes a 694-space parking structure and new headquarters for City College Police.

During 2009-2010, faculty, staff, and managers participated in the design of the Arts and Humanities, Business and Technology, Math and Social Sciences, and the Science Buildings. The Arts & Humanities Building will consist of approx. 70,000 sq. ft. to include new classrooms, a lecture hall, computer labs, studio space and a 100-seat “black box theatre.” The Business Technology Building consists of approximately 40,000 sq. ft. to include “smart” classrooms, computer labs and areas for student start-up businesses. The project also includes sublevel parking. The construction start and targeted completion dates for both of these building are September 2010 and November 2011, respectively. The Math and Social Sciences Project involves land acquisition and construction of new 72,000 sq. ft. classroom and laboratory building. The facility will house the District's Corporate Education Center; four floors of academic classrooms and laboratories for Mathematics, Social and Behavioral Sciences; and offices for the Military Education program. The project includes a six-level parking structure with 400+ stalls. The expected construction start date for this building is Oct. 2010 with a targeted completion date of May 2012. The Science Building will consist of approximately 73,000 sq. ft of new construction for the Science department, and will include new classrooms and labs for Life Sciences and Physical Sciences, and a planetarium. The expected construction start date is March 2011 with a targeted completion date in November 2012.

Other new facilities projects in the preliminary stages of planning include: the C Building –design begin date April 2010; the M Building Renovation –design begin date October 2010; Child Development Center –design begin date November 2010; Engineering and Technology / T Bldg Renovation Programming Phase Started 2009-10; The A Building Renovation - design begin April 2010; and the D Building Roof -Conceptual Design Phase Started 2009-2010.

During the 2009-2010 academic year a number of new degree and certificate programs were developed to address changing student needs for transfer and employment. Cross disciplinary degree and certificate programs were developed in Future Studies, Peace Studies, and Sustainability. Engineering and Technologies faculty developed the Air Conditioning and Solar Technology certificate program in response to the growing applications of green technologies in the local Air Conditioning and Refrigeration industry. The Behavioral Sciences faculty developed degree and certificate programs in Human Services/Gerontology, Human Services/Early Childhood, Human Services/ Alcohol and Other Drug Studies, and a certificate program in Health and Human Services Aide. The Cosmetology faculty expanded their program and career options for students by adding the Esthetician Certificate Program.

**Summary of Department Program Review**

This summary of the schools’ program review and master planning provides an overview of the campus wide efforts to address the College’s Mission and Priorities. Beginning with the 2009-2010 Master Plan, summaries of the department plans were prepared by the school deans. These summaries were used to inform the Instructional Services Division Plan.
The City College Institutional Priorities addressed in program review include: Student Success, Collaborative and Outreach ventures, Equity, Inclusiveness and Diversity, Environmental Stewardship, Innovation, and Fiscal adequacy and efficiency.

**Student Success**

In 2009-2010, the department faculty developed and implemented a wide range of activities and strategies to support student success. Faculty encouraged student participation in study groups and study sessions, partnering with the tutoring center to provide supplemental instruction, and writing new course and program curriculum. The key areas of focus noted in the department program reviews included:

**Student Learning Outcome Assessment:** All departments are participating in developing and completing the assessment cycle for Student Learning Outcomes (SLOs). The faculty co-chairs of the Institutional Assessment Committee have been working closely with the campus faculty to support use of TaskStream software to collect SLOs and assessment results. In the 2010-2011 cycle faculty will use the information in TaskStream to assess program effectiveness and make changes to curriculum and instructional strategies as needed.

**Tutoring and support:** The summaries of each School Program Review noted that faculty see the benefits of tutoring in supporting student success and refer students to the English Center, Math Center, or Tutorial services to increase student success, retention and address basic skills needs. In many cases faculty requested increased services in the tutoring center and in providing supplemental instruction in the classroom.

**Curriculum development:** In addition to developing new programs, faculty reviewed and revised existing curriculum to ensure student success. Math and English faculty continue development of basic skills refresher courses; self-paced online courses, and experimented with accelerated courses.

**Special programs:** In 2009-2010 faculty continued to use learning communities and service learning as strategies to foster student retention and success. Learning Communities have grown campus-wide and established a firm relationship with counseling faculty to enhance student success and retention. Many departments are involved in developing learning communities as a way to collaborate and create diverse learning opportunities. Service learning has become more important for students who are interested in transferring to universities and for those who are interested in receiving scholarships. This activity exemplifies an important part of City's mission statement and commitment to community service. Many students participated by volunteering in places, such as, medical clinics, libraries, local high schools, serving meals, and the San Diego Bay. Sociology and child development utilize service learning as a way to collaborate with the community through students' experiential learning in community agencies. Political science has worked with the Student Affairs Office to develop a new service learning course for students interested in student government. Students in Anatomy classes performed one day or more of service learning.
Industry Involvement: Vocational programs have active advisory boards that participate in program improvement by assessing curriculum, supporting program equipment and supply needs with donations, and providing internship opportunities. Occupational programs such as Engineering technology recruited instructors with strong current industry experience.

Collaborative and Outreach Ventures
Departments engaged in collaborative ventures both on and off campus. Some examples of on-campus collaboration include:
- Cross discipline curriculum and program development among Anthropology, Biology, English, and Philosophy faculty to design and complete the interdisciplinary Peace Studies, Sustainability, Future Studies, Conflict Resolution, and Mediation certificate and degree programs.
- Organizing the 2010 Border Studies Conference as a joint effort of the Chicano Studies and Anthropology departments.
- Biology faculty use of the City College Urban farm as an outdoor lab for the Plants and People course.
- Exercise Science worked closely with Outreach to provide fitness instruction for the “Gear up” program targeting local 11th graders.

Examples of collaboration with entities off campus include:
- The nursing students and faculty participated in regional health fairs and the H1N1 vaccination clinics throughout SDCCD.
- The Biotech program faculty collaborated with San Diego High School and the SD Science Alliance to develop curriculum and create a pathway for students from High School into the local biotech industry. Physical Sciences faculty offered courses in collaboration with Garfield High School.
- Astronomy faculty participated in the local chapter of the American Astronomical Society and guest lectured at the planetarium in the Reuben H. Fleet Center in Balboa Park.
- The Math department is a member of a consortium of 16 colleges countrywide, 5 of which are in California, to develop curriculum to take students from the Beginning Algebra level through Elementary Statistics in a one-year period. This project is promoted and financially supported by the Carnegie Foundation to establish the curriculum that will be implemented in the subsequent years.
- The Electricity Department is developing an apprenticeship program for electricians and technicians at the Viejas Indian Reservation.
- Electronic Technology, Engineering, Manufacturing, and Machine Technology faculty continue to work with feeder schools such as Hoover, Santana, Kearny Construction Academy to stimulate interest in these occupational areas.
- The child development department consistently works with community agencies to provide child development learning opportunities for students including collaboration with Head Start agencies.
Start and YMCA-CRS CARE who provide stipends and other services to students who continue their education with City College.

- Psychology faculty foster collaborative relationships through grants, such as CPASS, a project that prepares students for employment in after school care and includes the agencies of Children's Initiative, Workforce Partnership, and ACCESS.
- The Youth Development Worker certificate was developed in partnership with the San Diego Workforce Partnership and Spring Field College. A gerontology certificate is being developed in collaboration with local agencies that specialize in serving the elder population.
- Black Studies and Chicano Studies have collaborated to create Hermanos Unidos/Brothers United (HUBU), an organization whose mission is to promote community development and interaction among African American and Latino students.
- Chicano Studies collaborates with Center for Latin American Studies at San Diego State University (SDSU) and are in the discussion phase about creating a Border Studies program with courses that would transfer to SDSU.
- Departments within the School of Business, Information Technology, and Cosmetology were involved with several collaborative projects, including Student in Free Enterprise (SIFE) community projects, Tax Office Management project with Home Start, Early Middle College with San Diego City Schools, and the City Middle College partnership with Garfield High School.
- Cosmetology faculty and students participated in the SIFE Program Business Fair, providing hairdressing and makeup support to the City College Theater Department, the Veterans Day Cut – A – Thon in association with Vietnam Veterans of San Diego, High School Outreach, and College Outreach – Hair and nails services at the Del Mar Fair.
- The Apprenticeship Program sponsors continued ongoing collaboration with the San Diego Unified School District in career outreach and awareness event support.

San Diego City College faculty were active in the community and conduct community outreach activities which include:

- English Center, Business Studies, and Visual and Performing Arts faculty working with the Early College High school (ECHS) program resulting in the enrollment of many high school students in City College classes.
- The school radio station, KSIDS, sponsors many outreach activities, including: Music Matters, Jazz an American Art Form, and the Pre-School Jazz program to name a very few.
- The campus Radio and Television Program, regularly provide opportunities for students to work in the community to produce, document, and air events and other artistic documentaries.
- National Girls and Women in Sports Day is a free day of sports and fitness clinics offered to local girls ages 10-15 and sponsored by the Exercise Science and Athletics Departments.
Equity, Inclusiveness and Diversity
Faculty across disciplines conducted student outreach, developed internship and externship programs in the private sector, and participated in campus World Cultures events in support of equity, inclusiveness, and diversity. The faculty approached curriculum from a cross-cultural perspective. Departments offered numerous courses with subjects that directly address diversity and equity and promote these values. Faculty integrated diversity into the lesson plans and activities they sponsor. The common practice has been to make the subject matter relevant to all students through the respect for and knowledge of the diverse student body.

Examples of incorporation of diversity in the curriculum include:

- Departments in the school of Behavioral Sciences created the Institute for Human Development at City College which fosters inclusiveness among all departments as well inclusive of students.
- Exercise Science faculty promoted fitness through martial arts and self-defense exhibitions at multiple Campus functions, targeting those who are, traditionally, viewed as more fragile and at risk from potential predators.
- To promote equity and diversity, the faculty of the behavioral and social sciences conducted the first Bi-national Student Symposium on Border Issues held at City College.
- The first Conference on International Relief Organizations (CIRO) was held at City College and faculty implemented the Conference for Peace Education and Activism.
- Chicano Studies brought diversity to students and faculty through its newsletter: “El Coyote.”
- The History/Political Science faculty sponsored a lecture and screening of the film Himalaya Bridge, which examined issues of culture and race in Japan and the United States.
- Faculty in the School of Arts and Humanities ensured film and book selections for class activities reflect diverse cultures and activities.
- Faculty ensured the student newspaper is staffed with a socio economic, political and ethnically diverse staff.
- Student dance choreographers represented a variety of cultures and cast all who audition in the musical theatre productions.
- Faculty offered philosophy classes in gender studies, eastern philosophy, and integrating philosophies from indigenous and African traditions.
- SIFE projects included Jack and Jill teen group workshops, the Dreams to Reality Program, Water for Children Africa, and the Coalition of Neighborhood Councils – Youth Opportunity Employment Program.
- Cosmetology conducted Middle College Program Tours that lead to enrollment of interested students.
- SDCCD Apprenticeship Program sponsors continued to engage with statewide trade and career awareness associations to support and promote construction trades in outreach to increase professional interest for career entry and lateral career-path shifts for women, military veterans and displaced workers.
Environmental Stewardship
Campus faculty, staff, and students consistently seek new and innovative ways to support environmental stewardship. They review on-line resources to learn more about environmental impact by humans and alternatives in lifestyle and energy use. Across the campus, department faculty actively participates on the environmental stewardship committee.

Faculty and staff are proactive and practice recycling and energy conservation as role models to students. In 2009-2010 many departments altered their document production to reduce paper use by incorporating the use of on-line repositories for many course packets and materials that was previously duplicated. Chemistry Department faculty participated in development of a district wide Chemical Hygiene Plan, which would provide for the proper storage, handling, and disposal of chemicals and contaminated equipment, as well as for the provision of appropriate safety equipment for faculty and stockroom personnel. The Air conditioning and refrigeration program reused copper tubing for class projects. The Machine Technology Program supported campus projects on resource stewardship by participating in a recycle program that has a private company removing scrap material for recycling at their cost, saving the program the cost of recycling.

Efforts continued to replace hazardous chemicals with safer chemicals in the introductory and general chemistry laboratory classes, and students were taught proper disposal methods for the chemicals they used in their lab classes. In some lab classes, students were required to use the Internet to research the properties and proper handling and use of the chemicals they used. In many classes, Blackboard was used to post course materials rather than distributing them as hand-outs. Global warming and other environmental issues were discussed in classes.

Faculty incorporated sustainability content into the curriculum by encouraging students to apply critical thinking skills when learning about global challenges to energy and resource use, and emphasize the consequences of NOT being good stewards of essential and all other resources. The Honors Cultural Anthropology class each fall semester sets up community development projects for students to participate in as part of a class requirement. Issues relating to the protection and use of natural resources, climate change, and sustainability were included in Earth Science class discussions. Geography classes participated in the California Shakeout. Discussion of the Greenhouse Effect was included in physics courses. Discussions of the greenhouse effect were included in astronomy classes. An astronomy instructor presented a talk on “Light Pollution” in the college’s World Cultures program. The Community Health Worker Certificate program examined protecting and improving community environments and resources. Other topics included handling toxic waste, recycling and composting.

Students in courses such as Issues in Environmental Biology, Marine Biology, and Oceanography completed Service Learning by collaborating with local environmental organizations. In general psychology courses students examined the relationship between human behavior and its impact on its environment. The Student in Free Enterprise (SIFE) program participated in Sam’s Environmental Sustainability Challenge.

The Athletic Department sponsors a free E-recycling weekend once every semester. This event accepts all electronic waste material not safe for the local landfill and disposes of it in a safe manner.
The staff at the Child Development Center continued training in the CA Schools Gardening Project. Through this training the staff developed individual classroom gardens and a continued collaboration with the City College Farm project. The children at the Child Development Center are developing daily routines that support composting, community gardening, and recycling.

The San Diego City Urban Garden, City Seeds, is supported in many different ways by faculty from all schools. The garden provides opportunity for curriculum enrichment through hands-on laboratory environment for any campus discipline use. The Biology department used the campus Urban Farm to provide Service Learning projects and an outdoor classroom on campus. This saved students from driving off campus for projects and some field trips. The Black Studies department has integrated the San Diego City College urban garden in the curriculum in connection with food justice, world citizenship and social justice issues such as the fair trade movement and other issues in the global community as consistent with the mission of San Diego City College. Chicano Studies collaborated with the Stewardship of Resources Committee to arrange a tribal blessing of a City College garden and are working on a class that would link Environmental Studies with Chicano Studies. Their students are full participants in the urban farm.

**Innovation**

City College Faculty is creative, socially conscious and consistently explore innovative ways to provide instruction that is relevant and stimulates students' involvement in learning. Innovation has been introduced to instructional programs through the use of specialized laboratory equipment and technologies, facilities design, classroom teaching strategies, and partnership. Many examples of faculty innovation were provided in the student success and collaboration sections of this summary. Additional innovative efforts include new curriculum development and instructional strategies such as:

- Anthropology faculty conducted a workshop on Conflict Resolution skills with the National Conflict Resolution Center. This workshop was held at City College and used to develop cross-border (bi national) internships in Mexico with City College.
- AODS faculty in the school participated in the Sponsorship of Street of Dreams homeless teen outreach project.
- The Human Services Institute in the Behavioral Sciences Department includes programs that are interrelated by a common theme of community and human service, such as: Alcohol and Other Drug Services, Community Health Worker, Youth Development Worker, Gerontology Worker, Mental Health Worker, Peace Studies, Social Services Aide Certificate, and Child Development. The mission of the Institute is to facilitate the exchange of information and ideas among Institute members to further develop the Certificate program to be responsive and representative of the needs of the community.
- ESOL faculty offers a one unit refresher course using [www.mywritinglab.com](http://www.mywritinglab.com) and is piloting new content in existing courses.
- Math, English and ESOL Basic skills faculty are questioning their current curriculum by piloting experimental accelerated courses.
- Students in the nursing program continue to benefit from the Human Simulation Labs and integration of a Hospice Home Care experience into the Adult Health Nursing Courses.
• **Biology** Department faculty continue to team teach in Biology 107. This approach allows faculty to mentor each other and gives students two different perspectives on topics.

• Many Biology and Physical Science faculty have adopted the use of i-Clicker technology in the classroom to better assess student learning.

• The planetarium in the new science building may be used to reach out to the community and to partner with the Reuben H. Fleet Center.

• The remodeled “P” building and subsequent equipment purchases have allowed for the incorporation of the newest fitness trends in the discipline of Exercise Science. Curriculum is being developed in martial arts and self defense, Athletic medicine and cardiovascular fitness programs.

• New multimedia presentations were developed and implemented in astronomy classes and Blackboard/Vista was used to deliver course materials to Astronomy 101 students. Curriculum was developed to utilize real astronomical data in class activities, and assignments were developed to help students understand both astronomical processes and how astronomers study the universe.

• Student demonstrations were developed and students were enlisted to perform science demonstrations for Mole Day and Semi-Mole Day celebrations. Work was begun on developing the constitution and by-laws for a new Science Club.

• The Air Conditioning and Refrigeration program constructed a mobile solar lab to support the Solar Tech instruction. Faculty in the Electricity program worked with several electrical wholesalers to provide free materials for school projects and hand on demonstrations in electricity and electrical installations.

• Engineering and technology faculty continue to support student participation in the International Autonomous Underwater Vehicle (AUV) engineering vehicle development contest. This International contest allows students interested in engineering to obtain first-hand experience in what real-world engineering entails. Students interested in the engineering fields can also be exposed to real-world engineering through the San Diego City College Robotics Club.

• The Machine Technology faculty expanded the process of recording most of the Cad/Cam lectures in audio video format, as they are being given. After a lecture is given, faculty linked the files to the departmental web page so that the students could view them as many times as needed to understand the information during laboratory time.

• One of the successful new programs initiated by the San Diego County Pipetrades this past year was an innovative collaboration with the U.S. Marines at Camp Pendleton in which veterans have entered a new Plumbing and Pipetrades workforce readiness training program. This project has been widely accepted and celebrated through both the local military and professional trade networks.
Fiscal Adequacy and Efficiency
The current severe economic situation affecting community colleges throughout the state has resulted in the reduction of course offerings, reduction in staff, and a freeze on hiring. Because of this, the Academic Master Plan has become a fundamental reference for departments to use as the guide when planning their schedules. The Plan has assisted faculty in their attempt to maintain the integrity of their programs and in planning effectively and efficiently. Most departments used the academic master plans to schedule course offerings in a manner so that students will be able to complete certificates and degrees in a feasible amount of time.

The departments resolved to overcome the challenges facing our particular student population by being proactive in facilitating awareness of various resources available to the students. Faculty encouraged students to utilize on-campus and community resources. They provided tours of the Learning Resource Center (Library, Multimedia Center, and Independent Learning Center), counseling offices, and tutoring facilities, and referred students to mentoring activities and other support services and clubs.

Most programs tried hard to maintain the diversity of class offerings needed for students to obtain certificates, degrees and transfer in a timely manner. A few with a great need for new equipment or other funding have sought outside funding sources or used grant funding such as CTEA. Some of the strategies taken to maintain fiscal efficiency include:

- The student newspaper has partnered with Media Mate, which helps manage advertising income from national clients. Media Mate works as a collections department to make sure advertisers pay the student newspaper as agreed taking a small cut per-advertisement for their services.
- In light of increased newsprint costs, Journalism is seeking bids to lower the cost of printing. To this end, Journalism is changing the newspaper to a smaller tabloid size.
- Basic skills faculty meet regularly to allocate limited resources and collaborate with other people on campus to identify and qualify for grants.
- Despite budget cuts, the Math department adjusted operations in the Math tutoring to maximize student access and integrated the same course management system for all sections of refresher and basic skills courses and thereby standardized all developmental level courses.
- Science and Math departments collaborated with Mesa and Miramar colleges to try to schedule Math and Science classes to accommodate students throughout the district and to try to reduce redundancies by scheduling in different time frames at different colleges.

Summary of Department Master Plans
The dominant external trends affecting curriculum and student enrollment are the economy and changing industry needs. All departments have identified the financial crisis as the major obstacle affecting the expansion of curriculum and decreasing enrollments in their disciplines. Class cuts from 2008 to 2010 have badly damaged class availability. The State budget shortfall has resulted in reduced funding to the campus at a time of growing demand for higher education due to the double digit unemployment rate. The financial gutting of higher education has created a huge surge in enrollment, prompting creative solutions to address enrollment growth in light of diminishing...
section offerings, decreasing student support services (tutoring), and leveraging basic skills funds to assist with curriculum development and tutorial services and supplemental instruction either in the classroom or for all sections in a course. While course section reductions have been carefully planned to have the least negative impact on the students, the reality is that students have fewer options and may take longer to achieve their educational goals.

The current economic conditions have caused the “nursing shortage” to retreat into nonexistence as nurses who were ready to retire are not, and nurses who were working part time have gone back to full time to help unemployed family members. Graduates of the nursing program have to work in areas they may not have considered previously and some are not yet employed. Many graduates are considering continuing their education rather than face unemployment.

According to the Bureau of Labor Statistics, opportunities for surveyors, cartographers, photogrammetrists, and technicians remain concentrated in engineering, surveying, mapping, building inspection, and drafting services firms. Increasing demand for geographic data, as opposed to traditional surveying services, will mean better opportunities for mapping technicians and professionals who are involved in the development and use of GIS and digital mapmaking. As global requirements for more efficient and cleaner uses of energy become implemented, equipment and methods will be in flux, requiring new knowledge and technologically advanced techniques to be learned. The move toward solar photovoltaic technology is requiring new curriculum development in Air Conditioning and Refrigeration, Engineering and Electricity. While the current employment situation has a negative impact on new construction projects, there is considerable movement in electrical repair in maintenance projects for new hires. Additionally, the proliferation and technological improvements in wireless technology have produced a need for electronics technology graduates with current skills in this field. City-wide and county-wide requests for skilled audio technicians have prompted Electronic Tech faculty develop the new audio electronics degree. In the private sector, commercial interest in home theater systems adds to the need for graduates in this field.

The Journalism industry is changing drastically as more print media consolidate. This has resulted in demand for journalists who are well rounded and can produce both print news writing/editing as well as online news production and have photo/video/audio abilities. In Radio Television, instructors are in need of training on all new hardware and software. Also, the introduction of High Definition TV has resulted in expensive need for hardware.

In response to the current economic conditions and changes in industry needs, department priorities to improve academic success for 2010-2011 include many activities. The common focus areas across schools in the division include: SLO development and assessment; curriculum development and revision, and implementation of innovative classroom strategies; expanded partnerships to support student recruitment and industry involvement in instruction; the growing need for tutoring and supportive services; and alternate sources of funds to support student success.

Departments plan on continued development of course and program Student Learning Outcomes, and collection of data to assess student achievement of these outcomes. During 2010-2011 more faculty will input course and program SLOs and assessment results into TaskStream. Faculty will use results of SLO assessment to improve course content and revise curriculum.
In 2010-2011, department faculty plan on revising, reviewing or creating new curriculum to keep up with market demands, address student needs for transfer, or improve current pedagogy. Curriculum development plans include developing more on-line courses, incorporating sustainability concepts and use of the urban farm into course material, and writing course outlines for contextualized Basic Skills courses. Electronic Technology will focus efforts on curriculum development of two new Audio Electronics courses that will provide the foundation of a third upper level certificate in electronics which can be used to complete an associate’s degree in audio electronics. Psychology will continue to activate new courses that serve the transfer needs of their students. The Health and Exercise Science Department will develop new Sports Medicine certificate, Sport coaching certificate, and the Sports officiating certificate programs. Faculty will also write new curriculum to reflect the newer fitness trends and new equipment added in the renovated P Building. The Air Conditioning and Refrigeration faculty continually refine and add new material to courses as new technology is developed and implemented in the local industry. Faculty in the Electricity Program are developing solar photovoltaic curriculum to address the growing workforce demand. Under the category of new classroom strategies, the Math department will undertake a three-year Project with the Carnegie Collaboratory Statistics Pathway project involving curriculum development of beginning algebra eligible non-STEM students, to take them up through Elementary Statistics in the span of one year.

A number of departments plan on continuing efforts to provide college programs for Early and Middle College and high school programs to prepare at-risk high school students to succeed in college. The Business and Visual and Performing Arts, English and Math Departments will continue working with the Early College and Early Middle College Programs. The Biology Department Faculty are interested in strengthening ties with local High Schools to increase enrollment in college credit programs, and with SDSU and UCSD Biology Departments to promote better educational collaboration and opportunities for faculty development. The Engineering and Technology departments will focus student outreach efforts on local High Schools, current employees in industries, and displaced workers. Faculty in the Foreign Languages Department will continue to work collaboratively with Garfield High school. Air Conditioning and Refrigeration will increase collaboration with the HVACR and solar industries and solicit donations of new student training equipment.

The Child Development department would like to build a robust collaboration/communication plan with counseling staff to develop educational plans for transfer specifically within the Child Development field. Physical Sciences will collaborate with Mesa and Miramar colleges to write the course outline for the combination General, Organic, and Biochemistry course required by the State Nursing Board. In response to the growing demand for occupations using GIS, the faculty will expand the GISG offerings. Physical Science department plans to activate and offer Urban Geography. In response to the general demand for environmental and forensic scientists, the Physical Sciences department plans to include a greater emphasis on environmental and forensic applications, especially in chemistry and geography, and to develop and implement courses in these areas.

Student support services are vital to ensuring student success in academic programs. Departments identified the following key service needs: (1) counseling support; (2) increased tutoring services, and (3) financial aid/scholarship support. All departments continue to emphasize the importance of needing increased tutorial services for all subjects. Some departments have tutors that are
specifically trained to tutor content related concepts. Additionally all departments make extensive use of other tutoring offered at the English center, Math center or the Tutorial center.

The department chairs maintain there is much need for academic counselors to work with students on the recommendation of appropriate course sequencing and educational plans. The Nursing department continues to request counseling and tutoring services to assist students with remediation who are not successful on the Test of Essential Academic Skills (TEAS). The department has obtained special grant funding to support a student retention specialist. The Biology faculty are requesting expansion of the supplemental instruction tutors for Biology 107, and to have tutors meet with students in the Biology Resource Center. Counseling faculty will continue the specialized programs such as: MESA, ORBS, Trio-Aspire, CC2U, and SDSU-City Bridges to the Future Programs.

**Instructional Division Goals**

In the 2009-2010 academic year, the Instructional Services Division developed goals for the 2010-2011 year. These goals emerged from the City College Mission Statement as a result of discussions in the Instructional Cabinet, Instructional Services Council, Master Plan and Resource Oversight Committee meetings, and the Academic Senate. As part of this process individual departments were charged with developing departmental mission statements and goals that aligned with the Campus Mission Statement. The departmental mission statements and goals were included in the program review documents submitted to the School Deans. The School summaries capture these statements.

A draft set of measures will be developed for the Instructional Services Division Goals during the summer of 2010, and will be submitted to the various campus committees for review and approval early fall 2010. Once measures are established, the Office of Instructional Services will collect data from 2009-2010 to use as baseline comparison to data collected at the end of 2010-2011.

**The San Diego City College Instructional Division Goals 2010-2011:**

- Provide lower division and general education courses that lead to Certificates, Associate Degrees and/or transfer to a four-year college or university.
- Develop career technical education programs that meet specific industry and community 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.
- Offer basic skills instruction to assist students in meeting their educational goals.
- Maintain essential instructional support for all students.
- Use technology and information to support instruction, communication and decision making.
- Maintain the integrity of academic programs in an environment of continuous regulatory and fiscal change.
- Develop a creative range of programs to promote environmental, cultural, physical, political, and economic sustainability.
- Recruit and maintain faculty and staff that reflect the diversity of our student population.
Mission
The Student Services Division at San Diego City College is committed to student learning and success through a holistic approach that incorporates our professional experiences and knowledge of student development theory. In collaboration with our instructional colleagues, we provide a student-centered environment with innovative programs and services that validate and engage our diverse student body along the entire student pathway from admission to graduation and transfer.

Background
The 2009-2010 Student Services Master Plan at San Diego City College represents the collaborative efforts of the members of the Student Services division. Its goal is to define the major areas of focus for the Student Services division during the year. The major areas of focus, or goals, emerged from the various Student Services departmental Master Plans that were developed for 2009-2010. The plan is also linked with the institutional mission and priorities established via the Master Planning and Resource Oversight Council (MPROC).

The process to develop the annual Student Services Master Plan started with the development of departmental Master Planning efforts. As part of this annual process, each Student Services department completed an annual Program Review and assessed Student Learning Outcomes (SLOs) for their respective departments. Based on the outcomes of the Program Review and SLO assessment, each department developed their respective Master Plan for the 2009-2010 year. The Student Services Council (SSC), led by the Vice President of Student Services, led the process of Program Review, SLO assessment, and Master Plan development for the Student Services division. Through review of the various Master Plans and through on-going discussions among members of SSC, the Student Services Master Plan for 2009-2010 was developed. This included the development of the divisions Mission Statement as reflected above. The plan was shared and discussed with the Master Planning and Resource Oversight Council to ensure alignment with the institutional mission and priorities.

The three primary goals that emerged for 2009-2010 for the Student Service division were:

1) Strive for Excellence in Student-Centered Programs & Services
2) Enhance Visibility of Student Services Departments, Programs & Services
3) Establish a Culture of Evidence with Measureable Outcomes
Administrative Services Division Master Plan
2009-2010

Mission
The Administrative Services Division at San Diego City College supports faculty and staff to achieve their desired learning outcomes and allow our students to learn, lead, and achieve by
• Providing exemplary business support services and responsible management,
• Initiating cost effective measures that will maximize resource utilization,
• Streamlining business practices that will reduce operating costs, and
• Providing necessary administrative support for faculty, staff, and students to perform at their required tasks in a timely and efficient manner.

Department Goals
Accounting
• Provide financial services crucial to the college’s daily operations.

Business Services
• Provide exemplary customer service to the campus community through training, budgetary advising, and accurate information and timely responses,
• Ensure fiscal accountability of all expenditures and institutional compliance with all rules and regulations,
• Report payroll activities in a complete, accurate and timely matter,
• Provide the best procurement of goods and services within the scope of District policies, and
• Serve as a campus liaison with the District.

Digital Print and Mailroom
• Provide printing and mail services to the campus community.

Receiving
• Develop procedures for the timely delivering of supplies and equipment to the campus community;
• Process requisitions in an efficient and timely manner;
• Maintain effective communication between the Receiving Department and campus departments regarding their supply and equipment orders; and
• Develop efficient follow-up procedures on campus supplies and equipment orders after the purchase orders have been processed.

Background
Administrative Service Division is comprised of four departments Accounting, Business Services, Digital Print and Mailroom, and Receiving. The managers of the four departments meet regularly to discuss operational issues. The Administrative Service Division started the year by developing a division mission statement and department goals.
In addition the Administrative Service Division concentrated on developing Administrative Outcomes for all departments, how they would be measured, means of assessment, criteria for success, and a timeline for completion. Accounting was the only department to complete the cycle by having no audit exceptions in the District-wide annual CPA audit performed by Sonneberg & Co. A summary of the entire process is found in Appendix 15.

Another major undertaking has been the development of the Administrative Services’ web page. The purpose of this web page is bring together in one place all information about the purpose and services provided by each department and all necessary forms, with instructions on filling them out, provided 7/24 to the campus community.
Facilities Master Plan

The San Diego City College Facilities Master Plan developed by Carrier Johnson in 2006 was replaced by the City College 16th Street Precise Plan on September 2008. This plan was also developed by Carrier Johnson. A complete copy of this plan is available in the office of the Vice President of Administrative Services and a consolidated web version can be found on the college website.

The development of the San Diego City College Facilities Master Plan was initiated on August 30, 2004, with a review and revision of the Facilities Master Plan Guiding Principles (Appendix 16). Subcommittees that included administration, faculty, and classified were formed by projects approved in the Proposition S capital improvement bond measure passed on the November 5, 2002, election.

Since November 5, 2002, when the Proposition S capital improvement bond measure passed, it became obvious that the funding provided by Proposition S funding would not be adequate. With skyrocketing land prices and increased building costs, additional funds would be needed to complete the capital improvement goals of Proposition S. On July 26, 2006, the Board adopted a resolution ordering an election and establishing specifications of the election order, for the purpose of placing a bond measure on the November ballot in the amount of $875 million to construct and improve facilities for San Diego City College, Mesa College, Miramar College, and Continuing Education based upon the campus facilities master plans.

The new bond measure Proposition N was for $875 million with $270 million designated for San Diego City College. Funds from this measure should be sufficient to complete the buildings proposed under Proposition S plus build a new science building, a general classroom building, and a parking structure.

A facilities update is as follows:

- Down Under, seven classrooms, a conference room, and faculty offices have been completed and the first classes were offered fall 2007.
- The Career Technology Center, which houses Cosmetology, Nursing, and Photography, Campus Police, and a parking structure, has been completed and the first classes were offered summer 2010.
- Land acquisition, the block next to the Career Technology Center, has been completed and plans are being prepared to build a parking structure and general classrooms with the potential shared use with a health facility, corporate education center, and possible retail use on the ground floor.
- P building remodel was been completed spring 2010.
- The handball courts have been replaced with two modular classrooms and faculty offices.
- Eleven modular classrooms have been removed to Mesa to allow for a staging area for new construction at City.
- The Academic Success Center remodel has been completed and services began being provided fall 2009.
• The Humanities and Business Technology buildings have completed the design stage and should be completed September, 2010 and November, 2011 respectively.
• The Math, Social, and Behavioral Sciences Building have completed the design stage and should be completed October, 2010.
• The Science Building should start construction March, 2011 and be completed November, 2012.
• Projects in the preliminary stages of planning include: the C Building, the A and M Building Renovation, the D Building Roof Renovation, and the new Child Development Center.
• With the all digital deadline for TV broadcasting on February 2009, the C Building Renovation has been quick started to provide the Radio/TV program with two digital TV production cameras at about $600,000.

The numerous construction projects on all three college campuses and Continuing Education, precipitated a new district-wide effort to consolidate the procurement of furniture, fixtures, and equipment. This process had been performed by the district purchasing department on a building-by-building basis. Obviously, providing furniture, fixtures, and equipment this way would be inefficient. The district wanted to develop a standard for all new structures in the district. San Diego City College led the way in opening up a closed district process to including faculty, staff, and administrators of all three campuses and Continuing Education.

San Diego City College’s MPROC developed FF&E Standardization Guiding Principles and FF&E Selection Criteria that supported student learning, was collaborative, and supported the use of green technology. These documents were reviewed by the Academic Senate, Chairs Cabinet, Instructional Council, and approved by the MPROC on March 25, 2009 (Appendix 17).
Information Technology Plan

In the fall of 2003, the newly-established Information Technology Council (ITC) began as a subcommittee of the College’s 2003 Accreditation Self Study Standard 3 Committee for the Technology Resource section. Throughout the fall and early spring semester, the ITC collected and analyzed data and reported on the college’s technology. The ITC concluded its self-study report with the planning agenda “to develop and institute an IT Plan with standards and criteria for information technology-based resources to include staffing, funding, technology purchases and replacements, and training.”

In affirming its charge, the Accreditation Self-Study Committee established the ITC and began working on the college Information Technology Plan following the WASC team Accreditation visit in October 2004. During the development of the Information Technology Plan, the ITC met during the remainder of the Fall Semester and the spring 2005 Semester to assess the instructional and administrative technology needs of the college and provide guidelines for future decisions based on San Diego City College’s Mission and Institutional Priorities. In this process, the ITC identified the current status of campus technology and proposed what the college needs to do to be competitive in the rapidly changing technology-based future.

The ITC is not only a shared governance body, but also one of the college’s five councils. It reports to the President’s Council. The responsibility of the ITC is to make recommendations, consistent with its charge to the College President and President’s Council.

The Presidents Council charged the ITC to update the original plan during the 2009-2010 academic year. The ITC examined the current external and internal environmental factors impacting the college and developed guiding principles that would determine the successful applications of technology at the college that supported the San Diego City College’s current Mission and Institutional Priorities. It was decided that the Information Technology Plan should be:

- Reviewed and revised annually as the college’s priorities and strategies change in response to needs,
- Support and assist the college’s mission regarding technology decisions. This includes platforms, operating systems, software, microcomputers, infrastructure, and support services. It also includes the ability to ensure acquisition processes; schedule replacement, refurbishment, and reallocation of equipment; and provide security, staffing and maintenance of technology; and
- Provide leadership for developing guidelines for computer-assisted instruction, including curriculum and assessment of instructional computer use.

In the new plan the ITC identified funding strategies to purchase, support, maintain and replace technological resources. These strategies include:

- Seeking additional outside funding sources by;
  - participation in grant planning activity;
  - participation in planning new activities (Furniture, Fixtures, &Equipment development) and renovation of vacant facilities;
o Requesting funds from San Diego City College Foundation, CTEA, World Cultures, Basic Skills;

- Recommend a district budget line item for repairs/replacements;
- Participate in the District’s IT Council;
- Advocate for pooling resources district-wide to support common software packages needs where feasible;
- Recommend a line item budget for new purchases, maintenance, and repairs for technology assets; and
- Prepare technology program review and plans that include inventory of multimedia equipment, networking equipment, and computers (including maintenance needs, life expectancy, and warranty information.

While the purpose of the IT Plan is to identify and document the goals and strategies of technology to be implemented at San Diego City College, the IT Plan also provides a framework for a continuous, collaborative process of evaluating innovative uses of technology. With the rapid changes in technology and the fact that institutional changes take time, some strategies will be outdated, superfluous or superseded before implemented. In order to successfully implement the IT Plan, all college constituents need to demonstrate creative, constructive input and exercise patience and flexibility during the process.

Working with all constituents, the ITC, by June 2011 must develop:

- A consistent and acceptable plan for the distribution and placement of technology inventory purchased as bridge units during construction phases; and
- A plan of action to review and address unique technology support needs of the evening students, faculty and staff.
The College Master Planning Process

San Diego City College assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. All divisions/units and departments participate in the Master Planning Process, which consists of a Master Plan and Annual Updates. The Annual Updates summarize the results of annual program review, planning, and resource allocation.

The annual Master Plan Update process incorporates important fiscal events that affect yearly college planning. Such events include the level of state funding; bond measures; and funding sources such as Basic Skills, Career Technical, and CTEA. The annual Master Plan Update process also considers changing trends in population, job opportunities, transfer requirements, and preparedness of incoming high school students. Finally the annual Master Plan Update examines the progress made on the 2004 Site-Visit Recommendations and the Agendas and Tasks identified in the 2004 Self Study.

With the Mission Statement and the Institutional Priorities established, the MPROC reviews and updates institutional procedure and criteria for hiring new faculty (Appendix 18), classified personnel (Appendix 19), and criteria for the purchase of equipment over $200 and Facilities Improvement, Infrastructure, and Maintenance (Appendix 20). The criteria apply to all three divisions, Instruction, Student Services, and Administrate Services.

Certificated and Classified Hiring Criteria and Implementation

During the 2006-2007 process an anticipated slowdown in the continuous revenue stream and the fact that San Diego City College had twenty prioritized positions (Appendix 21), the MPROC decided that hiring process had to be modified to prevent the “priority for filling vacant faculty positions” list from growing to the point that it would be unrealistic for San Diego City College to think all the positions would be filled. The process (Appendix 18) stopped at the end of step two until the District decides on the number of new hires. San Diego City College will add to the “priority for filling vacant faculty positions” list only the number of our allocation from the District. Steps three through six will then be activated. This new adjustment will ensure that there are never more than twenty on the priority for filling vacant faculty positions list at any given time.

The MPROC reviewed and affirmed the modified faculty hiring process on November 14, 2007. This process was not changed in the 2008-2009 cycle.

Due to the economic slowdown, there were no new faculty hires since Fall 2008. In addition there was a soft freeze on replacing all vacated positions. Discussions between the Chairs of departments with retiring faculty and the Vice President of Instruction, determined the faculty replaced. Those positions not replaced will have replacement priority before any new faculty hires are made. See the table in Appendix 22 on vacated faculty/administrative/classified positions. With the continued economic recession and growing number of vacated positions through San Diego City College during the 2009-2010 academic year, the MPROC will have to develop criteria for determining the order of replacement of the vacated personnel in 2010-2011. At this time, replacing vacated classified and administrative positions is not part of the MPROC process.
It is still the District’s goal to:

- protect our mission of instruction and services to students,
- avoid any layoffs of current contract employees,
- maintain the basic schedule of core classes and minimize class reductions, and
- effect budget reductions that will ensure the District’s solvency and long-term fiscal health.

Campuses have the flexibility to modify work load assignments to ensure all vital functions of the campus are covered.

**Review of Criteria—Purchase of Instructional Equipment Over $200, Facilities Improvement, Infrastructure, and Maintenance**

The Master Planning and Resource Oversight Council reviewed the criteria for the purchase of instructional equipment over $200, facilities improvement, infrastructure, and maintenance at the September 23, 2009, meeting and decided not to change the criteria.

**The Annual Departmental Program Review and Master Plan Implementation**

The annual Program Review begins at the discipline and program level in the spring semester. Instruction and Student Services have slightly different data required for their program review, but measure the same Institutional Priorities:

- Student Success;
- Collaborative and Outreach Ventures;
- Equity, Inclusiveness, and Diversity; and
- Environmental Stewardship; and
- Innovative Approaches.

Instruction also measures the Institutional Priority, Fiscal Adequacy and Efficiency. This was made possible in the 2008-2009 review cycle, with the addition of Form C-The Academic Plan. The Academic Plan requires departments to plan course section offerings three years into the future based on enrollment, curriculum, and economic trends. This process helps identify equipment, faculty, and facilities needs. The results of the Academic Plan are integrated into the Department/unit Master Plan by adding two more reporting requirements (Appendix 23):

1. (Question 2 on Form A) Briefly describe external trends that affect curriculum and/or enrollment in your discipline.
2. (Question 3 on Form A) As a result of your findings in #2, briefly describe planned changes in curriculum (course listings).

Departments are asked to measure their accomplishments by institutional priority and then identify activities that the department will implement to correct any deficiencies. The identified activities lead to the preparation of the Departmental/Unit Master Plan. Requests for equipment, faculty or classified personnel, or facilities modifications must use the criteria developed by the MPROC and support San Diego City College’s Mission Statement.

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

An additional change to the program review process during the 2008-2009 planning cycle was to develop and require identification of technology needs. Form T was developed to report equipment requests and needs at the department/unit level (Appendix 24). This form will facilitate IT Council’s ability to track and meet IT needs.

In addition to the quantitative data provided this academic year with all departments receiving the Student Equity Report by discipline, there are also numerous qualitative factors that are important to a well-functioning department:

- Developing curriculum,
- Reviewing and revising course outlines and programs,
- Developing new courses and programs,
- Developing Honors contracts and classes,
- Assessing student learning outcomes,
- Developing international educational activities,
- Developing and reviewing department/unit web information,
- Developing World Cultures activities on campus,
- Developing high school collaboration through articulation agreements, orientation projects, collaborative classes and programs, and near-peer mentoring,
- Developing Service Learning courses, and
- Using vocational information, such as implementing advisory recommendations; developing internships, apprenticeships, and other vocational opportunities; and complying with external reviews and accreditation.

To illustrate the relationships of these activities to program review, the MPROC developed a training guide grid (Appendix 25). To illustrate how program review relates to the entire process see the Annual Program Review, Planning, Budget Development, and Resource Oversight Process (Appendix 3).

A complete review/planning packet was given to all departments on April 29, 2010. The information provided was:

- College Philosophy, Mission Statement, and Institutional Priorities;
- All criteria as agreed upon;
- Forms A, Academic Plan, Form B, Form T;
- Data for Form B-tabulations of Certificates of Completion, Certificates of Achievement and degrees; and
- Student Equity Report by Discipline.

Department forms, including Forms A, B, C, and T, were due at the end of the spring 2010 semester. Typically Deans and Department Chairs meet to prioritize hiring and equipment needs for their school. Deans meet later in the summer to prioritize hiring and equipment needs for their division. The three divisions; Instruction, Student Services, and Administrative Services, are
scheduled to prioritize a campus-wide plan in September for approval at the first Master Planning and Resource Allocation Council meeting in September, 2010. (Each division maintains a book with the department’s individual plans in the respective offices of Instruction, Student Services, and Administrative Services.) The results are shared with the Academic Senate and Chairs Council for comment and final approval at the President’s Council. However, due to severe budget reductions since 2008-2009, a District imposed hiring freeze, and a freeze on all non-essential equipment purchases, the usual process has been suspended.

However the bond funding from Prop S and N has not been affected by the recession. When a new facility is completed and the move in by faculty, staff, and administrators is finished, previously used furniture and equipment is allocated by identified needs established through the college’s program review, assessment, and planning process. The first completed facilities project, the Academic Success Center, serves as an example. The Career Technology Center, which houses Nursing, Cosmetology, Photography and Digital Arts, and the campus police, has just been completed and the personnel will complete their move by mid-summer 2010. The Bond Secondary Effect will be used to distribute old furniture and equipment to its best use.

Institutional Priority: Fiscal Adequacy and Efficiency and Accountability
Enhancements to San Diego City College’s process have significantly increased the ability of the campus to report annual accomplishments in a single document. The most important events have been the following:
- Development and completion of San Diego City College’s first formal Instructional Master Plan,
- Hiring a college based researcher,
- Development of discipline level data, and
- Acquiring software to capture and summarize progress made on student learning and administrative outcomes.

Institutional Priority: Equity, Inclusiveness, and Diversity
The Institutional Priority, Equity, Inclusiveness, and Diversity, is reported in program review using Form A by the instructional and student services departments. The Instructional Master Plan has a summary report of activities departments have made to incorporate this priority into their curriculum.

In addition there is annual funding through the Frank Curran Endowment that provides approximately $40,000 per year to fund various special activities that celebrate City College’s rich diversity. The World Cultures Committee was created to develop the annual program of events and reports annually to the San Diego City College Foundation, giving the Foundation a report of the previous year’s work and seeking approval for the next year’s program.

Institutional Priority: Environmental Stewardship
Environmental Stewardship is not only reported in program review in Form A, but is also the charge of the campus Environmental Stewardship Committee. This committee reports to the Academic Senate and elects one member of the committee to serve on the district Environmental Stewardship Committee. The committee’s guidelines are detailed in Appendix 26.
In addition campus faculty, staff, and students consistently seek new and innovative ways to support environmental stewardship. The Instructional Division Master Plan summarizes discussion on various topics such as:

- Practicing recycling and energy conservation,
- Replacing hazardous chemicals with safer chemicals in science labs,
- Incorporating sustainability content into existing curriculum,
- Developing new curriculum,
- Providing service learning opportunities with local environmental organizations, and
- Maintaining City Seeds, San Diego City College’s urban garden.

**Institutional Priority: Long Range Strategic Planning, District Strategic Master Plan**

Long range strategic planning is an institutional priority at San Diego City College. The District Strategic Planning Committee is charged with developing a district-wide strategic plan that integrates with campus plans. Appendix 27 illustrates how the District’s institutional priorities integrate with San Diego City College’s established institutional priorities and the many activities implemented already at San Diego City College.

The District Strategic Planning Committee, which includes representatives from each college and Continuing Education, as well as the district, is part of the participatory governance structure of the district. The District Strategic Planning Committee serves as the district-wide vehicle for initiation and coordination of district-wide strategic planning. Further, the Strategic Planning Committee is responsible for ensuring an effective, complementary balance in planning activities between the district and colleges/Continuing Education. The goals of this committee are:

- Support and respect institutional planning processes at San Diego City College, Mesa College, Miramar College, and Continuing Education,
- Recognize the importance of district-wide planning effort based upon the needs of the community and region, and
- Relate planning outcomes to annual budgets, both at the institutional and District levels.

The committee has been charged with developing a Strategic Plan to provide a vision for future development for the district. Ongoing efforts of the committee have included:

- Developing a coordinated timeline for institutional planning across the district;
- Reviewing the planning outcomes of the Colleges/Continuing Education to identify the common elements, themes, key issues, and need for broad-based review and analysis;
- Conducting an environmental scan and assessment of community needs to facilitate an integrated set of district responses to the identified needs and changing socio-economic and demographic challenges;
- Reviewing and disseminating current and timely information from external groups and agencies that relate to the planning opportunities the district and its institutions should strategically pursue;
- Sponsoring forums and workshops to discuss planning options in conjunction with the District Governance Council, the Chancellor’s Cabinet and the Board of Trustees; and
- Linking the consideration and review of identified strategic priorities to the ongoing district-wide budget development and allocation procedures.
The committee has produced three reports that have been broadly shared and reviewed across the district:

- San Diego Regional Environmental Scan: (June 2006) which has been widely used by key decision-makers at each of the Colleges and Continuing Education to shape their own short-term and long-term planning priorities and strategies.
- A first strategic plan called “A Blueprint for Achieving Student Success” was finalized May, 2008. However, the committee felt that the document was too long and not focused.
- A second strategic plan called “2009-2012 Strategic Plan” was finalized May 14, 2009.
Resource Allocation

The Process
The amount of dollars identified for disbursement in the budget development process determines how many of the prioritized items on the campus-wide prioritized list of equipment, facilities, and staffing are funded. The exact amount of funding is not usually known until September or October of the next fiscal year. When the amount of funds is determined, the Vice Presidents of Instruction, Student Services, and Administrative Services meet with the faculty co-chair of the MPROC to develop a recommended distribution of the funding. This recommendation is then presented to the MPROC and when approved, it is presented to the President’s Council.

Two years of extreme state budget problems have curtailed this process. The District, in collaboration with the campuses, decided that all nonessential expenditures would be delayed. In collaboration with the district, the three colleges and Continuing Ed have agreed that the highest priorities would be:

- Protect our mission of instruction and service to students,
- Avoid any layoffs of current contract employees,
- Maintain the basic schedule of core classes and minimize class reductions, and
- Effect budget reductions that will ensure the District’s solvency and long-term fiscal health.

In the 2006-2007 planning cycle, three reoccurring large financial needs were identified and continue to exist for San Diego City College:

1. Funding to maintain IT currency,
2. Funding for expensive equipment items that are beyond the scope of our traditional equipment funding sources, and
3. Funding to maintain an academic library.

San Diego City College is addressing the first two items as progress is made in rebuilding the campus. Identification of funding necessary to maintain an academic library will still be challenging in this state budget crisis. However both CTEA and BSI set aside funding for the Library as it relates to vocational and basic skill needs.

Even without traditional sources of state funding, San Diego City College is fortunate to be able to build new classrooms and remodel older structures with the passage of Prop N and Prop S. As San Diego City College moves into completed structures, incoming departments will receive new equipment and furniture. The residuals in the places vacated will provide possibilities for upgraded equipment and furniture in other parts of the campus. The vice presidents are comparing department needs identified in the planning process to availability of these new used resources.

Other Funding-ASP
Another source of funding for San Diego City College is ASP, Auxiliary Supported Projects. This funding comes from the SDCCD Auxiliary Organization which manages the District’s Trust Fund. There are two distributions to the three colleges and CET each year. Distributions are determined by the interest earned on the principal. This year the fund distributed $5,000 to the four presidents for incidental expenses and $40,000 to each campus. The fund is used for events that are not
funded from other revenue sources or items that could not be planned for. Some examples of funded items are

- staff development,
- Chicana/o graduation,
- City College graduation,
- Travel for recognized student groups attending special conferences, and
- Accreditation activities.

The District Trust Fund reverts to District in July 2011. The Board of Trustees voted to move the management of the funds from Bank of America to the foundations of the three colleges and Continuing Education in July 2012. Each unit should receive approximately $125,000 more in revenue that could be used to hire a professional foundation manager.

**Other Funding—World Cultures**

One-half of the approximate $1,000,000 Frank and Florence Curran estate is an endowment that funds World Cultures (the other half is for scholarships). The income that is available to World Cultures is about $40,000 per year. The World Cultures Committee prepares a program of approximately 40 events each year that are free to the students and our community. The committee also supports a mini-grant program for the faculty, staff, and students. Each year the committee prepares a presentation of programs and activities that they are planning for the upcoming year to the San Diego City College Foundation for approval.

**Other Funding-CTEA**

A major funding source for San Diego City College is CTEA. The budget for 2010-2011 is $625,300 and is divided between instruction and student support programs. CTEA funds are awarded through a committee process. The Academic Senate appoints faculty members. All faculty and staff are notified each year at the start of the annual application process. All interested parties must submit an application that is reviewed by the committee for meeting the grant criteria and the mission and institutional priorities of San Diego City College. The 2009-2010 CTEA allocation is shown in Appendix 28.

**Other Funding-Basic Skills**

Another major funding source for San Diego City College is Basic Skills state funded grant. The Basic Skills budget for 2010-2011 is $233,208. Basic Skills funds are also awarded through a committee process. The Academic Senate appoints faculty members. All interested faculty and staff are notified each year at the start of the application process. All interested parties must submit an application that is reviewed by the committee for meeting the grant criteria and the mission and priorities of San Diego City College. The 2010-2011 Basic Skills allocation is shown in Appendix 28. Basic Skills provided $324,325 in funding for the 2009-2010 academic year and summary of each project is found in Appendix 29.

**Other Funding-Grants**

Even with no state funding, San Diego City College is developing a wide array of career technical programs and programs to provide academic readiness to at-risk high school students in our service area. The college has applied for and received numerous grants. A brief description of new grant funding is described in the following paragraphs.
Community Based Job Training
The Community Based Job Training grant is awarded by The Department of Labor for $2.6 million for three years starting 7/1/10. The college will create a program to aid persons with experience in healthcare with the process of obtaining a Vocational Nurse License and proceed through a program of study to achieve an Associate of Science Degree in Nursing and sit for the Registered Nurse licensure examination. Veteran corpsmen and medics are especially targeted for this program. Counseling and tutorials will enable students to acquire needed training and skills that facilitate success. Grant funds will be used to enhance an online curriculum, as well as provide for tutoring, counseling, student success advising, and a program manager for the improved individualized competency building, retention, and placement.

The college will include the Continuing Education Nursing Assistant program in this effort. This program will enhance and build upon existing courses and wrap around services that improve participant success, increase employability, and provide a foundation for participants to transition to additional career opportunities in the allied health field. The program will include contextualized basic skills instruction, a strategy proven to lead to higher rates of competency and program completion. Local employers, Sharp Health Care, San Diego Hospice, St. Paul’s Senior Homes and Services, and Kennon and Shea Rehabilitation and Nursing will provide clinical experience and work opportunities along with input on the program development.

Mental Health Career Pathway Program-Public Mental Health Academy
The Mental Health Career Pathway Program-Public Mental Health Academy grant is awarded by the County of San Diego, Health and Human Service Agency Workforce Education and Training for $169,000 per year with options for renewal for up to four fiscal years through 6/30/2015.

The college proposes to establish a Public Mental Health Academy to facilitate workforce development and career pathways in public mental health. This Academy will recruit potential participants from the community and internally from among existing students at San Diego City College. This program will be embedded within the Institute for Human Development at San Diego City College. The Academy will initiate a career pathway for a diverse population of students by establishing a Mental Health Worker Certificate of Achievement Program. The courses within this certificate program will introduce students to the vast array of local employment opportunities in the field of mental health. The certificate program will serve as both workforce development for entry level positions in the mental health and human services field and an educational stepping stone toward higher academic degrees (flow chart, Appendix 30).

Community College National Center for Community Engagement
The Community College National Center for Community Engagement is awarded by Service of Science for $35,000 for two years starting 7/1/10. The Service of Science is a national collaborative application coordinated by the Community College National Center for Community Engagement to the Motorola Foundation to provide innovative partnerships between colleges and K-12 or non-profits. The college proposes to link our MESA program students with students from Garfield High School in after school study sessions. College faculty propose to begin with an existing course, EDUC 265A, and infuse innovative study concepts currently used by MESA as well as social and
cultural additions identified by the MESA students. The goal is to create a model supplemental
instruction course that can be used with various populations of at-risk students.

American Recovery and Reinvestment Act/Workforce Investment Act (ARRA)
The ARRA grant is for $851,216 to develop training for job opportunities in the high growth
information industry sector. The target population served by this project consists of low-income,
unemployed, dislocated workers; individuals transitioning for welfare-to-work; the working poor;
and under-skilled adults with challenges in regaining employment.

San Diego City College was one of five agencies in California and the only community college
selected to receive this one year grant. The goal is to recruit 75 participants from the target groups
and to complete groups of training in 27 weeks. Upon completion of their program, individuals will
be placed in Computer and/or Network Support and Administration positions.

The Price Scholarship Program
The Price Scholarship Program is in its 11th year at San Diego City College offering 24 new
students and 25 continuing students a $10,000 scholarship. The program assists students from San
Diego to complete a Certificate of Completion or an Associate Degree at San Diego City College in
two to three years. The program provides financial assistance in addition to seminars, workshops,
individual counseling, social events and field trips.

Scholarship recipients receive up to a $10,000 scholarship over two to three consecutive years
which is intended to cover enrollment and health fees, books and supplies, transportation costs, and
living expenses.

Scholarships are based on the number of Community Service hours selected by the recipient of the
scholarship. Price Scholars are required to perform 200 to 300 hours of community service in the
larger community during each academic year they participate in the program.

Once selected as Price Scholars, participants are required to:
- Be enrolled at San Diego City College full time for two to three consecutive academic years
  including the summer semester;
- Maintain a minimum grade point average of 2.0 (on a 4.0 scale);
- Complete 200 to 300 hours of community service in each year they are enrolled in the
  program;
- Participate in evaluations, seminars, counseling, tutoring, progress reports and social
  activities; and
- If eligible, apply and participate in the San Diego City College EOPS program.
Accreditation

The Accreditation Self-Study is part of the Master Planning and Resource Oversight Council’s six-year planning cycle (Appendix 31). The MPROC also serves as the Standard 1 Committee. The self-study is the most comprehensive evaluation of the entire institution. San Diego City College has completed the Self Study and is preparing for the October 2010 site visit. The MPROC has summarized the planning agendas that our campus has developed to improve our services to our students and community. Responsibility for implementing corrective action for each planning agenda has been assigned to an appropriate body and the progress to satisfy these deficiencies will be reviewed annually by the MPROC and President’s Council.

During the entire self study process, the MPROC continually evaluated the annual program review, planning, budget development, and resource oversight process against the themes of the 2010 Accreditation Standards. The discussion of the process on pages 8-15 and the charts in Appendix 3, 12, 13, 25, 31, 32 illustrate:

- Theme 1 - Dialogue,
- Theme 2 - Student Learning Outcomes,
- Theme 3 - Institutional Commitments,
- Theme 4 - Evaluation, Planning, and Improvement,
- Theme 5 - Organization,
- Theme 6 - Institutional Integrity.

A number of enhancements to the process occurred in the 2009-2010 review, assessment, planning, and resource allocation process. They include:

- Development of Instructional Goals and an Instructional Division Master Plan,
- Starting the Process of development of a Student Service Division and Business Administration Division Goals and Master Plans,
- Development of Department Mission Statement and Goals,
- Enhanced data collection efforts, and
- Acquiring and populating an assessment software package, TaskStream.

Planning Agendas
San Diego City College identified eight planning agendas in completing our 2010 Self Study. The college has already started worked on many of them.

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

- IAC Committee has developed an Institutional Assessment, Implementation, Culture-Building Accomplishments and Timeline with dates on complete and continuing items as well as a plan to attain sustainable continuous quality improvement (see page XX in the 2009-2010 campus Master Plan). Discussion of the 2009-2010 accomplishments are on pages XX of the same document.
- IAC merged with MPROC and the name will be changed to Master Planning, Assessment and Resource Oversight Council due to declining membership in the IAC Committee, many of the members of IAC and MPROC were the same, and limited financial resources necessitates the college of be more efficient.

Agenda #2

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

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

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

- Oversee, through the vice presidents and respective governance groups, the annual review, assessment and updating of each of the six component Plans within the Master Plan;
- Review and update annually the college-wide staffing priorities as part of the campus commitment to rebuild programs and services that have been cut during the current economic downturn; and
- Establish and monitor the implementation of a consistent, sufficient, and ongoing funding formula for the staffing, institutional technology, LRC, support services, and other college wide priorities, including the regular acquisition, maintenance, upgrading and periodic replacement of major equipment, computers and other hardware and software. Action Take on Agenda #2

- Education Plan is in its first stages with the addition of the Academic Plan for the last two years and its integration into the departments Form B-Department Master Plan. The deans of instruction have completed school plans and the VP of Instruction is summarizing them into an Education Plan.

Action taken on Agenda #2

- The IT Plan is complete and approved by the President’s Council on May 8, 2010.
- The college has hired a Dean of Information and Learning Technology. One of the first tasks will be for this individual to lead his/her area in developing the library plan.
• Student Services Administration Services have developed mission and goals and the departments are at various stages of completion.
• The Facilities Master Plan is complete and a summary is in the 2009-2010 Master Plan.
• The Program Review-Form A is by Institutional Priorities as well as assessments being mapped to the Institutional Priorities.

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.

Action taken on agenda #3
• A training program for adjuncts has been discussed at Instructional Cabinet numerous times and a revised session is planned for all adjuncts, not just new adjuncts.
• Training faculty how to evaluate adjuncts is an agenda item for the 2010 Instructional Council.
• Surveyed faculty department chairs on the need for adjunct develop and established an evening adjunct workshop.

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

Action taken on agenda #4
• The district is committed to schedule meetings between the three campuses and the district office beginning fall 2010.

Agenda #5
Under the leadership of the vice presidents of Instruction and Student Services, a plan will be designed and implemented at the college and departmental/program levels by June 2011 for outreach, recruitment, mentoring and support of a diverse adjunct faculty pool. This plan will address the need for diverse full-time and adjunct faculty across the campus, including departments that have had difficulty maintaining diversity among their faculty.

Action taken on agenda #5
• The Diversity Committee, a standing committee under the Academic Senate, will develop an action plan.

Agenda #6
Under the leadership of the college Vice President of Administrative Services, and in conjunction with the district Vice Chancellor of Facilities Management, the college will assess the facilities services provided to the college, including custodial deployment, by June 2011 and, based on that
assessment, will formulate specific recommendations to the district vice Chancellor of Facilities Management for improvements in facilities-related procedures and services at the college.

Action taken on agenda #6
- The Vice Chancellor of Facilities Management and the District Architect have established a practice to meet with the end users of each new building six months after completion to develop a list of items that need correction. A list has been prepared and a dialog has begun between the district and San Diego City College.
- The district is using a consultant to determine services based on a national standard. However, having no custodial service Friday, Saturday, and Sunday for the athletics department is a problem. This will be an agenda item for Review of Services.

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

Action taken on agenda #7
- The campus Business Administrative Service Division is developing a web site to simplify district policy.

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

Action taken on #8
- The newly hired Dean of Information and Learning Resources will lead the IT Council to revise the current Information Technology Plan to address disaster recovery of information, privacy, and reliability of technology.
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San Diego City College
Mission Statement

San Diego City College has as its highest priority student learning and achievement.

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

San Diego City College provides

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

Additionally, San Diego City College is committed to

- The development of informed, active citizens who will be engaged in the global community, lifelong learners, and literate in information technology;
- Institutional community involvement, community development and community service;
- Equity, inclusiveness and diversity in all of its manifestations;
- High quality instructional programs and essential student support services, including co-curricular and cultural activities;
- Incorporating environmental sustainability into student learning outcomes, as well as implementing a campus culture of conservation; and
- A continuous campus-wide cycle of program review and assessment with integrated planning and resource allocation.

Approved by MPROC—10/08/08; by Academic Senate 10/13/08; Classified Senate 10/14/08, by Pres Council on 10/14/08
<table>
<thead>
<tr>
<th>Institutional Priorities</th>
<th>Description</th>
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<tbody>
<tr>
<td>Collaborative &amp; Outreach Ventures</td>
<td>Develop collaborative and outreach ventures that enhance student learning within the college, district and community, public and private agencies, businesses, and industry--locally, nationally, and globally.</td>
</tr>
<tr>
<td>Student Success</td>
<td>Improve student learning, achievement of student learning outcomes, course completion, certificate and degree completion, transfer rates, and workforce competencies.</td>
</tr>
<tr>
<td>Fiscal Adequacy &amp; Efficiency</td>
<td>Budget, manage, and account for financial resources to maintain comprehensive, current, and effective programs and services.</td>
</tr>
<tr>
<td>Accountability</td>
<td>Ensure accountability through the integrated process of program review, assessment, master planning, resource allocation, accreditation, and on-going evaluation.</td>
</tr>
<tr>
<td>Equity, Inclusiveness, And Diversity</td>
<td>Strengthen and support an inclusive and diverse campus culture which enhances student, faculty, and staff success at City College and in a global community.</td>
</tr>
<tr>
<td>Environmental Stewardship</td>
<td>Strengthen a measurable environmental stewardship effort that implements sustainable practices and educates the campus community.</td>
</tr>
<tr>
<td>Innovative Approaches</td>
<td>Support state-of-the-art general education and career technical programs by utilizing current technologies, innovative teaching and learning approaches and delivery systems, and academic and student support services.</td>
</tr>
<tr>
<td>Long-Range Strategic Planning</td>
<td>Improve long-range strategies for entrepreneurial and cultural activities, training, and technological applications to ensure City College remains a vital community hub of student, faculty, and staff learning.</td>
</tr>
</tbody>
</table>

(Revised and approved by the MPR&OC on 10/28/08, and approved by the President’s Council on 11/4/08)
Annual Program Review, Planning, Budget Development, & Resource Oversight Process

(Theme 4)

External Factors
1. Population trends
2. Economic trends
3. Employment/educational trends
4. Student/community college trends
5. Post-college wages and employment

Priorities
1. Collaborative/Outreach Ventures
2. Fiscal Adequacy/Efficiency
3. Equity, Inclusiveness, And Diversity
4. Innovative Approaches

Criteria
Hiring
Faculty
Classified

Equipment

Minor
Impr.

Facilities

Assessment

Program Review/Plan

Form A-Instruction-Program Review

Form C-Academic Plan

Form B-Instruction-master plan

Form A-Student Services-program review

Form B-Student Services-master plan

Admin. Services Form-Program Review & Master Plan

IT Plan-all Divisions

Admin. Services Form CW-Campus wide

Measures Priorities 1, 2, 5, 6, 7

School Plans
Instruction
Student Services
Admin. Services

Divisions Plans
Instruction
Student Services
Admin. Services

District Strategic Plan
Measures Priority 8

Campus Plan
Measures Priority 4

Budget Development
Measures Priority 3

Campus-wide Prioritization for Funding

Accreditation Progress Update
http://www.sdcity.edu/mp
(Theme 6)

Evaluation of: Process-External/Internal Factors
(Theme 1)

Solicit input from Campus-DL. Staff Bulletin, Senate
Approved by-MP&POC, Senate, President’s Council

(Theme 3)

Philosophy Mission

Internal Assessment
1. Accreditation
2. Welfare Reform/Implementation
3. Title V
4. Basic Skills
5. Accountability/SLOs
6. ARCC Report
City’s Strategic Plan

Priorities
2. Student Success
4. Accountability
6. Environmental Stewardship
8. Long-Range Strategic Planning

City’s Strategic Plan

(Theme 3)
San Diego City College Master Planning & Resource Allocation Annual Cycle

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

NOVEMBER, DECEMBER
MPROC reviews mission, priorities, and criteria for staffing and equipment.

SEPTEMBER, OCTOBER
MPROC approves division plans and distribution of available funds for staffing and equipment.

JANUARY, FEBRUARY, MARCH
Departments complete program review, technology plan, and master planning process, incorporating student learning outcome improvement data.

JUNE, JULY, AUGUST
Division plan with requests for equipment and position funding due to MPROC.

APRIL
Department program review, and master plan due to school dean.

MAY
School master plan and program review due to division vice president.

Divisions:
Instructional Services
Student Services
Administrative Services
**Mission**

San Diego City College has as its highest priority student learning and achievement.

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

San Diego City College provides

- Lower division and general education courses that lead to Certificates, Associate Degrees or transfer to a four-year college or university; **Goal 1**

- 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; **Goal 2 & 6**

- Basic skills instruction to assist all students in meeting their educational goals; and **Goal 3**

- Essential student support services for all students. **Goal 4**

Additionally, San Diego City College is committed to

- The development of informed, active citizens who will be engaged in the global community, lifelong learners, and literate in information technology; **Goal 5**

- Institutional community involvement, community development and community service; **Goal 7**

- Equity, inclusiveness and diversity in all of its manifestations; **Goal 8**

- High quality instructional programs and essential student support services, including co-curricular and cultural activities; **Goal 4**

- Incorporating environmental sustainability into student learning outcomes, as well as implementing a campus culture of conservation; and **Goal 7**

- A continuous campus-wide cycle of program review and assessment with integrated planning and resource allocation. **Goal 5**

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**Instructional Division Goals Linked to Institutional Mission**

The San Diego City College Instructional Division will

1. Provide lower division and general education courses that lead to Certificates, Associate Degrees and/or transfer to a four-year college or university

2. Develop career technical education programs that meet specific industry and community 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

3. Offer basic skills instruction to assist students in meeting their educational goals

4. Maintain essential instructional support for all students

5. Use technology and information to support instruction, communication and decision making;

6. Maintain the integrity of academic programs in an environment of continuous regulatory and fiscal change

7. Develop a creative range of programs to promote environmental, cultural, physical, political, and economic sustainability

8. Recruit and maintain faculty and staff that reflect the diversity of our student population.
### Comparing Instructional Goals to Institutional Priorities

<table>
<thead>
<tr>
<th>Instructional Goals</th>
<th>Collaborative &amp; Outreach Ventures</th>
<th>Student Success</th>
<th>Fiscal Adequacy &amp; Efficiency</th>
<th>Accountability</th>
<th>Equity, Inclusiveness, &amp; Diversity</th>
<th>Environmental Stewardship</th>
<th>Innovative Approaches</th>
<th>Long-Range Planning</th>
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<tbody>
<tr>
<td>1. Provide lower division and general education courses that lead to Certificates,</td>
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<td>Associate Degrees and/or transfer to a four-year college or university</td>
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<td>2. Develop career technical education programs that meet specific industry and</td>
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<td>community needs, upgrade the employment skills of students and fulfill licensing</td>
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<td>3. Offer basic skills instruction to assist students in meeting their educational</td>
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<td>4. Maintain essential instructional support for all students</td>
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<td>5. Use technology and information to support instruction, communication and</td>
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<td>6. Maintain the integrity of academic programs in an environment of continuous</td>
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<td>7. Develop a creative range of programs to promote environmental, cultural, physical,</td>
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<td>political, and economic sustainability</td>
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<td>8. Recruit and maintain faculty and staff that reflect the diversity of our student</td>
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**Collaborative & Outreach Venture**-Develop collaborative and outreach ventures that enhance student learning within the college, district and community, public and private agencies, businesses, and industry—locally, nationally, and globally.

**Student Success**-Improve student learning, achievement of student learning outcomes, course completion, certificate and degree completion, transfer rates, and workforce competencies.

**Fiscal Adequacy & Efficiency**-Budget, manage, and account for financial resources to maintain comprehensive, current, and effective programs and services.

**Accountability**-Ensure accountability through the integrated process of program review, assessment, master planning, resource allocation, accreditation, and on-going evaluation.

**Equity, Inclusiveness, & Diversity**-Strengthen and support an inclusive and diverse campus culture which enhances student, faculty, and staff success at City College and in a global community.

**Environmental Stewardship**-Strengthen a measurable environmental stewardship effort that implements sustainable practices and educates the campus community.

**Innovative Approaches**-Support state-of-the-art general education and career technical programs by utilizing current technologies, innovative teaching and learning approaches and delivery systems, and academic and student support services.

**Long-Range Strategic Planning**-Improve long-range strategies for entrepreneurial and cultural activities, training, and technological applications to ensure City College remains a vital community hub of student, faculty, and staff learning. (Revised and approved by the MPR&OC on 10/28/08, approved by the President’s Council on 11/4/08)
**FORM A—Departmental Program Review**  
Report of *Instructional* Departments Activities Related to Institutional Priorities  
Academic Year 2009-2010

**Department/Discipline:**

<table>
<thead>
<tr>
<th>Institutional Priority</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Success</strong></td>
<td></td>
</tr>
<tr>
<td>1. As a result of departmental discussion of the student equity data and other research data, what activities have you developed and implemented to address student success? (Please reference data source.)</td>
<td><strong>Goal 5</strong></td>
</tr>
<tr>
<td>2. As a result of departmental discussion, what activities have you developed to:</td>
<td><strong>Goal 5</strong></td>
</tr>
<tr>
<td>a. Improve course completion (see the Student Equity Report)</td>
<td><strong>Goal 5</strong></td>
</tr>
<tr>
<td>(<a href="http://www.research.sdccd.edu/pages/172.asp">http://www.research.sdccd.edu/pages/172.asp</a>),</td>
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<tr>
<td>b. Increase the number of certificates and degrees award (see provided report),</td>
<td><strong>Goal 1</strong></td>
</tr>
<tr>
<td>c. Increase transfer rates,</td>
<td><strong>Goal 1</strong></td>
</tr>
<tr>
<td>d. Improve basic skills, and</td>
<td><strong>Goal 3</strong></td>
</tr>
<tr>
<td>e. Improve workforce competencies?</td>
<td><strong>Goal 2 &amp; 6</strong></td>
</tr>
<tr>
<td>Note:</td>
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<tr>
<td>For c, d, and e, use any available information/data collected by your department.</td>
<td></td>
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<tr>
<td>3. List other student achievement activities that your department would like to report (such as portfolio competitions, state examinations, capstone project, or other student learning outcomes assessment)?</td>
<td><strong>Goal 7</strong></td>
</tr>
<tr>
<td><strong>Collaborative &amp; Outreach Ventures</strong></td>
<td>4. List collaborative projects (with a sentence explanation):</td>
</tr>
<tr>
<td><strong>Equity, Inclusiveness, And Diversity</strong></td>
<td>5. List successful projects (with a sentence explanation):</td>
</tr>
<tr>
<td><strong>Environmental Stewardship</strong></td>
<td>6. List successful projects (with a sentence explanation):</td>
</tr>
<tr>
<td><strong>Innovative Approaches</strong></td>
<td>7. List innovative projects (with a sentence explanation):</td>
</tr>
<tr>
<td><strong>Fiscal Adequacy &amp; Efficiency</strong></td>
<td>8. Discuss how you have used your Academic Plan to maintain comprehensive, current, and effective programs and services.</td>
</tr>
</tbody>
</table>

Having reviewed the Data Analysis Items 1-3 and responded to items 4 to 8 above, what activities will the department implement to correct any deficiencies or problems identified in this Program Review?
Research Committee

Co-Chairs:
Vice President, Student Services
Academic Senate appointee

Meeting days and times:
Monthly (TBD)

Membership:
Three administrators appointed by the president
Three faculty members appointed by the Academic Senate
Two classified staff members appointed by the Classified Senate
Campus-based Researcher

Resource members:
District Director, Institutional Research and Planning
District Chief Researcher

Charge-Decision-Making Responsibility

The committee does the following:
- Receives and reviews requests from faculty, staff, and colleges programs for research data;
- Prioritizes research requests in line with the college’s Mission Statement, Master Plan, Accreditation requirements, and state, federal and other funding-agency requirements;
- Initiates research requests itself based on identification of college-wide research needs; and
- Develops and periodically updates annual college-wide research agenda; and makes research results, as appropriate, available to the college community.

Operating Procedures

Agenda, Minutes and related Administrative Activities
- Agenda and minutes shall be taken and disseminated
- Minutes shall be posted in a public folder accessible electronically

Reporting/Recommending Responsibilities
Master Planning and Resource Oversight Council
**Introduction**

The Guidelines for Implementing the Research Planning Agenda (GIRPA) provide information regarding the proper access, protection, use, and dissemination of data at San Diego City College. Four principles of data sensitivity were identified including: Data Access, Data Security, Use of Data, and Dissemination of Data. Each principle is discussed relative to three levels of data sensitivity: Level I, Level II, and Level III. The magnitude of data sensitivity is directly related to the scale used for the levels. Moving from one level up to another denotes a significant increase in the data’s sensitivity as described in the “Terms and Definitions” section. This document is an evolving work and shall be reviewed and amended periodically.

**Terms and Definitions**

The following terms and definitions are provided in order to establish a shared understanding of the underlying concepts concerning data sensitivity.

**Data Sensitivity**: the extent to which data should be protected, based on the nature and content of the data

- **Level I**: public information which is highly aggregated, or broadly categorized, such as enrollment figures, transfer rates, or any other institution-wide data

- **Level II**: General Requests for Research Reports, survey data, and data that are disaggregated, or broken out by categories, to some extent, such as success rates or student progress at the program level

- **Level III**: Special Requests for Research Reports and sensitive information that is highly disaggregated, such as student contact information, data at the Course Reference Number (CRN) level, student records, and all personally identifiable information

**Data Specificity**: a continuum along which data may be generalized to broad groups or specified to smaller units

- **Aggregated Data**: data expressed as total summaries that encompass multiple groups or units within broad categories, i.e., Level I data

- **Disaggregated Data**: data that are broken out by categories or units, i.e., Level II data or Level III data if the unit of division is individual students, staff, or faculty members such that the information is personally identifiable

**Data Steward**: any individual who uses, handles, or manages data and is thus responsible for ensuring the security and integrity of the data

**Family Educational Rights Privacy Act (FERPA)**: a Federal law [http://www.ed.gov/legislation/FedRegister/firule/2008-4/120908a.pdf](http://www.ed.gov/legislation/FedRegister/firule/2008-4/120908a.pdf) that prohibits the release of student records (verbally, in writing, or by any other means) without the written consent of the student or a court order or a lawfully issued subpoena, unless there is a specific statutory authorization or a legitimate educational interest or need to know, a need to know as part of fulfilling their job duties, or an emergency

**Internet**: a world-wide network of computer networks

**Intranet**: an internal, private network that can only be accessed within the confines of an enterprise, e.g., the City College Intranet

**Need-to-know**: necessary for reasonable operation, strategic planning, and the accomplishment of one’s expected and stated job duties, while serving a legitimate educational interest

**ERRF**: City College Electronic Request for Research Form

**SDCCRC**: San Diego City College Research Committee

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**Guidelines for Implementing the Research Planning Agenda**

**Statement of Responsibility**

I, ________________________________, have read the *Guidelines for Implementing the Research Planning Agenda (GIRPA)*, pages 1 and 2 of this document, in its entirety. I accept the responsibility of protecting the security of data to which I am granted access. I hereby agree to comply with all of the principles, instructions, and regulations related to data access, confidentiality and security, use, and dissemination that are set forth in this document.

[Signature] ________________________________  [Date] ________________________________

Adopted from San Diego Mesa College: Spring 09  Revised: 06/18/09; 08/17/09
# Data Access

**LEVEL I:** In order to provide access to all, these data are posted on the San Diego Community College District (SDCCD) web site [research.sdccd.edu](http://research.sdccd.edu). Select data will also be available on the San Diego City College Research Committee (SDCCRC) website. If a requestor of research would like access to Level I data that are not already available, the requestor should complete an Electronic Request for Research Form (ERRF) and follow the ERRF protocol delineated in the section below under Level II data.

**LEVEL II:** Individuals must complete an ERRF available at the City College Office of Institutional Research or the SDCCRC website. ERRFs will be processed upon the signed approval by the requestor’s supervisors or Department Chair and School Dean. Supervisors or Department Chairs and School Deans are responsible for ensuring that data are being requested on a legitimate need-to-know basis. Requestors who are new to the process may meet with the Campus Based Researcher (CBR). Although the requestor may specify a project timeline, ERRFs are prioritized based on the City College College-Wide Research Agenda. External requests, such as those from the press, community, or outside agencies, are to be routed through the SDCCRC for appropriate processing.

**LEVEL III:** Access will be granted on a need to know basis. Individuals who wish to gain access are required to read, print, and sign the GIRPA Statement of Responsibility. Individuals who are granted access to Level III data shall be ethically bound to the GIRPA. In the event that the data requested are not deemed “need-to-know”, the data request shall be fulfilled at a more aggregated and appropriate level of data sensitivity.

# Data Security

**LEVEL I, II:** Data reports will be available in PDF format only in order to prevent data integrity.

**LEVEL II:** All data will be stored on a secure server. Proprietary data will be stored on the City College or SDCCD Intranets.

**LEVEL III:** Access shall be password-protected. Passwords will be given to individuals on a need-to-know basis. Data Stewards shall keep all precautions necessary to prevent disclosure of highly sensitive data to individuals who have not been granted access. Individuals who have not been granted access shall not be allowed access. Failure to comply with these precautions and restrictions shall meet with serious consequences, as per FERPA. Individuals who print and disseminate Level III data shall under no circumstances be granted access.

Data Stewards should take care to:
1. Protect the confidentiality of usernames and passwords
2. Log off or sign out after visiting a password-protected Intranet or Internet site
3. Avoid creating databases or applications that use SSN as identifiers
4. Never send un-encrypted sensitive data via email
5. Protect printed sensitive data by storing in locked desk, drawer, or cabinet and never leave unattended on desk, copier, FAX or printer
6. Dispose of sensitive data by shredding (shredder available in A8 or Instructional Dean’s Office) or returning to the Campus Based Researcher
7. Physically protect devices that can be easily moved, such as PDAs, laptops, and portable storage devices, e.g., memory sticks

# Use of Data

**LEVELS I, II, and III:** Data will be:
1. Fairly and lawfully processed
2. Processed for purposes specified in ERRFs
3. Accurate and relevant
4. Handled with utmost concern for data security. All aspects of research, including formulation of the research question, sample selection, choice of variables, and methodology, should be carefully thought out and planned by Data Stewards with the assistance of the Campus Based Researcher.

**LEVEL III:** Highly sensitive data should always be used on a need-to-know basis. These data should never be used for commercial, private, personal, or political purposes.

# Data Dissemination

**LEVELS I and II:** The Campus Based Researcher shall disseminate data as deemed appropriate to requestors who follow the protocol for submitting an ERRF. Proprietary data shall be disseminated only with permission. Individuals are obligated to respect all copyright laws and give appropriate credit. Reproductions of data reports should have all original titles, footnotes, and supplemental information intact and unaltered.

**LEVEL III:** Highly sensitive data will be disseminated by the Campus Based Researcher on a need-to-know basis only to requestors who print and sign the GIRPA Statement of Responsibility. All Level III data that are disseminated by the Campus Based Researcher will be considered confidential and issues related to confidentiality will be discussed with requestors. Reproductions and unauthorized dissemination of Level III data are prohibited.

---

**Guidelines for Implementing the Research Planning Agenda Statement of Responsibility**

I, ________________________________, have read the Guidelines for Implementing the Research Planning Agenda (GIRPA), pages 1 and 2 of this document, in its entirety. I accept the responsibility of protecting the security of data to which I am granted access. I hereby agree to comply with all of the principles, instructions, and regulations related to data access, confidentiality and security, use, and dissemination that are set forth in this document.

[Signature] ________________________________  [Date] ________________________________
## Priority 1: Collaborative and Outreach Ventures Priority

Develop collaborative and outreach ventures that enhance student learning within the college, district and community, public and private agencies, businesses, and industry—locally, nationally, and globally.

<table>
<thead>
<tr>
<th>College Priorities &amp; Effectiveness Indicators</th>
<th>Links to College Plans &amp; Initiatives</th>
<th>Research Questions</th>
<th>Research Design</th>
<th>Current or Planned Research</th>
<th>Reporting Cycle, Delivery Date &amp; Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 1</td>
<td>-Outreach</td>
<td>A. What is the question or issue that needs to be addressed?</td>
<td>1. To inform recruitment and retention decisions.</td>
<td>1. Trend study of enrollment by demographic segments, placement, success, retention, and average units completed.</td>
<td>1. Annual, Fall 2010, Institutional Research and Planning (IRP)</td>
</tr>
<tr>
<td>A. Access</td>
<td>-Matriculation</td>
<td>B. Who will be researched?</td>
<td>2. Comparison of performance of early/middle college students to traditional high school students to measure performance differences.</td>
<td>2. Reports provided by the third research party.</td>
<td>2. Jobs for the Future</td>
</tr>
<tr>
<td>B. Student Success</td>
<td>-BSI</td>
<td>C. How will the data be used?</td>
<td>3. To inform recruitment and retention decisions.</td>
<td>3. Class Schedule Market Research</td>
<td>3. Fall 2010</td>
</tr>
<tr>
<td>C. Responsiveness to Market Demand</td>
<td>-Enrollment Management</td>
<td></td>
<td>3. To determine the impact of the printed class schedule on enrollment decisions.</td>
<td></td>
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<tr>
<td>D. Productivity</td>
<td>-Student relationship management</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Priority 1</td>
<td>-Master Plan</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>A. Access</td>
<td>-Accreditation Self-study 2010</td>
<td></td>
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<tr>
<td>B. Student Success</td>
<td>-Program Review</td>
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<td></td>
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</tr>
<tr>
<td>C. Responsiveness to Market Demand</td>
<td>-Enrollment Management</td>
<td></td>
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<td></td>
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<tr>
<td>D. Productivity</td>
<td></td>
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</tbody>
</table>
# Program SLOs Assessment Cycle Directions--Relating the 6 Column Form to TaskStream

<table>
<thead>
<tr>
<th>Mission &amp; Priorities</th>
<th>Institutional Competencies</th>
<th>Outcomes</th>
<th>Means of Assessment/ Measurement &amp; Criteria for Success</th>
<th>Data/Results</th>
<th>Use of Results for Programmatic Improvement</th>
</tr>
</thead>
</table>
| **Mission**          | 1. Communication/ Interpersonal Skills  
2. Critical Thinking  
3. Analyses/ Computation  
4. Cultural Sensitivity/Global Awareness  
5. Information Management/Literacy  
6. Personal Responsibility  
Civic and Environmental Responsibility | **Outcomes**  
After your program staff/students have discussed goals use this column to list one or two outcomes that would assist you in meeting the goals that you want to assess in the coming year. | **Means of Assessment**  
In this column describe method of assessment. (i.e. # of students participating in program, % of students completing with a grade of C or better, % of students marking survey of their participation as beneficial or very beneficial. | **Data/Results**  
In this column record the results of your assessment tool/date collected Tell how successful the program was in meeting the outcomes measured. Identify trends and or gaps in success that you discover. | **Use of Results for Programmatic Improvement**  
Review the results in your program and discuss outcomes. In this column tell what the plan is for improving your program and continue process of assessment. |
| **Institutional Priorities** |  |  |  |  |  |
| 1. Collaborative & Outreach Ventures |  |  |  |  |  |
| 2. Student Success |  |  |  |  |  |
| 3. Fiscal Adequacy & Efficiency |  |  |  |  |  |
| 4. Accountability |  |  |  |  |  |
| 5. Equity, Inclusiveness, and Diversity |  |  |  |  |  |
| 6. Environmental Stewardship |  |  |  |  |  |
| 7. Innovative Approaches |  |  |  |  |  |
| 8. Long-range Strategic Planning |  |  |  |  |  |
| **In TaskStream check the portions of the Mission and Institutional Priorities (mapping) that apply to the SLO you are assessing.** |  |  |  |  |  |
| **In TaskStream check the Institutional Competencies that apply to the SLO you are assessing (mapping).** |  |  |  |  |  |
| **In TaskStream there are areas to record the discussions of the participants.** |  |  |  |  |  |
| **In TaskStream this part of the process is called the Assessment Plan. You must identify:**  
1. Measure  
2. Means of Assessment  
3. Criteria for Success  
4. Timeline for Assessment  
5. Key/Responsible Personnel |  |  |  |  |  |
| **In TaskStream this part of the process is called Assessment Findings**  
TaskStream repeats the information in the Assessment Plan and adds  
1. Summary of findings  
2. Results  
3. Reflection/Notes  
4. Recommendation/plan for Improvement |  |  |  |  |  |
| **In TaskStream this part of the process is called the Action Plan** |  |  |  |  |  |

---

**Mission**

The mission of San Diego City College has as its highest priority student learning......

**Institutional Priorities**

1. Collaborative & Outreach Ventures
2. Student Success
3. Fiscal Adequacy & Efficiency
4. Accountability
5. Equity, Inclusiveness, and Diversity
6. Environmental Stewardship
7. Innovative Approaches
8. Long-range Strategic Planning

In TaskStream check the portions of the Mission and Institutional Priorities (mapping) that apply to the SLO you are assessing.
San Diego City College Philosophy Statement
Assessment of Student Learning and Administrative Outcomes

San Diego City College’s mission statement, priorities and institutional competencies describe our commitment facilitating student success. One means to fulfill this mission is through the use of assessing Student Learning Outcomes (SLOs) and Administrative Outcomes (AOs). Constituents engage in reflective practice in the divisions of Instruction, Student Services, and Administrative Services and use results to improve student learning.

As such, San Diego City College stands by the American Association of Higher Education's (AAHE) “Nine Principles of Good Assessment,” the first principle being that "Assessment is not an end in itself but a vehicle for educational improvement." San Diego City College is well aware that in any evaluation of student learning, the use of SLOs is only one component. They do not represent a comprehensive evaluation of student learning.

The Council for Higher Education (CHEA) Board of Directors' Statement of Mutual Responsibilities for Student Learning Outcomes (September 2003) prudently affirms that "judgments about quality are complex and must be based on a range of factors, including the purposes, resources, processes, and values of an institution….In applying these guidelines, it is imperative for accrediting agencies-- as well as the institutions and programs they accredit-- to avoid narrow definitions of student learning or any standardized measures of student achievement." It is also important to factor in societal, economic, health, and family issues which frequently impact student learning as much as what transpires in the classroom. Because much that goes on in the classroom cannot be subject to quantitative measurement solely, qualitative assessment should also be used to measure student learning.

San Diego City College also agrees with the mandate of the Academic Senate of California Community Colleges that a successful Student Learning Outcomes Assessment Cycle (SLOAC) must engage and be driven by faculty. (ASCCC Resolution 2.01 F04 Insistence that SLO Design Originate with Local Faculty). The responsibility for teaching and learning lies primarily with faculty, who are well versed in their disciplines, invested in student learning, and knowledgeable about the principles of their respective professional associations and licensing boards. Therefore, faculty must be the ones to develop explicit statements of what students will learn at the course, program, and institutional levels, develop assessment tools, interpret data and determine the implications of data. The use of SLO data at the department or course level will not be prescriptive or intrusive on the principle of academic freedom (ASCCC Resolution 2.01 F03 Protection of Academic Freedom and Privacy of Students and Faculty). SLOs are not used to discount or replace the input of disciplinary experts.

The aforementioned does not obviate the importance of collaboration among faculty, classified staff, administrators, and students to achieve our institutional priorities. On the contrary, San Diego City College recognizes that the SLO and AO assessment Cycle "foster wider improvement when representatives from across the educational community [student and administrative services staff, and students] are involved" (AAHE assessment principle #6). Clearly, discussion is enhanced with participation by all parties with a stake in improving student learning.

San Diego City College is also committed to institutionalizing the SLO and AO. Information about outcomes is an integral part of planning, program self-review and decision-making on the campus. SLO or AO data are never to be used to evaluate individual faculty (or staff) (ASCCC
Resolution 2.01 F03 Protection of Academic Freedom and Privacy of Students and Faculty; American Federation of Teachers Article 15 of collective bargaining agreement. Assessment data are components of the process but are decidedly not the sole determinants in the budgetary process. San Diego City College has an ongoing, consistent process of Program Review and Master Planning for the review, planning and allocation of resources. SLO/AO data are not used to either reduce or suspend program funding.

Accordingly, San Diego City College affirms the AAHE's assessment principle #7: "The point of assessment is not to gather data and return 'results': it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement." It is reaffirmed that many areas of instruction and learning cannot be measured and evaluated in a quantitative manner. Indeed, some disciplines and forms of instruction are best measured by qualitative evaluation and the judgment of disciplinary experts. The decisions about the development and application of SLOACs are the collective responsibility of discipline/program faculty. AOCs are the collective responsibility of office staff and administration.

The responsibility for the interpretation and local implementation of Student Learning and Administrative Unit Outcome Cycles shall remain within the purview of individual faculty/department/programs or student and administrative services units. In order to manage the increased workload associated with developing and implementing outcomes assessment the Institutional Assessment Committee faculty co-chairs will, at the request of departments use their reassigned time to assist departments with this work.
<table>
<thead>
<tr>
<th><strong>ACCJC RUBRIC FOR INSTITUTIONAL EVALUATION</strong></th>
<th><strong>CITY COLLEGE INSTITUTIONAL ASSESSMENT COMMITTEE (IAC) IMPLEMENTATION, CULTURE-BUILDING, ACCOMPLISHMENTS AND TIMELINE</strong></th>
<th><strong>DATE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Awareness</strong></td>
<td>1. Creation of the IAC as subcommittee of Academic Senate and President’s Council</td>
<td>1. May 2003</td>
</tr>
<tr>
<td>• There is preliminary, investigative dialogue about student learning outcomes.</td>
<td>2. Numerous faculty members’ attendance at a variety of local, state, and national conferences on the Student Learning Outcome Assessment Cycle (SLOAC).</td>
<td>2. Ongoing since 2003</td>
</tr>
<tr>
<td>• There is recognition of existing practices such as course objectives and how they relate to student learning outcomes.</td>
<td>3. Six Column Framework adopted based upon Jim Nichols Institutional Effectiveness Associates Five Column Model</td>
<td>3. June 2003</td>
</tr>
<tr>
<td>• There is exploration of models, definitions, and issues taking place by a few people.</td>
<td>4. IAC studies into Gen Ed with the recognition of how complementary are many courses. Focus on the importance of the GE program as an important goal of student learning at City College.</td>
<td>4. 12/4/03 and ongoing</td>
</tr>
<tr>
<td>• Pilot projects and efforts may be in progress.</td>
<td>5. Decision to initially focus on program level SLO work</td>
<td>5. Sept 2003</td>
</tr>
<tr>
<td>The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin</td>
<td>6. Benchmarked Institutional SLOs</td>
<td>6. 6/03-7/03</td>
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<tr>
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<td>7. Draft of City College Institutional SLOs</td>
<td>7. Fall 2003</td>
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<td>8. Initial steps to incorporate SLO language into Master Planning and Program Review Forms</td>
<td>8. 11/6/03</td>
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<td>9. Campus-wide dialogue resulting in development and adoption of Institutional Competencies</td>
<td>9. May 2004</td>
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<td></td>
<td>10. Reassigned time designated for IAC Co-Chairs at 0.2%</td>
<td>10. 8/25/05</td>
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<td></td>
<td>11. Assessment presentation at Convocation by Norena Badway</td>
<td>11. 8/26/05</td>
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<td></td>
<td>12. Structured Departmental sessions on norming, values and course outline input into SLO development.</td>
<td>12. Feb. 2005 onward</td>
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<td>13. Linkages facilitated with SLO work, Master Planning and Program Review.</td>
<td>13. Fall ’05-Spring ’06</td>
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<tr>
<td></td>
<td>14. Formal dialogue in conjunction with Convocation regarding departmental values, and barriers or potential barriers to departmental student learning</td>
<td>14. Fall 2005</td>
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<td>15. CD on Rubrics created by Institutional Research</td>
<td>15. Fall 2005</td>
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<td>16. FLEX programs documenting departmental assessment philosophy compiled on CD.</td>
<td>16. Fall 2004</td>
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<td>17. Assessment Bulletin Board placed outside high traffic hallway near mailroom for communication on IAC activities</td>
<td>17. Fall 2005 onward</td>
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<tr>
<td></td>
<td>18. IAC Co-Chairs begin attending adjunct orientation to speak to new professors on assessment.</td>
<td>18. May 2005 to the present</td>
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<td></td>
<td>19. IAC support of the Student Project and Research Symposium held yearly on campus since 2005. Students make visible competencies/outcomes through posters, PowerPoint presentations, demonstrations of martial and fine arts.</td>
<td>19. Spring 2005</td>
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<td></td>
<td>20. Completion of an Assessment web page with continued enhancements at <a href="http://www.sdcity.edu/iac">www.sdcity.edu/iac</a></td>
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</tr>
<tr>
<td><strong>Development</strong></td>
<td>1. SLO/AO Timelines created Title V Tinto Professional Development: IAC Co-chairs worked with Title V leaders to assist in the event coordination and participated as facilitators.</td>
<td>1. 2005, 2007, 2009, 2010</td>
</tr>
<tr>
<td>• College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline.</td>
<td>2. “Building a Learning Community”—Outcome initiatives meshed with prior Title V committee work to enhance, demonstrate and measure learning goals in the areas of diversity, access, global awareness. Spring 2006 FLEX workshops and panel discussions provided linkage between Title V work and the Assessment of Student Learning.</td>
<td>2. 2/2/06</td>
</tr>
<tr>
<td>• College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes.</td>
<td>3. IAC Co-chairs participate at new faculty orientation speaking to the values, philosophy and assessment approach at City.</td>
<td>3. 2005 onward</td>
</tr>
<tr>
<td>• Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment.</td>
<td>4. Assessment Handbook created and distributed to department chairs and program heads to support departments in assessment work. Included the 10 Steps to Assessment. This handbook serves as a hardcopy reference for assessment and in the construction of student learning outcomes.</td>
<td>4. 6/9/2006</td>
</tr>
<tr>
<td>• Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation.</td>
<td>5. In addition to continued educational workshops and one-to-one sessions on City College’s Six Column Method, the committee created the 10 Self-Paced Steps to the City College Student Learning Assessment Cycle to further assist faculty and staff in utilization of the methodology.</td>
<td>5. June 2006</td>
</tr>
<tr>
<td>• Appropriate resources are being allocated to support student learning outcomes and assessment.</td>
<td>6. “Brief” 10-Steps Created</td>
<td>6. 8/20/2007</td>
</tr>
<tr>
<td>• Faculty and staff are fully engaged in student learning outcomes development.</td>
<td>7. 10-Steps Placed on Bulletin Board near Campus Mailroom</td>
<td>7. 9/11/2007</td>
</tr>
<tr>
<td></td>
<td>8. Worksheet developed to assist faculty in completing Column 3 in the Six-Column Model.</td>
<td>8. 11/2807</td>
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<td></td>
<td>9. Nuventiv (Online assessment program) presentation to IAC</td>
<td>9. 5/5/07</td>
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<td></td>
<td>10. IAC reps worked with classified staff to learn how best to fully engage entire campus community in the assessment initiative. This culminated in a classified retreat to discuss the culture of learning specific to their jobs and areas of influence. IAC discussed retreat program, lobbied for funding. Retreat supported and attended by College President. Engagement of Classified Staff to recognize their crucial role in student learning and success</td>
<td>10. 1/24/2008</td>
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<td></td>
<td>11. Seeds for Assessment at Convocation</td>
<td>11. Fall 2008 and ongoing</td>
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<td>12. SLO “Salons” conducted to assist faculty in using the City College SLO Model.</td>
<td>12. 2009-2010 Catalogue</td>
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<tr>
<td></td>
<td>13. 2009-2010 City College Catalogue demonstrates that 71% of instructional programs have program level SLOs identified.</td>
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</tbody>
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Institutional Assessment Committee 5.12.2010
Proficiency

• Student learning outcomes and authentic assessment are in place for courses, programs, and degrees.
• Results of assessment are being used for improvement and further alignment of institution-wide practices.
• There is widespread institutional dialogue about the results.
• Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.
• Appropriate resources continue to be allocated and fine-tuned.
• Comprehensive assessment reports exist and are completed on a regular basis.
• Course student learning outcomes are aligned with degree student learning outcomes.
• Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

1. Convocation: Philosophy, Biology and Child Development shared departmental SLOAC experience as part of the Thursday morning campus-wide meeting
2. Poster presentations and departmental sharing on SLO work in cafeteria
3. Student learning outcomes incorporated into then VTEA funding proposal requirement
4. Instructional, Student and Administrative Services departments and programs are now at various stages in the Student Learning Outcome Assessment Cycle.
5. The SDCCD has funded an online assessment framework, Taskstream, to enable the college to enter assessment data into an online system. System greatly enhances our ability to structure reports and better incorporate assessment information into already well-established Master Planning and Program Review processes.
6. Taskstream demonstration conducted at Convocation to acquaint the campus community with new online system.
7. Since Fall 2009, one-on-one mentoring in transitioning from hardcopy assessment and WORD documents to use of TaskStream for streamlined documentation utilized for planning.
8. Student Satisfaction Survey results demonstrated significant student awareness of SLOs, with instructors making assessment clear to them.
9. Xi Zhang hired as campus based researcher and is now full-time at City. Has worked with English & Math faculty on designing and implementing SLO assessment cycle.
10. Reassigned Time was raised to 40% for each of IAC Co-Chairs
11. General Ed Outcomes places in City Catalogue
12. The model and methods at City College are strong, replicable and pragmatic as evidenced by numerous presentations conducted by City College faculty at state-wide conferences:
   a. RP Group Strengthening Student Success Conference in SF
      1. Juliana Barnes and Dotti Cordell presented on: Instructional and Student Services Synergy in Student Learning
      2. Xi Zhang and Jenny Kimm in the Math Department Teaching Basic Skills Mathematics: Outcome Assessment
   b. Presentation on Student Learning Outcomes for Admissions professionals by Dotti Cordell at the Riding the Waves of Change Conference for California Association of Community College Registrars and Admissions Officers (CACCRAO)
   c. Student Services Program—San Diego Assessment Conference. Topic was the State of Assessment in Community College Student Services. Members of the panel from San Diego City College shared their experience developing learning outcomes and gathering and analyzing data in programs including EOPS, disabled students, counseling, financial aid, and admissions.
13. SLO/AO Philosophy was adopted by the Academic Senate and President’s Council.
14. College Research Agenda developed with SLOs included as a component of this agenda.
15. Catalogue SLO Reflection Document created to capture ideas for catalogue SLOs
16. Self-Study efforts identified need to increase participation of all programs at the campus
17. Initial work on alignment of SLO work with Basic Skills Initiative

Sustainable Continuous Quality Improvement

• Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.
• Dialogue about student learning is ongoing, pervasive and robust.
• Evaluation and fine-tuning of organizational structures to support student learning is ongoing.
• Student learning improvement is a visible priority in all practices and structures across the college.
• Learning outcomes are specifically linked to program reviews.

1. In April 2010 both SLOs and AOs were linked to Program Review on Forms A and B.
2. IAC is now formally integrated with Master Planning and Resource Oversight Council. Integration will be continually enhanced.
3. 2009-2010 an Academic Plan was created using SLO data to inform decisions. This was become replicable with the Academic Plan and in the Student Services division wherein decisions will be informed by SLO results.
4. The Information Technology Committee has updated the IT Plan to include changes for software needs to be actionable for improvements in technological learning. We will survey the level of effectiveness annually.
5. Dialogue IS ongoing, pervasive and robust as evidenced by 3 Convocations devoted to Student Learning, a Classified Retreat, Student Symposiums, etc.

INITIAL PLAN FOR CONTINUED PROGRESS IN SUSTAINABLE CQI

6. At this writing in April 2010, we are not fully at the Sustainable CQI Level with respect to SLO and AO work. Effort to be more fully devoted to these areas once proficiency level is completely attained.
7. We will continue to add programs that have not entered data into our online assessment system Taskstream, or into the City College Catalogue.
8. We will fine-tune our online assessment system Taskstream, on an ongoing basis.
9. We will incorporate Taskstream into our IT Plan and onto our FORM T, which is City College’s Technology Resource form in Master Planning and Program Review.
10. We will make demonstrable progress in SLO work, as outlined in Planning Agenda #1.
11. While Taskstream has been incorporated into the IT Plan we will need to devise a system for evaluation of Taskstream.
12. In Fall 2010 those departments who have not published their outcomes in the City College catalogue will be strongly encouraged to do so.
13. Meet with new webmaster to update, fine-tune and revitalize the assessment website at City College.
14. Establish links from the IAC website directly to TaskStream.
<table>
<thead>
<tr>
<th>Institutional Priority</th>
<th>Measure</th>
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</thead>
</table>
| **Student Success**   | • As a result of departmental discussion of the student equity data and other research data, what activities have you developed and implemented to address student success? (Please reference data source.)  
  o **Insert information from Columns 3, 4, 5, 6.**  
• As a result of departmental discussion, what activities have you developed to:  
  o Improve course completion (last 2 columns of the Student Equity Report)  
  (http://www.research.sdccd.edu/pages/172.asp),  
  o Increase the number of certificates and degrees award (see provided report),  
  o Increase transfer rates,  
  o Improve basic skills, and  
  o Improve workforce competencies?  
• Note:  
  For c, d, and e, use any available information/data collected by your department.  
  o **Insert information from Columns 3, 4, 5, 6.**  
• List other student achievement activities that your department would like to report (such as portfolio competitions, state examinations, capstone project, or other student learning outcomes assessment)?  
  o **Insert information from Columns 3, 4, 5, 6.** |

| Collaborative & Outreach Ventures | 4. List collaborative projects (with a sentence explanation):  
  **Insert information from Columns 3, 4, 5, 6 if applicable.** |
|-----------------------------------|----------------------------------------------------------|
| Equity, Inclusiveness, And Diversity | 5. List successful projects (with a sentence explanation):  
  **Insert information from Columns 3, 4, 5, 6 if applicable.** |
| Environmental Stewardship         | 6. List successful projects (with a sentence explanation):  
  **Insert information from Columns 3, 4, 5, 6 if applicable.** |
| Innovative Approaches             | 7. List innovative projects (with a sentence explanation):  
  **Insert information from Columns 3, 4, 5, 6 if applicable.** |

Having reviewed the Data Analysis Items 1-3 and responded to items 4 to 7 above, what activities will the department implement to correct any deficiencies or problems identified in this Program Review? **Insert information from Columns 6 if applicable.**

(This question links program review to the department’s/unit’s master plan.)

**Six Column Student Learning Outcome Form Format**

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
<th>Column 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Mission &amp; Institutional Priorities-GIVEN</td>
<td>Institutional Student Learning Competencies-GIVEN</td>
<td>Identify the item to assess.</td>
<td>Identify the means of assessment/measurement &amp; criteria for success.</td>
<td>Report the data/results.</td>
<td>Identify how the results will be used for course/program/institutional improvement.</td>
</tr>
</tbody>
</table>
## City College Purpose/Goals Linked to Institutional Learning Outcomes Linked to Program Level Outcomes

<table>
<thead>
<tr>
<th>City’s Mission and Priorities 2003-2004 Derived from City College Master Plan</th>
<th>Institutional Student Learning Competencies</th>
<th>AS Degree-Internship 2003 &amp; 2004 Student Learning Outcomes</th>
<th>Means of Assessment/Measurement &amp; Criteria for Success</th>
<th>Data/Results</th>
<th>Use of Results For Programmatic Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MISSION</strong>&lt;br&gt;City College provides vocational education programs that upgrade the employment skills of students and provide occupational programs that meet specific industry needs and licensing requirements of the State of California.</td>
<td>Communication &amp; Interpersonal Skills</td>
<td>Students know they are a force that changes their community economically.</td>
<td>1. The community has economically improved measured by the number of returns and money refunded to the community.</td>
<td>1. First year-420 tax returns and $5.5 million returned to the community.</td>
<td>1. Develop more community development curriculum.</td>
</tr>
<tr>
<td><strong>Institutional Priorities</strong>&lt;br&gt;1. Collaborative &amp; Outreach Ventures: Develop collaborative &amp; outreach ventures that will enhance student learning within the college &amp; district &amp; with the community, public &amp; private agencies, businesses, &amp; industry—locally, nationally, &amp; globally.</td>
<td>Critical thinking, Analyses, and Computation</td>
<td>2. 90% of the reflection papers completed record the student’s knowledge that their work improved the lives of residents in their community.</td>
<td>2. Second year-966 tax returns and $1.97 million returned to the community.</td>
<td>2. Create a survey with the community development corporations to measure benefits to non-credit participants.</td>
<td>3. Change the City College Mission statement to reflect the importance of community development.</td>
</tr>
<tr>
<td><strong>Institutional Priorities</strong>&lt;br&gt;2. Student Success: Implement an institutional commitment to student learning and achievement through measuring student learning outcomes to improve course completion, increase transfer rates, award more certificates and degrees, improve basic skills, &amp; develop workforce competencies.</td>
<td>Information Management and Information Literacy</td>
<td>Over 90% of the written responses from students answering questions in a two-page reflection paper showed: • students improved their ability to work with individuals from different backgrounds, • improved communication skills, • recommended more curriculum requiring community, and development projects, • knew the social and economic value of their contribution to the community.</td>
<td>3. Over 90% of the written responses from students answering questions in a two-page reflection paper showed: • students improved their ability to work with individuals from different backgrounds, • improved communication skills, • recommended more curriculum requiring community, and development projects, • knew the social and economic value of their contribution to the community.</td>
<td>4. Change the City College Mission statement to reflect the importance of community development.</td>
<td>4. Change the City College priorities to reflect the importance of community development.</td>
</tr>
<tr>
<td><strong>Institutional Priorities</strong>&lt;br&gt;3. Fiscal Adequacy and Efficiency: Acquire, allocate, &amp; utilize funds to maintain comprehensive &amp; effective programs</td>
<td>Personal Responsibility</td>
<td>4. Most participants did not want college credit and we had no measurement of benefits to these participants.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Institutional Priorities</strong>&lt;br&gt;4. Accountability: Achieve accountability through the integrated process of program review, master planning, resource allocation, accreditation, &amp; evaluation to verify the effectiveness of the implementation of the mission of City College.</td>
<td>Civic and Environmental Responsibility</td>
<td></td>
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<tr>
<td><strong>Institutional Priorities</strong>&lt;br&gt;5. Valuing our Distinctions: Strengthen &amp; support a campus culture and student life that celebrates City’s diversity so these distinctions enhance success of students at City College and in a global society.</td>
<td>Cultural Sensitivity and Global Awareness</td>
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<tr>
<td><strong>Institutional Priorities</strong>&lt;br&gt;6. Innovative Approaches: Develop state-of-the-art general education and technical/vocational programs utilizing innovative teaching and learning approaches, delivery systems, and academic and student support services.</td>
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<tr>
<td><strong>Institutional Priorities</strong>&lt;br&gt;7. Long Range Strategic Planning: Develop long-range strategies to ensure City College will be a vital community hub of student learning, training, technological application, entrepreneurial &amp; cultural activities</td>
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<tr>
<td>Department</td>
<td>Measure</td>
<td>Means of Assessment</td>
<td>Criteria for Success</td>
<td>Timeline</td>
<td>Results</td>
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<tr>
<td>Business Service</td>
<td>Survey</td>
<td>Develop a customer survey for campus personnel to be given after training workshops—using Web Advisor, web based travel, access to their pay stubs.</td>
<td>80% of participants responding to the survey will clearly understand how to use the web based service.</td>
<td>Annually</td>
<td></td>
</tr>
<tr>
<td>Business Services</td>
<td>Interview</td>
<td>Ensure the monthly reporting is in compliance with the District’s regulations and policies.</td>
<td>The budget and expenditures will be in compliance with the District’s regulations and policies 100% of the time per a monthly review by the VP of Administrative Services.</td>
<td>Annually</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>District Audit</td>
<td>Correctly prepare weekly, monthly, and year-end Financial Statements.</td>
<td>All Financial Statements and information will be in compliance with the annual audit performed by Sonneberg &amp; Co. CPA’s in their annual District audit.</td>
<td>Annually</td>
<td>No audit problems found.</td>
</tr>
<tr>
<td>Shipping and Receiving</td>
<td>Survey</td>
<td>Improve customer service by reducing the number of complaints per week and maintaining a delivery rate of 100 packages or more per week.</td>
<td>Keep a log of customer complaints, action taken, and follow-up with the customer. Review log every month to determine reoccurring problems. Have staff meetings to discuss and recommend corrective actions. Complaints will decrease by 50% over a year’s time. Keep a log of package deliveries and if the rate of deliveries drops to a rate of less than 100 packages a week, have staff meeting to determine a corrective action.</td>
<td>Annually</td>
<td></td>
</tr>
<tr>
<td>Duplicating</td>
<td>Log</td>
<td>Maintain a log of complaints such as print jobs not done correctly, jobs not found, jobs attached to other jobs or email that are not responded to.</td>
<td>Over a year’s time the complaints will decrease by 50%.</td>
<td>Annually</td>
<td></td>
</tr>
</tbody>
</table>
SAN DIEGO CITY COLLEGE
Facilities Master Plan-Guiding Principles

1. The Facilities Master Plan shall be developed and maintained through a collaborative process.
   a. All segments of the college community should be allowed opportunity for meaningful input in the development of
      the Facilities Master Plan.
   b. Identify community/agency needs and seek partnerships to increase educational opportunities.
   c. The Facilities Master Plan shall be reviewed annually by the Master Planning Resource Oversight Council.
   d. “Stand alone” projects should be identified e.g. “P” Bldg. which can be accomplished outside of sequencing and
      with managed disruption to the program.
   e. Retail activities, to benefit college programs, should be included wherever possible, e.g. coffee, copying, dry
      cleaners, etc.

2. Include all facility needs in the Facilities Master Plan, Prop S projects, and those not addressed by Prop S.
   a. Include “T” Bldg. space, currently identified as ATC/Incubator for consideration for future use.
   b. Maximize future use of current under utilized space e.g. LRC service “parking” area, “D” Bldg. roof, etc.
   c. Include the Centre City facility/site in the College Facilities Master Plan. (Attachment C).
   d. The “E” Bldg. and Lot 10 “footprint” are available for projects.

3. Design of projects:
   a. Related programs should be clustered together.
   b. Spatial isolation of programs should be minimized except where appropriate.
   c. Locate parking on the periphery of the campus, consider existing parking lots for new construction projects.
   d. The impact of construction on programs shall be minimized.
   e. Buildings should be designed with maximum flexibility.
   f. Incorporate state-of-the-art technology in the design of new and existing facilities, all technology systems should be
      integrated and efficient.
   g. Implement Americans with Disabilities Act compliance issues.
   h. Provide women’s restroom facilities based on estimating the maximum possible occupancy in the building level
      environment.
   i. Buildings and infrastructure should be environmentally sound.
   j. Incorporate green technology in the construction of new facilities. (1)

4. The campus shall be accessible, convenient and safe.
   a. Student services should be easily accessible from off-campus with convenient parking.
   b. There should be efficient and safe ways to navigate the campus.
      • Lighting is critical.
      • Signage should be directional and directory.
   c. Parking should be sufficient and convenient to major sites.
   d. There should be convenient and safe drop-off locations.
   e. Strengthen the identity of pedestrian/vehicular access points and corridors.
   f. Extend the boundaries of the pedestrian core of the campus and move vehicular traffic towards the edges of the
      campus-explore “recapture” of 16th St. between B & C Streets.
   g. College facilities and access should be convenient for local residents and match the needs of local residents.

5. Aesthetics and social considerations:
   a. Open spaces shall be preserved.
   b. There should be a unified campus design.
   c. The campus should have a recognizable entrance.
   d. The natural environment, including the view, shall be preserved.
   e. The campus should have attractive gathering places, both indoors and outdoors.
   f. Preserve and enhance common spaces and the overall attractiveness of the campus.
   g. Establish an image for Park Avenue as a gateway to education.
   h. Soften the campus/downtown boundary, define and integrate sites into the neighborhood.
   i. Create a hierarchy of outdoor public places—Courtyards with opportunities to reflect donor giving, plazas and
      Campus Green, concourses and drivable walks, walking streets, parks, outdoor learning labs e.g. SIFE “Courtyard
      Concession”, clock tower, electronic marquees.
   j. Create welcoming and attractive places of entry to City College that are clearly defined, memorable and which
      enhance the public perception of City College.
   k. Provide a symbolic presence and a strong identity for City College within the surrounding downtown area.
   l. Create an aesthetically pleasing environment and ensure that new facilities are designed in concert with the unique
      natural environment and architectural design of City College.

6. Link the “Main” Campus and sites/programs that cross city streets.

7. Sequence and adapt projects so there is no loss of instructional space during the project.
   (1) Not formal designation

(Revised 8/30/04)
# San Diego City College--FF&E Standardization Guiding Principles

The FF&E Standards should be

1. Developed through a collaborative process
2. Supportive of student learning and success
   - Allowing each department choices to create a learning environment unique to their discipline needs
   - Incorporating state-of-the-art technology
   - Comply with the Americans with Disabilities Act
3. Created to be sustainable
   - Using green technology where ever possible
   - Using materials that are easy to maintain
   - Using furnishings that have flexible options
4. Created to provide a welcoming and attractive environment to enhance the public perception of San Diego City College
5. Created to provide an aesthetically pleasing environment that the FF&E within the new facilities are designed in concert with the unique environment and architectural design of San Diego City College
6. Reviewed annually by the Master Planning and Resource Oversight Council

## FF&E Selection Criteria

1. Function
   - Performance
   - Durability
   - Maintenance
   - Warranty
   - Code compliance
   - Options
   - Elect/data accommodation
2. Budget
   - Initial cost
   - Life cycle cost
3. Aesthetics
   - Campus distinctions
   - Timeless selections
4. Environmental impact
   - Recycled materials
   - Reclaimable materials
   - Indoor environmental quality

(approved by MP&RO Council 3/25/09)
Criteria for Filling Vacant Faculty Positions 2008-2009 in Priority Order

Applications for positions using Criteria #1 or #2 must contain a brief justification of the Department’s selection of this criterion in ONE page or less.

1. Position necessary for external accreditation or certification to maintain the program (such as Nursing)
2. Position supported by sources of funding which are categorical and funds cannot be used for other purposes (such as EOP counselor).

Applications using Criterion #3 must provide a brief justification of the Department’s selection of this criterion in ONE page or less. A list of factors that will be considered is provided. Your department may use one or more of these in the justification of your position and may add others not listed. Not all factors may apply to your Department.

3. Student/program need
   a. Recommended by the accreditation self-study planning agenda or task.
   b. Impact on
      1) adjunct to contract ratio*
      2) number of sections offered in discipline
      3) number of liaison/learning communities including on-campus
   c. Qualitative support for this instructional position.
      • student contact
         • office hours
         • review sessions
         • academic and career advisement
         • counseling desk
         • e-mail
         • phone
         • written responses
         • library desk
         • program development
         • community/industry outreach
         • fosters collegial interaction
         • improves college community environment
         • others
   d. Productivity
      • Instructional (WSCH/FTES) *
      • Student Services (academic year student contacts/FTES)
   e. Only program in District
   f. Needed for
      • New program or facilities
      • Un-staffed or understaffed facilities
   g. Discipline/department/service with a single or no contract position
   h. Materials (print, media, software) or equipment selection, acquisition, and maintenance that can only be accomplished by full-time contract position
   i. Impact on student achievement
      • Retention/persistence
      • Degree/certificate
      • Transfer
      • Job placement
      • Basic skills
      • Community need
      • Economic development
   j. Other

1Current Priority Hire List will roll forward except for new critical need positions.
2Respective Vice-President will supply data.

*Retirements and resignations are replaced when the Dean, in consultation with faculty, makes a verbal request for replacement to the respective VP. The VP submits a written justification and request to the President. Upon approval of the President, the VP informs the Dean, and the Dean contacts the Business Services VP for completion of a Request to Fill Form. A retirement or resignation replacement request which proposes replacement with a position differing from the position lost requires a one page master planning justification.

The priority to hire order developed in school meetings will not change in division and campus-wide selection processes.

Beginning 2006-2007, factors may be prioritized or weighted and used to score position requests. Factors will be more objectively defined prior to prioritization or weighting.

Items added under “j–Other” will be considered for addition to this factor list in following years.

(Approved by MP&ROC – 11/14/07)
Faculty Hiring Process

1. Departments in Instruction and Student Services meet to prioritize hiring needs for the programs within their departments (Form A). Prioritization is based on the criteria and factors adopted by MP&RO Council.

2. Chairs meet with deans and other appropriate personnel in Instruction and Student Services to prioritize a list of faculty positions based on the criteria and factors adopted by MP&RO Council (Form 6). Positions removed at this level are forwarded with priority list to level three (3) if this change is opposed by a chair or a dean. Any position added at this level is tagged on priority list if opposed by chair or dean. A written justification must be prepared for changes, additions or deletions.

3. The Instructional Cabinet, the Student Services Cabinet, and Chairs advancing positions meet to prioritize faculty positions based on the criteria and factors adopted by the MP&RO Council. The role of the chairs is to be advisory and serve as an informational resource for the deans. A chair or dean opposed to any change initiated at level two (2) may appeal change.

4. The faculty co-chair of MP&RO Council and the Vice Presidents meet to recommend to the MP&RO Council an integrated prioritization of faculty positions based on the criteria and factors adopted by the MP&RO Council. A written justification must be prepared for priority sequence changes, additions or deletions.

5. The MP&RO Council reviews the prioritization list from step 4 and comes to a consensus which is forwarded to President’s Council. Chairs advancing positions will be invited to the meeting. The role of the chairs is to be advisory and serve as an informational resource for the Council. Unresolved changes in priority list from levels two (2) through four (4) may be appealed at this level.

6. The President’s Council considers the prioritized list and recommends approval to the President.

The six steps of the process are as follows:

1. **Departments prioritize faculty hiring needs for school** (Step 2) 
   *stop here until there are funds for hiring approved 11/14/07*

2. **Chairs/Deans/VP Prioritize faculty hiring needs for division** (Step 3)

3. **School Deans & Chairs prioritize faculty hiring needs** (Step 2)

4. **VPs prioritize faculty hiring needs and recommend to MP&ROC** (Step 4)

5. **MP&ROC recommends faculty priority hiring list to President's Council** (Step 5)

6. **Pres. Council recommends faculty hiring priority to President** (Step 6)
Classified Hiring Criteria—2008-2009—No changed due to hiring freeze

1. State/Federal mandated services
2. Health and safety requirements
3. Categorically funded positions
4. Campus wide service
5. Increased work load demand for services as a result of growth and campus policy, implementation of new services, or staffing new buildings

For items 4-6, discuss items below which apply to the position.

a. Recommended by the accreditation self-study planning agenda or task.

b. Impact on
   1) adjunct to contract ratio*
   2) number of sections offered in discipline
   3) number of liaison/learning communities including on-campus

c. Qualitative support for this instructional position.
   • student contact
     • office hours
     • review sessions
     • academic and career advisement
     • counseling desk
     • e-mail
     • phone
     • written responses
     • library desk
     • program development
   • Extended services-intersession, early summer session, increased hours of operation
   • community/industry outreach
   • fosters collegial interaction
   • improves college community environment
   • others

d. Productivity
   • Instructional (WSCH/FTES) *
   • Student Services (academic year student contacts/FTES)

e. Only program in District

f. Needed for
   • New program or facilities
   • Un-staffed or understaffed facilities

g. Discipline/department/service with a single or no contract position

h. Materials (print, media, software) or equipment selection, acquisition, and maintenance that can only be accomplished by full-time contract position

i. Impact on student achievement
   • Retention/persistence
   • Degree/certificate
   • Transfer
   • Job placement
   • Basic skills
   • Community need
   • Economic development

j. Other

• Retirements and resignations are replaced when the Dean, in consultation with faculty, makes a verbal request for replacement to the respective VP. The VP submits a written justification and request to the President. Upon approval of the President, the VP informs the Dean, and the Dean contacts the Business Services Administrator for completion of a Request to Fill Form. A retirement or resignation replacement request which proposes replacement with a position differing from the position lost requires a one page master planning justification.

• The priority to hire order developed in school meetings will not change in division and campus wide selection processes.

• Beginning 2007-2008, factors may be prioritized or weighted and used to score position requests. Factors will be more objectively defined prior to prioritization or weighting.

• Items added under “j--Other” will be considered for addition to this factor list in following years.

(Approved by MP&OC – 11/8/06)
Criteria for College Equipment Funding Priorities Over $200

1. Health and Safety

2. Accreditation Requirements

3. Program Needs and Requirements
   a. Currency/Replace/Maintenance Equipment
   b. Interdisciplinary/Outreach
   c. Growth
   d. Innovation
   e. Professional Standards

(Bold type=prioritized/regular type=no priority)

Criteria for Facility/Infrastructure/Maintenance/Improvement Funding Priorities

1. Health and Safety

2. Accreditation Requirements

3. Replacement, Maintenance, and Improvement
   a. Campus-Wide
   b. Environmental Quality
   c. Multi-Program
   d. Growth
   e. Innovation
   f. Changes in technology

(Bold type=prioritized/regular type=no priority)

(Revised by MP&ROC—10/22/08, Reviewed by MP&ROC Fall 2009)
<table>
<thead>
<tr>
<th>Rank</th>
<th>Certificated Position for Instruction, Student Services, &amp; Administrative Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Librarian-restricted HSI grant funded</td>
</tr>
<tr>
<td>2</td>
<td>History (world/some women’s history)**</td>
</tr>
<tr>
<td>3</td>
<td>Sociology</td>
</tr>
<tr>
<td>4</td>
<td>Speech</td>
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<tr>
<td>5</td>
<td>Mecontronics</td>
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<tr>
<td>6</td>
<td>Math</td>
</tr>
<tr>
<td>7</td>
<td>Photography</td>
</tr>
<tr>
<td>8</td>
<td>Radio &amp; TV</td>
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<tr>
<td>9</td>
<td>Sociology</td>
</tr>
<tr>
<td>10</td>
<td>Librarian-restricted HSI grant funded</td>
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<tr>
<td>11</td>
<td>Counselor-restricted HSI grant funded</td>
</tr>
<tr>
<td>12</td>
<td>History (world/some women’s history)**</td>
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<tr>
<td>13</td>
<td>Algebra</td>
</tr>
<tr>
<td>14</td>
<td>Sociology</td>
</tr>
<tr>
<td>15</td>
<td>PE Instructor/Head Basketball Coach</td>
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<tr>
<td>16</td>
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<td>33</td>
<td>Sociology</td>
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<tr>
<td>Academic Year</td>
<td>Position-Administrative</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>2009-2010</td>
<td>Dean of Math, Engineering, and Technology</td>
</tr>
</tbody>
</table>

**Positions-Faculty--13 positions**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>Business-Janet Barhars?????????</td>
</tr>
<tr>
<td>2007-2008</td>
<td>Health &amp; Exercise Science</td>
</tr>
<tr>
<td>2007-2008</td>
<td>Electronics</td>
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<tr>
<td>2007-2008</td>
<td>CISC</td>
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<tr>
<td>2007-2008</td>
<td>Health &amp; Exercise Science</td>
</tr>
<tr>
<td>2007-2008</td>
<td>Music</td>
</tr>
<tr>
<td>2007-2008</td>
<td>Health &amp; Exercise Science</td>
</tr>
<tr>
<td>2007-2008</td>
<td>Engineering Drafting</td>
</tr>
<tr>
<td>2007-2008</td>
<td>TBD</td>
</tr>
<tr>
<td>2007-2008</td>
<td>Counseling</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Political Science</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Political Science</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Geography/Geology</td>
</tr>
<tr>
<td>2008-2009</td>
<td>English</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Counseling</td>
</tr>
<tr>
<td>2009-2010</td>
<td>Psychology</td>
</tr>
<tr>
<td>2011-2012</td>
<td>English/Black Studies</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Information Technology</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Radio/TV</td>
</tr>
<tr>
<td>2011-2012</td>
<td>English</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Business</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Physics</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Librarian</td>
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<tr>
<td>2011-2012</td>
<td>Counseling</td>
</tr>
</tbody>
</table>

**Positions-Classified—19.23 Positions**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>Student Services Asst.</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Secretary 1</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Student Services Asst.</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Mail Clerk</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Network Specialist</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Instructional Asst.</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Instructional Asst.</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Instructional Lab Tech</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Broadcast op Specialist</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Broadcast op Specialist</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Broadcast op Specialist</td>
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<tr>
<td>2008-2009</td>
<td>Instructional Asst.</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Accounting Clerk</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Accounting Clerk</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Network Specialist</td>
</tr>
<tr>
<td>2009-2010</td>
<td>Sr. Clerical Asst.</td>
</tr>
<tr>
<td>2009-2010</td>
<td>Instructional Lab Tech</td>
</tr>
<tr>
<td>2009-2010</td>
<td>Senior Clerical Asst.</td>
</tr>
<tr>
<td>2009-2010</td>
<td>Instructional Asst.</td>
</tr>
<tr>
<td>2009-2010</td>
<td>Clerical Asst.</td>
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<tr>
<td>2009-2010</td>
<td>Senior Secretary</td>
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<td>2010-2011</td>
<td>Student Services Asst.</td>
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<td>Media Tech</td>
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<tr>
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<td>Instructional Lab Tech</td>
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<tr>
<td>2010-2011</td>
<td>Evaluator</td>
</tr>
<tr>
<td>2010-2011</td>
<td>Outreach Coordinator</td>
</tr>
<tr>
<td>Mission and Goals:</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>1. What new activities are department priorities for the 2010-2011 academic year to improve academic success? (Describe the research needs to support evaluation.)</td>
<td></td>
</tr>
<tr>
<td>2. Briefly describe external trends that affect curriculum and/or enrollment in your discipline.</td>
<td></td>
</tr>
<tr>
<td>3. As a result of your findings in #2, briefly describe planned changes in curriculum (course listing).</td>
<td></td>
</tr>
<tr>
<td>4. What additional equipment in the 2010-2011 academic year is required to achieve departmental priorities? (Please attach Form T for new IT equipment.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Itemized Cost $</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 5. What additional certificated and/or classified staff is required in the 2010-2011 academic year to achieve departmental priorities? (Submit no more than a one page justification based on the hiring criteria for each certificated or classified personnel requested.) |

<table>
<thead>
<tr>
<th>Itemized Cost $</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

| 6. What facilities modifications will be necessary to achieve the department priorities? |

<table>
<thead>
<tr>
<th>Itemized Cost $</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

| 7. What student support services or resources (tutoring, counseling, financial aid, etc.) are needed to implement these activities? |

<table>
<thead>
<tr>
<th>Itemized Cost $</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

| 8. How do these activities meet the mission and priorities of the college? |

<table>
<thead>
<tr>
<th>Itemized Cost $</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
# FORM T—Annual Departmental Technology Planning

## Academic Year 2010-2011

<table>
<thead>
<tr>
<th>Department/Area: _____________________</th>
<th>Contact: _____________________</th>
<th>Phone: _____________</th>
<th>Email: _________________</th>
</tr>
</thead>
</table>

**INSTRUCTIONS: Please read!**

- **a)** Fill out this form if your technology planning includes technology regarding any or all of the following (check all that apply):
  - [ ] Computing (hardware, software, network)
  - [ ] Audio-visual
  - [ ] Assistive devices
  - [ ] Other ________________________

- **b)** Complete one form for each project (see #1 Description below).

- **c)** Go to the IT Council web site at [http://www.sdcity.edu/it/advice.asp](http://www.sdcity.edu/it/advice.asp) to find the appropriate campus technology representative(s) to assist you in completing this form and getting you a quote or specifications (specs) on the equipment you will need. The quote/spec(s) will be used to compile the equipment list you will include on Form B's question #4.

- **d)** Attach a copy of the quote/spec(s) to this form and submit the package (quote/spec(s) and Form T) with Form B.

## 1. DESCRIPTION

**What do you want to accomplish? (This is a project.)**

Briefly explain your objective in obtaining the technology. (Examples: I want a video camera for my department so we can record student tutorials, or, I want a projection system for my classroom so I can show web sites to the class, or, I want to connect several computers to one printer so we don’t have to buy another one.) See Question 6 below for assessment of this objective.

Comments:

## 2. USAGE

**Who are the intended users, is anyone else using this on campus, and is it accessible to disabled students?**

- **a.** Intended users: [ ] Students [ ] Faculty [ ] Staff [ ] Managers [ ] Other ________________________

- **b.** This technology is already in use on campus: [ ] Don’t know [ ] No [ ] Yes: Where? ________________________

- **c.** This technology is accessible to disabled students: [ ] Don’t know [ ] No [ ] Yes

Comments:

## 3. SUPPORT

**Who will handle maintenance, updates, troubleshooting, and repairs?**

- **a.** Support for the technology will be handled by (check all that apply):
  - [ ] SunGard
  - [ ] TSG
  - [ ] Multimedia
  - [ ] DSPS
  - [ ] My department
  - [ ] Vendor
  - [ ] Other ________________________

- **b.** The above support group(s) has been notified of this project: [ ] No [ ] Yes

Comments:
4. TRAINING How will users be trained on the technology, including who will perform the training and how often?
   a. □ Yes, training is required for: □ End-user □ Trainer/Instructor □ Other ________________________________
      (1) Training to be performed by: □ SunGard □ TSG □ Multimedia □ DSPS □ My department □ Vendor
          □ Other ________________________________
      (2) Training needed how often: □ One-time-only □ Annually □ Each semester □ Other ______________________
   b. □ No, training is not required. Explain: _____________________________________________________________________

Comments:

5. SECURITY How will the technology be secured, tracked for usage, and replaced if lost, stolen, or destroyed?
   a. This technology will be secured by (check all that apply):
      □ Alarm system □ Secure room/office □ Secure cabinet □ Cable & lock □ Password
      □ Permanently affixed to wall/furniture □ Other ________________________________
   b. If the technology is intended to be loaned out, tracking its location will be handled by:
      □ SunGard □ TSG □ Multimedia □ DSPS □ My department □ Vendor □ Other _________________________
   c. The technology will be replaced if lost, stolen or destroyed: □ No □ Yes

Comments:

6. ASSESSMENT How will the technology fit with outcomes and/or priorities?

Briefly describe how the technology for your project aligns with (first check all that apply, then explain):

□ Student learning outcome(s) □ Administrative outcome(s) □ Institutional priorities

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

The IT Council will ask for a brief report (a few sentences) of your assessment results at the end of the program review cycle. This brief report should explain your success in accomplishing your original objective, as stated in #1 above, and how the results of such assessment (aligning #1 with #6) will be used as the basis for further improvement.

Reviewed by campus technology support rep(s): __________________________________________ Date: _________________

Recommended by Chair/Supervisor: ________________________________________________ Date: _________________

Approved by Dean: ____________________________________________________________________ Date: _________________
FORM A—Departmental Program Review Report of Instructional Departments Activities Related to Institutional Priorities
Academic Year 2007-2008

Institutional Priority | Measure
--- | ---
1. As a result of departmental discussion of the student equity data, what activities have you developed and implemented to address the student success short-falls?
2. As a result of departmental discussion, what activities have you developed to:
   a. Improve course completion (see the last 2 columns of the Student Equity Report, http://www.research.sdccd.edu/),
   b. Increase the number of certificates and degrees awarded (see provided report),
   c. Increase transfer rates,
   d. Improve basic skills, and
   e. Improve workforce competencies?
   Note: For c, d, and e, use any available information/data collected by your department.
3. List other student achievement activities that your department would like to report (such as portfolio competitions, state examinations, capstone project, or other student learning activities)?

Collaborative & Outreach Ventures
4. List collaborative projects (with a sentence explanation):

Student Success
5. List successful projects (with a sentence explanation):
6. List innovative projects (with a sentence explanation):

Environmental Stewardships
7. List innovative projects (with a sentence explanation):

Having reviewed the Data Analysis Items 1-3 and responded to items 4 and 6 above, what activities will the department implement to correct any deficiencies or problems identified in this Program Review?
(This question links program review to the department’s/unit’s master plan.)
Campus Recycling and Environmental Sustainability Program Guidelines (Procedure 7500.2)

The local programs should have the following elements:

1. A shared governance group should be designated at each campus and should:
   - Determine where to place receptacles for empty toner and ink jet cartridges.
   - Provide input to Facilities Services for the single stream recycling contract.
   - Identify funding to provide promotional and educational materials and training.
   - Provide recycling and environmental sustainability education/training at each flex session.
   - Develop and implement an ongoing educational training program on recycling and environmental sustainability to increase awareness.

2. Facilities Services shall provide annual training for all Facilities personnel regarding recycling and environmental sustainability.

3. Annually a report will be generated by the Facilities Management Department detailing the effectiveness of the District’s efforts to increase recycling and environmental sustainability.
<table>
<thead>
<tr>
<th>Institutional Priorities--City College</th>
<th>Institutional Priorities--District</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaborative &amp; Outreach Ventures</strong></td>
<td>3. Assuming Strategic Role in Workforce Development Needs Across the Region</td>
<td>1. In the 11th year of City Middle College.</td>
</tr>
<tr>
<td>Develop collaborative and outreach ventures that enhance student learning within the college, district and community, public and private agencies, businesses, and industry--locally, nationally, and globally.</td>
<td>6. Responding to New Programmatic Discipline-specific &amp; Interdisciplinary Instructional Opportunities</td>
<td>2. Started fourth with Early College High Schools—LEADS &amp; Performing Arts.</td>
</tr>
<tr>
<td></td>
<td>3. Offer a Real Estate program at ECC—Certificates of Completion, Certificates of Achievement, and AS Degree in Real Estate.</td>
<td>4. Offer basic skill classes and transfer classes at ECC.</td>
</tr>
<tr>
<td><strong>Student Success</strong></td>
<td>1. Increasing Access to Continuing &amp; Higher Education Opportunities</td>
<td>1. In the 11th year of City Middle College.</td>
</tr>
<tr>
<td>Improve student learning, achievement of student learning outcomes, course completion, certificates and degrees completion, transfer rates, and workforce competencies.</td>
<td>2. Restructuring Support Services to Respond to a Changing Student Demography</td>
<td>2. Started two Early High School Colleges—LEADS &amp; Performing Arts.</td>
</tr>
<tr>
<td></td>
<td>3. Expanded the First Year Experience for freshman.</td>
<td>3. Offered more Early College High School grants.</td>
</tr>
<tr>
<td></td>
<td>4. Enhanced the Service Learning Program.</td>
<td>4. Applied and were awarded many more grants.</td>
</tr>
<tr>
<td></td>
<td>6. Enhance basic skill tutoring and mentoring.</td>
<td>6. Work with District on the Class Schedule, budgeting, and enrollment management.</td>
</tr>
<tr>
<td></td>
<td>7. Enhance the Puente Program</td>
<td></td>
</tr>
<tr>
<td><strong>Fiscal Adequacy &amp; Efficiency</strong></td>
<td>3. Offer a Real Estate program at ECC—Certificates of Completion, Certificates of Achievement, and AS Degree in Real Estate.</td>
<td>4. In the 11th year of City Middle College.</td>
</tr>
<tr>
<td>Budget, manage, and account for financial resources to maintain comprehensive, up-to-date, and effective programs and services.</td>
<td>5. Strengthening Internal and External Organizational Communication Practices</td>
<td>2. Started fourth with Early College High Schools—LEADS &amp; Performing Arts.</td>
</tr>
<tr>
<td></td>
<td>4. Improving Our Institutional Capacity to Serve</td>
<td>3. Offered more Early College High School grants.</td>
</tr>
<tr>
<td></td>
<td>5. Strengthening Internal and External Organizational Communication Practices</td>
<td>4. Applied and were awarded many more grants.</td>
</tr>
<tr>
<td></td>
<td>1. Developed an Academic Plan to help downsize.</td>
<td>5. Collaboratively working with the District on the development of Prop N &amp; S buildings.</td>
</tr>
<tr>
<td></td>
<td>2. Have renewed the CMC grant for the 3rd time.</td>
<td>6. Work with District on the Class Schedule, budgeting, and enrollment management.</td>
</tr>
<tr>
<td></td>
<td>3. Applying for more Early College High School grants.</td>
<td></td>
</tr>
<tr>
<td><strong>Accountability</strong></td>
<td>4. Applied and were awarded many more grants.</td>
<td></td>
</tr>
<tr>
<td>Ensure accountability through the integrated process of program review, assessment, master planning, resource allocation, accreditation, and on-going evaluation.</td>
<td>5. Collaboratively working with the District on the development of Prop N &amp; S buildings.</td>
<td></td>
</tr>
<tr>
<td><strong>Equity, Inclusiveness, And Diversity</strong></td>
<td>2. Restructuring Support Services to Respond to a Changing Student Demography</td>
<td>1. In the 11th year of City Middle College.</td>
</tr>
<tr>
<td>Strengthen and support an inclusive and diverse campus culture which enhances student, faculty, and staff success at City College and in a global community.</td>
<td></td>
<td>2. Started fourth with Early College High Schools—LEADS &amp; Performing Arts.</td>
</tr>
<tr>
<td></td>
<td>1. Established a Senate Committee-Diversity Committee.</td>
<td>3. Fifth year to have the Research Symposium.</td>
</tr>
<tr>
<td></td>
<td>2. In the 11th year of City Middle College.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Started fourth year with Early College High Schools.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Purchased SLO software-TaskStream.</td>
<td></td>
</tr>
<tr>
<td><strong>Stewardship Of Resources</strong></td>
<td>4. Improving Our Institutional Capacity to Serve</td>
<td>1. In the 11th year of City Middle College.</td>
</tr>
<tr>
<td>Implement a measurable stewardship of resources program that encourages reduction, reuse, recycling, and sustainability and commits to the design of campus projects that qualify for LEED (Leadership in Energy and Environmental Design) certification.</td>
<td>5. Collaboratively working with the District on the development of Prop N &amp; S buildings.</td>
<td>2. Starting fourth year with Early High School Colleges—LEADS &amp; Performing Arts.</td>
</tr>
<tr>
<td></td>
<td>1. Increasing Access to Continuing &amp; Higher Education Opportunities</td>
<td>3. Fifth year to have the Research Symposium.</td>
</tr>
<tr>
<td><strong>Innovative Approaches</strong></td>
<td>2. Assuming a Strategic Role in Workforce Development Needs Across the Region</td>
<td></td>
</tr>
<tr>
<td>Support state-of-the-art general education and career technical programs by utilizing current technologies, innovative teaching and learning approaches, delivery systems, and academic and student support services.</td>
<td>3. Assuming a Strategic Role in Workforce Development Needs Across the Region</td>
<td></td>
</tr>
<tr>
<td><strong>Long-Range Strategic Planning</strong></td>
<td>Improve long-range strategies for entrepreneurial and cultural activities, training, and technological applications to ensure City College remains a vital community hub of student, faculty, and staff learning.</td>
<td>1. In the 11th year of City Middle College.</td>
</tr>
<tr>
<td></td>
<td>2. Starting fourth year with Early High School Colleges—LEADS &amp; Performing Arts.</td>
<td>2. Starting fourth year with Early High School Colleges—LEADS &amp; Performing Arts.</td>
</tr>
<tr>
<td></td>
<td>3. Fifth year to have the Research Symposium.</td>
<td>3. Fifth year to have the Research Symposium.</td>
</tr>
</tbody>
</table>
### CTEA Funding—2010-2011--Instructional Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Final Funding $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustain Urban Agriculture</td>
<td>$10,000</td>
</tr>
<tr>
<td>Bio Tech</td>
<td>10,000</td>
</tr>
<tr>
<td>Business</td>
<td>27,000</td>
</tr>
<tr>
<td>Computer Business Technology</td>
<td>54,000</td>
</tr>
<tr>
<td>Radio/Television VC?????????</td>
<td>50,000</td>
</tr>
<tr>
<td>Computer Information Systems/Information, Network, &amp; Web Technologies</td>
<td>25,000</td>
</tr>
<tr>
<td>Fitness Center</td>
<td>15,000</td>
</tr>
<tr>
<td>Digital Music Technology</td>
<td>11,700</td>
</tr>
<tr>
<td>Gerontology</td>
<td>10,000</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>15,000</td>
</tr>
<tr>
<td><strong>Total Instruction</strong></td>
<td><strong>$227,700</strong></td>
</tr>
</tbody>
</table>

### Across Programs/Support Services

<table>
<thead>
<tr>
<th>Program</th>
<th>Final Funding $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination &amp; Curriculum Development-includes funds for campus-wide Career Technical Education software</td>
<td>139,859</td>
</tr>
<tr>
<td>Career Technical Education Counseling</td>
<td>54,316</td>
</tr>
<tr>
<td>DSPS</td>
<td>19,894</td>
</tr>
<tr>
<td>Contextualized Career Technical Education Instruction (English Center)</td>
<td>11,000</td>
</tr>
<tr>
<td>Library</td>
<td>50,000</td>
</tr>
<tr>
<td>New Horizons</td>
<td>89,531</td>
</tr>
<tr>
<td>Transfer/Career Center</td>
<td>7,500</td>
</tr>
<tr>
<td>Tutorial Center</td>
<td>25,500</td>
</tr>
<tr>
<td><strong>Total Across Program/Support Services</strong></td>
<td><strong>397,600</strong></td>
</tr>
<tr>
<td><strong>Total Funding</strong></td>
<td><strong>$625,300</strong></td>
</tr>
<tr>
<td><strong>Total Funds Allocated for City</strong></td>
<td><strong>$625,300</strong></td>
</tr>
</tbody>
</table>

### Basic Skills Initiative Funding 2010-2011--Activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Services Combined Funding</td>
<td>$151,208</td>
</tr>
<tr>
<td>Freshman Year Experience Program</td>
<td>24,000</td>
</tr>
<tr>
<td>Umoja Community &amp; Puente Project</td>
<td>12,000</td>
</tr>
<tr>
<td>English 49 Curriculum Coordinator: Portfolio Enhancement and the Implementation of Cohorts</td>
<td>8,000</td>
</tr>
<tr>
<td>Counseling-Basic Skills Faculty Collaborative</td>
<td>4,000</td>
</tr>
<tr>
<td>Basic Skills Library Materials</td>
<td>750</td>
</tr>
<tr>
<td>New Horizons Program-Career Technical Education Basic Skills Textbook Loans</td>
<td>1,250</td>
</tr>
<tr>
<td>Basic Skills Initiative Coordination</td>
<td>16,000</td>
</tr>
<tr>
<td>Professional Development/Travel</td>
<td>8,000</td>
</tr>
<tr>
<td>Learning Communities Coordinator</td>
<td>8,000</td>
</tr>
<tr>
<td><strong>Total Funding</strong></td>
<td><strong>$233,208</strong></td>
</tr>
<tr>
<td>Summary of 2009-2010 Basic Skills Initiative-Funded Activities</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Tutorial Services</strong></td>
<td></td>
</tr>
<tr>
<td>The Tutorial/Learning center, the English center, and the Math center provided a total of 9,355 hours of tutoring services to students enrolled in the Basic Skills courses in Fall 2009. Tutoring services include one-on-one tutoring, group tutoring, supplemental Instruction, academic skills workshops, online tutoring, computer assistance, refresher courses, and mentoring. With the opening of the new Academic Success Center in the Fall 09, the Center experienced a 70% increase in student attendance as compared to Fall 2008. The Center also expecting an increase in attendance for Spring 2010 comparing to Spring 2009. In addition to the Center’s services to students enrolled in Basic Skills courses, the Center also provides 3,000 to 5,000 hours of basic skills related tutoring to students who are enrolled in transfer level courses in different disciplines across the curriculum.</td>
<td></td>
</tr>
<tr>
<td><strong>First Year Experience Programs</strong></td>
<td></td>
</tr>
<tr>
<td>All the students in the FYE program have assessed into basic skill courses, math and English. The students were all enrolled into basic skills courses and assigned a counselor that provided each student with career, personal and academic counseling. Student’s success has been associated greatly with the counseling and faculty relations. Counselors provide significant validation to each student while guiding them through the college process, resulting in the students returning to college even when they may not have succeeded in their basic skills courses the first time. This is critical because research indicates that students who fail a basic skill courses the first time tend to leave college all together.</td>
<td></td>
</tr>
<tr>
<td><strong>English 49 Curriculum Coordinator and Cohort Project</strong></td>
<td></td>
</tr>
<tr>
<td>English 49 transitioned to a full portfolio exit assessment in spring 2008 in order to better prepare students for transfer level English. Funding the coordination and cohort project has strengthened the English 49 experience for both students and faculty. The focus of the cohort project was to improve the teaching and assessment of portfolios in English 49. English 49 instructors worked in groups of 4-6, and met at least 3 times a semester. Meeting in cohorts in order to collaborate and learn from one another has made English 49 curriculum and the portfolio stronger. These cohorts are particularly useful for adjuncts and those professors new to teaching English 49. It gives them a chance to learn from one another and raises their familiarity and awareness of English 49 goals and best practices. Coordination activities include arranging the cohort meeting schedule and cohort groups, selecting, training, and meeting with cohort facilitators, creating cohort meeting agendas, attending various cohort meetings, securing rooms for grading sessions, and facilitating grading sessions.</td>
<td></td>
</tr>
<tr>
<td><strong>Counseling/Basic Skills English Faculty Collaboration</strong></td>
<td></td>
</tr>
<tr>
<td>The “On Course” Faculty/Counselor Collaboration was piloted summer 2009 in an English 56 class with a counselor facilitating five hours of workshops using “On Course” principles. Out of 30 students enrolled, 28 finished the course for a 93% retention rate. 25/28 passed the course for a 89% success rate. Improvement was shown in the key areas addressed from the student entry and exit surveys in stress management, time management, knowledge of campus resources, and emotional support. In fall 2009, the entry/exit survey results showed improvement in student’s ability to deal with negative feelings, expression of feelings, knowledge of campus resources, and study skills. In addition counselors see students individually for personal, career, and academic counseling. Counseling also refers students to services on campus and in the community. Students have been able to reduce their course loads as a result of taking part in our time management exercises and have been able to identify their career paths and develop skills to help them reach the goals they’ve set.</td>
<td></td>
</tr>
<tr>
<td><strong>Basic Skills Library Materials</strong></td>
<td></td>
</tr>
<tr>
<td>The library has been able to order nine books ($300 worth of books) and three DVDs ($450 worth of captioned DVDs), for a total of $750 worth of new materials which students will be able to use repeatedly. The library has also gained a deeper understanding of what materials students need and has used this knowledge when ordering materials. Because of these funds, communication between Basic Skills faculty and the library has increased, and librarians have analyzed the collection and discovered subjects that have high student interest (checkout) but few materials. The new titles are important to the students because the library has not received any funding for books or DVDs except for that provided for by grants, plus a tiny amount for annual orders of items deemed so critical they have been put on standing order. The library collaborated with subject faculty for input on which books and DVDs to purchase.</td>
<td></td>
</tr>
<tr>
<td><strong>Math Departmental Final Videos</strong></td>
<td></td>
</tr>
<tr>
<td>The Math 46 Department Final Videos have been completed (<a href="http://citymath.sdccd.edu/Math46FinalVideos.html">http://citymath.sdccd.edu/Math46FinalVideos.html</a>). Instructors and students will be encouraged to use the videos to prepare for the Math 46 departmental final exams and available to Cram Jam tutors as reference material. Web traffic statistics will be collected this semester.</td>
<td></td>
</tr>
<tr>
<td><strong>New Horizons Program Basic Skills Textbook Loans</strong></td>
<td></td>
</tr>
<tr>
<td>New Horizons was funded $1,250 to purchase basic math, English and ESOL textbooks for program participants enrolled in career-technical education (CTE) majors and/or certificate programs. The grant allowed 15 students, enrolled in seven CTE majors, to achieve classroom success through the borrowing of 19 basic skills textbooks from New Horizons.</td>
<td></td>
</tr>
</tbody>
</table>
Public Mental Health Worker Academy

Referrals
- Community Forums and Workshops
- External Referrals (Community and Secondary Schools)
- Internal Referrals (College)

Certificate
- Advisory Courses: VESL (Continuing Ed.) Personal Growth
- Certificate Courses
- Elective Courses

Career Path
- Institute for Human Development
  - Related Certificates
  - Professional Conferences
  - Continuing Ed. Workshops

Career Path
- Entry Level Employment
- A.A./A.S.
- B.A./B.S.
- M.A./M.S.
- Ph.D.
- M.D.

Employment
San Diego City College Master Planning Six Year Accreditation Cycle
Theme Four

YEAR 6
Accreditation Visit

YEAR 5
Adopt planning agendas into the Master Plan

YEAR 4
Start Self-Study

YEAR 3
Follow through and complete planning agendas and recommendations. Revision of the college’s long-range plan.

YEAR 2
Environmental Scan

YEAR 1
Adopt accreditation recommendations into the Master Plan

This process is driven by the Master Planning & Resource Oversight Council (MPROC)
## 2007-Mission Linked to Accreditation

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Standard 2</th>
<th>Standard 3</th>
<th>Standard 4</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.A</td>
<td>11.A</td>
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<td>A continuous campus-wide cycle of program review and assessment with integrated planning, and resource allocation to assure currency and achievement of stated student learning outcomes.</td>
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Additionally, City College is committed to:
- The development of informed, active citizens who will be engaged in the global community, lifelong learners, and literate in information technology;
- Institutional community involvement, community development and community service;
- Equity, inclusiveness, and diversity in all of its manifestations;
- High quality instructional programs, essential student support services, including co-curricular and cultural activities;
- A continuous campus-wide cycle of program review and assessment with integrated planning, and resource allocation;
- Developing and participating in programs that benefit the environment through resource management, conservation, and recycling.

(Revised and approved by the MP&ROC on 10/10/07, and approved by the President’s Council on 10/16/07)
(Board approved Fall 2003)
Board of Trustees: Mary Graham, Rich Grosch, Bill Schwandt, Maria Nieto Senour, Ph.D., Peter Zschiesche
Chancellor: Constance M. Carroll, Ph.D.
President: Terrence Burgess, Ph.D.
Committee Co chair: Salley M. Deaton