



FOLLOW-UP REPORT

March 15, 2011



LEARN

LEAD

SUCCEED



City
SAN DIEGO COLLEGE

San Diego City College
1313 Park Boulevard
San Diego, CA 92101
www.sdcity.edu

FOLLOW-UP REPORT

**To the Accrediting Commission for Community
and Junior Colleges**

**San Diego City College
1313 Park Boulevard
San Diego, CA 92101**

March 15, 2011

TABLE OF CONTENTS

Statement on Report Preparation..... i

Response to Team Recommendation and the Commission Action Letter..... 1-9

List of evidence related to college response to the Recommendation..... 10

Governing Board Review..... 11

STATEMENT ON REPORT PREPARATION

The college received the Team Report and the Commission's Action Letter on February 3, 2011. An all-employee e-mail was sent to college faculty and staff that afternoon, announcing the Commission's action on the college's accredited status and attaching the Action Letter and the Team Report. The e-mail also noted that a hard copy of the Team Report was placed in the Learning Resources Center for access by students, staff and faculty. Early the following week, the Team Report and Action Letter were posted to the Accreditation page of the college's web site (<http://www.sdcity.edu/Accreditation>).

The college's Accreditation Liaison Officer (the vice president of student services) coordinated the development of the Follow-Up Report's response to Team Recommendation 1. He convened members of the self-study teams responsible for Standard I.B and Standard II.C to review the Recommendation and to draft an initial response, drawing upon the self-study and its evidence, the Team Report, and a review of actions taken by the college subsequent to the October 2010 comprehensive site visit. The draft response was then shared with members of the college Research Committee, the Master Planning, Assessment and Resources Oversight Council (MPAROC), and constituent group leaders for further review, correction, and elaboration. This more refined draft report was then reviewed by the college president and his executive cabinet; further changes were incorporated into the draft report and it was again circulated to constituent group leaders, members of college planning and governance groups, and members of the original Standard I.B and Standard II.C writing teams.

A near-final draft of the Follow-Up Report was presented to and discussed with the Academic Senate, the Classified Senate's Executive Committee, and the Associated Students Council the week of February 28-March 4, 2011. Further input was solicited.

A final version of the report was prepared by the Accreditation Liaison Officer based on this broad review and input. On March 8, 2011, the Follow-Up Report was discussed and endorsed by the President's Council, the college's highest shared-governance group.

On March 10, 2011, the Follow-Up Report was discussed and approved by the District's Board of Trustees. A certification of that action is included on page 11 of this report.



Terry Burgess, Ph. D.
President
San Diego City College

3-2-11

Date

Follow-Up Report to the Commission

Over the course of the 2007-08, 2008-09 and 2009-10 academic years, San Diego City College underwent a self-study process that culminated in a Self Study Report to the Commission and a comprehensive site visit in October 2010. The visit resulted in a visiting team Evaluation Report to the Commission and four (4) recommendations to the college for further improvements.

San Diego City College submits this Follow Up Report in response to the Commission's Action Letter of January 31, 2011, and the Commission's requirement that the college "demonstrate and provide evidence that the institution has resolved the recommendation as noted below" by March 15, 2011.

Recommendation 1.

To fully meet the standards, the college needs to further integrate and evaluate all planning, including but not limited to technology, library and learning support services, and resource allocation, into the college's master planning process to support continuous quality improvement and institutional effectiveness (I.B.3; II.C.1).

College response:

San Diego City College integrates and evaluates all planning, including technology, library and learning support services, and resource allocation through a carefully structured and well-documented annual process that begins with program review at the program and department levels, development of program-level and departmental-level Master Plans, move up through the school and division levels, and culminate at the college-wide Master Planning, Assessment, and Resource Oversight Council (MPAROC), where available resources are allocated.

At each step of the process, student learning outcomes and other research data are drawn upon to assess institutional effectiveness and to identify improvements that will be made in the next annual cycle of the process. This assessment or evaluation takes place within each instructional department and school and in each student services program during the development of the annual Program Review (Form A), and proposed changes, if any, that result from the assessment are reflected in the department's or program's Master Plan (Form B) and/or Departmental Technology Plan (Form T). At the division level (Student Services and Instruction), where the school- and program-level Forms A, B and T are reviewed and consolidated, there are discussions in the respective Councils about the content of the Master Plans and about the effectiveness of the process as a whole. This level of review has, in recent years, led to such modifications of the planning and resource-allocation process as the consolidation of the Institutional Assessment Committee and the MPAROC into one group rather than two, the development and use of the Departmental Technology Plan (Form T), and the creation of the college Research Committee, and its designation as a subcommittee of the MPAROC, to ensure a closer "fit" between planning and research data.

The college's 2010 self-study describes this process in greater detail, and notes that the process has been followed and refined for many years. Departments, units, and divisions participate in assessing their progress toward achieving program-level and institutional goals through the annual program review, which leads to school and division planning, and then to overall resource

allocation. In this way, the college assesses progress toward achieving its stated goals, i.e., the institutional priorities, and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. ^{1B-21 1B-8, 1B-9, 1B-10}

The annual program review begins at the discipline and program level in the spring semester. Instruction and student services have slightly different data required for their program review, but measure the same institutional priorities—Student Success; Collaborative and Outreach Ventures; Equity, Inclusiveness, and Diversity; Environmental Stewardship; and Innovative Approaches. Administrative Services uses a combined program review and master plan form. All program reviews call for an examination of identified Student Learning Outcomes (or Administrative Outcomes, where more appropriate) and the assessment results are available to departments and programs for those SLOs. These are an increasingly central part of department and program dialogue, improvements, and subsequent planning.

Instructional departments and units and student services programs measure their accomplishments by institutional priority and then identify activities that the department will implement to make improvements. The activities, where appropriate, draw upon SLO assessment and other student-outcome data. The identified activities lead to the preparation of the Departmental/Unit Master Plan. Requests for equipment, faculty or classified personnel, or facilities modifications must use the criteria developed by Master Planning, Assessment and Resource Oversight Council (MPAROC) and support the college's mission statement.

The visiting team's recommendation, above, points to Standard II.C.1 as an area where the college needs to strengthen its assessment, planning and resource-allocation processes, in particular as they relate to the integration of the Learning Resources Center and the college's on-going support for LRC's role in underpinning instructional and student services programs. As demonstrated in the Self-Study, San Diego City College (SDCC) integrates and evaluates planning through the MPAROC process.

Since 2002, the Learning Resource Center (LRC) has participated in all aspects of the MPAROC process and has had a representative member since 2006. This participation enabled the LRC to successfully fill two faculty positions from a college-wide faculty hiring priority list. Resulting from the LRC's documented needs for information resources, the LRC has received funding from MPAROC, Proposition 20 (Lottery), IELM, TTIP, and other such sources.

To *further* integrate and evaluate all planning into the college's master planning process, several initiatives have been implemented on a larger scale since the completion of the self-study. The most pervasive of these initiatives is the development and tracking of student learning outcomes (SLOs). This data would be one factor that, when appropriate, would be used in the master planning process. Each school and department is making progress to that end and will have SLOs evaluated and assessed for improvement of their respective programs. This data will be made available to MPAROC to inform its decisions in the resource allocation process.

For example, the Learning Resource Center (LRC) created SLOs for its library and intends to develop these for other LRC service areas. TaskStream software will be used to document the SLO process. To further the LRC's goals, a long-term plan is in process, the key features of

which include:

1. Establishing a consistent, sufficient, and ongoing funding formula for the LRC resources that is aligned to the college's strategic plan.
2. Implementing a classroom technology management unit within the LRC to facilitate the expansion, utilization, and maintenance of the college's smart classrooms, laboratories, and other instructional spaces.
3. Launching a new technology demonstration and training initiative that acquaints faculty with available instructional technology resources and related pedagogy.
4. Leveraging assessment data to align select LRC/Library services with other institutional engagement efforts that promote student success.
5. Collaborate with MPAROC to establish LRC faculty position needs as a campus priority.
6. Advocate to create and to fill the critically-needed LRC support staff positions.

The development of this comprehensive, long-term Learning Resources Center Plan was delayed because the LRC lacked full-time, permanent administrative support with the requisite expertise. That situation was rectified with the hiring of a dean of information and learning technology who began his assignment in early fall 2010. The senior secretary position for that dean, also a long-standing vacancy, was filled on a temporary but full-time basis in fall 2010; this appointment will continue through spring 2012. Depending on state funding and an easing of the district's hiring freeze, the college plans to fill the position on a permanent basis in summer 2012.

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

The college also notes that the identification of library and other learning resource needs is now an integral part of all grant proposals to outside agencies, since these grants, when awarded, almost always entail additional demands on the LRC's collections, whether print or electronic, and on collegewide computer resources that are coordinated through the dean of learning resources and technology position. This approach recognizes the near-term paucity of state and local fiscal resources and the increasing extent to which the college is seeking outside support; but it also serves the very positive end of drawing grant development and grant writing more closely into the overall planning and resource allocation process. Recent examples of this approach are the allocation, within the college's new Title V federal grant, of \$50,000 per year for five years for student computers, and a small but steady allocation within the college's state Basic Skills Initiative (BSI) budget for basic skills-related library materials.

As noted in the October 2010 self-study, the college now fully integrates efforts of library faculty to develop LRC resources over the longer term. This has been accomplished by filling one and adding two full-time librarian faculty positions since 2005 and assigning librarians to work with designated instructional departments. It has also been greatly assisted by the hiring of the permanent dean of learning resources and technology in fall 2010.

The challenges of meeting the immediate and long-term staff needs of the LRC, with an emphasis on technology support, are on-going. Critical human resource needs have been met

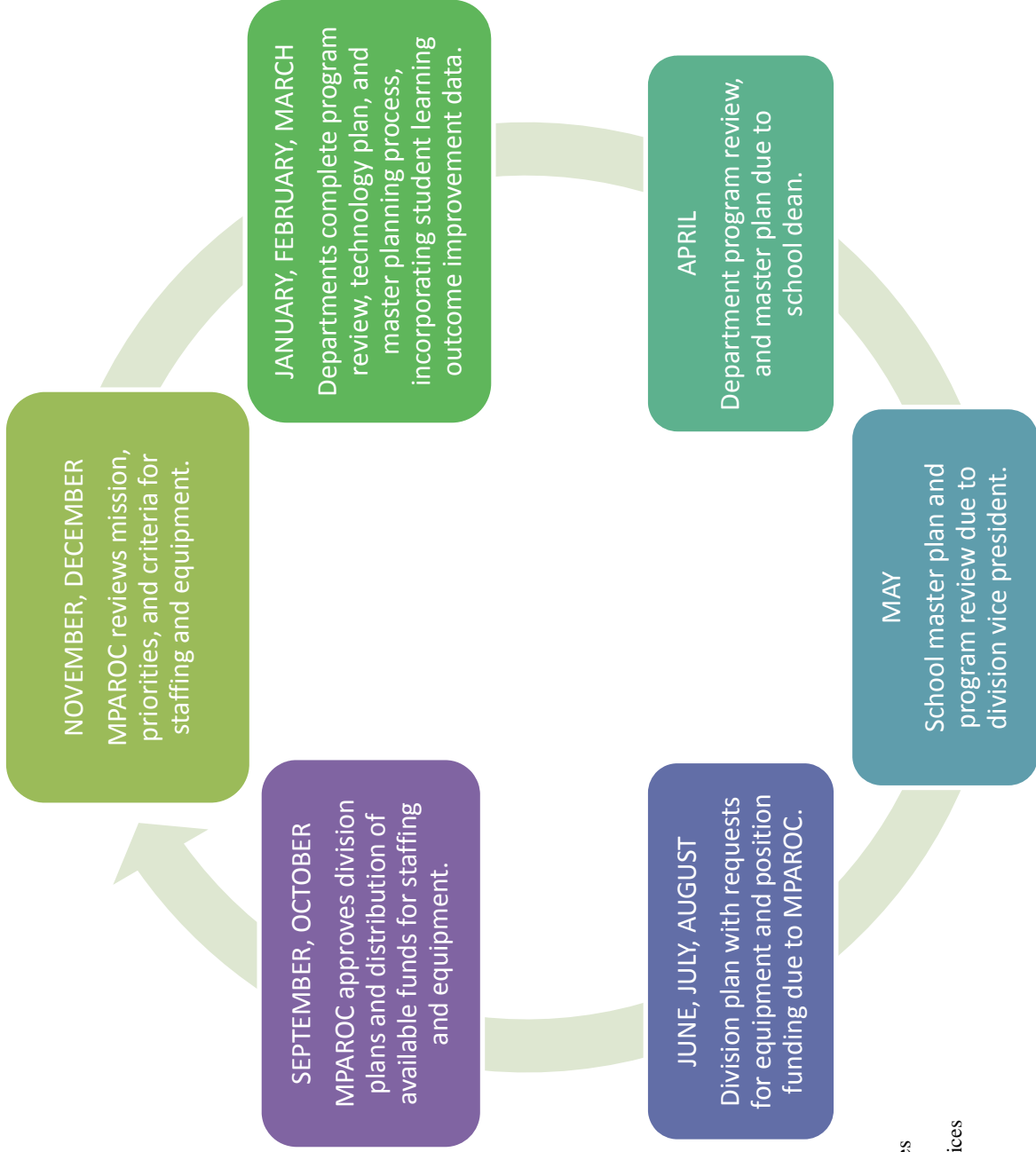
by filling two new librarians positions (fall 2005 and 2006), replacing one retired librarian (fall 2004), the installation of an instructional support supervisor for the Multimedia Center/ Audiovisual Department, and hiring additional multimedia/audiovisual personnel (2007–08). Four of the librarians' contracts have been changed from 10-month to 12-month contracts to meet program needs (effective July 2007), so that all five librarians had 12-month assignments. A permanent dean position with a senior secretary position were created in 2007–08 but went unfilled. However, the full-time position for a dean of technology and learning resources was reopened in spring 2010 and was filled in early fall 2010. The senior secretary position to support the dean was also filled in 2010-11 by a temporary but full-time assignment that will be in place through spring 2012. At that time, the college budget and districtwide hiring freeze will be reassessed, and a decision will be made about making this assignment permanent. Future plans to address immediate and long-term staffing and technology support needs for the LRC are incorporated into the college's Planning Agenda #2, cited below, as a consequence of the self study conducted in preparation for the 2010 ACCJC site visit and as a result of the visiting team's Recommendation #1, to which this Follow-Up Report responds.

During May, all departments, units and programs, including the LRC, meet with their respective dean or other lead administrator to prioritize a list of requests by school or, in the case of Student Services, by program. When the state budget is determined and the available grant funding across the college is identified, the schools and Student Services programs meet with their respective vice president to prioritize a division list. The divisions present their list to MPAROC for review and approval. Ultimate approval is given by the President's Council and then communicated to the college community through the Instructional Cabinet, the Academic Senate, the Chairs' Council, the Student Services Council, and the Classified Senate.

During the 2008–09 planning cycle, the program review process was expanded to include an Academic Plan. The academic plan projects class schedules three years into the future based on enrollment trends and curriculum and economic changes and provides a template for departments to review their history of course offerings, and make projections for future offerings to meet student needs. This process helps justify equipment and faculty needs. ^{1B-21, 1B-22, 1B-23}

An additional change to the program review process during the 2008–09 planning cycle was to develop and require a technology needs form (Form T) for any institutional technology equipment request at the department/unit and Student Services program level. ^{1B-24} The annual master plan update process incorporates important fiscal events that affect yearly college planning. Such events include the level of state funding; bond measures S and N; special state and federal funding sources such as Basic Skills, Career/Technical, and CTEA; and one-time and multi-year grant monies such as ARRA, TRIO and Title V. The process also considers changing trends in population, job opportunities, transfer requirements, and preparedness of incoming high school students, much of which data is available to the college through the District research office and the college's assigned campus-based researcher. Finally, the process examines the progress made on the 2004 ACCJC site visit recommendations and the Agendas and Tasks identified in the 2004 Self Study. ^{1B-25} Beginning in the 2010-11 cycle, progress on the October 2010 site visit recommendations and the October 2010 self-study's planning agenda items will also be included in the Master Plan process and in the determination of allocated resources.

San Diego City College Master Planning, Assessment & Resource Allocation Annual Cycle



Divisions:
Instructional Services
Student Services
Administrative Services

This process is driven by the Master Planning, Assessment & Resource Oversight Council (MPAROC)

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

At the time of this Follow-Up Report, the district remains in a hiring freeze with only rare exceptions made through the chancellor's cabinet. Nevertheless, the college is actively looking ahead to "better times" and is using the MPAROC to assess and refine the criteria by which faculty and classified staff positions, whether new or filling retirement or resignation vacancies, will be prioritized for funding in the future. The refined criteria will align with institutional priorities, and departments and programs that request positions will use enrollment, service-level, SLO and other student-outcome data drawn from their Master Plans to formulate their requests. The updated criteria will be finalized in late spring 2011 and adopted through the shared-governance structure for implementation in the 2011-12 academic year, if funds are available and the hiring freeze is eased.

Another aspect of the review, planning and resource allocation process is instructional program management. When enrollment in a program is weak, every effort is made to revitalize it through curriculum changes, marketing, and advisory committee input. The addition or deletion of a program is determined by a demonstrated pattern of long-term enrollment changes. Until the 2008-09 cycle, the process was unwritten and determined by consultation between the program chair, the dean, and the vice president of instruction. An ad hoc committee was established to study and formalize the process. In March, 2009, MPAROC approved the committee's recommendations.^{I B-26}

With the mission statement and the institutional priorities established, MPAROC reviews and updates 1) institutional criteria and procedure for establishing new full-time faculty positions and hiring priorities for filling those new as well as vacant positions; 2) criteria for the purchase of equipment over \$200; and 3) criteria for facilities improvement, infrastructure, and maintenance. The criteria apply to all three divisions: Instruction, Student Services, and Administrative Services.

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

- City College Fact Book^{I B-27}
- Student Satisfaction Survey Report^{I B-28a}
- Student Satisfaction Survey Report Briefing^{I B-28b}
- Employee Perception Survey Report^{I B-29a}
- Employee Perception Survey Report Briefing^{I B-29b}
- Point-of-Service Surveys^{I B-30}
- ARCC Accountability Report^{I B-31}
- Facts on File^{I B-32}
- Student Equity Report (including discipline-specific data)^{I B-33}

- Title IX Gender Equity Report ^{I B-34}
- Basic Skills Reports and Briefings ^{I B-35a}
- Basic Skills Report Briefing ^{I B-35b}
- DSPS Annual Report ^{I B-36}
- FTES Summary Reports ^{I B-37}
- Transfer Study Reports ^{I B-38}

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

In addition, the college embarked on the 2010 self-study process with initial discussions and research/inquiries beginning in fall 2007. In the process of preparing the self study, the college identified areas of strength and areas where further work needs to be done. In many cases, concerns were addressed prior to the ACCJC team visit, and these advances are reflected throughout the self-study.

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

Self Evaluation

As stated in the October 2010 self-study, the college meets Standard I.B.3 and Standard II.C.1.

San Diego City College’s program review, master planning, assessment, and resource allocation processes have been in place for approximately 20 years and they are annually reviewed and improved. Data-driven modifications to the process, such as those identified earlier in this Follow-Up Report, are made whenever information emerges from the planning process itself and through dialogue at the various governance Councils that results in agreed-upon improvements. With the addition of a campus-based researcher and the continued work of the district IRP, the qualitative and quantitative data and a culture of data sharing and coaching improved significantly since the 2004 accreditation visit and further progress has been made in the five months since the October 2010 comprehensive site visit.

The process was further refined in the 2009–10 planning cycle. In the past, the division plans had been prepared and housed within the division with only summary requests of equipment, facilities, and human resource needs incorporated into the institutional master plan.

Beginning with the 2009–2010 Institutional Master Plan, the division plans are integrated into the institutional plan, including progress made on student and institutional assessment and individual division goals, many of which do not require additional funding, but do provide

improved services to student and to the college. Another improvement has been the incorporation of the technology plan into the institutional plan.

Similarly, the self-study process identified and reconfirmed basic needs for consistent and sufficient funding for staffing (including administrative, faculty, and classified staff) the Learning Resource Center (LRC) and the college's learning support programs. A number of these needs were met prior to the team visit in October 2010 and several others have been successfully addressed in the five months since the team visit, as identified in this Follow-Up Report.

The college embraces the fact that further improvements to the planning and resource-allocation process will continue to be necessary, especially as the dire state fiscal situation stretches into the medium-term future. To strengthen the college's commitments to date, and to take it into the next six-year accreditation self-study cycle to a comprehensive visit in October 2016, the college has synthesized this need into the broad planning agenda item stated below.

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

Planning Agenda

As noted in the October 2010 self study, San Diego City College continues to identify and implement improvements to its assessment, planning and resource allocation process. In that spirit, the college detailed a broad Planning Agenda that will take the college forward to our next Mid-Term Report (October 2013) and next comprehensive site visit (October 2016). In the 2010 self-study it was identified as Planning Agenda #2:

Planning Agenda #2

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

- Current status of instruction, student services and administrative services.
- Near- and medium term goals for each area of the college and for the college as a whole.
- Fiscal, human, facilities and technology resources needed to implement the goals.
- Response to and updates for the college Research Agenda.
- Assessment of the extent to which goals have been met.
- Assessment of the extent to which college priorities have been met.
- Specific changes in policies, processes, and procedures required as a consequence of on-going assessment.

Using the college's master planning process embedded in the Master Plan, MPAROC will:

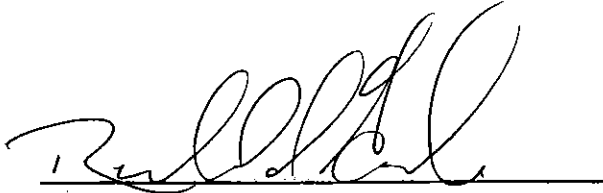
- Oversee, through the vice presidents and respective governance groups, the annual review, assessment and updating of each of the six component Plans within the Master Plan.
- Review and update annually the collegewide faculty, classified and administrator staffing priorities as part of the campus commitment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

**List of Evidence Related to the
College Response to the Team Recommendation**

Citation #	Document Name/Description	Cited from Self Study
1	Examples of Completed Program Review and Planning Forms	IB-21
2	CalWORKs Student Learning Outcomes Assessments – Summary Chart	IB-8
3	Student Health Student Learning Outcomes Assessments – Summary Chart	IB-9
4	Evaluations Student Learning Outcomes Assessments – Summary Chart	IB-10
5	Instructional Program Master Plan Binder, 2008-2009	IB-22
6	Program Review Binder	IB-23
7	2008-2009 Master Plan Update, pp. 44-45, Form T, Annual Departmental Technology Planning	IB-24
8	2008-2009 Master Plan Update, pp. 61-71, Accreditation Agenda and Tasks	IB-25
9	2008-2009 Master Plan Update, p. 10, Program Closure Policy and Procedure	IB-26
10	City College Fact Book	IB-27
11	2009 Student Satisfaction Survey	IB-28a
12	2009 Student Satisfaction Survey Report Briefing	IB-28b
13	2009 Employee Perception Survey Report	IB-29a
14	2009 Employee Perception Survey Report Briefing	IB-29b
15	Point-of-Service Surveys	IB-30
16	2009 CCCCO ARCC Accountability Report	IB-31
17	Facts on File Report 2008-2009	IB-32
18	Student Equity Report, Fall 2008	IB-33
19	Title IX Gender Equity Survey Report, November 2008	IB-34
20	City College Basic Skills Report 2009	IB-35a
21	Basic Skills Briefing 0209	IB-35b
22	DSPS Annual Report 2008-2009	IB-36
23	FTES State Summary Report, Example	IB-37
24	SDCCD Transfer Report: Longitudinal Perspective, Spring 2010	IB-38
25	SDCC Substantive Change Report 2010	IB-39

GOVERNING BOARD REVIEW

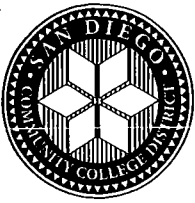
The Follow-Up Report submitted by San Diego City College in response to the Commission Action Letter of January 31, 2011, was reviewed and approved by the San Diego Community College District Board of Trustees at its regularly scheduled public meeting on March 10, 2011.



Rich Grosch
President
Board of Trustees
San Diego Community College District

March 10, 2011

Date



Board of Trustees
SAN DIEGO
COMMUNITY COLLEGE DISTRICT

3375 Camino del Rio South, San Diego, CA 92108-3883 619-388-6500

APPROVED

MAR 10 2011

No. 590.1

ACTION

BOARD MEETING

Subject: ACCREDITATION FOLLOW-UP REPORTS - CITY AND MESA

Date: 3/10/11

A. NAME OF AGENDA ITEM

Consideration and approval of the Accreditation Follow-Up Reports for San Diego City College and San Diego Mesa College.

B. STATEMENT OF ISSUE/PURPOSE

1. Background and Purpose

American colleges and universities operate under a system of regional accreditation through which reciprocal agreements allow for the transfer of credit and authorize the receipt of federal and state funding. The colleges of the San Diego Community College District are accredited by the Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges. The Accrediting Commission requires a comprehensive review and evaluation of community colleges for reaffirmation of accreditation every six years.

In January 2011, the Accrediting Commission for Community and Junior Colleges reviewed the institutional self study reports submitted by City and Mesa Colleges, along with the comprehensive evaluation reports of the teams who visited the colleges in October 2010.

The Commission took action to reaffirm accreditation of City and Mesa colleges, the highest and most positive action possible, with a requirement that each college submit a Follow-Up Report by March 15, 2011. The report must clarify aspects of the self study and team reports.

The Follow-Up report prepared by City College is included as Attachment A*.
The Follow-Up report prepared by Mesa College is included as Attachment B*.

The reports were reviewed by the participatory governance groups at each college.

*Attachments A and B distributed to Board Members only.

C. PROPOSAL

The Board of Trustees has reviewed and approved the Follow-Up Reports for City College and Mesa College.

Recommended: _____

Approved for
Consideration:

Constance M. Carroll, Ph.D.
Chancellor