

EVALUATION REPORT

SAN DIEGO CITY COLLEGE

1313 Park Boulevard
San Diego, CA 92101

A confidential report prepared for the Accrediting Commission for Community
and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited San Diego City College
from October 4 through 7, 2004

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San Diego City College
Comprehensive Evaluation Visit
Team Roster
October 4 – 7, 2004

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Introduction and Summary

San Diego City College was established in 1914, the first of what was to become the three-college San Diego Community College District. In the early 1950's the college moved to its present site and erected its first permanent buildings. The college acquired additional land through the City Redevelopment Project in the 1970's and continued to expand its facilities. It now serves over 14,600 students and 9,700 FTES (2003-04) on its 56 acre campus and at off campus sites, including the Educational Cultural Complex (ECC), where the college is responsible for the credit program. The college's service area includes many of San Diego's low income neighborhoods as well as some medium and high income areas. Half of the students come from households earning less than \$32,000 per year, and two-thirds of the students qualify for financial aid. The student body is diverse in terms of ethnicity, with only 33% of the students identifying themselves as White. The next largest groups are Latino (28%) and African American (14%). The faculty and staff are also diverse, but despite recent progress, significantly less diverse than the student body. Sixty-five percent of the faculty and staff identify themselves as White, 10.5% as Latino, and 8.7% as African American.

The campus consists of forty buildings, about half of which were constructed in the 1970's. In the past several years, the college has been able to add two important new buildings: a library/learning resources center and a high-tech conference/classroom building. A new physical education facility is currently under construction. In November 2002, citizens passed Proposition "S," a \$685M bond measure, of which \$140M has been designated to improve and expand facilities at San Diego City College. One of the first projects being undertaken with that funding is a new Academic Success Center, created through a renovation of the former library, which will bring together tutoring services and a number of other programs in order to provide a coherent network of services supporting student retention and success. Plans are also underway for the acquisition of land and the development of a new vocational technology building. The college has made major progress in recent years in terms of its technology infrastructure, access to the Internet, the currency and availability of computers, and technical support and training.

The college has a well-established program review process and a mechanism, in its Master Planning and Resource Allocation Council, to do consistent planning and evaluation in a way that is tied closely to budgetary decisions. Through its new Institutional Assessment Committee, the college is making good progress in defining and evaluating student learning outcomes. Since the last accreditation, the college has undertaken a major review of its curriculum, integrating course objectives, assignments and activities into all course outlines. The college and district have also streamlined the curriculum process through the implementation of a computerized approval system. New instructional programs as well as new services for students and the excellent World Cultures program are evidence of a vital and innovative educational environment at the college.

The college experienced three years of enrollment decline from 1998 to 2001, but despite significant budget reductions in the last three years, the college seems to be on a path of growth and increased access. Enrollment management and budget management at both the college and district level have been effective. However, the college is paying a price for the significant decreases in faculty and staff necessitated by budget reductions. The college has lost more than forty full-time faculty members through retirement incentives and attrition. A major challenge facing the college is the rebuilding of its faculty and staff to a strength that will ensure the fulfillment of the college's various missions. This is also, of course, an opportunity to achieve a

diversity among faculty and staff that truly reflects the diversity of the student body. The fifteen new full-time faculty and three new staff members hired for the fall of 2004 represent a good beginning.

The years of budget reductions and loss of personnel have been difficult for the college. Nevertheless, morale seems quite good. Faculty and staff exhibit a positive and cooperative attitude and a real commitment both to the college and to the diverse student body it serves. Relations between faculty and administration seem genuinely supportive and collegial. Changes in the membership of the district Board of Trustees since the last accreditation have improved both the functioning of the board and the confidence among faculty and staff in the future direction of the district. With the hiring of a new chancellor in 2004 and some improvement in district funding, the college seems optimistic and well-positioned to embark upon a new period of growth and development.

From October 5th through the 7th of 2004, a ten member team visited the college. On the day before the visit, four members of the team, along with representatives of the teams visiting Mesa College and Miramar College, visited the district office to meet with the chancellor and the assistant chancellors. During the visit, team members also met with four members of the board of trustees. In the self-study report, the college had provided a very clear delineation of college and district functions, and the chancellor and her staff were very helpful in ensuring a good understanding of college-district operational issues. San Diego has historically been one of the more centralized multi-college districts in California. Some aspects of this centralization have clearly served students well, such as the common curriculum and numbering system used throughout the district. However, the district office has sometimes appeared remote and obscure from a campus perspective. The new chancellor, a former president of Mesa College, seems committed not only to improving communication between the district office and the colleges but also to reexamining the delineation of authority to see if there are areas where more campus autonomy might improve services.

The team prepared for its visit by thoroughly reviewing the college self-study, by evaluating the responses to the previous team's recommendations, and by examining the numerous documents provided by the college. During the three-day visit, the team held more than 110 separate meetings with individuals and groups, as well as two general forums at which faculty, staff and students were encouraged to address any issue of concern. To get a sense of the instruction offered, the team visited several dozen classrooms, including off-campus sites, such as the Educational Cultural Complex and the 32nd Street Naval Station.

The team was able to validate the self-study's depiction of the college and to assess how well the college is meeting the 2002 accreditation standards. The team was impressed by the thoroughness and professionalism of the self-study and by the willingness of college personnel to do everything possible to facilitate the work of the accreditation team. The team was also impressed by the overall condition of the college and the district. Despite both fiscal and political difficulties in the recent past, the college and district exhibited strength in terms of the depth and breadth of educational programs, the quality of faculty and staff, their capacity to plan and evaluate, and the support of their community. While the district needs to provide a context for college planning activities by developing an overall district strategic plan and while the college needs to build upon its good beginning to create a comprehensive assessment of student learning outcomes at the course, program and institutional levels, both district and college have already made real progress toward these goals and are committed to continuing the effort.

San Diego Community College District and San Diego City College are large and well established institutions, with a long history of educational excellence and service to their community. In the ninety years since the founding of City College, the district and college have provided outstanding access to higher education for an increasingly diverse student body and have contributed greatly to the economic, social and cultural development of San Diego. It is not surprising that the team found much that is being done in an exceptional manner at both the college and the district level and makes the following commendations:

Commendations

- The team commends faculty and staff for their positive, cooperative and student centered attitude despite challenging budgetary circumstances.
- The team commends faculty and staff for their capacity to extend trust in the development of new governance and organizational models.
- The team commends faculty and staff for their intense commitment to serving the needs of students traditionally under-served by institutions of higher education.
- The team commends the college for the consistent effort to create a unified system of planning, evaluation and resource allocation in order to ensure that the college's resources are used as effectively as possible to serve students and that a sound base is established for the further development of the college's planning and evaluation model.
- The team commends the college for its progress in the development of student learning outcomes and its commitment to move toward a regular, systematic, and direct assessment of outcomes at a course, program and institutional level.
- The team commends the college for its impressive achievement, despite limited resources, in the maintenance of its facilities and grounds in order to create a positive learning environment and its successful passage of Proposition "S" which will provide the resources to significantly expand and enhance the campus.
- The team commends the college for the concept of an academic success center that will bring together a range of student support services in a way that will facilitate access to those services and support student achievement.
- The team commends the college president for the outstanding leadership he has brought to both the college and the district, particularly in the areas of planning, organization and enrollment management.
- The team commends the district for its continued support of the district-wide curriculum and schedule that provide exceptional access for students and facilitate their ability to obtain the education they want and need.
- The team commends the board of trustees for its achievement in overcoming the history of divisiveness that characterized the tenure of some prior boards and for working

together with faculty, staff, the community, and each other to ensure a strong and purposeful organization even in the face of severe budgetary challenges.

- The team commends the board of trustees for its active involvement in the accreditation process and for its support both of the self-study process and of the team visitation.
- The team commends the new chancellor for her commitment to build upon the fine traditions of the San Diego Community College District by strengthening district-wide communication and coordination and by taking steps to ensure that the district uses its resources as effectively as possible to support the educational programs of the colleges.

Recommendations

- 1.1 The college should complete its work on the development of student learning outcomes and review its Master Planning and Resource Allocation process to ensure that learning outcomes, in addition to more traditional student achievement data are utilized consistently in the planning process. (I.A.4; I.B.7; II.A.1.c)
- 1.2 The college should develop a process to evaluate and report to faculty and staff on the effectiveness of major changes that it undertakes in areas such as master planning, governance, and the academic calendar. (I.B.2; I.B.5)
- 1.3 In order to build upon their efforts to strengthen institutional effectiveness and to foster a “culture of evidence” throughout the district, the district office and the colleges should cooperate in the development of an enhanced research function with both strong district and strong college components. (I.B; IV.B.2.b)
- 1.4 In order to coordinate and assist the master planning efforts already established at the colleges, the district should continue its work to formulate an overall strategic plan that will provide a vision for the future development of the district, based upon extensive dialogue among faculty and staff, students, college and district leaders, board members, and the community. (I.B.3; I.B.4; II.A.2.f; IV.B.1.b)
- 2.1 The college should develop a consistent funding model that supports the need of the Learning Resource Center for both human and fiscal resources. (II.C.1.a)
- 3.1 The district, in cooperation with the colleges, should explore new efforts and initiatives to identify the barriers that limit the diversity of their workforce and to ensure that faculty and staff reflect the rich diversity of their student body. (III.A.4.)
- 3.2 The college should develop a comprehensive Information Technology Plan, addressing such issues as network development, equipment replacement schedules, support staff and funding for all instructional and administrative technology. This plan should be fully integrated into the annual planning process. (III.C.1; III.C.2)
- 4.1 The district should build upon its efforts to clearly delineate the functions of the district and the colleges and to communicate more effectively with faculty and staff throughout the district, paying additional attention to coordinating and integrating services and

activities within the district office and regularly evaluating the effectiveness of the delineation and the quality of services provided to the college (IV.A.5; IV.B.3.)

RESPONSE TO THE RECOMMENDATIONS FROM THE 1998 ACCREDITATION EVALUATION

Recommendation 1:

The college's mission statement should be re-evaluated in terms of its large population of pre-collegiate basic skills students. Also, consideration should be given to incorporating into this mission statement the specific priorities identified in the philosophy statement.

The report of the 1998 team recommended the need for the college to re-evaluate its mission statement to address the large population of students needing assistance with learning basic skills. The resulting reassessment by the college has included dialogue from several meetings of appropriate campus constituencies and ratifications by the Academic Senate, the President's Council, and the Board of Trustees. The 2004 self study shows evidence that the college has revised its mission statement, accordingly: "City College provides...basic skills instruction...to assist all students in meeting their educational goals." The team feels that the college has responded appropriately to the preceding team's recommendation to include reference to basic skills instruction in its institutional mission.

The 1998 team also recommended the college consider combining its philosophy statement with its mission statement. Campus representatives contend that these two statements differ in intent and that combining them into a single statement would confuse their relative spirit and purpose. The college feels the present philosophy statement reflects its commitment to educating the whole person while its mission statement accurately reflects the institution's commitment to student learning and achievement. There is evidence that the various constituencies at the college have effectively discussed and evaluated this matter. The Master Planning and Resource Allocation Council and the President's Council have addressed this issue each year since 1999 and the draft mission statement has been published on the college website for comment by the college community at-large.

From the evidence gathered, the team believes that through these discussions and the subsequent opportunities for reflection that such dialogue provides, the college has responded appropriately to the recommendation, even though it has elected to keep the two statements separate.

Recommendation 2:

Attention should be given to ensuring that all campus procedures, including those relating to the hiring and evaluating of adjunct faculty, are consistently followed at all campus sites.

The college believes it has addressed the preceding team's recommendation through implementation of new hiring and oversight procedures both on campus and at the various off-campus centers. A committee was formed to review these procedures, and its findings/recommendations have subsequently been reviewed by the Academic Senate and President's Council. As a result, the ECC coordinator position has been expanded to full time, and all credit courses taught at the Educational Cultural Complex are now under supervision of the City College administration. Additionally, references to adjunct hiring procedures are now included in the faculty contract. Regarding adjunct faculty evaluation procedures, the college has clarified that school deans have oversight and department chairs have implementation responsibilities. A change to the faculty contract that includes off-campus faculty in the formula for determining release time allocations for department chairs helps to support this, and the issuance of a document describing "Procedures and Information Regarding the Educational Cultural Complex, and Extended Studies Courses/Classes" prepared by the Vice President for Instruction specifies responsible parties, roles, and procedures for evaluation.

The team believes there is evidence that the college has responded effectively to the recommendation for consistent application and oversight of hiring and evaluation procedures for adjunct faculty.

Recommendation 3:

Oversight for program quality at the Educational and Cultural Complex and other campus sites, including processes for hiring and evaluating adjunct faculty, should be fully integrated with processes, accountability and decision-making structures at the host college. Both responsibility and authority for City College courses and programs should reside at the College.

Lack of consistent oversight of program quality at the Educational Cultural Complex was of concern to the 1998 team. In addition to the measures taken and enumerated in its response to Recommendation 2, the college has hired three new full-time faculty with primary assignments at ECC (English, Mathematics, and Child Development). ECC and all other off-campus sites are now organized under the administrative authority of the Vice President of Instruction, and student support services are provided through the direction of the Vice President of Student Services. City College is now responsible for the administrative procedures and oversight integrity of all off-campus sites. Additionally, the issue of adjunct faculty hiring and evaluation is addressed through the collectively bargained contract and procedures clarifying roles and responsibilities from the office of the Vice President for Instruction.

In March of 2004, the college assigned administrative responsibilities for all off-campus credit courses to a ten-month, non-teaching faculty member. During fall 2004 this faculty member had administrative responsibility for 148 courses taught by 96 contract and adjunct faculty at 11 different locations, serving 3458 students. The Director of Off-Campus Programs reports to the Vice President of Instruction and has 1.8 FTE of clerical support and .6 FTE counselor support in three of the larger locations, serving nearly 25% of the college's credit students. The director schedules courses, coordinates teaching assignments with many different department chairs, participates in the adjunct faculty hiring committees and generally runs a comprehensive credit program with complex logistical requirements across 11 geographically separate locations in the greater San Diego area

The team feels that as a result of revised procedures now clarified at off-campus sites and supervised by the campus, the college has responded effectively to the recommendation of the preceding team regarding the need for program oversight and integrated hiring and evaluation procedures for adjunct faculty. However, the college is urged to carefully monitor the administration of its off-campus credit program to ensure that the current arrangement provides sufficient support and oversight.

Recommendation 4:

Plans to remove curriculum and scheduling barriers to the Associates Degree should be implemented. These include addressing standards for general education requirements and reducing the high-unit major requirements of a large number of programs that cannot be completed within a two to three-year timeframe. Scheduling of day and evening classes should also be evaluated for improving student goal completion in a timely manner.

Discussions with sister campuses on ways to remove barriers to attaining the Associates Degree and to reduce high-unit major requirements have been conducted by the college since the preceding team's visit. Action by the Curriculum Committee, Chairs Council, Academic Senate, and President's Council has resulted in limiting vocational majors to 33 units and transfer majors to 18 (with some exceptions). For several years, department chairs have scheduled classes consistent with data on student goal completion, and many have utilized scheduling formats to ensure that students can complete their desired majors within two years. The Academic Standards Committee, Academic Senate, and Chairs Council have suggested new requirements, majors, and procedures affecting degree-attainment to the District Instructional Council. The college has sponsored a staff development forum on learning outcomes in the

fall of 2002. The newly-formed (spring 2003) Institutional Assessment Committee reviews the General Education curriculum and reports to both the Academic Senate and President's Council.

As a result of these initiatives encouraging both dialogue and action, the team believes that the college has adequately addressed the preceding team's concern and sufficiently fulfilled its recommendation to remove barriers to degree-attainment.

Recommendation 5:

The process of District curriculum approval should be streamlined to be less cumbersome, confusing, and time-consuming.

The process of implementing an improved curriculum approval system continues to be addressed by the college. A computerized approval system (CurricUNET) was implemented in fall of 2001. Automatic deadlines are programmed into the software to prompt faculty at any of the three district campuses who are in the process of revising course outlines, and a majority of course outlines have been rewritten for inclusion on CurricUNET.

Although it further encourages the college to continue to strive toward the goal of a less cumbersome and expedited curriculum approval process, the team believes that the computerized software program does, in fact contribute to an expedited curriculum approval process. Thus, the team feels that the recommendation of the preceding team has been sufficiently met by the college.

Recommendation 6:

A review of student support services should be undertaken to determine the need for coordination of such services with ECC.

The college has substantively addressed the recommendation of the previous accreditation report through its subsequent review of student support services at the Educational Cultural Complex and all other off-campus sites. Recent initiatives have increased the availability, accessibility, and quality of student support services at ECC. Counselors have, in the past, been assigned to ECC for two or three evenings each week depending on determined need; in spring of 2004 a full-time counselor was assigned to ECC. Students can now apply and register online. Direct-link computer terminals are available for students who may not have access to computers at home. Financial Aid, EOPS, and DSPS staff are assigned to ECC. Because there is no medical clinic at ECC, students are exempt from paying the College Health Fee.

The team recognizes that with the implementation of these student services initiatives, the recommendation of the preceding team has been effectively met.

Recommendation 7:

The library collection and operation should be improved and funded to adequately support the institution's intellectual and cultural activities and programs. Improvement is needed in quality and depth of materials, diversity of offerings and currency.

The college has implemented a comprehensive plan for the improvement of the library and its services. In 1998, the Master Planning Committee created a task force to study the adequacy of materials in the Learning Resource Center. Since then, the committee has approved funding for additional library resources on an annual basis. Other resources from Telecom Tech Instructional Program (TTIP) have provided the library with electronic databases to enhance circulation. In fall of 2002, a 67,000 square-foot Learning Resource Center opened at City College. It houses the library, the media center (with access to the internet available to students) and the independent learning center. In spring of 2004, one million dollars was allocated to purchase equipment for the LRC.

Although the team encourages the establishment of a sufficient and on-going funding stream for the LRC, it acknowledges the efforts of the college to develop additional and on-going dialogue among campus stakeholders to ensure the continued quality, diversity, and currency of the library collection. The team believes that through the efforts of the college to address funding, acquisition, and access issues, the college has satisfied the recommendation of the preceding team.

Recommendation 8:

The College should develop procedures to improve communication between the library and the faculty in order to ensure faculty involvement in the selection of materials for the collection.

Although attrition has hindered timely and increased outreach between the library and the faculty since the last accreditations team's visit, communication has still improved. In 1999, the staff of the Learning Resource Center presented the Academic Affairs and Chairs Council with a plan for improving its collection through a list of librarians who would serve as liaisons to the various departments. Three permanent staff members were added to the library staff in summer of 2004 and a third librarian the following fall; the addition of another librarian will assist the effort to improve communication and interaction between the library and instructional departments. The Academic Senate has also re-convened its Library/LRC Committee to discuss the acquisition and retirement of library materials. Additionally, the use of the CurricUNET software program encourages increased communication between the instructional faculty and the library staff. An instructor and a librarian must confer to determine the adequacy of library resources and materials before any course outline can be approved by the Curriculum Committee.

The team believes the college has fulfilled the intent of the recommendation regarding increasing communication and encourages the college to continue to establish a clear procedural plan and timeline for faculty and library staff dialogue pertaining to selection of materials for the permanent collection.

Recommendation 9:

The College should ensure that procedures for hiring and evaluation of all adjunct faculty—on the main campus, at the ECC, and at Extended Studies sites—are consistently followed and that all adjunct faculty meet minimum qualifications

Shortly after the visit by the previous accreditation team, the college developed new procedures for hiring adjunct faculty and clarified the procedures for faculty evaluation. These new procedures are addressed in the responses to Recommendations 2 and 3, earlier in this report. Adjunct hiring and evaluation at the Educational Cultural Complex and all other off-campus centers is handled by the City College administration, which is responsible for monitoring minimum qualifications and consistent oversight of the hiring process. The collectively-bargained contract between the college and the American Federation of Teachers also includes references to adjunct faculty hiring. The Vice President for Instruction has, as well, clarified the role of department chairs and deans in the adjunct faculty evaluation process.

The team notes that the college has substantively addressed the recommendation from the previous accreditation report regarding the use of consistent hiring/evaluation and oversight procedures pertaining to adjunct faculty.

Recommendation 10:

The College and its constituent leadership should institute measures that will facilitate timely communication with affected personnel about decisions made in the shared governance process.

Evidence shows that the college updates the campus community regarding governance matters through agendas and minutes posted in offices for public access and through campus wide e-mails to inform employees. A weekly Faculty/Staff Bulletin also regularly includes references to shared governance matters. In addition, representatives from the Academic Senate, the Chairs Council, the Classified Senate, and the Associated Student Body are invited to each President's Council meeting. On-going departmental participation in the program review cycle and representation on the Master Planning Committee provide additional opportunity for further cross-constituent communication.

The college has organized and implemented a new governance structure for 2004-2005 that gives representatives from all constituent groups on campus an on-going opportunity to share in influencing and/or making decisions that affect the well-being of the college.

The team feels the preceding team's recommendation on communicating shared governance decisions has been effectively met by the college.

Recommendation 11

The Board of Trustees must clearly identify and widely disseminate the roles and responsibilities assigned to district administration and those assigned to the college administration so that the appropriate responsibilities and authority are specified, and related accountability standards are established.

Despite the fact that district Board policy specifies the roles and responsibilities assigned to college and district administration, recent surveys show confusion regarding delineation of college and district roles and responsibilities. In addition, the previous accreditation survey report indicates confusion about general campus decision-making authority. In spring of 2004, in an attempt to clarify administrative functions, the district published a narrative and matrix 'map' of college/district responsibilities and posted Board Policy 1001 on the district intranet.

Recognizing that the responsibility for satisfying this recommendation rests largely with the district office, the team feels that with the college's new governance structure (and the dialogue surrounding it) and the Board's development of a District Organizational Map, the college and district have addressed the concerns of the previous accreditation team about the need to clarify roles, responsibilities, and authority both on-campus and at the district office. The Board is encouraged to continue its progress in this area.

Recommendation 12:

The Board of Trustees should institute a review of existing policy, establish a schedule of regular review, and institute an effective self evaluation process for Board members.

The Board of Trustees has made a concerted effort to address this recommendation from the previous team. As part of the Board's self evaluation process, a leadership survey was distributed to all faculty, staff, and administrators who regularly attend Board meetings. The Board also conducted an Employee Satisfaction Survey in the fall of 2002. In the following year, Standard IV co-chairs met with the Board of Trustees to discuss Recommendation 12 of the preceding accreditation team. In summer of 2004, the Board held an evaluation retreat to develop a new self evaluation instrument. Additionally, Board policies are reviewed by the Board on an annual basis.

The team feels that the Board has effectively moved toward satisfying the intent of the recommendation of the preceding accreditation team to regularly review district policy and provide for self-evaluation. The team encourages continued progress by the Board in this regard.

Eligibility Requirements for Accreditation

1. Authority

San Diego City College is a public two-year community college operating under the authority of the state of California, the California Community College Board of Governors and the San Diego Community College District Board of Trustees. The college has operated continuously since 1914.

2. Mission

The college regularly re-examines its mission statement to ensure its appropriateness and relevancy. The mission was revised in 1999 to focus on basic skills, in 2001 to include the economic development function, and in 2003 to reflect the college's commitment to student learning. The current mission statement was approved by the Board of Trustees in 2003.

3. Governing Board

The San Diego Community College District is governed by a five member Board of Trustees, elected for four-year staggered terms. The team confirmed that the board makes policy for the district and exercises oversight of its operations. Board members have no employment, family, or personal financial interest in the institutions that comprise the district and file a conflict of interest statement annually to this effect.

4. Chief Executive Officer

San Diego City College has a full-time, board-appointed president who has served since May 2001.

5. Administrative Capacity

Although the college has been forced to reduce its number of administrators significantly over the past several years due to budget reductions, the team believes it has sufficient administrative staff to ensure the effective operation of the college.

6. Operational Status

The team certifies that San Diego City College is fully operational with students actively pursuing its degree and certificate programs. SDCC is a comprehensive college that meets the varied educational needs of its students.

7. Degrees

A majority of the college's credit students are pursuing an educational program that leads to a degree, a certificate or transfer to a four-year institution. In 2003-04, 20% of the college's students were enrolled in developmental, basic skills courses that are non-degree applicable and 80% were enrolled in degree applicable courses. Most college offerings are associated with a degree or certificate program.

8. Educational Programs

The programs offered by the college are consistent with its mission and comprise a wide range of transfer and vocational offerings appropriate to the student body. All degree programs are at least two years in length. The college catalog contains a comprehensive statement of educational purpose and objectives for each of the academic programs offered.

9. Academic Credit

SDCC awards academic credit in a manner conventional for community colleges and consistent with generally accepted good practice. The semester unit is based upon 16-18 hours of student contact for lecture and 48-54 hours of student contact in laboratory.

10. Student Learning and Achievement

In addition to the statement of educational purpose for each program in the catalog, all course outlines include learning objectives that are achieved through class content, activities and assignments. The college has created an Institutional Assessment Committee which is developing student learning outcomes at the course, program and institutional level.

11. General Education

The team certifies that SDCC has a clear general education component in its degree programs and that writing and computational skills are reflected in these requirements. All degree programs require a minimum of 18 units in general education. The general education curriculum is currently under review at the college and district levels. Faculty committees are reviewing the breadth and scope of course requirements. Student learning outcomes for general education are being identified by the Institutional Assessment Committee.

12. Academic Freedom

The team certifies that the faculty and students at SDCC have the academic freedom to examine and test all knowledge appropriate to their discipline or area of major study.

13. Faculty

Although their numbers have been diminished in recent years due to budget problems and retirement incentives, the faculty at SDCC are well qualified and sufficient in number to fulfill the college's educational mission. The core of approximately 135 full-time faculty is augmented by a large cohort of adjuncts.

14. Student Services

The college provides a wide range of student service, consistent with the needs of its student body. The team found the array of services to be both comprehensive and accessible.

15. Admissions

San Diego City College maintains an "open door" admission policy, consistent with its mission statement and the mission of the California Community Colleges.

16. Information and Learning Resources

The college has recently opened a new Learning Resource Center (LRC) that houses a variety of media collections and technologies. Although resources for books and periodicals has been quite limited during recent years because of budget problems, the college has expressed its commitment to systematically enhancing library resources as funds become available. The new LRC provides extensive internet access, on line search capabilities, and data bases to its students.

17. Financial Resources

Although significant state funding cuts over the past several years have brought the college to the point where it believes its funding is barely adequate to support basic financial needs, the financial stability of the college and district are not in question. The district reduced costs in a timely manner when resources started to decline, and now finds itself in a position to replace some of the positions and funds lost by the college.

18. Financial Accountability

The district budget is approved annually at a public meeting, and the district undergoes an external financial audit. The team examined audits for 2001-02 and 2002-03. No major exceptions were noted, and all exceptions have now been addressed by the district.

19. Institutional Planning and Evaluation

The team found ample evidence of planning for all important aspects of college operations. The college has a long-standing annual planning and evaluation process overseen by the Master Planning and Allocation Council. For the past ten years, the college has also utilized measures of institutional effectiveness developed by a campus-wide task force. Annual reports measuring effectiveness are systematically distributed each year, allowing departments to use the data in departmental program evaluation and planning. The college has also created a coherent planning agenda through its self-study process.

20. Public Information

The college publishes an annual catalog which contains all the necessary information to present the college accurately and comprehensively to the public and prospective students.

21. Relations with the Accrediting Commission

The college and the district Board of Trustees have affirmed that the college has consistently adhered to the eligibility requirements, standards and policies of the Accrediting Commission and describes itself in identical terms to all its accrediting agencies. The college asserts that it will communicate any change in its accreditation status and disclose information required by the Commission to carry out its accrediting responsibility. The college also attests that it will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure.

EVALUATION OF SAN DIEGO CITY COLLEGE USING ACCJC 2002 STANDARDS

Standard I Institutional Mission and Effectiveness

General Comments

The self study report satisfactorily addresses the institution's compliance with this standard. The San Diego City College philosophy and mission statements collectively cover all of the content mandates prescribed in Standard I.A. The college master planning process and other evidence validate that the mission statement is developed and kept current through a representative governance and decision-making process, is approved by the governing board, and is the central focus of college planning and decision-making.

San Diego City College has initiated a comprehensive and collegial institutional effectiveness process. A solid foundation has been laid upon which the college can move to the next level and focus all operational and strategic decisions toward improving student learning. The college is admittedly in its infancy in terms of developing course, program, and institution level student learning outcomes and associated assessment methods. However, there is evidence of extensive dialogue and professional development focused on instituting student learning outcomes into the college institutional effectiveness process.

The accreditation themes are prevalent in varying degrees in the institution's self study report on Standard I. Strong institutional commitment to a mission that emphasizes student learning and to the implementation of a comprehensive process of institutional effectiveness is evident. Inclusive and purposeful dialogue is evident in the development and communication of the college mission, in their master planning process, and in the introduction of student learning outcomes to the college community. Evaluation, planning, and improvement processes have been initiated, with a comprehensive framework now in place that should allow the college to progress to the next level. There is an organization in place designed to produce and support improvements in student learning, but the jury is still out on its effectiveness. There is no evidence to suggest any lack of institutional integrity in the college report on Standard I, and the team found no such evidence during its visit.

Findings and Evidence

I. A. Mission

San Diego City College has shown a genuine commitment to implementing student learning outcomes by sending faculty, staff, and administrators to conferences on the subject and inviting speakers to the campus. The college has revised governance and decision-making structures to facilitate the process by establishing the Institutional Assessment Committee that reports to the President's Council and to the Academic Senate. Representative institution-wide dialogue is taking place within the Institutional Assessment Committee regarding the development of student learning outcomes and how best to assess them. The development of institutional student

learning competencies and their link to institutional priorities and the college mission statement is one result of this collegial effort. What is clear is that the development of student learning outcomes is not just an instructional initiative, but a college-wide initiative as well. The student services areas, in fact, are further along in developing student learning outcomes than instructional programs, and they are beginning to identify methods to measure those outcomes. Although the faculty had some initial reservations, they have come on board and are thoroughly involved in the dialogue. In the near future, student learning outcome criteria will also be included in the annual program reviews conducted as a part of the college master planning process. There is college commitment to having the learning outcomes direct future college development, but a comprehensive assessment component still needs to be implemented. (Standard I.A; I.B.)

The college's mission statement effectively states the institution's educational purpose. San Diego City College provides a broad array of programs meeting the needs of transfer, basic skills, English-as-a-Second Language, occupational and vocational preparation, economic development, and lower division general education to allow students to earn associate degrees and certificates of achievement. The self study indicates that there is an annual review of the mission statement. The last review was done in Fall 2003. The current college mission statement was approved by the board on December 11, 2003 and shows a renewed focus and commitment to address student learning outcomes and basic skills in response to a previous accreditation recommendation. This renewed focus is appropriate to the campus demographics as described in the self study and campus Fact Book 2002. The campus has also decided to maintain the Accreditation Committee as a means for continual review of the planning agenda and recommendations identified in the self study and peer evaluation process. (Standard I.A.1; I.A.2; I.A.3)

The self study indicates that the mission statement has been developed and reviewed by faculty, staff, and students who serve on the Master Planning and Resource Allocation Council and the President's Council. The first thing that the Master Planning and Resource Allocation Committee does each year is to review the college mission statement to guide the committee through the process. The mission statement is essential to this process. (Standard I.A.4)

The mission statement itself does not address who the college serves or how it defines its potential student body; however, the campus philosophy statement does. The current mission and philosophy statements are always presented together. The mission statement references college purposes, and the philosophy statement identifies populations that the campus serves. The college identifies itself as an open access institution, serving all who can benefit from instruction. The student leadership group described student diversity as "the heartbeat of the campus." (Standard I.A.1)

The campus mission and philosophy statements are available internally and externally on the campus through the following means:

- college website
- student resource handbook
- college catalog
- board and academic senate minutes

(Standard I.A.2)

I. B. Improving Institutional Effectiveness

The structure for facilitating ongoing, collegial, and self-reflective dialogue regarding continuous improvement of student learning and institutional processes is coordinated within the college's master planning process, which requires each department to conduct an annual program review. The annual program review process prescribes this dialogue to begin at the departmental level and progress upward through organizational and governance levels culminating in the President's Council. This dialogue ultimately focuses on identifying and prioritizing needed resources within the context of a brief review of program level data and summary observations regarding how well the department is meeting the mission and priorities of the college. (Standard I.B.1)

Since the last accreditation visit, the college master planning process has progressively evolved into a widely understood annual planning and resource allocation process at San Diego City College. As previously stated, there was a collegial effort to develop a comprehensive college mission statement. There has been a similar effort to derive institutional priorities and institutional student learning competencies from the mission statement. There is widespread institutional commitment to the master planning process and to instituting student learning outcomes assessment at all levels. So far, the link between the college mission, priorities, and learning competencies and the annual program review and resource allocation process has been generally perfunctory and not widely understood. The college has not reached the point where it is able to determine to what extent it has achieved its institutional priorities and student learning competencies. Nevertheless, the 2003-2004 San Diego City College Master Plan Update establishes a logical model for this to take place in its new student learning outcomes assessment model. When the college fully integrates this new model into its annual master planning process, it will have constructed a solid foundation for instituting student learning outcomes assessment and for orchestrating and documenting self-reflective dialogue and continuous improvement. The college community would benefit from developing a means to effectively communicate institutional-level assessment results. (Standard I.B.2; I.B.3; I.B.4; I.B.5)

Longitudinal student achievement and enrollment management data are available to many college personnel from the San Diego Community College District's Integrated Student Information System (ISIS) and Decision Support System (DSS), which are student data information system platforms. The district Institutional Research Office and the SDCC Technician for Institutional Research are additional resources of student data and focused research for college decision-makers. The research function is generally centralized within the district office. However, each college is assigned a district research liaison. The district research liaison for SDCC is an active member of the college's Institutional Assessment and Accreditation Committees, and is available for research projects requested by college personnel. The extent to which these data are analyzed and understood by the college community and the extent to which data are used for planning and decision-making varies widely depending upon the user. The only wide-spread evidence of the use of student achievement and enrollment management data is within Form B of the annual program review, which is summarily documented and reviewed for each department. There are a few power users at the college who access and analyze enrollment management and productivity data down to the section level. On the other hand, the self study notes there is at least a perception that there is a problem in accessing discipline and program level student data from the district. The team does not find this to be the case. These data are available, and the problem seems to lie in a lack of understanding of what student data are available and how to access these data. The college could benefit from

widespread orientation and training about how student data can be accessed through the three resources identified above. As the college moves forward into a more comprehensive evaluation of its outcomes and activities, an enhanced research capacity at both the college and the district levels may be required. (Standard I.B.3; I.B.6)

Other than the indirect evidence of the progressive improvement of the college master planning process over the past six years, there is no direct evidence that the college assures the effectiveness of its planning and resource allocation process or other significant initiatives at the institution. There should be a systematic means to evaluate whether or not changes in the master planning process and major initiatives like changes in the college governance structure or moving to a sixteen week semester are actually making a difference. (Standard I.B.6; I.B.7)

Conclusions

San Diego City College satisfactorily meets the requirements of Standard I. In order to continue to move forward in facilitating genuine, collegial, and informed self-reflective dialogue about the continuous improvement of student learning and institutional processes, the college is encouraged to:

- Integrate the new student learning outcomes assessment model into the college master planning process
- Explore a means to systematically document and effectively communicate substantive college-wide and program-level improvement and student learning outcomes achievement
- Look for ways to provide wider access to the student data that are available from the district student information systems and institutional research
- Consider a way to evaluate the effectiveness of significant college changes

Recommendations

- 1.1 The college should complete its work on the development of student learning outcomes and review its Master Planning and Resource Allocation process to ensure that learning outcomes, in addition to more traditional student achievement data are utilized consistently in the planning process. (I.A.4; I.B.7; II.A.1.c)
- 1.2 The college should develop a process to evaluate and report to faculty and staff on the effectiveness of major changes that it undertakes in areas such as master planning, governance, and the academic calendar. (I.B.2; I.B.5)
- 1.3 In order to build upon their efforts to strengthen institutional effectiveness and to foster a “culture of evidence” throughout the district, the district office and the colleges should cooperate in the development of an enhanced research function with both strong district and strong college components. (I.B.3; I.B.6)
- 1.4 In order to coordinate and assist the master planning efforts already established at the colleges, the district should continue its work to formulate an overall strategic plan that will provide a vision for the future development of the district, based upon extensive conversations among faculty and staff, students, college and district leaders, board members, and the community. (I.B.3; I.B.4; IV.B.1.b)

Standard II

Student Learning Programs and Services

General Comments

San Diego City College offers high-quality instructional programs consistent with its mission and philosophy. A process for program assessment and planning that all instructional programs conduct is designed to lead to improvement. The college has established a process, which has been broadly accepted by faculty and administrators, to develop student learning outcomes to measure student success. At this point the use of student learning outcomes by instructional faculty has just begun, with the college's new Institutional Assessment Committee working with faculty in developing learning outcomes. At this point, evidence for student success is indirect, consisting of institutional measures and traditional performance indicators, such as student retention and success, degrees and certificates awarded, etc.

Curriculum is approved at both the college and the district level, which allows for a district-wide class schedule that includes classes at all sites. This arrangement allows students flexibility of scheduling. Students may generally complete degree and certificate programs in two years. Accommodations are made for students to complete programs that are being phased out.

The college's off-campus programs include classes at the Educational Cultural Complex (ECC), San Diego State University, and nearby naval sites. Programs at other sites appear now to have regular quality control overseen by a full-time coordinator. Department heads at the main campus regularly review course syllabi to make sure they conform to the course outlines of record, and faculty who teach at these locations are regularly evaluated in the same way as are faculty at the main campus.

San Diego City College has sound economic development and workforce preparation courses and offers some distance education classes all in an on-line mode.

Programs appear to be well designed, accessible to students, and accurately described in the catalog and other publications.

The college admits and serves a very diverse student population. Student support services offer a wide range of programs and support consistent with the mission of the college. The college provides quality student support services to meet students' needs both on its main campus and at off-campus sites. Student support services use data collected from different sources to evaluate services provided to students in order to enhance and improve program efficiency and effectiveness. Most student support programs have identified student learning outcomes and are in the process of moving into the next stage, to develop measurements for them.

Instructional support services such as the Library, Multimedia/Audio-Visual Center, *CitySite*, the faculty and staff training lab, and the Independent Learning Center (ILC) are centrally located in the Learning Resource Center, the newest building on campus. This three-story, 67,000 square foot building became operational in fall 2002. It was the first time these various services were consolidated into one building.

Findings and Evidence

II. A. Instructional Programs

The college regularly updates its mission statement (2003) and uses it as a basis for planning of instructional programs. The mission includes preparing students to transfer to four-year institutions, preparing students for employment, promoting economic growth, and developing the basic skills of students not yet prepared for college coursework. (II.A.1)

There is abundant evidence that the college succeeds in transferring many students to four-year institutions. The college's vocational instruction programs appear to be healthy. The college offers a number of vocational certificates and programs, such as "Naval Acquisitions Management," which serve the particular needs and interests of the surrounding community. The college is one of the state's fifteen Centers for Applied Competitive Technologies that work with small and medium-size manufacturers to improve their operations. The San Diego Technology Incubator program currently assists seven different industrial enterprises. The college also offers contract education courses in conjunction with the Employee Training Institute. According to VTEA Core Indicators, City College vocational students have a successful placement and retention rate of 82.8%. (II.A.1.a)

While the college has not yet fully established student learning outcomes to assess the effectiveness of its instructional programs, its Institutional Assessment Committee (a joint administration and academic senate committee) has completed the groundwork for this project. The college has adopted a student learning outcomes model based on institutional priorities derived from its mission statement, adopted "institutional competencies" (actually areas of competence, e.g., "communication and interpersonal skills," and "critical thinking, analysis, computation"), and provided training sessions on developing and using specific student learning outcomes. By fall 2004, disciplines are supposed to have defined specific learning outcomes, and they will begin to measure them by spring 2005. To reach this goal, the Institutional Assessment Committee has developed a plan that asks departments and programs (e.g., General Education) to develop relatively few student learning outcomes, those determined to be most essential to student success. The team was impressed with the plans for using student learning outcomes that the committee developed and encourages the college to support the next stages of this effort and ultimately use information from this process as a means to improve student learning. (II.A.1.a; II.A.1.c; II.A.2.b)

The college assesses the vast majority of its entering students and recommends placement in appropriate mathematics and reading and writing courses. The English department includes a curriculum for students whose native language is other than English. These students self-identify and are provided with an assessment test for second language learners instead of the regular English assessment test. The college has begun to investigate a new assessment instrument that is included in the list of state-approved instruments. Student assessment information is used to determine curricular offerings. (II.A.1.a; II.A.2.g)

Many programs at San Diego City College support students' academic endeavors. Tutoring occurs in different areas on campus: TRIO/ASPIRE; the Mathematics, Engineering, and Science Achievement (MESA) program; the Mathematics Center; the Tutorial/Learning Center, and the Center for Reading, Writing and English as a Second Language. There is no regular tutoring at

off-campus sites. There is also an eight-week college readiness program offered during the summer.

The instructional program at the college is enhanced by a district-wide curriculum, allowing students to complete courses at the college's sister campuses or at off-campus locations without concern for whether a course at another district college will count as an equivalent course at City College. The class schedule includes all classes offered in the district, an arrangement made possible by having a district curriculum committee that approves courses from all three colleges. The use of the CurricUNET program has facilitated both the writing and revision of course outlines and their approval. (II.A.3)

The college currently uses indirect measures of student success to assess its effectiveness in serving students. These data include mostly information on retention, persistence, and point-of-service reviews. It also includes numbers of transfers, degrees and certificates awarded and job placements. Opinion surveys from students as well as all other constituencies also provide valuable information about the effectiveness of the college's instructional and student services programs. (II.A.2.i)

More direct measures are departmental final exams in math and exit exams in the English course that prepares students for transfer-level freshman composition. In programs such as nursing, cosmetology, and the Microsoft Certified Engineer program, student pass rates for licensure or certification are also used to measure learning. (II.A.2)

To develop additional direct measures of institutional effectiveness, the college has established a process, with faculty in the lead and supported by administration, to develop student learning outcomes for the instructional program. The student services faculty and classified staff have also developed learning outcomes and, in fact, have established a number of specific ones to assess the learning that occurs through their services. Plans to further develop this process have been established and disseminated. (II.A.1.c; II.A.2.b)

Most of San Diego City College's courses are delivered by traditional lecture and laboratory modes; however, there are some on-line classes offered by the college and many more offered through the district's website. All are available to San Diego City College students. (II.A.2.d)

Courses in vocational programs, such as Nursing Education, require much hands-on student learning. The college's fifteen service learning courses in ten different disciplines provide for real-life learning experience. One example is Income Tax Preparation, for which students may earn three units of credit.

The college provides opportunities for faculty to develop new methods of delivering instruction. A staff development web site offers on-line modules on teaching and learning strategies. Some funding is also available for faculty to attend conferences on topics such as student learning outcomes. Evaluations by peers and deans comment on faculty's instructional methods and effectiveness. In addition, course outlines include a description of methods of instruction as well as assessment of student learning. The team found these elements included in samples of the syllabi required for all classes. (II.A.2.d)

The college's instructional program includes attention to diversity. Courses in Ethnic Studies, Black Studies, and others that provide an ethnic perspective are available to satisfy the multicultural associate degree requirement. (II.A.2.d)

The college has also responded to other needs of their community by initiating a middle college program for at-risk high school students and "Street of Dreams," for teen mothers, many of whom have struggled with drug addiction and have been referred by the courts. In addition, the college offers a large honors program.

The college has a well-defined planning process (referred to as "master planning") which includes elements of evaluation and proposals for improvement and is used for budgeting and resource allocation. At this time, the planning documents do not include any reference to student learning outcomes; however, the college plans to include such an item when the learning outcomes have been established by disciplines and services. Planning documents are used almost exclusively for budgeting and resources allocation but not to develop long-range plans for the college. Attention to off-campus programs has been included in planning. (II.A.2)

San Diego Community College's curriculum development processes assure that courses provide the depth and rigor appropriate for their classification (e.g., transfer-level, basic skills). Courses are offered in a variety of modes and at a number of sites to expand accessibility to students.

Some disciplines use departmental exams, and others prepare students for licensure or certification, which require passing a standardized assessment. However, most City College faculty write exams for their own courses. Validation to minimize test bias is not carried out regularly on a department or discipline basis, but assessment instruments for entering students have been validated at the state level as bias-free. (II.A.2)

The college awards credit based on students' completion of coursework. Each course has an outline with objective that the student must substantially satisfy to earn credit for that course. Degrees and certificates are awarded after students have completed the requisite coursework. Student achievement of learning outcomes for programs leading to awards is assumed to be satisfied by the students' completion of the courses. When a student completes the courses in the college's general education package, that student is assumed to have those general education competencies. When the college begins using student learning outcomes, it will be in a position to be more specific in describing what students learn in courses and programs. (II.A.2.h; II.A.2.i)

The college catalog clearly indicates the requirements for associate degrees. Students must fulfill a general education component based on the district's general education philosophy. In addition, they must complete a focused study in one area of inquiry. The faculty and students believe that the general education component of degree programs fulfills its goals of developing knowledge and skills important to life-long learning. The college is currently working on strengthening the general education program because it recognizes that students could complete their general education package and yet not meet all of the general education outcomes specified in the catalog. In addition, the Institutional Assessment Committee has begun work on identifying expected program outcomes. (II.A.3; II.A.4; II.A.6)

The college catalog identifies 46 vocational certificates of achievement and 53 vocational certificates of completion as well as 40 vocational degrees. Data indicating the success of these

students has not been systematically collected, except for students in those areas where licensing or certification exams are required. In such cases (e.g., nursing), graduates do very well. (II.A.5)

Transfer-of-credit policies are clearly expressed in the college catalog, and students may file an appeal when courses they wish to have articulated by the college are not accepted. The college has established many transfer agreements with four-year institutions in the area and throughout the state. A high number of students regularly transfer to San Diego State University and the University of California, San Diego. (II.A.6.a)

The college catalog is reviewed and revised every year. However, policies and procedures related to the instructional program are not regularly reviewed and not always accessible (See Standard IV). (II.A.6)

II. B. Student Support Services

Since the last accreditation visit, the college has made noticeable progress in the area of using technology to improve student access to services. Instructional programs and student services information is on the college website; most faculty and staff biographies and contact information can be accessed online; and students can now check schedules of classes and college catalogs, file college application, enroll in classes, check grades, and take courses online. In addition to being available to students on the main campus, support services such as counseling, financial aid, and EOPS are offered at the Educational Cultural Complex and other off campus sites. Academic accommodations and some additional services for students with disabilities are also provided. (II.B.1; II.B.3.a)

In the catalog, the college identifies itself as a public two-year community college. The catalog describes all student requirements for admission, fees and other financial obligations, degrees, certificates, graduation, and transfer, as well as major policies affecting students, such as academic regulations. The Student Resource Handbook is widely distributed at different locations on campus and it is also available on-line. The college has established a process to review the catalog for currency and accuracy. The college catalog is widely distributed on campus, to feeder high schools, and to transfer institutions. The catalog is also on-line and accessible to persons with visual and other disabilities. As a result of the self study survey, an academic freedom statement and reference to grievance and complaint procedures have been included in the 04-05 catalog. (II.B.2)

All programs and departments in student support services at the college undergo rigorous analysis by means of an annual program review through the master planning process. This process ensures that the college evaluates its learning support needs regardless of service location or means of delivery. Based on the Student Satisfaction Survey result and interviews with students, City College students agreed that various college's activities and programs encourage students' intellectual, aesthetic, and personal development. From extensive interviews with faculty and staff on campus, the team concludes that most faculty and staff believe that the campus environment supports students' personal, aesthetic and intellectual development. However, the college at this time has no way to actually validate those perceptions. It is expected that as the college develops its student learning outcomes over the next several years, it will create ways to ensure that those perceptions regarding student development are valid. (II.B.1; II.B.3.a; II.B.3.b)

The college has implemented a de-centralized counseling model. As a result, counseling faculty members are assigned to various programs and departments on the campus. To ensure consistent information is provided to students, a bi-annual training is provided to counselors regardless of their physical locations or the program they are assigned to. Distribution list e-mail communication between the Counseling Department Chair and both contract and adjunct counseling faculty members is on-going to ensure counselors have the most updated and consistent information to assist students. By means of the computerized SARS Scheduling and Tracking System, counselors keep track of students' counseling needs and academic progress. In an attempt to ensure the quality and consistency of the information provided to students, classified supervisors within each student services unit meet once a month to obtain updates from the dean of the unit. There is no formal mechanism to enhance communication or provide cross training among the classified staff within student services units. In addition to the once-every-semester training provided to counselors, there is no evidence showing that the college prepares faculty and other personnel responsible for the advising function. (II.B.3.c)

Consistent with its mission, the college actively recruits and admits diverse students. A review of the student profile indicates that the age and ethnicity of the college's students mirror the diverse demographics of the service area. Students between the ages of 18-24 constitute 44.9% of the total student population. Two-thirds of the students come from ethnic groups other than Caucasian. Data also indicate that only 17.2% of City's students are full-time. (II B.3.d)

Student support services meet the needs of such a diverse student population by ensuring that services are available and accessible. The goal of student support services is to provide students with a supportive environment to enhance their learning. In addition, the World Cultures program supplements and enhances the curriculum. A Multicultural Resource Center provides information that enhances understanding and appreciation for ethnic, gender, and diversity issues. (II.B.3.d)

The student services faculty members have presented several staff development workshops on the topic of diversity to increase both instructional and non-instructional faculty members' awareness and sensitivity toward diversity. To promote campus appreciation of diversity, City College student services support a variety of activities designed to celebrate diversity, such as the World Cultural Programs. The college intends to revise its mission statement through the master planning process to include the concept of diversity. (II.B.3d)

Personnel in student support services utilize various activities to evaluate admissions, placement instruments, and practices to validate effectiveness while minimizing biases. Both computerized placement testing as well as paper-and-pencil placement tests are administered on the main campus to students, including students with disabilities. Assessment tests have been validated at the state level as having no significant bias. At this point, placement testing is only manually administered to students at off campus sites. On-line orientation and in-person orientation are available to students on and off campus. (II.B.3.e)

The College maintains student records and adheres to district and state policies and regulations. In the catalog, the college publishes policies related to reviewing and releasing student record information. These policies are also accessible on-line. The college maintains student records permanently, securely, and confidentially with a secure backup of all files. (II.B.3.f)

Data collected through the Student Satisfaction Surveys administered every two years and Point-of-Service Surveys administered every three years, were shared with student services personnel. The data reflect student satisfaction with services, resources, and programs. Student services use the data to continually improve services to students. Student services personnel also rely on feedback from all parties on campus for improving and enhancing services to students. Annual program review is conducted on all student services programs. (II.B.4)

II. C. Student Learning Programs and Services

The Independent Learning Center (ILC), located in the basement of the Learning Resources Center (LRC), also houses several learning community resources such as New Horizon, MESA, and the Puente programs. Students have access to audio-visual materials, meeting and conference areas, and CD-ROMS. The resources in the ILC allow students to complete 296 course requirements with applied software and avail themselves of test taking and proctoring services. The Library, the ILC, and other services provided in the LRC have coordinated work hours to enhance security, and anti-theft gates are located at the entrance to the building. (II.C.1.b; II.C.1.c; II.C.1.d)

To facilitate coordination among these various instructional support services, a new administrative position, the Dean of Learning and Information Technology, was created to coincide with the opening of the LRC. Because of reductions in state funding, the district imposed a hiring freeze, preventing the college from filling this position from the outside. Instead the Dean of Student Services was moved to this position. The Director of DSPS was then moved to fill the Student Services vacancy and a staff member assumed the DSPS director's role. No staffing changes were made to existing classified and certificated personnel, although the new building was substantially larger than the previous structure. (II.B.1.c)

The San Diego City College's library is open 548 hours per week, 7:30 am to 8:45 pm, Monday through Thursday, and 7:30am to 3:30 pm on Friday, with a reference librarian available to provide service to students. Extended weekend hours are offered prior to final examinations at the end of each semester. The library is closed Saturday and Sunday. During the 03-04 fiscal year, there were 14,988 reference transactions, and 920 items were placed on reserve. During that time, bibliographic instruction and orientation was provided upon request. The librarians also offered presentations on library use; from summer to fall '03 there were 54 classes offered serving 1,772 students. The number of library visitors (gate count) for summer and fall was 616,656. (II.C.1.a; II.C.1.b; II.C.1.c; II.C.1.e).

The San Diego City College library is staffed by three full-time and four adjunct professional librarians. Additionally, there are seven classified support staff. The Library/ILC also employs student assistants to assist with routine operations. Five classified positions and one certificated librarian position remain unfilled. (II.C.1.a)

The San Diego City College Library participates with other libraries within the district using inter-library loans and is part of a joint powers agreement to purchase and house media materials, but there was no evidence found of sustained participation with outside public or academic libraries. The circulation figures were 26,244, and there were 288 inter-library loans from other district libraries to City College and 105 books requested from these institutions. (II.C. 1.e)

The library does not have a formal collection development plan but tries to augment its selections consistent with campus curriculum needs. The library has a de-selection process based upon criteria outlined in the self-study but not contained in a formal document. The library staff has not yet produced a written collection development plan with goals, objectives, and evaluation and assessment criteria, but the college has included the development of such a document in its planning agenda. (II.C.2)

The library currently has no e-reserve or e-reference component available for students. Most online courses are offered under the auspices of the San Diego Community College District On-line (SDCCD On-line) program. This center, located at Miramar College, is the umbrella organization for all on-line courses and provides on-line technical support and training. SDCCD On-line also has links to the three campus libraries and several free on-line library services such as Stanford, University of San Diego, University of Houston, and federal resources. There is also a link to “find a library near you” if you live in the San Diego area. This fall semester City College is offering 26 online courses through SCCCD Online. These courses are primarily in the business and vocational areas; however, students have the option of taking courses from any of the district’s three colleges. In addition to the City College on-line courses, there were another 129 on-line offerings from the other campuses. (II.B.1; II.B.3.a; II.C.1.c)

The San Diego City College’s library is currently moving toward the provision of information resources and services to users who are not physically present in the library. Remote access will benefit all students and faculty, especially distance learning students. Whenever possible, database licenses are negotiated to allow off-site use. The new San Diego City College library has been designed to provide access not only to information about the library but also to useful sources and other on-line sites that can be accessed remotely. The librarians continue to develop this particular aspect of the web site. (II.1.a; II.1.b; II.1.d)

The Dean of Learning and Information Technology co-chairs the Institutional Technology Council. This committee was convened in September 2003 and consists of five faculty, four administrators, two classified employees, an instructional technology representative, and a student. It is their responsibility to review, evaluate, and make recommendations on campus-wide technology issues and complete the Technology Plan, which the college does not have at this time and which the Teams agrees is much needed. (II.C.2)

Staffing in the library continues to be an ongoing problem, as is the securing of adequate funds to sustain library print and non-print acquisitions. Although the library was given \$75,000 for new books this year, ongoing funding is insufficient and staffing levels are low. Now that the books have started to arrive, there is not enough staff to process and catalog them so that they can be placed on the stacks. Although these one-time funds were clearly necessary, there needs to be consistent support to sustain and maintain library resources and materials. (II.C. 1.a; II.C.2)

Conclusions

The college meets the requirements of Standard IIA, providing its students with high quality instructional programs for each part of its mission: transfer, vocational education, economic development, and basic skills (i.e., developmental education). The district-wide curriculum and on-line courses (available through the district website) as well as off-campus classes and outreach efforts create a very high degree of accessibility for students of all circumstances in the community. The college provides accurate information about its programs and services in its

catalog and other publications. Annual planning is used well to keep the instructional quality high, though there is an absence of long-range planning

Students are afforded excellent support services including assessment and placement, counseling, transfer/career center service, and tutoring. The college clearly promotes cultural diversity in both its instructional program and its extra-curricular activities.

The college has begun a sincere effort to develop student learning outcomes to measure student success and use the results to improve student learning at the course, program, and institutional levels. The college has completed the first step, which is establishing a means by which to define student learning outcomes and begin the process for their implementation.

The college also fulfills the requirements of Standard II B. The availability and accessibility of student support services clearly demonstrate the college's commitment to supporting student learning and the achievement of students' educational goals. The new Academic Success Center, which will consolidate tutorial services and offer a variety of other services in one convenient location, will further enhance the college's capacity to support student success and retention.

Student services personnel have made impressive and significant progress in identifying student learning outcomes and making them a part of the annual program review. They are now ready to define how those outcomes will be measured and to establish criteria for assessing the impact of their programs on student achievement.

The college is using data effectively to improve services to students. However, based on the "Point of Service" Survey results, there are additional steps the college can take. Interviews with faculty, staff members, and students, support the need to better integrate student services delivery at the program level. Collaboration, coordination, and cross training of classified staff within student support services should be encouraged and supported. The college should also consider including more detailed information on student grievance and complaint procedures in the catalog. (II.B.1; II.B.2)

The new Learning Resource Center and the technological advances it offers, as well as some enhancement of library materials, represent significant progress for the college since the last accreditation. Although the college meets the requirements of Standard IIC, it will need to solidify its progress and ensure that learning resources has both the staffing and the ongoing funding necessary to accomplish its goals if improvement is to be sustained. Sufficient library services and other learning resources are critical to support student learning and the mission of the institution. These resources are vital to ensure quality instructional programs and are an integral part of the student success and the learning experience.

Maintenance of technology equipment and adequate technical support personnel for both instructional and administrative computing is essential for long term growth. The college has over 24 student labs with more than 1,100 computers. The LRC alone has over 350 computers, including general purpose computers located throughout the library as well as the three ILC labs located in the LRC basement. Not counted in this total is the faculty and staff training center, CitySITE, which is an open lab that contains 9 PC's and 8 Apple/MAC computers, with additional peripheral equipment such as printers and scanners. Given this volume of technology, the Academic Computing service, with only six personnel faces a major challenge in providing

quality services. Without sufficient staff to maintain the technology and to train faculty and staff in its use, the full potential of the new Learning Resource Center cannot be realized.

Recommendations

- 2.1 The college should develop a consistent funding model that supports the need of the Learning Resource Center for both human and fiscal resources. (II.C.1.a)

Standard III Resources

General Observations

San Diego City College values its resources. Its faculty and staff are student-centered and committed to the success of students as members of a community of learners. In general, the district administration also views its role as supportive of student learning. District resources are many, and provide support for the college's faculty and staff to accomplish desired student learning outcomes. Although the district has undergone a recent period of major change, from responding to state funding challenges to developing new directions at the board level, to selection of a new systems-oriented chancellor, the resources provided by the district have remained relatively constant.

The district centralizes much of its human, physical, technological and financial services. Human resources personnel at the district level provide stability and direction to their campus counterparts. Facilities managers at the district maintain a regular and on-going connection with the plant operations personnel at the college, while administering a major multi-million dollar general obligation bond program. Although stretched thin, information technology personnel at the college provide critical services to faculty, staff, and students. Sound district and college financial management provides the college with adequate resources to pursue and fulfill its mission in spite of difficult budget constraints due to the state fiscal crisis. In an effort to evaluate and improve the services provided to the college, the chancellor has expressed the need to consider decentralizing some district services and perhaps re-centralizing others.

San Diego City College is celebrating its 90th anniversary of service to its community. Many of the campus facilities, built thirty or forty ago, have undergone little or no renovation. San Diego City College, considered the flagship campus for the district, is an urban campus situated just on the boundary of downtown San Diego.

Proposition "S" approved by voters in November 2002, provides a substantial infusion of funds to address new building needs as well as renovation and upgrades to existing facilities at all district campuses and centers. Recognizing the need for additional resources to support the new facilities when they are completed, the San Diego Community College Board of Trustees passed a resolution specifically requiring that general funds be set aside to fund additional maintenance and operations support staff for new facilities when then are completed.

Campus grounds and facilities are attractive, clean and well kept and support a pleasant learning environment.

The college currently leases a portion of its land to the San Diego Unified School District for a continuation high school and parking structure. Using funds allocated from Proposition "S" the college anticipates acquiring additional land directly south of the campus for future expansion.

The college has completed many construction and renovation projects since the last accreditation visit in 1998. New projects such as the Educational Technology Center (ETC), the Learning Resource Center (LRC) and the Child Development Modular have been completed and are currently in use. An Indoor Physical Education Facility (IPEF) is currently under construction, funded by the state. Several state funded deferred maintenance projects and minor campus renovations projects have been completed.

Since the 1998 accreditation visit, San Diego City College has doubled the number of computers available for instructional purposes. Procurement of these computers primarily came from one-time sources of funding.

The college has a budget governance structure that includes a Budget Development Committee. This committee evaluates and identifies the campuses needs and accumulates a list of those needs. The Budget Development Committee reports to the Master Planning and Resource Allocation Council as well as to the President's Council. The Master Planning and Resources Allocation Council, a shared governance committee, is the overall planning group for the campus. The Master Planning and Resources Allocation Council review lists of equipment and capital outlay requests, such as instructional and non-instructional equipment needs. The Budget Development Committee and the President's Council, appear to decide most, if not all, of the staffing and budget augmentation requests.

The district research office evaluates and projects enrollment growth. These projections are used by the college to finalize class offerings and staffing. The district and college appear to be doing well in their enrollment management role.

Findings and Evidence

III. A. Human Resources

It is clear that the college uses qualified personnel to support student learning. On campus, students appear actively engaged in educational pursuits both in and out of the classroom. In informal conversations, students queried responded that they believed their instructors were both competent and caring, and provided them with the opportunity for personal success. The college consistently follows district established hiring processes for hiring qualified faculty, staff and administrators to better serve its students and community. A review of degrees indicates that faculty and administrators are appropriately hired and assigned. Similar procedures are in place for hiring competent classified and support personnel. Both college faculty and staff are included on hiring committees. (III.A.1.a)

Personnel evaluation procedures are developed, written, and effectively tracked by the district office for full time faculty. Because the district's contract with the faculty requires that

evaluation tracking must be done by a reassigned faculty evaluation coordinator at the college (a designee of the president), tracking of adjunct evaluations is conducted on-campus.

The preceding accreditation team recommended that hiring criteria and evaluation practices at off-campus sites should be consistent with those used on-campus and with district procedures. The present team encourages district Human Resources to provide similar monitoring assistance to the college to ensure that evaluation processes for all faculty are regular and consistent. This practice would honor both the specifications of the faculty contract and expectations of the district Board of Trustees. The team strongly believes in the connection between regular, on-going personnel evaluation and institutional effectiveness. (III.A.1.b)

Presently, all full time certificated management and faculty personnel files are maintained in the district human resources offices, where appropriate security procedures can be observed. District human resources believes the district's evaluation instrument for faculty to be the most thorough and detailed in the state. However, the instrument does not, at present, include instructional student learning outcomes as an indicator of instructional effectiveness. At the college there is evidence of extensive dialogue regarding the development and implementation of student learning outcomes, and the faculty seem receptive to this dialogue. According to the Accreditation Survey Report, 85% of faculty agreed that effectiveness in producing student learning outcomes should be considered in performance appraisals. In order to fully achieve Standard III.A, the college and the district should work to ensure that the evaluation process includes student learning outcomes among the indicators of instructional effectiveness. (III.A.1.c)

Management personnel evaluations presently do not include participation by constituent groups that are supervised by a particular manager. However, the Management Association has agreed to support the inclusion of other constituencies in the evaluation process, and this change should improve the effectiveness of management evaluations.

The college periodically reviews personnel procedures and records. The college utilizes a campus Affirmative Action Compliance Officer to monitor and advise college hiring committees in their efforts to seek and secure new employees. Diversity records are produced by the district and distributed to the college for review. Statistics provided in the district Fact Book indicate that City College faculty is not reflective of the diverse ethnicity of its student body--there is a significant gap between student body and faculty diversity. While 55% of the student population is from underrepresented groups, only 44% of faculty is; while 28% of students are Hispanic, only 11% of faculty is; and while 15% of students are African-American, only 9% of faculty is. The team urges the college and the district to initiate a diversity-in-hiring effort to capitalize on the opportunity to replace recent early-retiree positions with new personnel that more closely reflects the college's demographic profile. (III.A.3.a; III.A.3.b; III.A.4.b)

City College has qualified faculty, staff, and administrators presently filling positions with full time responsibility to the institution. Recently, however, state budget reductions and early retirement incentives offered by the district have significantly reduced the numbers of full time faculty at the college. This has created an imbalance in the ratio of courses taught by regular full time as compared to part time faculty. Fortunately, the district has informed the college that it can hire additional full time faculty for the 2004-2005 academic year to offset 15 of the positions lost, and the college has been told that it may also hire new faculty to fill retirement vacancies occurring during the 2004-2005 year, as well. The team believes that it is very important for the

instructional well being of the college to increase its numbers of full time faculty and to reduce its numbers of part time instructors to achieve a reasonable balance between the two.

Likewise, the college suffers from too few classified staff to fill the many open positions, and could benefit from the addition of new positions being added to its present allocation. A district hiring freeze and recent classified personnel transfers have resulted in a number of vacant positions waiting to be filled at the college. The noticed lapse of classified employee participation in the college's Classified Senate may be symptomatic of both lowered morale and lack of time resulting from additional responsibilities in the reduced ranks. Presently, there is a strong perception at the college that it is seriously understaffed. The team supports the initiative of the Chancellor to conduct staffing surveys this year at each district site so that the college may adequately staff its open classified positions and meet its additional staffing needs.

The college has a well-developed schedule of opportunities for the professional development of its personnel. In addition to the World Cultures program that offers a variety of enriching cultural, historical, and artistic experiences to the entire college community, there exist numerous FLEX workshops designed for faculty and staff that include activities relating to college initiatives like shared governance and student learning outcomes, as well as some that relate to structural reorganization. The addition of the CitySITE staff development facility in the Learning Resources Center is indicative of the college's commitment to staff development. Eighty-two percent of the faculty respondents to the Accreditation Survey felt there were sufficient opportunities for staff development. The Instructional Improvement Committee reviews the faculty's instructional improvement needs and translates them into training seminars. Annually, the Master Planning and Resource Allocation Council prioritizes faculty requests for human (as well as other) resources. This year, the council handled requests for the replacement of the 15 vacant and open contract faculty positions. (III.A.4.a; III.A.5.a; III.A.5.b; III.A.6)

Although the college has published personnel procedures detailing the grievance process and a mission statement that encourages an "environment which cultivates understanding and respect for students, faculty, and staff," the college lacks a professional code of ethics. The college has considered several statements as models, and the team believes that crafting a statement of ethics is supportive of the mission of the college. (III.A.1.d, III.A.4.c)

III. B. Physical Resources

The college has developed a comprehensive campus Facilities Master Plan that identifies specific campus facilities needs. The plan was developed in anticipation of the General Obligation bond measure and is reviewed annually by the Institutional Master Planning and Resource Allocation Council. The college Facilities Master Plan is clear and concise. It identifies twenty proposed projects. A college-wide survey provided the base project list for the district general obligation bond measure. The Proposition "S" bond measure passed with 69% vote of support from the community in November 2002. The bond measure falls under Proposition 39 guidelines, which only require a 55% majority for passage.

Proposition "S" authorizes \$685 million district-wide and provides approximately \$150 million for San Diego City College. The district issued the first of four issuances authorized by the bond measure. The Series A issuance of \$115 million in June 2003 provides approximately \$16.8 million for San Diego City College. The district anticipates completing all General Obligation bond funded projects within approximately twelve years. (III.B.1.a; III.B.2.a)

The college provides a safe and pleasant campus environment. With the addition of the bond funded facilities and the addition of support personnel, the facilities will more than adequately support student learning programs and services (III.B.1.a; III.B.1.b)

The district currently does not appear to have a formal district wide Facilities Master Plan that combines each campus and educational center master plans. However, the campus master planning process is carefully followed to identify facility and new and replacement equipment needs. The district acknowledges that Proposition “S” does not provide sufficient funds to address all district facilities master plan needs. Some projects were removed from the bond measure due to low community support for funding those projects with bond proceeds. Proposed projects such as a new Health, Aerobic, Fitness and Swimming Complex, a new Student Center, covered passageways, and a pedestrian bridge are not funded under Proposition “S.” If these projects are to remain part of the campus’ master plan, alternative sources of funding will have to be explored. (III.B.2.a; III.B.2.b)

It is not clear if the district management of construction projects includes campus participation in the project development phase with the architects. Users stated that “the district office” hires and works with the architects hired for their facilities and that they are infrequently consulted during the development process. We would encourage the district office and college administration to include users of new and renovated facilities projects to participate in early program development with the architects. (III.B.1.c; III.B.2.b)

III. C. Technology Resources

San Diego City College formed the Institutional Technology Council in the fall 2003. The charge of the council is to ensure effective and efficient use of technology and to develop an institutional information technology plan that would provide and support the technology needs of students, staff and administrative systems. The committee has yet to complete the technology plan. The district and college are encouraged to tie together campus technology needs into one vision and plan. This technology plan should be fully integrated into the campus institutional annual planning process. The Information Technology Plan should clearly define or coordinate overlapping responsibilities so that users are properly supported. (III.C.1.c; II.C.2)

The district develops an Annual Work Plan for technology. As the Annual Work Plan is prepared, an outside vendor (Systems and Computer Technology Corporation) working with the district, along with the district Executive Management team, identify major projects and ongoing support functions. It appears that this plan primarily focuses on the administrative systems and infrastructures. (III.C.1.a, III.C.1.d)

Administrative systems at the college are supported and maintained by the outside vendor, who reports to the Vice President of Instruction. College technicians in the Academic Support office, also known as the Technical Support Group (TSG), also report to the Vice President of Instruction. The on-campus TSG staff of 6 technicians maintains all instructional and student systems. The technicians do an admirable job in responding and maintaining existing inventories of computers throughout the campus with limited resources. (III.C.1.a; III.C.1.d)

Proposition “S” will provide approximately \$66 million district-wide for technology needs, which includes computer replacements. A clear spending plan should be developed to properly

and equitably balance each campus allocations for technology needs. Although the plan will need to address desktop computer replacements, a large portion of the bond allocation currently appears to be consumed by infrastructure and administrative system upgrades and implementation. (III.C.2)

The district office has embarked on a project to convert to a new integrated administrative system. Implementation of the enterprise system will take a minimum of three years. The proposed sequence of implementation begins with the financial module, then the human resources module and finally the student module. Although college staff were involved in the selection of the new system, there does not seem to be very much awareness on the campus of how challenging the migration to this new system may be or how much training may be required. (III.C.1.a; III.C.1.c; III.C.2)

These two distinct technology service areas, the administrative system vendor and the TSG appear to have overlapping responsibilities. Campus users are often confused as to whom to call when a problem occurs or training is necessary. Adequate communication and user training is essential for efficient use of technology resources. It would be helpful if a clear delineation of responsibilities was established and communicated to all district and campus users. (III.C.1.a; III.C.1.b; III.C.1.d; III.C.2)

The college requires that each computer purchased include an extended warranty service contract, typically for at least three years. Once off warranty, computers are difficult and expensive to maintain and repair. Limited funds are available for replacement of computers and peripherals. Typically one time funding sources are utilized for replacements, as funds become available. The recent fiscal crisis all but eliminated any available funds for technology maintenance and replacement needs. Although administrative systems needs are typically addressed as they arise, lab and desktop replacements are done only when additional funds are available. The fourteen member campus IT council makes recommendations to the college president and the President's Council on campus technology needs. This is an annual process that identifies and prioritizes campus technology needs. (III.C.1.c)

One of the challenges for the college is in the area of maintenance of technology equipment and adequate technical support personnel. As noted in the Standard II report, the college has over 24 student labs with more than 1,100 computers. These range from fairly new computers still under warranty to an ever-expanding inventory of computers that are difficult and expensive to continue to repair and maintain. The Learning Resource Center alone has over 350 computers. The library has 106 computers and maintains a wireless environment. The library also provides a check out program for laptop computers for use by students. (III.C.1.c)

The district intends to hire a Director of Technology to provide overall leadership for implementation of the new system and to provide leadership district wide for technology. The Director of Technology would also assume responsibility for the districts institutional planning for technology. (III.C.2)

III. D. Financial Resources

The college does a good job of managing its financial resources. Budgets are prepared through a formal process and are closely monitored. Staffing levels and related salary and benefit costs are actively evaluated and analyzed by the college. The college annually reviews its mission and

goals and prioritizes resource allocation according to those institutional goals. Budgeted revenue estimates appear reasonable and prudent and are based on consistent formulas. (III.D.1.a; III.D.1.b; III.D.1.c; III.D.1.d)

The district offered an early retirement incentive in 2003 in order to reduce employee compensation costs during the fiscal crisis. Many faculty and staff vacancies occurred due to the generous early retirement incentive program. The early retirement program conditions stated that vacant full time faculty positions were to remain vacant until 2005-2006 in order to capture sufficient savings to offset the cost of offering the program. At the time of the self study, the college was down forty full time faculty positions from its previous level of 161. Current district and college fiscal conditions are such that some of those vacant positions have been filled. The college was authorized to fill fifteen faculty and three classified positions for fall 2004, and recruitments are occurring for another six classified positions. The district is engaging a consulting firm to determine adequacy of staffing levels at each of the district campuses. This will determine how many and what type of positions can be filled. It would be helpful for this study and analysis to occur as soon as possible in order to fill positions and provide adequate staff to serve students. A priority list for filling of vacant full-time faculty positions has been developed by the Master Planning and Resource Allocation Council. To develop this list, criteria for new faculty hiring priority was developed and agreed to. (III.D.1.c; III.D.2.c)

The district and college appear to have adequately responded to, and where necessary implemented, all recent financial audit findings and recommendations identified by the independent financial auditor. The district and college appear to manage their financial resources prudently. Financial documents show that ongoing funds and one-time funds are properly identified and spent accordingly. (III.D.2.a; III.D.1.b; III.D.1.c)

The San Diego Community College District 2004-2005 General Fund Final Adopted Budget is \$244,187,641. Of this total, \$182,861,217 is general fund unrestricted and \$61,326,424 is general fund restricted. Of the \$182,861,217, \$167,792,904 is identified as continuous revenues available for the operating budget and \$15,068,313 is identified as one-time operating revenues. San Diego City College is allocated \$27,942,038 of the total general fund continuous revenues. The district maintains a prudent 5% reserve. (III.D.1.b; III.D.1.c; III.D.2.a; III.D.2.c)

Conclusions

San Diego City College satisfactorily meets the requirements of Standard III.

The preceding accreditation team recommended a close monitoring of hiring and evaluation procedures at off-campus sites. Presently, college hiring and evaluation procedures at off-campus sites under the supervision of San Diego City College appear to be closely and effectively monitored.

The San Diego City College faculty is proactive in planning for student success and responsive to student needs. A concerted effort should be made to attract more candidates in faculty hiring that may more closely match the diversity of the college's student body.

San Diego City College conducts its affairs in a manner that reflects ethical practices and integrity. However, in order to completely fulfill the intent of accreditation Standard III.A.1.d,

the college should formally adopt and uphold a written code of professional ethics. It is noted that the college has placed this item on its planning agenda.

The present ratio of full time faculty to adjunct faculty results in an imbalance that does not fully serve student needs. San Diego City College is planning to reduce this imbalance and has placed this item on its planning agenda. The team supports the college in this important effort.

The district took an important step in expanding and upgrading its facilities through the passage of Proposition "S." It should now build upon the planning behind that effort to develop a district-wide Facilities Master Plan covering all district and campus facilities needs. Such a plan would help identify the additional funding needed by the district. Once that plan is complete, the district may wish to evaluate various sources of funds, including another bond measure.

The college is committed to providing students and staff with the technology necessary to support instruction and administrative purposes. The challenge will be to identify consistent sources of funding for repair, replacement and expansion of technological needs. The college is encouraged not to continue to depend on one-time funds to fund replacement equipment. A current inventory of computers and peripherals should be maintained and prioritized for replacement. A challenge for the college will be to provide adequate support resources, including support personnel, for maintenance and repair of computers. The district should examine consolidating currently independent technology functions under one responsible administrator.

There is a concern for adequate planning and preparation for the implementation of the new financial, human resource and student administrative system. The team strongly encourages adequate coordination, training and preparation of campus personnel prior to implementation of new district wide integrated system.

The college is currently acknowledging long term liabilities and is actively contributing to the programs with a plan to fully fund these liabilities to prudent levels. Self insurance programs should be carefully monitored and evaluated to assess adequate long term funding commitments supported by adequate actuarial analyses and plans for addressing material financial impacts.

Recommendations

- 3.1 The district, in cooperation with the colleges, should explore new efforts and initiatives to identify the barriers that limit the diversity of their workforce and to ensure that faculty and staff reflect the rich diversity of their student body. (III.A.4.)
- 3.2 The college should develop a comprehensive Information Technology Plan, addressing such issues as network development, equipment replacement schedules, support staff and funding for all instructional and administrative technology. This plan should be fully integrated into the annual planning process. (III.C.1; III.C.2)

Standard IV Leadership and Governance

General Comments

The District and College leadership has changed significantly since the last accreditation visit in 1998. Only one board member from the 1998 board still remains, and the district chancellor who had served for many years retired last year and has been succeeded by a new chancellor with a very different leadership style. The president at San Diego City College began his tenure in 2001. These changes in key leadership roles have resulted in many modifications to the decision making processes of the district and the college.

Members of the college community are nearly unanimous in their appraisal that these changes have been salutary. The present board has overcome the divisiveness of past boards and has embraced a truly collegial mode of governance, and the new chancellor is making an earnest effort to promote a team approach in both district and college operations. The board is informed about the accreditation process and has participated in workshops with various faculty and staff members to learn more about institutional assessment and to explore ways of improving district and college programs and operations. The trustees clearly understand their role as policy makers and have empowered the chancellor and district leadership to utilize the shared governance process in the development of recommendations to the board.

The campus faculty, staff and administrative leadership has remained fairly stable during this transitional period. Collegiality and good will prevail on campus among all of the campus constituencies. A commitment to student success has unified the campus to work toward that common goal. While the district and the college have experienced significant budget reductions in recent years, resulting in some reduction of course-offerings and services available to students, the district and the college remain committed and unified in moving the college forward.

The college has systematically reviewed its governance process and has adopted a pilot model in response to perceived redundancies identified by the college community and its president. The administration, led by the president, understands the importance of involving the faculty, staff, administration and students in the development of college policies, procedures, and decisions. The academic senate and faculty are committed to working with the rest of the college community to develop consensus on issues such as resource allocation, master planning, and strategic planning.

The classified senate has made great strides in revitalizing itself after being dormant for the past few years. Classified employees feel supported by the college leadership yet face major challenges due to staff reductions as well as lack of resources necessary to be active in key shared governance committees.

The Associated Students Government (ASG) is comprised of a core group of dedicated student leaders. They feel supported by the college community and have made a commitment to be active in college governance.

Findings and Evidence

IV.A. Decision Making Roles and Processes

The College's Philosophy and Mission Statement clearly articulates the institution's commitment to excellence. Throughout our visit, we observed a genuine commitment to student success from staff, faculty, administrators, students, and the board. (IV.A.2.b)

The board members clearly understand their role as the primary policy makers of the district. They have taken steps to engage the participation of constituencies in critical tasks such as developing the District Strategic Plan, while delegating the day to day operations and leadership of the district to the chancellor. (IV.A.3)

The college and the board rely on faculty, through the academic senate, for recommendations relating to instructional and student learning programs and services. The faculty and administration are proud of their collegiality and have forged a collaborative working relationship in dealing with academic and student services issues. (IV.A.2.b)

The chancellor has established a District Governance Council (DGC) to encourage broader participation from college constituencies. She has also taken positive steps to better communicate the work of the district office to the colleges by publishing a regular newsletter informing the colleges of her activities and initiatives. In the past, the colleges did not have a clear understanding of district activities or of the various services the district provided to the colleges. (IV.A.1)

The classified staff expressed concerns about the difficulties they face in participating in institutional decision-making. While they do feel supported by the president and other constituent groups, budget reductions in recent years have decimated their ranks, making it increasingly difficult for them to participate in the many governance committees because of pressures to perform their primary jobs. Unlike faculty leaders who may receive reassigned time for taking on leadership roles, classified leaders have to complete their assigned tasks after spending extra hours in shared governance activities. The classified leadership also expressed a need for staff development activities designed to build leadership skills of classified staff. (IV.A.5)

Student participation in governance continues to be a challenge. A meeting with the Associated Student Government revealed the challenges associated with the fact that San Diego City College students are increasingly non traditional. With an average age of 30, many students work full or part-time and/or have children and family obligations. All of these factors make broad based participation of students unlikely. This is evidenced by the absence of student participation in the development of the College Mission Statement and in the Standard IV committee on Leadership and Governance. However, the Standard IV committee did hold two focus groups last year to update students on the progress of the self-study and to solicit input. The students made a number of suggestions to improve student participation in governance: instituting an All College Hour devoted to student activities based on the Santa Monica College model, developing a student website, and offering service learning credit for participating on governance committees. (IV.A.3)

IV. B. Board and Administrative Organization

The district has various policies and procedures that direct its activities and decisions. While these policies and procedures reflect the public interest and the mission of the colleges, some date back to the 1980's or the early 1990's and ought to be reviewed and revised to make them more consistent with changes in the community the district serves. In an interview with the team, the board president indicated that the district intends to subscribe to the service provided by the Community College League of California in order to conduct systematic and periodic review of board policies and procedures. (IV.B)

The board has recently revised a number of processes including its process for self-evaluation. The new self-evaluation survey instrument solicits input from faculty and staff leadership, although it is quite general in its orientation, providing for only yes or no answers. The board also revised its code of ethics in April 2004. The revised code of ethics specifies ethical ways of handling authority, collegial conduct, conflicts of interest, communication, and compensation. (IV.B.1)

The board intends to be more active in evaluating district governance and decision-making structures. The District Organizational Map that delineates campus and district governance and decision making roles was developed at the request of the board for the self-study accreditation process. However, in its interviews with various campus personnel, the team found a consistent concern that at times a district administrator may still take on roles or duties that would more appropriately belong to another. (IV.B.1.j)

The communication between the district office and the college evidently needs some improvement. Although the new chancellor has improved communication and role delineation by emphasizing a systems approach to governance, the "siloes" environment of the various divisions, mentioned in the self-study, is still operative to some extent. One area of concern that was frequently raised was the lack of connectivity among the assistant chancellors at the district as well as between them and the college staff. It is critical for the assistant chancellors to work cooperatively and collaboratively among themselves to better serve the colleges. (IV.B.3)

The self study stated that there was no strategic master plan for the district despite suggestions from faculty and staff, and this sometimes resulted in district managers not responding to priorities established through the master planning process at the college level. The district has now initiated efforts to develop a strategic plan by forming a committee based on a participatory governance model. The first meeting of this committee was held during the team's visit. Some faculty members at the college feel that this new district committee might fail to give adequate attention to campus concerns and priorities. However, this concern is not shared by the faculty leaders who attribute the attitude to a history of less than optimal communication between the district and the colleges. (IV.B.2, IV.B.3)

The president of San Diego City College is an effective leader who fosters a spirit of collegiality and shared governance and maintains institutional effectiveness and fiscal integrity. He has led and facilitated a new governance model to broaden participation of constituent groups, make a greater connection between planning and budget, and streamline redundant committees. (IV.B.2)

Conclusions

San Diego City College emphasizes student learning in almost all of its plans and operations. All campus constituencies – faculty, staff, administrators, and students – work together as a team to foster student achievement and a strong sense of community.

The district and the college have taken positive steps to ensure that the leadership and governance of San Diego City College is participatory. Roles and expectations of the respective groups are clearly defined. Most importantly, there is a spirit of collegiality, cooperation and collaboration among college constituencies. The college has recognized the challenges of gaining more active involvement from the classified staff and students; it should consider implementing some or all of its tasks as outlined in the self study to increase such participation.

Although communication between the district and the colleges is improving, a more concerted and sustained effort is needed to clarify functions, roles, and responsibilities of district administrators and to integrate college priorities in the district strategic plan. The board has made significant progress in recent years in promoting a spirit of collegiality and cooperation throughout the district and in providing effective stewardship for the district.

Recommendations

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