Accrediting Commission for Community and Junior Colleges

2016 Annual Report
REVIEW

San Diego City College
1313 Park Blvd
San Diego, CA 92101

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Renee Kilmer
3.	Phone number of person preparing report:	619-388-3390
4.	E-mail of person preparing report:	rkilmer@sdccd.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://studentweb.sdccd.edu/docs/catalogs/2015-2016/city.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.sdcity.edu/Accreditation
6.	Total unduplicated headcount enrollment:	Fall 2015: 16,647 Fall 2014: 16,370 Fall 2013: 16,454
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	15,275
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	4,003
9.	Number of courses offered via distance education:	Fall 2015: 172 Fall 2014: 160 Fall 2013: 158
10.	Number of programs which may be completed via distance education:	19
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 4,510 Fall 2014: 4,111 Fall 2013: 4,154
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
	Were all correspondence courses for which students	

13.	enrolled in fall 2015 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	66 %
14b.	Successful student course completion rate for the fall 2015 semester:	68 %
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. *Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.* a. If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it? — N/A b. If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year? — 607 c. If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year? — 345	
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	1,199
16b.	Number of students who received a degree in the 2014-2015 academic year:	806
16c.	Number of students who received a certificate in the 2014-2015 academic year:	457
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	853
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	789
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes
18b.	If yes, please identify them:	CSU General Education Breadth; IGETC
19a.	Number of career-technical education (CTE) certificates and degrees:	147
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	3
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	3
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	18

20.

2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
Nursing	51.38	national	75 %	88 %
Cosmetology	12.04	state	75 %	98 %
Esthetician	12.04	state	75 %	100 %

21.

2013-2014 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
Accounting	52.03	78 %	0 %
Business Administration	52.02	78 %	0 %
Real Estate	52.15	78 %	0 %
Office Technology	52.04	78 %	0 %
Radio and Television	09.07	78 %	0 %
Digital Media ~~AoD S~~ ~~10.03~~ 57.1?		78 %	~~0 %~~
Physical Education/Fitness Trainer	31.05	78 %	0 %
Electronics and Electric Technology	47.01	78 %	0 %
Environmental Control Technology	15.05	78 %	0 %
Construction Crafts Technology	46.03	78 %	0 %
Manufacturing and Industrial Technology	15.06	78 %	0 %
Other Engineering and Related Technologies	15.99	78 %	0 %
~~Applied Photography~~ Information Technology	~~50.04~~ 11	99 78 %	~~0 %~~
Graphic Art and Design	50.04	78 %	0 %
Registered Nursing	51.38	78 %	74 %
Child Development/Early Care and Education	19.07	78 %	0 %
Human Services	44.00	78 %	0 %
Cosmetology and Esthetician	12.04	78 %	0 %

Handwritten notes in right margin: 94.12, 85.19, 190, 69.25, 53.56, 38.33, 94.56, 97.80, 47.22, 98, 100, 100, 92ND, 79.33, 85%, 91.17, 90.90, 65.71, 93.54

Handwritten below table: Machine Tech 48.05 — Plumbing Tech 46.05 — 98

22.

Please list any other institution set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
N/A		

23.

Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,350 character limit, approximately 250 words).

San Diego City College administrators and faculty worked with the Institutional Research office and Research Committee to develop a process to measure benchmarks based on effective practices as identified by the RP Group. This process was initiated by analyzing the five year average for each measure (successful course completion, degree and certificate completion, transfers)and setting a minimum standard of one standard deviation below the mean, and an aspirational standard one standard deviation above the mean. This methodology was discussed with faculty and staff in several forums, including the Master Planning committee, Research Committee, Academic Senate, Instructional Council and President\'s Council. There was robust discussion about the measures and factors which may impact the attainment of these rates. It was agreed that it would be a good idea to \"drill down\" to the program level to review practices that contribute to attaining the aspirational standards, and to review programs that fall below the standard. Some faculty expressed concern that the nature of their discipline

tended to result in lower success rates (e.g. math, sciences). Nonetheless, there was widespread support for the methodology used to set standards.

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In completing the 2016 Annual Report, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer
24.	**Courses**	
	a. Total number of college courses:	800
	b. Number of college courses with ongoing assessment of learning outcomes	709
	Auto-calculated field: percentage of total:	88.6
25.	**Programs**	
	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	93
	b. Number of college programs with ongoing assessment of learning outcomes	93
	Auto-calculated field: percentage of total:	100
26.	**Student and Learning Support Activities**	
	a. Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	19
	b. Number of student and learning support activities with ongoing assessment of learning outcomes:	19
	Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	www.sdcity.edu/outcomes
28.	Number of courses identified as part of the general education (GE) program:	283
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	90.5 %
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE *program Student Learning Outcomes*:	256
32.	Number of Institutional Student Learning Outcomes defined:	7
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100 %
	Percent of institutional outcomes (ILOs) with ongoing	

| 34. | assessment of learning outcomes: | 100 % |

| 35. | Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,350 character limit, approximately 250 words).

Our use of TaskStream as an online platform facilitates alignment of all of City College\'s administrative and learning outcomes to institutional outcomes. TaskStream reports allow us to monitor and ensure that the values inherent in ILOs are being met. We have added ILOs to our website banner scroll screen to ensure that City's ILOs are embraced by the entire campus to support students in meeting them. TaskStream enables faculty/staff to document efforts and successes at all levels: course, program, GE, and institutional. Measurement of ILOs is undergirded by both institutional research and our college specific benchmarks. Both instruction and student services areas have engaged in ongoing collaborative outcome work since early 2003 which significantly impacts programmatic improvement. |

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

| 36. | Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,350 character limit, approximately 250 words).

Course outcomes are aligned to program, to ILOs, and as appropriate, to GE Outcomes. This alignment permits demonstration of inter-linkages and foundational elements that previously were not visualized or conceptualized. For example, the Child Development Department (CDEV) assessed students\' ability to write objective observations in the human growth and development class. Several semesters of assessment demonstrated continued lack of mastery. Faculty changed the assessment format to one clearer to students, which improved demonstrated learning. Further analysis indicated most students were taking the class for GE credit. Faculty debated the most vital SLO for these students. CDEV changed from the objective observation SLO (more useful to majors needing to observe and assess children\'s development) to CDEV theories. After several semesters, assessment still yielded disappointing results. Eventually there was clarity about key theories to focus upon in this survey course and in CDEV major courses. Curriculum focus was changed as a result of SLO assessment and resulting dialog. Results/actions of SLO assessments/analyses vary between departments. Some entail changes to course outlines, while others vary emphasis and allocation of topic time in classes. |

| 37. | Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,350 character limit, approximately 250 words).

City College continues to employ a wide variety of communication strategies to share/report assessment results to internal/external stakeholders. We communicate via email, our college and assessment website, through department, school, and program meetings, FLEX activities, Convocation, and TaskStream reports. Depending on the audience, and their ability to impact results, increasing levels of detail are communicated. Deans receive reports demonstrating assessment cycle participation. This enables them to provide support to departments with lower participation. This results in improved involvement and with effective SLO cycle practice, leads to focused faculty attention to curriculum identified as the focus of assessment. Essential to shared governance, and in concert with the principles of continuous quality improvement, input as to decisions is obtained and acted upon. As regards student behavior and achievement, City College is not yet able to report on how communication of SLO assessment and results specifically impacts student behavior and achievement. Surveys have shown that City students report a high level of understanding of what outcomes are expected of them in a given course/program of study. |

Explain how dialog and reporting of SLO assessment results takes place at the departmental and

institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,350 character limit, approximately 250 words).

38.	Dialog and reporting are ongoing and accomplished by TaskStream reports, campus-wide meetings, department and program meetings, Instructional Council, Student Services Council, and President\'s Council. Our assessment work and functions were incorporated into the responsibility and work of the Master Planning, Assessment and Resource Oversight Council (MPAROC). ILO education, information, and dialog occurs in this committee. All programs, instructional, administrative and student services are involved in assessment work. Our program review process involves a full evaluation of the program, which must include either administrative and/or learning outcome assessment. The results of program review forms the foundation of the planning process for the upcoming year. Each program conducts and documents program review and planning which is then integrated into a campus-side Master Plan. Our recently established Budget Review Committee reviews departmental Master Plan requests during budget deliberations and bases resource allocation decisions on documented need established through Program Review. Program Reviews link to SLOs in the TaskStream program.

Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,350 character limit, approximately 250 words).

39.	Two examples illustrate our use of SLO practices related to student learning, achievement, and institutional effectiveness. Alcohol and Other Drug Studies (AODS) program faculty examined data in a Pharmacology course. Evaluating assessment findings, they noted two different exam questions; a midterm and final question, each assessing the same SLO. A greater proportion of students answered one correctly more often. After question comparison, faculty changed the one that fewer students answered accurately. Assessment data the next semester revealed that the reworded question now demonstrated more correct answers. Faculty were gratified that time invested in fine-tuning SLOs was refining work in the classroom with students better able to demonstrate their learning. A group of Spanish faculty reviewed results of their validation exercise assessing usage of the verbs "ser" vs "estar". Variation as to the level of detail they used in grading existed such that they concluded they needed to revise the grading rubric and the entire assessment. Assessment revision now enabled grading to be conducted consistently. The initial finding of students not meeting expectations led faculty to devote more time on this important foundational element of the language.

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 0 2013-2014: 0 2012-2013: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	N/A

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	N/A

| 42b. | List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered: | N/A |
| 43. | List all of the institutions instructional sites out of state and outside the United States: | N/A |

Go To Question # : 2 ▼ **REVIEW/EDIT**

The Annual Report must be certified as complete and accurate by the CEO (Dr. Anthony Beebe). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

Send e-mail Notification to CEO to certify report

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