SAN DIEGO CITY COLLEGE

Educational Master Plan

2016 - 2025

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Welcome to San Diego City College

Message from the President - Defining Our Future!

Welcome to the San Diego City College (SDCC) 2016 Educational Master Plan. This document has been prepared to continue our mission of student learning and achievement – values that were established in 1914 with the initial class of 34 students. SDCC has grown from those humble beginnings to become a multi-cultural institution of more than 16,000 students offering more than 100 degrees and 250 certificate programs. These degrees and certificates meet the needs of the ever-changing educational, cultural, and economic needs of the communities we serve.

San Diego City College's Educational Master Plan serves as a blue print for the next ten years. The educational master plan describes the College's history, environment, demographics, and programs. This information serves as the nucleus for the development and integration of other plans, which taken as a whole, define our future. This Educational Master Plan also acts as a centerpiece of baseline data that informs users for new planning and strategies to move the College forward in innovative ways. Finally, the Educational Master Plan serves to guide institutional and program development. Specifically, the goals established in the education master plan assist the College in advancing student achievement, transforming infrastructure, and providing innovation opportunities for all.

Good planning requires regular review and updating to ensure that the College is continuing to fulfill its mission. This takes dedication to the planning process and a commitment by all segments of the College community. I would like to express my personal thanks to each and every individual who assisted with their time and energy in developing the 2016 San Diego City College Educational Master Plan. Your individual dedication to the College will ensure the high standards and expectations of our institution will continue for many decades to come.

Denise Whisenhunt, J.D.

Interim President
San Diego City College

The following Mission and Values of San Diego City College were approved by the Board of Trustees on February 19th, 2015.

Mission Statement

San Diego City College has as its highest priority student learning and achievement. The College provides lower division and general education courses that lead to certificates, associate degrees or transfer to a four-year college or university; career technical education programs that meet specific industry needs, upgrade the employment skills of students and fulfill licensing requirements of the state of California as well as contribute to the economic development of our region; basic skills instruction to assist all students in meeting their educational goals; and essential student support services for all students.

Values

San Diego City College is a multi-cultural institution committed to providing open access to all who can benefit from instruction and to meeting the diverse and ever-changing educational, cultural, and economic needs of the urban core and surrounding communities of San Diego. We are committed to the tradition of academic freedom and responsibility, to employee empowerment, and to maintaining a climate that promotes learning, understanding and respect for students, faculty, staff, community, and the environment. The following are core tenets of our value system:

- The development of informed, active individuals who will be engaged in the global community, lifelong learners, social justice advocates, and literate in information technology;
- Institutional community involvement, community development and community service;
- Equity, inclusiveness and diversity in all of its manifestations;
- High quality instructional programs emphasizing creative and critical thinking;
- Essential student support services, including co-curricular and cultural activities;
- Environmental sustainability and a campus culture of conservation; and
- A continuous campus-wide cycle of assessment and program review with integrated planning and resource allocation.

Institutional Priorities

The following institutional priorities for San Diego City College were approved by the Board of Trustees on February 19th, 2015.

Student Success — Support improved student learning, achievement of student learning outcomes, course completion, certificate and degree completion, transfer rates, and workforce competencies.

Innovative Approaches — Provide state of-the-art general education, transfer, and career technical programs by utilizing current technologies, innovative teaching and learning approaches, and delivery systems, and academic and student support services which include essential student support services, including co-curricular and cultural activities.

Equity, Inclusiveness, and Diversity — Strengthen and support an inclusive and diverse campus culture which enhances student, faculty, and staff success and closes equity gaps. City College promotes lifelong learning, social justice advocacy, and information technology literacy.

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

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

Institutional Accountability — Demonstrate accountability through the integrated process of assessment, program review, planning, resource allocation, accreditation, and on-going evaluation.

Strategic Planning — Link campus planning to district planning efforts.

History

San Diego City College (known more informally as City College or City) celebrated its 100th anniversary in 2014 and is part of the San Diego Community College District along with San Diego Mesa College, San Diego Miramar College and San Diego Continuing Education.

City College is located in the heart of the downtown area at 1313 Park Boulevard. It is a campus consisting of 40 buildings and is adjacent to San Diego High School. Courses are provided in general education, lower-division transfer programs, occupational and developmental education.

Serving as the educational cornerstone of downtown San Diego, the College's 60 acres comprises 1/5 of the downtown footprint. The College offers 250 majors and certificate programs and approximately 1,500 classes each semester to more than 16,000 students.

Community college education has its roots directly linked to San Diego City College when in 1914, the Board of Education of the San Diego City Schools authorized post-secondary classes for the youth of San Diego. Classes then opened that fall at San Diego High School with four faculty members and 35 students, establishing San Diego City College as the third community college in California.

In 1921, City College moved from the high school to share facilities with San Diego State Teachers College and now known as San Diego state University. For 25 years, the Junior College program remained at San Diego State University. During this period, in 1938, the San Diego Vocational Junior College was established to offer training in technical-vocational skills to post high school students. The following year, the San Diego Evening Junior College was set up to provide college classes in the evening for adults who were unable to attend classes during the day.

By 1946, City College moved back to San Diego High School and reorganized into three branches: San Diego Vocational High School, San Diego College Arts and Sciences, and San Diego Evening Junior College. City College took its permanent campus at that time and during the 1950s and 60s, land was acquired to allow expansion through various blocks of today's northeast Downtown San Diego. Additional property was added to the campus in the 1970s.

San Diego City College, along with the other two colleges and Continuing Education campuses, are in the final stages of $1.555 billion in new construction and renovations.

The campus has received extensive expansion and renovations in the last 20 years starting with the opening of a 3,000 square-foot Fitness Center in 1992. The Educational Technology Center opened in 2000 along with the Learning Resource Center (LRC) in 2002. The Harry

West Gymnasium opened in 2005, the Academic Success Center in 2009 and Career Technology Center was inaugurated in late 2010.

Propositions S and N, passed in 2002 and 2006 respectively, provide a total of $1.979 billion in funds to be dispersed throughout the District. Construction under Props S and N include a new Math and Social Sciences building, opened in 2013; an Arts and Humanities building, a Business and Technology building, and a Science building, all opened in 2014; and a new Performing Arts building, opened 2016. Currently under construction is the renovation of the Engineering Technology building and Student Services buildings, slated for completion in summer 2018.

Source: The San Diego City College Story

Educational Master Planning Methodology

Overview

The San Diego City College Educational Master Plan was developed with existing data and information provided by San Diego Community College District and San Diego City College. Documents included the 2010 Educational Master Plan, Facilities Master Plan, Instructional Strategic Master Plan, Annual Reports to the Community, College Fact Book, College Catalogue and the District's Strategic Plan. Internal information included the Resource Allocation Handbook & Model, and the SDCCD Administration & Governance Handbook. The information in the internal and external environmental scan was derived from the District / College institutional research department, State Chancellor's Office, Department of Finance, California Board of Realtors, State and local Economic Development organizations as well as the MAAS data library.

EMP Planning Process

Setting realistic objectives in a timely manner is essential to successful planning. The objectives set must be measurable. Good planning also addresses multiple issues facing the College and meeting the needs of the community it serves. Current economic conditions and planning will be critical in allowing the College to continue to meet the needs of the students and the College's service area.

Necessary adjustments can then be made to the programs of instruction that will be needed to support them. Elements, such as the economy, may emphasize specific needs of particular instructional programs over others. When implementing successful planning, the College must consider that instructional programs and disciplines do not grow at the same rate.

Planning must look towards the future and adjust programs as necessary. Maintaining the balance between growth and preserving a balanced program offering is essential. The consideration of issues, and others presented throughout this plan, gives the College the opportunity to put in place the programs it needs to meet the rapidly changing needs of the community it serves.

With good planning comes the need to establish a system that allows decision makers the ability to measure the success and document the needs of the institution. As discussed, good planning will format the curriculum to meet the projected future needs of the College's student population. It will place the necessary emphasis on technology and develop a plan to allow the College to provide the most current technological resources for its students, allowing them to achieve their educational goals. Once the future needs in these areas have been determined, the planning process turns to the current facilities provided on campus and assesses the current amount and type of space that the College has and will need in the future to ensure the continued ability to meet the needs of its student population. Upon determining these space needs, the focus shifts to evaluating various options to finance the additional facilities deemed necessary.

Definition of EMP

An Educational Master Plan is intended to be a companion document that traditionally guides the Facilities Master Plan and other master planning efforts at the District and College. It is intended to assist in the determination of the future amount, and type of, space needed for the College's programs of instruction and support services and assist in other future master planning efforts at SDCC.

EMP Purpose

The purpose of the San Diego City College 2016 Educational Master Plan (the "Plan") is to provide the necessary data and foundation upon which the instructional program and support service needs can be addressed and met in the future. It will also facilitate the creation or update of other important College plans. These include plans for technology, facilities (capital expenditures), budget/finance, personnel and others.

The Plan should be seen as a flexible document, to be reviewed annually as the economy changes, student needs evolve and new educational trends emerge. Implicit in this logic, institutional change takes time. Some of the plan's data and other components may become outdated before full implementation occurs. The success of the integrated planning process will depend on a commitment to adherence and implementation from all stakeholders at the College.

EMP Goal

The goal of the Educational Master Plan is to bring together the educational components at San Diego City College into a long-range plan that will support decision-making for the future and assist the College in projecting the educational programs and support services that will be needed to accommodate the College's future needs. The Plan provides information for improving the College services to students and the community.

Key Planning Components for the EMP

There are many key components to establishing a successful Master Plan. The most critical elements are:

- The College's commitment to a process which engages in an honest and open self-evaluation
- Analysis and observation of community need
- Open-ended brainstorming of possibilities
- Presenting clear choices reflected in specific goals and objectives
- Realistic goals and plans for implementation

EMP and Accreditation

One foundation this plan is built upon is the essential element of the continuous accreditation for San Diego City College. The Western Association of Schools and Colleges (WASC) presents key guidelines that an institution must follow to successfully meet the needs of their students and community. It is imperative that San Diego City College align all future planning efforts with the standards determined by WASC to maintain their accreditation status. Accreditation provides a way to manage change through regular assessment, planning, implementation, monitoring and reassessment. It validates the College's integrity to the public and assures the local community that the College's purposes are appropriate and being accomplished through a viable educational program.

San Diego City College is fully accredited by the Western Association of Schools and Colleges (WASC), Accrediting Commission for Community and Junior Colleges (ACCJC). In late 2010, all three colleges of the San Diego Community College District were visited by the accrediting commission team in preparation to the renewal of the Colleges' credentials. In January 2011, the accrediting commission acted on the team's recommendation regarding the reaffirmation of the Colleges' accreditation status for the next six years.

EMP and Participatory Governance

California's Education Code specifies the roles and responsibilities for governance of California's Community Colleges. In 1988, AB 1725 established the current structure for the Colleges, including the bilateral governance structure and the role of students, faculty, classified staff and administrators in the governance process. The San Diego City College Educational Master Plan contains plans and information that was developed through the collaboration and coordination between the different segments of the College community and the intent and spirit of participatory governance.

The Master Planning, Assessment and Resource Oversight Council (MPAROC), a 25 member shared governance council at City College, has guided the development of this Educational Master Plan from its inception. Members have reported back to their constituency groups on its progress, and both the Academic Senate and Classified Senate were provided draft copies for input. This EMP was approved by the President's Council on May 24, 2016.

Internal Environmental Scan

Overview

This section of the EMP will focus on local demographics significant to San Diego City College and student characteristics that have been provided by the 2015 College Fact Book prepared and updated in August 2015 by the Office of Institutional Research and Planning.

Student Demographic Profile

The San Diego City College District Office of Institutional Research and Planning has developed a significant amount of research data regarding students who attend classes within the District and specifically San Diego City College. The following section contains key demographic information, provided by the Institutional Research Office, that is included in the 2015 College Fact Book that further describes characteristics of students who attend San Diego City College.

Overall Headcount

Over the past five years, the College has experienced overall declines in enrollment. Unduplicated headcount for City College/ECC decreased 30%, from 9,087 in Summer 2010 to 6,365 in Summer 2014. (It is important to note that during the summer sessions of 2011, 2012 and 2013, the District significantly reduced the number of offerings due to budget restraints which accounts for the dramatically lower enrollment totals.) Unduplicated headcount for City College/ECC decreased 13%, from 18,794 in Fall 2010 to 16,370 in Fall 2014. Unduplicated student headcount for City College/ECC decreased 10%, from 18,393 in Spring 2011 to 16,607 in Spring 2015.

	Summer 2010	Summer 2011	Summer 2012	Summer 2013	Summer 2014	% Change Summer 10-14
Total	9,087	1,066	1,342	1,173	6,365	-30%

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	% Change Fall 10-14
Total	18,794	17,924	16,923	16,454	16,370	-13%

	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015	% Change Spring 11-15
Total	18,393	17,130	16,727	16,738	16,607	-10%
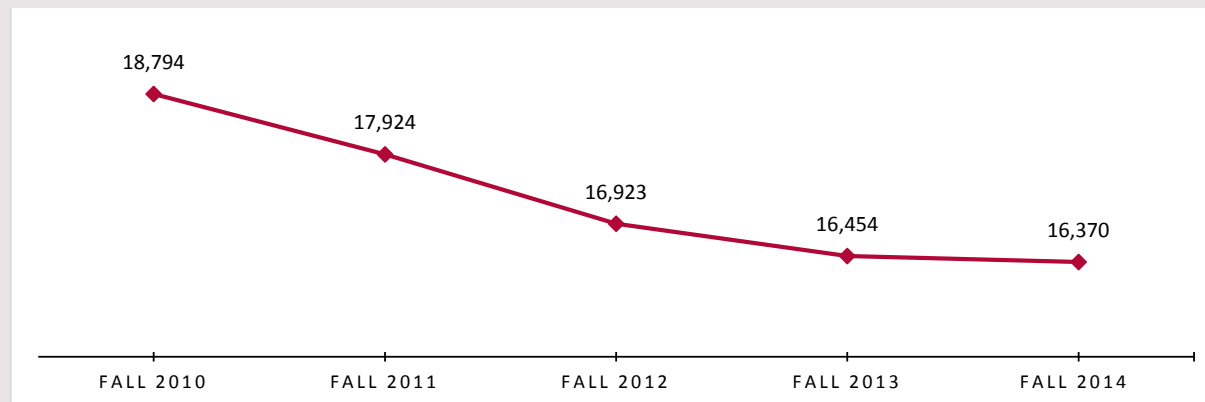
Source: Community College League of California

Gender Profile

Headcount by Gender: On average, the female student headcount (53%) was higher than their male counterpart (47%). This trend has remained fairly consistent between Fall 2010 and Fall 2014. The female and male student headcounts decreased 14% and 11%, respectively, between Fall 2010 and Fall 2014.

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		% Change Fall 10-14	College Average Fall 10-14
Female	9,998	53%	9,526	53%	8,993	53%	8,664	53%	8,558	52%	-14%	53%
Male	8,796	47%	8,396	47%	7,927	47%	7,789	47%	7,812	48%	-11%	47%
Total	18,794	100%	17,924	100%	16,923	100%	16,454	100%	16,370	100%	-13%	100%

Source: SDCCD Information System
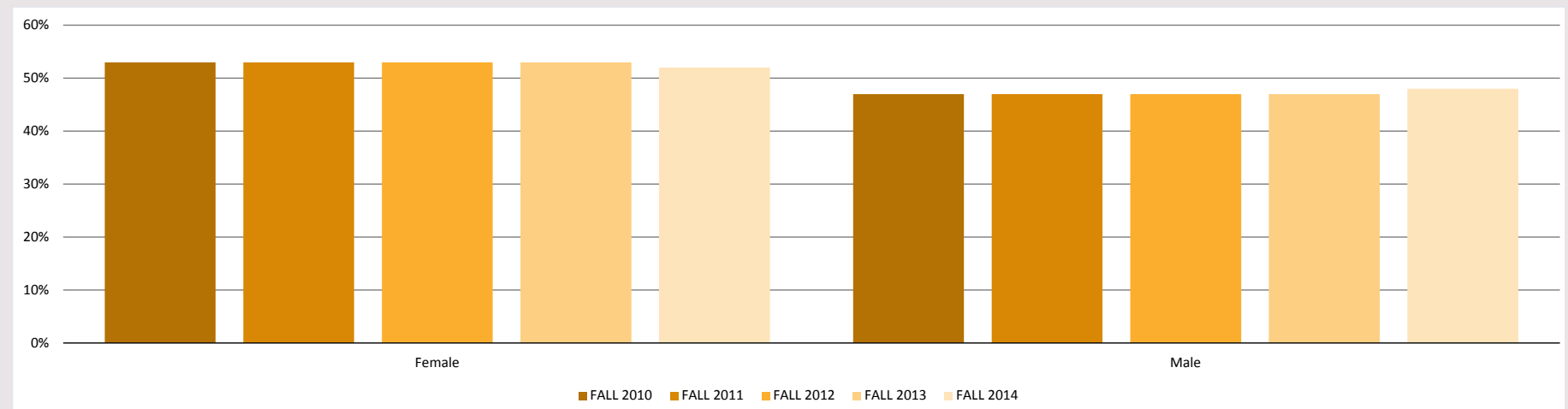
Source: SDCCD Information System

Race and Ethnicity

Headcount by Ethnicity: The ethnicity profile of the students who attend the College has been gradually shifting over the past five years, mainly with respect to the Latino and White population. These two groups accounted for the largest percentage of the student population between Fall 2010 and Fall 2014. Latino students accounted for (44%), White students (25%), and African American students (12%). At City College/ECC, the Latino student population increased 11% between Fall 2010 and Fall 2014. There was a smaller percentage of White students at City College/ECC (25%) compared to the overall percentage for all colleges in the District (33%). The same was true for Asian/Pacific Islanders students (7%) at City College/ECC and 12% for the District overall. Conversely, there was a larger percentage of African American students at City College/ECC (12%) compared to the overall percentage for all colleges in the District (8%), as well as for Latino students at City College/ECC (44% & 33%, respectively).

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		% Change Fall 10-14	College Average Fall 10-14
African American	2,570	14%	2,235	12%	2,012	12%	2,003	12%	1,917	12%	-25%	12%
American Indian	157	1%	106	1%	78	0%	51	0%	60	0%	-62%	1%
Asian/Pacific Islander	1,246	7%	1,237	7%	1,107	7%	1,042	6%	1,020	6%	-18%	7%
Filipino	724	4%	597	3%	550	3%	491	3%	502	3%	-31%	3%
Latino	7,155	38%	7,505	42%	7,592	45%	7,632	46%	7,923	48%	11%	44%
White	5,083	27%	4,662	26%	4,225	25%	3,951	24%	3,766	23%	-26%	25%
Other	881	5%	875	5%	800	5%	792	5%	763	5%	-13%	5%
Unreported	978	5%	707	4%	559	3%	492	3%	419	3%	-57%	4%
Total	**18,794**	**100%**	**17,924**	**100%**	**16,923**	**100%**	**16,454**	**100%**	**16,370**	**100%**	**-13%**	**100%**

Source: SDCCD Information System
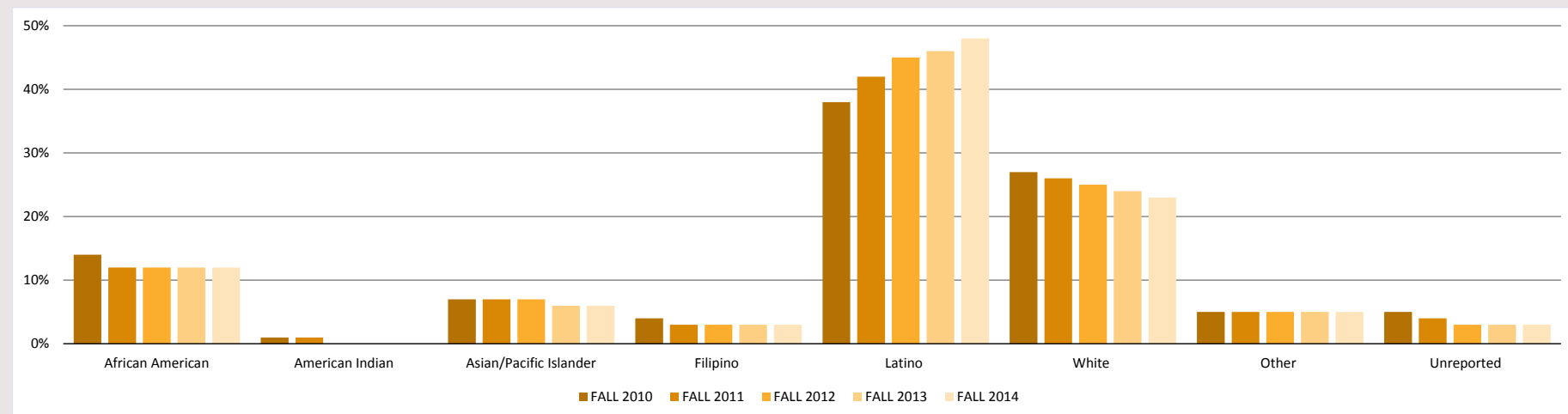
Source: SDCCD Information System

Age Profile

Headcount by Age: Students who were between ages 18 and 24, on average, constituted about half of the City College/ECC student population (52%). Overall, Students in all age groups displayed a downward trend in student headcount between Fall 2010 and Fall 2014; however, students under age 18 had the greatest decline (44%), from 215 students in Fall 2010 to 121 students in Fall 2014.

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		% Change Fall 10-14	College Average Fall 10-14
Under 18	215	1%	154	1%	145	1%	124	1%	121	1%	-44%	1%
18 - 24	9,352	50%	9,120	51%	8,830	52%	8,568	52%	8,773	54%	-6%	52%
25 - 29	3,675	20%	3,414	19%	3,118	18%	3,130	19%	3,144	19%	-14%	19%
30 - 39	3,082	16%	2,965	17%	2,683	16%	2,607	16%	2,446	15%	-21%	16%
40 - 49	1,473	8%	1,330	7%	1,225	7%	1,096	7%	1,000	6%	-32%	7%
50 and >	997	5%	939	5%	922	5%	929	6%	886	5%	-11%	5%
Total	18,794	100%	17,924	100%	16,923	100%	16,454	100%	16,370	100%	-13%	100%

Source: SDCCD Information System
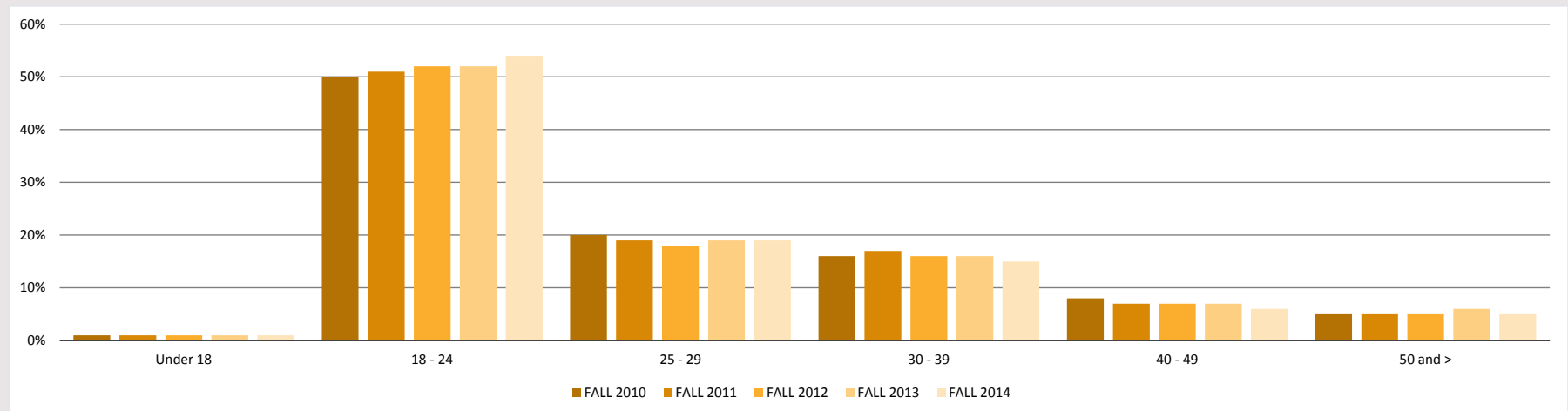
Source: SDCCD Information System

Enrollment Status

Headcount by Enrollment Status: On average, 69% of the City College/ECC student population were continuing students, which has remained relatively stable between Fall 2010 and Fall 2014. All reported groups displayed declines in headcount between Fall 2010 and Fall 2014, with current high school students and returning transfer students demonstrating the largest declines (29% each).

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		% Change Fall 10-14	College Average Fall 10-14
Continuing Student	12,813	68%	12,183	68%	11,670	69%	11,492	70%	11,669	71%	-9%	69%
Current High School Student	266	1%	218	1%	202	1%	164	1%	188	1%	-29%	1%
First-Time Student	2,315	12%	2,155	12%	1,991	12%	1,962	12%	2,016	12%	-13%	12%
First-Time Transfer Student	1,721	9%	1,696	9%	1,432	8%	1,349	8%	1,254	8%	-27%	9%
Returning Student	1,121	6%	1,154	6%	1,132	7%	1,030	6%	859	5%	-23%	6%
Returning Transfer Student	497	3%	463	3%	464	3%	423	3%	351	2%	-29%	3%
Total	18,794	100%	17,924	100%	16,923	100%	16,454	100%	16,370	100%	-13%	100%

Source: SDCCD Information System
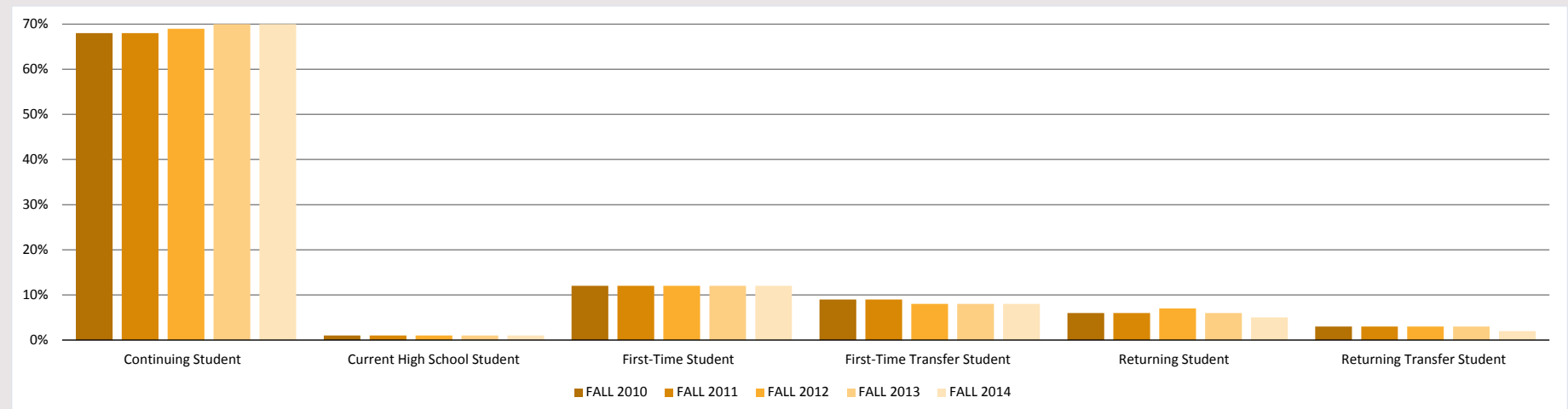
Source: SDCCD Information System

Service Area Residency

Headcount by Service Area of Residence: Between Fall 2010 and Fall 2014, on average, 47% of students who attended City College/ECC resided within the City College service area. Approximately 13% of students attending any of the other credit colleges in the District resided in the City College service area. Thirty-nine percent of the students who attended City College/ECC resided outside of the SDCCD service area.

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		% Change Fall 10-14	College Average Fall 10-14
City College	8,993	48%	8,648	48%	7,952	47%	7,739	47%	7,667	47%	-15%	47%
Mesa College	2,092	11%	1,840	10%	1,721	10%	1,700	10%	1,627	10%	-22%	10%
Miramar College	631	3%	583	3%	583	3%	515	3%	468	3%	-26%	3%
Outside Service Area	7,078	38%	6,853	38%	6,667	39%	6,500	40%	6,608	40%	-7%	39%
Total	18,794	100%	17,924	100%	16,923	100%	16,454	100%	16,370	100%	-13%	100%

Source: SDCCD Information System
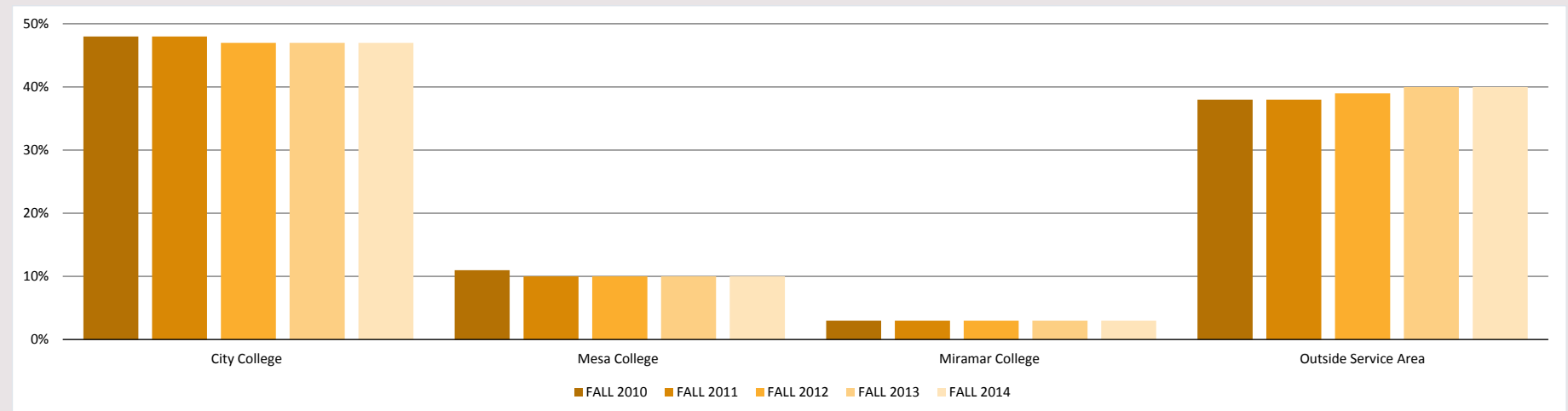
Source: SDCCD Information System

State Residency

Headcount by Residency Status: Between Fall 2010 and Fall 2014, on average, 96% of the students at the College were California residents and 4% were non-residents. Between the five fall terms, both groups of students, those who were California residents and those who were not, displayed a decrease in headcount (13% & 8%, respectively).

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		% Change Fall 10-14	College Average Fall 10-14
Resident	18,111	96%	17,262	96%	16,366	97%	15,890	97%	15,741	96%	-13%	96%
Non-Resident	683	4%	662	4%	557	3%	564	3%	629	4%	-8%	4%
Total	**18,794**	**100%**	**17,924**	**100%**	**16,923**	**100%**	**16,454**	**100%**	**16,370**	**100%**	**-13%**	**100%**

Source: SDCCD Information System
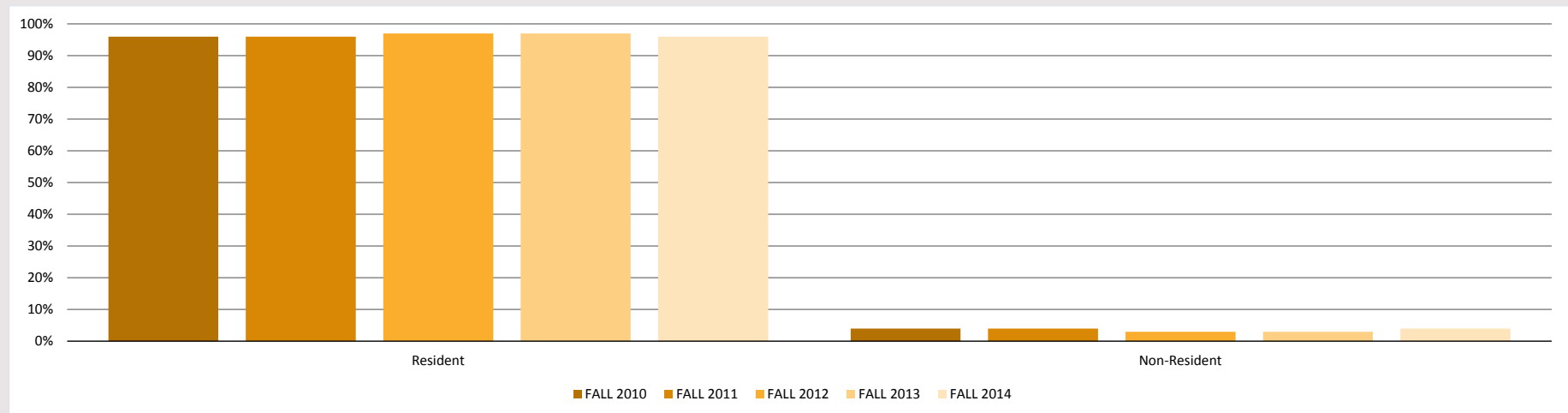
Source: SDCCD Information System

Class Attendance Status

Headcount by Day, Evening, & Online Status: On average, 37% of the City College/ECC student population took day courses exclusively. One in five students (20%) took evening courses exclusively. Students that took online courses exclusively decreased 21% and students that took evening courses exclusively decreased 20%. When compared with the District overall, the College has a slightly higher percentage of students who attend classes only in the evening and a slightly higher percentage of students who take courses online only.

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		% Change Fall 10-14	College Average Fall 10-14
Day Only	7,108	38%	6,736	38%	5,840	35%	5,794	35%	6,221	38%	-12%	37%
Evening Only	3,761	20%	3,302	18%	3,516	21%	3,474	21%	3,000	18%	-20%	20%
Day/Evening	3,275	17%	3,182	18%	3,113	18%	3,085	19%	3,092	19%	-6%	18%
On-Campus/Online	2,010	11%	1,984	11%	1,943	11%	1,865	11%	1,975	12%	-2%	11%
Online Only	2,640	14%	2,720	15%	2,511	15%	2,236	14%	2,082	13%	-21%	14%
Total	18,794	100%	17,924	100%	16,923	100%	16,454	100%	16,370	100%	-13%	100%

Source: SDCCD Information System
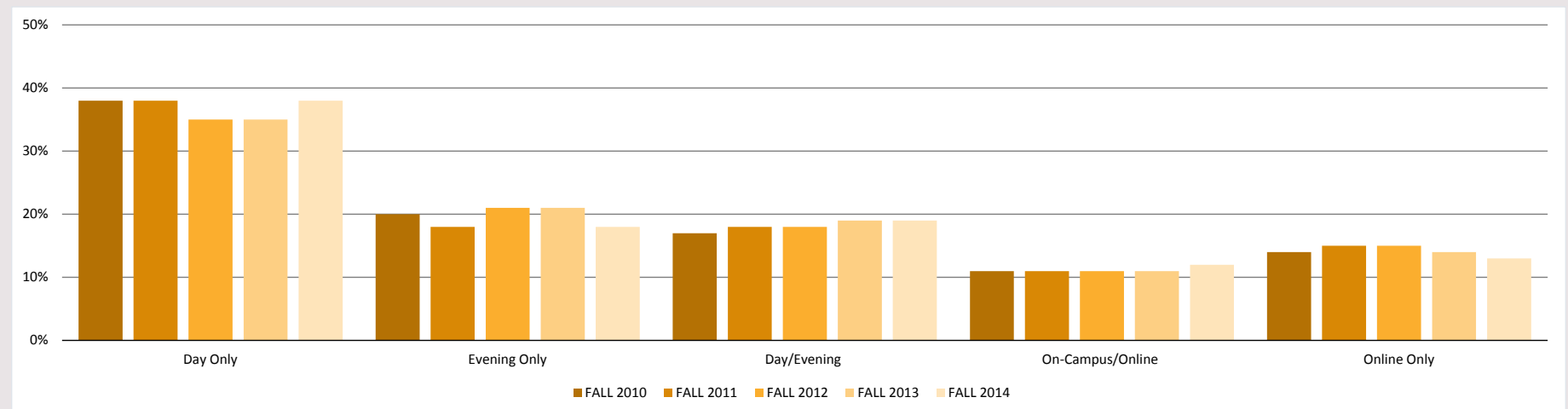
Source: SDCCD Information System

Persistence Rate

Persistence rate is the percentage of first-time college students who enrolled in a fall term as of official census who received a grade notation of A, B, C, D, F, P, NP, I, or RD and who enrolled in at least one course in the subsequent spring term and received a grade notation of A, B, C, D, F, P, NP, I, or RD (SDSU and UCSD-only students and sections are excluded. Intersession, tutoring, in-service, and cancelled classes are excluded). Annual persistence follows the same operational definition; however, student enrollments are tracked from fall to spring to fall.

Overall Persistence: The average term persistence rate of first-time students at City College/ECC was 68% among the Fall 2009 to Fall 2014 cohorts. The average annual persistence rate among the Fall 2009 to Fall 2013 cohorts was 44%. Overall, term persistence rates increased six percentage points, from 64% in Fall 2009 to 70% in Fall 2014. Annual persistence rates increased five percentage points, from 42% in Fall 2009 to 47% in Fall 2013.

Cohort	Fall Enrolled Cohort	Term Persistence Counts	Term Persistence Rates	Annual Persistence Counts	Annual Persistence Rates
Fall 2009	1,518	969	64%	634	42%
Fall 2010	1,808	1,191	66%	772	43%
Fall 2011	1,677	1,149	69%	764	46%
Fall 2012	1,673	1,156	69%	758	45%
Fall 2013	1,603	1,121	70%	751	47%
Fall 2014	1,633	1,138	70%	---	---
Total/Average	**9,912**	**6,724**	**68%**	**3,679**	**44%**

Source: SDCCD Information System
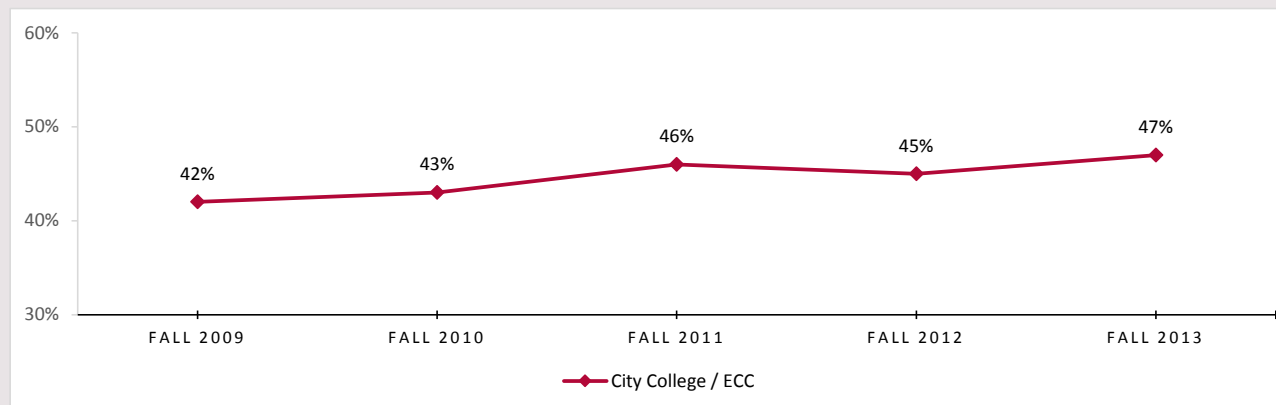
Source: SDCCD Information System

Course Completion Success Rate

The success rate is the percentage of students who complete a course with a grade of A, B, C, or P out of the total official census enrollments. Tutoring, non-credit, and cancelled classes are excluded.

Overall Success Rates: City College/ECC annual success rates increased four percentage points between 2010/11 and 2014/15, with a five year average of 66%. The average success rate for City College/ECC was below the average success rate of all colleges in the District (69%).

	2010-11	2011-12	2012-13	2013-14	2014-15	% Difference 10/11 - 14/15	College Average 10/11 - 14/15
Average	63%	65%	67%	68%	67%	4%	66%

Source: SDCCD Information System
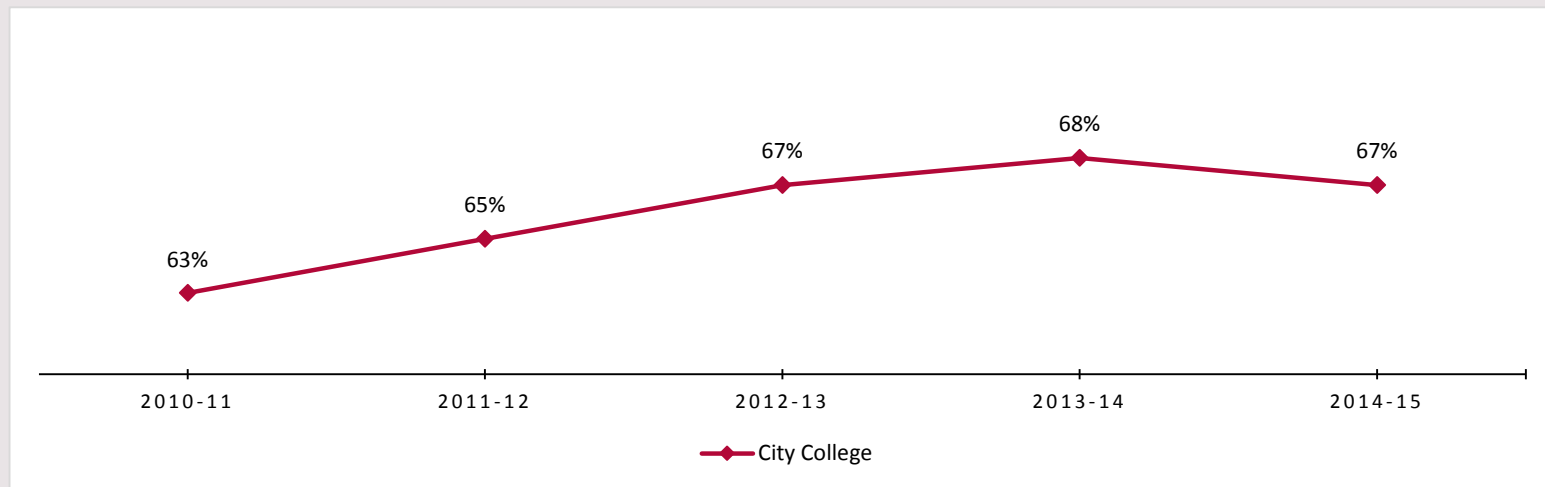
Source: SDCCD Information System

Retention Rate

The retention rate is the percentage of students who complete a course with a grade of A, B, C, D, F, P, NP, I or RD out of total official census enrollments. Tutoring and cancelled classes are excluded.

Overall Retention Rates: City College/ECC annual retention rates increased one percentage point between 2010/11 and 2014/15, with a five year average of 85%. The average retention rate at City College/ECC was comparable to the average retention rate of all colleges in the District (86%).

	2010-11	2011-12	2012-13	2013-14	2014-15	% Difference 10/11 - 14/15	College Average 10/11 - 14/15
Average	84%	83%	85%	86%	85%	1%	85%

Source: SDCCD Information System
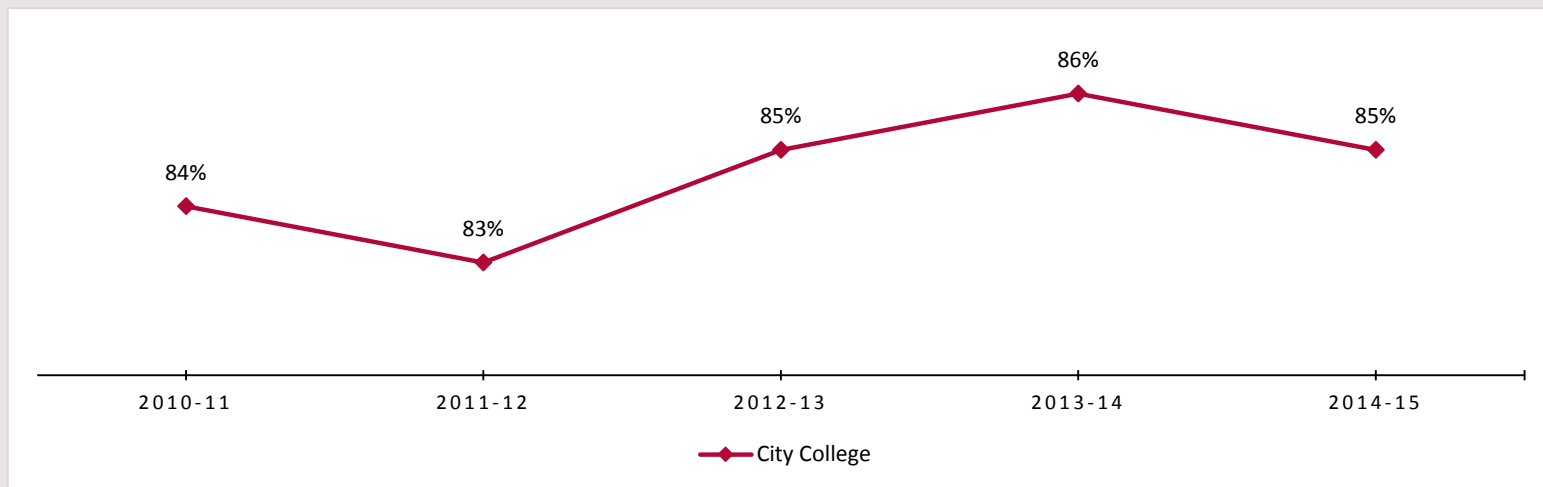
Source: SDCCD Information System

Units Attempted by Units Earned

Headcount by Units Attempted by Units Earned: On average, the greatest proportion of students who earned the units attempted were those in the 3.0-5.9 unit range (69%). The smallest proportions of students who earned the units attempted were those in the 9.0-11.9 and 12.0+ unit ranges (51% & 52%, respectively). Students who attempted and earned 12 or more units increased 11%, while students who attempted and earned between 0.1 and 2.9 units decreased 19% between Fall 2010 and Fall 2014.

City College/ECC Headcount by Units Attempted by Units Earned
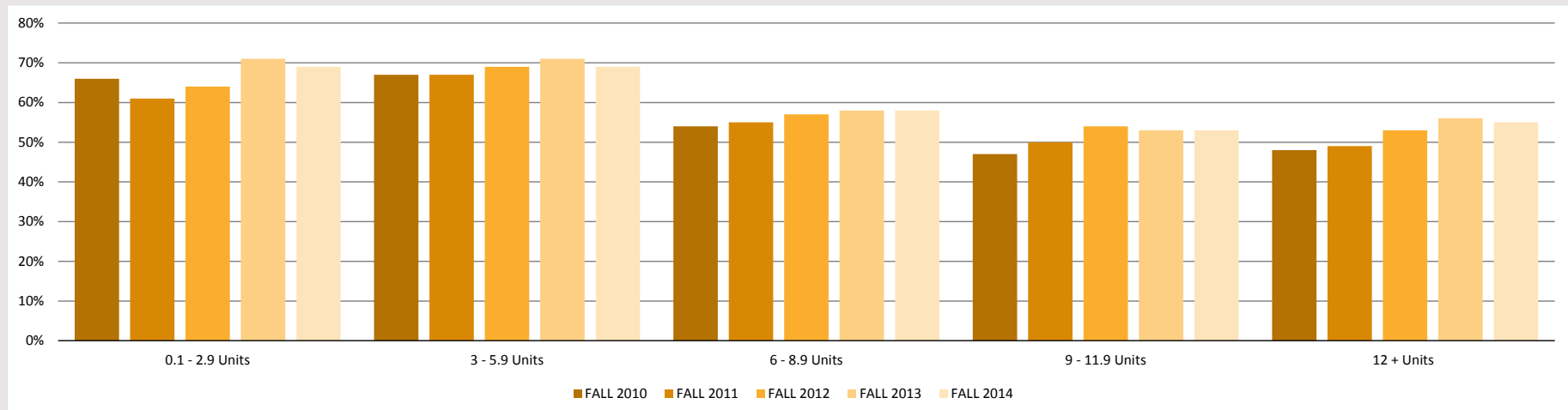
Source: SDCCD Information System

City College/ECC Headcount by Units Attempted by Units Earned

Units Earned

		0 Units	0.1 - 2.9 Units	3 - 5.9 Units	6 - 8.9 Units	9 - 11.9 Units	12 + Units
Fall 2010	0.1 - 2.9 Units	34%	66%				
	3 - 5.9 Units	31%	1%	67%			
	6 - 8.9 Units	20%	2%	24%	54%		
	9 - 11.9 Units	15%	2%	16%	21%	47%	
	12 + Units	9%	1%	9%	14%	18%	48%
Fall 2011	0.1 - 2.9 Units	39%	61%				
	3 - 5.9 Units	32%	1%	67%			
	6 - 8.9 Units	21%	2%	21%	55%		
	9 - 11.9 Units	16%	2%	14%	19%	50%	
	12 + Units	8%	1%	8%	14%	20%	49%
Fall 2012	0.1 - 2.9 Units	36%	64%				
	3 - 5.9 Units	29%	1%	69%			
	6 - 8.9 Units	20%	2%	21%	57%		
	9 - 11.9 Units	13%	1%	13%	18%	54%	
	12 + Units	7%	1%	7%	13%	18%	53%
Fall 2013	0.1 - 2.9 Units	29%	71%				
	3 - 5.9 Units	28%	1%	71%			
	6 - 8.9 Units	20%	2%	21%	54%		
	9 - 11.9 Units	13%	1%	14%	18%	53%	
	12 + Units	6%	1%	7%	13%	18%	56%
Fall 2014	0.1 - 2.9 Units	31%	69%				
	3 - 5.9 Units	30%	1%	69%			
	6 - 8.9 Units	20%	2%	21%	58%		
	9 - 11.9 Units	13%	1%	13%	20%	53%	
	12 + Units	6%	1%	7%	12%	18%	55%
% Change Fall 10-14		---	-19%	-15%	-5%	2%	11%
Average Fall 10-14		---	66%	69%	56%	51%	52%

Units Attempted (vertical axis label)

Source: SDCCD Information System

Note Percent Change and Average were based on counts

Transfers

The annual transfer volume represents the total number of students who transferred to a 4-year institution and were enrolled at an SDCCD college at any time within six semesters prior to transferring (including stop outs). The student must also have completed 12 or more transferrable units from any one of the SDCCD credit colleges within six years prior to transferring to a 4-year institution.

Annual Transfer Volume: The annual transfer volume for City College decreased 18%, from 929 in 2009/10 to 761 in 2013/14.

	2009-10	2010-11	2011-12	2012-13	2013-14	% Change 09/10 - 13/14
Total	929	1,096	925	860	761	**-18%**

Source: SDCCD Information System
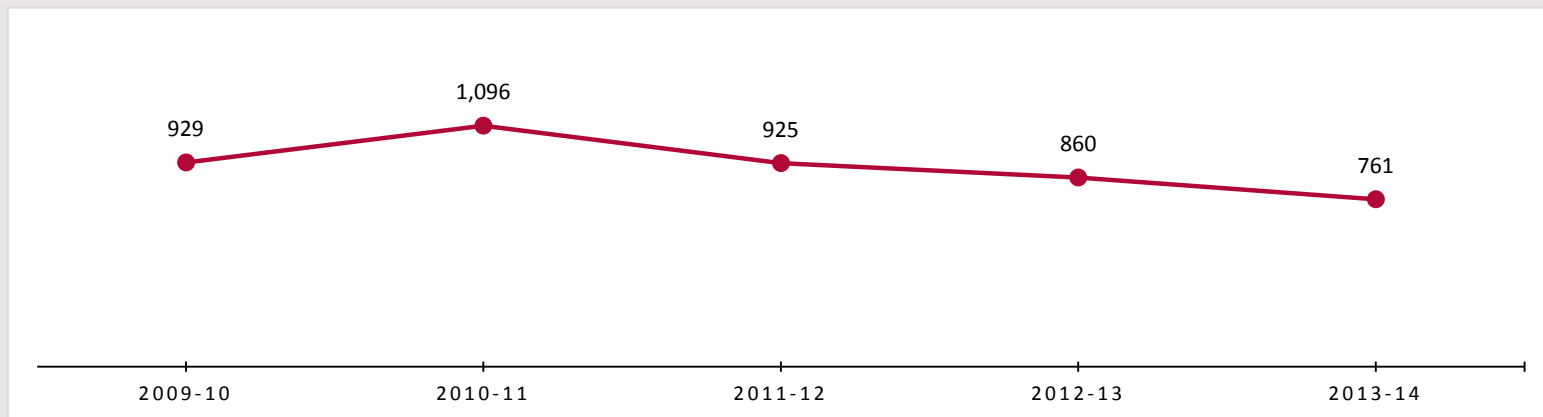
Source: SDCCD Information System

Annual Transfer Volume by CSU-UC / Private (In-State) / Out-of-State: On average, more than one third of the City College transfer volume were students who transferred into the California State University system (CSU; 41%), followed by out-of-state institutions (29%), in-state private institutions (18%), and then the University of California system (UC; 11%). Students who transferred from City College to the UC system decreased in transfer volume (37%) between 2009/10 and 2013/14. However, students who transferred from City College to the CSU system increased in volume over the same years (3%).

	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		% Change 09/10-13/14	College Average 09/10-13/14
CSU	346	37%	507	46%	326	35%	347	40%	355	47%	**3%**	**41%**
UC	116	12%	123	11%	107	12%	95	11%	73	10%	**-37%**	**11%**
Private (In-State)	161	17%	165	15%	191	21%	174	20%	139	18%	**-14%**	**18%**
Out-of-State	306	33%	301	27%	301	33%	244	28%	194	25%	**-37%**	**29%**
Total	**929**	**100%**	**1,096**	**100%**	**925**	**100%**	**860**	**100%**	**761**	**100%**	**-18%**	**100%**

Source: National Student Clearinghouse
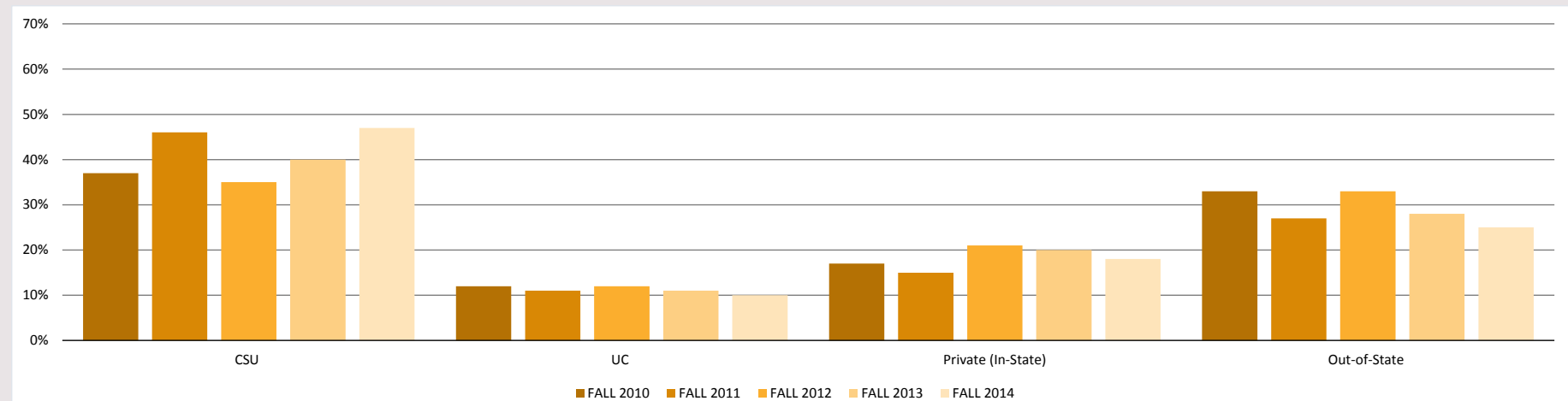
Source: National Student Clearinghouse

Online Sections and Enrollments

Distance Education at City College: On average, 11% of Fall sections were offered online and 89% on campus. The number of sections offered online decreased slightly, from 180 in Fall 2010 to 160 in Fall 2014. The number of sections offered on campus increased, from 1,374 in Fall 2010 to 1,581 in Fall 2014.

City College Sections

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		% Change	College Average
Online	180	12%	184	12%	168	12%	158	10%	160	9%	-11%	11%
On Campus	1,374	88%	1,341	88%	1,245	88%	1,394	90%	1,581	91%	15%	89%
Total	1,554	100%	1,525	100%	1,413	100%	1,552	100%	1,741	100%	12%	100%

Note. Cancelled, tutoring, non-state supported, apprenticeship, non-credit and honors contract classes are excluded.
Source: SDCCD Information System
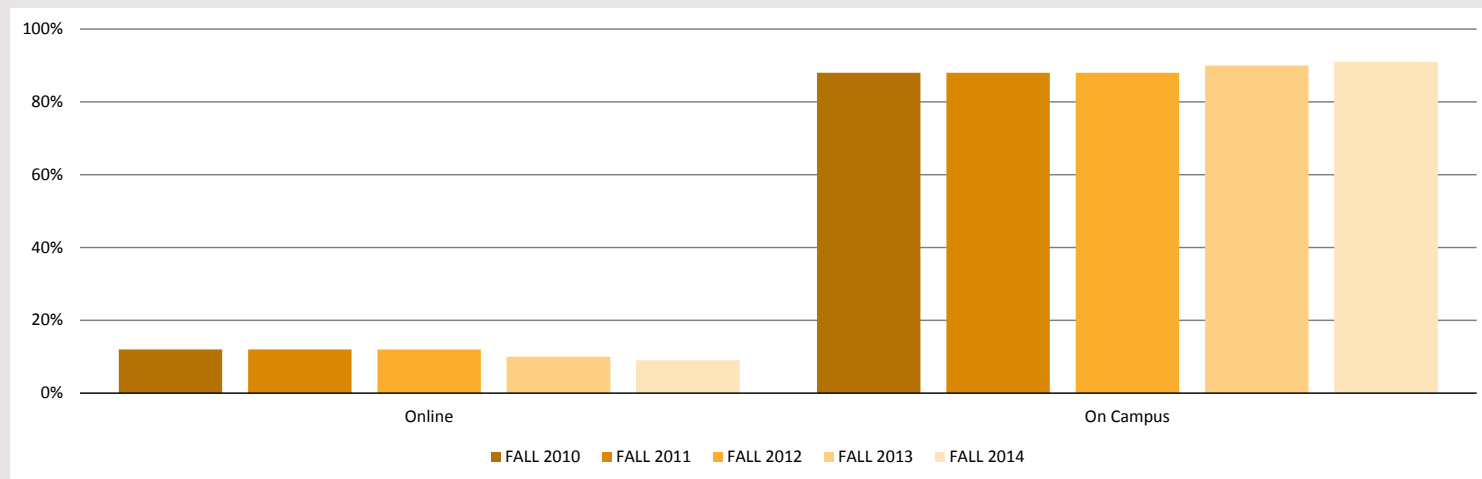
Source: SDCCD Information System

Online Sections and Enrollments

On average, 14% of Fall enrollments were online and 86% on campus. The number of online enrollments decreased slightly, from 6,095 in Fall 2010 to 5,218 in Fall 2014. The number of enrollments on campus also decreased, from 37,341 in Fall 2010 to 33,248 in Fall 2014.

City College Enrollments

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		% Change	College Average
Online	6,095	14%	6,245	15%	5,823	15%	5,205	13%	5,218	14%	**-14%**	**14%**
On Campus	37,341	86%	35,833	85%	33,598	85%	33,673	87%	33,248	86%	**-11%**	**86%**
Total	**43,436**	**100%**	**42,078**	**100%**	**39,421**	**100%**	**38,878**	**100%**	**38,466**	**100%**	**-11%**	**100%**

Note. Drops, never attends, cancelled, and tutoring classes are excluded.
Source: SDCCD Information System
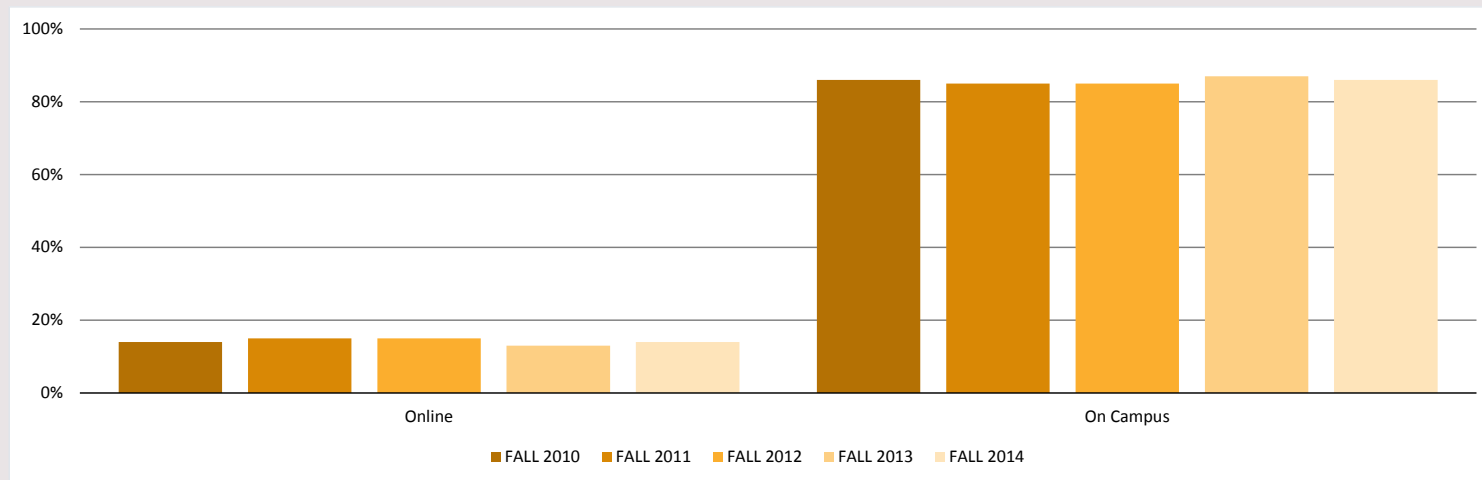
Source: SDCCD Information System

Degrees and Certificates

Annual Awards Conferred: On average, 62% of the total awards conferred at City College/ECC were associate degrees. The number of associate degrees increased 20%, from 701 in 2010/11 to 843 in 2014/15. Certificates that require 30 to 59 units increased 27%, from 187 in 2010/11 to 237 in 2014/15, and certificates requiring 29 or fewer units increased 23%, from 213 in 2010/11 to 261 in 2014/15. The share of associate degrees awarded at City College/ECC, on average, was three percentage points lower than the share of associate degrees conferred within all colleges in the District.

	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		% Change 10/11-14/15	College Average 10/11-14/15
AA/AS Degree	701	64%	700	60%	626	65%	673	60%	843	63%	20%	62%
Certificate 30 to 59 Units	187	17%	211	18%	158	16%	217	19%	237	18%	27%	18%
Certificate 29 or Fewer Units	213	19%	249	21%	185	19%	232	21%	261	19%	23%	20%
Total	1,101	100%	1,160	100%	969	100%	1,122	100%	1,341	100%	22%	100%

Source: SDCCD Information System
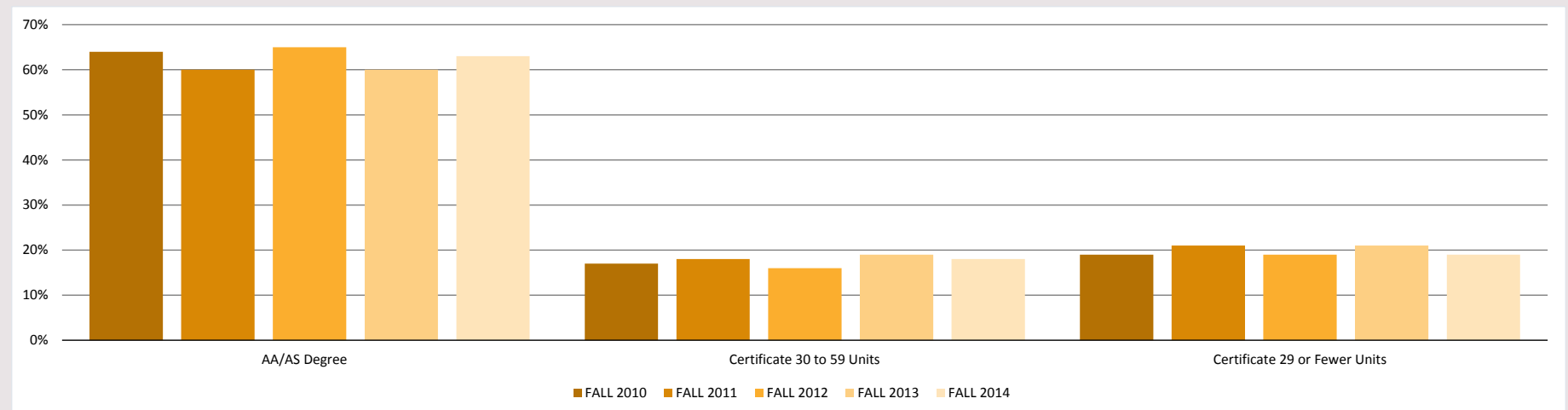
Source: SDCCD Information System

External Environmental Scan

Overview

The College's future, both in the short and long-term, is greatly impacted by existing and future conditions which exist in the external environment. The data that follows have been identified as important/significant and will likely impact the future operations of the College. The trends and conditions presented are national, state-wide and local in scope and will either directly or indirectly impact the future direction of the College programs, enrollments, curriculum and support services.

The College in Relationship to the State

There are numerous initiatives, legislation and regulative changes that are currently impacting, and will continue to impact, future planning at the College. The National Completion Agenda and California's Student Success Initiative have brought many changes to the community colleges. In an effort to significantly increase completion rates over the next decade, specific actions are being taken to assist colleges and students reach this goal. In 2014, the California Community College Board of Governors implemented a statewide priority registration system that is tied to assessment, orientation and education plan development.

Community colleges are working to strengthen their partnerships and develop pathways with public four-year institutions to increase access and transfer rates for students. The newly offered Associate Degree for Transfer Program, which guarantees students admission to a CSU, is rapidly growing in popularity and in the 2013-2014 academic year the number of students state-wide that received this degree (11,839) doubled the number awarded in the previous academic year. Additionally, in 2014 the governor and legislature significantly expanded the California Community College's mission to directing it to grant bachelor's degrees for the first time in the state's history. These initiatives seek to improve success and access for Californians.

Since the approval of Proposition 30 in November 2012, California community

colleges have been receiving additional funds through this temporary tax increase which was allocated to prevent $6 billion in cuts to the state's schools. However, because these tax increases were only temporary, schools will only receive these additional funds through the 2018-2019 academic year. It is anticipated that additional funding will only be available through local bonds and parcel tax revenues.

Currently all of the 113 California community colleges are accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). Recent actions taken by the Board of Governors of the California Community Colleges allow for the Board, at the recommendation of the State Chancellor, to specify a different accrediting agency that would be responsible for accrediting California's community colleges. If another agency is recommended in the future, it is anticipated that there would be a period of several years while this transition is fully completed. Additionally, the Board has not ruled out the possibility of working to reform the current structure of ACCJC and remaining with that agency.

Student Origin by Zip Code

The chart at right illustrates the College's enrollment by zip code from 2012-2015. In an effort to analyze demographic statistics for the majority of the students who attend the College, these zip codes were measured in miles from the College. It was determined that a ten-mile ring was best served to encompass the zip codes identified in the chart.

San Diego City College Enrollment By Zip Code

Zip Code	2012-2013		2013-2014		2014-2015	
92101	859	4%	801	3%	826	3%
92102	1,347	6%	1,330	6%	1,381	5%
92103	548	2%	508	2%	510	2%
92104	1,183	5%	1,128	5%	1,080	4%
92105	1,717	7%	1,698	7%	1,870	7%
92106	178	1%	164	1%	191	1%
92107	408	2%	377	2%	374	1%
92113	1,426	6%	1,401	6%	1,587	6%
92114	1,158	5%	1,144	5%	1,257	5%
92115	1,174	5%	1,118	5%	1,267	5%
92116	714	3%	651	3%	638	3%
92139	449	2%	420	2%	437	2%
Total	**11,161**	**48%**	**10,740**	**47%**	**11,418**	**44%**

Source: SDCCD Information System

The First map illustrates the College's Service Area in relation to the other colleges within the San Diego Community College District. The second map illustrates the ten mile ring which encompasses the student enrollment zip code.

Given the proximity of San Diego City College relative to the other colleges within the District, Mesa College and Miramar College, there is some overlap of student enrollment within the identified service areas of the other colleges. For the 2014-2015 academic year, a total of 2,821 students from the "Mesa College Service Area" and 1,037 students from the "Miramar College Service Area" enrolled in courses at San Diego City College, accounting for 11% and 4% respectively of
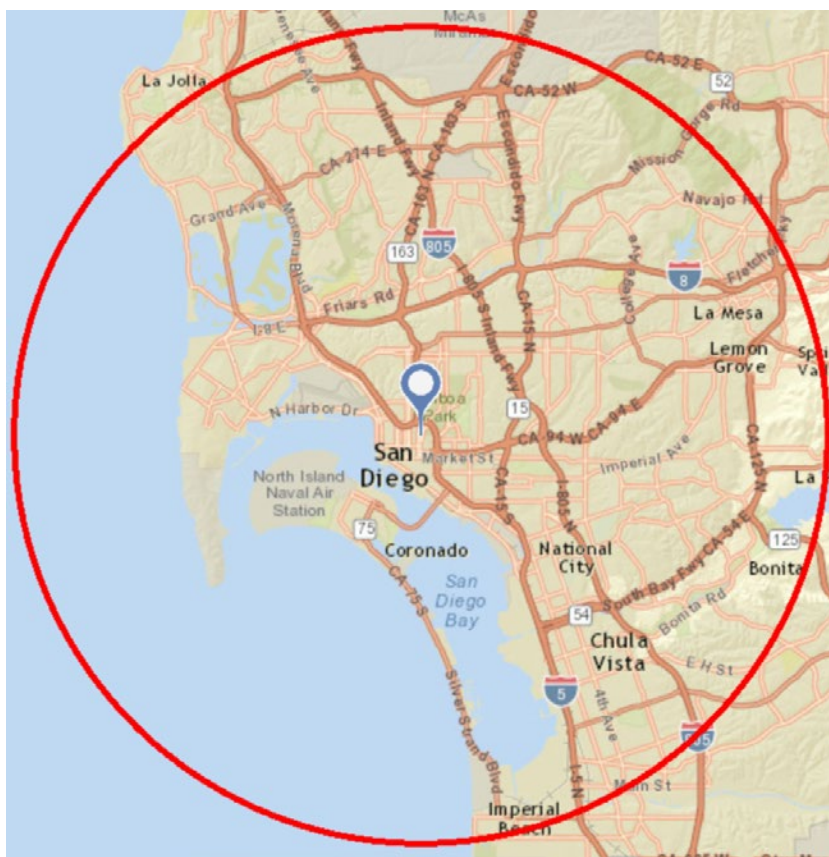
Source: ESRI Business Analyst

the student enrollment at San Diego City College. Additionally, 10,159 students that enrolled in the College resided outside the District Service Area, accounting for 40% of student enrollment. This large percentage of enrollments from outside the District Service area can be partially attributed to other community college districts which are in close proximity to San Diego Community College District. Both Grossmont/Cuyamaca Community College District and Southwestern Community College District are within commuting distance of San Diego City College. Additionally, those students taking courses only through distance education accounted for 13% of enrollments during fall 2014.

10-Mile Service Area Demographics

Population and Growth

The College service area has a population of 1,239,420 and is growing at an annual rate of .78%. This rate of growth is fairly consistent with the growth rate of both the state (.73%) and the Nation (.75%). The overall household size, 2.60, has remained consistent since 2010 and is projected to remain at this number through 2020. The service area reports a slightly higher than average percentage of households (.84%) and families (.82%) than the state average of .74% and .76% respectively.

San Diego City College 10-Mile Demographics

Summary	2010	2015	2020
Population	1,208,434	1,239,420	1,288,729
Households	446,157	458,068	477,567
Families	258,787	265,236	276,225
Average Household Size	2.6	2.6	2.6
Owner Occupied Housing Units	195,727	190,179	195,261
Renter Occupied Housing Units	250,430	267,889	282,306
Median Age	33.6	34.2	35.1

| Trends: 2011-2016 Annual Rate	Area	State	National
Population	0.78%	0.73%	0.75%
Households	0.84%	0.74%	0.77%
Families	0.82%	0.76%	0.69%
Owner Households	0.53%	0.61%	0.70%
Median Household Income	2.65%	3.36%	2.66%

Source: ESRI Business Analyst

Households By Income

The average household income for the service area is $72,302 and the per capita income is $27,454. The average household income for the state is $87,152 and per capita income of $29,788. The nation reports an average household income of $74,699 and per capita income of $28,597. The College service area reflects a lower average household income and per capita income than the average of both the state and nation. The average household income for the service area is projected to increase to $82,115 by the year 2020 and per capita income to $31,145. Even with the slight increases projected by the year 2020, the service area population will remain below the averages for both the state and nation.

San Diego City College 10-Mile Service Area

Income Profile

Households by Income	2015 Number	2015 Percent	2020 Number	2020 Percent
<$15,000	59,235	12.9%	58,247	12.2%
$15,000 - $24,999	46,516	10.2%	36,424	7.6%
$25,000 - $34,999	48,539	10.6%	42,690	8.9%
$35,000 - $49,999	66,548	14.5%	65,169	13.6%
$50,000 - $74,999	78,468	17.1%	80,244	16.8%
$75,000 - $99,999	58,071	12.7%	72,184	15.1%
$100,000 - $149,999	57,048	12.5%	67,840	14.2%
$150,000 - $199,999	22,864	5.0%	29,361	6.1%
$200,000+	20,763	4.5%	25,393	5.3%
Median Household Income	$51,805		$59,034	
Average Household Income	$72,302		$82,115	
Per Capita Income	$27,454		$31,145	

Source: ESRI Business Analyst

Comparison of Income 2015
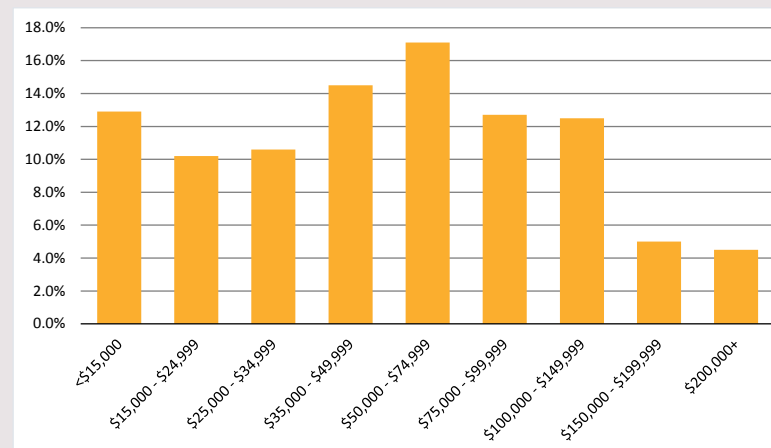
Households by Income 2015
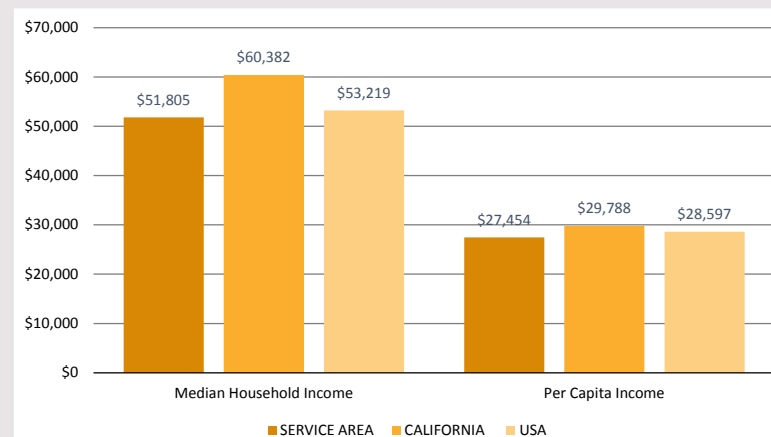
San Diego County Public School Enrollment

The charts reflect the projected public school enrollment in K-12 for San Diego County through the 2024-25 school year. By 2019-2020, California is projected to decrease overall enrollment from 2014-15 by .69%; while over the same period of time, San Diego County is projected to increase enrollment by 1.25%. By the 2024-25 school year, California is projected to decrease overall enrollment from 2014-15 by 1.06% while San Diego will increase 1.67%.

High school graduates for San Diego County are also projected to increase over time. During the 2013-2014 school year, the County reported 34,344 high school graduates from the county's public high schools. This number is projected to increase to 36,443 by the 2024-25 school year.

California
Projected Public K-12 Enrollment
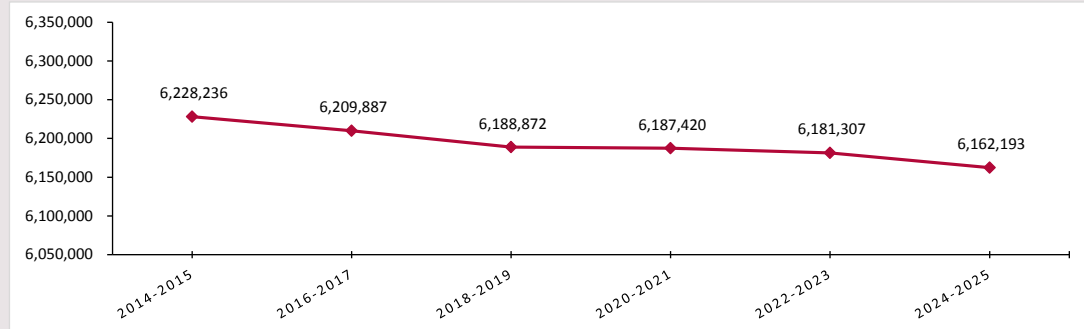
San Diego County
Projected Public K-12 Enrollment
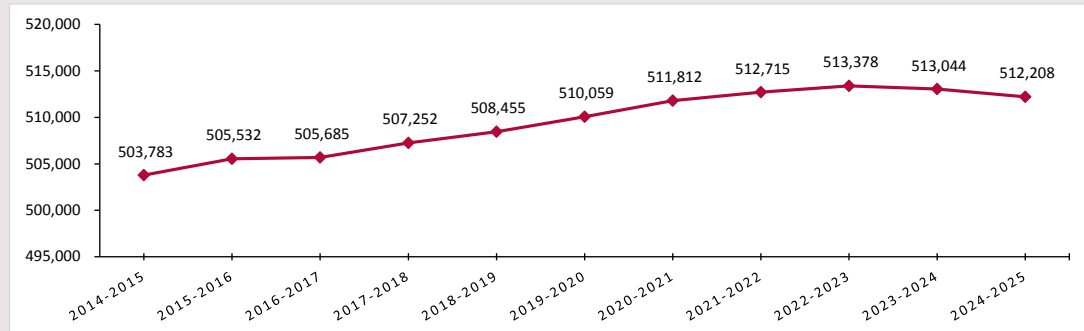
San Diego County
Projected Public High School Graduates
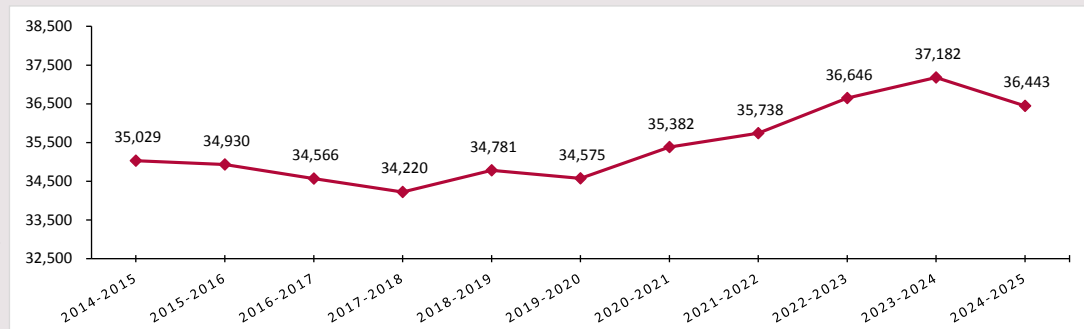
Source: Department of Finance

Age Profile

The service area population reflects a current median age of 34.2 and a projected median age of 35.1 by the year 2020. This is slightly below the median age for the state (35.7) in 2015 and the projected average for 2020 (36.6).

When examining the service area population by age segments, both age groups that represent the largest "college going" category are projected to decrease slightly by the year 2020. The segment of 15-19 year olds will decrease from 6.3% to 5.8% and 20-24 year olds from 9.1% to 8.3%.

San Diego City College 10-Mile Service Area

Age Profile

Population by Age	2010		2015		2020	
	Number	Percent	Number	Percent	Number	Percent
0 - 4	75,930	6.3%	75,090	6.1%	78,109	6.1%
5 - 9	68,949	5.7%	71,580	5.8%	70,569	5.5%
10 - 14	69,864	5.8%	68,177	5.5%	70,812	5.5%
15 - 19	83,388	6.9%	77,755	6.3%	74,482	5.8%
20 - 24	118,629	9.8%	113,367	9.1%	107,350	8.3%
25 - 34	215,414	17.8%	230,119	18.6%	240,669	18.7%
35 - 44	163,475	13.5%	164,569	13.3%	180,576	14.0%
45 - 54	155,496	12.9%	149,986	12.1%	145,708	11.3%
55 - 64	121,169	10.0%	134,265	10.8%	141,642	11.0%
65 - 74	67,755	5.6%	84,880	6.8%	102,489	8.0%
75 - 84	46,980	3.9%	46,549	3.8%	52,078	4.0%
85+	21,386	1.8%	23,082	1.9%	24,244	1.9%
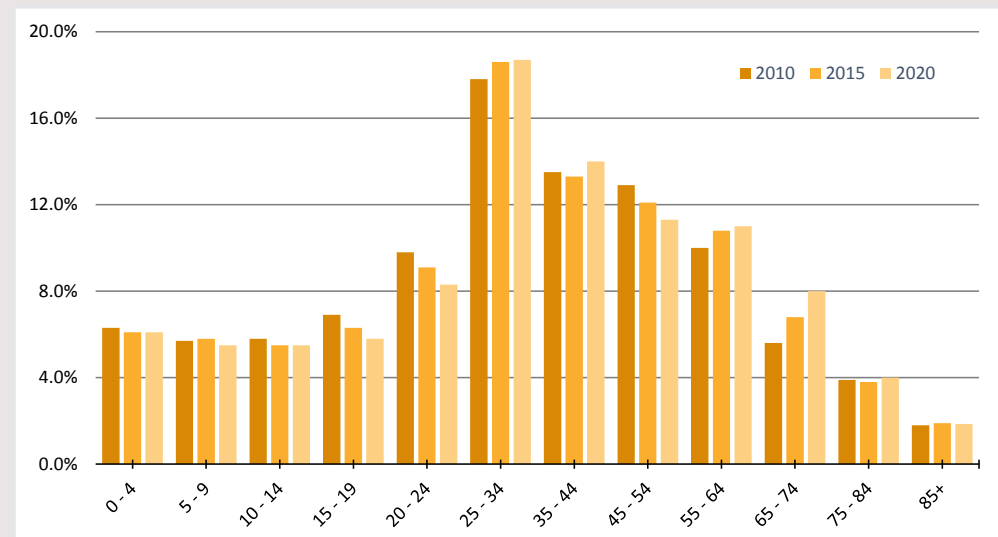
Source: ESRI Business Analyst

Race and Ethnicity

The San Diego City College service area population is diverse and reflects multiple ethnicities. Whites reflect 57.4% of the population and Hispanics 38.5% of the service area population. Asians reflect the next largest segment with 10.7% of the population followed by African Americans with 8.1%. "Two or More Races" reflects 5.6%, American Indians .8% and Pacific Islanders .6%.

When looking forward to the projected 2020 population by ethnicity, the white population will decrease slightly while the Hispanic population will increase slightly. Overall the ethnic makeup of the service area is projected to remain fairly consistent over the next four years.

San Diego City College 10-Mile Service Area
Ethnicity Profile

| Race and Ethnicity*	2010		2015		2020	
	Number	Percent	Number	Percent	Number	Percent
White	709,325	58.7%	711,585	57.4%	726,118	56.3%
African American	99,010	8.2%	100,019	8.1%	101,178	7.9%
American Indian	9,287	0.8%	9,314	0.8%	9,507	0.7%
Asian	125,039	10.3%	132,180	10.7%	142,874	11.1%
Pacific Islander	7,006	0.6%	7,288	0.6%	7,557	0.6%
Some Other Race	195,018	16.1%	209,244	16.9%	224,990	17.5%
Two or More Races	63,748	5.3%	69,789	5.6%	76,505	5.9%
Hispanic Origin (Any Race)	445,417	36.9%	477,541	38.5%	519,904	40.3%

Source: ESRI Business Analyst
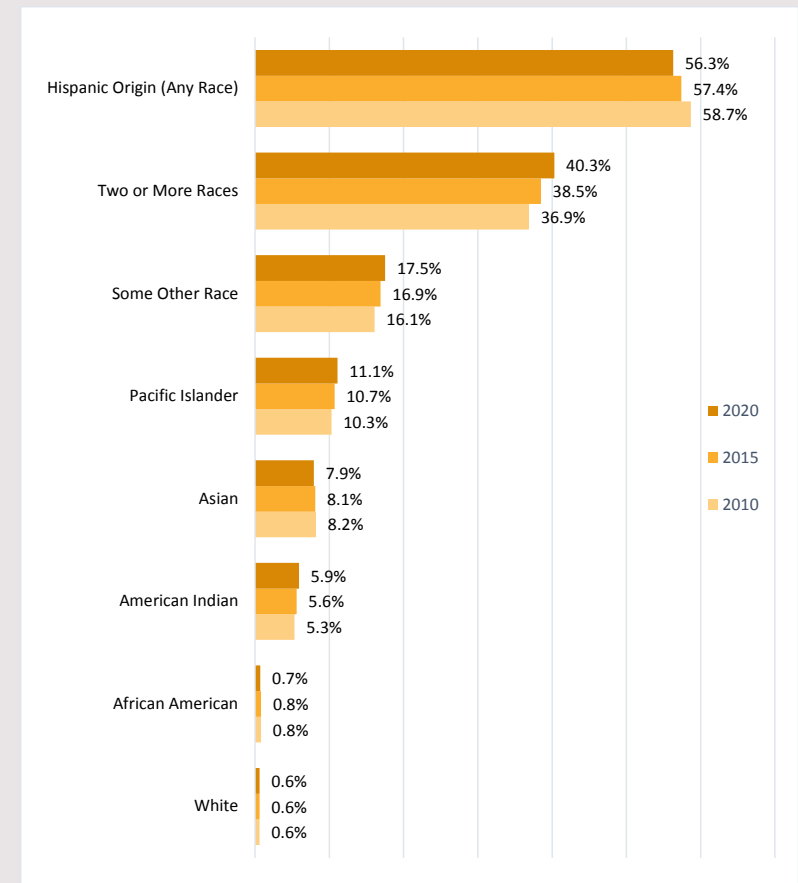
Educational Attainment

When examining the educational attainment for the county of San Diego in comparison to the state overall, the county reflects a higher percentage of individuals who have completed some level of post- secondary education. The county lies above the state average for individuals who have attended some college but did not receive a degree and those who received an Associate's, Bachelor's, Master's, Professional School and Doctorate degree.

Among the county's 25 and older population, 7.4% have completed less than the ninth grade. This is lower than the average for the state which is 10.1%. Additionally, the county reports a lower than state average percentage for individuals who attended the 9th to 12th grade but did not receive a diploma. Those who received a high school diploma, but did not purse any further education, represent 19% of the county's population, which is fairly consistent with the state average of 20.7%.

When evaluating growth opportunities for the College, the population segment which has attended some college but has not earned a degree and those who have completed high school represent a segment of the population that would be most likely to seek enrollment in a community college. Together, these two segments reflect 41.7% of the county's population for a total of 956,309 individuals. Recruitment efforts targeted at these groups could result in increased enrollment for the College.

San Diego County And California Educational Attainment
25 Years and Older
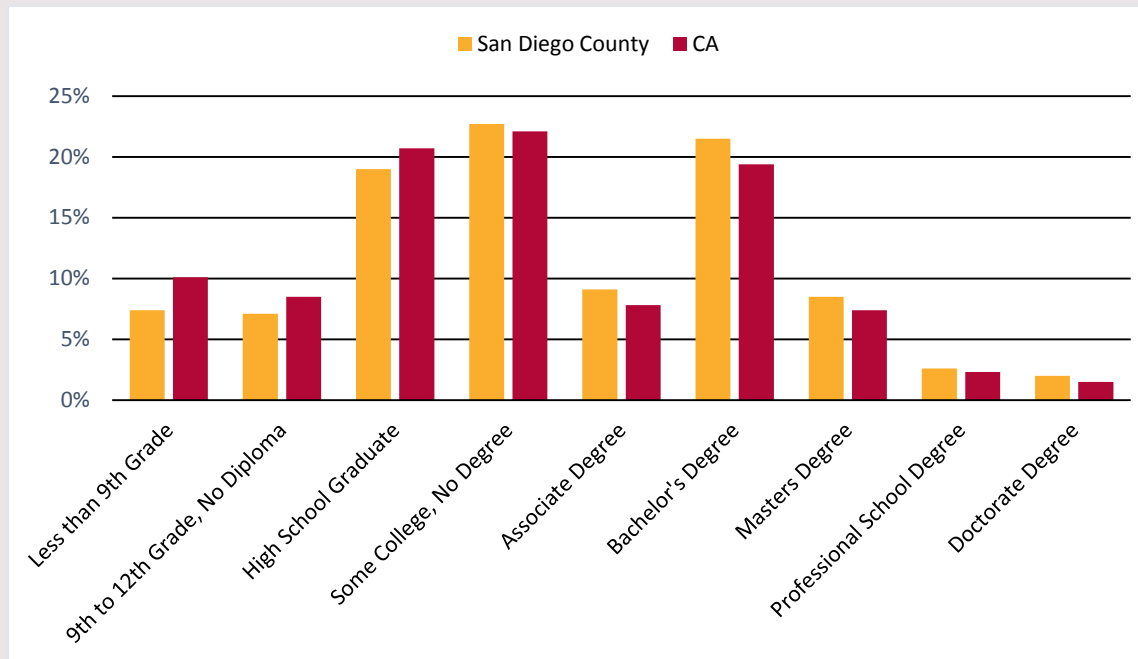
Source: ESRI Business Analyst

Housing Affordability

The California Association of Realtors releases statistics on the housing affordability by county each quarter. The graph reflects the percentage of households within San Diego County that were able to afford a single family home during the fourth quarter of each year from 2011 to 2015. The graph also includes the affordability index for the neighboring counties of Orange, San Bernardino and Riverside as well as the overall affordability for the state. Housing prices have been on the rise over the last three years and thus fewer households have been able to afford a home.

Over the last five years in San Diego County the percentage of households able to afford a single family home has decreased each year. The most significant drop was between 2012 and 2013 when the affordability index dropped from 43% to 28%. Since 2013, there have been slight decreases each year reflecting 27% for 2014 and 25% for 2015. The trends reflected in San Diego County are consistent with the trends for other counties and the state.

Housing Affordability Index
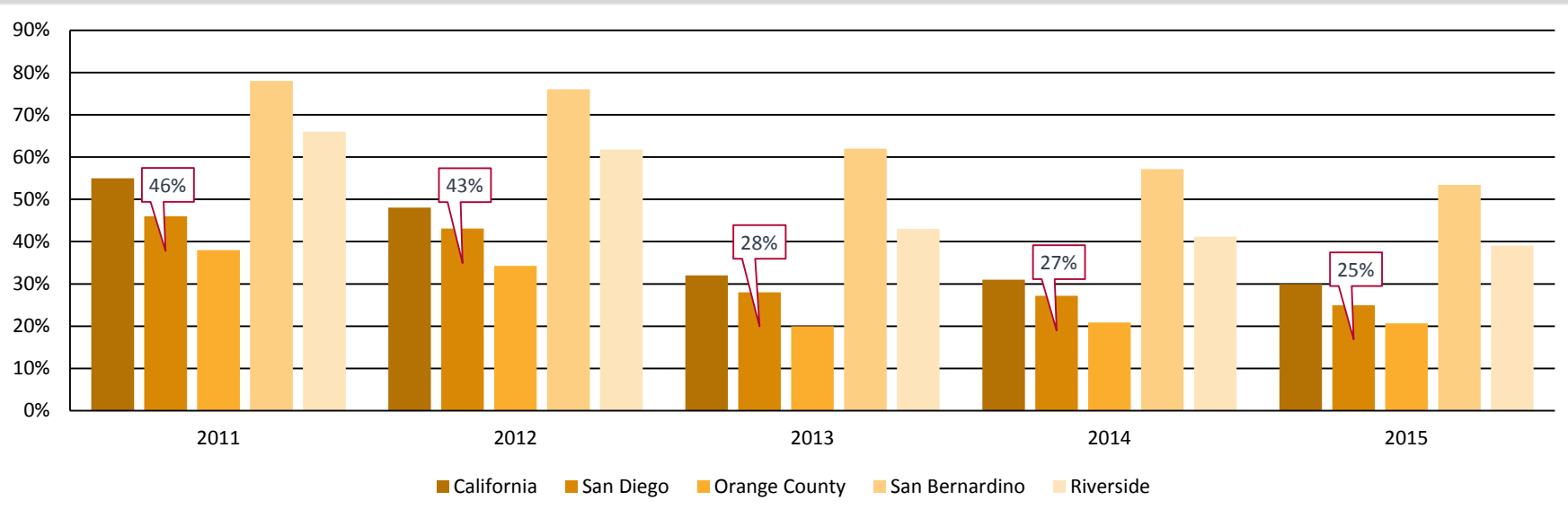
Source: California Association of Realtors

Employment Profile

Overview

Currently, the unemployment rate for San Diego and California is at nearly its lowest point since September 2007. In January 2016, the unemployment rate for San Diego County was 4.7% which is lower than both the state (5.7%) and the nation (4.9%). Overall the unemployment trend has been slightly decreasing since 2012.

When examining the employment by industry for San Diego County, the service sector represents the greatest number of jobs, accounting for 52.2% of all positions. The next largest sector is represented by the Retail and Trade industry with 11.3% followed by Manufacturing (9%), Finance/Insurance/Real Estate (6.7%), Construction (6.1%), Public Administration (5.3%), Transportation/ Utilities (3.8%), Wholesale Trade (2.4%), Information (2.2%) and Agriculture/ Mining (1%).

Unemployment Rate

2009 - 2015
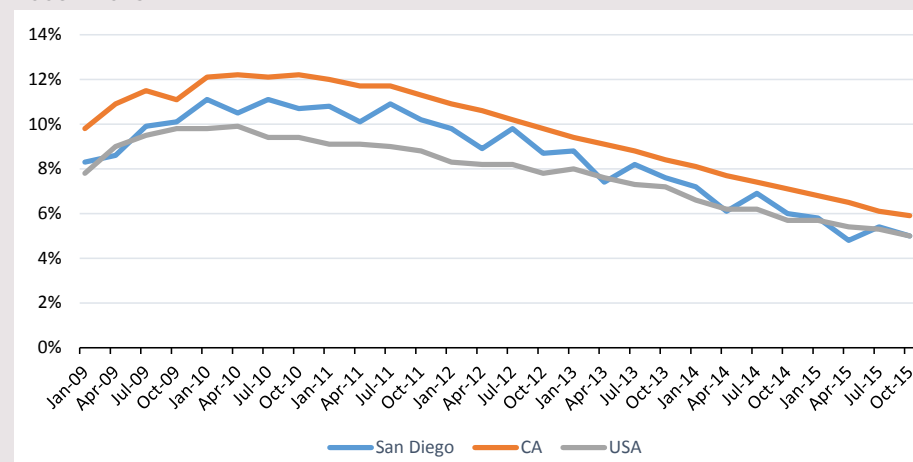
Source: CA Employment Development Department & U.S. Bureau of Labor Statistics
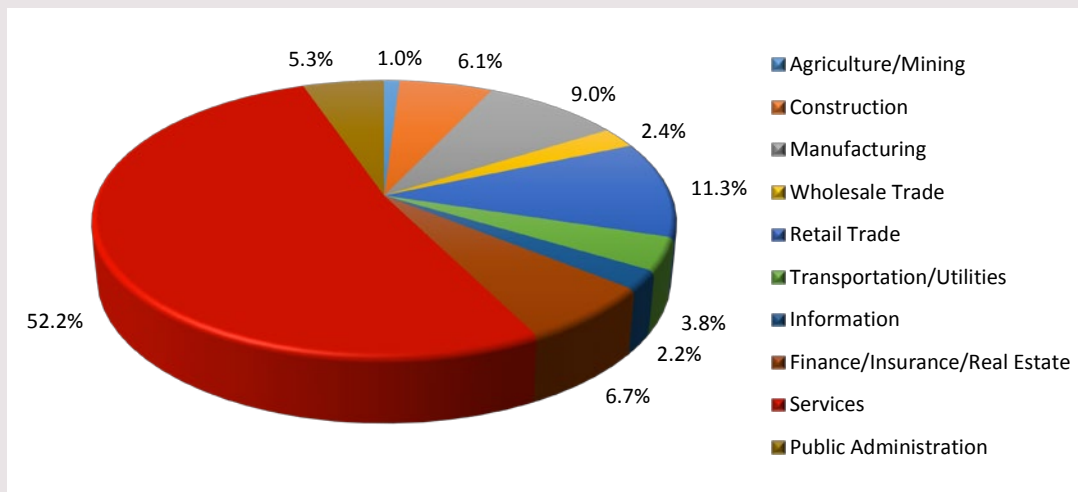
Source: ESRI Business Analyst

Employment by Industry

San Diego County 2015

When examining employment for San Diego County by occupation, the largest sector is Professional occupations, which represent 24% of jobs in the county. Service jobs account for the next largest group at 20% followed by Management/Business/Financial Administrative (16%), Administrative Support (13%), Sales (12%), Construction/Extraction (5%), Production (4%), Transportation/Material Moving (4%), Installation/Maintenance/Repair (3%) and Farming/Forestry/Fishing (1%).

Workforce Characteristics of the Local Region

The California Economic Development Department (EDD) releases projections for future job growth for each region throughout the state. The data are presented in two categories: fastest job growth and most future job openings. The data included reflect the San Diego Metropolitan Statistical Area.
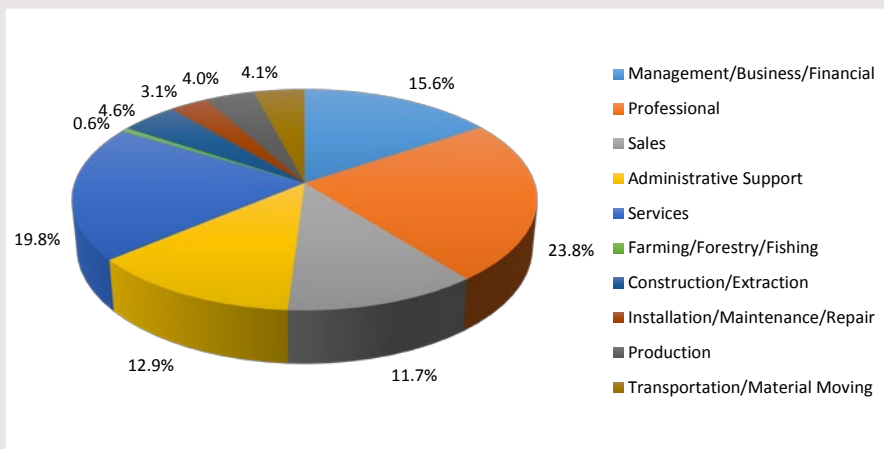
Employment by Occupation
San Diego County 2015
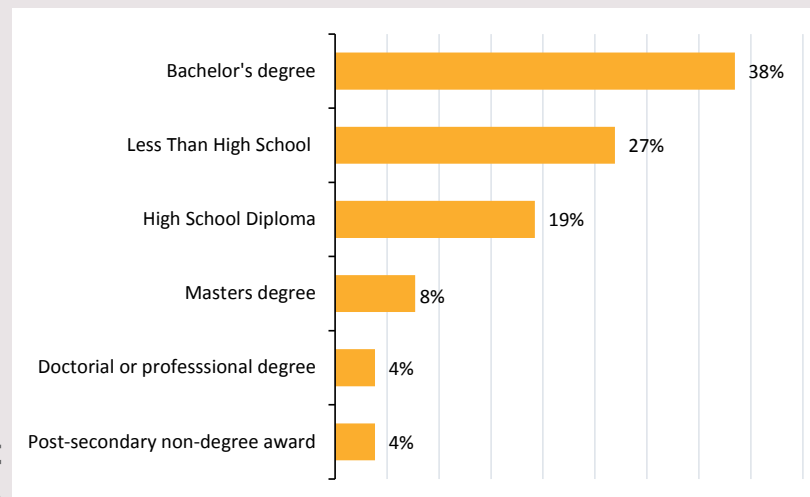
Pie chart segments:
- Management/Business/Financial: 15.6%
- Professional: 23.8%
- Sales: 11.7%
- Administrative Support: 12.9%
- Services: 19.8%
- Farming/Forestry/Fishing: 0.6%
- Construction/Extraction: 4.6%
- Installation/Maintenance/Repair: 3.1%
- Production: 4.0%
- Transportation/Material Moving: 4.1%

Source: ESRI Business Analyst

Fastest Job Growth by Educational Attainment
San Diego MSA

Educational Attainment	Percent
Bachelor's degree	38%
Less Than High School	27%
High School Diploma	19%
Masters degree	8%
Doctorial or professsional degree	4%
Post-secondary non-degree award	4%

Source: California EDD, Labor Market Information; Analysis by MAAS Companies, Inc.

When evaluating the educational level of the fastest growing jobs, the largest percentage requires a Bachelor's Degree. Taking an even broader look illustrates that 54% of the fastest growing occupations require some form of post-secondary education. 19% of the occupations require only a high school diploma and 27% can be fulfilled by individuals without a high school diploma.

When evaluating the potential salary for each level of educational attainment, which is tied to the fastest growing jobs, those occupations requiring less than a high school diploma reflect an average annual salary of $42,951, those requiring a high school diploma $55,692, a Bachelor's Degree $74,704 and a Master's Degree $85,799.

Fastest Growing Occupations
San Diego Metropolitan Statistical Area (2012 - 2022)

Occupation	2012	2022	% Change	Median Income	Education & Training Levels
Brickmasons and Blockmasons	610	990	62.3%	$70,653	High School Diploma
Personal Care Aides	20750	31690	52.7%	$21,614	Less Than High School
Marketing Research Analysts and Marketing Specialist	6360	9480	49.1%	$60,372	Bachelor's Degree
Tile and Marble Setters	770	1130	46.8%	$49,858	Less Than High School
Painters, Construction and Maintenance	5400	7900	46.3%	$43,331	Less Than High School
Operations Research Analysts	860	1250	45.3%	$111,936	Bachelor's Degree
Cost Estimators	2770	3970	43.3%	$63,435	Bachelor's Degree
Vocational Education Teachers, Postsecondary	1510	2160	43.0%	$57,354	Bachelor's Degree
Cement Masons and Concrete Finishers	1260	1800	42.9%	$56,294	Less Than High School
Construction Laborers	9,440	13,480	42.8%	$36,549	Less Than High School
Skincare Specialists	670	950	41.8%	$19,367	Post-Secondary Non-Degree Award
Nursing Instructors and Teachers, Postsecondary	410	580	41.5%	$88,303	Masters Degree
Drywall and Ceiling Tile Installers	1950	2740	40.5%	$47,652	Less Than High School
Tapers	420	590	40.5%	$45,365	Less Than High School
First-Line Supervisors of Construction Trades and Extraction Workers	4860	6820	40.3%	$76,148	High School Diploma
Meeting, Conventrion, and Event Planners	1170	1640	40.2%	$45,017	Bachelor's Degree
Health Specialties Teachers, Postsecondary	900	1260	40.0%	$57,152	Doctorial or Professsional Degree
Carpenters	6020	8370	39.0%	$45,527	High School Diploma
Computer Network Architects	1180	1640	39.0%	$100,170	Bachelor's Degree
Glaziers	810	1120	38.3%	$61,991	High School Diploma
Urban and Regional Planners	550	760	38.2%	$83,295	Masters Degree
Computer Systems Analysts	5220	7190	37.7%	$87,018	Bachelor's Degree
Information Security Analysts	850	1170	37.6%	$90,255	Bachelor's Degree
Tire Repairers and Changers	850	1170	37.6%	$24,142	High School Diploma
Financial Analysts	2790	3840	37.6%	$85,006	Bachelor's Degree
Interpreters and Translators	670	920	37.3%	$46,478	Bachelor's Degree

Source: California EDD, Labor Market Information; Analysis by MAAS Companies, Inc.

Most Job Openings

The EDD provides projections for occupations with the most job openings from 2012-2022. The occupations in the chart that follows account for a projected 215,700 job openings. These occupations require various levels of educational attainment. Occupations requiring less than a high school diploma account for 147,900 job openings, a high school diploma 41,380 openings, an Associate Degree 6,750 openings and a Bachelor's Degree 19,670 job openings.

Occupations With The Most Job Openings
San Diego Metropolitan Statistical Area (2012 - 2022)

Occupation	Openings	Median Income	Education & Training Levels
Retail Salespersons	21150	$19,581	Less Than High School
Waiters and Waitresses	19020	$21,973	Less Than High School
Cashiers	17760	$19,070	Less Than High School
Combined Food Preparation and Serving Workers, incl. Fast Food	16200	$21,921	Less Than High School
Personal Care Aides	12420	$25,271	Less Than High School
Office Clerks, General	10350	$57,801	High School Diploma
Customer Service Representatives	9040	$22,812	High School Diploma
General and Operations Managers	8960	$28,873	Bachelor's Degree
Laborers and Freight, Stock, and Material Movers, Hand	8790	$19,560	Less Than High School
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	7,100	$57,367	Less Than High School
Landscaping and Groundskeeping Workers	6790	$95,250	Less Than High School
Registered Nurses	6750	$19,296	Associate Degree
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	6730	$85,625	High School Diploma
Cooks, Restaurant	6550	$22,448	Less Than High School
Stock Clerks and Order Fillers	6270	$18,893	Less Than High School
Accountants and Auditors	6200	$29,847	Bachelor's Degree
Construction Laborers	6060	$60,288	Less Than High School
First-Line Supervisors/Managers of Office & Admin. Support Workers	5630	$38,894	High School Diploma
Dining Room and Cafeteria Attendants and Bartender Helpers	5320	$48,552	Less Than High School
Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	5000	$41,675	Less Than High School
Maids and Housekeeping Cleaners	4940	$34,869	Less Than High School
First-Line Supervisors of Retail Sales Workers	4840	$24,194	High School Diploma
First-Line Supervisors of Food Preparation and Serving Workers	4790	$55,847	High School Diploma
Food Preparation Workers	4530	$20,652	Less Than High School
Management Analysts	4510	$44,222	Bachelor's Degree

Source: California EDD, Labor Market Information; Analysis by MAAS Companies, Inc.

External Data Sources

The following data sources were utilized to gather data for the External Scan:

- California Community College Chancellor's Office Data Mart
- ESRI Business Analyst
- Employment Development Department
- Department of Finance
- U.S. Bureau of Labor and Statistics
- CA Association of Relators
- San Diego Community College District

Most Job Openings by Educational Attainment
San Diego MSA

Educational Attainment	Job Openings
Less Than High School	147,900
High School Diploma	41,380
Bachelor's Degree	19,670
Associate Degree	6,750
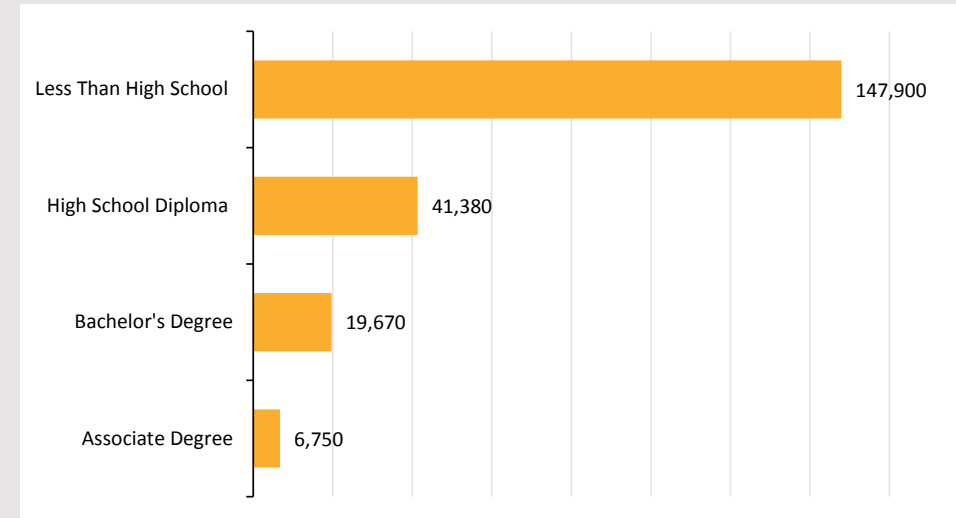
Source: California EDD, Labor Market Information; Analysis by MAAS Companies, Inc.

Integrated Planning

Overview

The Educational Master Plan for San Diego City College is one component of the overall planning cycle at the College. The diagram illustrates the various plans which collectively, create the College's approach to long-range planning. This section of the EMP will explore how the various planning efforts at the District / College link together to create a collaborative approach to the decision making process and future planning. As the College approaches its next accreditation visit, the various constituent groups are utilizing the planning approaches that are currently in place and working to implement new approaches that will assist the College in moving forward in the future to ensure that San Diego City College continues to provide a high quality learning environment for its students.

San Diego City College is part of the multi-college San Diego Community College District and therefore has an integrated planning process that also incorporates the District, San Diego Mesa College and San Diego Miramar College into the deliberation when determining the distribution of financial resources to each college.

The following is a brief description of the San Diego Community College District regarding the roles and responsibilities and its integrated planning process with its three colleges according to the SDCCD Administration & Governance Handbook 2015-2016.

The Board of Trustees is responsible for establishing policies that govern all activities related to conducting the business of the District, the Colleges, and Continuing Education. Development and review of policies and procedures are collegial efforts involving a variety of participatory governance groups. For policies and procedures that affect academic and professional matters, the Board relies primarily on the Academic Senates; on matters defined as within the scope of bargaining interests, the Board follows the requirements of negotiations. For administrative matters, the Board relies primarily on the recommendations of staff with input from various constituencies in the development and review

Note: Approved by MPAROC on 5/11/16

process. The general public may comment at public Board meetings on any policy consideration before the Board.

The District Office has the primary responsibility for administering all policies and procedures related to the expenditure of funds, and has responsibility for audit compliance. Once a budget is developed and approved by the Board of Trustees, the Colleges and Continuing Education have autonomy in determining campus expenditures in accordance with their Integrated Planning Framework so that they can fulfill their mission within the scope of their budget allocation. The District Office is responsible for the annual audit and works with the Colleges

and Continuing Education to ensure that revenue and expenditure management conforms to generally accepted accounting practices and statutes. The District Office provides for central coordination of purchasing, accounting, grants and contract management, and accounts payable activities. The District Office is also responsible for monitoring accounting practices and internal controls throughout the organization. The San Diego Community College District is fiscally independent.

Curriculum development, as well as provision of the academic program, is the responsibility of the Vice Presidents of Instruction at the Colleges and Vice President of Instruction and Student Services at Continuing Education. Coordination and alignment of curriculum, including compliance with Title 5 and policy and procedure development related to instruction is the responsibility of the Vice Chancellor, Instructional Services and Planning, in consultation with the Colleges and Continuing Education's academic leadership and administration. Coordination of grants and contracts, economic development, online education, International Education, Military Contract Education, and several categorically funded career technical programs are also the responsibility of the District administration. Grant development is a collaborative responsibility between the Colleges and the District administration with resources provided by the District Office. The District administration has primary responsibility for developing and maintaining relationships with industry and a Corporate Council to address workforce needs districtwide. Oversight of the District's large online education program, including training, website development, and maintenance is the responsibility of the District administration in coordination with the Colleges and Continuing Education leadership.

The Curriculum and Instructional Council (CIC) reports to the Chancellor's Cabinet and consists of members who meet to review and coordinate instructional matters. The council is charged with providing for the coordination of the curriculum districtwide and for development of districtwide guidelines for the improvement of instruction in the Colleges and Continuing Education campuses of the District. It is also charged with providing for a districtwide review of all procedures and activities related to instructional programs.

The following is a brief explanation as to what occurs at the District level with regard to budget allocation to the three colleges:

The District develops the criteria related to Enrollment Targets and distribution of FTES across the three colleges and Continuing Education through the District's Research and Planning department. The FTES target for any given fiscal year is based upon the state's projection of how much growth SDCCD is eligible to earn in a given fiscal year. The proportional distributions of the annual FTES targets have remained consistent from year to year.

The Chancellor's Cabinet, which is made up of the Chancellor, the four Presidents and five Vice Chancellors, discusses and comes to an agreement regarding the FTES target for the upcoming fiscal year. The FTES targets are then utilized to develop the Campus Allocation funding within the District's General Fund Unrestricted budgets. San Diego City College's budget allocation for 2015-16 is based upon a targeted FTES of 10,971, which resulted in an allocation of $42,245,635. The College then takes its district budget allocation and develops its college budget.

It is important to note that San Diego Community College District, human resources, facilities, campus police, information technology services and fiscal services are the responsibility of the District, which is funded separately from the Colleges at the District level for those operational service areas.

At the college level, there are additional internal processes that capture all the critical elements needed to ensure effective programs and services and to move the institution forward in accomplishing its mission.

San Diego City College is focused on student success, enriching the lives of its students and lifting them out of poverty. Student success involves many different elements, and the College's planning processes and decisions incorporate all of them to some degree. The Integrated Planning process at San Diego City College is facilitated by the Master Planning, Assessment, and Resource Oversight Council (MPAROC), the major shared governance group of the College, which guides the development of long-term instructional, facilities, technology and resource planning. The integrated planning model sets the parameters and cycles for program review, annual plans and updates, the assessment of student learning and administrative outcomes, and resource allocation. At the

heart of City's planning processes are the mission, vision, values and institutional priorities of the College. All planning efforts are grounded in that core and rely on institutional research in assessing their effectiveness. The College has developed a cycle to synchronize the planning efforts for the educational master plan and program review with the accreditation self-evaluation report. The ten-year timeline provides for the analysis of longitudinal studies and data about student success that inform the three-year Strategic Plan, the five-year Facilities Plan, the three-year comprehensive Program Review and annual master plan updates, the three-year Technology plan, and the annual Student Success (SSSP), Equity, and Basic Skills Initiative Plans. Included in those planning efforts are other major institutional processes related to resources, including budget and human resources, specifically faculty and staff hiring.

MPAROC provides direction to program review and facilitates the development of a faculty and staff-led assessment process of student learning outcomes and administrative outcomes to improve teaching, learning, advising and serving students at the individual, course, program, and institutional level. Given the importance of outcomes assessment, the SLO coordinator, who works directly with faculty and staff, sits on this Council as a liaison. Through this collaboration, faculty and staff receive assistance to articulate, implement, evaluate and improve educational processes based upon outcomes and evaluations through research data provided by the college Office of Institutional Research.

The Council further integrates accreditation action plans into the relevant college plans in order to maintain sustainable, continuous quality improvement in all college endeavors. Among the most important responsibilities of MPAROC is the review and evaluation of the Mission Statement, Institutional Priorities and Institutional Competencies, which occur on a five-year cycle, and integrating recommendations of other councils into the program review, planning and resource allocation processes.

At the end of each review and approval period for plans and processes, recommendations are forwarded to the President's Council for final review and approval. The communication of all institutional matters under the purview of MPAROC resides in the members who represent all constituency groups across campus. The College mission, goals and objectives, institutional priorities and institution-set standards, as well as all of the adopted plans and accountability
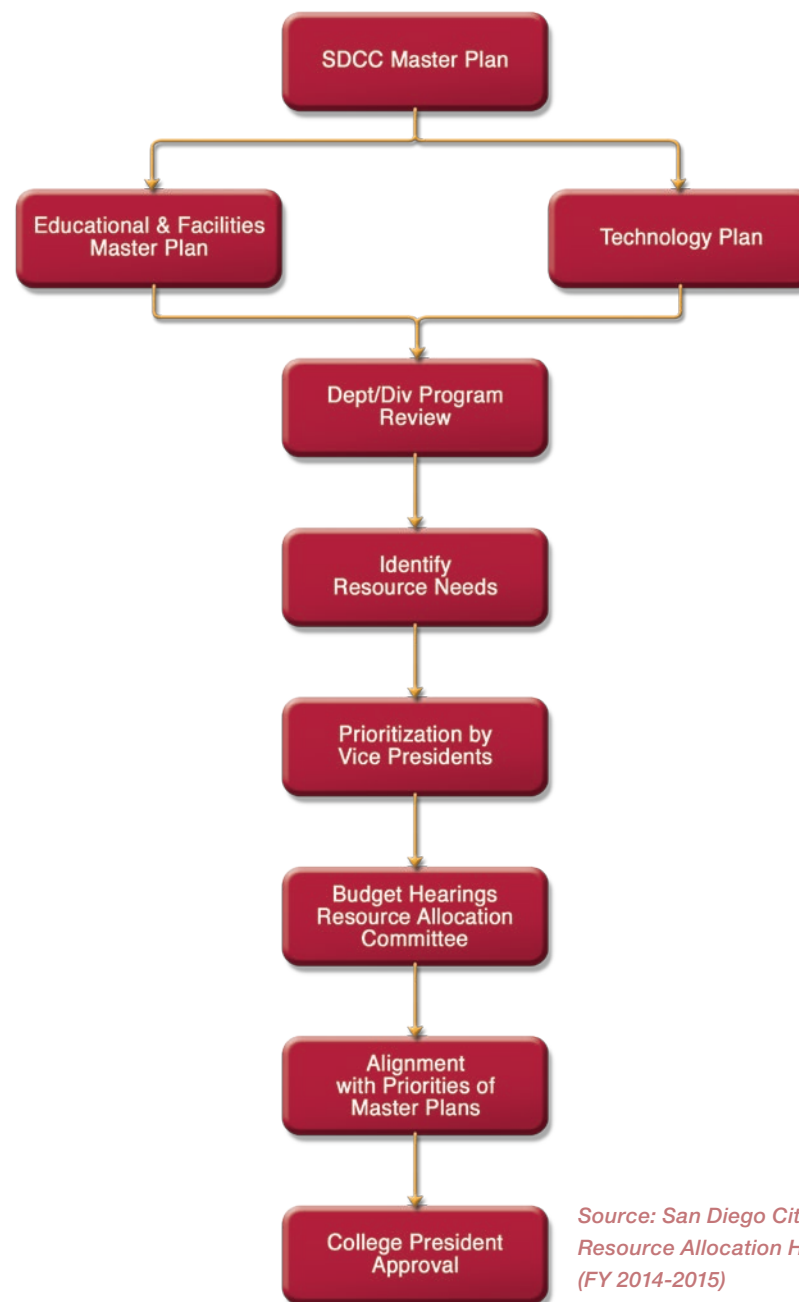
Source: San Diego City College Resource Allocation Handbook (FY 2014-2015)

reports, are communicated to the Academic Senate, Classified Senate, and Associated Student Government, as well as being placed on the college website.

An integral part of the overall planning of the College is the resource allocation process. The purpose of a resource allocation model is to allocate funds to support the College's mission, vision, values and strategic goals to ensure that allocations are linked to strategic planning and program review, and to utilize accurate data in budget decision-making. Resources are all assets of the College, including its human resources, physical resources, technology resources, and financial resources. Below is the San Diego City College Resource Allocation model.

The purpose of the Resource Allocation Committee (RAC) is to ensure that the College's strategic planning is tied to resource allocation through a demonstrable, collaborative, evidence-based, and sustainable decision-making process. RAC, which is a shared governance committee with representatives from all constituency groups, leads budget hearings to determine the best use of limited funds annually. The committee reviews all department and program requests along with their program reviews and program plans for the following year, and then listens to oral presentations on the needs as requested. The committee reviews and analyzes all documents and testimony provided, then prepares budget augmentation recommendations for submission to the College President.

Resource Allocation Process at San Diego City College

Budget Request Template reviewed & approved by RAC →
Template w/ instructions distributed to Budget Managers & Chairs to be completed with input from appropriate Dept/Div staff & faculty →
Administrators send template to respective Vice President to synthesize with other Departments within Divisions →
VP's approve & submit completed budgets to VPAS Office →

VPAS compiles budget binders for RAC Review →
Budget Hearings take place, review proposed Dept/Div budgets →
RAC meets to complete budget deliberations and finalize recommendations →
President reviews and approves final budget for College →

Budget compiled and submitted to District Office →
Informational Presentations are made by VPAS to Shared Governance Committees →
Budget loaded into ERP system →
Budget Managers receive allocations for Fiscal Year

Source: San Diego City College Resource Allocation Handbook (FY 2014-2015)

Prior to the budget hearings, the College president indicates the funding priorities for the upcoming year, and after the hearings receives the budget request recommendations from RAC. While relying largely on those recommendations, the ultimate decision to approve or amend the allocations rests with the President. At the end of each year, the RAC evaluates the effectiveness of the hearings and their processes and reports back to MPAROC the results of that evaluation and any recommendations for amending its procedures.

Institutional effectiveness encompasses the implementation and evaluation of mission-based master planning that is aligned with the College resource allocation model. Within the College's Integrated Planning model, program review, master planning, and resource allocation are closely aligned and as such City College has reached the Sustainable Continuous Quality Improvement level in the accreditation standards:

- The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.
- There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.
- There is ongoing review and adaptation of evaluation and planning processes.
- There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning instructions and processes.

# Facilities Master Plan / Future Space Needs

Overview

A Facilities Master Plan is an inventory and evaluation (condition/life span) of all owned facilities (the site, buildings, equipment, systems, etc.). The Plan identifies regulations impacting those facilities and any deficiencies, and defines a plan to correct those deficiencies. It also identifies the adequacy, capacity and use of those facilities; identifies the deficiencies relative to those criteria; and defines a plan of correction. It draws on information contained in the College's Educational Master Plan and other planning documents addressing the curriculum, programs of instruction and student services at San Diego City College.

To qualify for state funds to construct and maintain facilities, the State Chancellor's Office requires the College to demonstrate a "space need," defined more specifically to the total square footage requirement as compared with current space holdings. This comparison results in a net space capacity. The

state standards for calculating square footage requirements include formulae based upon various measures of student enrollment such as WSCH, headcount, FTES, etc. All of this information is contained and reflected upon in the Facilities Master Plan.

Similar to other planning documents developed within the San Diego Community College District, each of the Colleges are incorporated into the process and document. The following information is from the Facilities Master Plan specific to San Diego City College.

According to the 2005 Facilities Master Plan:

The primary purpose of the 2005 Facilities Master Plan is to update and document San Diego City College's facilities needs and projected growth in order to achieve the following objectives:

- *Address updated building code and accessibility requirements.*
- *Identify, repair, remodel or replace existing facilities that do not meet educational or infrastructural necessity.*
- *Outline academic master plan objectives with regard to program growth, future program opportunities and student population growth patterns.*
- *Assess and document non-academic program needs to be implemented as a part of San Diego City.*
- *College's over all master plan growth and development implementation strategy.*

The vision outlined in the 2005 Facilities Master Plan for the San Diego City College campus anticipates a total student population of 25,000 enrolled, nearly double current enrollment, and faculty and staff commensurate for maintenance of academic integrity and excellence. Concurrent with population growth, campus facilities are expected to experience significant growth in teaching and laboratory space, infrastructure networks and parking. It is anticipated that growth in the City College support network will nearly double or triple during phases of future development.

The 60 acre San Diego City College campus is home to more than 17,000 students and offers 100 majors and 115 certificate programs. Propositions S & N-funded projects for City College include six new instructional and career training facilities, eight major renovations, parking facilities, public safety enhancements and a sweeping infrastructure upgrade. The design and construction will follow the updated master plan as adopted by City College in 2008.

As the 2005 Facilities Master Plan draws to a close, all San Diego City College new construction has been completed and only three remaining buildings slated for renovation are in the construction phase. The college will embark upon a new five-year Facilities Master Plan in 2016-17.

San Diego City College Projects

Project Title	Proposition	Phase
"A" Building Renovation	Proposition N	Construction
"C" Building Renovation (Language/Speech/Visual Arts)	Proposition N	Completed
"D" Building Roof	Proposition N	Design
"L" Building Renovation	Proposition S	Completed
"M" Classroom Building	Proposition N	Completed
"P" Building Renovation	Proposition S	Completed
"R" Building Renovation	Proposition S	Completed
Arts & Humanities Building	Proposition N	Completed
Business & Technology Building	Proposition N	Completed
Campus Site Design & Environmental Review	Proposition S	Completed
Career Technology Center	Proposition S	Completed
Child Development Center	Proposition S	Scheduled
Engineering Technology Building	Proposition N	Construction
Infrastructure Upgrade Phase I	Proposition N	Construction
Infrastructure Upgrade Phase II	Proposition N	Construction
Land Acquisition for Career Technology Center	Proposition S	Completed
Land Acquisition/General Purpose Classroom Building	Proposition S	Completed
Modular Village	Proposition S	Completed
Science Building	Proposition N	Completed

Source: 2005 San Diego City College Facilities Master Plan

Completed Construction Projects at San Diego City College

Building "P" Renovations

Learning Resource Center

Academic Success Center

Arts and Humanities Building

Business Technology Building

Career Technology Center

Building "C" Renovation

Building "M" Renovations

Science Building

Math and Social Sciences Building

San Diego Community College District
Status of Propositions S and N Building Projects (as of February 17, 2015)

Campus	Completed Projects	Budget
City College	College Academic Success Center	$9.4M
City College	College Health and Exercise Science Building	$10.5M
City College	College Learning Resource Center	$3.3M
City College	College Career Technology Center	$63.3M
City College	Math and Social Sciences Building	$80.2M
City College	Business Technology Building	$38.5M
City College	Arts and Humanities Building	$64.1M
City College	Student Affairs Building	$9.5M
City College	Science Building	$57.4M
Mesa College	Allied Health Building	$26.8M
Mesa College	Police Station and Parking Structure	$34.98M
Mesa College	Social and Behavioral Sciences Building	$40.5M
Mesa College	Student Services Facility	$44.9M
Mesa College	Design Center Renovation	$5.3M
Mesa College	LRC Language Labs	$2.5M
Mesa College	Math and Science Building	$109.3M
Mesa College	Stadium Renovation	$8.3M
Miramar College	Automotive Technology Career Instructional Building	$1.8M
Miramar College	Hourglass Park Field House	$22.2M
Miramar College	Science & Technology Building	$9M
Miramar College	Administration Building	$11.4M
Miramar College	Arts & Humanities Building & Technology Building	$31.2M
Miramar College	Aviation Maintenance Technology Center	$10.7M
Miramar College	Cafeteria/Bookstore & Student/Campus Center	$39.5M
Miramar College	College Service Center	$5.9M
Miramar College	Expand Automotive Technology Instructional Building	$3.6M
Miramar College	Heavy Duty Advanced Transportation Technology Center	$14.3M
Miramar College	Library/Learning Resource Center	$39M
Miramar College	Parking Structure & Police/Emergency Center	$15.9M
Miramar College	Fire Science and EMT Training Facility	$16.3M
Miramar College	Student Services Center	$8M
Continuing Education	ECC Skills Center	$31.7M
Continuing Education	District Service Center Expansion	$7.9M
Continuing Education	North City Campus	$43.4M
Continuing Education	North City Parking Structure	$5.1M
Continuing Education	West City Campus	$18.1M
Continuing Education	Continuing Education at Mesa College Campus	$22.7M
Continuing Education	Educational Cultural Complex Wing Expansion	$18.3M

Campus	Completed Projects	Budget	Projected Completion
City College	Language/Speech/Visual Arts Building	$20.1M	July 2015
City College	Administration Building Renovation	$24.2M	2018
City College	Engineering Technology Building	$33.8M	2018
Mesa College	Fitness Center	$15.2M	June 2015
Mesa College	Commons	$44.3M	Sept. 2015
Mesa College	Campus Facilities Support Areas	$4.1M	2015
Mesa College	Center for Business and Technology	$32.1M	2017
Mesa College	Fine Arts and Dramatic Arts Building	$9.1M	2017
Miramar College	Expansion of Maintenance Facilities	$3.6M	2015
Miramar College	Remodel A-100 Building	$6.6M	2015
Miramar College	Remodel Existing Police Academy	$6.2M	2016-17
Miramar College	Science Building	$34.4M	May 2015
Continuing Education	Cesar Chavez Campus Parking Structure	$7.9M	June 2015
Continuing Education	Consolidation of Centre City & Cesar Chavez Campus	$50M	June 2015

Campus	Remaining Buildings	Budget	Projected Completion
City College	Child Development Center	$11M	2019

Source: San Diego Community College District Project Summary Table

Unique Programs Offered by SDCC

Overview

San Diego City College addresses its diverse student population and challenges with its surrounding neighborhood community by providing the following unique programs to its students.

Centers for Applied Competitive Technologies (CACT)

The mission of CACT is to advance global competitiveness and innovation for advanced technology companies in California through responsive workforce training and technology consulting services. Over the last 24 years CACT-SD has established itself as a regional resource for education, training, technical consulting and information-sharing regarding manufacturing, construction and technology-related industries along with the overall economic development needs in Southern California. CACT-SD works with employers and instructors to bridge the worlds of workplace competencies and postsecondary education.

City Voices for Social Justice

City Voices for Social Justice brings together the campus and community through events that promote equity, diversity, and activism. This program is grounded in the belief that education and social justice are inextricably linked and that literacy and self-expression are key components of promoting social justice in a rapidly changing society. Feature events include the City Voices Festival in the fall and the Social Justice Conference in the spring. The featured events also incorporate visiting authors, activists, and educators, student Passion Projects, film screenings, panel discussions, art exhibits, dance and spoken word concerts as well as other programming that fosters partnerships throughout the campus and community. The year-long programming aims to be relevant and exciting, bringing together established and emerging voices from diverse communities.

It also supports the integration of culturally-relevant materials and approaches into curriculum and classroom instruction to increase retention, completion, and student success.

Annual Social Justice Conference

The annual Social justice Conference includes break-out sessions covering topics such as popular education and the fight for indigenous rights, the first amendment and its importance today, and the movement for a living wage.

The focus of the event is to highlight the importance of education in the creation of a just and equal society. The conference draws 250-300 participants and is open to all those interested in social justice in education with a special emphasis on faculty, staff, administrators, and students.

Conference organizer and City College English Professor Paul Alexander explained, "At its core, social justice is the foundation of education. An education

that ignores social realities and teaches a curriculum detached from an individual's ability to contribute to a more just and equitable world is a disservice to its participants. Instead of creating a healthy community with true civic engagement, it builds a society of uncritical workers devoid of true meaning and purpose."

Dr. Anthony Beebe, President of City College shared, "San Diego City College is ideally poised to advance a national reawakening of the social justice movement. We have faculty who have tremendous expertise in topics of peace studies, gender studies, labor studies, Chicano/Chicana studies, Black studies, and several related areas across the College."

The conference is part of efforts to build a nationwide network of people in the field of education who recognize the place of social justice in education as a tool for creating informed, critical, and engaged students.

Completion Program

A Student Success and Equity Initiative at SDCC, the Completion Program guides and supports students in their progress towards completion of a two-year degree or certificate and/or transfer. CP provides students with intrusive counseling services, career planning, Peer Mentor interventions, and access to workshops and activities that will prepare them for college life and beyond. Working collaboratively with other campus departments, CP targets students who have completed their first year of college and are at-risk in regards to access, success, and completion. Working with groups that are disproportionately impacted, CP also offers services such as transit passes, gas cards, and print cards. Students in the CP benefit from personalized, intensive practices that will provide them with the tools for success. The CP is funded by the campus equity grant.

Knights Scholars

The "Knights Scholars Program" is coordinated by the San Diego City College Extended Opportunity Programs and Services (EOP&S), which exists to provide assistance to students handicapped by language, social, economic and educational disadvantages.

The mission of San Diego City College's EOP&S Knights Scholars Program is to provide a comprehensive system of support services to help meet the academic, social, career, emotional, and financial needs of college-bound students who are transitioning out of the foster care system, and to empower these young adults to graduate, transfer and become self-supporting community leaders and successful professionals in their field of interest with the ultimate goal of obtaining an Associate's Degree and transferring to one of our partner colleges or universities.

Mental Health Counseling Center

The Mental Health Counseling Center (MHCC) at San Diego City College has been awarded a three-year, $272,000 Garrett Lee Smith Suicide Prevention Grant. Approved by the San Diego Community College District Board of Trustees, the grant funds will be used to help prevent suicide and suicide attempts, reduce stigma surrounding mental illness, foster help-seeking behavior, and increase students' access to treatment. Additionally, MHCC will specifically address the needs of SDCC's at-risk populations, including LGBTQ, Veterans, Native American/Native Indian, and Foster Youth. SDCC is one of 22 colleges nationwide to receive a 2015 Garrett Lee Smith Campus Suicide Prevention grant.

Programs for Homeless Students

San Diego City College has "institutionalized" its efforts in addressing the challenge of assisting homeless students. A dedicated revenue stream exists to support the programs established and administered by the College's faculty, staff and students through its Business Department and the Entrepreneurship Program. Working in conjunction with the San Diego Food Bank and the Jacobs Foundation, the **"Pantry"** located on campus and operated by the College and

its students provide emergency food, household goods and hygiene items to students in need. In addition, the **"Fantastique"** boutique store also funded and operated by the College's Business Department provides clothing for job interviews known as "dress for success" as well as daily needs. The initiative also collaborates with other college programs such as Cosmetology for free haircuts, shampoo and styling.

World Cultures

Started in the mid-'80s, the program's mission is to increase the understanding, appreciation, and celebration of global human diversity on the SDCC campus and in the world. The World Cultures Program exposes students, faculty, staff, and the community to a broad array of film, drama, literature, lectures, and music representative of the rich cultural diversity found around the globe and across people, groups, beliefs, traditions, customs, and the arts. It provides a forum for a rich medley of artists, musicians, singers, dancers, actors, writers, historians, spokespersons for numerous causes, athletes and educators representing diverse cultures each fall and spring semester. Every year, the World Cultures Program sponsors some 30 events on campus, hosted by various departments to add to or illuminate the meaning of holidays, historic events, and specially designated months of the year, such as, Black History Month, Women's History Month, Asian-Pacific American Month, Hispanic Heritage Month, Disability Month, and Native American Heritage Month. Presented free to the campus community , events come in a variety of formats, including lectures, documentaries, dramatic and dance performances, large and small multimedia presentations, exhibits, concerts, and debates.

Programs of Instruction

Overview

The following section summarizes instructional and non-instructional support programs provided to each area of Instruction and Student Services provided at San Diego City College. Also listed are the Student Learning Outcomes (SLO) established for each area.

Academic Programs

Air Conditioning, Refrigeration, and Environmental Control Technology

Program Description

The Air Conditioning, Refrigeration, and Environmental Control Technology (AIRE) Program offers a comprehensive study of heating, ventilation, air conditioning and refrigeration (HVACR). The AIRE Program course of study includes the technology of controlled environments for homes, buildings and conditioned spaces, with topics ranging from residential refrigeration to commercial air conditioning and industrial freezing systems. Particular focus is directed toward energy efficiency and integration with Green Technology, including alternative energy systems.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Size and design an HVACR system for a structure or commercial application.
- Correctly diagnose and repair HVACR equipment using a minimum of replacement parts.
- Articulate the effects of deficient or excessive sub-cooling, superheat, air flow or water flow through an HVACR system.
- Utilize knowledge of the Refrigeration Cycle to charge a typical AC system.
- Trace power and control voltages in the diagnosis of HVACR equipment.

Alcohol and Other Drug Studies

Program Description

This program prepares students for certification as Alcohol and/or Drug Abuse Counselors. The Certificate of Achievement is designed to prepare students for entry level alcohol and drug counselor employment. The associate degree provides academic preparation for baccalaureate study in psychology, social work and related disciplines.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Recognize, describe, and explain a variety of models and theories of substance use, abuse, and dependence.
- Identify diagnostic criteria and apply assessment skills for substance abuse and dependence.
- Describe and explain the social, political, economic, and cultural contexts within which substance use, abuse, and dependence exist, including the risk and resilience factors that characterize individuals and groups and their environments.
- Identify the behavioral, psychological, physical health, and social effects of psychoactive substances on the person and their significant others.
- Recognize the potential for substance use disorders to mimic a variety of medical and mental health conditions.
- Explain the potential for medical and mental health conditions to coexist with substance use, abuse, and dependence.
- Assess and evaluate the philosophies, practices, policies, and outcomes of the most accepted and scientifically validated models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems, and value an interdisciplinary approach to addiction treatment.
- Explain the importance of family, social networks, and community systems in the treatment and recovery process.
- Apply research and outcome data in clinical practice.
- Practice in an internship the eight addiction counselor practice dimensions: clinical evaluation; treatment planning; referral; service coordination; counseling; client, family, community education; documentation; professional and ethical responsibilities.

Anthropology

Program Description

Anthropology is a scientific discipline that studies humans and human behavior. The subject is divided into five broad fields: physical and cultural anthropology, linguistics and archaeology, and applied anthropology. Physical anthropology is concerned with hominid evolution and the biological features of human populations. Cultural anthropology deals with cross-cultural studies of learned behavior, such as language, kinship, religion, economics, technology, values and personality. Linguistics is the study of the origin and evolution of languages and how they reflect the behavioral patterns of people. Archaeology is involved in the recovery of material remains of past peoples with the objective of reconstructing the past. Applied Anthropology applies what we have learned from the other four fields to promote change. As both a biological and social science, anthropology seeks to understand and describe humankind.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Define Anthropology, identify and discuss its various subfields including: Cultural Anthropology, Physical Anthropology, Comparative Linguistics, Archaeology, and Applied Anthropology.
- Identify and discuss Anthropological methods of inquiry.
- Identify, discuss, compare, contrast and critically analyze the various theoretical orientations used in the different subfields of Anthropology.
- Discuss and critically evaluate the Anthropological Perspective including its global emphasis and cross-cultural and comparative approach to understanding the various ways in which people organize themselves, meet their various needs, and have adapted to their environments.
- Identify, describe and discuss different cultural systems ranging from band societies to the state.
- Identify, critically evaluate, and discuss the contributions Anthropology has made to describing and understanding the human condition including human physical and cultural diversity.
- Identify and critically evaluate Anthropology's contributions to other disciplines of study in the Social Sciences, Behavioral Sciences and the Humanities.

Apprenticeship

Program Description

The apprenticeship training program provides an opportunity for a balanced approach of on-the-job training and related technical instruction to achieve the position of journeyperson in one of the state-approved programs. The length of the program depends on the trade selected and can range from two to five years. The program encourages the transfer of skills and knowledge from master journeymen and journeywomen to apprentices to further employment potential in their trade. The California state system was established in 1939 with the passage of the Shelley-Maloney Apprenticeship Labor Standards Act. This act established the California Apprenticeship Council as the policy-making body; named the State Director of Industrial Relations as the administrator of apprenticeship; authorized the Division of Apprenticeship Standards (DAS) to approve training standards and provide assistance in the development of apprenticeship programs; and assigned responsibility for related and supplemental training to state and local boards responsible for vocational education.

Admission to the Program Indenture in a state-approved apprenticeship program is a required prerequisite to enroll in the apprenticeship related and supplemental classes. Applicants for apprenticeship should contact the employer, program coordinator or labor union listed before each program in the apprenticeship course description section of the catalog. Each of the individual programs listed in the apprenticeship course description section of this catalog is administered by an apprenticeship committee made up of member representatives from the respective trades or industries. This committee serves as the approval body for all apprenticeship matters relating to the particular trade.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Master the rules and requirements of their trades as specified by their sponsors and the department of apprenticeship standards.

Art–Fine Arts

Program Description

This program provides fundamental training in fine arts enabling students to earn an associate degree while completing lower division preparation for a four-year degree. The curriculum is designed to maximize transferable course units and to provide basic skills required for employment in art-related fields.

Program Goals: This program provides the opportunity for students to develop fundamental skills in design, drawing, and art history, and to explore art making using a variety of media. The primary aim is to provide strong foundational skills for transferring to a four-year institution. The program also prepares students to create advanced artwork and pursue a career in related fields.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Utilize design principles to compose visually successful works.
- Compare and contrast, orally or in writing, the expressive goals, techniques, strategies and styles of past and present artists working in graphic media.
- Recognize and incorporate elements such as line, mass, light, and position while drawing the human figure.
- Identify certain historically significant art works and distinguish their salient characteristics, in written responses and in oral discussion.
- An effort to reach a personal understanding of the visual arts as consumers, custodians and creators of visual culture.

Art–Graphic Design

Program Description

Living in an information-seeking society, we are surrounded by words and pictures. It is the task of the graphic designer to research, analyze, organize and make artistic order out of chaos. Graphic design students must learn to speak a global visual language and develop an awareness of the meanings and power

of symbols and words. The products and services they design and promote will make a social and ecological impact.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Apply the principles and elements of design to projects that include packaging, magazine production, and design and production of posters, logos, brochures and interactive media.
- Recognize type terminology and proper usage principles.
- Illustrate understanding by building typographic systems.
- Employ color theory in the creation of graphic design projects.
- Demonstrate proficiency with graphic design digital software.
- Identify design styles and apply them to contemporary work.
- Develop hierarchy and grids for use in two and three-dimensional layout.
- Recognize design styles and apply them to contemporary work. Create packaging structures that utilize an understanding of three-dimensional space.
- Utilize hand building and craftsmanship to basic book structures.
- Employ digital and print production methodology.
- Develop conceptual thinking strategies and apply them to solve graphic problems.
- Incorporate branding principles into project solutions.
- Design interactive and mobile experiences for a variety of digital devices.
- Produce a professional portfolio to gain entry level employment or transfer.
- Recognize and speak a global visual language and demonstrate an awareness of the meanings and power of symbols and words.
- Design products and services that will make a social and ecological impact.

Astronomy

Program Description

Earth and physical sciences, including astronomy, chemistry, geography, geographic information systems, geology, and physics are disciplines classified as natural sciences. They generally involve nonliving materials and the principles of fundamental relationships and laws in the universe.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Demonstrate an understanding and appreciation of the scientific method.
- Communicate an understanding of the connections between science and other human activities.
- Examine the universe in a variety of courses.
- Utilize critical thinking skills in a variety of scientific applications.

Biology

Program Description

Biology is a natural science that focuses on physical and chemical processes of living organisms. This discipline explores how organisms acquire and use energy to maintain homeostasis, how they reproduce, and how they interact with each other and their environment. Scientific processes are emphasized as a means of answering these biological questions. Biologists rely heavily on a chemistry foundation since living organisms are chemical systems.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Apply core biological concepts that service as the foundation for higher-level science courses. These include theories of evolution, natural selection, processes of scientific inquiry, and proper laboratory techniques, among others.
- Evaluate the quality of scientific methodology when it is reported by the popular media.
- Describe the relationship between the processes of science, human culture and the environment.

Students in the Applied Biology track will also be able to:

- Apply the skill sets necessary to work in the biotechnology industry.
- Describe applications, regulations, ethical, legal and social issues related to biotechnology.
- Demonstrate the soft skill sets necessary to acquire employment in the biotechnology field. Student satisfying prerequisites of nursing programs and other allied health fields will also be able to:
- Demonstrate a detailed mastery of human body structure and function, from micro- to macroscopic levels, including its homeostatic states and processes.
- Demonstrate a working knowledge of microbial systems, their role in Nature and their impact on humans.

Black Studies

Program Description

The Black Studies program at City College provides an interdisciplinary and systemic approach to the historical and contemporary study of African people in Africa and in the Americas. The program is designed to provide enrichment in the social sciences and humanities by giving students in these areas the opportunity to link the tools of formal analysis to a specific cultural area in the African experience. The student's career and future alternatives may be increased by adding a specialized dimension at the undergraduate level. Students preparing for transfer to a four year university may major in African Studies or humanities, law, social work, or public administration. This will enhance their opportunities in local, national and international organizations, both public and private, through participation in the program.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Evaluate the aesthetic, social, and political significance of Black artistic, musical and literary expression from its African origins to the present.
- Analyze the underlying causes of such social problems as racism and sexism and class conflict.
- Critically analyze current social policies and their historical origins, both on the local and national levels, aimed at addressing current social problems that most affect African-Americans.
- Evaluate the role of active citizens who will be engaged in the global community.

Business Studies

Program Description

A wide variety of programs are offered for both transfer and career-focused students. Employment certificates of performance, certificates of achievement and associate degree programs are available to students interested in entry-level employment or in upgrading business skills.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Analyze, organize, and compose various types of written and oral business communications.
- Develop clear, concise, and persuasive letters, memorandum, and reports.
- Understand the legal system and apply laws that govern business in America: including judicial and administrative systems, ethics, contracts, torts, bankruptcy, agency, business organizations, security regulations, regulation of property, and protection of intellectual property interest-to evaluate legal solutions to various business situations.
- Analyze and solve business problems using computers and software packages including data processing systems, decision support systems, and systems analysis.
- Study macro-economic situations and analyze how changes in income levels, employment and output, economic stability and growth, fiscal and monetary policy affect decision-making in business organizations.
- Articulate, analyze, and evaluate their own beliefs/positions in the context of meaningful philosophical inquiry and use these beliefs to successfully manage a business organization.
- Develop entry-level job skill sets in one or more areas – tax preparation, bookkeeping, owning and operating a small business, managing in a retail environment, or real estate sales person.
- Develop critical thinking skills required for transfer in business administration, accounting, economics, finance, or real estate.

Chemistry

Program Description

Earth and physical sciences, including astronomy, chemistry, geography, geographic information systems, geology, and physics are disciplines classified as natural sciences. They generally involve nonliving materials and the principles of fundamental relationships and laws in the universe.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Demonstrate an understanding and appreciation of the scientific method.
- Communicate an understanding of the connections between science and other human activities.
- Examine the universe in a variety of courses.
- Utilize critical thinking skills in a variety of scientific applications.

Chicana and Chicano Studies

Program Description

The Department of Chicana and Chicano Studies offers a dynamic, innovative program that emphasizes an interdisciplinary and comparative approach to understanding the historical experiences, contemporary social status, challenges, and accomplishments of Mexican, Mexican American, and Latino populations in the United States. Critical thinking and effective oral and written communication skills are integrated across the curriculum, which incorporates the arts and literature, cultural studies, history, the social sciences, policy studies, service learning, and active participation for social justice.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Express what the Mexican and Mexican American cultural experience are in a written, oral or artistic way.
- Express in a written, oral or artistic way some of the major obstacles that the Indigenous cultures of Mexico have faced since having contact with European cultures.
- Express in a written, oral or artistic way some of the contributions that women have made to the development of the Mexican and Mexican-American experience.

Child Development

Program Description

Child Development offers programs for career and transfer students. Certificates of Performance, Certificates of Achievement and Associate Degree programs are available to students interested in a range of child development opportunities and in meeting the requirements for the State of California Child Development Permits and the California State Department of Social Services, Title 22, Community Care Licensing.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Interpret the processes of child growth and development.
- Examine practices that respect and support inclusion.
- Plan and demonstrate curriculum based on developmentally appropriate practices.
- Model ethical practices with children, families, colleagues and communities as stated in the NAEYC Code of Ethical Conduct.

Communication Studies

Program Description

The Communication Studies programs provide students the opportunity to gain effective communication skills which are essential and highly demanded in educational, professional and social settings. Through critical thinking, observation, and performance, students recognize the importance of messages in an interconnected multi-cultural community. The Associate of Arts or Certificate of Performance in Communication Studies offer students enhancement of self-development and foundational tools for relational success.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Evaluate the speaker's backgrounds, motives and attitudes.
- Analyze the audience's backgrounds, motives and attitudes.
- Design effective communication in order to facilitate understanding and cooperation.
- Develop effective verbal and presentational skills for a variety of communication situations.
- Research, organize, and present a developed viewpoint.

Computer Business Technology

Program Description

Computer Business Technology programs are offered for both transfer and career-oriented students. Certificates of Performance, Certificates of Achievement, and Associate of Science Degrees are available to students interested in upgrading computer skills for college success and/or employment in business office environments.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Identify computer operating systems functions; define key features of different software applications; and demonstrate how to use a Web browser, and conduct an Internet search.
- Create office documents utilizing the Microsoft Office Suite programs (i.e. Word, Excel, Access, PowerPoint, Outlook, and Publisher).
- Analyze work environments, labor force, and organizational types and structures.
- Employ critical thinking as a basis for continual learning and problem solving.
- Demonstrate interpersonal skills (soft skills) such as leadership, delegation of authority, accountability, consensus building, communication, conflict resolution, and teambuilding.

Computer Information Systems

Program Description

City College offers transfer and certification programs in the Computer Information Systems (Information Technology) field. These programs include computer literacy; application, web, and database programming; database administration; and a variety of vendor specific and vendor neutral industry-standard certification training. The roles of the various information system professionals are to design, implement, operate, and maintain a computer information system. This system can be based on a large central mainframe computer serving hundreds of users or a small personal microcomputer on a desk. These professionals also provide services in the networking areas such as systems engineers, systems administrators, and networks specialists.

Program Learning Outcomes

Upon successful completion the student will be able to fulfill the outcomes specific to the PLO for each of the certificates offered under Computer Information Systems.

Computer Technical Illustration

Program Description

Provides an opportunity to develop the theory and techniques necessary for employment as a technical illustrator in the fields of engineering, manufacturing, publishing and scientific industries. Students will plan and produce drawings from specific data, blueprints and prototypes. Production methods, visual skills, technical documentation procedures and developments, as they apply to the technical illustration industry, will be studied.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Plan and produce drawings from specific data, blueprints and prototypes.
- Construct two and three-dimensional models of an engineering design using available engineering software. Demonstrate knowledge of print reading and symbology.

Conflict Resolution and Mediation

Program Description

The Conflict Resolution and Mediation Certificate offers an interdisciplinary, theoretical, philosophical and applied approach for students to enter into the academic and/or professional fields related to Conflict Resolution and Mediation. Students explore the impacts of culture, intra and intergroup communication, conflict resolution and mediation. Students gain theory and practice to address conflicts in a personal, local, national and international level. The Conflict Resolution and Mediation program allows students access to professional experience with an organization working within a related field through participation in the required Field Work course.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Analyze conflict in order to facilitate effective conflict resolution and mediation processes.
- Evaluate conflict, conflict resolution and mediation from an interdisciplinary perspective

Construction Trades

Program Description

This program is designed for the student who is interested in a construction-related career. The specialized trade options of Electrical, Plumbing, and Sheet Metal are offered parallel to the apprenticeship related instructional programs. Each option provides in-depth information and a working knowledge of tools, materials and techniques used in the industry. These courses are not designed for the handyman, but for the individual pursuing a career in a related field. Program planning should occur with the assistance of a department member. All courses have been designed to be taken sequentially.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Demonstrate preparedness for successful transition into the construction trade specialty area with a demonstrated understanding of theory and practice required by the workforce professional.
- Duplicate procedures for trade and industry-specific practices in use of tools, techniques and hands-on skills with related competencies for the construction trade specialty area.
- Identify and use equipment and related components of the construction trade specialty area to meet standards for measurement, calibration and best practices.
- Read, comprehend and apply construction trade specialty area instructions and design standards for outcomes as required by construction specialty practices and regulations.

Cosmetology

Program Description

The Cosmetology program is designed to provide entry level skills to students interested in a career in the cosmetology and esthetician professions. California State law requires that persons enrolling in Cosmetology courses must be at least sixteen years of age. Students in the Cosmetology program are required to comply with and maintain standards of dress and grooming. Excessive absences may result in exclusion from the program. All prospective students are required to attend an orientation program.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Apply cosmetology concepts, procedures and practices to successfully pass the State Board Examination.
- Practice safety, health, and sanitation procedures as set forth by the California Bureau of Cosmetology.
- Utilize professional practice terminology and techniques as required by the California Bureau of Cosmetology examination.
- Perform all practical applications required for the state board examination/ state licensure.
- Explain basic cosmetology concepts, terms and definitions.
- Compare and contrast cosmetology procedures and practices.
- Apply cosmetology products and procedures in providing services to clients.

Dance

Program Description

Dance is a vigorous and specialized area in the performing arts, and is unique in its ability to convey emotional and cultural values. Dance is physically demanding and requires a thorough understanding of aesthetic values. The Dance major at San Diego City College is one of six options in the Visual and Performing Arts Division. This program is primarily designed for the student who intends to transfer to San Diego State University, or to other universities that offer baccalaureate

preparation in Dance. Additionally, the program provides an excellent foundation in dance for students interested in other performing arts fields or entry level into the workforce.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- The history of dance as it relates to western culture, including Ballet, Modern, Jazz, Broadway/Musical Theatre, and Ethnic forms of dance.
- Aesthetic perception of various dance forms, and critical analysis and response to performance.
- An understanding of choreographic, technical and improvisational elements of dance.

Digital Journalism

Program Description

The Associate in Arts in Journalism for Transfer is intended for students who plan to complete a bachelor's degree in Journalism or a related major in the California State University (CSU) system. It is accepted by some but not all CSU campuses. Students who complete this degree and transfer to a participating CSU campus will be required to complete no more than 60 units after transfer to earn a bachelor's degree. It may not be appropriate preparation for students transferring to a CSU campus that does not accept the degree. Students who plan to complete this degree should consult a counselor for additional information about participating CSU campuses as well as university admission, degree and transfer requirements.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Produce news content publishable online and in print using professional standards and relevant technology.
- Apply knowledge of news media concepts and professional standards to work in online, print and broadcast environments.

Electricity

Program Description

The electricity program is designed to provide the student with an opportunity to master the skills required for success in the electrical trades. Prior knowledge of the electrical trade is not required. Students in the program learn skills and knowledge needed to install, maintain and troubleshoot a variety of electrical systems, residential as well as commercial and industrial facilities, while adhering to the National Electrical Code (NEC), specifications and blueprints. The two-year curriculum leads to a Certificate of Achievement or an Associate of Science Degree. Recommended electives are designed to introduce additional areas in the electrical field to students or working electricians. These courses may also be used to satisfy the State of California re-certification requirements for electricians.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Demonstrate knowledge of electrical codes and blueprints.
- Discuss and demonstrate knowledge of safety in the electrical field.
- Evaluate electrical wiring diagrams as they relate to implementation.
- Demonstrate a basic knowledge of generators and motors.
- Prepare and apply to take the State of California electrician certification exam.

Electromechanical Engineering Technology

Program Description

The Electromechanical Engineering Technology course of study provides a comprehensive learning environment of both electronic and mechanical principles. Learning emphasis is placed upon the hands-on application and design of electromechanical systems that include analog & digital electronics, engineering design, and computer controlled mechanical systems.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Demonstrate the proper use of basic electronics test instrumentation including an oscilloscope, a digital volt-ohm meter, a signal generator and a dual power supply.
- Identify standard electronic components including resistors, capacitors, inductors, diodes, bipolar transistors, field effect transistors, and integrated circuits.
- Demonstrate proficiency in at least one three-dimensional engineering design software.

Electronics

Program Description

Electronics is a field of technology that is concerned with the installation, operation, repair, maintenance, calibration, modification and service of electronic circuitry, components and systems. Technicians are also trained to diagnose problems arising from electro-mechanical malfunctions and to assist engineers or technologists in preparing prototypes of electronic units or systems.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Demonstrate the proper use of basic electronic test instrumentation including an oscilloscope, a digital volt-ohm meter, a signal generator, and a dual power supply.
- Analyze and explain basic electronic theory including Ohm's Law, the power formula, and calculation of voltage gain and power gain.
- Identify standard electronic components including resistors, capacitors, inductors, diodes, bipolar transistors, field effect transistors, and integrated circuits.
- Demonstrate the ability to prepare reports that include text, tables, and spreadsheets using productivity software on a computer.

Engineering

Program Description

The engineering curriculum is heavily based on mathematics and physical sciences. Students benefit by having access to state-of-the-art CAD/ CAM facilities as well as to a high technology center that is at the cutting edge of new technologies, thereby enhancing career choices and rewards. This pre-engineering preparation provides an excellent foundation for transfer to a four-year university as an engineering major.

Program Learning Outcomes

Certificate of Achievement: Engineering – Upon successful completion of the program students will be able to:

- Demonstrate skill in engineering drawing.
- Demonstrate proficiency in at least one three-dimensional engineering design software.
- Prepare reports using software tools.

Associate of Science Degree: Engineering – Upon successful completion of the program students will be able to:

- Demonstrate proficiency in analytical problem solving skills.
- Describe the engineering field from a general perspective.

English

Program Description

The English program provides a breadth of course work designed to improve reading, writing, listening, speaking, and critical thinking skills. Reading courses focus on academic reading and study skills. The English for Speakers of Other Languages English San Diego City College (ESOL) program offers four levels of academic English instruction including reading, listening/ speaking, and composition. Writing classes range from developmental writing to transfer-level courses in reading and composition, composition and literature, and intermediate composition and critical thinking, as well as a two-semester sequence in creative

writing. Literature offerings include an introductory course and specialized courses such as British and American Literature and women in literature. Humanities courses explore cultural achievements of world civilizations. English department courses meet English Composition requirements for the associate degree and for University of California, and California State University, Communications in the English Language and Critical Thinking requirements. Literature courses may also meet general education, humanities, multi-cultural studies requirements and preparation for transfer.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Read and comprehend texts, recognize author strategies, purpose, perspective and argument, and use critical thinking to evaluate a variety of writing.
- Organize ideas and information and express them clearly and effectively in writing for both academic and workplace contexts for different communicative purposes.
- Apply appropriate research strategies and citation formats.
- Describe, explain and analyze multiple perspectives on issues in ways that demonstrate global awareness and appreciation of diversity in its many manifestations.
- Apply strategies both inside and outside the classroom that reflect an understanding of the reading and writing processes in order to become life-long learners, critical thinkers, and active citizens.

English for Speakers of Other Languages (ESOL)

Program Description

The English as a Second Language Program is designed to prepare students to read, write, speak and listen at a level that enables them to succeed in college courses. The program consists of four levels and the student is assigned a level based on the result of his/her placement test.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Read and comprehend texts, recognize author strategies, purpose, perspective and argument, and use critical thinking to evaluate a variety of writing.
- Organize ideas and information and express them clearly and effectively in writing for both academic and workplace contexts for different communicative purposes.
- Apply appropriate research strategies and citation formats.
- Describe, explain, and analyze multiple perspectives on issues in ways that demonstrate global awareness and appreciation of diversity in its many manifestations.
- Apply strategies both inside and outside the classroom that reflect an understanding of the reading and writing processes in order to become life-long learners, critical thinkers, and active citizens.

Exercise Science

Program Description

The Exercise Science Department offers a diverse curriculum intended for those who plan to complete a certification in exercise leadership, their associate of arts degree in Exercise Science or transfer to complete a bachelor's degree in: Exercise Science, Kinesiology, Health Sciences/Public Health, Nutrition and Food Science, Occupational Health, Physical Education, or Pre-Physical Therapy. The program offers students a wide variety of theory and lab courses including movement experiences for the development of skills in physical activity, knowledge, and lifetime fitness and wellness. The program also offers courses for students with disabilities and an intercollegiate athletic program.

Program Learning Outcomes

Athletics – Upon successful completion the student/athlete will be able to:

- Create an Educational Plan with the Athletic Counselor.
- Develop a greater skill level in their sport.
- Exhibit the qualities of teamwork as it relates to their sport.
- Develop a player profile to be used as a recruiting tool for four year institutions.
- Increase their levels of physical fitness.

Health – Upon successful completion the student will be able to:

- Learn that life is a balancing act and identify how the following components of wellness will aid in successfully navigating one's life.
- Physical
- Spiritual
- Emotional
- Cognitive
- Social
- Environmental.

Exercise Science (formerly Physical Education) – Upon successful completion the student will improve in one or more of the following fitness components:

- Cardio-respiratory endurance
- Muscular endurance
- Muscular strength
- Flexibility
- Body composition.

Fitness Specialist – Upon successful completion the student will be able to:

- Demonstrate the ability to prescribe safe and effective exercise.
- Develop and implement group and individual exercise programs. Possess an applied understanding of human anatomy, physiology and nutrition as it applies to physical fitness.
- Develop specialized fitness programs to meet the needs of the targeted individual.

French

Program Description

The study of languages provides communication skills, provides exposure to the richness of cultural variety, increases transfer options to universities with language requirements, opens new career opportunities, enriches global travel, and provides personal enrichment. The program is designed to prepare students for transfer to a baccalaureate institution and for proficiency in a language in a variety of settings.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Demonstrate preparedness for successful transition to the language program of four year institutions.
- Demonstrate accurate foreign language grammar including writing, speaking, and listening in the target language.
- Discuss the social and cultural life of Foreign Language speakers in the target language.
- Read and analyze writings in Foreign Language target areas.
- Accept and value other peoples.

Futures Studies

Program Description

The Futures Studies program offers practical skills, theory and methods to strategically identify and analyze trends that affect the world on a social, cultural, political, economic and environmental level. Through Futures Studies theory and methods, students learn to postulate possible, probable and preferable futures.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Envision possible, probable and preferable futures.
- Apply methods of visioning, strategic planning and simulations to case studies.
- Assess and evaluate trends forecasted on a national and international level.
- Critically analyze positive and negative factors that may influence the future of the world.
- Identify and explore just, equitable and sustainable solutions to social, environmental, political and economic issues

Geography

Program Description

Earth and physical sciences, including astronomy, chemistry, geography, geographic information systems, geology, and physics are disciplines classified as natural sciences. They generally involve nonliving materials and the principles of fundamental relationships and laws in the universe.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Demonstrate an understanding and appreciation of the scientific method.
- Communicate an understanding of the connections between science and other human activities. Examine the universe in a variety of courses.
- Utilize critical thinking skills in a variety of scientific applications.

Geology

Program Description

Earth and physical sciences, including astronomy, chemistry, geography, geographic information systems, geology, and physics are disciplines classified as natural sciences. They generally involve nonliving materials and the principles of fundamental relationships and laws in the universe.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Demonstrate an understanding and appreciation of the scientific method.
- Communicate an understanding of the connections between science and other human activities.
- Examine the universe in a variety of courses.
- Utilize critical thinking skills in a variety of scientific applications.

German

Program Description

The study of languages provides communication skills, provides exposure to the richness of cultural variety, increases transfer options to universities with language requirements, opens new career opportunities, enriches global travel, and provides personal enrichment. The program is designed to prepare students for transfer to a baccalaureate institution and for proficiency in a language in a variety of settings.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Demonstrate preparedness for successful transition to the language program of four year institutions.
- Demonstrate accurate foreign language grammar including writing, speaking, and listening in the target language.
- Discuss the social and cultural life of Foreign Language speakers in the target language.
- Read and analyze writings in Foreign Language target areas.
- Accept and value other peoples.

History

Program Description

History is the study of human experience from the dawn of time to the present. It examines people, institutions, ideas and events of the past and the present. The primary objectives of the History program are: to meet general education requirements for American Institutions, Humanities and Social Sciences; completion of the Associate of Arts degree; and preparation for transfer to a four-year institution and completion of general education requirements for the student enrolled in a four-year institution.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Critically analyze primary and secondary sources in college-level essays, written assignments, and research papers.
- Identify and describe historic periods, movements, trends, people, and events important in the study of World, U.S., Asian and Latin American history, and Western Civilization.

Human Services

Program Description

The Certificate of Performance in Community Health Work is designed to introduce current and potential Community Health Workers (CHWs) to core concepts in the field of community health. This program prepares students to work in a variety of health settings that utilize entry level front line health workers. These settings may include public and private health and human service institutions, especially those that address underserved communities.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Identify the major fields of human services practice in institutions, public and private agencies and other community settings.
- Differentiate among the various roles and responsibilities of human service practitioners.

Italian

Program Description

The study of languages provides communication skills, provides exposure to the richness of cultural variety, increases transfer options to universities with language requirements, opens new career opportunities, enriches global travel, and provides personal enrichment. The program is designed to prepare students for transfer to a baccalaureate institution and for proficiency in a language in a variety of settings.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Demonstrate preparedness for successful transition to the language program of four year institutions.
- Demonstrate accurate foreign language grammar including writing, speaking, and listening in the target language.
- Discuss the social and cultural life of Foreign Language speakers in the target language.
- Read and analyze writings in Foreign Language target areas.
- Accept and value other peoples.

Labor Studies

Program Description

The Labor Studies program provides students a sound foundation in the law, history, culture, politics, institutions, and contemporary issues of American work life. Students will gain a comprehensive introduction to the role and contributions of organized labor to American society, a thorough grounding in the rights of employees on the job, and specialized training in the skills necessary to be an effective leader in labor unions or in other contexts for labor-management relations.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Have a working knowledge of labor organizations, their history, philosophy, structure, and day-to-day operation.

Mechanical Design Technology

Program Description

Mechanical Design Technology students create designs as well as analyze and specify the components and systems of machinery and products. The curriculum is based on integrated technical and core competencies (machine technology, engineering design, engineering sciences), and it emphasizes a project-based learning format. Students work in teams to learn concepts, solve problems and make discoveries in a workplace-related environment. Students use traditional, internet and industry supplied data as sources of information.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Demonstrate knowledge of print reading and symbology.
- Generate MasterCAM programs at a basic level for both the Computer Numerical Control (CNC) Mill and CNC Lathe.
- Use three-dimensional software to develop a mechanical design.

Machine Technology

Program Description

The Machine Technology program offers a variety of instruction in the process of modern manufacturing. Emphasis is placed on CAD/CAM and CNC technology.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Demonstrate an understanding of common safety policies used in modern machining facilities.
- Utilize common measuring instruments to ensure projects are within given specifications.
- Solve common machining problems using various mathematical equations.
- Demonstrate knowledge of print reading and symbology.
- Setup machine tools to specification in a given time period.
- Machine projects to specifications using both conventional, and CNC machines Create CNC program using both "hand coding" and CAD/CAM software.
- Create designs, both basic an advance using CAD/CAM software.
- Complete necessary document.

Manufacturing Engineering Technology

Program Description

Manufacturing Engineering Technology (MFET) program provides students the opportunity to acquire highly valued skills in an innovative, hands-on learning environment. The program features integrating experiences through which students participate in all aspects of a manufacturing enterprise, from materials and processes to safety, design, automation, quality and lean manufacturing. Armed with these skills, MFET graduates can pursue rewarding, growth-oriented careers in such diverse industries as plastics, automotive, biomedical, electronics, aerospace, machining and other high-value manufacturing sectors.

Program Learning Outcomes

MFET Option 1: Electronics Manufacturing – Upon successful completion of the Manufacturing Engineering Technology program with the option in Electronics Manufacturing, the student will be able to:

- Utilize, operate and measure the results of various test equipment to support product development.
- Demonstrate the knowledge of design tools used in electronics industry for product development.
- Identify and apply quality control tools used in electronics manufacturing industry.
- Explain and apply the fundamentals of electronics applications and theory.
- Describe different types of materials, process flows, equipment and techniques used to manufacture electronics products.

MFET Option 2: Fabrication Manufacturing – Upon successful completion of the Manufacturing Engineering Technology program with the option in Fabrication Manufacturing, the student will be able to:

- Identify and utilize CAD/CAM applications in various manufacturing processes.
- Explain product design to optimize manufacturing efficiency.
- Identify and apply quality control tools and instruments used in a manufacturing environment.
- Demonstrate proficiency in programming and operation of NC/CNC equipment.
- Describe different types of materials, process flows, equipment and techniques used in manufacturing.

Mathematics

Program Description

Mathematics is the study of numbers, structures, and associated relationships using rigorously defined literal, numerical and operational symbols. Given certain conditions about systems of numbers or other structures, mathematicians derive conclusions based on logical arguments. Basic mathematical skills enable a person to solve numerical problems encountered in daily life, and more advanced skills have numerous applications in the physical, social and life sciences.

Program Learning Outcomes

Math Developmental Program – Upon successful completion of the program students will be able to:

- Provide examples of on-campus resources for math support.
- Perform mathematical operations on various structures, including fractions, without the use of technology.
- Translate word problems into mathematical expressions or equations.
- Solve equations properly, logically and with written explanations.

Math Transfer Program – Upon successful completion of the program students will be able to:

- Analyze, model, and clearly and effectively communicate a solution to a math problem.
- Apply mathematical skills to solve real-world situations relevant to their major.
- Analyze functions by several means and incorporate these into the use of problem solving.
- Apply technology to enhance mathematical thinking and understanding and to solve mathematical problems.

Music

Program Description

The academic program in Music provides students with the foundational skills for developing a musical career including basic musicianship, theory, ear training, music education, ethnomusicology, music history, and music business. The program allows the student to customize their educational path to address each student's individual needs.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Demonstrate critical thinking, identification of musical elements, and articulately communicate musical concepts when evaluating performances and score notation from a diverse collection of cultures, styles, and genres.
- Demonstrate basic musicianship and performance skills.
- Demonstrate aesthetic and cultural awareness related to different cultural values and societal issues.
- Demonstrate understanding and implementation of common music business practices.

Nursing Education

Program Description

Nursing is a profession which provides health care to individuals of all ages. Nursing encompasses many activities including health promotion, health maintenance, health care during illness and injury and rehabilitation. Nurses apply knowledge from the biological, physical, behavioral and nursing sciences to care for clients in varied settings. The purpose of the San Diego City College Nursing program is to provide an educational opportunity for qualified individuals interested in a career in nursing.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Apply concepts and skills to successfully pass the NCLEX-RN (National Council Licensure Exam for Registered Nurses) Make clinical judgments and management decisions to ensure accurate and safe client care.
- Practice within the ethical, legal and regulatory frameworks of professional nursing practice.
- Use standards of nursing practice to perform and evaluate client care in entry-level practice.
- Participate in life-long learning.

Peace Studies

Program Description

The Peace Studies Certificate offers an interdisciplinary, theoretical, and practical approach for students to enter into the academic and/or professional field of Peace Studies. Students gain skills to critically analyze current affairs related to peace and conflict. Students evaluate global consequences of events leading to violent conflict to offer alternative solutions to create more peaceful, just and equitable societies.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Define and discuss positive peace, negative peace and structural violence.
- Identify, apply and critically analyze, from an interdisciplinary perspective, theories related to Peace Studies per current events on a personal, communal, national and/or global level.
- Propose specific strategies to achieve positive peace appropriate to a current event on a person, communal, national and/or global scale.
- Identify, discuss and critically analyze nonviolent movements as a method of conflict resolution.

Philosophy

Program Description

The first objective of the philosophy program is to teach students how to think critically emphasizing analytic reasoning. In addition, students are prepared for university-level philosophy courses. The study of philosophy acquaints students with the nature of philosophical activity and helps them increase critical thinking skills about fundamental philosophic concerns such as the nature of correct reasoning, the scope and limits of human knowledge, characteristics of reality and questions of value and obligation. Philosophy relates to many other academic disciplines and stresses systematic and abstract thought.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Utilize critical thinking skills in considering fundamental philosophical concerns such as the nature of correct reasoning, the scope and limits of human knowledge, characteristics of reality and questions of value and obligation.

Photography

Program Description

The photography program offers a wide range of theory, technique and skills course work from beginning through advanced levels. The program is structured to emphasize the development of creative expression, visual awareness, and technical skills required to enter the photography field or to prepare for transfer to four-year institutions.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Demonstrate professional level competence in camera and camera systems' operations and functions.
- Demonstrate proficiency in using the workflows for both Film (analog) and Digital Photography technologies.
- Produce high quality photographic images using darkroom or computer-based photo editing software and printing equipment.
- Demonstrate skills and knowledge in the use of basic studio equipment and safety practices including the location use of studio-style equipment.
- Employ critical thinking to analyze and critique photographs from multiple photographic genres and technical approaches and apply those conclusions to the creation and production of their own work.
- Demonstrate the interpersonal skills required in the businesses of commercial and fine-art photography including dealing with clients and collectors.

Physics

Program Description

Earth and physical sciences, including astronomy, chemistry, geography, geographic information systems, geology, and physics are disciplines classified as natural sciences. They generally involve nonliving materials and the principles of fundamental relationships and laws in the universe.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Demonstrate an understanding and appreciation of the scientific method.
- Communicate an understanding of the connections between science and other human activities.
- Examine the universe in a variety of courses.
- Utilize critical thinking skills in a variety of scientific applications.

Political Science

Program Description

The primary objectives of the Political Science program are to meet general education requirements for American Institutions and Social Sciences for the associate degree and to complete general education requirements for baccalaureate degrees. Political science is the study of human behavior as it relates to political situations. It involves the examination of institutions, processes, people, ideas and policies. The study of political science develops cultural literacy, critical thinking and other useful skills.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Critically analyze the study of human behavior as it relates to political situations in college-level essays, written assignments, and research papers.
- Identify and describe main concepts in the study of political science including, but not limited to, political power, sovereignty, nation-state; legitimacy; authority, political culture, political socialization, political ideology; social contract; separation of powers; federalism; unitary system; rule of law and globalization.

Psychology

Program Description

Psychology is a behavioral science that emphasizes the understanding of behavior (feelings, actions, and thoughts) of individuals. It should be noted that psychology typically focuses on the study of humans though psychologists have interests in other species. Psychology as a science is most closely related to the biological sciences, although its application often involves personal and/or cultural philosophical beliefs or values. Students who major in psychology are expected to be able to think critically and scientifically about behavior, and be able to apply the principles of psychology to the understanding of behavior.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Describe the field of psychology including its philosophical, theoretical, and scientific roots and the multitude of professional options.
- Explain how the scientific method lends itself to the goals of psychological research and statistical analysis of research data.
- Distinguish between various components of the nervous system, and explain how they work together to influence behavior and mental health processes.
- Analyze the influence of biological and environmental factors in the development of psychological processes such as sensation & perception, learning, memory, intelligence, personality, emotion, motivation, sexuality, mental health and social behavior.

Radio, Television and Film

Program Description

The Radio and Television program encompasses the fields of broadcasting and cablecasting news, radio, television, film, multimedia, and concert productions, along with the expanding area of industrial video applications. The field includes all aspects of creation and production both behind and in front of cameras and microphones on KSDS-FM and the television production facilities through theoretical and practical applications. The Radio and Television Department seeks to prepare the student for transfer to four-year institutions or employment in the field and facilitates training in television production and performance.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Analyze media's impact on the public.
- Operate audio, video or film equipment.
- Produce audio, video, film or multimedia projects.
- Direct or perform as voice or acting talent.

Shipbuilding Technology

Program Description

Shipbuilding Technology, a specific concentration within the broad range of today's industrial manufacturing, was created as a cooperative effort between San Diego City College School of Math, Engineering & Technologies and National Steel and Shipbuilding's Training and Organizational Development Department. Shipbuilding Technology represents a technological field requiring the application of a variety of applied skills in support of manufacturing in large shipyards and in smaller shipbuilding companies. The education of technologists tends to be less theoretical and less mathematical than that of engineers, but more hardware, process and application oriented.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Explain all facets of shipbuilding technology from supply chain management through final testing the delivery of a completed ship.
- Read, comprehend and apply best practices in trade design and incorporation of manufacturing techniques to meet specialty requirements in shipbuilding.
- Identify, explain and utilize methods and best trade practices to maximize safety in shipbuilding technologist worksites and effective management and implementation of trade safety processes.
- Apply and incorporate principles of effective organizational leadership, including management techniques to supervise technologists in milestone program staging to support standardized and timely manufacturing outcomes.

Social Work

Program Description

Social Work is an applied behavioral science that emphasizes the application of behavioral science principles in a variety of cultural contexts. Social Work students are expected to think critically and scientifically about behavior, to apply the principles of the behavioral sciences, and to understand the role of values in diverse cultural settings. As a profession, social work focuses on methods for helping people from many different social groups to improve the quality of their lives.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Describe the roles and responsibilities and core competencies of a professional Social Worker in human service systems.
- Identify the fundamental social work values and ethics in the practice of social work

Sociology

Program Description

Sociology is a behavioral science that emphasizes relationships among people from simple face-to-face relationships through formal organizations to whole societies. Sociology's subject matter ranges from the intimate family to the hostile mob, from crime to religion, from divisions of race and social class to the shared beliefs of a common culture, from the sociology of work to the sociology of sports. Sociologists seek to understand interaction of individuals with institutions and social organizations and the norms, values, beliefs, and traditions that make social life possible and meaningful. It stresses how behavior is influenced by societal structures and how consensus (agreement) and conflict (disagreement) among groups affects society. Sociology students are expected to be able to think critically and scientifically about human behavior, and to be able to apply the principles of sociology to an understanding of behavior.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Apply the sociological imagination and be able to differentiate between sociology and other social sciences.
- Analyze critical inquiry of personal experience, over-generalization, and simplistic understandings of human behavior through the application of various sociological theories.
- Propose critical questions and issues facing our society today, particularly the US role in a globalized world.
- Critically assess how the theoretical underpinnings of sociology explicitly challenge the dominant ideologies in US society and the role of sociology to produce social change.

Spanish

Program Description

The study of languages provides communication skills, provides exposure to the richness of cultural variety, increases transfer options to universities with language requirements, opens new career opportunities, enriches global travel, and provides personal enrichment. The program is designed to prepare students for transfer to a baccalaureate institution and for proficiency in a language in a variety of settings.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Accurately use the language mechanics in the five spheres of Foreign Language learning.
- Apply critical thinking skills.
- Develop writing processes in Spanish.
- Demonstrate intermediate–high comprehension and language production.
- Demonstrate cultural fluency and awareness.

Sustainable Agriculture

Program Description

Sustainable Urban Agriculture offers a hands-on approach for students to enter into the academic and/or professional fields related to sustainable agriculture. Students gain skills to critically analyze historical and current food systems in order to offer alternative solutions to create more sustainable food system models. Students gain practical experience working alongside professional urban farmers and farm educators in the Seeds at City Urban Farm on the City College campus.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Understand and explain the three facets of sustainability (economic, environmental and social) both in general and as they apply specifically to landscaping, practices.
- Understand and explain the components of a food system.
- Design an organic urban farm that supports natural ecosystems, human health, and water conservation.
- Evaluate the soil food web.
- Create a crop plan that is appropriate for the southwest region.
- Identify plant disease and pests and incorporate integrated pest management and other organic strategies for a resilient food system.
- Demonstrate basic propagation techniques.

Sustainability

Program Description

The Sustainability Program offers an interdisciplinary, theoretical and practical approach for students to enter into the academic and/or professional fields related to Sustainability. Students gain skills to critically analyze current global affairs in order to offer alternative solutions to create sustainable societies. The Sustainability program allows students to gain professional experience with an organization through participation in the required one-unit capstone course in field experience.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Describe the interdisciplinary nature of key sustainability issues.
- Generate affective and analytical responses to barriers interfering with the achievement of sustainability.
- Actively engage and participate in the field of experience component.

Theatre

Program Description

The Dramatic Arts Program at San Diego City College aims to enhance and stimulate the live of theatre practitioners, audiences, and communities. Students take courses to prepare for transfer as a major, for professional training, or to fulfill general education requirements. Through the technique classes, academic offerings, and seasons of diverse productions, the program recognizes the power of theatre as a potentially transformative art form. Performance and technical theatre opportunities are available to both majors and non-majors.

Program Learning Outcomes

Upon successful completion of the program students will be able to:

- Effectively practice the theatre arts through involvement in the creation and presentation of public performances in theatre.
- Develop a structural approach to interpretation of language in dramatic text.
- Explain and practice basic production processes such as acting, scenic, costume, and make-up design, and technical operation related to production.
- Identify the historical and cultural dimension of theatre, including the works of leading playwrights, actors, directors, and designers.
- Acquire inter-cultural and multi-cultural understanding, as well as perception of the universal and timeless human conflicts presented in dramatic works.
- Augment the discipline, cooperation, accountability, and perseverance necessary for positive self-identification and success in life.

Instructional Support Programs

Digital Journalism

The College student newspaper, *City Times*, provides students the opportunity for class workshops and actual experience in writing, editing, and producing a newspaper and news website, and often works with the student-produced news broadcast, *Newscene*. The Digital Journalism program also offers a magazine production lab and a unique opportunity to experience the process of producing a magazine, start to finish, for the campus and surrounding community. *CityWorks* is San Diego City College's creative arts annual anthology which features artwork, poetry and prose from students and the community.

English Center

The English Center provides a community-based learning environment to help San Diego City College students become more effective, confident and independent readers, writers and critical thinkers in all classes across the curriculum. In support of this mission, the English Center offers assistance for all disciplines through one-on-one peer tutoring sessions, group tutoring, supplemental instruction, workshops for students and faculty, one-unit refresher courses, orientations, consultations and collaboration with faculty. It also offers the opportunity for qualified students to gain experience as peer tutors and mentor. The English Center is dedicated to providing innovation in tutoring strategies, pedagogy, and quality training in all areas of tutoring, as well as ongoing collaboration with faculty, staff, administration, and other tutorial/learning centers regionally and nationally.

Honors Program

The Honors Program is designed to provide strongly motivated students with a more in-depth or cross-disciplinary curriculum and a highly interactive classroom experience. The Honors core curriculum, "A World of Ideas," is intended for prospective transfer students who are interested in a multi-cultural, global perspective in their courses. The goal of the Honors Program is to facilitate and

increase transfer to the UCs, the CSUs, and other distinguished universities, as well as enhance employability for vocational students.

Learning Communities Program

The San Diego City College Learning Community Program combines classes from different disciplines that complement and support each other to offer students an opportunity for a richer learning experience. The program utilizes integrated, contextualized curriculum to support student achievement, and innovative faculty-designed activities are based around a common social justice theme to create an exciting educational experience for participants.

Learning Resource Center (LRC) / Library

Offering far more than the best views on campus, the LRC is comprised of the Library on the second (main) and third floors, and the Independent Learning Center, the Office of Classroom Technology Management and Multimedia, a videoconference room, and CitySITE (faculty/staff development) on the first floor. The LRC provides a multitude of services and scholarly research resources specifically selected to support individual students' academic success.

Math Center

The Math Center serves the campus as the classroom space for our basic skills Math Refresher program as well as a general tutor-enhanced study space accessible to all City College math students. It provides an independent learner-centered environment via on-the-fly tutoring, one-on-one and group tutoring, computer access, and weekly content-driven workshops.

MESA Program

The Mathematics, Engineering, Science Achievement (MESA) Program enables educationally disadvantaged students to prepare for and graduate from a four-year college or university with a math-based degree with particular interest in and focus on students from those groups who historically have had the lowest levels of attainment to four-year and graduate level programs.

Tutorial & Supplemental Instruction

The Tutorial/Learning Center (TLC) provides high quality academic support to San Diego City College and ECC students to help them achieve their academic goals. The goal is for each student to become an independent learner who will succeed any collegiate setting. TLC is a place for students to receive tutoring, meet with Supplemental Instruction (SI) study groups, do homework assignments, and attend study skills workshops.

Student Support Programs

CalWORKs/TANF Believe Program Training, Education and Service

The CalWORKs Program offers support services to students who receive TANF/CalWORKs funding. Specialized services have been designed to support students in their education, career and personal goals while meeting their welfare to work requirements. Services include academic/vocational counseling, job placement, workshops, work study placement and verification of welfare to work hours.

Child Development Center

The Child Development Center is a State funded program that offers an educational program for children six weeks to five years old. Priority enrollment is offered to children of parents attending day classes at City College. The Center also serves as an instructional lab for Child Development majors and other students requiring practicum experiences with young children.

Athletics

San Diego City College is a member of the Pacific Coast Athletic Conference for the following sports: men's and women's soccer, men's and women's cross country, men's and women's basketball, softball, men's and women's tennis, baseball, men's and women's volleyball, and women's badminton. The Pacific Coast Athletic Conference includes the following colleges: Cuyamaca, Grossmont, Imperial Valley, MiraCosta, Mt. San Jacinto, Palomar, San Diego Miramar, San Diego Mesa, and Southwestern.

Counseling Services

Counselors offer a variety of counseling services, both online and in-person, to students in order to assist and facilitate both personal, career, and academic student growth.

Disability Support Programs and Services (DSPS)

City College provides programs and services for students with disabilities in compliance with State and Federal legislation including Section 504 and 508 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act Amendments Act (ADAAA). Student participation in the program is voluntary.

Extended Opportunity Programs and Services (EOPS)

EOPS is a state-funded student support services program. Its purpose is to provide special recruitment, retention, and transition services to eligible students. The services offered are "above and beyond" those offered by the College's Student Services division. The primary services include assistance with priority enrollment, counseling/advisement, and preparation for transition to four-year colleges and universities.

Financial Aid

The Financial Aid Office is committed to assisting students who might otherwise be unable to continue their education because of financial disadvantage. Financial Aid funds are administered in accordance with a nationally established policy of financial assistance for education. The U.S. Department of Education, in cooperation with Congress and educational agencies, has established procedures which are used in making an evaluation of the amount families can be expected to contribute.

First Year Experience (FYE) Program

The First Year Experience (FYE) program is a success program for students transitioning from high school or for any student just starting college. The "experience" is designed as a learning community to provide academic, personal, and career support to each student. The FYE program ensures that first-year students have the tools and support necessary to succeed the first year and beyond.

Mental Health Counseling Center

The Mental Health Counseling Center supports student success through focus on personal, social, and emotional well-being. Our services for students are confidential and free. Mental health counseling is designed to support mental health in a proactive, relaxed and caring atmosphere.

Puente Project

The Puente Project, co-sponsored by the University of California and the Community Colleges, is an academic preparation, retention and transfer program from a Latino / Chicano perspective. Puente is a program in which students participate in three components that include writing, counseling and mentoring.

Student Affairs/Campus Life

The Office of Student Affairs provides a variety of services designed to provide students with a well-balanced academic and extra-curricular college experience. Student leadership (Associated Student Government/ASG), clubs and organizations, cultural events, graduation and other support services are offered through the Office of Student Affairs and the Associated Students Membership.

Student Health Services

The City College Student Health Services program consists of medical, nursing and mental health care. Mental health care and support is provided by the Mental Health Counseling Center. The medical/nursing program provides preventive and primary health care with referrals to community resources as needed.

Student Transition Services

The Student Transition Services department provides programs, services, and information resources that enable students to prepare for their future after City College. The department includes the Transfer/ Career Center and the Work Experience Program.

Umoja

The Umoja Community is a learning community that seeks to engage, connect, educate, support, and encourage students through a program of math, English, and personal growth courses to prepare students for transfer to four-year colleges and universities. Course materials, discussions, and activities focus on African-American culture, literature, and experiences.

Veterans and Service Members

The San Diego Community Colleges have been approved to offer military service connected benefit programs leading to a certificate, an Associate Degree or transfer to a four-year institution. The Veterans Affairs Office staff provides guidance to veterans and assists them in the selection of educational programs which qualify for veterans benefits.

Administrative Support Programs

ALICE Active Shooter Training

ALICE stands for Alert, Lockdown, Inform, Counter, Evacuate, and teaches students and staff a Citizen's response to a violent intruder. The hands-on ALICE course is offered twice each semester on each College Campus. The course offers skills to survive a critical incident within the first 5-7 minutes. It informs participants about options besides the traditional "lockdown" response.

Campus Bookstore

San Diego City College Bookstore stocks textbooks and supplies required for classes. Rental books are also available. The Bookstore provides study aids, snacks, school supplies, clothing, backpacks, gift items, greeting cards, emblematic items and general books. The bookstore also buys back textbooks for cash.

Campus Community Emergency Response Team (C-Cert)

The SDCCD Police Department personnel train and empower City College employees to take life-saving action to help families, neighbors, businesses and communities get through the first few hours or days when emergency services are overwhelmed. City College, along with all the other SDCCD campuses, have a team of staff and faculty trained and certified in first aid, CPR, search & rescue, and fire control, or any other first responder support activities needed in the event of a natural or man-made disaster or emergency. The team meets monthly to practice their skills and/or tour each of the campus buildings to be familiar with each area. There are annual refresher classes and an annual drill, as well as deployment practice on the day of the annual Great California Shakeout earthquake awareness drills.

College Police Department/Police Escort and Related Services

The College Police Department is responsible for providing public safety, law enforcement and crime prevention services. The College police are available to provide escort, vehicle battery jumps and vehicle lockout services during regular hours of operation.

Food Services

The District Food Services provide food services for the City College student population. Through the Cafeteria, on-campus Starbucks, and numerous satellite locations, City College students are able to purchase a variety of snacks and cooked meals.

Knight Patrol

The Knight Patrol is a student based patrol unit on campus, dedicated to the "see something, say something" campaign. This small, but dedicated student group focuses on informing the campus community about safety and best practices. The Knight Patrol students patrol the College and report incidents or concerns to the College Police Department. This new City College program continues to grow and is now being adopted by the other colleges within the District.

Observations & Recommendations

Internal Scan

- Enrollment at the College has decreased each semester since Fall 2010 and reflects an overall decrease during that time period of 13%.
- The ethnicity profile of the students who attend the College has been gradually shifting. More Latino students are attending the College while the number of White students has been consistently declining.
- The number of "Current High School" students enrolled at the College has decreased 29% from fall 2010 to fall 2014.
- The Persistence Rate, Success Rate and Retention Rates for SDCC are all slightly below the average for the District overall, with the greatest difference being reported in the Persistence Rates.
- The number of transfer students has decreased 18% from 2010 to 2014. At a time when the State Chancellor's Office has put more programs in place to increase transfer rates, this trend seems to go against the overall data for the trends within the Community College system.

External Scan

- The service area population is growing at an annual rate of .78% which is nearly consistent with the growth rate of the state of .73%.
- The Public School enrollment for San Diego County is growing at a rate of 1.25% by the year 2019-2020, compared to the rate of the state which is projected to decrease by .69% over the same time period. This increase will likely translate to more graduating high school students and potential students for the College. Targeted recruitment and pre-graduation enrollment efforts at the high schools could increase the likelihood of underserved students attending the College the fall following their graduation.
- When evaluating educational attainment levels for San Diego County, 41.7% of the county's population has received a high school diploma or attended some college but has not earned a degree. For San Diego County this translates to approximately 956,000 individuals. Recruitment efforts targeted at these two groups could result in increased enrollment for the College.

- The current unemployment rate for San Diego County is at the lowest point it has been since September 2007. Statistically, when the unemployment rate is low, enrollment at the College also decreases. Should the unemployment rate begin to rise, the College may begin to see an increase in students who are seeking to strengthen their current skills or their potential job opportunities through enrollment in a degree or certificate program.
- 54% of the fastest growing occupations for the San Diego Metropolitan area require some type of post-secondary education.

Integrated Planning

- Now that the Educational Master Plan has been completed, the intent is to use this Plan as a guiding document for future planning efforts at the College. As part of these future planning efforts, it is recommended that the College develop a Strategic Plan which will be revisited approximately every 3 years.
- The college should develop an Integrated Planning Manual which will visually show, and outline step-by-step, the process of each planning effort at the College.

Facilities Master Plan

- The current FMP will need to be updated in the near future to address the potential facilities issues in the next ten years, especially in regards to technology and modernization of the campus.

Programs of Instruction

- As included in observations for the Integrated Planning Process, the College should develop an Enrollment Management Plan to assist in the resource allocation process at San Diego City College for each discipline.

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