

**RESTORATION/REAFFIRMATION  
EVALUATION VISITING TEAM REPORT**

**City College of San Francisco  
San Francisco, California**

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

The report represents the findings of the evaluation team  
that visited  
City College of San Francisco October 10-13, 2016

Henry D. Shannon, Ph.D.  
Chair

# Restoration/Reaffirmation Evaluation Visiting Team Report

## City College of San Francisco Visiting Team Roster October 2016

Dr. Henry Shannon (Chair)  
Superintendent/President  
Chaffey College

Ms. Eva Ramirez (Assistant)  
Executive Assistant  
Chaffey College

Ms. Julie Sanchez (Assistant)  
Executive Assistant  
Chaffey College

Dr. Norv Wellsfry (Advisory)  
Vice President  
ACCJC

Ms. Lesley Anne Buehler  
Dean, Business, Technology  
Learning Resources  
Ohlone College

Ms. Lisa Campbell  
Dean of Counseling  
and Student Development  
Fullerton College

Dr. Joseph Carrithers  
Professor of English/A.S. Faculty Adv.  
Fullerton College

Dr. Susanna Gunther  
Math Faculty  
Solano College

Dr. Wolde-Ab Isaac  
President  
Riverside City College

Ms. Cathy Itnyre  
Professor of Philosophy and History  
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Vice Chancellor, Educational  
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Dr. Irene Malmgren  
Vice President of Instruction  
Mt. San Antonio College

Ms. Lisa Marchand  
Professor, ESL  
Cosumnes River College

Dr. Rachel Mayo  
Dean, Education Centers, Online and  
Innovative Learning  
Cabrillo College

Dr. Jeanie Nishime  
Vice President, Student and Community  
Advancement/ALO  
El Camino College

Mr. Douglas Roberts  
Senior VP, Finance and  
Administrative Services  
Santa Rosa Junior College

Dr. Alberto Roman  
Vice Chancellor of Human Resources  
Los Angeles Community College District

Dr. Joanne Schultz  
Vice President of Administrative Services  
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Dr. Kathleen Scott  
Associate Vice President of  
Academic Affairs  
Pasadena City College

Ms. Sylvia Thomas  
Associate Vice Chancellor  
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Riverside CCD

Dr. Mary Turner  
Vice President of Instruction  
Sacramento City College

Dr. Gary Williams  
Professor of Psychology  
Crafton Hills College

# Restoration/Reaffirmation Evaluation Visiting Team Report

## Summary of Evaluation Report

Institution: City College of San Francisco

Dates of Visit: October 10-13, 2016

Team Chair: Dr. Henry D. Shannon, Superintendent/President  
Chaffey College

A 22-member team visited City College of San Francisco from October 10-13, 2016 for the purpose of evaluating how well the institution is achieving its stated purposes, analyzing how well the College is meeting the Commission standards, and providing recommendations for quality assurance and institutional improvement.

In preparation for the visit, team members attended an all-day training session on August 30, 2016, conducted by the ACCJC, and studied Commission materials prepared for visiting team members. The team was divided into four committees, one for each standard. Team members read the College's self-study report and assessed the printed and the online evidence provided by the College.

A pre-visit was conducted by the team chair and team assistants on August 19, 2016. Prior to the visit, team members completed written evaluation of the self-study and began identifying areas for further investigation. On the day before the formal beginning of the visit, the team members spent a day discussing their views of the written materials provided by the College and reviewed the 2016 Institutional Self Evaluation Report completed on July 29, 2016, and other materials submitted to the Commission since its last comprehensive visit.

During the visit, the team met with over 150 faculty, staff, administration, members of the Board of Trustees, and students. The team chair and several team members met with members of the Board of Trustees, the chancellor of the College, and various administrators. In addition, team members visited the centers and off-campus sites where fifty percent or more of a program, certificate, or degree is available to students including: Civic Center; Chinatown-North Beach; Downtown; Evans; Fort Mason; John Adams; Mission; Airport; and Southeast. The team also visited the District Business Office located on Gough Street.

The team also attended four open meetings, occurring simultaneously at two different sites scheduled to receive comments from members of the college community.

The team felt the self-study was thoroughly organized and well presented. The College was prudent in its use of the Internet for resource documents.

The team felt that the self-study report was sound. The faculty and staff who attended the open forums were candid and engaging.

# **Restoration/Reaffirmation Evaluation Visiting Team Report**

## **Restoration/Reaffirmation Evaluation Visiting Team Report for City College of San Francisco**

### **INTRODUCTION**

City College of San Francisco (CCSF) was founded in 1935 in response to demand for a public institution to serve both academic and vocational needs of students as an integral part of San Francisco Unified School District (SFUSD). The College was first housed in temporary facilities with an enrollment of 1,074 students and 74 faculty members. The College rapidly expanded and held classes in 22 locations. In 1937, the San Francisco Board of Education approved a building plan for the College which included a 56-acre site of what is now the Ocean Campus.

Beginning with the opening of the Science Hall in 1940, and with federal and state grants, the College expanded and built many new buildings during the 1950s and 1960s. In 1970, the College separated from SFUSD, and a new entity, the San Francisco Community College District (SFCCD), was formed. This entity also included a number of neighborhood programs offered through the Adult and Occupational Education Division of SFUSD. The College maintained these neighborhood programs composed primarily of noncredit courses. With rapid growth, the college district subsequently formed two separate divisions: one for credit courses on the Ocean Campus and another for noncredit courses offered throughout San Francisco. The two divisions merged in 1990 into a single City College of San Francisco.

With approved bond measures in 1997, 2001, and 2005, totaling \$491.3 million, the College renovated, expanded, and developed new buildings and facilities throughout San Francisco. The College currently serves over 60,000 students (credit and noncredit) through one main campus (Ocean), eight centers, one additional primary location, and a number of neighborhood sites.

As a result of the 2014 Evaluation Team Visit, ACCJC granted Restoration Status to City College of San Francisco in January 2015. Under Restoration Status, the College has two years to demonstrate it fully meets all Eligibility Requirements, Accreditation Standards, and Commission Policies. The 2014 Evaluation Team Report contained a number of findings that the College has addressed.

# Restoration/Reaffirmation Evaluation Visiting Team Report

## Commendations

1. The college is to be commended for its inclusive and broad participatory governance system. Examples include the following:
  - a. The EASE Taskforce's work in identifying the core services for each center ensures access for all students and might be advantageous to institutionalize.
  - b. Increased transparency of governance and decision-making process in general.
  - c. The clarity and completeness of the Roles, Responsibilities, and Processes Handbook.
2. The college is to be commended for a culture of continuous quality improvement and inclusivity that relies on data analysis, dialogue, and commitment to participatory governance. Examples include the following:
  - a. Fantastic Five, which brings together SSSP, Equity, and others.
  - b. Professional Development for all personnel.
3. The college is to be commended for increased transparency of budget processes, which involves all constituent groups.
4. The college is to be commended for inclusive dialogue resulting in alignment of mandatory content of course outlines of record with measurable student learning outcomes, including examples of learning activities, parameters to determine achievement of the outcomes, and recommendations for effective assessments.

## Suggestions

1. It is suggested the college update all policies and procedures following the established college cycle.
2. It is suggested the college continue to focus on a realistic, responsive, and responsible enrollment management plan.
3. It is suggested the college focus on realistic budget reductions tied to the outcome of enrollment management.
4. It is suggested the college enhance all employee evaluations in a systematic and timely manner.
5. It is suggested the college consider annual updates to published information on course sequencing and time to completion that takes into account ongoing curricular changes and completion data.
6. It is suggested the college set up the schedule of classes in a format that lists courses by location and also includes a section on distance education.
7. It is suggested the college institutionalize the work of the Equal Access to Success Emergency Taskforce so that its work and review of services at all the centers continues into the future.

# Restoration/Reaffirmation Evaluation Visiting Team Report

## Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

### Public Notification of an Evaluation Team Visit and Third Party Comment

#### Evaluation Items:

- The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
- The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
- The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment. [Regulation citation: 602.23(b).]

#### Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

#### Narrative:

The College submitted the one third-party complaint to the team.

### Standards and Performance with Respect to Student Achievement

#### Evaluation Items:

- The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
- The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
- The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

## Restoration/Reaffirmation Evaluation Visiting Team Report

- The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.  
[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19(a-e).]

### Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:** See narrative in Standard I.B.3

### Credits, Program Length, and Tuition

#### Evaluation Items:

- Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
- The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
- Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
- Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
- The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.  
[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

### Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:** See Standards I.C.2, I.C.4, I.C.6, II.A.9, and II.A.10

# Restoration/Reaffirmation Evaluation Visiting Team Report

## Transfer Policies

### Evaluation Items:

- Transfer policies are appropriately disclosed to students and to the public.
- Policies contain information about the criteria the institution uses to accept credits for transfer.
- The institution complies with the Commission *Policy on Transfer of Credit*.  
[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

### Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:** See Standard II.A.10

## Distance Education and Correspondence Education

### Evaluation Items:

- The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
- There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
- The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
- The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
- The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.  
[Regulation citations: 602.16(a)(1)(iv),(vi); 602.17(g); 668.38.]



# Restoration/Reaffirmation Evaluation Visiting Team Report

## Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:** See Standard II.A.2

## Student Complaints

### Evaluation Items:

- The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
- The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
- The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
- The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
- The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.  
[Regulation citations: 602.16(a)(1)(ix); 668.43.]

## Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:** See Standard I.C.9

# Restoration/Reaffirmation Evaluation Visiting Team Report

## Institutional Disclosure and Advertising and Recruitment Materials

### Evaluation Items:

- The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
- The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.
- The institution provides required information concerning its accredited status as described above in the section on Student Complaints.  
[Regulation citations: 602.16(a)(1)(vii); 668.6.]

### Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:** See Standard I.A.1

## Title IV Compliance

### Evaluation Items:

- The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
- The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
- The institution's student loan default rates are within acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
- Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
- The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.  
[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

## Restoration/Reaffirmation Evaluation Visiting Team Report

### Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:** See Standard III.D.15

# Restoration/Reaffirmation Evaluation Visiting Team Report

## EVALUATION VISITING TEAM TEMPLATE FOR EVALUATION OF ELIGIBILITY REQUIREMENTS

### 1. Authority

*The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.*

*Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.*

**Factual findings of current condition:**

The team confirmed that City College of San Francisco (CCSF) is authorized to operate as a post-secondary, degree-granting institution based on its accredited status by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. This organization is recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

CCSF is a public, two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the San Francisco Community College District. CCSF is authorized to award degrees pursuant to Title 5 Code of Regulations 55060 et seq.

**Evidence reviewed:** Addressed in narrative

### CONCLUSIONS

<b>Does the institution fully meet Eligibility Requirement 1?</b>	YES	NO
<b>Comment:</b> The College meets the ER.	X	
<b>Recommendation (if any):</b>		

### 2. Operational Status

*The institution is operational, with students actively pursuing its degree programs.*

**Factual findings of current condition:**

The team confirmed that CCSF is operational and provides educational services to 61,788 students enrolled in 2014-15. More than half of these students (36,189) enrolled in credit courses. Of the credit students, 72 percent indicated they were actively pursuing degrees or certificates, with most of the remainder indicating other career-related goals or undecided educational goal. Total annual FTES for 2014-15 was 25,129.

**Evidence reviewed:** Addressed in narrative

# Restoration/Reaffirmation Evaluation Visiting Team Report

*CONCLUSIONS*

<b>Does the institution fully meet Eligibility Requirement 2?</b> <b>Comment:</b> The College meets the ER.	YES	NO
X		
<b>Recommendation (if any):</b>		

### 3. Degrees

*A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.*

<b>Factual findings of current condition:</b> The team confirmed that CCSF offers 87 two-year Associate Degrees (including 19 Associate Degrees for Transfer) and 68 primarily Career and Technical Education (CTE) focused Certificates of Achievement approved by the California Community Colleges Chancellor's Office. The College also offers 104 credit locally approved Certificates of Accomplishment, 56 noncredit certificates, and a high school diploma.
<b>Evidence reviewed:</b> Addressed in narrative

*CONCLUSIONS*

<b>Does the institution fully meet Eligibility Requirement 3?</b> <b>Comment:</b> The College meets the ER.	YES	NO
X		
<b>Recommendation (if any):</b>		

### 4. Chief Executive Officer

*The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.*

<b>Factual findings of current condition:</b> The team confirmed that CCSF complies with Education Code Section 70902. CCSF's Special Trustee appointed a chancellor to serve as the College's chief executive officer on an interim basis in June 2015 prior to the Board resuming full control of the District. After the Board assumed full control in July 2015, the Board of Trustees determined that an executive search during the College's Restoration Status would distract the College from its primary task of meeting or exceeding all Accreditation Standards. In light of this, the Board of Trustees voted to extend the chancellor's interim appointment to two years.  The chancellor possesses the authority to administer board policies. The District communicates leadership transitions to the ACCJC.
<b>Evidence reviewed:</b> Addressed in narrative

## Restoration/Reaffirmation Evaluation Visiting Team Report

### CONCLUSIONS

<b>Does the institution fully meet Eligibility Requirement 4?</b> <b>Comment:</b> The College meets the ER.	YES	NO
X		
<b>Recommendation (if any):</b>		

### 5. Financial Accountability

*The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.*

<b>Factual findings of current condition:</b> The team confirmed that CCSF undergoes and publishes on its website annual audited financial statements. Annual audited financial reports for fiscal years 2005-2015 are publicly available on the College's budget website.  The team also confirmed that CCSF is in compliance with the federal expectations and requirements under Title IV and has maintained its default rates below the maximum permitted by the U.S. Department of Education. The College has a practice in place to monitor and manage student loan default rates and the overall student loan program to ensure compliance with all applicable requirements.
<b>Evidence reviewed:</b> Addressed in narrative

### CONCLUSIONS

<b>Does the institution fully meet Eligibility Requirement 5?</b> <b>Comment:</b> The College meets the ER.	YES	NO
X		
<b>Recommendation (if any):</b>		

# Restoration/Reaffirmation Evaluation Visiting Team Report

## EVALUATION VISITING TEAM TEMPLATE FOR EVALUATION OF ACCREDITATION STANDARDS

### Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

*The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.*

#### A. Mission

1. *The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)*

#### **Factual findings of current condition:**

The college has the following mission statement, last updated in November 2014 and affirmed without changes on November 12, 2015, that provides the framework for all institutional goals and activities:

“Consistent with our Vision, City College of San Francisco provides educational programs and services that promote student achievement and life-long learning to meet the needs of our diverse community.

Our primary mission is to provide programs and services leading to

- Transfer to baccalaureate institutions;
- Associate Degrees in Arts and Sciences;
- Certificates and career skills needed for success in the workplace;
- Basic Skills, including learning English as a Second Language and Transitional Studies.

In the pursuit of individual educational goals, students will improve their critical thinking, information competency, communication skills, ethical reasoning, and cultural, social, environmental, and personal awareness and responsibility.

In addition, the college offers other programs and services consistent with our primary mission as resources allow and whenever possible in collaboration with partnering agencies and community-based organizations.

City College of San Francisco belongs to the community and continually strives to provide an accessible, affordable, and high quality education to all its students. The College is committed to providing an array of academic and student development services that support students' success in attaining their academic, cultural, and civic

## Restoration/Reaffirmation Evaluation Visiting Team Report

achievements. To enhance student success and close equity achievement gaps, the college identifies and regularly assesses student learning outcomes to improve institutional effectiveness. As a part of its commitment to serve as a sustainable community resource, our CCSF mission statement drives institutional planning, decision making and resource allocation.”

The mission statement serves as the foundation for all of the college’s programs and services and describes the college’s broad educational purposes, the students it serves, and the degrees, certificates, and awards it offers. The college links its policies, procedures, and processes to the ultimate goal of the college: student learning and achievement.

In alignment with its mission, the college offers credit, non-credit, and not-for-credit courses and/or programs that lead to transfer, associate degrees, certificates, career skills, basic skills achievements, high school diplomas, high school equivalency, and cultural and civic achievements.

**Evidence reviewed:**

- Current mission statement in college catalog and on the college’s website
- Courses and programs listed in the college catalog and on the college’s website
- Schedule of classes
- San Francisco Community College District Policy Manual, BP 1.00

### CONCLUSIONS

<b>Does the institution <i>fully meet</i> Standard I.A.1?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b> As stated in its mission, the college’s educational purposes include preparing students for transfer to baccalaureate institutions, achievement of associate degrees and certificates, providing career skills to prepare for the workplace, basic skills, including English as a Second Language and transitional studies which provide opportunities for students to complete a high school diploma or equivalency, as well as to attain cultural and civic achievements. To meet this broad educational mission, the college provides credit, non-credit, and not-for-credit courses.</p> <p>The mission statement identifies the college’s intended student population as the members of its “diverse community” located in the city and county of San Francisco. It affirms its commitment to student learning by promoting “student achievement and life-long learning” and states that as students pursue their individualized educational goals, they “will improve their critical thinking, information competency, communication skills, ethical reasoning, and cultural, social, environmental, and personal awareness and responsibility.”</p> <p>The college fully meets Standard I.A.1.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		



## Restoration/Reaffirmation Evaluation Visiting Team Report

2. *The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.*

### **Factual findings of current condition:**

The college has worked diligently to incorporate the use of both qualitative and quantitative data to determine how effectively it is accomplishing its mission. The college has documented the procedures for use of data when annually reviewing its vision and mission statements at the outset of the annual planning and budgeting cycle. Indices incorporated into this review include a summary assessment of learning outcomes, a dashboard of key performance indicators, an assessment of annual objectives, program review results, and other relevant data such as results from the Community College Survey of Student Engagement. The college and the Board also utilize data to set institutional priorities and goals directly connected to the Mission Statement. In 2015, the college conducted a line-by-line analysis of the mission which included data from longitudinal metrics, institution set standards, institution-level assessment of ILOs and GELOs, and equity as well as information on accessibility, affordability, and quality.

The Office of Research and Planning provides data, data analysis, reports, and presentations to administrators, faculty, staff, and students. The office also provides data and information relevant to short- and long-range planning and decision-making, institutional effectiveness and academic quality, student learning outcomes, and student achievement. This information is widely shared with the college community through collegial governance, participatory governance, and other venues and is readily available on the web. College-wide discussion about the data is fostered through Collegial Governance, Participatory Governance and other venues. Annual indices are presented to the Academic Senate, Participatory Governance Council (PGC), posted online, and announced college-wide to encourage full participation and input. Suggestions for modifications to the vision and mission statement are collected electronically and assembled for Academic Senate, PGC, and Chancellor's review. Constituent groups are also encouraged to provide input, particularly through their regular meetings. Options for affirmation or amendment are discussed by the PGC prior to presentation to the Chancellor who then presents to the Board for final approval.

In Fall 2015, the review employed a newly developed SLO dashboard to summarize assessments of ILOs and GELOs across multiple semesters and staff from the Office of Research and Planning utilized data to provide a line-by-line analysis of the Mission Statement. In addition, the college has long analyzed achievement gap data to inform the Education Master Plan, College Priorities, Student Equity Plan, SSSP, and Program Review.

### **Evidence reviewed:**

- San Francisco Community College District Administrative Procedures Manual, AP 1.00
- Mission Statement Annual Review Fall 2015
- Interviews with Academic Senate members, Board of Trustee members, CurricUNET Administrator, Institutional Effectiveness Dean, Participatory Governance Council members, Planning Committee members, Planning Director, Research Director, Program Review Committee Chair, and Research Analysts

# Restoration/Reaffirmation Evaluation Visiting Team Report

*CONCLUSIONS*

	YES	NO
<p><b>Does the institution <i>fully meet</i> Standard I.A.2?</b></p> <p><b>Comment:</b></p> <p>The college uses data in many different venues to determine how effectively it is accomplishing its mission. Initially, it reviews its mission statement annually using institutional data as well as college-wide input through the college’s participatory governance processes. The review of the data is utilized by the institution in the development of goals and institutional priorities prior to the initiation of Program Review. The Program Review template prompts each of the departments and units to identify how their area supports the college mission. Departments and units are then tasked with conducting an in-depth analysis on a three-year cycle with a focus on continuous quality improvement.</p> <p>After addressing how the unit’s mission aligns and supports the college’s mission, departments and units address the quality and quantity of their level of service including volume trends for core unit activities and the effectiveness of assessments. Data analysis includes information on student demographics, enrollment trends, student achievement trends, learning outcomes, CCSSE survey results, Centers surveys, and FTES/FTEF when appropriate. Departments and units are to address data from the Ocean Campus, all college centers, and online delivery of instruction and/or services when appropriate. Program Review also requires departments/units to summarize progress that resulted from resources (e.g., classified staff, equipment, facilities, faculty positions, professional development, or technology) allocated through the Program Review process. They are also expected to provide an analysis and description of any impact-to-date on student learning, student success, or improvement of services.</p> <p>Onsite interviews confirmed the college uses data in evaluation of its programs and services. In addition, open access to the data is provided to everyone at the institution. There is an institution-wide understanding of, and commitment to, the Program Review process and its role in ensuring the college focuses on its mission to meet the educational needs of its students.</p> <p>The college fully meets Standard I.A.2.</p>	<p><b>X</b></p>	
<p><b>Recommendation (if any):</b></p>		

*3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

<p><b>Factual findings of current condition:</b></p> <p>The mission statement is referenced in multiple college planning and decision-making documents, including the Education Master Plan, Board Goals and College Priorities adopted on 9/10/2015, Technology Plan, Request for Qualifications for the Facilities Master Plan, and Student Equity Plan. The college’s mission statement concludes with the following: “as part of its commitment to serve as a sustainable community resource, our CCSF mission statement</p>
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## Restoration/Reaffirmation Evaluation Visiting Team Report

drives institutional planning, decision making and resource allocation.”

Per the college’s mission statement, CCSF primarily provides programs and services leading to transfer, degree and/or certificate attainment, career skills, and basic skills, including English as a Second Language and transitional studies. In keeping with this mission, the college offers educational programs in approximately 160 disciplines, including credit and non-credit offerings. Per National Clearinghouse data, CCSF exceeded its Institutional-set standards for transfer as well as degree and certificate attainment. In addition, the College provides extensive offerings in the areas of basic skills and transitional studies. The College has, or is in the process of, assessing their Institutional Learning Outcomes (ILOs) and has found the majority of students have reached the proficient level in the areas of critical thinking, information competency, communications and cultural, social, and environmental awareness.

In an effort to provide “accessible, affordable, and high quality education to all its students,” the college has focused on maintaining offerings throughout San Francisco at its eight Centers and the Ocean Campus. In addition, the college provides an array of services for its diverse community which includes, but is not limited to, academic and career counseling, financial aid, learning assistance, outreach, and veterans as well as CalWORKS, DSPS, and EOPS. In 2015, the Equal Access to Success Emergency (EASE) Task Force was established with membership from classified, faculty, administration, and students to ensure equitable access to services at all locations. The college analyzes data from the Student Success Scorecard, the Community College Survey of Student Engagement, and the Center surveys to assist them in this work.

The college specifically states in its mission that it will collaborate with partnering agencies and community-based organizations to offer its programs and services. The college has an extensive and diverse list of community partners including K-12 school districts, colleges and universities, foundations, social services agencies, and trade unions.

Finally, the college states that the Mission Statement “drives institutional planning, decision making and resource allocation.” In the institution’s program review process, the departments and programs address how their unit’s mission aligns with the college mission. These annual plans provide the input for the integrated resource prioritization process for the following year’s allocations. The plans also inform other college processes such as assessment and curriculum. Departments and programs utilize data to identify areas of improvement, decline, or ongoing concern and incorporate those results into program and course updates that may lead to deactivation, modification, or development of additional curriculum.

After careful analysis, the college decided that, although Program Review is conducted on an annual basis, departments and units would submit a more comprehensive Program Review every three years in order to allow a more comprehensive review of their data. In addition, the college is implementing its first college-wide review of Program Review submissions at a Fall 2016 flex activity.

### **Evidence reviewed:**

- San Francisco Community College District Administrative Procedures Manual, AP 1.00, District Vision and Mission Statement
- Mission Statement Annual Review Fall 2015

## Restoration/Reaffirmation Evaluation Visiting Team Report

- Program Review Website and Guidelines
- Program Review Guidelines – Resource Requests
- Roles, Responsibilities, & Procedures (RRP) Handbook, May 2016
- College Plans
- Institutional SLOs
- SLO Dashboard
- Institution-set Standards
- Institutional Effectiveness Performance Indicators
- Integrated Planning Flowchart
- Equal Access to Success Emergency (EASE) Task Force Website and Documents
- Interviews with Academic Senate members, Administrators Association members, Board of Trustee members, Classified Senate members, CurricUNET Administrator, Institutional Effectiveness Dean, Participatory Governance Council members, Planning Committee members, Planning Director, Research Director, Program Review Committee Chair, and Research Analysts

### CONCLUSIONS

<b>Does the institution <i>fully meet</i> Standard I.A.3?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b> Based on the mission statement, the Board sets college priorities at the beginning of each Program Review cycle. These annual college priorities are framed around adopted, long-term institutional goals that flow directly from the mission. The college’s Program Review process prompts programs and services to demonstrate how they support the mission. The program reviews utilize data to provide the details for decision-making, planning, and resource allocation. There is a campus-wide commitment to the Program Review process, and the process is clearly codified in the Roles, Responsibilities, &amp; Processes (RRP) Handbook.</p> <p>Through review of the self-study, evidence, and on-site interviews, it is clear that the college has processes and procedures in place to ensure its programs and services are aligned with its mission. They are directly connected to the educational purposes of the college and the student population as identified in the mission. The college utilizes its mission statement to inform the establishment of institutional goals for student learning and achievement and to guide its decision-making, planning, and resource allocation.</p> <p>The college fully meets Standard I.A.3.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

## Restoration/Reaffirmation Evaluation Visiting Team Report

8. *The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)*

**Factual findings of current condition:**

The college has a clearly articulated mission that is widely published in both print and on the web. The San Francisco Community College District Administrative Procedures Manual, AP 1.00, articulates the annual process to review and update the mission statement when necessary. This process includes the use of data, college-wide discussions with opportunities for suggestions for modification, Chancellor’s review, and culminates with final Board approval. Reviews have resulted in mission statement modifications in 2013 and 2014. The current mission statement was affirmed without changes on November 12, 2015.

**Evidence reviewed:**

- College catalog, class schedule, and website
- San Francisco Community College District Administrative Procedures Manual, AP 1.00, District Vision and Mission Statement (12/12/2014)
- San Francisco Community College District Administrative Policy Manual, BP 1.00, District Vision and Mission Statement (Revised 11/20/2014)
- Mission Statement Annual Review Fall 2015
- Roles, Responsibilities, & Procedures (RRP) Handbook, May 2016
- Interviews with Academic Senate members, Board of Trustee members, Institutional Effectiveness Dean, Participatory Governance Council members, Planning Committee members, Planning Director, Research Director, and Program Review Committee Chair

### CONCLUSIONS

<b>Does the institution <i>fully meet</i> Standard I.A.4?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b> As described above, the college has a mission statement that is widely publicized and easily accessible in both print and on the web. The mission guides the work of the college and there are procedures in place for periodic review, revision if needed, and Board approval.</p> <p>The college fully meets Standard I.A.4.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

## B. Assuring Academic Quality and Institutional Effectiveness

### Academic Quality

1. *The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.*

## Restoration/Reaffirmation Evaluation Visiting Team Report

### **Factual findings of current condition:**

CCSF provides ample evidence of dialogue in the areas of student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Artifacts of dialogue are found in course outcomes assessments and in the curriculum of record which is available publicly through CurricUNET as well as through links from the online schedule of courses. A cross-section of approved curriculum verifies that course development and revision processes require measurable Student Learning Outcomes for all courses matched to examples of strategies, formative projects, and other learning activities that will cause students to accomplish them. Moreover, all curriculum includes parameters that must be measured and exemplifies ways to accurately assess them. That this is embedded in curriculum can only have risen from substantial dialog among faculty across disciplines, centers, and organizations including the collective bargaining units. All faculty, even adjunct, assess and report outcomes as part of their regular professional responsibility. The reporting protocol requires discussion of changes made as a result of previous assessments and an evaluation of their efficacy.

Every three years, individual section assessments are aggregated to create a robust profile of student achievement at the course level as well as well documented discussion of the strengths and challenges of the outcomes, instructional approaches, and achievement gaps. There are face-to-face discussions, as well as asynchronous dialogue involving faculty in the programs and schools regardless of where or how they teach the course. CurricUNET provides a comprehensive environment that facilitates aggregation of course data and disaggregation by user specified segments. Assessment and dialogue have a longer history.

Other evidence to confirm that CCSF meets Standard 1.B.1 includes the Equity Plan in effect now through 2020, and the Mission Statement which specifies SLO assessment as the college's path to improved institutional effectiveness. The Institutional Assessment Plan also confirms that CCSF meets this aspect of Standard 1.B. The Institutional Assessment Plan defines the discussions of outcomes data. Interviews with the SLO Coordinators and the CurricUNET Administrator clarified how data derived from course outcomes informs assessments of successively more over-arching levels of the institution's organizational layers.

The most prominent venue for discussion leading to continuous improvement of student learning and achievement is the Planning Committee. The Administrative Procedures Manual states that an annual scrutiny of program outcomes data and other performance indices as a part of Mission/Vision review is the first step in the annual planning and budgeting cycle. Interviews on site, however, reveal that resource allocation and prioritization effectively begins with assessing student achievement and success gaps at the course level, and with the subsequent dialogue surrounding analysis of these findings.

### **Evidence reviewed:**

- Fall 2016 Schedule Online
- Curriculum of Record
- Equity Plan Summary of Goals and activities
- Administrative Procedures 1.00

## Restoration/Reaffirmation Evaluation Visiting Team Report

- Annual Reports to the ACCJC 2015 and 2016
- Assessment Currency, Data Trends, and Planning in Program Review
- CurricUNET: Program Review Module
- CurricUNET: Assessments Dashboard
- Monthly Assessment Highlights
- CurricUNET: Program review Evaluations
- The Institutional Assessment Plan
- APB: Integrated Planning Cycle (Annual and Long-Range)
- PGC Summary of Changes Based on Evaluation, May 5, 2016

*Interviews:*

CurricUNET Administrator, Developer; SLO Coordinators; Oversight for Program Review; Director of Planning, Chair of Program review Committee.

### CONCLUSIONS

<b>Does the institution <i>fully meet</i> Standard I.B.1?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>Standard I.B.1 provides ample evidence of dialogue in the areas of student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.</p> <p>The college fully meets Standard I.B.1.</p>	<p><b>X</b></p>	
<p><b>Recommendation (if any):</b></p>		

*2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)*

**Factual findings of current condition:**

SLO's for all instructional programs are accessible and publicly available through the college catalog, the online schedule of courses, and through course and program assessment reports searchable in CurricUNET. CCSF informed the team that, including reports generated in the semesters predating the implementation of the CurricUNET system, the number of individual reports collected has reached a total of "about 28,000." Course SLO's, as a part of the curriculum of record, are reviewed at least once every six years following the procedures codified in the CCSF Curriculum Handbook.

Student Services Outcomes are in place for student service programs, and accountability for their evaluation, discussion, and follow-through is overseen by staff. The SLO Coordination Team includes an individual with the responsibility to work with all classifications of Student Services

## Restoration/Reaffirmation Evaluation Visiting Team Report

employees in the development and implementation of assessments, facilitation of “closed loop” cycles and discussions leading to enhanced student support services. Institutional Learning Outcomes assessment is another aspect of the SS SLO Coordinator’s job description—one that is shared with the Primary SLO Coordinators, Student Development, the Academic Senate, and certain individuals responsible for professional development in areas of best assessment practices for assessing student learning outside the classroom. The college meets this Standard, and in so doing confirms that it complies with Eligibility Requirement #11 of the DOE Regulations HEOA 2008 and Regulations, 2011-12.

**Evidence reviewed:**

- SLO Committee Charge
- Checklist for Continued Compliance with Commission Policies and Federal Regulations
- GELO and ILO Assessment reporting dashboard
- Participatory Governance Committee Summary of Changes Based on Evaluation (May 5, 2016).
- Responses to team questions dated September 30, 2016.
- SLO Impact reports or 2012-2014.
- The Roles, Responsibilities, and Processes Handbook, D1; D4a; D4b

Interview:  
Student Services SLO Coordinator

*CONCLUSIONS*

<b>Does the institution fully meet Standard I.B.2?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>Standard I.B.2 itemizes the collection and use of student success data for all learning and support programs and explains assessment cycles, aggregation and disaggregation of outcomes data. Improvements arising from this data analysis are included in evidence.</p> <p>The college fully meets Standard I.B.2.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

2. *The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)*



# Restoration/Reaffirmation Evaluation Visiting Team Report

**Factual findings of current condition:**

CCSF has institution-set standards for student achievement that are appropriate to its mission. Members of the visiting team affirm that these standards are reasonable. The charted information shows that the college reached and surpassed its 69% course to completion standard, albeit disaggregated data indicates that students in certain groups meet this goal primarily in career and technology programs.

CCSF also meets or exceeds the Institution-set standards for AA/AS Degrees and CTE certificates. Beyond Institution-set standards, CCSF has set forth “aspirational goals” in course completion rates, English sequence completion, Fund Balance, Unmodified audit findings, and full accreditation status. These aspirational goals respond to stipulations relative to the CCCO’s IEP Initiative. Additionally, there are locally defined standards for non-credit instruction including Progress Indicators, Non-credit certificates such as CDPC certificates, and transition from non-credit to credit programs. A minor fact is the apparent absence of standards and outcomes measures for two elements of the CCSF Mission: *programs in partnership with community based entities and support of cultural and civic achievement.*

The College publishes reports on the degree to which students meet the standards. Analyses of results contribute to planning at program and institution levels, particularly where achievement in some demographics is below standard. This information is also published in annual reports to the ACCJC, and archived via the Accreditation website available to the general public.

**Evidence reviewed:**

- Institution Set Standards
- ISER: Presentation of Student Achievement Data and Institution-Set Standards
- Board resolution for Review and approval of the 2015 Institution set Standards
- Institutional Effectiveness Goals – Year 1 and Year 2
- Annual Reports to the ACCJC
- The CCSF Accreditation website
- Quality Focus Essay, ISER: Rationale for Action Project
- Senate Resolution to approve Institution-set standards

*Interviews:*

CurricUNET Administrator, Developer; SLO Coordinators; Oversight for Program Review; Director of Planning, Chair of Program review Committee.

*CONCLUSIONS*

<b>Does the institution fully meet Standard I.B.3?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>CCSF established institution-set standards based on what the ISER and identified documentation show are studies of data collected longitudinally as well as from local forecasts and trends. The itemized standards as well as "aspirational institutional effectiveness goals" are published and discussed in a range of venues.</p> <p>The college fully meets Standard I.B.3.</p>	<p><b>X</b></p>	

## Restoration/Reaffirmation Evaluation Visiting Team Report

### Recommendation (if any):

4. *The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.*

### Factual findings of current condition:

Assessment data is being used to support student learning and achievement. Disaggregated achievement data is required for program review, and achievement gaps thus identified have led to inclusion of action projects in ESL, Basic Skills English and Math in the College's Equity Plan. Also, beginning spring 2015, faculty began to collect outcomes data for every student in every class in the hopes that analysis of this data will contribute to improved equity planning.

Additionally, there is evidence that specific processes and practices support student learning and achievement. Examples of this are found in the Administrative Procedures document, the EASE task force website, and the "Fantastic Five" website. Other such practices include use of Program review/student success data to inform the Mission and Vision review and to serve as the foundation for implementing resource allocations, and funding initiatives arising from analysis of student needs. SLO Coordinators contribute to, or lead, outcomes dialogs in venues throughout the institution—including the Planning Committee, the Academic Senate, the Participatory Governance Committee, and the standing committee on accreditation.

### Evidence reviewed:

- Administrative Procedures
- Board Policies and Administrative Procedures
- EASE Taskforce website
- Fantastic Five website
- Program Review Questions
- Tableau report for course success by demographics
- Outcomes Assessment – Reporting Results
- Resource-Linked progress and Improvements List
- REPORT: Spring 2015 Reporting Process Evaluation (all SLO's)
- RRP Handbook: decision-making flowcharts
- SLO Impacts reports for 2013 – 14 and 2012 – 13
- SSOA Workgroup Agenda Appendices A and B, October 6, 2016

### Interviews:

CurricUNET Administrator, Developer; SLO Coordinators; Oversight for Program Review; Director of Planning, Chair of Program review Committee.

# Restoration/Reaffirmation Evaluation Visiting Team Report

## CONCLUSIONS

<p><b>Does the institution <i>fully meet</i> Standard I.B.4?</b></p> <p><b>Comment:</b></p> <p>CCSF assessment outcomes underpin college processes, and are embedded in institutional processes to support student learning and achievement. The ISER reveals that institutional and general education learning outcomes have recently been established and that the greatest accumulation of data comes from program reviews derived from impressively well collected, analyzed, and reported outcomes data. Further investigation identified a timeline stretching back at least four and a half years from the initial drafts through subsequent discussions leading to revisions and improvements. This process continues and demonstrates the influence outcomes assessments have on the constant quality improvement of the institution.</p> <p>The college fully meets Standard I.B.4.</p>	<b>YES</b>	<b>NO</b>
<p><b>Recommendation (if any):</b></p>		

### ***Institutional Effectiveness***

5. *The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*

**Factual findings of current condition:**

Disaggregated outcomes data is included in documentation of the mission review. Program review reports provide additional evidence that the college collects and analyzes outcomes data in evaluation of how well it meets goals and objectives related to its mission. The preponderance of success and gap data is derived from program reviews. A broad sampling of these validates that reviews are forthright in revealing program strengths and weaknesses. This is particularly true of the reviews of individual centers.

Institutional and General Education learning outcomes (ILO's and GELO's) have been in place long enough to have exposed needed changes, and, subsequently, the called for changes have been implemented and evaluated. Examination of planning and decision making and discussions with the SLO Coordinators and the Assessment Oversight officer clarified that the flow of quantitative data moves from CRN assessments to program assessments and inform evaluation and revision of ILO and GELO's.

Information presented to the visiting team by the College, dated September 30, 2016, states, "Addressing these findings more effectively at the institutional level is part of our current QFE." The Quality Focus Essay explains that the goal of its first Action Project is to "create an effective

## Restoration/Reaffirmation Evaluation Visiting Team Report

means (via a codified, flexible planning structure) to implement the recommendations that arise from institutional assessment activities.” To this end, CCSF “assesses one Institutional Learning Outcome and one or two General Education Outcomes every year.” Action Project 1 includes three objectives to be met across a timeline extending from the present through spring 2019.

Another element of data collection and a tool for examining individual success variables is the CurricUNET system implemented in spring 2015. The flexibility of this system facilitates examination of demographic segments across learning environments and delivery modes. CCSF has employed disaggregated data to identify, reflect upon, and discuss or disseminate concerns relative to equity as well as achievement. All the data is easily searchable within this platform. An added benefit is that research staff now have more time to contribute to skills-sensitive work that can’t be performed by other personnel.

**Evidence reviewed:**

- SLO Disaggregation image from mission statement review PPT.
- Program Review: Cross-section of courses and services
- Institutional Assessment Plan
- Outcomes Assessment Reporting Results
- SLO Handbook
- SSO Detailed Status Report
- EMP Implementation Matrices – years 1 and 2
- College Priorities
- Argos visuals for SLO data and achievement gap calculator
- School Reports

*Interviews:*

CurricUNET Administrator, Developer; SLO Coordinators; Oversight for Program Review; Director of Planning, Chair of Program review Committee.

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard.I.B.5?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>Prioritization of allocations follows program review and other data analysis. The prioritization rubric advances requests to funding according to health and safety impacts and then how well the need is substantiated by outcomes data and analysis.</p> <p>The college fully meets Standard I.B.5.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

## Restoration/Reaffirmation Evaluation Visiting Team Report

6. *The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.*

### **Factual findings of current condition:**

CCSF ISER Standard I.B.6 provides evidence of identifying achievement gaps, planning to alleviate deficits in success, and procedures for evaluating those efforts. It identifies the planning documents where these matters are addressed, and where processes to evaluate remediation strategies are codified.

Performance measure tables are found in multiple areas of the CCSF ISER. The data is disaggregated by ethnicity, location, and age. Further distinctions among the outcomes and achievement data are readily available within CurricUNET, or more specifically “sliced” in Argos data views.

The “Roles, Responsibilities, & Processes (RRP) Handbook,” dated May 2016, discloses that to date, the college has been following “broad general processes” for Program review that are being honed at present and that a revision is slated for fall 2017. Nevertheless, the RRP Handbook’s current description of the review, data analysis, goal-setting, and evaluation cycle specifies that these processes lead to plans and requests for resources directly linked to outcomes findings. Exploration within the drop-down menus for program review and reports validates this assertion.

The current program review process results in setting goals for the next cycle based on gaps in the unit’s ability to effect uniform levels of student success. The following iteration of program review then begins with analysis of all pertinent outcomes data to discover if and how strategies in place have affected achievement and to discover remaining gaps, or previously un recognized patterns in the performance of identified student populations or demographic categories. This iterative cycle confirms that protocols are in place to cause CCSF programs to disaggregate outcomes and achievement data, and use findings to support continuous quality improvement.

CCSF’s overarching institutional plans target success gaps disclosed initially through CRN and Program Review data analyses. Such plans include the Education Master Plan, Facilities Master Plan, and the Technology Plan. Procedures to develop these broad planning efforts arise from the work of standing committees with oversight by the Participatory Governance Committee and may include input from external consultants.

### **Evidence reviewed:**

- Planning committee Description and Purpose
- PCG External and Internal Evaluation: Recommendations for Improvements
- Institutional Assessment Plan, March 2016
- Argos achievement data visual of gap calculator
- Assessment Reporting Cycles, Frequencies, and Processes
- Assessment Planning Team Notes

## Restoration/Reaffirmation Evaluation Visiting Team Report

- Institutional Effectiveness Goals, Resource Request Guidelines Criteria
- Education Master Plan Implementation Matrices
- Board Policy on Institutional Planning

*Interviews:*

- Oversight for Program Review; Director of Planning, Chair of Program review Committee.

### *CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard I.B.6?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>The college provides evidence of identifying achievement gaps, planning to alleviate deficits in success, and procedures for evaluating those efforts. Planning documents where these matters are addressed, and where processes to evaluate remediation strategies are codified, were located within the evidence available.</p> <p>The college fully meets Standard I.B.6.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

*7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.*

<p><b>Factual findings of current condition:</b></p> <p>Although some policies have yet to come up for review, critical policies have been addressed in response to recent scrutiny of CCSF’s institutional fitness. These newly revised policies and procedures, protocols, and processes have all emerged from evaluation of needs to “assure their effectiveness in supporting academic quality and accomplishment of mission.” Also, language currently in use specifies the role of evaluation “in supporting academic quality and accomplishment of mission.” In this way, CCSF meets Standard I.B.7. It could be unreasonable to comment on the regularity of evaluation of these practices given the sweeping changes newly instituted at the college. Nevertheless, pre-CurricUNET practices and extensive, broad based dialogue across and among college constituencies support that evaluation is taking place throughout instructional programs, student support services, use of resource allocation prioritization criteria, and within governance processes.</p>
<p><b>Evidence reviewed:</b></p> <ul style="list-style-type: none"> <li>• Planning Committee Description and Purpose</li> <li>• CRN Assessment reporting</li> <li>• Program Review</li> <li>• Internal Evaluation Survey Results and External Evaluation Survey Results</li> </ul>

## Restoration/Reaffirmation Evaluation Visiting Team Report

- Standing Committee Summaries: Accreditation, Diversity, Enrollment, and Planning
- Academic Senate Program Review – Fall 2015
- Administrative Unit Outcomes Assessment Team Summary Report
- EMP Forums and strategy Sessions in EMP Executive Summary

### CONCLUSIONS

<b>Does the institution fully meet Standard I.B.7?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>The college has a schedule for evaluating its policies and procedures across all service categories. There are venues and processes for specific evaluations of outcomes for institutional effectiveness, governance, and integrated planning systems.</p> <p>The college fully meets Standard I.B.7.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

8. *The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.*

#### **Factual findings of current condition:**

The College Outcomes and Assessment website is open to everyone, including the general public. Moreover, with the interconnectivity of CurricUNET’s assessment, curriculum and program review modules, data can be aggregated and disaggregated, sorted and correlated within and across courses, programs, service areas, centers, and any other juxtaposed points of analysis. From there, data “is loaded into an ARGOS database and linked to student demographic data from Banner.” This functionality greatly augments the institution’s ability to engage in effective analysis of strengths and weaknesses, set cogent priorities, and ultimately make decisions based on facts derived from measured learning outcomes. Having data available doesn’t guarantee arriving at meaningful conclusions from that data, or conceiving functional solutions that iterations of assessment validate as having an impact on continuous improvement of the institution’s ability to effect student achievement. The college acknowledges this fact and interviews reveal that the inclusive dialogue is functioning well. Moreover, informants applaud the transparency of the process and access to data. Overall, the college expects changes and looks forward to refining processes in the shared interest of improving how the institution functions for the students and the communities it serves.

#### **Evidence reviewed:**

- Institutional Effectiveness Dashboard
- Research Reports

## Restoration/Reaffirmation Evaluation Visiting Team Report

- CCSSE
- Tableau Reports
- CurricUNET modules
- EMP Executive Summary
- EMP Forums and Strategy Sessions

### CONCLUSIONS

<b>Does the institution <i>fully meet</i> Standard I.B.8?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b>                      The institution broadly communicates the results of all its assessment and evaluation activities through online access to research reports, data "dashboards", and informational sessions open to college employees and members of the public. This commitment to broad communication ensures the institutional community has a shared understanding of its strengths and weaknesses and sets appropriate priorities.</p> <p>The college fully meets Standard I.B.8.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

*9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)*

**Factual findings of current condition:**  
 CCSF has invested time and resources well to enable continuous, broad-based, and systematic evaluation of how its many parts function to achieve the college mission. Envisioning and entering into language a construct that has the potential to amass input from within the institution as well as from community stakeholders must be regarded as an impressive first step. Mapping the interrelationships of PSLO's, ILO's, GELO's revealed it met requirements, but could be strengthened in some areas. Areas to strengthen include the following: ability to meet needs for technology, professional development, curricular enhancements infusing additional quantitative reasoning, learning spaces, and communication between instructors and academic counseling. Action to address these deficits is evident in pilot projects to enhance communication within and across departments and service areas, changes in prerequisites and advisories for courses, professional development planning, and "creation of new/improved learning spaces beyond classrooms." These outcomes from the initial mapping of ILO's and GELO's confirm that the college has grasped the responsibility and utility of regular evaluation of policies and practices. Future visits must determine whether the institution continues such evaluation and renovation or innovation on a regular basis.



## Restoration/Reaffirmation Evaluation Visiting Team Report

**Evidence reviewed:**

- Facilities Master Plan Website
- SLO Dashboard
- Flex Program – March 8, 2015
- Integrated Planning Flowchart
- Planning Committee Description and Purpose
- EMP Website
- EMP Implementation Matrices Years 1 and 2
- Decision-Making Flowcharts in the RRP Handbook.
- The Fantastic Five
- Homepage for comprehensive Program Review and annual planning
- Technology Plan
- RFP for Facilities Master Plan
- EMP Goals
- Program Review Guidelines
- "Changes and Plans Arising out of the Self Evaluation Process"
- The Quality Focus Essay

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard I.B.9?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b> CCSF has envisioned and codified systems of integrated planning. Supporting documents and charts illustrate the points of contact between and among specific planning groups and the Education Master Plan implementation matrices unify subordinate plans.</p> <p>The college fully meets Standard I.B.9.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

**C. Institutional Integrity**

1. *The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)*

**Factual findings of current condition:**

With regard to ensuring accuracy, clarity and integrity, the information provided to students, personnel and to the public is accurate, up-to-date and accessible in print and electronic format. The comprehensive information on the college website is the primary source of information about the college, its mission and vision, educational programs, learning outcomes and services

## Restoration/Reaffirmation Evaluation Visiting Team Report

and opportunities that foster student access and success. The college catalog is available in online and print formats, and the catalog web page displays the current year edition, as well as several years of previous catalogs. Additionally, the college publishes addenda and policy updates and posts them on the catalog webpage, demonstrating the commitment of the college to provide the most accurate information available in a timely manner to the public. The college also has a formalized process of updating web pages, and each page displays the date of the last update, and a link to report inaccuracies to the webmaster.

On the 2014 CCSSE, 84% of students either agreed or strongly agreed with the statement: “Upon completion of my degree, certificate, or program, it is clear what I’m expected to learn.”

The college accurately discloses its accreditation status in clear and simple-to-understand terms. The college adheres to the commission’s “one-click” rule, providing easy access to accreditation information with a link on the college’s home page. The site presents a comprehensive collection of relevant evaluation documents as well as ongoing work the college undertakes to address its improvement needs, and an archive of communication with the Accrediting Commission.

**Evidence reviewed:**

- CCSF Website
- CCSF Catalog web page
- College mission and Vision, found in the catalog and online; in the class schedule, in the Education Master Plan, Technology Plan, and posted on walls observed at several campus centers of the college
- CCSF SLO Webpage
- Schedule of Classes online
- Course Outlines of Record
- CCSF Accreditation Website
- Student Equity Website
- CCSF Student Services Webpage
- CCSF Helpdesk Web Page
- Spreadsheet of web pages and their update status
- 2014 CCSSE

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard I.C.1?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b>                      The college fulfills its integrity to the public by ensuring that information about its programs, services and accreditation status is current and up-to-date. This includes information disseminated via the college website, the college catalog (both online and in print) and other publications. The college has enhanced its procedures to verify accuracy of information, and now includes methods to report inaccurate or outdated information.</p> <p>The college fully meets Standard I.C.1.</p>	<b>X</b>	

## Restoration/Reaffirmation Evaluation Visiting Team Report

### Recommendation (if any):

2. *The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)*

### Factual findings of current condition:

The institution publishes a college catalog annually, and makes the catalog available in both print and online formats. The information contained in the catalog is current, precise, and accurate, and provides complete information on the college mission, admissions, programs, degree offerings, student learning outcomes, student services and financial aid, as well as major policies and all required information on Admissions, Fees, Transfer procedures, and graduation requirements.

The online catalog webpage presents the catalog organized around hyperlinks to major sections of the document, making navigation easy and convenient. The page includes an archive of previous catalogs dating back to 1999-2000. Updates to the catalog are posted on the page as well, ensuring that any changes in program/course offerings or policy changes are disseminated to the community at large.

The Office of Instruction ensures the accuracy and completeness of the information contained in the college catalog.

### Evidence reviewed:

CCSF Online Catalog  
Online learning website  
Overview of the College, see pp. 2-3  
Course and Program Offerings  
Degree Requirements  
Sample Program SLO for Degree in French  
Academic Calendar  
Screenshot of Program Length for Administration Justice Certificate, p. 71 (Source: Program Length, see, for example, p. 71)  
Academic Freedom Statement, see p. 446  
Student Financial Resources  
Student Learning Resources  
Names and Degrees of Administration and Faculty  
Screenshot of Governing Board Members, p. VI (Source: College Catalog, see p. VI)  
Admission to the College  
Screenshot of Enrollment Fees, pp. 19-21 (Source: Enrollment Fees, see pp. 19-21)  
Graduation; Transfer Information  
Academic Policies and Procedures  
Screenshot of Equal Opportunity Statement, p. XI (Source: College Catalog, p. XI)

# Restoration/Reaffirmation Evaluation Visiting Team Report

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard I.C.2?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>The College Catalog is a comprehensive document that meets the Eligibility Requirement for content, and therefore, provides accurate and current information to new and prospective students on all programs, degrees, certificates, and services the college offers.</p> <p>The college fully meets Standard I.C.2.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

3. *The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)*

<p><b>Factual findings of current condition:</b></p> <p>The college assesses student learning as a primary measure of academic quality, and reports the results of these assessment efforts through a variety of channels to its stakeholder groups. These modes of communication include the SLO Website, the SLO Communication Site, email communication that is archived on the SLO Communication site, CurricUNET assessment modules, course and program level assessment in program review, and departmental web pages. These resources are accessible to students and to the public. A variety of reports are available to stakeholders for use to inform planning and resource allocation processes across the institution. In particular, the program review and assessment modules of CurricUNET provide public access to all documented assessment data and results, and also provide a view of how assessment drives prioritization of resources for quality improvement of each program and service unit.</p>
<p><b>Evidence reviewed:</b></p> <p>SLO Website            SLO Communication site            SLO assessment            Summary assessment reports            SLO Professional Development            Fall 2015 Program Review Course SLO Assessment Question            SLO assessment reports archives web page            GELO Area B report            Program Review Archives web page; CurricUNET Viewing Public Assessments Instructions            CurricUNET public assessment component; CurricUNET Viewing Public Program Reviews Instructions            Sample department assessment website-- FORL</p>

## Restoration/Reaffirmation Evaluation Visiting Team Report

Instructional Department Details  
 2015 Scorecard data  
 Institution-Set Standards for Credit Achievement Data; CCSF Aspirational Goal-Setting Web Page  
 Dashboard on the College's homepage, and on Research web page

### CONCLUSIONS

<b>Does the institution fully meet Standard I.C.3?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>The college assesses student learning and relies on the results to evaluate effectiveness of its programs and services in achieving its mission. Learning data drives program review and planning efforts, and informs the dialogue towards continuous quality improvement regularly occurring at all levels across the institution.</p> <p>The college fully meets Standard I.C.3.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

4. *The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

<p><b>Factual findings of current condition:</b></p> <p>Degrees and certificates are described in detail. Their purpose, content, course requirements and expected student learning outcomes appear in the College catalog and are available to current as well as prospective students and the public. The curriculum process outlines the process by which faculty develop and plan courses that fulfill program requirements and outcomes. The Curriculum Committee and the Board of Trustees approve updates to courses, programs, degrees, certificates and outcomes. These updates are then published in the next catalog. Department web pages also contain information about credit, noncredit as well as distance education courses.</p>
<p><b>Evidence reviewed:</b></p> <p>The PDF version of the catalog                      Online College Catalog (showing description of certificates and degrees)                      Online course schedule (links to course outline of record online)                      Departmental Webpages                      CCSSE Results relating to students' understanding of program outcomes                      Curriculum Handbook                      CurricUNET</p>

# Restoration/Reaffirmation Evaluation Visiting Team Report

## CONCLUSIONS

<b>Does the institution <i>fully meet</i> Standard I.C.4?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>All degrees and certificates are clearly described in the College catalog online and in print. The information about certificates and degrees goes into the Catalog after being reviewed and approved by the curriculum committee as well as the Board of Trustees.</p> <p>The College fully meets Standard I.C.4.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

5. *The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.*

<p><b>Factual findings of current condition:</b></p> <p>The Board of Trustees has a central responsibility to review institutional policies and procedures as needed to ensure the currency and integrity of such policies. There exists an ongoing cycle of review established within the College governance processes. College personnel are involved with the shaping and updating of policies and procedures, as well as their communication through college publications, in a manner consistent with their roles and responsibilities. The CCSF District has established the Role, Responsibilities &amp; Processes (RRP) Handbook to govern the review and development of institutional policies and procedures.</p> <p>Evidence as well as conversations with key administrative and faculty stakeholders demonstrate that the college is diligently and expeditiously working through a well-established process to identify, revise, develop and update Policies and Procedures, and taking a participatory or collegial governance approach to ensure that participation in the process is broad and inclusive. The college is working toward establishing a 5-year review cycle for all AP's and BP's and evidence indicates that they are on target to meet that sustainable goal.</p>
<p><b>Evidence reviewed:</b></p> <p>Board Policy 1.02 – Powers and Duties of the Board            Board Policy 1.37 – Delegation of Policy and Procedure Authority to            Board Policy 2.07 City College of San Francisco District Policy on Participatory Governance            Administrative Procedure 2.07: CCSFD Policy on Participatory Governance            Administrative Procedure 2.08: CCSFD Methods for Collegial Consultation            SFCCD Roles Responsibilities and Processes Handbook            PGC Action Status Spreadsheet, outlining policies and procedures that have been established, revised, and on schedule for adoption.</p>

# Restoration/Reaffirmation Evaluation Visiting Team Report

## CONCLUSIONS

<b>Does the institution <i>fully meet</i> Standard I.C.5?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>The college has engaged in a rigorous and diligent process of addressing the needs for policies and procedures in areas where there previously were none, identifying and updating outdated policies and procedures, and establishing a process for approving such policies and procedures using a participatory governance approach. The college has outlined a 5-year review cycle, and is on target for meeting its goal.</p> <p>The college fully meets Standard I.C.5.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

6. *The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.*

<p><b>Factual findings of current condition:</b></p> <p>The college provides information to students and the public relating to the total cost of education, as required by federal financial aid guidelines and California Student Aid Commission requirements. This information includes a worksheet in .pdf format that breaks down total costs for full-time, part-time, in-state and out-of-state tuition-paying students. Students can also access a “Net Price Calculator” tool on the website, which can be used to quickly calculate the total amount of aid they may qualify for, and how much of the cost (“Net Price”) they are responsible for. Costs for out-of-state students as well as international students are also disclosed on the website, and published in the Schedule of Classes.</p> <p>The bookstore provides a search tool where students can search by course for their books, and determine the total cost of books. Course material costs are also included in the schedule of classes as well as the syllabus for each course.</p>	
<p><b>Evidence reviewed:</b></p> <p>Total Cost of Attendance web page            Cost of Attendance sheet            Net Price Calculator Web page            Registration Web page            Admissions and Records/Registration Web page            Student Services Web page            Bookstore Web Page and Textbook search tool            Tuition and Fees Web page            Financial Aid Web page            Class Schedule, Tuition and Fees, p. 14            Selection of Course Syllabi that include materials and fees costs to students.            BP 6.13 - Instructional Materials and Instructional Materials Fees</p>	

## Restoration/Reaffirmation Evaluation Visiting Team Report

### CONCLUSIONS

<b>Does the institution fully meet Standard I.C.6?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>The college has created clear information pathways that enable a student to determine the costs of their education, as well as links to financial aid and other options to help students meet costs. Board policy 6.13 governs the categories of instructional materials fees that may be required of students.</p> <p>The college fully meets Standard I.C.6.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

*7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)*

<p><b>Factual findings of current condition:</b></p> <p>The institution has established and published clear policies and procedures that promote honesty, responsibility, and academic integrity for all constituencies.</p> <p>Board Policy 6.06 establishes clear policies that promote and ensure academic integrity, honesty and freedom for all constituencies. The policy also upholds the principle of academic freedom while making clear that indoctrination or nonprofessional conduct falls outside the bounds of academic freedom.</p> <p>The Student Code of Conduct, provided for under Board Policy 6.11 and found on the Student Affairs web page, outlines the expectations that govern academic honesty for students. There are several board approved policies on Student Governance &amp; Student Conduct (BP5.02), Standards of Student Conduct (BP5.16), Student Discipline (AP5.18B) and Standards of Student Conduct (AP5.16A) published on the CCSF Board of Trustees webpage under Policies and Administrative Procedures.</p>
<p><b>Evidence reviewed:</b></p> <p>Board Policy 6.06 Academic Integrity            Board Policy 6.11 Rules of Student Conduct            Board Policy 5.02, Student Governance and Student Conduct            Board Policy 5.16 Standards of Student Conduct            Administrative Procedure 5.18B Student Discipline            Administrative Procedure 5.16A Standards of Student Conduct            College Catalog, p. 436, Rules of Student Conduct            College Catalog, p. 446 Academic Freedom</p>



## Restoration/Reaffirmation Evaluation Visiting Team Report

### CONCLUSIONS

<b>Does the institution fully meet Standard I.C.7?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>The college takes the issue of academic freedom and integrity very seriously and maintains policies that are clear in their support of these principles.</p> <p>The college fully meets Standard I.C.7.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

*8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.*

<p><b>Factual findings of current condition:</b></p> <p>The college has established and maintained a clear set of policies and procedures that promote honesty, responsibility, and academic integrity. These policies include: Board Policy 1.18 that establishes ethical guidelines for employees; Board Policy 1.17A that sets ethical standards for sitting members of the Board of Trustees; and, Board Policy 1.19 that states that no trustee, officer or employee of the college shall use her/his position to influence a district decision which he or she has economic gain.</p> <p>These policies also include a student code of conduct – BP 6.11 that spells out standards and expectations of student conduct and academic honesty. Students are expected to obey all laws as well as all district policies and regulations. The college spells out a due process for addressing reported incidents of violation of these guidelines, and the consequences for such.</p> <p>These guidelines are located on the CCSF website, in the College Catalog, the Faculty Handbook as well as the Human Resources Handbook.</p>
<p><b>Evidence reviewed:</b></p> <p>Board Policy 1.17A Governing Board Code of Ethics            Board Policy 1.17B Governing Board Code of Responsibilities            Board Policy 1.18 Institutional Code of Ethics            Board Policy 1.19 Conflict of Interest            Board Policy 6.11 Rules of Student Conduct            Board Policy 5.16 Standards of Student Conduct            Administrative Procedure 5.16A Standards of Student Conduct            Administrative Procedure 5.16B Student Discipline            College Catalog, p. 436 Rules of Student Conduct</p>

## Restoration/Reaffirmation Evaluation Visiting Team Report

B.P. 6.18 Student Authentication (DE courses)  
 A.P. 6.18 Student Authentication (DE courses)  
 Login page for Insight Online learning system  
 Distance Learning Chapter in Curriculum Committee Handbook

### CONCLUSIONS

<b>Does the institution <i>fully meet</i> Standard I.C.8?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>The college takes the issues of academic freedom and integrity, honesty, and ethical conduct of all constituencies very seriously, and maintains policies that are clear in their support of these principles.</p> <p>The college fully meets Standard I.C.8.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

9. *Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

<p><b>Factual findings of current condition:</b></p> <p>The college has established policies and practices that uphold academic freedom while making clear that the purpose of this principle is not to further the personal values of the individual teacher. Faculty evaluation practices are designed to maintain professional integrity. Faculty are evaluated on their professionalism as well as their ability to deliver the content as reflective of accepted standards of the discipline and as accurately reflected in the course outline of record. These procedures take into account student evaluations of the instructor's expert knowledge of the content matter, respect for dissenting opinions, and respect for all racial, sexual, religious and political groups. The Student Grievance process, accessible on the Student Development website, provides students the means to report any instance where they believe a faculty member has exceeded the limits of academic freedom.</p>
<p><b>Evidence reviewed:</b></p> <p>Board Policy 6.06                      Article 8 of the Collective Bargaining Agreement on Academic Freedom, AFT Local 2121 Agreement, p. 12                      Policy of Academic Freedom, Faculty Handbook, Section 4.1 p.49                      Academic Freedom in the College Catalog                      Faculty Evaluation process and forms                      Student grievance procedures/online form on Student Development website/</p>

## Restoration/Reaffirmation Evaluation Visiting Team Report

### CONCLUSIONS

<b>Does the institution <i>fully meet</i> Standard I.C.9?</b>	<b>YES</b>	<b>NO</b>
<b>Comment:</b> The commitment to objective delivery of content within professionally accepted view points as distinguished from personal beliefs and opinions is codified in institutional board policies, collective bargaining agreements, personnel handbook, faculty evaluation processes and student grievance procedures.  The college fully meets Standard I.C.9.	<b>X</b>	
<b>Recommendation (if any):</b>		

*10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.*

<b>Factual findings of current condition:</b>
As a public institution of higher education, the college does not seek to instill particular world views or beliefs.
<b>Evidence reviewed:</b>
Board Policy 6.06 Article 8 of the Collective Bargaining Agreement on Academic Freedom, AFT Local 2121 Agreement, p. 12 Policy of Academic Freedom, Faculty Handbook, Section 4.1 p.49 Academic Freedom in the College Catalog Faculty Evaluation process and forms

### CONCLUSIONS

<b>Does the institution <i>fully meet</i> Standard I.C.10?</b>	<b>YES</b>	<b>NO</b>
<b>Comment:</b>  The college fully meets Standard I.C.10.	<b>X</b>	
<b>Recommendation (if any):</b>		

## Restoration/Reaffirmation Evaluation Visiting Team Report

*11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.*

<b>Factual findings of current condition:</b>
As CCSF does not operate any campuses located in foreign locations, this standard is not applicable.
<b>Evidence reviewed:</b>

### CONCLUSIONS

<b>Does the institution <i>fully meet</i> Standard I.C.11?</b>	<b>YES</b>	<b>NO</b>
<b>Comment:</b>	<b>X</b>	
This box is checked Yes as there is no box to signify that this standard does not apply to this institution.		
<b>Recommendation (if any):</b>		

*12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)*

<b>Factual findings of current condition:</b>
Board Policy 1.33 states that the Chancellor shall ensure that the District complies with all accreditation standards and processes of the Commission, as well as other relevant accrediting bodies (for instance, accrediting agencies for career and technical professional associations). The college has made extraordinary efforts to comply with ACCJC requirements, particularly since the Show Cause finding in 2012. Several reports submitted to the commission detail the rigorous efforts undertaken by the institution and its constituency groups to ensure that the college restore and sustain its status as a fully-accredited institution.
The current evaluation team visit has revealed widespread evidence across all 10 campus centers that the institution has mobilized its resources and devoted its energy to meet all accreditation requirements within the 2 year restoration time period as required by the Commission.

## Restoration/Reaffirmation Evaluation Visiting Team Report

**Evidence reviewed:**

Board Policy 1.33  
 Eligibility Requirement 21  
 2006 Accreditation Visiting Team Report  
 2012 Accreditation Visiting Team Report  
 Institutional Self-study Report, December 2011  
 ACCJC Sanction Letter indicating Show Cause, July 2012  
 Special Report, October 2012  
 ACCJC Letter Granting Restoration  
 Restoration Evaluation Report  
 CCSF Accreditation webpage  
 CCSF-ACCJC Communication Archives  
 Board Policy on Eligibility Requirements

*CONCLUSIONS*

<b>Does the institution fully meet Standard I.C.12?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b>                      The College has demonstrated its commitment to adhering to the accreditation process, and to meeting Eligibility Requirements and Accreditation Standards and policies of the ACCJC. The college further demonstrates its consistency in how it describes itself to all Accrediting Agencies.</p> <p>The college fully meets Standard I.C.12.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

*13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.*

*(ER 21)*

**Factual findings of current condition:**

The college maintains and upholds its relationships with a broad variety of external agencies, many of whom serve as accreditors of programs offered by the college. Fourteen such agencies are mentioned by name in the ISER. Additionally, the college maintains strong relationships with the California Community Colleges Chancellor’s Office, the US Department of Education, and other such agencies. Key data indicators such as the CCCCCO Data Mart and Student Success Scorecard, as well as IPEDS are predicated on effective and accurate data reporting between the college and these agencies.

The college presents and describes itself in consistent terms to the Commission and all of its external agencies and accreditors, including its accreditation status. It also keeps its students, the college community and the public informed of changes in its accreditation status through the Accreditation website, via press releases and publications such as the college catalog and the class schedule.

## Restoration/Reaffirmation Evaluation Visiting Team Report

**Evidence reviewed:**

Board Conflict of Interest  
 Improper Government Activity  
 Solicitation of Funds and District Name  
 CCSF Accreditation Website  
 Communication with ACCJC and CCSF  
 Communication Archives

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard I.C.13?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b>                      The college has maintained a high level of honesty and integrity in its relationships with the Commission, with external accrediting agencies and governing bodies, and in keeping the campus community and the public informed of its accreditation status, and any changes thereof.</p> <p>The college fully meets Standard I.C.13.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

14. *The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.*

**Factual findings of current condition:**

The college makes clear in its policies and publications that as a public institution of higher education, student achievement and student learning are its highest priorities. The college does not exist to generate financial returns for investors, contribute to a parent organization or support external interests. Policies are in place to forbid such enterprises. The college is aligned toward maintaining the highest possible standards for educational excellence, and many faculty, staff and administrators articulate a commitment and their personal dedication to facilitating student success and providing opportunities that transform and improve the lives of the students they serve. The College mission can be found posted throughout the institution, and program goals and learning outcomes are aligned to promote and advance the mission.

**Evidence reviewed:**

College Mission statement  
 Board Goals and College Priorities  
 Interviews with College Administrators, Classified staff and faculty, and statements from students at public forum.  
 Board Policy 1.18 Institutional Code of Ethics  
 Board Policy 1.17A Governing Board of Ethics  
 Board Policy 1.17B, Governing Board Responsibilities  
 Board Policy 1.19 Statement on Conflict of Interest  
 Board Policy 1.22 Audit Committee Guidelines.

# Restoration/Reaffirmation Evaluation Visiting Team Report

## CONCLUSIONS

<p><b>Does the institution <i>fully meet</i> Standard I.C.14?</b></p> <p><b>Comment:</b>                  The College maintains its commitment to the highest standards of quality education, student achievement and student success above all else; and as a public institution of higher education, does not serve external interests, nor support the financial motives of other stakeholders, internal or external.</p> <p>The College fully meets Standard I.C.14.</p>	<b>YES</b>	<b>NO</b>
<p><b>Recommendation (if any):</b></p>		

## Standard II: Student Learning Programs and Support Services

*The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.*

### A. Instructional Programs

1. *All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)*

**Factual findings of current condition:**

City College of San Francisco offers 87 Associate Degrees and 68 Career and Technical Degrees approved by the California Community College Chancellor's Office, 104 locally approved credit Certificates of Accomplishment, 56 noncredit certificates, and a High School Diploma program. All programs undergo rigorous, faculty-led curriculum review and approval processes. When new academic majors or new CTE programs are created, faculty assure that the programs will either transfer or meet the needs of local employers. These processes confirm that all programs and certificates are congruent with the mission, are appropriate to higher education, and culminate in student attainment of learning outcomes, degrees, certificates, employment or transfer. Attainment of institution-set standards for student achievement further demonstrates this condition.

## Restoration/Reaffirmation Evaluation Visiting Team Report

CCSF programs culminate in student attainment of learning outcomes. In the past four years, learning outcomes have become central in the institution's focus, with particularly comprehensive work accomplished by the faculty. Multiple outcomes coordinators work to guide practice and maintain ongoing assessment. They provide training at the annual college FLEX day devoted to SLO dialogue and meet with individual faculty as needed. Faculty in SLO coordinator positions have release time to manage the process and assist departments in the development of increasingly sophisticated SLOs and assessment methods and are using this time effectively.

A new version of the curriculum management system, CurricUNET, provides a database capable of recording disaggregated data at the CRN (Course Registration Number), course, and program level, which can then be reported out and manipulated by the user to "slice" the data multiple ways in ARGOS, their reporting tool. Collection of disaggregated SLO data began in Spring 2015 with a 95 percent completion rate in the first semester of implementation. A course level assessment cycle is in place, requiring SLO evaluation for all scheduled courses every semester. SLOs are included on all course syllabi; department chairs and deans verify compliance.

**Evidence reviewed:**

All evidence provided by the college related to this sub-standard was reviewed.  
Interviews: Institutional Effectiveness dean, Program Review committee chair, CurricUNET administrator, SLO coordinators, Academic Affairs leadership team, professional development dean and past coordinator, faculty curriculum chair, Academic Senate executive team

*CONCLUSIONS*

<b>Does the institution fully meet Standard II.A.1?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b> The College has established multiple processes to ensure it fully meets all requirements of the Standard II.A.1.</p> <p>The college meets ER 9 and 11.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

*2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.*

**Factual findings of current condition:**

The College has well-established, faculty-led course and program development processes, curricular approval procedures, SLO assessment cycles, CTE advisory committee review of curriculum and learning outcomes, and annual and three-year program review processes. Credit and noncredit courses and programs are reviewed according to Title 5 standards. Supporting curriculum work, an SLO coordinator now sits as a permanent member of the Curriculum Committee. Comprehensive curriculum review includes review of SLO/PLOs, CTE advisory committee recommendations, and verification of the connection of proposed programs and/or courses to program review and annual planning. All courses and programs are subject to this rigorous process.



## Restoration/Reaffirmation Evaluation Visiting Team Report

Distance education courses require independent review and approval by the Curriculum Committee. Distance learning courses and pre- or co-requisite approvals are reviewed and approved separately. All faculty teaching distance learning courses are required to complete a 50-hour district mandated training, which is compensated with reassigned time and may be repeated every five years. Faculty must apply to teach via distance education each time they wish to teach a different course. Once the course is approved for scheduling as DE by the dean and department chair, the faculty then complete the approval process by "showcasing" the first four weeks of their course preparation. This vigorous process also ensures that faculty understand the importance of regular and effective contact within their course design. Compliance is verified through the faculty evaluation process.

Program Review processes were recently restructured, with the Planning Committee, a participatory governance committee, overseeing annual processes associated with integrated planning, and relying on the Academic Senate as appropriate. All College departments, student services, and administrative units participate in program review, including a three-year full review and annual reviews. The Assessment Planning Team, a subcommittee of the Planning Committee, works with all College divisions to review on-going assessment practices, create an assessment plan for the college, and set and evaluate achievement benchmarks and Institution-set Standards to improve institutional effectiveness. Program improvement and resource requests are tied to outcomes, assessment data, and college plans and must be incorporated in program review reports.

**Evidence reviewed:**

All evidence provided by the college related to II.A.2 was reviewed.

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard II.A.2?</b>	<b>YES</b>	<b>NO</b>
<b>Comment:</b>  The College fully meets Standard II.A.2	<b>X</b>	
<b>Recommendation (if any):</b>		

3. *The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.*

**Factual findings of current condition:**

Regular, rigorous, specialized assessment occurs with the support of multiple faculty SLO coordinators. In addition to course level assessment, in 2016, faculty completed the eighth cycle of ILO assessment, demonstrating on-going commitment to assessment and continuous improvement. This is further evidenced by the Spring 2015 initiation of collection of data disaggregated at the course and student level, allowing identification of achievement gaps in subpopulations of students. Faculty assess SLOs for degrees, programs, and certificates every three years. The SLO committee of the Academic Senate guides the process of sustaining and improving institutional procedures for continuous quality improvement by designing assessment rubrics and providing models of robust assessment results that led the faculty to development of strong and meaningful assessment techniques and practices.

## Restoration/Reaffirmation Evaluation Visiting Team Report

The Curriculum Committee reviews all course outlines of record on a six-year cycle. Due dates are checked each year and courses which are not updated are deactivated; this includes removal from the class schedule and the catalog. CurricUNET V2 is in the second year of implementation and is used as the data base for program review and assessment. A curriculum currency report and an assessment currency report are generated by CurricUNET. Section level assessment is collected, and a list of CRNs that failed to report is generated and sent to course coordinators and deans. COR review includes required SLOs; courses with insufficient or missing SLOs are returned to the initiator for completion. Programs are also reviewed and approved every six years as well.

Students receive course syllabi that include SLOs; deans and chairs collect and review all syllabi to ensure compliance. Accurate course SLO information is also assured through a link in the online schedule and in the teaching schedules of individual faculty in the CCSF faculty directory, a proactive and creative solution to managing constant change.

**Evidence reviewed:**

All evidence provided by the college related to Standard II.A.3 was reviewed.  
Interviews: Administrator of CurricUNET, SLO coordinators, current and past Curriculum committee chairs, Department chair representatives.

### CONCLUSIONS

<b>Does the institution fully meet Standard II.A.3?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>The College fully meets Standard II.A.3</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

4. *If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.*

**Factual findings of current condition:**

The College distinguishes between credit, pre-collegiate and noncredit courses in college publications and in course development processes. Courses are coded for easy identification during student registration and ESL courses are clearly identified as credit or noncredit in the catalog and class schedule.

Prerequisites have been identified and are consistently enforced, a process put in place Fall 2015 and Spring 2016. The Offices of Instruction and Matriculation, Curriculum Committee, deans and department chairs led extensive college-wide discussion to help faculty and students understand the relative meaning of prerequisite, co-requisite, and advisories, supported by data provided by the Office of Research and Planning. The Basic Skills Committee has assumed an increasingly important leadership role in understanding requisites and curricular integration. Acceleration efforts and curricular alignment are examples of efforts to support student success.

**Evidence reviewed:**

All evidence provided by the College related to II.A.4 was reviewed.  
Interviews: CurricUNET administrator, Curriculum chairs, SLO coordinators, department chair representatives, Academic Affairs executive team

# Restoration/Reaffirmation Evaluation Visiting Team Report

*CONCLUSIONS*

<b>Does the institution fully meet Standard II.A.4?</b>	<b>YES</b>	<b>NO</b>
<b>Comment:</b>	<b>X</b>	
The College fully meets Standard II.A.4		
<b>Recommendation (if any):</b>		

5. *The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)*

<b>Factual findings of current condition:</b>
<p>The College follows practices common to American Higher Education, thus establishing appropriate standards for degrees and programs. Policies have been put in place to standardize publication of time-to-degree and ensure minimum number of units necessary for degree completion. A form was created to document the minimum courses required for students to complete degrees and certificates. Information is initially entered by discipline faculty and department chairs, then reviewed by deans. Department chairs have also worked together to establish course sequencing patterns across disciplines which further help students anticipate when classes will be available for enrollment. These course sequencing patterns are published in the catalog and impact department scheduling decisions.</p> <p>The Curriculum Committee is charged with the responsibility of reviewing and approving new and modified degrees and programs, reviewing new and modified course outlines of record and degrees and programs and moving them forward for Board approval. Through a comprehensive and meaningful implementation of CurricUNET, the Curriculum Committee has effectively standardized this review process, setting clear pathways for review and approval, with checks at multiple levels, including just prior to Board approval.</p> <p>In response to findings from the Restoration Evaluation Team, the District took action to document and review course sequencing and time to completion for degrees and certificates, putting processes in place to ensure the ongoing nature of this work and publish the information so it is available to students.</p>
<b>Evidence reviewed:</b>
<p>Reviewed all evidence presented by the college related to II.A.5 and E12 was reviewed. Interviews: Academic Affairs executive leadership team, Curriculum Committee chairs, Academic Senate executive team, SLO coordinators, Department chair representatives, CTE deans</p>

*CONCLUSIONS*

<b>Does the institution fully meet Standard II.A.5?</b>	<b>YES</b>	<b>NO</b>
<b>Comment:</b>	<b>X</b>	
The College fully meets Standard II.A.5 and ER 12.		

# Restoration/Reaffirmation Evaluation Visiting Team Report

**Recommendation (if any):**

6. *The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)*

**Factual findings of current condition:**

The college offers courses at its primary location, Ocean Campus, its eight centers, Fort Mason and other off-campus sites which provide students the opportunity to complete courses, certificate and degree programs in face-to-face, hybrid, fully online, and technology-enhanced formats. Students can complete fifty percent or more of a program, certificate or degree at ten different locations within the district. Classes are scheduled in a manner that allows students to finish programs in a way that is consistent with established higher education expectations. The college has taken steps to inform students of course sequencing for programs and has implemented processes to review the published program sequences and the regularity of scheduling course offerings. To date, the college has received sequencing forms for 77.77% of the AA degrees, 82.35% of the state-approved certificates and 90.38% of the locally-approved certificates. The college intends to continue this effort and has already sent reminders to the applicable departments to complete the sequencing effort for the remaining degrees and certificates.

**Evidence reviewed:**

The college's Schedule of Classes and Catalog were reviewed. Evidentiary documents include a form that faculty and deans used in developing course sequencing and minimum time to completion for programs. The completed forms are maintained in the office of instruction and are scheduled to be reviewed in two-year cycles. Information on course sequencing is in the catalog and courses are coded to assist students in planning their programs of study and estimating time to completion of intended goals.

*CONCLUSIONS*

<b>Does the institution fully meet Standard II.A.6?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b>                      The college has taken steps to address the Findings from the Restoration Evaluation Team/January 2015. The process for establishing the course sequencing and time to completion includes a review which is to take place every two years, and the college is continuing its efforts to reach 100% completion of the sequencing of degrees and certificates. Additionally, the college now codes all courses in the catalog to depict the regularity with which the course is scheduled. The college should consider annual updates to published information on course sequencing and time to completion that takes into account on-going curricular changes and completion data. While the Schedule of Classes lists courses by discipline and differentiates day/evening and online offerings, it might facilitate schedule building by students if the schedule was set up in a format that lists courses by location and also includes a section on distance education.</p> <p>The college fully meets Standard II.A.6 and ER9.</p>	<b>X</b>	

# Restoration/Reaffirmation Evaluation Visiting Team Report

**Recommendation (if any):**

7. *The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.*

**Factual findings of current condition:**

The college cites the Scorecard as a measure of its effectiveness, specifically percentage of unprepared students who complete degree, certificate or transfer (52.6%) exceeds statewide percentage (39.6%) and 74% of the college students complete 30 units compared to statewide average of 67.6%. The college references CCSSE results 68.4% of students rated convenience of class schedule as good or excellent. A variety of instructional methods, traditional face-to-face, online, hybrid, and technology mediated are used. Faculty and their deans regularly discuss the effectiveness of instructional methodology in department meetings and again in the curriculum approval process. The college mentions the work completed by the Equal Access to Student Emergency Taskforce (EASE) and the role of EASE in surveying the college constituencies and making recommendations about student support services. The website for the Technology Learning Center (TLC) lists resources and professional development opportunities available to faculty and staff to improve learning and support services.

**Evidence reviewed:**

The evidentiary documents reviewed included the college's definitions for distance education (DE), hybrid and technology mediated instruction. The selection of a new Learning Management System (LMS) was cited as a faculty-driven process that included end users both faculty and students. Evidence of the Senate's approval of the recommendation of the group to adopt Canvas as the college's LMS was included. The Curriculum Handbook and Tech Review Guidelines were reviewed to verify the approval of proposed DE courses follows a required curriculum process. The Office of Professional Development's website has samples of flex day activities and instructional program websites, such as Culinary Arts Hospitality Studies, provide evidence of several professional development opportunities for staff and faculty. Through interviews with the Distance Education Coordinator and DE faculty it was confirmed that a fifty-hour class on distance education instructional methodology is required of any faculty member who wishes to teach a distance education course.

*CONCLUSIONS*

<b>Does the institution fully meet Standard II.A.7?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b>                      The college has made significant strides in addressing student needs. Seven core services identified in the initial EASE Taskforce Assessment have been launched and implemented at the college's centers. The college provides evidence of professional development opportunities to support key processes, such as program review, assessment, and instructional methodologies for DE delivery. Additionally, the Professional Development Committee identifies themes around which flex days and professional development activities are planned. These,</p>	<b>X</b>	

## Restoration/Reaffirmation Evaluation Visiting Team Report

<p>provide opportunities for faculty and staff to access training that is focused on meeting student needs. As an example, “Leveraging Technology to Improve Student Success” is the theme for the spring 2017 flex day with corresponding workshops to include How to Use a Smart Classroom, Using PowerPoint Effectively, Teaching Online 101, Online Learning Resources, Early Alert and Starfish, Using Canvas, and Using Lynda.com. Professional development opportunities are listed in the college’s Flex Day brochure, are posted to college websites and are announced in “City Notes” the college’s newsletter which comes out twice a week on Tuesday and Friday. Additionally, there are on-going trainings and professional development opportunities around program review and assessment.</p>		
<p>The college fully meets Standard II.A.7.</p>		
<p><b>Recommendation (if any):</b></p>		

*8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.*

<p><b>Factual findings of current condition:</b>          The college uses the Math exam that is on the state Chancellor’s office list of approved examinations. For English, ESL and Chemistry, the college has applied for and received approval of placement/program examinations. Content validity, cut score validation, and consequential validity studies were conducted for English and Chemistry. Additionally, English faculty and students in English courses were surveyed to determine their perceptions about the appropriateness of placement. It was also verified through interviews with the Vice Chancellor of Academic Affairs, the Associate Vice Chancellor of Enrollment Management and Instructional Support Services, and the CurricUNET Administrator that all limitations on enrollment (pre-requisites and co-requisites) are consistently enforced through the Banner administrative system.</p>
<p><b>Evidence reviewed:</b>          Reviewed the documentation that was submitted to the state Chancellor’s office for renewal of the English placement exam (2012) and the application for approval to use the Chemistry Diagnostic Exam (2014). The college also provided recent information that verified the full approval of the placement exams through 2020 for ESL Grammar and Reading and Non-credit ESL placement exams.</p>

### CONCLUSIONS

<p><b>Does the institution fully meet Standard II.A.8?</b></p>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b>          The college follows approved methodology/processes in applying for initial approval and renewal to use department-wide examinations for placement and diagnosis. Appropriate validation has taken place to ensure accurate placement</p>	<b>X</b>	

## Restoration/Reaffirmation Evaluation Visiting Team Report

aligned to course/program content, and to minimize/eliminate test bias. The college has taken steps to enforce pre-requisites and all limitations on enrollment consistently through the Banner administrative system.		
The college fully meets Standard II.A.8.		
<b>Recommendation (if any):</b>		

*9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)*

<p><b>Factual findings of current condition:</b></p> <p>The college focused its narrative on the review of course outlines of record (CORs) indicating SLO and PSLOs are assessed in three-year cycles, and addressing the alignment of unit credit and hours and ensuring that the COR update, consistency, and accuracy of units to hours was completed and included in the Fall 2016 catalog. Extensive documentation on assessment and refinement of SLOs, PLOs and GELOs is available which substantiates the award of course credit, degrees and certificates is based on attainment of learning outcomes. The college took action steps with a prescribed timeline for aligning courses hours and units in response to Restoration Evaluation Team and ACCJC findings/policy. Memo from the Vice Chancellor, Academic Affairs and Curriculum Committee Chair to deans and department chairs outlined the action and steps for faculty to consider in bringing CORs into compliance with Title 5 and recommendations. Curriculum Committee resolutions affirmed the need for consistency and currency. The CurricUNET Program Review module was used to extract reports, verify completion of work, and is a repository of information for courses/programs. In response to the Restoration Evaluation Team findings of 2015, the college states it has begun work on a revision of Policy 6.03. Evidence is available that Board Policy and Administrative Procedure 6.03 were approved by the Chancellor and the Board in September 2016. Board Policy 6.03 and Administrative Procedure 6.03 are both posted on the Board of Trustee’s website.</p>
<p><b>Evidence reviewed:</b></p> <p>Reviewed memorandum from Vice Chancellor Academic Affairs and Curriculum Committee Chair to deans and department chairs delineating the timeline and possible options for review of outdated CORs and updates to align unit credit with instructional hours. The college also made a shift in the listing of hours on CORs to three allowable types: lecture, lab, and work experience. The memo provided guidance on the lecture/lab hour conversion. Also reviewed the Curriculum Committee resolutions of 10/30/15 on laboratory units/hours and 11/18/15 on catalog consistency and accuracy. Reviewed representative CORs and DE courses.</p>

# Restoration/Reaffirmation Evaluation Visiting Team Report

## CONCLUSIONS

<b>Does the institution fully meet Standard II.A.9?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b>                      The college has developed a culture of assessment and a focus on student learning and support. It has established processes, for curriculum approval and review of CORs for currency that have been implemented. Every fall, a list of outdated CORs (those which have not been reviewed in six years) is developed. Such courses will not be offered in future terms nor will they appear in the next college catalog. The college faculty with the assistance of instructional deans aligned the hours in all courses to units of credit. This information appears in the most recent college catalog. The awards of credit and units of credit reflect the accepted norms in higher education and are based on attainment of student learning outcomes.</p> <p>The college fully meets Standard II.A.9 and ER10.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

*10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)*

<p><b>Factual findings of current condition:</b>                      The college has an Articulation Office staffed by an Articulation Officer (AO) and a part-time staff member. The office is responsible for securing and maintaining articulation agreements. Evaluators in the Admissions and Records Office review incoming transcripts and when necessary, call upon department chairs to review requests for course equivalency. The college's web pages on articulation and the Transfer Center are easy to navigate and provide information on CSU, UC transfer as well as UC TAG (Transfer Admission Guarantee), historically black colleges/universities (HBCU) and Associate Degrees for Transfer (ADT). The course equivalency form is available through the Office of Instruction.</p>
<p><b>Evidence reviewed:</b>                      Articulation Office and Transfer Center web pages were reviewed. All links were active and pages were easy to navigate and provided information on transfer and articulation. The college has a Board Policy on Transfer Center (BP 5.13). Additional documentation was provided and included representative articulation agreements with University of California, Berkeley (lower division psychology), University of San Francisco (Areas A-F), San Francisco State University (Computer Science) and University of California Davis (Biology).</p>



# Restoration/Reaffirmation Evaluation Visiting Team Report

## CONCLUSIONS

<b>Does the institution fully meet Standard II.A.10?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b>                      The college provides information to students on degree, certificate and other program requirements. Information on transfer and articulation agreements is posted with links on the college web pages (Articulation Office and Transfer Center). The college’s Board policy on the Transfer Center was approved in 1994 and authenticated by the Chancellor in 2000. It is suggested that this policy should be reviewed and updated for currency. The form for course equivalency is available through the Office of Instruction and it is suggested that the form should be available from the Office of Admissions and Records as well. The college should consider highlighting its nineteen ADTs with the official state logo on the website to attract students to these pathways to transfer. The evaluation of transcripts is done in a consistent manner to ensure compliance.</p> <p>The college fully meets Standard II.A.10 and ER10.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

*11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.*

<p><b>Factual findings of current condition:</b>                      The college has created and adopted Institutional Learning Outcomes (ILOs) in four areas: critical thinking and information competency; communication; cultural, social and environmental awareness; and personal and career development. All students completing programs at CCSF are expected to achieve these ILOs, and all program SLOs are mapped to the institution’s ILOs to demonstrate how students earning degrees and certificates meet the ILOs. Additionally, the college has created and adopted General Education Learning Outcomes (GELOs) for students who complete courses that are included in the AA/AS/AA-T/AS-T degree programs, as well as student learning outcomes for students following the CSU General Education and/or Intersegmental General Education Transfer Curriculum (IGETC) transfer patterns. The GELOs address eight areas: communication and analytical thinking; written composition; natural sciences; social and behavioral sciences; humanities, United States history and government; health knowledge and physical skills; and diversity studies (ethnic studies, women’s studies, and lesbian, gay, bisexual, and transgender studies). Program SLOs are also mapped to the GELOs in order to address quantitative competency, the college created both a general education learning outcome and an institutional learning outcome related to its long-standing math graduation requirement. The college also developed a table included in its self-evaluation report that shows how each area of the standard is addressed by either a GELO or an ILO or, in most cases, both.</p>
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## Restoration/Reaffirmation Evaluation Visiting Team Report

**Evidence reviewed:**

Information on Institutional Learning Outcomes and General Education Learning Outcomes on the college's website  
 Information on Program Outcomes on website showing how program SLOs are mapped to the ILOs  
 CurricUNET (mapping of course SLOs to program SLOs and from program SLOs to GELOs and ILOs)  
 Table included in the self-evaluation report that shows how each of the areas within the standard is addressed by a GELO, an ILO, or both  
 College catalog (print and online)  
 Interviews with current and former SLO coordinators

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard II.A.11?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>The college meets the standard. It has identified learning outcomes at the institutional level for all of its programs in the areas of communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives, and all program SLOs have been mapped to the ILOs. The addition of a GELO and ILO for the mathematics graduation requirement addressed the final area not previously covered under the standard, quantitative reasoning. Each of the college's programs that lead to a degree or certificate has also identified learning outcomes specific to the program, and the college catalog includes the program SLOs for each degree and certificate program.</p> <p>The college fully meets Standard II.A.11.</p>	<p><b>X</b></p>	
<p><b>Recommendation (if any):</b></p>		

*12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)*

## Restoration/Reaffirmation Evaluation Visiting Team Report

**Factual findings of current condition:**

All AA and AS degree programs at City College of San Francisco require successful completion of general education courses in eight areas of study: communication and analytical thinking; written communication and information competency; natural sciences; social and behavioral sciences; humanities, United States history and government; health knowledge and physical skills; and diversity studies (ethnic studies, women’s studies, and lesbian, gay, bisexual, and transgender studies). These requirements are included in the college catalog, and the college-developed learning outcomes (GELOs) for each of the eight categories are also detailed there. Each of the eight requirements is described in detail on the Course Applicability webpage, and the Curriculum Committee has included the expectations for how courses may be included in each category on its website. The associate degrees for transfer (AA-T/AS-T) at CCSF follow either the CSU General Education or IGETC transfer patterns. The campus SLO Committee, the Academic Senate, and the College Bi-Partite Committee created and adopted learning outcomes for both transfer patterns.

The Academic Senate created a philosophy of general education, “Goals of the General Education Program,” which is included in the college catalog (both print and online versions), and the faculty-led Curriculum Committee uses this philosophy and its published set of expectations to determine the appropriateness of courses proposed by discipline faculty for inclusion within AA/AS degree programs. Recommendations for inclusion on the CSU General Education and/or IGETC patterns are made first by discipline faculty and then proposed by the college’s CSU/UC Breadth Committee to the CSU/UC faculty who approve courses for these patterns.

**Evidence reviewed:**

- Catalog (print and online)
- College webpage on Course Applicability
- College webpage on Graduation Requirements (Curriculum Committee)
- College webpage on General Education SLOs
- Curriculum Committee Handbook
- Interview with current and former SLO coordinators
- Interviews with current and former Curriculum Committee chairs
- Interviews with current and former Academic Senate leaders

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard II.A.12?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>The college meets the standard and ER 12. It includes in its catalog a carefully considered philosophy for its general education requirements for its degree programs. Faculty propose courses for inclusion within the eight categories required for AA/AS degrees, and the faculty-led Curriculum Committee determines the appropriateness of the proposed courses for inclusion within general education. Each requirement has a set of college-approved learning outcomes that correspond with the expectations outlined in the accreditation standard.</p> <p>The college fully meets Standard II.A.12.</p>	<p><b>X</b></p>	

## Restoration/Reaffirmation Evaluation Visiting Team Report

**Recommendation (if any):**

*13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.*

**Factual findings of current condition:**

All of CCSF's AA and AS degree programs require the successful completion of at least 18 semester units within a specific major or within one of four Areas of Emphasis for an interdisciplinary degree: Arts and Humanities; Communication; Science and Mathematics; and Social and Behavioral Sciences. Requirements within a particular major are determined by the department faculty and approved by the Curriculum Committee, and the requirements for a degree in one of the Areas of Emphasis are approved by the Curriculum Committee based upon proposals by discipline faculty. The college's 19 associate degrees for transfer (AA-T/AS-T) require completion of required courses for the major as approved by the program faculty, the Curriculum Committee, the CCSF Board of Trustees, and the California Community Colleges Chancellor's Office as outlined in the Transfer Model Curriculum developed in collaboration between the community colleges and the California State University system. These degrees require a minimum of at least 18 semester units within the area of study. Each of the college's 87 approved associate degrees has approved student learning outcomes, and these outcomes are listed in the college's catalog. These SLOs describe the theories and practices within the field of study that a student would be expected to master within the major.

**Evidence reviewed:**

College Catalog (print and online)  
Interviews with current and former Curriculum Committee chairs

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard II.A.13?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b> The college meets the Standard. All of the college's degree programs include a requirement of at least 18 units of study within an area of inquiry or within an approved interdisciplinary core. Each degree program has an established series of student learning outcomes, which are described in the catalog, that outline the key theories and practices within the major.</p> <p>The college fully meets Standard II.A.13.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

## Restoration/Reaffirmation Evaluation Visiting Team Report

*14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.*

### **Factual findings of current condition:**

CCSF offers numerous career-technical (CTE) degrees and certificates, including 68 Certificates of Achievement approved by the California Community Colleges Chancellor's Office, another 104 locally approved Certificates of Accomplishment, and 56 noncredit Certificates of Completion. In order to ensure that students completing these certificates and degrees meet employment standards, all CTE degree and certificate programs have advisory committees composed of industry professionals, students, employers, and adjunct faculty who meet at least annually with program faculty to discuss trends and expectations; many of CCSF's CTE advisory committees meet at least once each semester. The advisory committees are expected to review and give feedback on the program review, the student learning outcomes, and appropriate core indicators and labor market information, and CTE faculty and administrators report that they have adapted their programs and offerings, as well as their student learning outcomes, based upon recommendations on industry trends made by the advisory committee members. The college developed a template to ensure consistent reporting of actions by and feedback from the advisory committees, and the college now centralizes the storage of minutes from the meetings of CTE advisory committee in the Office of Academic Affairs. Academic Affairs currently houses minutes from the past two years of advisory committee meetings, and it has begun the process of consolidating previous years' minutes from the division and department offices where they had previously been housed.

All degrees and certificates undergo the Curriculum Committee approval process, but CTE programs must also be endorsed by the Bay Area Community College Consortium, which attempts to prevent duplication of offerings at the community colleges within the geographic area. Thirteen CTE programs also have external accrediting agencies, listed on the college's website under Programmatic Accreditors, whose standards they must meet, and students in some CTE programs must also achieve licensure and certification by external agencies in order to gain employment. The pass rates for these license and certification exams are examined during the Program Review process, and the Program Review template now includes a CTE addendum that asks for information about the work of the advisory committees and improvements made as a result of their review and feedback.

### **Evidence reviewed:**

Campus webpage on "Programmatic Accreditors"  
Campus webpage on CTE Advisory Committees (membership)  
Minutes of advisory committee meetings  
Selected Program Review improvement plans  
Program Review template (online)  
Interviews with CTE faculty, chairs, coordinators, and deans

# Restoration/Reaffirmation Evaluation Visiting Team Report

*CONCLUSIONS*

<p><b>Does the institution <i>fully meet</i> Standard II.A.14?</b></p> <p><b>Comment:</b>                  The college meets the Standard. It uses several means to ensure that graduates completing career-technical education degrees and certificates meet employment standards and preparation for external licensure and certification. Chief among these methods is the use of advisory committees that include professionals in the field who help to evaluate the programs in terms of their student learning outcomes and competencies. The college has thirteen career-technical programs that also must meet standards set by external accrediting agencies.</p> <p>The college fully meets Standard II.A.14.</p>	<b>YES</b>	<b>NO</b>
<p><b>Recommendation (if any):</b></p>		

*15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*

<p><b>Factual findings of current condition:</b>                  Board Policy 6.17 Program Revitalization, Suspension and Discontinuance and Administrative Procedure 6.17 on Program Revitalization, Suspension and Discontinuance provide criteria for eliminating or changing a program and the steps necessary to make recommendations regarding program viability. Under this policy and procedure, the college must establish a means by which currently enrolled students may complete their studies in a program planned for elimination or substantial revision. Students also retain catalog rights, which are explained in the college catalog, for the completion of their programs. Since the adoption of the policy and procedures, the college has suspended a specialization within Diagnostic Medical Imaging, the Radiation Therapy Technology (RTT) option, due to a decline in the job market. The DMI department initiated the plan to suspend the RTT program but made arrangements for the students who were enrolled in the program at the time to complete their coursework before the program was eliminated.</p>
<p><b>Evidence reviewed:</b>                  College catalog (print and online)                  Board Policy 6.17                  Administrative Procedure 6.17                  Interviews with Office of Academic Affairs administrators</p>

# Restoration/Reaffirmation Evaluation Visiting Team Report

## CONCLUSIONS

<b>Does the institution fully meet Standard II.A.15?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b>                      The college meets the Standard. In May 2103, the trustees adopted a board policy and administrative procedures on Program Revitalization, Suspension and Discontinuance that specifies the criteria to be used in determining whether a program should be discontinued. The procedures also outline a process for making accommodations for existing students to complete degrees in programs that are scheduled for suspension or discontinuance.</p> <p>The college fully meets Standard II.A.15.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

*16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.*

<p><b>Factual findings of current condition:</b>                      All programs at CCSF undergo Program Review on a three-year cycle, and all programs participate in Annual Planning. Both of these processes involve a review of relevant data and the currency of curriculum updates and learning outcomes assessment. Program Review also involves an examination of the results of SLO assessment.</p> <p>Under Curriculum Committee guidelines, all course outlines must be updated at least every six years, and all course and program descriptions must be updated at least once every six years. Under California Community Colleges Chancellor’s Office guidelines, career-technical education (CTE) programs and courses must be evaluated every two years to ensure currency, relevance, content, and requisites. Any courses or programs not updated within a six-year cycle are deactivated and removed from the college catalog until updates take place. To guide programs in evaluating the currency of their programs and courses, the Curriculum Committee has posted on its webpage a schedule of deadlines for inclusion in the catalog, including the oldest possible date for revisions and the oldest possible date that an unrevised course could have been offered.</p> <p>Under the Institutional Assessment Plan, at least one student learning outcome must be assessed for each course every semester, and all course and program student learning outcomes must be assessed at least once every three years. Course and program SLOs must also be mapped to the Institutional Learning Outcomes (ILOs) and, if appropriate, to the General Education Learning Outcomes (GELOs). The college had a 94 percent compliance rate for SLO assessment in Fall 2014 (100 percent for instructional programs), and the college reports that 70 percent of instructional programs are at the level of continuous quality improvement (closing the loop) for SLO assessment.</p>
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## Restoration/Reaffirmation Evaluation Visiting Team Report

The Educational Technology Department oversees the assessment of distance education courses, which are evaluated in terms of their success, persistence, and retention rates. Distance education courses are also subject to same timelines as other courses and programs, and their assessments are included as a part of the three-year cycle for SLO assessment.

The college began using the CurricUNET curriculum, assessment, and program review modules in Spring 2015 to ensure that program faculty and others have access to data that can be used for planning and making improvements. The CurricUNET modules allow for the disaggregation of data. Annual assessment reports and Program Review reports must include descriptions of improvements that have been made as a result of assessments.

**Evidence reviewed:**

- Campus webpage for Program Review
- Program Review Template (online)
- CCSF Institutional Assessment Plan (online)
- Selected Program Reviews (online)
- Campus website for Curriculum Committee
- Curriculum Committee meeting minutes
- Interviews with current and former Curriculum Committee chairs
- Interviews with current and former Program Review Committee representatives
- Interviews with distance education faculty and administrators

### *CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard II.A.16?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>The college meets the Standard. It college has established a six-year cycle for the review of all of its courses and programs in order to ensure their currency and a three-year cycle for student learning outcome assessment. Data on improvements made to the courses and programs as a result of these updates and assessments are included in Program Review, Annual Planning, and Assessment Plan reports. The college uses CurricUNET to collect information and data on curriculum, assessment, and Program Review for use by programs.</p> <p>The college fully meets Standard II.A.16.</p>	<p><b>X</b></p>	
<p><b>Recommendation (if any):</b></p>		

### **B. Library and Learning Support Services**

1. *The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support*



## Restoration/Reaffirmation Evaluation Visiting Team Report

*educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.*  
(ER 17)

### **Factual findings of current condition:**

The institution provides library and other learning support services to students to support student learning and achievement, including library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. Resources available in Spanish and Chinese are listed on webpages in these languages, and informational flyers on College programs and services are provided bilingually at the Chinatown/North Beach and Mission Centers.

In-person hours for library service have been established for each Center, in response to the recommendation to “Implement plans currently under development to provide library and learning support services to students and faculty at all locations”; the results of the EASE Center Survey, and the results of Program Review for Library and Learning Resources, the Centers, and instructional departments. The seven core services identified by EASE to be offered at all sites includes library and learning resources. The library collection at each Center reflects the need of the curriculum and instructional programs at that Center. Liaison librarians have been assigned to each Center as well as to each subject, and duties include a variety of support activities for information competency and library services. The larger Centers have a full-time librarian on site, and all Centers have some hours of in-person library services. There is collaboration between librarians and instructors to ensure that information competency and exhibits are aligned with SLOs and reinforce the material being taught. In many of the centers, tutoring and learning support services are provided online, and access to library collections (print) may be requested by students and are delivered between campuses.

Tutoring is provided in person at most Centers at key hours, and expanded hours through the Learning Assistance Center is available at the Mission Center as well as the Ocean campus. NetTutor expands the access to tutoring through an online venue and is accessible from all Centers. Computer resources are available at all Centers. Hours of access vary, and are set up according to student need around course times. Headphones and microphones are available at the computers used to access NetTutor. Learning support staff receive training to assist students in using online services.

In Distance Education, library and learning resources are integrated into online courses, as well as the instruction of information competency. New online databases and periodicals have been acquired as of April 2016, as well as QuestionPoint, a 24/7 library assistance program. There is an extensive selection of e-books, and many tutoring and learning support services are provided online, including college success classes. NetTutor is also a resource that DE students can use to access tutoring.

## Restoration/Reaffirmation Evaluation Visiting Team Report

**Evidence reviewed:** All evidence in standard, including

- BP and AP 6.24, Library Services
- Collection Development Policy
- Discipline Liaison Guidelines (for liaison librarians)
- Learning Assistance course schedule
- LLR Services Summary 2010-2015
- Program Review Report for Fall 2015 English Department
- Program Review Report for Fall 2015 Learning Assistance
- Program Review Report for Fall 2015 Library and Learning Resources
- Report on Initiating Library Services at Evans
- Report on Initiating Library Services at the CCSF Airport Center
- Report on Initiating Library Services at the Ft. Mason
- SLO Outcome Reports: Library Service (Timely delivery); Library Reserve Book Equity Project; GELO Area B (Written Composition);
- Subject Liaison Assignments for 2016-17 (Librarians)
- Webpages: English Accelerated Learning Program; Learning Assistance Center; NetTutor Online Tutoring; Library and Learning Resources Locations & Hours; DSPS Accessible Computer Laboratories; Multicultural Retention Services Dept.; Subject Librarians (including Center liaisons); E-book collection

Additional evidence:

- Planning and Governance Committee meeting notes

In-person visits to all Centers were also conducted to view library collections, the space where library services are provided, library staff, and posted schedules of hours of operation.

Interviews were conducted with library staff, faculty, and administration, as well as department chairs of math, English and ESL, and Center deans.

Online courses were visited to verify the provision of library and learning support resources for students in the course.

### *CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard II.B.1?</b>	<b>YES</b>	<b>NO</b>
<p>Based on examination of evidence, physical visits and interviews, the institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education.</p> <p>The institution fully meets Standard II.B.1</p>	<b>X</b>	

## Restoration/Reaffirmation Evaluation Visiting Team Report

### Recommendation (if any):

- 2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.*

### Factual findings of current condition:

The institution has a system of liaison librarians for each subject and Center, and they work with instructional faculty to build collections and systems to support student learning and enhance the achievement of the mission. Online means of communication are in place for instructional faculty to contact the liaison librarian and request additions to collections. The Collection Development Policy includes general criteria for selection, guidelines for collaboration with faculty, staff and students, and details on different types of materials. Students enrolled in distance education have access to online journals, periodicals and e-books, and library resources are embedded in the learning management system used to deliver distance courses.

Learning support provided through tutoring at the Learning Assistance Center also relies on the expertise of faculty by requiring a letter of recommendation from a faculty member in the field of the subject they are tutoring. Faculty expertise provides guidance in the selection of software, instructional materials, lab equipment, and various types of adaptive technology for different student needs. The software programs Reading Plus and Learning Curve were selected based on the expertise of English faculty, so that learning outcomes would be supported by lab materials. Librarians and discipline faculty also contribute to the Technology Plan, which has several goals related to enhancing access to information resources. The Information Technology Advisory Committee also provides a forum for faculty to provide expertise, as does the English department faculty inquiry group (FIG) on Labs.

The ongoing Program Review process provides the venue for faculty and other learning support service professionals to improve educational equipment and available materials by requesting resources based on student and instructor evaluation and feedback, and many resources are addressed through different funding sources such as Student Equity funding through the Program Review process. Currently, the institution is in the process of developing the pilot for a short-term on-site laptop loan program for the library and learning center.

**Evidence reviewed:** All documents listed, including:

- Collection Development Policy
- Technology Plan
- Webpages: Information Technology Advisory Committee; Teaching and Learning with Technology Roundtable; The English Lab

Additional evidence:

- Rubric for categorical grant funding

As for standard II.B.1, in-person visits to all Centers were conducted to view library collections, the space where library services are provided, library staff, and posted schedules of hours of

## Restoration/Reaffirmation Evaluation Visiting Team Report

operation. The provision of library and learning support resources for online courses was verified, and interviews with library staff, faculty, and administration, as well as department chairs of math, English and ESL, and Center deans further corroborated the findings.

### CONCLUSIONS

<b>Does the institution <i>fully meet</i> Standard II.B.2?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b> Based on examination of evidence, physical visits and interviews, the institution relies on appropriate expertise of faculty, including librarians, and other learning support services professionals, to select and maintain educational equipment and materials to support student learning and enhance the achievement of the mission.</p> <p>The institution fully meets Standard II.B.2.</p> <p>Comment: The institution is to be applauded on the collaboration of librarians and instructors to develop library exhibits that support course SLOs and subject matter, developing the concept of “visual literacy.”</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

*3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

**Factual findings of current condition:**  
The Library and Learning Resources department, which offers both instruction and services, assesses both SLOs and SSOs. These are assessed on a regular cycle and produce recommendations, which have led to increases in service delivery and changes in instruction as instructors identify the most important subjects from a general selection to address the needs of their class. Information Skills Workshops are offered online but can also be presented in class by a librarian via faculty request, including at the Centers. Students also give feedback on library displays that develop visual literacy, which are set up via a collaborative process between instructional and library faculty. Distance Education students are able to provide feedback through online evaluations to ensure that their needs are also being met.

To ensure that selected materials support the college mission, feedback is solicited through various student, staff and faculty surveys, including distance students, to measure the effectiveness of these materials and equipment in supporting student success. The Program Review process then uses this information to generate resource requests when necessary, and there is collaboration among Center deans, instructional faculty and department chairs, and student service areas to collectively request resources that are needed at the Centers as well as at Ocean campus. Information competency, as an Institutional Learning Outcome, is assessed through embedded course and program-level outcomes.

## Restoration/Reaffirmation Evaluation Visiting Team Report

The tutoring support for learning is evaluated regularly, facilitated by the interactive system that tracks tutoring services provided to students. Tutors can leave notes in the system to track skill-building for individual students that can be viewed by instructors. One example of a resource that the Faculty Inquiry Group for English/ESL may request is a dedicated tutor for one or more Centers to ensure that in-person support is provided in addition to online resources for the smaller Centers.

Learning Support Services assess SSOs and follows a matrix that includes the outcome, assessment activity and method, improvements made and future improvements planned. The SSO workgroup also plans for improvements in assessing and evaluating outcomes.

The Program Review cycle includes an evaluation of trends and progress which identifies needs and areas for improvement, and the EASE (Equal Access to Success Emergency) task force will become the Equal Access to Success Evaluation task force and incorporate an annual evaluation cycle now that services have been deployed at all Centers. An initial evaluation meeting has been held and future meetings will be held at different Centers on a rotating basis to evaluate the services provided on site.

**Evidence reviewed:** All documents listed, including:

- LLR Instructional Service Plan 2013-2016
- Program Review Report for Fall 2015 Library and Learning Resources
- SLO Outcomes reports: For Students Who Receive Library Instruction; Access to (Library) Facilities and Other Resources;
- SSO Matrix
- Student Equity Plan (NetTutor services)
- Surveys: (Library) Faculty, Students, Distance Learners; Student Perception (LLR); Centers (and LLR analysis of data regarding Library Questions);
- CCSF Technology Plan (Strategic Goal 1: Enhance access to information resources)
- Webpages: Institutional SLOs; Multicultural Retention Services – Assessment; Fall 2016 listing of credit and noncredit classes at each Center; Library – Center Hours Assessment; Outcomes Assessment Reporting

As noted in Standards II.B.1 and II.B.2, interviews were conducted with library staff, faculty, and administration, as well as department chairs of math, English and ESL, area and Center deans, to corroborate the evaluation process and examine evidence of results. Visits to all Centers were conducted to see evidence of improvements due to evaluation and collaboration.

### *CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard II.B.3?</b>	<b>YES</b>	<b>NO</b>
Based on examination of evidence and in-person interviews, the institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs, evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes, and the	<b>X</b>	

## Restoration/Reaffirmation Evaluation Visiting Team Report

institution uses the results of these evaluations as the basis for improvement.		
The institution fully meets Standard II.B.3.		
<b>Recommendation (if any):</b>		

*4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)*

**Factual findings of current condition:**

The institution collaborates with certain providers for online services and with the San Francisco Public Library system for inter-library loans. There are formal agreements and assessment instruments in place for the Online Computer Library Center, the EBSCO database, Innovative Interfaces, Yankee Book Peddler, Pinnacle, NetTutor, and MacMillan. These agreements supplement the library and learning resource offerings and services and are evaluated in an ongoing manner to ensure that they are adequate for the institution's intended purpose, including the ease of accessibility and utilization. Student/user surveys are administered to measure the effectiveness of the services, all of which are provided under the authority of the institution for quality assurance, security and reliability. The institution monitors that the services are properly maintained, through the collaboration of Technical Services with the Dean of Library and Learning Resources, department chairs and deans, and the Center deans.

Some of the Centers also have relationships with community-based organizations for tutoring and in-class learning support for noncredit classes. Project Shine tutors are community volunteers who work in large citizenship classes to provide small group assistance, and in learning centers to provide one-on-one tutoring. Evaluation and quality control are provided through supervising faculty members who will also give assignments for tutors to work on with students to develop skills. The Chinatown/North Beach Center also works with the SF Public Library to provide workshops in using smart devices and searching the public library site for interested students. Evaluation is provided via feedback from the public librarians, and one example of a change is that it was determined that large groups were not as effective for this type of workshop, which needed to provide individual assistance in small groups. At Southeast Center, a local community-based organization will provide tutoring on an individual basis as needed, and increased retention rates have indicated that the service is effective. At Civic Center, the need for a bilingual in-class aide for ESL classes has been maintained through student and instructor feedback, and student success is the indicator used for ongoing evaluation.

**Evidence reviewed:** All documents provided, including: Webpages: Ebscohost E-book collection

## Restoration/Reaffirmation Evaluation Visiting Team Report

As noted in Standards II.B.1- 3, interviews were conducted with library staff, faculty, and administration, as well as area and Center deans, to corroborate the evidence presented. All Centers were visited in person.

### CONCLUSIONS

<b>Does the institution <i>fully meet</i> Standard II.B.4?</b>	<b>YES</b>	<b>NO</b>
<p>Based on examination of evidence and in-person interviews, the institution documents that formal agreements exist with other institutions or other sources for library and learning support services for its instructional programs for which there is reliance or collaboration for provision, and it assures the security, maintenance, and reliability of such services. The institution ensures that these resources and services are adequate for the institution’s intended purposes and are easily accessible and utilized, and regularly evaluates these services to ensure their effectiveness.</p> <p>The institution fully meets Standard II.B.4.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

### C. Student Support Services

1. *The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)*

#### **Factual findings of current condition:**

The evaluation of the quality of student support services at the College is accomplished by a number of activities including:

- Community College Survey of Student Engagement (CCSSE) planned for administration every three years
- Survey of Entering Student Engagement (SENSE) which was administered in fall 2015 with the results currently being analyzed and a final report expected later this fall
- College-wide Center surveys
- Program Reviews which include SLO/SSO assessments on a three year cycle
- Categorical program state plans including Student Equity, SSSP credit and noncredit
- Ten Town Hall meetings held throughout the 2015-16 academic year to solicit feedback from students, community, staff and faculty at the College and all Centers

The results of these evaluations inform the College’s improvement plans throughout student support service areas at the various centers and are also incorporated into the Program Review process which is integral to the resource request/allocation process.

The Center surveys demonstrate a significant effort to evaluate student support services at each of the centers and ensure they are designed to address the unique needs of students attending

## Restoration/Reaffirmation Evaluation Visiting Team Report

each of the Centers. The results are disaggregated by Center and for credit and noncredit students. Results from the surveys were used by the Equal Access to Success Emergency (EASE) Task Force, which was formed in August 2015, to identify core services and to ensure access in an equitable manner for eight of the Centers in which students can complete a program of study. Seven core services were identified by the EASE Task force: Admissions and Records, Financial Aid, Matriculation and Counseling Services, Library and Learning Resources, Access to Bookstore and Course Materials, Co-curricular Activities, and Access to Complaints, Grievances and Student Rights and Responsibilities. During the 2016-17 academic year, a sub-committee of the EASE task force is systematically evaluating the seven core services at the eight Centers and intends to use evaluation results to improve services. EASE will also provide input into a revision of the College-wide Center survey questions to be administered in spring 2017.

The College provides comprehensive information about student support services through its Student Development website. The Student Development Division maintains all the related websites to ensure accuracy. Online services include admissions information including applications for admissions, transcript requests, online registration, class schedules, adding/dropping of classes, the catalog, directories and academic calendar. Financial Aid has an online application process which includes the ability to submit financial aid verification documents and view financial aid awards. Financial Aid TV contains videos on a variety of topics related to financial aid including a Satisfactory Academic Progress workshop. Counseling and matriculation offers online orientations and appointment scheduling as well as the ability to provide counseling services from a distance utilizing email, telephone and several video conferencing options such as Skype, Zoom and Google Hang Outs in various locations. Remote placement testing is an option for students as is online tutoring via Net Tutor, bookstore services, complaints and grievances, and information on co-curricular activities.

**Evidence reviewed:**

Student Development Website  
 Credit and noncredit Admissions Web page  
 Online catalog and class schedule  
 Financial Aid video  
 Student Surveys on Engagement and Use of Student Services  
 CCSSE presentations and discussions  
 Spring 2015 Center Survey  
 Data Overview for Centers and EASE  
 Program Review website

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard II.C.1?</b>	<b>YES</b>	<b>NO</b>
The College regularly evaluates the quality of student support services and demonstrates the services enhance the accomplishment of the institution.	<b>X</b>	
The institution fully meets Standard II.C.1 and ER15.		



## Restoration/Reaffirmation Evaluation Visiting Team Report

### Recommendation (if any):

- 2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.*

### Factual findings of current condition:

#### Comment:

The College mission directs the creation of learning support outcomes. Student Services departments link their mission statements to the College mission and develop their SLOs and SSOs and related assessments to measure the effectiveness of services. Each department's mission, SLOs/SSOs, the ILO to which they are linked, and the links to Program Review, outcome assessment reports, and resource information are available on the Assessment webpage. The College has also created a Student Services Outcome Assessment Workgroup and webpage to document outcome assessment reports that are available to inform the College community and the public regarding student services program assessment data. Assessment reports document the outcome being assessed, assessment methods, criteria used to determine whether or not an outcome was met, improvement made since the last assessment, summary of data, analysis, and discussion, plan for improvement, resources needed, and highlights of the program.

Student Services assessment reporting migrated to CurricUNET along with instructional units in spring 2015. Outcomes are assessed at least once every three years and are reported through CurricUNET. Training and ongoing support are provided by a SLO Coordination team. Assessment data are used by faculty, staff and administrators in the Student Development Division to engage in widespread dialog through Division meetings, all counselor meetings, department meetings, SSO Assessment Workgroup meetings, and bi-annual College-wide Flex Days which focus on SLO assessment and program review. Department meeting agendas regularly include SSO/SLO discussions which have led to program adjustments and improvements. Outcomes are reported as either requiring immediate improvement or for future improvement. Examples of immediate improvements made as a result of outcomes assessment include revised design of matriculation steps and "All-In-One Days" website information, development of a departmental brochure for the Multicultural Retention Services program, the creation of a student Athlete handbook and the addition of a Puente cohort at the Mission Center.

In an effort to sustain the continuous cycle of quality improvement in Student Support Services, the College has committed a significant amount of energy to develop an institutional culture of assessment guiding planning and resource allocation. A dedicated Student Services SLO Coordinator was added to the SLO Coordination Team in fall 2015. In addition, the Student Service Outcome Assessment Workgroup is a permanent workgroup of the Planning Committee, a Participatory Governance Council (PGC) standing committee. Student services personnel have also strengthened collaboration with the Office of Research and Planning in data collection and analysis of SLOs/SSOs. Finally, weekly or biweekly SLO updates are communicated via College wide email to all employees.

## Restoration/Reaffirmation Evaluation Visiting Team Report

**Evidence reviewed:**

Assessment website  
 Student Development Website  
 Credit and noncredit Admissions Web page  
 Online catalog and class schedule  
 Financial Aid video  
 Student Surveys on Engagement and Use of Student Services  
 CCSSE presentations and discussions  
 Spring 2015 Center Survey  
 Data Overview for Centers and EASE  
 Program Review website  
 DSPS Counselors Meeting Minutes  
 DSPS FLEX Department Meeting Minutes  
 2016-17 SLO Action Log for DSPS Counseling  
 Action Log for LD Testing SLO

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard II.C.2?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b>                      The college identifies and assesses learning support outcomes and provides appropriate student support services and programs to achieve those outcomes. The College is using assessment data to continuously improve its student support programs and services.</p> <p>The institution fully meets Standard II.C.2.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

3. *The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)*

**Factual findings of current condition:**

The College has significantly increased services to students across all Center locations ensuring seven core services are available to students at the eight Centers in which students can complete a program of study. In summer 2015, the College created the Equal Access to Success Emergency (EASE) Task Force to assess and adjust the delivery of services across the entire College in order to best serve student needs. The task force is composed of 35 members from across the College and includes both credit and noncredit students, faculty, classified and administrative staff from instructional and student service areas. The Chancellor selected three chairs with the input and direction of each constituent group (classified, faculty, administration). Several staff members from the Office of Research and Planning served as resource members and provided the Task Force with data.

## Restoration/Reaffirmation Evaluation Visiting Team Report

Initially EASE was charged with three goals: 1) identify core student services 2) identify gaps in services at specific locations, and 3) create an implementation plan to address the deficiencies. The identification of core services was discussed by EASE, and several key considerations were determined to be essential when defining a core service including access to all necessary information about programs offered, financial aid services, materials and services needed to enroll and participate in classes, access to co-curricular activities and counseling. EASE also had to determine appropriate levels of core services to be offered at each Center based on equity as well as proportional services reflecting the number of students served at the site while also ensuring services were sufficient to meet the goals of students enrolled at the various locations.

EASE identified eight locations and seven core services to be delivered at each location. The eight Centers included: Airport, Civic Center, Chinatown/North Beach, Downtown, Evans, John Adams, Mission, and Southeast. The criteria set for providing the seven core services required students to be able to start and complete an academic program at the location. Using this criteria, the Ft. Mason location did not qualify to be included in providing the core services in a proportional manner. However, staff ensure students requiring one of the services are either directed to online resources, referred to the Ocean Campus or, when possible, arrange for staff from the Ocean Campus to visit Ft. Mason to assist students. The seven core services are: Admissions and Records, Bookstore/access to course materials, Counseling, Co-curricular activities, Financial Aid, Library and Learning Resources and uniform practice and processes related to student complaints and grievances.

EASE used several sources of data including CCSSE, SENSE, Center surveys and local data from Banner, Argos and Tableau provided by the Office of Research and Planning to identify any existing gaps in services. The results indicated four key areas for improvement: staffing, space usage, improved technology, and training.

To address the staffing issues, the College created a new civil service exempt classification of Student Services Specialist (1490). Cross training of existing classified staff has also occurred. Additional new staff include an Associate Dean of Outreach, counselors, and an Interim Associate Dean of Equity. The College plans to hire an additional 15 new counselors for 2017-18. In order to fully implement the seven core services, each Center designated a primary location where all services can be accessed. Multi-lingual signage and a Center-specific "Guide to Student Services" are available at each location. The College recently acquired a software platform that allows for electronic submission of student documents required when students apply for financial aid. The College consolidated the complaint and grievance process into one page which can be accessed online for easy accessibility. The Admissions and Records staff are now utilizing a Banner Document Management (BDM) imaging system for student records. The EASE Task Force has taken the lead in providing training to the new 1490 classified staff by providing a comprehensive presentation of student support core services, Title 5 mandates, and best practices. These staff also received training in the use of the BDM system In order to provide electronic data sharing between locations.

One of the Student Services Specialists has resigned and another has been on extended sick leave creating a gap in services at several of the Centers. Because of the unique culture of each Center, splitting Specialists between Centers was not effective way to provide services. As a result, the College received authorization to hire an additional 1490 employee in addition to the

## Restoration/Reaffirmation Evaluation Visiting Team Report

replacement position. One of the positions will be a "floater" to assure appropriate coverage when an employee is out for any reason. Student services staff assigned to the Center or staff from the Ocean campus also fill in when a 1490 employee is out for any length of time.

**Evidence reviewed:**

Data Overview for Center and EASE  
 Ease Plan  
 Roles Responsibilities and Processes Flowcharts and Narratives  
 EASE Task Force Meeting Notes  
 Student Services at each of the Centers  
 Student Equity Plan

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard II.C.3?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b>                      The college assures equitable access for all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.</p>	<b>X</b>	
<p>The institution fully meets Standard II.C.3 and ER15.</p>		
<p><b>Recommendation (if any):</b></p>		

*4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.*

**Factual findings of current condition:**

Students are provided the opportunity to participate in the Associated Students Council at the Ocean Campus and each of the Centers. An Executive Council acts as the representative body for all CCSF Campus and Centers and represents all students on college governance matters. Currently, there are five active Councils across the district. Civic Center, Chinatown/North Beach, and Southeast have no representation. Since only credit students may run for an Associated Students office, these Centers with large non-credit student population have a more difficult time attracting students to run for office. The College continues to engage in outreach efforts to ensure that students at the Centers are given an opportunity to participate in the governance of the College and benefit from co-curricular programs.

The social and cultural dimensions of the educational experience of students is addressed through a wide variety of co-curricular learning opportunities such as a robust Concert and Lecture Series that celebrate the many cultures found in the Bay Area. The Concert and Lecture Series has its own committee that reviews proposals for events. Annually, more than sixty

## Restoration/Reaffirmation Evaluation Visiting Team Report

events are scheduled and the committee maintains its own events calendar. Lectures and concerts are scheduled at each of the Centers as well as on the main campus.

Credit students have the ability to opt in to a \$5 student activity fee which the Associated Students Executive Committee allocates to various resource centers, cultural activities and clubs on campus and at the Centers. Allocation of the funds to each location is based on credit FTES. With the declining enrollment at the College, the Associated Students have had to make recommendations for budget cuts to programs through the College's budgeting process. Although the Associated Students Executive Council recommends the allocation of funds, expenditures are reviewed by the Faculty Advisor, Dean of Student Activities, Vice Chancellor of Student Development and Chief Business Officer.

Fifteen intercollegiate sports programs for men and women are supported by the College. Athletes have an assigned counselor and academic advisor to ensure that they receive and follow an educational plan. Each individual affiliated with a sports program must take a compliance exam and pass with a score of 80 percent or higher. In-service training is also provided each fall and spring to review topics such as the student athlete code of conduct, expectations of athletes and coaches, decorum, ethics and concussion management.

**Evidence reviewed:**

- Associated Students webpage
- Student activities webpage
- Concert and Lecture series webpage and calendar
- Intercollegiate Athletics Programs webpage

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard II.C.4?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>The College provides co-curricular programs suited to its mission at all locations. The institution assures that co-curricular and athletic programs are conducted with integrity.</p> <p>The institution fully meets Standard II.C.4.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

5. *The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.*

## Restoration/Reaffirmation Evaluation Visiting Team Report

### **Factual findings of current condition:**

The institution provides comprehensive counseling services at the Ocean campus including New Student Counseling, Academic Counseling, Career and Transfer Counseling, and International Student Counseling. In addition, specialized counseling services are available for homeless students and foster youth and support services are provided for students from multicultural backgrounds through the Multicultural Retention Services Department. The college also maintains support services through the Disabled Student Program & Services (DSPS), Extended Opportunity Programs and Services (EOPS/CARE), and California Work Opportunity Resources for Kids (CalWORKs). In addition to the Ocean Campus, the College's eight Centers (Airport, Chinatown/North Beach, Civic Center, Downtown, Evans, John Adams, Mission and Southeast) provide the seven core student services programs identified by the EASE Task Force. Counseling services are among the seven core services provided, and a minimum of 1 FTE counselor is available at each Center. Transfer and career workshops are provided at the Centers according to student demand and the curriculum offered at each Center.

Professional development for counseling faculty by way of bi-monthly meetings, attendance at conferences to keep abreast of changes in transfer to UC/CSU and conferences focusing on strengthening student success ensure that students receive accurate information regarding academic requirements for graduation and transfer. Counselors who attend conferences report out new/changing information during bi-weekly department meetings which are attended by all fulltime counselors.

Students receive orientation services in multiple ways including in-person through "All in One Days" (forty were held last year) and online. At the "All in One Days" orientation, students complete their assessment, orientation and educational plan by attending a 9:00-5:30 event. The orientation covers a comprehensive list of subjects such as: academic expectations and progress standards; prerequisite or co-requisite challenge process; description of available programs, support services, and campus facilities, and how students can access them; academic calendar and important timelines; registration and costs related to attendance; available education planning services; how to interpret one's English/ESL and math placement; how to schedule classes, manage time, calculate GPA, and avoid Academic/Progress probation; general education course requirements; transferring to CSU or UC; financial aid/scholarships; other issues, policies, and procedures. As an incentive to attend, students receive priority registration. Late afternoon-evening and Saturday "All in One Days" are also available for working adults. Centers with larger credit programs also provide this assessment, orientation, counseling, registration option for students. An on-line orientation option also provides students information regarding Academic Terms & Policies, Catalog & Class Schedule, Choosing Goals and CCSF Resources. At the end of the orientation, students complete a quiz and submit the results online to receive credit for completing the orientation step.

In an effort to get more students to register before the beginning of the semester, high school students are invited to participate in "Frisco Day" during which orientation, educational plans and registration services are provided. Approximately 1800 high school students participated in last year's Frisco Day. For students not in high school, the counseling department is piloting a Student Services Lab to help students register for classes right after they see a counselor.

## Restoration/Reaffirmation Evaluation Visiting Team Report

The College is one of the pilot schools for the statewide educational planning and degree audit platform which will allow students access to educational plans at any time. Currently, educational plans can be created through the Banner system or in hard copy which makes tracking of educational plans difficult. The pilot will commence in 2016-17.

To augment the work of counselors, several programs also utilize faculty advisors to orient students to program specific requirements. Programs with faculty advisors include Registered Nursing, Diagnostic Medical Imaging and Culinary Arts and Hospitality.

A unified counseling outcome was identified and a survey conducted in February 2016 to assess the outcome. As a result, counseling services were expanded at the Centers; in particular, bilingual counseling.

**Evidence reviewed:**

CCSF Metro Academies website and SLO assessment  
 Student Development webpage  
 Student orientation webpage  
 Online orientation  
 Multicultural Retention Department webpage  
 Counseling SLO assessment

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard II.C.5?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>Counselors are well prepared to provide counseling and/or advising services at all locations to support student development and success. Comprehensive orientations/ counseling/registration are provided through “All in One Days” or through individual appointments. Other approaches are being piloted to ensure that more students complete their core services prior to the beginning of the semester.</p> <p>The institution fully meets Standard II.C.5.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

*6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)*

**Factual findings of current condition:**

The College has a published admissions policy for students that allows any student who has met one of the following requirements eligibility to enroll for credit courses: 18 years or older on or

## Restoration/Reaffirmation Evaluation Visiting Team Report

before the first day of instruction for the term; high school graduate or equivalent. The non-credit program is open to anyone 18 years or older. Students under the age of 18 without a high school diploma may be admitted to the college as a “special part-time student” or as a full-time student on a provisional basis.

Pathways to certificates and degrees are approved by the College Curriculum Committee and the State Chancellor’s Office. Once approved, certificates and degrees are added to printed and online publications such as the Catalog. All new students are encouraged to see a counselor prior to registration to complete an abbreviated or comprehensive educational plan. The comprehensive educational plan lays out a semester-by-semester sequence of courses leading to a certificate, degree, or transfer. Students who do not see a counselor have access to the information through the College website and printed materials available in all Counseling offices. Articulation agreements with transfer institutions lay out the requirements for major and general education. CSU/UC transfer agreements are available online through the ASSIST website. Articulation agreements with out-of-state and private institutions are available--- on the Articulation webpage.

At the Centers, students are able to access information in a timely manner through counselors assigned to each Center, the Catalog, website and printed materials.

In 2016-17, the College will pilot the statewide educational planning and degree audit platform which will allow students access to educational plans at any time.

**Evidence reviewed:**

- BP 5.05
- Catalog
- Admissions webpage
- Counseling webpage
- Transfer webpage
- Articulation webpage

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard II.C.6?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>BP5.05 needs to be updated to remain current with state and federal laws.</p> <p>The institution fully meets Standard II.C.6 and ER16.</p>	<p><b>X</b></p>	
<p><b>Recommendation (if any):</b></p>		



## Restoration/Reaffirmation Evaluation Visiting Team Report

7. *The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

**Factual findings of current condition:**

The College utilizes CCCApply, the statewide application for California Community Colleges. Students are asked to complete a satisfaction survey after they have completed the application. Even though the College cannot make changes based on student feedback, recommendations are made to the CCCApply Steering Committee which votes on the modifications to make to the application each spring.

The College administers locally developed placement tests for English and ESL (both credit and non-credit) which have been validated and approved by the California Community College Chancellor’s Office. The College Board Accuplacer test is used for mathematics placement and the California Chemistry Diagnostic Test for chemistry placement. Assessment instruments are validated on a regular basis to minimize bias and to assure effectiveness of placement.

In addition to placement tests, the College is piloting the use of high school coursework and GPA as part of a multiple measures course placement. Over 1200 students participated in the pilot last year.

**Evidence reviewed:**

Admissions Fall 2015 SLO Report  
 Research and Planning webpage  
 High school placement reports

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard II.C.7?</b>	<b>YES</b>	<b>NO</b>
<b>Comment:</b>  The institution fully meets Standard II.C.7.	<b>X</b>	
<b>Recommendation (if any):</b>		

8. *The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.*

**Factual findings of current condition:**

Board Policy 8.16 and Administrative Procedure 8.16 specify the circumstances under which records must be retained or can be destroyed. When the appropriate retention period has passed, departments request Board approval for the destruction of records.

## Restoration/Reaffirmation Evaluation Visiting Team Report

Financial Aid and Admissions departments are now scanning student records into the College's Banner system. Applications from CCCApply are uploaded into Banner. Scanned records are digitally stored in the Banner Document Management Suite (BDMS). Access to student records is granted by the "data owner" who is required to sign off on granting permissions. All Banner data is secured through an online backup system from Dell implemented in 2015. Two systems, one in the data center and one off site were set up to ensure redundancy. ITS implemented new firewalls in Spring 2016. In 2015, the ViaTRON company was hired to scan and index student records which include grade books, class lists and grade cards. Staff also continue to scan locally using the BDMS. The College's goal is to increase the use of BDMS across the District, and relevant student services staff are receiving training to support the goal.

The College publishes its policies for the release of student records in BP 5.04, the Catalog and on the website. In order for a student's record to be released to a third party, the student needs to sign a release form which is available on the Admissions and Records webpage.

**Evidence reviewed:**

BP/AP8.16  
 BP5.04  
 College Catalog FERPA page  
 FERPA webpage  
 Admissions and Records webpage

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard II.C.8?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>Student records are permanently secured through the Banner Document Management System. Paper records are retained for the period required by law and destroyed according to Board Policy and Administrative Procedure 8.16.</p> <p>The institution fully meets Standard II.C.8.</p>	<b>X</b>	
<p><b>Recommendation (if any):</b></p>		

# Restoration/Reaffirmation Evaluation Visiting Team Report

## Standard III: Resources

*The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).*

### A. Human Resources

- 1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

#### **Factual findings of current condition:**

The Human Resources Department oversees the process for hiring administrators, faculty and classified staff. This is a critical function for the Department to ensure employees meet the minimum qualifications set forth by the State Chancellor's Office. The criteria, qualifications, and procedures for the selection of employees are publicly stated and address the needs of the College. More specifically, the recruitment and selection processes follow a set of written and published policies and procedures that are uniform, equitable, consistent, and comply with State and Federal laws related to employment.

The review process includes approving job announcements, screening criteria, sign off of candidates, minimum qualifications, desired qualifications and other education related requirements including background checks. The Equal Employment Opportunity (EEO) Compliance Officer is involved in the review of applicants and interview process to ensure the College complies with EEO regulations. For faculty positions, the search committee chair, the department chair, Academic Senate, the appropriate dean or vice chancellor, and HR staff, along with the Associate Vice Chancellor of Human Resources, review the draft job announcements. The Human Resources Department may also review the applicants to assess the diversity of the applicant pools. In general, the recruitment and hiring processes includes checks and balances for the College to hire highly qualified candidates that meet the education, training, and experience requirements of the position.

For faculty and administrative positions, the search committees draw from the expertise of subject matter experts who develop criteria directly connected to the College's mission and strategic goals. Positions are identified through program review and are vetted and prioritized according to the needs of the College. For each position, the department or division must provide a justification, including the position's relevance and link to the overall College's mission and strategic goals.

## Restoration/Reaffirmation Evaluation Visiting Team Report

The recruitment of classified positions falls under the purview of the Civil Service Commission. The College draws from a list of qualified candidates and sets up interviews using a ranked list. The candidates provided by the Civil Service Commission are deemed to meet the minimum qualifications for education and experience of the respective position.

Requests for replacements or new classified positions are also identified through program review. Each department submits program reviews with requests and rationale. These requests also go through a prioritization process.

**Evidence reviewed:**

Faculty Hiring Procedures  
 Colleges Mission  
 Board of Trustees Goals and Colleges Priorities  
 EEO Plan  
 Board Policy 3.04  
 Board Policy 2.02

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard III.A.1?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b>                      The processes established at the College for hiring personnel are effective in hiring employees who are qualified with appropriate education, training, and experience; they in turn provide and support the programs and services of the College. The College has uniform and consistent processes across its main campus and centers. The Human Resources Department oversees the recruitment and selection process. The positions are developed and designed to address the needs of the students and the job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.</p> <p>The College fully meets Standard III.A.1.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

*2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)*

**Factual findings of current condition:**

To determine appropriate qualifications for each faculty position, the College involves faculty from respective disciplines to serve as subject matter and content experts. The faculty also serve

## Restoration/Reaffirmation Evaluation Visiting Team Report

on search committees in the first round of interviews. The faculty on the committees develop hiring criteria for the positions. The State Chancellor's Handbook for minimum qualifications and other resources are used to verify that candidates fully meet the qualifications of the position. Other hiring criteria are developed by the search committee, which include subject matter experts or department personnel and the criteria include desirable qualifications, knowledge of subject matter and other requisite skills to ensure candidates meet the specific qualifications of the position.

The interviews conducted at the first level may include teaching demonstrations or other types of presentations to assess the teaching skills and/or other critical skills of the candidate. The Human Resources Staff certifies the process and checks the scores of committee members. Throughout the recruitment and interview phase, applicants are screened for their knowledge of the subject matter and other key skills required of the service area in consideration. Other factors of qualifications that are considered and verified include appropriate degrees, professional experience, discipline expertise, scholarly activities. In addition, the candidate's potential to contribute to the mission of the institution is assessed during the interview process.

The second level interviews are conducted by the Chancellor or appropriate Vice Chancellor. This provides another opportunity for the interviewers to determine the contributions that the candidate can make to the institution based on his or her experience, skill set and other qualifications.

**Evidence reviewed:**

Faculty Hiring Procedures  
 Minimum Qualifications for Faculty and Administrators in California Community Colleges  
 College's Mission  
 Title 5/EEO/ADA Compliance Website  
 SFCCD Equal Employment Opportunity Plan  
 CCSF HR Employment Opportunities Website

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard III.A.2?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b>                      Faculty qualifications include knowledge of the subject matter and requisite skills, appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and the potential to contribute to the mission of the institution. The qualifications for faculty positions are developed by subject and content experts. The Human Resources department also verifies that all qualifications are met by each candidate.</p>	<b>X</b>	
<p>The Institution fully meets Standard III.A.2.</p>		
<p><b>Recommendation (if any):</b></p>		

## Restoration/Reaffirmation Evaluation Visiting Team Report

3. *Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.*

**Factual findings of current condition:**

The Human Resources Department oversees the recruitment process for administrative and other positions and verifies that the applicants possess the qualifications necessary to perform the duties required of the position.

The Human Resources Department reviews applicant qualifications at the time the application and related materials are received. Applicants for administrative positions and other positions must satisfy the State Chancellor's minimum qualifications in order to be considered for an interview. The College's Administrative Hiring Procedures specifically outline the process for the selection of administrators.

Requests for new or replacement of administrative positions are made by the relevant vice chancellor to the Chancellor who has full authority to recommend the position to the Board of Trustees. The Human Resources Department works in consultation with the Chancellor or relevant vice chancellor to review the draft of the requested position which identifies essential job functions, knowledge, skills and abilities required to perform the job. The supervising administrators serve as subject matter experts to identify critical duties and functions that are directly connected to the Mission and goals of the institution. The academic senate also provides input on the job announcement. The EEO Compliance Officer reviews the announcement to ensure compliance with Title 5 EEO regulations.

The search committee is responsible for developing the qualifications of the position, drawing upon their expertise and knowledge of the program and the College's mission to identify and meet the specific needs of the Institution. Members of the search committee meet to craft qualifications and criteria for the hiring process. The Human Resources Department reviews and approves qualifications and hiring criteria. The EEO compliance officer is also involved in the review and selection processes of the administrative positions.

**Evidence reviewed:**

- Board Policy 2.02
- Board Policy 3.04
- Administrative Hiring Procedures

*CONCLUSIONS*

<b>Does the institution fully meet Standard III.A.3?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b> Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. The hiring of administrators follows established written procedures and the qualifications of administrators are verified by the Human Resources Department.</p> <p>The Institution fully meets Standard III.A.3.</p>	<b>X</b>	

## Restoration/Reaffirmation Evaluation Visiting Team Report

**Recommendation (if any):**

4. *Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

**Factual findings of current condition:**

The Human Resources Department verifies that all degrees submitted by applicants and employees are from accredited institutions, and degrees from non-U.S. institutions have been granted equivalency from professionally recognized evaluation services.

The Human Resource Department verifies applicants' qualifications at the time the application and related materials are received. Applicants must satisfy the minimum qualifications in order to be considered for an interview. The Human Resources Department also verifies work experience through reference checks. Furthermore, the Human Resources Department requires all candidates for faculty and administrative positions to submit official transcripts prior to starting work. Employees with degrees from non-U.S. institutions must go through an equivalency process and are supplied with a list of resources of agencies that perform evaluation of foreign degrees. This must be completed before the individual can begin work.

**Evidence reviewed:**

Onboarding process  
 Equivalency  
 Foreign degrees  
 Faculty Evaluation and Tenure Review Guidebook

*CONCLUSIONS*

<b>Does the institution fully meet Standard III.A.4?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b>                      The Human Resources Department verifies that all degrees submitted by applicants/candidates and employees are from an accredited institution and degrees from non-U.S. institutions have been granted equivalency from professionally recognized evaluation services</p> <p>The institution fully meets Standard III.A.4.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

5. *The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation*

## Restoration/Reaffirmation Evaluation Visiting Team Report

*processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.*

**Factual findings of current condition:**

The institution has established written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. The evaluation processes call for a systematic approach to evaluating faculty, classified employees and administrators at their stated intervals. All evaluation forms assess the employees' job performance relative to their duties and responsibilities. The evaluation tools allow for the evaluator to assess strengths and weaknesses and encourage improvement.

Regular faculty must be evaluated at least once every three years, and this is also the case for temporary part-time faculty. Faculty under tenure review are evaluated more frequently. The process for classified employees calls for an annual evaluation.

The College has experienced significant turnover in administrative positions over the last three years. This has created challenges for the College in maintaining consistency in its evaluators and evaluation cycles. Since 2015, the College has stabilized its administrative workforce. Currently, the College has 59 administrative positions of which 53 are filled with regular employees and six are vacant but are in recruitment. The College should work to enhance all employee evaluations in a systematic and timely manner.

**Evidence reviewed:**

Faculty Self-Evaluation  
Peer or Peer-Management Evaluation Form  
Article 9  
Board Policy 3.18--Evaluation of Academic and Classified Administrators

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard III.A.5?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b> The institution has established written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their positions at the College.</p> <p>The College meets Standard III.A.5.</p>	<b>X</b>	

**Recommendation (if any):**

6. *The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.*



## Restoration/Reaffirmation Evaluation Visiting Team Report

**Factual findings of current condition:**

Student Learning Outcomes (SLOs) are a component of all applicable performance evaluations for faculty (full-time and part-time), department chair, classified staff, and administrators who have direct responsibility for student progress toward achieving stated learning outcomes. The expectation is that SLOs are integrated into the work performed by faculty, classified staff and administrators who are responsible for student learning. Employee evaluation forms include specific criteria that rates employee performance in relation to SLOs. Employees use the results of the assessment of learning outcomes to improve teaching and learning.

**Evidence reviewed:**

Faculty Evaluation & Tenure Review Guidebook, 2.8--Writing Improvement Plans  
 Article 9-Evaluations  
 Classified Employee Performance Evaluation Process  
 "Management Goals and Objectives and on Management and Leadership Skills"  
 College Priorities  
 Annual Plan  
 SLO Flex Workshops

*CONCLUSIONS*

<b>Does the institution fully meet Standard III.A.6?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b>                      Student Learning Outcomes (SLOs) are a component of all applicable performance evaluations of those who are responsible for student learning. Employees use the results of the assessment of learning outcomes to improve teaching and learning.</p> <p>The institution fully meets Standard III.A.6.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

*7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)*

**Factual findings of current condition:**

The College has retained a sufficient number of qualified faculty to maintain the integrity of the College's mission. Although there has been a reduction in faculty positions, it is correlated with the reduction in FTES over the last few years. The College currently employs 1,492 faculty, of which 618 are full-time and 874 part-time. Furthermore, the College has exceeded its Faculty Obligation Number (FON) target by a significant percentage this past year and will more than likely exceed its target based on the fall 2017 FON. The College is equipped to fulfill the faculty responsibilities that are essential to maintain the quality of their educational programs.

Staffing needs are identified through program review. The Faculty Position Allocation Committee (FPAC) composed of three administrators and three faculty review departmental and program requests for faculty positions. The FPAC prioritizes in ranked order the requested

## Restoration/Reaffirmation Evaluation Visiting Team Report

positions while adhering to the budgeted number of positions as assigned by the Chancellor. The ranked order is based on analysis of the data which includes references to FTES and FTEF trends and accreditation requirements. Approval of staffing may happen depending on budgetary allowances combined with program needs and their relevance to fulfilling the College's mission and vision.

**Evidence reviewed:**

Education Master Plan, Table 8  
 Screenshot: Faculty and Staff Demographics Report  
 California Community Colleges Chancellor's Office-Fall 2015 and 2016 Full-Time Report  
 California Education Code Section 87482.6 (a)

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard III.A.7?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b>            The institution maintains a sufficient number of qualified faculty, which includes full-time and part-time faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. The College has more than exceeded its FON and has maintained a stable workforce in its faculty ranks.</p> <p>The institution fully meets Standard III.A.7.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

*8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.*

**Factual findings of current condition:**

The College has employment policies and practices which provide opportunities for the orientation, evaluation and professional development of part-time faculty. Part-time faculty have various opportunities to integrate themselves into the life of the institution.

The College's activities, benefits and services are applicable and afforded to part-time faculty. The College's policies and procedures and activities also provide the opportunity for the orientation, oversight, evaluation, and professional development of the part-time faculty. The hiring and employment policies and practices of the College apply to part-time faculty.

Part-time faculty are invited and encouraged to attend professional development activities. Employee orientations are held at the beginning of the fall semester and part-time faculty are encouraged to attend. Part-time faculty are also expected to attend Flex Day activities if they are scheduled to work on those days.

The Academic Senate grants part-time faculty members voting privileges for Academic Senate elections. Part-time faculty can also volunteer to serve on search committees that are screening

## Restoration/Reaffirmation Evaluation Visiting Team Report

for part-time faculty positions. Furthermore, the AFT Local 2121 has a Part-Time Committee that focuses on issues specifically related to part-time faculty. Each part-time faculty has a full vote in all AFT elections. The evaluations of part-time faculty are performed in the first year and subsequently on the three-year cycle that is the same as that of full-time faculty. Part-time faculty also participate on the development of SLOs when possible and their evaluations include assessment of SLOs.

**Evidence reviewed:**

- AFT/CCSF Collective Bargaining Agreement
- Screenshot of 2015 New Employee Orientation Agenda
- Article 20.K--Photo Identification Card
- SFCCD/AFT Collective Bargaining Agreement, Article 21.B--Fringe Benefits
- SFCCD/AFT Collective Bargaining Agreement, Article 20.F--Compensation/Salaries
- SFCCD/AFT Collective Bargaining Agreement, Article 20.A.61--Compensation/Salaries. Part-Time Salaries
- Faculty Hiring Procedure

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard III.A.8?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b> The College has employment policies and practices which provide opportunities for the orientation, evaluation and professional development of part-time faculty.</p> <p>The institution fully meets Standard III.A.8.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

9. *The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.*  
(ER 8)

**Factual findings of current condition:**

The College's classified staff are hired through the Civil Service Commission. This hiring structure allows College employees to transfer to the city and vice versa. This can create challenges for the College as employees may choose to leave the College for a job with the city with higher compensation. Despite these challenges, however, the College has maintained a sufficient number of classified positions to support the College's mission and priorities.

The planning and allocation of positions is critical to understanding how the College distributes its resources. To determine allocation of positions, the College uses an integrated budget and planning process to address the educational, technological, physical, and administrative operations as a whole. Classified positions are requested through program review at the department or program level. Staffing needs are identified and reviewed by the division and moved up to the Chancellor's Cabinet for review. The Chancellor's Cabinet develops a priority list that is based on program needs, technological demands, physical improvements or challenges and administrative vacancies or revisions.

## Restoration/Reaffirmation Evaluation Visiting Team Report

**Evidence reviewed:**

California Education Code 88137  
 Civil Service Commission  
 California Community College Chancellor's Office Datamart--Faculty and Staff Demographics Reports an Screenshot of Faculty and Staff Demographics Report; CCSF Banner Employee Data (HR Website) Fall 2014  
 Civil Service Rules

*CONCLUSIONS*

<b>Does the institution fully meet Standard III.A.9?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b>                      Despite some challenges in its recruitment efforts, the College has maintained a sufficient number of classified positions to support the College's mission and priorities.</p> <p>The institution fully meets Standard III.A.9.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

*10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)*

**Factual findings of current condition:**

The College has experienced some turnover in administrative positions. Since 2013, however, the College has worked to stabilize the administrative workforce. There are currently 59 administrators of which 40 are educational/academic administrators and 19, classified. Of the 59 administrative positions, 53 are filled with regular employees and six are vacant and in recruitment. The College has maintained a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and service that supports the institution's mission. The leadership at the campus and centers has provided the support required for the College to fulfill its mission. The organizational chart was revised in June of 2016, and the focus of the change was to give priority to student equity and student success.

The Chancellor is responsible for recommending to the Board of Trustees the administrative organizational structure required to effectively operate the College and provide for the needs of programs and services that adhere to the College's mission and vision. The fiscal parameters are carefully considered when determining the number of administrative positions. At the same time, the College strives to sustain the appropriate level of administration to fulfill its mission. Thus, staffing decisions are guided by fiscal policies and College priorities.

All administrators are cleared by the Human Resources Department to ensure they have the proper qualifications for the position. In this process, candidates must provide evidence of their qualifications and experience to meet the requirements of the position. All application materials

## Restoration/Reaffirmation Evaluation Visiting Team Report

are reviewed by the Human Resources staff. During the interview phase, candidates for administrative positions are also vetted for their knowledge, skills and expertise in the related area(s).

**Evidence reviewed:**

College's Mission and Vision  
 College's Priorities  
 Administrative Organization Charts (July 2016):Chancellor's Division of Academic Affairs;  
 Division of Student Development; Division of Finance and Administration

*CONCLUSIONS*

<b>Does the institution fully meet Standard III.A.10?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b>                      The College has maintained a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and service that support the institution's mission and purposes. Of the 59 administrative positions, 53 are currently filled and six are vacant and in recruitment.</p> <p>The institution fully meets Standard III.A.10.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

*11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.*

**Factual findings of current condition:**

The College has written Board Policies and Administrative Procedures that pertain to Human Resources functions. The College publishes all of its Policies and Administrative Procedures on the College's website. The College ensures consistent and equitable application of the policies and procedures. When there are questions about the interpretation or applicability of a policy or administrative procedure, the College uses its Participatory Governance processes to clarify these questions. The Human Resources Department disseminates information regarding updates and new personnel policies, procedures, and/or laws through institutional mailings and through the HR Department website.

**Evidence reviewed:**

Employee Handbooks  
 District Equal Employment Opportunity Plan  
 Board Policy 3420 (Equal Employment Opportunity Plan)  
 EEO Plan  
 Hiring Data and Employee Data Report

## Restoration/Reaffirmation Evaluation Visiting Team Report

### CONCLUSIONS

<p><b>Does the institution <i>fully meet</i> Standard III.A.11?</b></p> <p><b>Comment:</b>                  The College has written and published Board Policies and Administrative Procedures that pertain to Human Resources functions. The policies are fair, equitably and consistently administered.</p> <p>The college fully meets Standard III.A.11.</p>	<b>YES</b>	<b>NO</b>
<p><b>Recommendation (if any):</b></p>		

*12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

<p><b>Factual findings of current condition:</b></p> <p>The College maintains appropriate programs, practices, and services that support the diverse personnel. The College also assesses its record in employment equity and diversity consistent with its mission. The board policies and administrative oversight help to establish a College culture of fairness and an appreciation for diversity. The policies support integrity in the treatment of faculty, classified staff, administrators and students.</p> <p>The College has implemented a number of initiatives that promote diversity of faculty, staff, administrators and students. The Human Resources Department reports to the Board of Trustees annually a comprehensive report of Employee Data that provides a summary of the College's employee demographics as well as an analytical examination of the distribution of number of regular employees. This helps the College determine its progress to develop a diverse workforce. Furthermore, the Human Resources Department has oversight and approval of candidates who are interviewed. The Department checks for diversity in the applicant pools which is important for promoting diversity in the hiring of faculty, classified staff and administrators.</p> <p>The College has a standing Diversity Committee which is a College wide shared governance committee and is comprised of three students appointed by the Associated Students Executive Board, three faculty members appointed by the Academic Senate, three classified employees appointed by the Service Employees International Union and three administrators appointed by the Chancellor after consultation with the Administrator's Association Executive Council. The Associate Vice Chancellor of Human Resources is the Chair of the committee. The goals of the Diversity Committee are to promote and cultivate College diversity initiatives in alignment with CCSF's mission, College Priorities, and College wide plans. The Committee designs workshops and events centered around diversity and equity.</p>
<p><b>Evidence reviewed:</b>                  Diversity Collaborative                  Gender Diversity Project                  Multi-Cultural Infusion Project</p>

## Restoration/Reaffirmation Evaluation Visiting Team Report

Professional Development Flex Credit Guidelines Employee Data Report
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### CONCLUSIONS

<b>Does the institution fully meet Standard III.A.12?</b> <b>Comment:</b> The College maintains appropriate programs, practices, and services that support the diverse personnel. The College also assesses its record in employment equity and diversity consistent with its mission.  The institution fully meets Standard III.A. 12.	<b>YES</b>	<b>NO</b>
<b>Recommendation (if any):</b>		

*13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.*

<b>Factual findings of current condition:</b> The College has established Board Policy 1.18 (Institutional Code of Ethics) which describes expectations of ethical behavior for the College's employees and imposition of penalties. The Policy states that employees shall be committed to the principles of honesty, equity and professionalism. The College also has Board Policies that set the expectation of ethical behavior for the Board of Trustees. In addition, the AFT/SFCCD Collective Bargaining Agreement supports the Board Policy with principles and policies related to professional ethics.
<b>Evidence reviewed:</b> AFT/SFCCD Collective Bargaining Agreement, Article 8 Board Policy 1.18 Board Policy 1.17 Board Policy 3.20--Termination of Services Board Policy 3.21--Imposition of Penalties AFT/SFCCD Collective Bargaining Agreement, Article 10--Disciplinary Action SEIU/SFCCD Collective Bargaining Agreement, Article 9--Discipline

### CONCLUSIONS

<b>Does the institution fully meet Standard III.A.13?</b> <b>Comment:</b> The College maintains a written policy which upholds a code of professional ethics for all of its personnel.  The institution fully meets Standard III.A.13.	<b>YES</b>	<b>NO</b>
<b>Recommendation (if any):</b>		

## Restoration/Reaffirmation Evaluation Visiting Team Report

14. *The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

### **Factual findings of current condition:**

The College plans for and provides all personnel with appropriate opportunities for continued professional development that is consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The College systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement. The Office of Professional Development plans and provides college-organized Flex Day activities and programs that reflect the mission and priorities of the College. Professional Development opportunities are offered to all staff and at different levels.

The College Professional Development Committee provides input to the Office of Professional Development regarding Flex Day and also developed the 2015-16 College Professional Development Plan using survey results from 2014-15. Other trainings include computer and software training conducted by the Technology Learning Center and professional development trainings conducted by the Academic Senate for faculty. The SLO Office has also provided SLO-focused professional development programs, seminars, workshops and clinics. In addition, some individual departments such as ESL hold departmental professional development activities.

The Collective Bargaining Agreement between SEIU 1021 and CCSF calls for professional development programs for classified staff. The Classified Senate, SEIU 1021, the Office of the Chancellor and the Office of Professional Development sponsor annual Classified Development Day

### **Evidence reviewed:**

Flex Days, March 8, 2016 and October 20, 2015  
March 3, 2016  
Flex Program Archive--Workshops for 2015-2016 and 2014-2015  
ACCCA  
Budget Training  
AFT/SFCCD Collective Bargaining Agreement, Article 17.N--Leaves, Partial Load Leave  
AFT/SFCCD Collective Bargaining Agreement, Article 17L. Sabbatical Leave  
Salary Column Movement  
Flex Days for Classified Employees  
Classified Senate  
Classified Handbook  
AFT/SFCCD Collective Bargaining Agreement, Article 13--Staff Development  
Professional Development Workshop Form  
2015-2016 Professional Development Plan  
Faculty Professional Development Survey Results, Spring 2015  
Professional Development Listening Sessions with Classified Staff  
Administrators Professional Development Survey  
Outcomes and Assessment Professional Development



## Restoration/Reaffirmation Evaluation Visiting Team Report

AFT/SFCCD Collective Bargaining Agreement, Exhibit O Student ePortfolios Using Live Text
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*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard III.A.14?</b>	<b>YES</b>	<b>NO</b>
<b>Comment:</b> The College plans for and provides all personnel with appropriate opportunities for continued professional development that is consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The College systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	<b>X</b>	
The institution fully meets Standard III.A.14.		
<b>Recommendation (if any):</b>		

*15. The institution makes provision for the security and confidentiality of personnel records.  
Each employee has access to his/her personnel records in accordance with law.*

<b>Factual findings of current condition:</b>
The College has policies in place to ensure that personnel files are kept in a secured and locked area in the Human Resources Department in order to provide security, confidentiality and accessibility. The employee handbooks outline the procedures for employees to access their own personnel files. An appointment is made with 24 hour notice by the employee with the General Services Unit of Human Resources in order for the employee to access their own personnel records.
<b>Evidence reviewed:</b>
Employee Handbooks

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard III.A.15?</b>	<b>YES</b>	<b>NO</b>
<b>Comment:</b> The College has policies in place to ensure the security and confidentiality of personnel records. Each employee has access to his/her personnel records; the process for reviewing personnel files is outlined in the Employee Handbooks.	<b>X</b>	
The institution fully meets Standard III.A.15.		
<b>Recommendation (if any):</b>		

# Restoration/Reaffirmation Evaluation Visiting Team Report

## B. Physical Resources

1. *The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

### **Factual findings of current condition:**

The assurance of “safety” occurs at many levels at City College of San Francisco. The most visible aspect is the College’s maintenance of a 42-person police department which operates at eight of the District’s ten locations. SFPD provides security at the Airport Center, and the Civic Center has its own security. The annual Clery Act Report shows relatively low levels of crime across the District, and in its May 2016, Facilities Planning Survey, less than 18% of students felt unsafe in parking areas or on outdoor walkways; less than 11% of the students felt unsafe in the buildings.

To assure the overall health, wellness and safety at the District, CCSF has formed the College Assessment and Intervention Response (CAIR) Team, whose purpose is to identify area of concerns, implement prevention strategies, and provide continuing education so as to prepare the college community to deal with emergencies and assist in dealing with community members who are in distress. This team meets regularly and is comprised of governance stakeholders. Both the CAIR Team and district police have provided district-wide training on various safety issues, including active shooter awareness.

Assurance that all of CCSF facilities are in safe operating condition is a shared responsibility, requiring the participation of all facility users. At the facility user and custodial level, identified safety/maintenance issues are reported through the online “School Dude” work order system. Buildings and Grounds respond to work orders based on safety prioritization and impact on delivery of instruction and student services. The newly installed Risk Services Coordinator oversees the College's environmental health and safety efforts, and Center Deans perform required inspections of their facilities on a quarterly basis.

In its Fall 2015 Program Review Report, Buildings and Grounds listed the department’s top programmatic service as “Provide quality services needed for a safe and healthy, learning and teaching environment ...” However, the report goes on to state that other than emergency work orders, other service requests are not being met on a timely basis due to work order volume exceeding departmental capacity. The report alludes that the work order overload is due to deteriorating, older buildings, and, despite additional departmental funding, it still lacks adequate resources for preventative maintenance. The report notes that it has four vacant positions, and in discussions with management, the College has trouble filling positions, principally due to the unique civil service system that combines CCSF classifications with that of the city/county of San Francisco, and the loss of personnel to higher-paid city/county positions. The top project on the College's Five-Year Capital Outlay Plan is a \$62 million Utility Infrastructure Replacement project, which will address many of the College's maintenance issues, should the State Bond Measure pass.

The College assures access to its facilities by being compliant with the Americans with Disabilities Act (ADA) of 1990. It has an ADA Compliance Officer whose job it is to ensure the

## Restoration/Reaffirmation Evaluation Visiting Team Report

accessibility of College facilities and handle questions regarding accessibility. CCSF provides an online “Access Guide” website that provides transportation and detailed accessibility information for all College locations. The College relies on the Division of State Architect (DSA) to review applicable documents to ensure construction compliance with all structural, life safety and accessibility requirements.

The College relies on its planning and review processes to assure sufficient physical resources. Although the District is still developing its new 10-Year Facilities Master Plan, (estimated completion in Spring 2017), elements of facilities planning continue. The District annually prepares, and submits to the State, a Space Inventory Report which provides a means for the District to examine the space utilization of all of its facilities, and assist in the preparation of the annually updated Five-Year Capital Outlay Report. The latter identifies proposed projects that would be eligible for State funding. Through the Program Review process, resource needs assessments are conducted by the individual academic and administrative units, and any resultant facilities-related requests are reviewed and ranked by the Capital Projects Planning Committee (CPPC). The priorities for the ranking are developed by CPPC in conjunction with the Office of Facilities, Planning and Construction and reviewed by the Participatory Governance Council (PGC) for recommendation the Chancellor's cabinet. Similarly, Distance Education needs are managed within the Educational Technology Department. Planning for these needs is guided by the College's 2015-17 Technology Plan, and the Distance Learning Advisory Committee (DLAC), with input from the Information Technology Advisory Group (ITAC) prior to submission and review by the PGC.

Goal 2 of the College's 2014-2020 Education Master Plan, is entitled “Transform and sustain College infrastructure.” In its rationale for this goal, the District states that the “... physical facilities and technological infrastructure require immediate and sustained attention, as their present condition adversely affects the learning and teaching environment.” The goal's listed strategies are:

1. Develop an actionable facilities plan to match the directions established by this Education Master Plan. Allocate bond funds to address facilities projects to improve the learning and teaching environment.
2. Implement and update the existing CCSF Technology Plan to support upgraded classrooms and other educational technologies.
3. Ensure that both scheduled maintenance and Prop 39 funding address critical facilities' needs.
4. Create clear procedures across all major divisions of the college and continuously improve these procedures.
5. Ensure that personnel planning is aligned to sustain college infrastructure.

### **Evidence reviewed:**

Board Policies 7.01 and 7.15

Board Policy 5.14

2015 Clery Act Report

2015 Annual Campus Security Report

CCSFPD website

Employee Orientation and Concurrent Workshop Campus Safety Update Materials

2016 Facilities Master Plan Survey

College Assessment, Intervention and Response Team (CAIR) website information

## Restoration/Reaffirmation Evaluation Visiting Team Report

School Dude Work Order Report  
 2014 and 2015 Buildings and Grounds Program Review Reports  
 CCSF Access Guide website  
 2014-2020 Education Master Plan (EMP)  
 2015-17 Technology Master Plan  
 CPPC website  
 CPPC Program Review request rankings  
 2004 Master Plan  
 2016 Property Appraisal Report  
 2014 Space Inventory Report  
 Five-Year Capital Outlay Report 2015/16  
 Facilities Master Plan (FMP) website materials  
 CPPC website materials  
 PGC website materials

### CONCLUSIONS

<b>Does the institution <i>fully meet</i> Standard III.B.1?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>CCSF assures safety and access at all of its locations. It has robust resource planning processes that are linked to its Education Master Plan and Mission. As with any institution with aging facilities, it is doing the best it can with the resources available. The College is poised to make some major infrastructure improvements should the State Bond pass which will improve its ability to maintain facilities.</p> <p>The institution fully meets Standard III.B.1.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

2. *The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.*

#### **Factual findings of current condition:**

It is primarily through their “Integrated Planning Cycle” (IPC) that the College assures the continued quality and effective utilization of the physical resources that are used to support programs and services. Board policies specifically address the educational considerations for site acquisition and construction, and administrative oversight of physical resources is provided by the Director of Buildings and Grounds, and the Associate Vice Chancellor of Facilities and Planning.

The IPC has two interwoven cycles; one for long-range, institutional planning, the other for unit-level, annual planning. The College’s long-range, institutional assessment and planning is

## Restoration/Reaffirmation Evaluation Visiting Team Report

outlined in its 2014-2020 Education Master Plan (EMP). With regards to physical resources, Goal 2 of the EMP specifically addresses facilities, technology and scheduled maintenance needs. To guide technology planning that is aligned with the EMP, the College developed its 2015-17 Technology Plan. Although the College is still developing its new Facilities Master Plan (FMP), elements of long-term facilities planning, such as the annually updated Five Year Capital Outlay Plan, and longer-term scheduled maintenance planning, are taking place.

For its unit-level, annual planning, the College relies on its Program Review process, and the subject matter experts within those units, to assess the physical resource needs of its programs and services. Each request for a physical resource identifies its support of each of the following: Board priorities, college plans (like EMP goals), accreditation standards, unit planning objectives, and student learning outcomes. The Capital Projects Planning Committee (CPPC), a "soon-to-be" standing committee of the Participatory Governance Council (PGC), uses an evaluative scoring matrix to evaluate and prioritize facilities-related requests.

Other assessment tools, to insure the continued quality of facilities, include daily and periodic inspections, such as those performed by custodians and maintenance personnel as part of their daily routines, and quarterly inspections by Center Deans.

Funding and managing the delivery and support for distance education is the responsibility of the Educational Technology Department. Planning for distance education needs is guided by the College's 2015-17 Technology Plan, and the Academic Senate's Distance Learning Advisory Committee (DLAC), with input from the Information Technology Advisory Committee (ITAC).

### **Evidence reviewed:**

Board Policy 2.07, 7.34 and 7.35  
School Dude Work Order Report  
2014 and 2015 Buildings and Grounds Program Review Reports  
2015 Educational Technology Program Review Report  
Program Review Repository  
2015-15 Board of Trustees Goals and College Priorities  
2014-2020 Education Master Plan (EMP)  
2015-17 Technology Master Plan  
CPPC website  
CPPC Program Review request rankings  
2004 Master Plan and  
2016 Property Appraisal Report  
Five-Year Capital Outlay Report 2015/16  
Facilities Master Plan (FMP) website  
CPPC website materials  
PGC website materials  
Distance Learning Advisory Committee (DLAC) Website  
Teaching and Learning with Technology (TLTR) website  
Information Technology Advisory Committee (ITAC) website

# Restoration/Reaffirmation Evaluation Visiting Team Report

## CONCLUSIONS

<p><b>Does the institution <i>fully meet</i> Standard III.B.2?</b></p> <p><b>Comment:</b>                  The College has an extensive planning process, with input from all stakeholders, to ensure the effective utilization of resources in support its programs and services.</p> <p>The institution fully meets Standard III.B.2.</p>	<b>YES</b>	<b>NO</b>
<p><b>Recommendation (if any):</b></p>		

*3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

<p><b>Factual findings of current condition:</b></p> <p>The college’s planning for facilities occurs at many levels with varying degrees of frequency and information analysis. As evidenced by its text and appendices, the 2014-2020 Education Master Plan (EMP) is being developed using a wide array of relevant data, and its stated goals and objectives serve as the guidepost upon which all other plans align. Similar to the 2004 Facilities Master Plan (FMP), the one being developed is already using information such as enrollment trends and space utilization, in the evaluative process of its creation. The Capital Projects Planning Committee, a committee comprised of all stakeholder groups, serves as the advisory committee in the FMP process. The 2015-17 Technology Plan identifies key trends in educational and information technology as relevant to the planning process.</p> <p>Facilities-planning, that occurs on a more regular basis, include the college’s annual update of its Five Year Capital Outlay Plan and its annually budgeted scheduled maintenance projects. Annual planning at the unit level is accomplished through the College’s Program Review process. Subject matter experts within those units assess the physical resource needs of its programs and services. Each request for a physical resource is subsequently evaluated for effectiveness and prioritized by the Capital Projects Planning Committee (CPPC) prior to submission to the Participatory Governance Council.</p> <p>Facilities evaluation and planning also occurs on an as-needed basis, such as facilities needs identified by custodians and maintenance employees while performing their daily duties and inspections. The College uses the on-line work order system, School Dude, to prioritize and plan effective response to such needs. Specific projects, like the smart classroom project, can also create “as-needed” facilities and technology evaluation and planning. In the case mentioned, the College used data from its information system data to evaluate classroom use, and existing classroom equipment to help determine which classrooms would be upgraded, and be the most effective use of limited funding.</p>
<p><b>Evidence reviewed:</b>                  2014-2020 Education Master Plan (EMP)                  2015-17 Technology Master Plan</p>

## Restoration/Reaffirmation Evaluation Visiting Team Report

CPPC website  
 CPPC Program Review request rankings  
 Five-Year Capital Outlay Report 2015/16  
 Facilities Master Plan (FMP) website  
 CPPC website materials  
 PGC website materials  
 Distance Learning Advisory Committee (DLAC) Website materials  
 Teaching and Learning with Technology (TLTR) website materials  
 Information Technology Advisory Committee (ITAC) website materials  
 Total Cost of Ownership- Facilities Management Standard Volume 1  
 Smart Classroom Project Charter  
 School Dude Work Order Report

### CONCLUSIONS

Does the institution <i>fully meet</i> Standard III.B.3?	YES	NO
<p><b>Comment:</b>            CCSF plans and evaluates its facility resource needs on a regular basis using data and relevant information in the decision making process.</p> <p>The institution fully meets Standard III.B.3.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

4. *Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

#### **Factual findings of current condition:**

As stated in its 2014-2020 Education Master Plan (EMP), the EMP guides City College as it works to fulfill its mission. The strategic directions developed for Goal 2 of the EMP are to support and sustain college infrastructure through an actionable facilities plan, implementation and updating of the Technology Plan, addressing critical facilities' needs, creation of clear procedures, and personnel planning that is aligned to support and sustain the college's infrastructure.

The College uses its Facilities Master Plan, Five Year Capital Outlay Plan, Program Reviews and planned scheduled maintenance as the basis for its long and shorter term facilities planning. These plans detail how the college will maintain its facilities on an on-going basis. The Facilities Master Plan of 2004, which was developed to address the institutional needs identified in the 2001 bond measure, and guide the College in meeting its grounds and facilities' needs through 2015, specifically includes planning elements meant to reduce the College's Total Cost of Ownership through energy efficiencies and sustainable planning and design. Energy efficiency is further addressed in the College's 2009 Sustainability Plan Part 1 for Construction, Retrofitting and Operations. The College's Total Cost of Ownership, Management Standard Volume 1, developed in 2014 provides further guidance regarding effective utilization of resources to ensure a healthy, comfortable and sustainable learning environment. Appendix III of the TCO

## Restoration/Reaffirmation Evaluation Visiting Team Report

document includes the TCO Dashboard that quantifies CCFS's Total Cost of Ownership. To further its efforts towards TCO, the College is creating an additional, new position of Facilities Planner to increase the resources devoted to the planning and maintenance of College facilities.

**Evidence reviewed:**

- 2014-2020 Education Master Plan (EMP)
- 2015-17 Technology Master Plan
- 2004 Master Plan
- 2001 Voter Bond Measure Guide
- CPPC website
- Five-Year Capital Outlay Report 2015/16
- Facilities Master Plan (FMP) website
- CPPC website materials
- PGC website materials
- Total Cost of Ownership- Facilities Management Standard Volume 1
- 2009 Sustainability Plan Part 1 for Construction, Retrofitting and Operations

### CONCLUSIONS

<b>Does the institution <i>fully meet</i> Standard III.B.4?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>Although the College is still in development of its new, 10-Year Facilities Master Plan (estimated completion, Spring of 2017), CCSF has all of the elements of robust, long-term capital planning in support of institutional improvement goals. As with most aging institutions, maintenance-resource-funding is a concern, but the College is poised to make some significant retrofitting and infrastructure replacements should the November 2016 State Bond pass. The College has done impressive work quantifying its Total Cost of Ownership, and even though it has limited funding, it is moving more resources to its maintenance and upkeep efforts.</p> <p>The institution fully meets Standard III.B.4.</p>	<p><b>X</b></p>	
<p><b>Recommendation (if any):</b></p>		

### C. Technology Resources

1. *Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.*

**Factual findings of current condition:**

The College has made significant progress toward the goal of systematize, centralize, and streamline processes in the technology area. Information Technology Services Department works in close collaboration with other departments such as the Broadcast Media Services Department, and Audiovisual and Educational Access Television department (EATV). The ITS department also works closely with Ellucian team members to manage enterprise systems. For two years, CCSF merged its Education Technology Department (ETD) with the Information Technology



## Restoration/Reaffirmation Evaluation Visiting Team Report

Services (ITS). This allowed for CCSF to effectively and efficiently manage expectations, and demands while working with limited staffing. More importantly this departmental merger created more Professional Development opportunities for all college employees. To enhance this collaborative mode, the College also formalized its Information Technology Advisory Committee (ITAC) as a component of the college governance and decision making process. Another committee to engage the college community in systems affairs is the Banner Renewal Advisory Group (BRAG).

The College provides sufficient technology resources to both employees and students. All centers have computing resources available to the students including the main College library, the Rosenberg library. The Library also provides an online catalog (CITYCAT) and 24/7 reference service via text messaging. The computing resources for students at the Centers are listed in the table below:

Campus	Machines	Connection
Ocean	1856	Fiber
Mission	632	Fiber
Chinatown/North Beach	379	Fiber
Southeast	90	Fiber
Downtown	271	Fiber
John Adams	274 (nursing bldg.)	Fiber
Evans	43	Fiber
SFO airport	32	ISP Sonic
Fort Mason	20	WI Line

Some of the technology projects and initiatives to improve technology services includes:

1. A new Back UP system called Dell Net Vault was implemented in November 2015;
2. Federated ID (RAM ID) with the goal of single user sign on is being implemented;
3. The College is investing \$2 million a year through 2019 to embark on Banner Renewal to upgrade the District's ERP system, Banner, to full functionalities in support of student success and college operations;
4. The Argos Reporting program was also upgraded to the latest version and synced with the Banner system. This enabled the capability of data cubes and data dashboards to support a variety of functions including program review;
5. A Banner Enterprise Identity Services procedure, AKA as BEIS, was also implemented to improve security and identity management;
6. Expansion of Banner Document Management (EDM) imaging system to Admissions and Records and Finance;
7. Open CCC apply was also launched along with a Faculty Load and Compensation tool known as FLAC;
8. CCSF has begun to use Granicus for Board meetings which has allowed for live streaming of Board meetings;
9. Beginning in fiscal year 2015-16, the District embarked upon a \$3.4 million smart classroom conversion project wherein approximately 100 heavily utilized classrooms will be renovated and equipped with smart classroom technology;
10. The College is piloting Starfish applications for educational planning, degree audit and early alert.

## Restoration/Reaffirmation Evaluation Visiting Team Report

### Training/Teaching and Learning

CCSF is very engaged in using technological tools to enhance teaching and learning. There are many training opportunities available to employees, topics ranging from “How to learn to teach” to “How to engage students in Distance Learning courses.” The College also offers tools that allow for interactive and engaging professional development activities. The College has made a commitment to use the Common Course Management System (Canvas) and has a plan to gradually transition all courses from the Moodle CMS to Canvas. The College requires all new online instructors to complete a training program prior to teaching online. The College has also produced a LERN-55 class for students on how to take an online class. This prepares students to be successful in the online learning environment. Both students and faculty are given annual satisfaction surveys, all under the purview and review of the Distance Learning and Advisory committee (DLAC).

The Teaching and Learning Center (TTLIC) provides schedules for Flex day/week activities, feedback surveys for workshops and holds events throughout the semester/year. TTLIC provides training for tools to which the College has site licenses such as the Adobe suite and Office 365. TTLIC also provides trainings in GOOGLE Apps for Higher Ed, Student Learning Outcomes tool (deployed in 2015), and Curricunet ®.

Along with the aforementioned e-learning opportunities, CCSF also offers many other professional development resources. For example, online learning in multiple subject areas e.g. (software, Leadership, Audio Visual, Photoshop) is available through [Lynda.com](http://Lynda.com), to which the College has procured a site license.

### Evidence reviewed:

1. Link to streaming Board meetings:  
[http://ccsf.granicus.com/MediaPlayer.php?publish\\_id=3fbb02c1-f3fe-4a88-90bd-1759d0e76190](http://ccsf.granicus.com/MediaPlayer.php?publish_id=3fbb02c1-f3fe-4a88-90bd-1759d0e76190)
2. ITS website
3. CCCC Educational Planning Initiative website
4. ITAC website
5. May 2016 ITAC meeting minutes
6. Banner Renewal Advisory Group website
7. List of Targeted Classrooms
8. Classroom Tech Project Status
9. Student Authentication  
<https://docs.google.com/viewer?a=v&pid=sites&srcid=bWFpbC5jY3NmLmVkdXxjY3NmLWFjYWRIbWljLXNlbnF0ZS1jb21taXR0ZWVzfGd4OjczYWQzYzE3N2ZjN2M3OWQ>
10. Dell Net Vault lease PO
11. ED Tech department website
12. Training Process for developing an online class
13. Distance Learning Advisory Committee  
[http://www.ccsf.edu/Organizations/Academic\\_Senate/DLAC.pdf](http://www.ccsf.edu/Organizations/Academic_Senate/DLAC.pdf) DL page
14. Training session video on how to use classroom technology equipment
15. Technology Learning Center website
16. Ellucian CCSF training 2014-2015
17. CurricUNET help lab website
18. CurricUNET training archive

## Restoration/Reaffirmation Evaluation Visiting Team Report

- 19. Library services on computers and wireless
- 20. Library research guides
- 21. Online ticketing system
- 22. Online course support center
- 23. Online student satisfaction survey spring 2016
- 24. Online student satisfaction survey data
- 25. BP6.28 Student Authentication  
[http://www.ccsf.edu/BOT/Board\\_Policies/6/6.28\\_BP\\_Student\\_Authentication.pdf](http://www.ccsf.edu/BOT/Board_Policies/6/6.28_BP_Student_Authentication.pdf)

### CONCLUSIONS

<b>Does the institution fully meet Standard III.C.1?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>City College of San Francisco (CCSF) has made significant improvements in technology services identified in the 2012 visiting team report. Along with improving several technology services including training of faculty and staff in using up to date and appropriate technology systems and tools, support services for staff and students include a 24/7 help desk, and update and replacement of classroom technology as well as staff computing resources.</p> <p>The institution fully meets Standard III.C.1.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

*2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.*

#### **Factual findings of current condition:**

Technology planning is integrated with institutional planning processes; specifically, the Education Master Plan and the Program review processes.

Technology upgrades are ongoing and continuous. Faculty and staff computers are replaced automatically through a regulated “refresh program” and employees can check the status of their computer replacement on the ITAC website.

The College has infused sizeable funding to replace student computers in computer labs as well as upgrading classrooms to the latest smart classroom standards. At this time 75 classrooms have been retrofitted as mentioned earlier in the classroom technology project status.

In addition, the College recently upgraded its data center infrastructure including new firewalls and new backup system.

## Restoration/Reaffirmation Evaluation Visiting Team Report

**Evidence reviewed:**

1. CCSF Technology Plan 2015-2017  
[https://www.ccsf.edu/dam/Organizational\\_Assets/Department/Research\\_Planning\\_Grants/College\\_Plans/TechnologyPlan201517Draft.pdf](https://www.ccsf.edu/dam/Organizational_Assets/Department/Research_Planning_Grants/College_Plans/TechnologyPlan201517Draft.pdf) married to Education Master Plan
2. ITAC committee minutes
3. ITAC + DLAC Forum notes
4. Perkins report (Allocations to IT)

*CONCLUSIONS*

<b>Does the institution fully meet Standard III.C.2?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>The College plans for continuous upgrades of its technology systems and resources.</p> <p>The institution fully meets Standard III.C.2.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

3. *The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.*

**Factual findings of current condition:**

All students of the District, wherever they are located, whether at the centers or online, are provided access to technology resources and services. There are computer labs at every center in which students have access to computers. The total number of computers available to the students at all major sites of the District is approximately 3500. Students have access to major software on these computers including Microsoft Office, Adobe suite and Google Apps for Higher Education. The College provides roughly 2000 workstations for employee use. In addition to these mission critical software being available on the computers for students and employees, there are cloud based software available anytime anywhere to students and employees such as Lynda.com and CurricUNET. Helpdesk services are available to students and employees 24/7. Data, voice and wireless connectivity are provided at all sites.

There is a variety of ways in which the College provides for safe computing for its students and employees. Recently the College upgraded its firewalls including the implementation of URL filtering and threat prevention services. The outsourcing of systems administration of Banner to Ellucian is another step in strengthening the safety and security of its technology systems and resources as Ellucian conducts quarterly security audit of the enterprise system. The College separates its administrative network from its academic network so that mission critical resources, especially those with confidential information, are better protected. The College has also strengthened its account and identity management processes such that two factor authentication

## Restoration/Reaffirmation Evaluation Visiting Team Report

for email access is required of Financial Aid managers who have access to PII (Personally Identifiable Information). Two factor authentication for email access is encouraged for all employees and ITS has scheduled training on this in fall 2016.

**Evidence reviewed:**

1. ITAC website
2. Palo Alto Networks renewal PO
3. List of Targeted Classrooms
4. Classroom Tech Projects Status
5. Dell NetVault lease PO

*CONCLUSIONS*

<b>Does the institution fully meet Standard III.C.3?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b>                      The College provides technology resources and services at all of its centers, in addition to its primary educational site, the Ocean campus. The College is continuously engaged in assessing and upgrading its security practices.</p> <p>The institution fully meets Standard III.C.3.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

4. *The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

**Factual findings of current condition:**

Since 2006, the College has implemented an Information Competency graduation requirement. A minimum of five hours of library research skills instruction is required in addition to the teaching and assessment of at least six of the seven information competency skill areas. Students are also well supported in the effective use of technology. The Academic Computing Resource Center (ACRC) supports students in Computer Science, Computer Networking Information Technology, and Visual Media Design. The Learning Assistance Center (LAC) is another large open access computer lab that provides access and support to the students in the effective use of technology. The library provides instruction and documentation including guides on a variety of technology related topics such as college WiFi access and using college computers for course work. For online students, the College offers a one-unit course, “Successful Online Learning” (LERN 55) several times a semester to prepare students in the technology skills, communications skills and online study strategies.

The Technology Learning Center (TLC) offers specific training for faculty who teach online or use technology to enhance their classroom teaching. In addition, the TLC offers training and support to all employees in the effective use of technology including such topics as Argos, SLO

## Restoration/Reaffirmation Evaluation Visiting Team Report

assessment, and Program Review. One-on-one training is available from the TLC on topics such as Google Apps for Higher Education, using the Content Management System to update the College website, Google Forms and Excel.

Again a 24/7 helpdesk is available to all students and employees.

**Evidence reviewed:**

1. TLC website
2. Academic Senate website
3. ITAC minutes
4. ITS website
5. DLAC website
6. Library website
7. SLO assessment website
8. Professional Development website
9. Ed Tech website
10. Lynda.com
11. TLC Workshop calendar
12. Teaching and Learning Technology Roundtable
13. ECAR study of faculty and technology
14. ECAR study of student and technology

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard III.C.4?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b> The college provides training and support to all students and employees of the College in the effective use of technology.</p> <p>The institution fully meets Standard III.C.4.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

*5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.*

<p><b>Factual findings of current condition:</b></p> <p>The College has completed BP and AP 6.28 related to student authentication. The Information Technology Advisory Committee has drafted a Computer and Classroom Technology Use policy with its attendant administrative procedure. The Academic Senate is reviewing this draft and the Board is expected to approve in the fall of 2016.</p>
<p><b>Evidence reviewed:</b></p> <ol style="list-style-type: none"> <li>1. Approved BP and AP 6.28</li> </ol>

# Restoration/Reaffirmation Evaluation Visiting Team Report

## CONCLUSIONS

<b>Does the institution <i>fully meet</i> Standard III.C.5?</b>	<b>YES</b>	<b>NO</b>
<b>Comment:</b>  The College needs to complete its computer use policy expeditiously.  The institution fully meets Standard III.C.5.	<b>X</b>	
<b>Recommendation (if any):</b>		

## D. Financial Resources

### Planning

1. *Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)*

#### **Factual findings of current condition:**

The College has been experiencing a negative trend in FTES particularly in the credit courses and has weathered the challenge thus far through temporary funding streams but still has financial challenges ahead. The city demographics show a decline of 17% in the 20 to 25-year-old population. The economy is also picking up, with unemployment rates down statewide. This tends to reduce enrollment in all community colleges. The overall student population has shown a consistent reduction in native population since 2001, even in years when enrollment was growing.

In response, the College has engaged in substantial planning efforts in this regard and has codified it with the Board by presenting monthly financial updates to the Board. Significant planning has gone into the six future financial planning scenarios that were presented as part of the 2016-17 Budget. The impact of the various revenue projection outcomes are documented and widely publicized. When the budget was presented at the Participatory Governance Council, the minutes showed that some faculty did not like the scenarios but they understood them. Input comes from a variety of sources, but program review is at the heart of all enhancement requests, both physical and fiscal.

Increasing FTES production is critical to the financial stability of the College. The enrollment management committee is working to identify methods that can increase FTES such as targeted advertising. Interact Communications was hired to assist with the marketing plan. Consistent and persistent outreach to the feeder high schools is also underway. In addition, the committee is looking at a compressed calendar and block scheduling as methods of increasing enrollment opportunities. Another method is to encourage non-credit ESL students to transition to credit courses. This was observed at both the Mission Center and the Chinatown Campus.

## Restoration/Reaffirmation Evaluation Visiting Team Report

The cash flow has been stabilized through stability funding, parcel tax and local sales tax. The city and county of San Francisco overwhelmingly supported the College with a 72% vote in 2012 parcel tax. While stability funding is over in 16/17, and the parcel tax ends in 2021, the sales tax is in perpetuity. There is Measure B on the November ballot that will add to and extend the parcel tax out to 2035. The polling is currently over 70%.

Planning for expenditure reductions is also being done. Low enrolled course offerings are systematically being reduced, through program review assessment and dialogue; this resulted in a reduction of 1,631 FTES in the 2016-17 budget. While this is an excellent beginning, the Team expects the College to continue to find ways to increase enrollment and reduce expenditure at the same time to achieve a balanced and healthy budget.

The fall 2015 FON for the College was 256.8; the actual faculty count was 636, with 75% of faculty at the top step. One way to reduce expenditures is to offer a retirement incentive and keep strategic positions vacant. Keenan and Associates, an employee benefits consulting firm that specializes in public agencies, was brought on campus to discuss the possibility of a Supplemental Early Retirement Plan as a cost containment and cash flow strategy. However, simply replacing full time with adjunct will have only nominal savings giving the adjunct salary structure at the College. Another cost cutting method is the reduction in operating expenses such as terminating the \$2.5M Ellucian Professional Services Contract.

**Evidence reviewed:**

Plan for Long-Term Stability  
 Update to the Legislature,  
 Board Policies, Goals and College priorities,  
 Budget Calendar,  
 Proposition A parcel tax outcome,  
 PGC agendas and minutes,  
 Meeting with PGC  
 Discussion with the Vic Chancellor of Finance & Administration  
 Chancellor's Office Data Mart  
 The Guardsman Vol. 162, issue 2  
 Site visits to Mission and China Town  
 2016-17 Budget  
 15-16 Financial/16-17 Budget CCFS311  
 Revenue projection spreadsheet  
 Analysis of lost FTES Revenue  
 FCMAT Report

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard III.D.1?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>A great deal of work has been done. There is more to accomplish, but the College is doing all of the proper planning in accordance with best practices and board policy. The process is wide spread and inclusive. The 16-17 budget lays out the</p>	<b>X</b>	



## Restoration/Reaffirmation Evaluation Visiting Team Report

planned reductions to bring the College to a supportable funding level over time.		
The college fully meets Standard III.D.1.		
<b>Recommendation (if any):</b>		

- 2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.*

**Factual findings of current condition:**

The planning tools are in place and there is board policy that supports the processes. There are tools to link resource allocation to board priorities, strategic goals, SLO etc from the Worksheet for Program Review Resource Requests. Regular financial reports go to the board and the college links FTEF with FTES. The understanding of the planning process, based on the meetings with the various groups, appears to be wide spread.

Work is being done to improve FTES generation and at the same time progress is being made to reduce expenditures. Low performing courses were reduced. Consultant costs will be reduced over the next two years. After significant work to improve class rooms, other scheduled maintenance/instructional equipment expenditures can return to the restricted funds. Raises were given to the bargaining units but with provisions that would sunset if certain criteria were not met: passage of Measure B and FTES increases. A Supplemental Retirement Incentive is being considered to assist with the cost of faculty since 75% of the Faculty are at the top step.

The Education Master Plan is the source of goals for the College. It feeds both the Facilities Master Plan, which is in-progress and Technology Plan. There are significant numbers of committees: accreditation, diversity, enrollment management, planning and recent additions such as the Information Technology Advisory Council and the Capital Projects Planning Committee that share in the work of the Participatory Governance Council. The information is carried back to each constituent group and looped back to the Participatory Governance Council.

**Evidence reviewed:**

Board Policies,  
 Budget Development presentations,  
 Budget Development Calendar  
 PGC website, Worksheet for Program Review Resource Requests  
 PGC meeting  
 Review of web pages for Facilities and ITAC  
 Education Master Plan  
 Tech Plan  
 Facilities Master planning process

## Restoration/Reaffirmation Evaluation Visiting Team Report

### CONCLUSIONS

<p><b>Does the institution <i>fully meet</i> Standard III.D.2?</b></p> <p><b>Comment:</b></p> <p>Sound practices are in place. There is still a funding gap but there is a fiscal plan to address the gap over time.</p> <p>The college fully meets Standard III.D.2.</p>	<b>YES</b>	<b>NO</b>
<p><b>Recommendation (if any):</b></p>		

3. *The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

<p><b>Factual findings of current condition:</b></p> <p>All of the evidence indicates that the processes for participation have been codified, Roles and Responsibilities have been defined and the planning process has been clarified. By the college's own admission, the process of Program Review has been weighty and not sustainable. The role of program review is under development through the consultative process to improve the process for planning and program evaluation. From meeting with participants in PGC, CPPC and ITAC, there is wide spread discussion and understanding of the processes. The program review process feeds the budget through FTES and FTEF planning. The six scenarios were developed in conjunction with the various constituent groups and even though they may not like the scenarios, each group understands them.</p>
<p><b>Evidence reviewed:</b></p> <p>Board Policy, RRP Handbook, budget planning, budget calendar meetings with ITAC, CPPC, and PGC</p>

### CONCLUSIONS

<p><b>Does the institution <i>fully meet</i> Standard III.D.3?</b></p> <p><b>Comment:</b></p> <p>Even though program review is in a redesign, there does appear to be significant opportunity for participation at all levels.</p> <p>The college fully meets Standard III.D.3.</p>	<b>YES</b>	<b>NO</b>
<p><b>Recommendation (if any):</b></p>		

# Restoration/Reaffirmation Evaluation Visiting Team Report

**Recommendation (if any):**

## ***Fiscal Responsibility and Stability***

4. *Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

**Factual findings of current condition:**

The planning does reflect realistic goals for the short term. The PGC has multiple participatory committees that report to it. The Planning Committee is responsible for the Education Master Plan and is the gate keeper for program review. Diversity, accreditation and recently ITAC and soon CPPC all report to PGC. Enrollment Management is also a committee of PGC. This committee is working on the enrollment management plan. This plan focuses on target advertising, high school outreach in conjunction with the student success plan, expediting enrollment processes, block scheduling and the possibility of a compressed calendar. The 2016-17 budget does reflect the reality that this is the last year of stability funding. In recognition of that, Measure B will serve to soften the financial blow if it passes. The parcel tax will be increased and the term lengthened. It is currently polling very well and has a strong possibility of passage. There is a current reduction of courses to begin to reduce costs. There are additional cost saving plans in place for future budgets as described above.

**Evidence reviewed:**

Board Policies,  
 Tentative Budget Presentation,  
 Revenue projection spreadsheet  
 Analysis of lost FTES Revenue  
 Annual Audit,  
 Meetings with PGC, ITAC and CPPC  
 Enrollment Management Plan  
 15/16-16/17 CCFS 311  
 Final Budget  
 Revenue projection spreadsheet  
 Analysis of lost FTES Revenue

**CONCLUSIONS**

<b>Does the institution <i>fully meet</i> Standard III.D.4?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>The planning process is robust and integrated through the PGC and the committees that report to it. The college has had a great deal of success in gaining voter approval for additional funding through sales tax and the 2012 parcel tax and the new measure on the ballot while planning for enrollment growth and involving the</p>	<b>X</b>	

## Restoration/Reaffirmation Evaluation Visiting Team Report

campus community in cost reduction measures.		
The college fully meets Standard III.D.4.		
<b>Recommendation (if any):</b>		

- 5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.*

**Factual findings of current condition:**

Financial information is widely disseminated and processes appear to be widely known. There are appropriate controls in place based on board policy. The responses to the audit findings include a reference to filling vacant positions in the Business Office. This continues to be a problem for the college as the accounting positions are part of the City and County Civil Service Pool and are about 16% lower than positions in the rest of the pool. In the recent negotiated contract, State Employees International Union agreed to increase these impacted positions to allow them to be competitive.

There are processes that guide the purchasing cycle. The Warehouse receives the items and delivers them to the department. The department checks to make sure all items are present. If they are, the invoice is signed and sent, with the packing to accounts payable for processing. If not purchasing is notified and the appropriate action is taken.

The internal controls over general accounting processes appear to be adequate. These are the processes that control the fund accounting financial reports including the 311Q's and the yearly CCFS 311. The audit identifies several problems with year-end close but not with controls over cash disbursements or revenue with the exception of the 4 FTES that were reported inaccurately. The Gann limit is not a significant issue but does need to be accurate. The other findings could have importance if not corrected although none resulted in questioned costs that would impact revenue. There were ample expenditures to mitigate the 50% Law calculation error, and for the college to remain in compliance. Other findings could be corrected by audit adjustments and related to conversion entries not the underlying financial data. All of the findings could have been rectified if there has been adequate staff. None were enough to cause the federal financial aid to be in jeopardy.

The audit matrix was developed to define and assign responsibility for correcting and improving the internal controls. While it appears that the findings have been rectified, the underlying issue of hiring qualified individuals is still present. It will remain to be seen if the change in the SEIU contract will provide additional support. The City and County of SF have provided some assistance with internal audit function which is one of the categories that has been difficult to fill.

## Restoration/Reaffirmation Evaluation Visiting Team Report

**Evidence reviewed:**

Audit Report,  
 audit matrix,  
 board policies covering purchasing, contracts, and grants.  
 SEIU contract  
 FCMAT report  
 Contract with City/County of SF for internal audit services

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard III.D.5?</b>	<b>YES</b>	<b>NO</b>
<p>The internal controls are adequate to allow for dependable reports on the fund accounting basis. Internal controls are disseminated on a wide basis. Through the audit process, internal controls are regularly evaluated and, through the responsibility matrix, audit findings are assigned for resolution.</p> <p>The college fully meets Standard III.D.5.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

*6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

**Factual findings of current condition:**

The financial documents undergo a great deal of vetting. There are a number of committees that review them and input is wide spread. The various groups asked for additional scenarios; thereby increasing the number of planning scenarios from three to six. The budget process now includes matching FTES generation with FTEF so that expenditures are matched with the revenue. These are included in the budget document. The Vice Chancellor of Finance and Administration makes monthly presentations to the Board. Each of the budgets go to PGC for vetting before they go to the Board for approval.

The CCFS 311 was filed on time; the budget adopted by the statutory deadline; and the audit is on track to be completed in a timely fashion as well.

**Evidence reviewed:**

Board Budget reports,  
 PGC agendas  
 Financial Audit  
 16-17 Budget

## Restoration/Reaffirmation Evaluation Visiting Team Report

15-16/16-17 CCFS 311  
ITAC  
CPPC

### CONCLUSIONS

Does the institution <i>fully meet</i> Standard III.D.6? Comment:	YES	NO
<p>There has been a great deal of effort in this area. From the evidence that was received from the various groups that were visited, there is high degree of credibility and confidence in the accuracy of the reports.</p> <p>The college fully meets Standard III.D.6.</p>	X	
<b>Recommendation (if any):</b>		

7. *Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

<p><b>Factual findings of current condition:</b> There is a Corrective Action matrix. Some of the rationale for the findings had to do with insufficient staff to appropriately close the books. This has been an ongoing problem for the College as noted above. The positions are part of the Civil Service unit; and with accountants being almost 16% under the city salary schedules, it is difficult to hire qualified personnel. However, as noted above, SEIU has provided a targeted increase for these positions.</p> <p>There were six audit findings and three were repeats.</p> <ol style="list-style-type: none"> <li>1. Year-end close not complete</li> <li>2. Capital Assets depreciation not complete</li> <li>3. Federal Award Schedule not complete</li> <li>4. GANN limit not accurate</li> <li>5. 50% Law Calculation (1 employee was misclassified)</li> <li>6. General Apportionment extrapolated to 60 FTES (3 of 40)</li> </ol> <p>In meetings with management, there is documentation that each of these findings was rectified. The most difficult of them was the capital assets. The finding included a reference to the prior year balances not having enough detail. Because the balances were a lump sum, depreciation expense was questionable. There were also no deletions recorded. By the 2015-16 fiscal year, the lump sum beginning balance was finally fully depreciated. The schedule of fixed assets now has appropriate detail and depreciation is easily tested. The deletions are not yet on the schedule but will come from the Board documents on surplus.</p> <p>Since the audit is not yet complete as of the date of the Team visit, there is not a way to completely insure that all of the findings have been rectified; however, the mechanisms are in place to guarantee timely responses.</p>
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## Restoration/Reaffirmation Evaluation Visiting Team Report

**Evidence reviewed:**

Corrective Action Matrix  
 Audit  
 Schedule of fixed assets  
 Depreciation calculation

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard III.D.7?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>Even though staff have not been hired, there are processes in place that will ensure that audit findings are communicated and rectified in a timely manner. Until the 2015-16 Audit is completed, this is not completely determinable.</p> <p>The college fully meets Standard III.D.7.</p>	<p><b>X</b></p>	
<b>Recommendation (if any):</b>		

*8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.*

**Factual findings of current condition:**

The audit is the most reliable assessment of internal controls. The nature of the audit findings have more to do with the complete processes at year end closing. It does not appear that all of the internal controls are in question since there were no findings that affected the Federal or State Programs except for the schedule of Federal and State Programs that was not complete for the audit. The internal auditor is one of the vacant positions; however, the College had the city complete an audit of cash handling. This audit was the result of the FCMAT study done on 4-4-16. Changes in the processes were implemented based on the results of the audit done by the San Francisco auditor division.

Online Whistle Blower Policy is a good addition coming from the addition of a Risk Manager. To-date, no one has availed themselves of the program but it is in existence.

Multiple steps have been made to distribute financial information more widely. As noted in previous sections, there is significant dialogue surrounding the financial condition of the College. Scenarios have been created to help the campus see what effect certain outcomes will have on the overall budget.

**Evidence reviewed:**

Board Policies  
 Audit

## Restoration/Reaffirmation Evaluation Visiting Team Report

Corrective Matrix  
 Whistle Blower form reports from ARGOS  
 FCMAT 4-4-16 study  
 San Francisco Auditor Division Cash Audit

### CONCLUSIONS

<b>Does the institution <i>fully meet</i> Standard III.D.8?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>The college has made great strides in evaluation and assessing the internal controls for validity and effectiveness through the Corrective Action Matrix which assigns responsibility for improvement and the use of internal audits and an Online Whistle Blower program are effective additions to the internal controls area.</p> <p>The college fully meets Standard III.D.8.</p>	<p><b>X</b></p>	
<p><b>Recommendation (if any):</b></p>		

*9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.*

**Factual findings of current condition:**

With the state budget improvement, cash flow throughout the CCD system has improved and with it, CCSF's cash flow. The Parcel tax also helped. Increased monitoring has also improved. Deficit spending has been addressed and reserves are slowly climbing. There is more attention to contingency planning and the information on what happens if no changes are made was apparent in the meetings with the various constituent groups. This is the last year of stability funding- in the current year budget, even though it is a deficit budget, the College is beginning to reduce course offerings to reduce expenditure.

There is a contract with the City and County of San Francisco so that if temporary funding is needed, the City will provide gap funding.

The College is self-insured for workers' comp and has completed an audit of the program. The outcome of the audit was that funded levels were adequate. The contributions were decreased as a result of the audit.

The addition of a Risk Manager will assist with claims and identifying safety issues that should keep workers' comp claims low and enhance student safety.

Cost reductions are also necessary to ensure ongoing financial stability. There is a great deal of work that is being done to look at cost reductions, but more may be needed if outside funding is not forthcoming.



## Restoration/Reaffirmation Evaluation Visiting Team Report

While there are significant improvements, the focus on FTES generation is very important to continuing the positive direction. The scenarios address the revenue short falls if FTES increase is not realized, but more may need to be done to look at possible program reductions if FTES cannot be recouped.

**Evidence reviewed:**

Short term borrowing agreement with the City and County of SF,  
 Stability Plan,  
 Risk Services job description and website.  
 Board Policies  
 Cash Management Report

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard III.D.9?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b>                      There is currently sufficient cash flow. A great deal of work has been done to address possible outcomes if funding is not forthcoming and/or FTES is not restored but continued focus on FTES is necessary.</p>	<b>X</b>	
<p>The college fully meets Standard III.D.9.</p>		
<p><b>Recommendation (if any):</b></p>		

*10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

**Factual findings of current condition:**

Oversight of finances is achieved through the various participative governance committees and regular Board reports. Through the committee structure, alternative scenarios have been developed that address a variety of possible outcomes. These have been widely shared and are part of the 16-17 budget document.

Financial Aid, externally funded programs and grants all have appropriate oversight through the audit process and the subsequent reporting to the appropriate agencies.

The Bookstore is run by Follet and provides significant income to the College.

Contracts are run through the legal department as well as risk management to make sure that all appropriate codicils are present.

The Foundation is a separate entity and is not part of the College oversight.

The College has recently had the Diego Rivera mural appraised to determine the appropriate level of insurance. Additionally, the College conducted a Workers' Comp audit to ensure that there were adequate reserves in the self-insurance fund.

## Restoration/Reaffirmation Evaluation Visiting Team Report

**Evidence reviewed:**

Board Policies  
 CCSF Purchasing Website  
 Example contracts for services  
 Art Appraisal  
 Workers Comp Audit

*CONCLUSIONS*

<b>Does the institution fully meet Standard III.D.10?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>The College does have a good handle over the operational activities and robust Board policies that ensure appropriate oversight of finance and the areas that can impact finances.</p> <p>The college fully meets Standard III.D.10.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

**Liabilities**

11. *The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.*

**Factual findings of current condition:**

The College has developed and the Board approved a “Plan for Long Term Stability.” The short term liabilities are relatively small for a college the size of CCSF. However, the OPEB liability is substantial. The latest actuarial study does show a significant reduction in the Liability, however. This is primarily due to the number of employees who have left the College since the last study.

When the parcel tax was initially passed, it was during a time when it was unclear whether state wide Prop 30 was going to pass. Once both passed, the College made every effort to put funds aside for OPEB as well as set up an irrevocable trust. Additionally, the District and the bargaining units agreed on employee participation in the future cost of life time benefits. This is a major step forward. A termination of the life time benefits for future employees would be more effective but it is understood that there is are strong pressures to continue the program and cost sharing is an excellent step.

Some of the added funds were used to supplement scheduled maintenance and enhance technology while the College was receiving stability funding along with the sales tax and parcel tax.

## Restoration/Reaffirmation Evaluation Visiting Team Report

The bargaining units agreed to a three-year contract with increases on the salary schedule that would sunset if certain conditions were not met: Measure B needs to pass and FTES needs to increase.

The College has passed two very large local prop 39 bonds that have built facilities and renovated others. The planning for these was supported by the Educational and Facilities Master Plans.

The College uses the Fusion model for Total Cost of Ownership, but Board policy sets out a very high standard of equal services at all location. This type of diversification provides wonderful services to the local neighborhoods within the city of San Francisco but is difficult to sustain if enrollment continues to decline.

The Facilities Master Planning process identified operations within the City that might not be sustainable. This is an avenue that should be further explored if enrollments do not return at expected levels.

One of the goals of the Education Master Plan focuses on streamlining operations so that they are more sustainable.

**Evidence reviewed:**

Plan for Long Term Stability  
 Five Year Capital Plan  
 Education and Facilities Master Plan  
 Fusion TCO  
 Board Policy  
 Parcel Tax  
 Union contracts  
 CCSF 311

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard III.D.11?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>The College has done a good job of utilizing the Educational and Facilities Master Plans to fulfill the educational promise to the tax payers. While the plan fits the way that San Francisco is configured, it may not be sustainable if FTES does not return.</p> <p>The college fully meets Standard III.D.11.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

*12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated*

## Restoration/Reaffirmation Evaluation Visiting Team Report

*absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.*

**Factual findings of current condition:**

The College has very limited short term leases as a percentage of expenditures. However the OPEB is a much bigger problem. There is \$6M set aside against a \$144M future liability. There does appear to be a schedule to continue to the savings amount.

The College has made strides toward reducing the impact of the OPEB liability. The College continues to support the pay as you go portion while setting aside an increasing amount from the general fund and the parcel tax as well as participation from the bargaining units. This participation was one of the recommendations from the previous report. If all goes as estimated, CCSF plans to move from 67% funding to 105% by 2036. Although the Unions are assisting, the increasing participation rate may not be enough to reduce future costs. Further steps might be necessary.

**Evidence reviewed:**

Annual Financial Report  
 2014 Actuarial Report  
 2016 Actuarial Report  
 Bargaining agreement

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard III.D.12?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>The College is planning for long term liabilities, but if all does not go as planned, further steps might be necessary.</p> <p>The college fully meets Standard III.D.12.</p>	<p><b>X</b></p>	
<b>Recommendation (if any):</b>		

*13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

**Factual findings of current condition:**

The system as a whole has benefited from the reduction of state wide deferrals and this has reduced the need for short term borrowing. The College has entered into an agreement with the

## Restoration/Reaffirmation Evaluation Visiting Team Report

City of San Francisco to insure a safety net. The College has made significant improvements in this area with a reduction of \$40M from the reduced deferrals and increased revenue from the parcel tax and sales tax.

The College has passed two Prop 39 bonds. In the previous fiscal year, a refinancing was completed to reduce the cost to the tax payers. However, with the high level of assessed valuation, there is no problem with repayment of these two issuances.

**Evidence reviewed:**

Short term borrowing Agreement with City and County of SF  
 Bond Refinancing  
 Audit Report

### *CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard III.D.13?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b>                      The College is currently working to limit locally incurred debt.</p>	<b>X</b>	
<p>The college fully meets Standard III.D.13.</p>		
<p><b>Recommendation (if any):</b></p>		

*14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

**Factual findings of current condition:**

Bond issuances are funded by the tax payers. With the very high tax base in SF it is unlikely that this debt rises above the allowable Proposition 39 level.

Grant activities are handled with the same level of integrity as the other funds of the District with the added protocol of the Grant Approval Form prior to application and the separate reporting requirements.

Auxiliary activities have reduced any liabilities and become profit centers since the Bookstore is outsourced. This has been done so that each location has access to books and appropriate learning material either on site or online.

The Foundation continues as a separate 501(c) 3 and provides scholarships to students.

**Evidence reviewed:**

Annual Financial Report  
 Board Policy and AP's  
 Grant Approval Forms

## Restoration/Reaffirmation Evaluation Visiting Team Report

### CONCLUSIONS

<b>Does the institution fully meet Standard III.D.14?</b>	<b>YES</b>	<b>NO</b>
<b>Comment:</b> The College handles these funds with integrity.	<b>X</b>	
The college fully meets Standard III.D.14.		
<b>Recommendation (if any):</b>		

15. *The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.*

<b>Factual findings of current condition:</b>
The College is consistently below the Federal Default rate. The Financial Aid department is subject to an OMB-133A audit each year and there have been no findings related to the disbursement or cash management or default rates in any of the last three years of audits.
<b>Evidence reviewed:</b>
Student Default Rates for four years Financial Report

### CONCLUSIONS

<b>Does the institution fully meet Standard III.D.15?</b>	<b>YES</b>	<b>NO</b>
<b>Comment:</b> The College monitors and manages the financial aid program and default rate to ensure compliance with Title IV.	<b>X</b>	
The college fully meets Standard III.D.15.		
<b>Recommendation (if any):</b>		

### Contractual Agreements

16. *Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.*

## Restoration/Reaffirmation Evaluation Visiting Team Report

**Factual findings of current condition:**

There are appropriate processes, procedures and Board policies in place to ensure that contracts have integrity and are within the scope of the institutional mission. The legal department reviews all contracts. The contracts presented have the appropriate covenants. Board policy allows for the use of prequalification, if in the best interest of the District, and ensures that appropriate approvals are received prior to commencement of activity. Ratification is allowed when necessary for operations. The short form contract has all appropriate signatures, dollar limits and the criteria for independent contractor vs employee is part of the check list at the back. Regardless of the amount, all Purchase Orders go to the Board for approval/ratification. These practices ensure that every precaution is taken to minimize risk to the College.

**Evidence reviewed:**

Board Policies  
 Short term forms  
 Contract with Dr. Jim Riggs  
 Meeting with Chief Counsel and  
 Risk Manager

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard III.D.16?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b>                      Contractual agreements are consistent with policy and within the scope of the mission at a minimum of risk.</p> <p>The college fully meets Standard III.D.16.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

# Restoration/Reaffirmation Evaluation Visiting Team Report

## Standard IV: Leadership and Governance

*The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.*

### A. Decision-Making Roles and Processes

- 1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.*

#### **Factual findings of current condition:**

The Participatory Governance System and the Collegial Governance system (the Academic Senate, with opportunities for participation by Classified and Students) provide the framework for groups to participate in innovative practices and to assure effective planning and implementation.

One of the examples of innovation examined was Leading from the Middle (LFM), a collaborative initiative and task force that worked in conjunction with the statewide Research and Planning Group (RP Group) to create innovative projects that would lead to greater student success. LFM began as a Shared Governance initiative of the Academic Senate's Professional Development subcommittee and went through the Collegial Governance System. Regular reports were made to the Academic Senate by the faculty chair of the Senate Professional development subcommittee. LFM also became part of the institution's Professional Development Plan. The initiative was later adopted district wide by group led by a steering committee led by a faculty member, an administrator, a classified staff member, and a member of the RP Group. The innovative projects such as Culinary Assessments and e-Portfolios, are in the process of being implemented.

Another example of innovation that was examined was the College's Equal Access to Success Emergency Task Force (EASE), a workgroup created by the Chancellor as a result of an ACCJC Restoration directive in January 2015. The 35 member EASE Task Force, which was created to ensure equitable access to services at all centers, has been led by tri-chairs: a classified member, a faculty member, and an administrator. The EASE Plan shows extensive analysis and work. EASE has become the mechanism to connect the centers more closely to the district generally, and outcomes thus far have included the hiring of a Student Service Specialist to coordinate essential services at each center as well as improved services (e.g., library materials) at the centers. This Task Force was recently renamed to become the Equal Access to Success Evaluation Task Force, with a clear focus on evaluation going forward. Preliminary evaluations have taken place and some improvements, such as improved signage



## Restoration/Reaffirmation Evaluation Visiting Team Report

at some centers, have been made. The institution's student survey is currently being updated to include questions pertaining to the improvements made as a result of the work of the EASE Taskforce. It is suggested that the college institutionalize the work of the EASE Taskforce so that its work and review of services at all the centers continues into the future.

The Fantastic Five is a group of administrators and faculty coordinators, primarily, who came together to integrate and coordinate efforts and funding requests associated with Basic Skills, Equity, and SSSP. In addition to working together in their own groups (e.g., SSSP), they formed the Fantastic Five, which also includes representatives from the Adult Education Block Grant, Perkins, and Strong Workforce Program. This group, which has been together for some time and is noted in the RRP as an advisory body, is focused on leveraging human as well as financial resources, preventing duplication of funding requests, standardizing (as much as is possible) assessment practices, refining processes, and sharing information and best practices. The institution recognized the need for such integration well before the state integrated its efforts around the same initiatives. One outcome has been the creation of a CTE online Guide that has been repackaged and reorganized to be more student-friendly. While informal formative assessment of this group's efforts has taken place, the group may want to consider a more formal evaluative component in order to recognize and implement additional improvements going forward.

Representatives from both LFN, EASE, and the Fantastic Five indicate that they have all been supported and encouraged in their efforts by institutional leaders.

The Participatory Governance Committee (PGC) is at the center of participatory governance work, and innovations, such as the work of the EASE Taskforce, are brought to the committee. With four members from each constituency group, the PGC provides for equitable voices. Interviews with constituency group members confirm that all groups, including students, feel that they have a significant opportunity to participate and for their voice to be heard. The PGC's standing committees also include representatives from each of the constituency groups. These committees include Accreditation, Diversity, Enrollment Management, Planning, Information Technology, and Capital Projects Planning (Facilities). The budget is overseen by the PGC but discussions are underway about adding it as an additional committee under the PGC, and some discussions are taking place about including Professional Development as an additional standing committee.

Faculty and staff indicate that the PGC has provided a forum for all constituent groups to meet in one place. Prior to the PGC, the process for the groups to come together was more "hit and miss," and many times not all groups were represented.

All constituency groups also provided input into the College's Roles, Responsibilities, and Processes (RRP) Handbook, another collaborative effort which describes the processes for program review, college wide plans, and resource allocation. Created in May 2016, the RRP Handbook was built on what was already being done and incorporated improvements identified from prior analysis. Its creation helped to clarify and document decision making processes. It is scheduled to be evaluated in fall 2017, with revisions made as needed.

The Restoration Evaluation Team directed that the institution "clarify structures and processes to insure representative and consistent student participation on the PGC," "improve dissemination of information" in order to increase participation, and to "demonstrate routine evaluation of PGC and its subcommittees."

Students have had the opportunity to participate -- and are participating -- in decision making processes. Associated Students' representatives attend the PGC. One of the PGC's recommended goals for the 2016-2017 academic year was a student led initiative. This goal is to "increase greater

## Restoration/Reaffirmation Evaluation Visiting Team Report

awareness of the PGC to the campus community via marketing strategies." Additionally, students have had the opportunity to participate in PGC standing committees and have seats on most Academic Senate committees. While it remains a challenge for students to attend all meetings and to report back to the Associated Students' Executive Council, significant efforts by the institution to include students have been made. Interviews with students indicate the representatives from the Academic Senate, the Classified Senate, the Administration, and the AFT have attended Associated Students' Executive Council meetings to provide updates and to encourage student involvement. Student involvement in campus-wide committee work can be challenging, and the institution may want to examine additional ways to help students acclimate and integrate to committee work (specific to that committee) so that they have a greater understanding and are more willing to participate on an ongoing basis.

The college has a variety of methods for communicating with the college community. These include college-wide emails, City Notes, the Chancellor's Flex Day address, the Chancellor's Mailbag, Town Hall meetings, the "College Conversations" among others. Additionally, "First Friday" meetings, led by the Chancellor have been reinstated to provide an additional forum for discussion. While "First Friday" meetings are directed to campus leaders from all groups including deans and department chairs, they are open to everyone.

Internal and external evaluations of PGC and its standing committees have taken place, with each committee reviewing the results and providing a set of improvement goals to PGC.

**Evidence reviewed:**

1. Leading from the Middle documents, including portions of the district's Professional Development Plan.
2. Academic Senate minutes
3. The EASE Plan
4. The Roles, Responsibilities, and Processes (RRP) Handbook
5. Communications about Town Hall meetings, City Notes, Chancellor's Mailbox, etc.

### *CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard IV.A.1?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b> The institution encourages innovation and supports those taking initiative to improve practices, programs, and services. Through the Participatory Governance Council (PGC); program review and the allocation of resources explained in the Roles, Responsibilities, and Processes (RRP) Handbook; and the Collegial Governance system of the Academic Senate, processes exist for planning and implementation of innovative ideas.</p> <p>The college fully meets Standard IV.A.1.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

3. *The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.*

# Restoration/Reaffirmation Evaluation Visiting Team Report

**Factual findings of current condition:**

The institution has established and implemented policies and procedures authorizing participation of constituent groups in decision-making processes. Most notably, these include BP 2.07, for Participatory Governance, and BP/AP 2.08 for Collegial Governance. BP 2.07 explains the process by which committee or workgroups are formed and representatives appointed. The Operational Guidelines for Participatory Governance are being converted into AP 2.07, with constituency group approval completed and final approval from the PGC expected later in October, 2016. The RRP Handbook clearly defines roles and further explains how constituency group members provide input into decision making processes involving the development of program reviews, college wide plans, initiatives, BPs and APs, and resource allocation. The RRP Handbook also speaks to the interface between the Participatory Governance System and the Collegial Governance System with the Academic Senate. Student participation is ensured through BP/AP 2.07 and the RRP Handbook and is discussed extensively in 1 above.

**Evidence reviewed:**

BPs 2.07, 2.08, AP 2.08, Operating Procedures for PGC (in process of becoming AP 2.07 - gone through first read of Senate)  
 RRP Handbook  
 Agendas for PGC  
 Webpages for standing committees – Planning, Diversity, and Enrollment Management

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard IV.A.2?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b>            The institution has established and implemented policies and procedures for all constituency groups, including students, to participate in decision-making processes. Through committees and subcommittees, individuals can bring forward ideas and work together on appropriate policy, planning, and special projects.</p> <p>The college fully meets Standard IV.A.2.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

3. *Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.*

**Factual findings of current condition:**

BP/AP 2.07, BP/AP 2.08, and the RRP Handbook explain administrative and faculty roles in various situations (e.g., when Academic and Professional Matters are involved or partially involved, etc.) The Participatory Governance Committee is chaired by an administrator who is appointed by the Chancellor. Through the PGC and its standing committees as well as through various workgroups and taskforces, administrators and faculty members have substantive and clearly defined roles and exercise a substantial voice in policies, planning, and budget that relate to their areas of responsibility and expertise. The PGC provides recommendations to the Chancellor. The RRP

## Restoration/Reaffirmation Evaluation Visiting Team Report

handbook, with clear steps/"phases" and associated flowcharts makes processes for various scenarios clear.

BP 1.15 gives authority to the Board to adopt policies authorized by law and provides the Chancellor the authority to approve APs for implementing board policies. BP 1.16 ensures that meetings of the Board, PGC and Academic Senate, where actions may be taken, are posted in advance and accessible to the college community.

The Academic Senate oversees the Collegial Governance system. PGC standing committees dealing with academic and professional matters work with the Academic Senate for review and recommendation. The Academic Senate welcomes input from other constituency groups into areas that involve Academic and Professional Matters. Academic Senate committees include representatives from the administrative, classified, and student constituency groups, so that campus-wide plans such as those for Basic Skills and Equity include input from those with expertise in those areas. For example, the Academic Senate committee for Commencement is chaired by a classified staff member.

The "Fantastic Five" is group of administrators and faculty who collaborate on five key areas: SSSP, Student Equity, Adult Basic Education, Professional Development, and Basic Skills. This group's role in developing some college-wide plans is explained in the RRP Handbook.

In regards to budget, the RRP Handbook explains the various processes for program review, campus-wide plans, and the allocation of resources. Program reviews and college wide plans, both of which include requests for resources, are developed with significant input faculty, administrators, and classified staff. Unit managers and then executives have the opportunity to prioritize resource requests that come through these program review and college wide plan processes.

**Evidence reviewed:**

BP 2.07, Equity Plan, Basic Skills Committee webpage  
RRP Handbook

### CONCLUSIONS

Does the institution <i>fully meet</i> Standard IV.A.3?	YES	NO
<p>Policies, procedures, and the RRP Handbook make clear the roles and voice of administrators and faculty into areas that relate to their areas of responsibility and expertise.</p> <p>The college fully meets Standard IV.A.3.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

*4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.*

**Factual findings of current condition:**

As defined by Title 5, 53200, Board Policy 2.08 recognizes -- and relies primarily upon -- the Academic Senate as the official representative of the faculty in academic and professional matters. The Academic Senate's Constitution (e.g., membership, purpose, election process, terms, etc.), Bylaws (e.g., with clarification about functioning as a Brown Act Committee under Robert's Rules of Order,

## Restoration/Reaffirmation Evaluation Visiting Team Report

etc.) and the Committee Guidelines for the Academic Senate (e.g., establishment of committees citing BP 2.08 and Title 5 53200) provide well defined structures for the responsibility of faculty in regards to academic and professional matters.

AP 6.03 indicates that the Curriculum Committee, a subcommittee of the Academic Senate, uses the Program and Course Approval Handbook (PCAH) as the basis for curriculum and program development. The Curriculum Committee recommends action in these areas to the Chancellor and the Board of Trustees. AP 6.03 explains that the Curriculum Committee contains representatives from administration, faculty, students, and staff. The Associate Vice Chancellor of Instruction serves on the committee, and the Curriculum Committee webpage lists the membership as containing 22 faculty (including those representing Counseling and Library), 6 administrators, 1 classified staff member, and 2 students.

The institution is undergoing an extensive process of creating and/or revising, as necessary, APs and BPs, including those associated with student learning programs and services. A tremendous amount of work has been done in this area, but not all of these policies and procedures are currently updated, including those for Learning Resources/Instructional Support Services and Tutoring. The PGC has a spreadsheet documenting their work in ensuring that policies and procedures needing attention are addressed.

Some structures have been developed to support innovation in the area of student learning and services. The Fantastic Five, a workgroup of faculty coordinators appointed by the Academic Senate and administrative liaisons, meets regularly to discuss, assist, and coordinate implementation of SSSP, Student Equity, and Basic Skills. Individuals associated with Professional Development have also been involved periodically, and in recent months, individual's associated with Perkins and Strong Workforce Program have been included. The EASE Task Force, established in 2015 by the Chancellor, was created to ensure that stable support services exist at all Centers. It has recently transitioned from an "emergency" focus to an "evaluation" focus.

**Evidence reviewed:**

- BP 2.08
- AP 6.03
- BP 6.04
- BP 3.26
- Academic Senate Constitution, Bylaws, and Guidelines for Committees
- Academic Senate webpage
- EASE Task Force webpage and Purpose Powerpoint
- RRP Handbook – regarding Fan 5 codification

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard IV.A.4?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>The institution has policies and procedures as well as well-defined structures in place for faculty and academic administrators to be responsible for making recommendations about curriculum and student learning programs/services. The institution needs to continue its efforts to create and/or update all needed policies and procedures.</p> <p>The college fully meets Standard IV.A.4.</p>	<p><b>X</b></p>	

## Restoration/Reaffirmation Evaluation Visiting Team Report

**Recommendation (if any):**

5. *Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.*

**Factual findings of current condition:**

Through its system of board and institutional governance, specifically BP 2.07, Participatory Governance, and BP 2.08, Collegial Governance: Academic Senate, and AP 2.08, Methods for Collegial Consultation, appropriate consideration of relevant perspectives is ensured. The Participatory Governance Council (PGC) and its six standing committees contains membership from all constituency groups which have the opportunity to appoint representatives with appropriate expertise. The PGC’s standing committees are chaired or led by the individual with the appropriate expertise and responsibility. The Associated Students have opportunities for involvement and leadership through its Associated Students’ Executive Council and on various committees, including the PGC, PGC subcommittees, and appropriate Academic Senate Committees. The Classified Senate is a forum for classified staff to discuss issues with which they have involvement such as the EASE Task Force, and they, too, are represented on the PGC and its standing committees.

Interviews with the Classified Senate indicate that classified staff members feel positive about their involvement in the participatory governance process. Interviews with the Classified Senate indicate that they feel that they are an “integral part of the process” and have a shared responsibility. They feel strongly that they are respected and that their managers are supportive of their participation in the governance process. At times, it is challenging to get classified staff from the various centers to attend meetings at another location, and they have rotated meeting places. The Classified Senate feels that a survey of their membership, in particular, may be helpful in gathering overall classified input.

The Office of Research and Planning, which oversees, the Education Master Plan, tracks progress on institutional plans through the EMP Implementation Matrix. Committee processes with reporting up through the PGC further provide for timely action to be taken on institutional plans.

**Evidence reviewed:**

BP 2.07, BP 2.08 and AP 2.08  
EMP Implementation Matrix

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard IV.A.5?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>The institution assures appropriate consideration of relevant perspectives, decision-making aligned with expertise and responsibility; and timely action.</p> <p>The college fully meets Standard IV.A.5.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

## Restoration/Reaffirmation Evaluation Visiting Team Report

6. *The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.*

**Factual findings of current condition:**

Processes and resulting decisions are documented, with information easily accessible online. These include Board Policies and Administrative Procedures (to the extent that they are up to date) and college plans. The RRP Handbook is easily accessible online as are the PGC Operational Guidelines (which will become AP 2.07). Committee webpages with meeting dates, agendas, minutes and other documents are available. PGC standing committees report back to the PGC and each has its own webpage. The Academic Senate and its subcommittees have clear processes established through BPs/APs as well as regular meetings with agendas, minutes, and documents are readily available. The RRP Handbook explains the collaborative processes of the PGC and the Academic Senate.

Decisions are documented through online minutes and various committee webpages. Communication occurs through these same sources as well as through other venues such as the Chancellor’s Mailbag, Town Hall reports, Academic Senate President Reports, and various emails and newsletters.

**Evidence reviewed:**

- PGC Membership
- PGC Operational Guidelines
- College Plans (Under College Planning Committee)
- Chancellor’s Mailbag
- Academic Senate President Reports
- Associated Students Newsletters

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard IV.A.6?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>Processes for decision-making and the resulting decisions are documented and widely communicated.</p> <p>The college fully meets Standard IV.A.6.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

7. *Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

**Factual findings of current condition:**

Evaluation of the institution’s governance and decision-making policies, procedures, and processes occur regularly.

However, as noted in 4 above, not all policies and procedures are up to date. In some cases, needed policies and procedures did not exist and are being written. The PGC has taken responsibility for

## Restoration/Reaffirmation Evaluation Visiting Team Report

ensuring that the institution is in compliance with BP 1.15, which states that policies will be reviewed in a five year cycle. A tremendous effort has been made to do this work, but significant work remains. As a suggestion, the institution should continue its significant efforts in this regard and the Agenda Review Committee of the PGC should consider including BPs/APs as a standing item on PGC agendas until this system of continual review is fully in place.

The PGC is evaluated both internally (by members of the PGC) and externally (by members of the campus community). The PGC now has an Evaluation Workgroup with members from each constituency group. This workgroup reviews the internal and external responses and makes recommendations for improvement to the PGC. The recommendations, such as the creation of an Agenda Review Committee and an online form for constituent groups to propose agenda items, are thoughtful and extensive. Evaluations of the PGC have been ongoing for at least three years. Additionally, the Office of Research and Planning makes a presentation to the PGC on the evaluation process and on overall recommendations.

The PGC standing committees are also evaluating themselves on their processes and on how well they are completing the work associated with their purpose and responsibility. For each group, the raw data is shared and discussed. Each standing committee creates an overall analysis of the evaluation and a list of improvements. These reports are presented to the PGC.

The Collegial Governance System (the Academic Senate) conducts an internal and external evaluation of the Executive Council and committees. Additionally, they conduct their own program review, with results from their evaluation as a component. Numerous changes/improvements have been adopted in response to the evaluations, with evidence of those changes/improvements included in the ISER. The five Senate goals for 2014 have been completed, the creation and adoption of the RRP Handbook, which maps the processes for how Collegial Governance and Participatory Governance work together, being one of them.

The Classified Senate and Associated Students participated in the evaluation of the Participatory Governance system and the standing committees.

**Evidence reviewed:**

- PGC Internal Evaluation and comments, and summary of evaluation for 2014 and 2015.
- PGC Agenda from November, 2015.
- PGC Agenda Proposal form
- Online spreadsheet to track progress of AP/BP revisions and review by PGC
- Need to see PGC standing committee evaluations
- Need to see Academic Senate internal and external evaluation of the Executive Council and committees
- Academic Senate program review 14/15
- Academic Senate Exec Council Actions taken spreadsheet
- Academic Senate submission form (for agenda items)
- Academic Senate website
- RRP Handbook
- Classified Senate minutes 6-15-16 which show some discussion of evaluation of PGC

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard IV.A.7?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>The institution's governance and decision-making policies, procedures, and processes are regularly evaluated. The institution widely communicates the results of these evaluations and uses them for improvement.</p>	<b>X</b>	



## Restoration/Reaffirmation Evaluation Visiting Team Report

The college fully meets Standard IV.A.7.		
<b>Recommendation (if any):</b>		

### B. Chief Executive Officer

1. *The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

**Factual findings of current condition:**

The Chancellor is actively engaged in a broad array of activities. The Chancellor provides leadership over the college as a whole, delegates responsibility to and communicates regularly with the management team and engages appropriately with others in the college. The Chancellor started her tenure at a time the institution was placed on restoration status by the ACCJC. The Chancellor was faced with numerous issues including accreditation, governance and fiscal problems.

Effective leadership in planning and organization is evidenced by establishing Equal Access to Emergency Task Force to ensure equal student services at all centers, Enrollment Management Plan to guide enrollment growth, and the Facilities Master Plan following the completion of the Education Master Plan.

Effective leadership in budgeting is demonstrated through active participation on the Participatory Governance Council, by aligning comprehensive program review with resource allocation, and by initiating six-year budget projections, thus implementing a system for effective long term budget planning.

Effective leadership in selecting and developing personnel was exhibited by strengthening the top level administration to include four Vice Chancellors and by establishing an ongoing staff development program for administrators.

Effective leadership in assessing institutional effectiveness was achieved by providing an ongoing cycle of assessment of all course and program SLOs at least once every three years, initiating an annual review and evaluation of college vision and mission, and undergoing a review of college performance indicators and goal setting.

**Evidence reviewed:**

Role, Responsibilities, and Processes charts and narratives  
 EASE Task Force Final Draft  
 Draft Enrollment Management Plan  
 Facilities Master Plan Website

# Restoration/Reaffirmation Evaluation Visiting Team Report

*CONCLUSIONS*

<b>Does the institution fully meet Standard IV.B.1?</b> <b>Comment:</b>  The college fully meets Standard IV.B.1.	<b>YES</b>	<b>NO</b>
<b>X</b>		
<b>Recommendation (if any):</b>		

*2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

<b>Factual findings of current condition:</b> The Chancellor has established an administrative structure that is meeting the needs of the students and the community.  The Chancellor has established and strengthened the divisions of Vice Chancellor of Academic Affairs, the Vice Chancellor of Administration, the Vice Chancellor for Human Resources and Employee Relations, and the Vice Chancellor of Student Development with clear delegation of responsibilities.
<b>Evidence reviewed:</b> All evidence provided with the report was reviewed and confirmed through interviews with associated Vice Chancellors and other administrators.

*CONCLUSIONS*

<b>Does the institution fully meet Standard IV.B.2?</b> <b>Comment:</b>  The college fully meets Standard IV.B.2.	<b>YES</b>	<b>NO</b>
<b>X</b>		
<b>Recommendation (if any):</b>		

*3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:*

- establishing a collegial process that sets values, goals, and priorities;*
- ensuring the college sets institutional performance standards for student achievement;*
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*

## Restoration/Reaffirmation Evaluation Visiting Team Report

- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *ensuring that the allocation of resources supports and improves learning and achievement; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

**Factual findings of current condition:**

The Chancellor was delegated by the Board of Trustees to consult collegially with the Academic Senate concerning academic and professional/10 + 1 matters. The Chancellor meets regularly with representatives of classified employees, students and administrators. The Chancellor also meets with the Labor Management Council to consider issues of importance to classified union members.

The Chancellor has established a collegial process that establishes values, goals, and priorities.

A system for setting institutional performance standards for student achievement has been established by the Chancellor.

Evidence shows that evaluation and planning rely on research and analysis of generated data.

Educational planning is integrated with resource planning and allocation to support student achievement and learning.

Procedures for evaluating overall institutional planning and implementation have been established.

**Evidence reviewed:**

All evidence provided has been reviewed and supported by interviews with the planning committee, Participatory Governance Council members, and the Associate Vice Chancellor for Institutional Development.

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard IV.B.3?</b>	<b>YES</b>	<b>NO</b>
<b>Comment:</b>	<b>X</b>	
The college fully meets Standard IV.B.3.		
<b>Recommendation (if any):</b>		

4. *The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission*

## Restoration/Reaffirmation Evaluation Visiting Team Report

*policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.*

**Factual findings of current condition:**

The Chancellor has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

The Chancellor met regularly with the Accreditation Liaison Officer, the Accreditation Leadership Committee, as well as the Accreditation Steering Committee. Accreditation was also a regularly scheduled agenda item for the weekly Chancellors Cabinet meetings. The Chancellor also organized a special study session for the Governing Board on Accreditation.

**Evidence reviewed:**

All evidence provided was reviewed and interviews with those involved with the self-study supported the Chancellors leadership role in accreditation.

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard IV.B.4?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>The college fully meets Standard IV.B.4.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

5. *The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.*

**Factual findings of current condition:**

The Chancellor communicates the District’s statutes, regulations, and Board policies with staff, students, faculty and administrators. It is referred in job descriptions, discussed during New Employee Orientation and evaluated during annual staff performance reviews. Board Policies and Administrative Procedures are posted on the College website. The alignment between institutional practices, mission statement, strategic goals and Board Policies is maintained through groups like the Collegial Governance System, Participatory Governance Council, Chancellor’s Cabinet and administrative team.

Through program review, the Chancellor assures that the budget planning is tied to the mission statement, the Education Master Plan, college priorities, and other planning documents that

## Restoration/Reaffirmation Evaluation Visiting Team Report

<p>establish strategic goals for the College.</p> <p>Board Policies and Administrative Procedures are posted on the college website.</p>
<p><b>Evidence reviewed:</b> Addressed in narrative</p>

*CONCLUSIONS*

<p><b>Does the institution fully meet Standard IV.B.5?</b></p> <p><b>Comment:</b></p> <p>The college fully meets Standard IV.B.5.</p>	<p><b>YES</b></p>  <p><b>X</b></p>	<p><b>NO</b></p>
<p><b>Recommendation (if any):</b></p>		

6. *The CEO works and communicates effectively with the communities served by the institution.*

<p><b>Factual findings of current condition:</b></p> <p>The Chancellor meets and communicates regularly with the College throughout the year at convocation, Board meetings, public forums, emails, constituent groups’ meetings, the governance councils, informal meet-and-greet activities. These comprehensive events place a major emphasis on student success. Finally, the Chancellor meets frequently with external constituent groups and community and business leaders such as chamber members, Mayor’s Education Leadership Council, local school districts and university and colleges.</p> <p>The Chancellor communicates with the college community at large throughout the year at various occasions. The Chancellor also interacts with the external community through membership in the Chamber of Commerce, Workforce Investment San Francisco Board, the Board of the Foundation of City College of San Francisco, and the Mayor's Educational Leadership Council. The Chancellor also regularly communicates with the San Francisco Unified School District Superintendent and the San Francisco State University President and has regular meetings with various political leaders.</p>
<p><b>Evidence reviewed:</b></p> <p>All evidence offered with the report was reviewed.</p>

*CONCLUSIONS*

<p><b>Does the institution fully meet Standard IV.B.6?</b></p> <p><b>Comment:</b></p> <p>The college fully meets Standard IV.B.6.</p>	<p><b>YES</b></p>  <p><b>X</b></p>	<p><b>NO</b></p>
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# Restoration/Reaffirmation Evaluation Visiting Team Report

**Recommendation (if any):**

## C. Governing Board

1. *The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)*

**Factual findings of current condition:**

Board Policies related to hiring faculty and administrators comply with sections in Title 5 and the Ed Code related to minimum qualifications  
 Administrative Procedure 6.03 (Course Development) directs the college to follow Title 5 regulations in the award of credit for units.  
 Board Policy 5.06 (Degrees and Awards) provides that CCSF awards the Associate Degree in accordance with Title 5  
 Board Policy 6.07 (Standards of Scholarship) requires compliance with Title 5 as it relates to grading practices.  
 Governing Board Policy 6.01 encourages effective student learning programs and services by promoting continuous quality improvement of those programs and services.  
 The Governing Board is presented with relevant and current data from the Office of Research and Planning to make informed decisions that support student success and the mission of the College.  
 Board Policies 1.02 and 8.01 assure that maintaining fiscal stability is a key board function, assign the responsibility to the governing board to develop a balanced annual budget, and require that the budget address the District's long-term mission, goals, and commitments.  
 The process for budget adoption is described in AP 8.01.  
 The Board develops its financial planning based on six-year projections. The Board has reviewed multiple enrollment and budget projections recently due to the instability of the enrollment levels over the past several years and the use of stability funding from the state to maintain services and programs.

**Evidence reviewed:**

All evidence provided was reviewed as well as the GB policy information provided by the college website. Several Governing Board members were also interviewed.

### CONCLUSIONS

<b>Does the institution fully meet Standard IV.C.1?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>The college fully meets Standard IV.C.1.</p>	<b>X</b>	

## Restoration/Reaffirmation Evaluation Visiting Team Report

**Recommendation (if any):**

2. *The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.*

**Factual findings of current condition:**

Board Policy 1.17 (Governing Board Code of Ethics) mandates that the Governing Board Trustees support all collective decisions regardless of their individual votes. The Governing Board exercises power only through the decisions it makes as a group, and Governing Board members have no authority to act on behalf of the District (according to BP 1.29 \concerning the Community and the Board).

There is evidence, for example in the naming of the football stadium, where GB members have initially disagreed but then after a vote have collectively supported the outcome from their vote. The Special Trustee assigned to the college determined that the Board has consistently acted as a collective entity for his tenure throughout most of 2015.

**Evidence reviewed:**

Evidence provided with the Accreditation Report was reviewed. Several Governing Board members were interviewed.

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard IV.C.2?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b></p> <p>The college fully meets Standard IV.C.2.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

3. *The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.*

**Factual findings of current condition:**

The Governing Board is in the process of approving a new hiring process to be used in the near future for hiring the next Chancellor. The current Chancellor is filling an interim position which will be completed in June 2017.

A current Board Policy exists, BP 1.25 ( Chief Administrator, Selection and Term of Office), but the Board felt that it should be improved and will soon be considering recommendations from the Academic Senate related to creating an improved process for hiring a new Chancellor. The College has a process, but it has also initiated the creation of an improved process for hiring the next Chancellor.

## Restoration/Reaffirmation Evaluation Visiting Team Report

**Evidence reviewed:**

All evidence provided with the report. Several Governing Board members were interviewed.

*CONCLUSIONS*

<p><b>Does the institution <i>fully meet</i> Standard IV.C.3?</b></p> <p><b>Comment:</b></p> <p>The college fully meets Standard IV.C.3.</p>	<b>YES</b>	<b>NO</b>
	<b>X</b>	
<b>Recommendation (if any):</b>		

4. *The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)*

**Factual findings of current condition:**

Voters elect the Board members in accordance with California state law (Ed Code section 72103), Board Policy 1.01, and the Charter of the City and County of San Francisco. The Board of Trustees returned to full power on July 1, 2015 with the Special Trustee serving in an advisory capacity since January 1, 2016.

Governing Board Policy 1.17A provides that the Board shall represent all segments of the community in advocating for the best interests of the community. The Governing Board represents a diverse cross-section of the San Francisco population, and the Governing Board also includes a Student Trustee.

All of the relevant policies governing the Boards independence in policy making have been revised and updated in 2014.

Board Policy 1.02 requires all Board business to be conducted in open and public meetings except those matters authorized to be held in closed session.

**Evidence reviewed:**

All evidence provided by the report. Several Board members were interviewed.

*CONCLUSIONS*

<p><b>Does the institution <i>fully meet</i> Standard IV.C.4?</b></p> <p><b>Comment:</b></p> <p>The college fully meets Standard IV.C.4.</p>	<b>YES</b>	<b>NO</b>
	<b>X</b>	
<b>Recommendation (if any):</b>		



## Restoration/Reaffirmation Evaluation Visiting Team Report

5. *The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.*

**Factual findings of current condition:**

The Board has policies and administrative procedures for shared governance, for hiring procedures for all categories of personnel, and for institutional effectiveness to ensure the quality, integrity of the learning programs and services at the institution.  
 The Board has policies for budget preparation and fiscal accountability through which it ensures that the annual budget supports the districts Education Master Plan.  
 The Board exercises ultimate responsibility for educational quality through a number of policies including:  
 BP 5.06 on Award of Degrees and Certificates  
 BP6.01 on Improvement of Programs and Offerings  
 BP 6.03 for Course and Program Development and Approval Processes  
 BP 5.03 for Planning and Development of Student Services  
 BP 6.07 for Promulgation of Procedures for Student Attendance, Auditing, Grading, and other Matters related to Student Achievement.  
 All the stated board policies were checked for currency and interviews were conducted with the outgoing Special Trustee as well as with some of the new Board of Trustees.

**Evidence reviewed:**

We reviewed the policies which were verified to be present and updated. Interviewed the Special Trustee as well as several Governing Board members.

*CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard IV.C.5?</b>	<b>YES</b>	<b>NO</b>
<b>Comment:</b>	<b>X</b>	
The college fully meets Standard IV.C.5.		
<b>Recommendation (if any):</b>		

6. *The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

**Factual findings of current condition:**

The College's governing board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures are all accessible on the College's website.

**Evidence reviewed:**

The College's website was reviewed.

## Restoration/Reaffirmation Evaluation Visiting Team Report

### CONCLUSIONS

<b>Does the institution <i>fully meet</i> Standard IV.C.6?</b>	<b>YES</b>	<b>NO</b>
The college fully meets Standard IV.C.6.	<b>X</b>	
<b>Recommendation (if any):</b>		

*7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.*

<p><b>Factual findings of current condition:</b>          The new Board of Trustees has begun to operate in a manner consistent with its policies and bylaws as verified by the Special Trustee. The Board, together with the Chancellor, have completed the revision and updating of more than 75% of the policies and this activity is ongoing with a great level of success. The College leadership and the Governing Board have embarked on a very impressive path of not only updating and revising the old policies, but of developing new board policies and procedures to address missing areas requiring policies. They have clearly identified both areas where the board policies need updating as well as the areas where new board policies need to be created. Although the work is not fully completed, a substantial amount of the task has been accomplished and a plan is being implemented to complete the remaining work.</p>
<p><b>Evidence reviewed:</b>          A complete tabulation of the updated existing policies as well as all of the new ones that have been developed has been reviewed.</p>

### CONCLUSIONS

<b>Does the institution <i>fully meet</i> Standard IV.C.7?</b>	<b>YES</b>	<b>NO</b>
<p><b>Comment:</b>          An impressive amount of work has been accomplished in a relatively short time, and the College's commitment to complete the remaining task during the coming year seems to be feasible.</p> <p>The college fully meets Standard IV.C.7.</p>	<b>X</b>	
<b>Recommendation (if any):</b>		

*8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.*

## Restoration/Reaffirmation Evaluation Visiting Team Report

**Factual findings of current condition:**

The Board regularly reviews key indicators of student success and learning including:  
 Institutional Effectiveness Performance Indicators for the Institutional Effectiveness Partnership Initiative (IEPI)  
 Institution Set Standards  
 Student Success Scorecard  
 Education Master Plan progress updates  
 Comprehensive analysis of the extent to which the College successfully carries out its mission  
 Student Equity Plan

**Evidence reviewed:**

Board Agendas and Minutes were reviewed to confirm that these reports were made.

*CONCLUSIONS*

<p><b>Does the institution <i>fully meet</i> Standard IV.C.8?</b></p> <p><b>Comment:</b></p> <p>The college fully meets Standard IV.C.8.</p>	<b>YES</b>	<b>NO</b>
	<b>X</b>	
<b>Recommendation (if any):</b>		

*9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

**Factual findings of current condition:**

The Board has policies showing its commitment to ongoing training and development as well as a detailed orientation for new board members. There is evidence that the new Board of Trustees have undergone training on numerous subjects including the Brown Act, Board CEO Partnership, District and College Governance, Accreditation, Trustee Roles and Responsibilities, CCSF Budget, Employee Relations and Labor Negotiations, Enrollment Management, CEO Evaluation, Board Goals and Evaluation, Mission Statement, and District Goals and Priorities.

**Evidence reviewed:**

All of the Board training documents were reviewed.

*CONCLUSIONS*

<p><b>Does the institution <i>fully meet</i> Standard IV.C.9?</b></p> <p><b>Comment:</b></p> <p>The college fully meets Standard IV.C.9.</p>	<b>YES</b>	<b>NO</b>
	<b>X</b>	

## Restoration/Reaffirmation Evaluation Visiting Team Report

<b>Recommendation (if any):</b>
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*10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.*

<b>Factual findings of current condition:</b>
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Board Policy 1.23 (Board Self-Evaluation) provides for an annual self-assessment process in conjunction with the Chancellor's self-evaluation. Annual Board Evaluation includes a self-assessment instrument, a public discussion of the results as part of a facilitated retreat, and the development of a set of objectives for the following year. In addition, constituent groups have an opportunity to offer input on the Board's performance as part of this process.

Specific items in the Governing Board Evaluation Survey in May of 2016 were used to assess the Board's effectiveness in promoting and sustaining academic quality and institutional effectiveness.

The Board conducted a semi-annual self-evaluation in January 2016. The Board received input from College constituencies regarding the Board's self-evaluation and distributed a survey to the College leadership asking respondents to rate the extent to which the Board is committed to their own professional growth and participation in trustee development activities.

The Board completed its most recent evaluation in July 2016.

<b>Evidence reviewed:</b> Addressed in narrative
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### CONCLUSIONS

<b>Does the institution fully meet Standard IV.C.10?</b>	<b>YES</b>	<b>NO</b>
<b>Comment:</b>	<b>X</b>	
The college fully meets Standard IV.C.10.		
<b>Recommendation (if any):</b>		

*11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of*

## Restoration/Reaffirmation Evaluation Visiting Team Report

*governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)*

**Factual findings of current condition:**

Board Policy 1.17A provides a Code of Ethics for behavior of the Board. This policy requires that the board assures the opportunity for high quality education for every student within the fiscal limitations of the District, represents all segments of the community in advocating for the best interest of the community, functions as a team seeking to stay well-informed and to act objectively, recognizes that the Board exercises power only through decisions it makes as a group, maintains confidentiality in privileged information, treats staff and employees with courtesy and respect and civility, ensures an atmosphere in which controversial issues can be presented fairly and in which the dignity of each individual is maintained, ensures public input into Board deliberations and adherence to the letter and spirit of open meeting laws and regulations, and prevents conflicts of interest and perceptions of conflicts of interest.

Board Policy 1.19 explicitly prohibits and defines conflicts of interest to assure that Board member interests are disclosed and that they do not interfere with the impartiality of governing body members outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The Board's Code of Ethics includes a clearly defined policy for dealing with behavior which violates its code. Additionally, the Special Trustee established a protocol to address potential violations. The Board adheres to the code and seeks General Counsel as needed.

Board members must annually disclose whether they have any financial interest in the College or District. Currently, none of the Board members have such interest in the College or District. All of the candidates standing for election to the San Francisco Community College District Board of Trustees must file a form, Form 700 (Statements of Economic Interests), no later than the filing date of candidacy and must renew that filing annually.

Board members recuse themselves from voting on matters that may create a conflict of interest or the appearance of a conflict of interest.

**Evidence reviewed:**

All evidence provided with the report. Several Board members as well as the Special Trustee were interviewed.

*CONCLUSIONS*

<b>Does the institution fully meet Standard IV.C.11?</b>	<b>YES</b>	<b>NO</b>
<b>Comment:</b>	<b>X</b>	
The college fully meets Standard IV.C.11.		
<b>Recommendation (if any):</b>		

*12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.*

## Restoration/Reaffirmation Evaluation Visiting Team Report

**Factual findings of current condition:**

Board Policy 1.25 (Chief Administrator: Authority, Selection, and Term of Office), and Board Policy 1.37 (Delegation of Authority to the Chancellor) as well as the Chancellor's contract and evaluation procedures for the Chancellor ensure that the Chancellor has administrative authority to implement and administer Board policy and that the Chancellor is held accountable to the Board for the operation of the District.

**Evidence reviewed:**

All evidence provided by the report as well as interviews with both the Special Trustee and several other Board members.

*CONCLUSIONS*

Does the institution <i>fully meet</i> Standard IV.C.12?	YES	NO
<p><b>Comment:</b></p> <p>The college fully meets Standard IV.C.12.</p>	X	
<p><b>Recommendation (if any):</b></p>		

*13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.*

**Factual findings of current condition:**

The Chancellor ensures the Board is informed about Eligibility Requirements, the Accreditation Standards, Commission Policies, accreditation processes, and the College's accreditation status.

In addition, the Chancellor ensures that the Board is involved in any accreditation process in which Board participation is required.

The Board has attended several training sessions focusing on accreditation. In addition, the College Board's resolution format explicitly links each item under consideration to the relevant accreditation Standards.

The Board receives monthly written updates on accreditation. On October 8, 2015, the Board received a comprehensive report from the Accreditation Liaison Officer on the status of the College's compliance with accreditation standards.

Two Board members serve on the Accreditation Steering Committee. These same Board members, along with an additional member, served on the committee charged with writing the Self Evaluation for Standard IV.C.

**Evidence reviewed:** Addressed in the narrative

## Restoration/Reaffirmation Evaluation Visiting Team Report

### *CONCLUSIONS*

<b>Does the institution <i>fully meet</i> Standard IV.C.13?</b>	<b>YES</b>	<b>NO</b>
<b>Comment:</b>  The college fully meets Standard IV.C.13.	<b>X</b>	
<b>Recommendation (if any):</b>		

### **D. Multi College Districts or Systems**

*Does not apply.*

# Restoration/Reaffirmation Evaluation Visiting Team Report

## Quality Focus Essay Summary

### Identification of Projects

CCSF's overall goal for the Quality Focus Essay is to improve its tools for closing achievement gaps and increase overall student success. In taking on this project, the College is building on some of its strengths. The team found that CCSF's strengths are its passion about what the College does, how many they reach, the "family" ambience, the caring. For most employees it's not just about their ability to gain high completion rates, it's all about fostering a positive and successful journey experience for the students. The College has included disaggregated achievement data as part of each department's Program Review for many years. Attention to achievement gaps in course success led to numerous varied support programs for students, including the projects in ESL and basic skills English and math that are a focus of the College's Equity Plan.

In Spring 2015, CCSF faculty leaders asked all faculty to record student learning outcomes data for every student in every section of every course to create the necessary data to better inform efforts to achieve equity at the College. (The task behind this was phenomenal, and the efforts of specific individuals made this happen. Even though some of those who led the charge were very new hires/employees, it shows that when in need, the College didn't think about who was who but they ALL came together to fix issues.) The Quality Focus Essay now provides the College with the opportunity to take the next steps in making institutional changes that support data-informed decision-making and innovation across the College.

- **Action Project 1:** *Using existing findings as pilots, build a sustainable system for addressing findings resulting from institutional assessment of General Education Learning Outcomes (GELOs) and Institutional Learning Outcomes (ILOs). (Standards I.B, II.A, and IV.A.)*

Areas for improvement that grew out of ILO/GELO assessments:

- Expansion of the use of prerequisites and advisories
- Integration of quantitative reasoning across the curriculum
- Strengthening counseling and teaching faculty collaboration
- Strengthening non-credit assessment
- Creating spaces for student success

CCSF will select at least two of the above areas for improvement to focus on as part of QFE Action Project 1.

- **Action Project 2:** *Close achievement gaps in Basic Skills. (Standard I.B, II.A, II.C, and IV.A.)*

The College chose this project because the Basic Skills portion of the Equity Plan focuses on making lasting institutional-level changes to the delivery of basic skills that have the potential to benefit students beyond the life of the grant funds, and because the College is hoping to add SLO data to equity planning.

The ESL and Basic Skills section of CCSF's Student Equity Plan includes equity-funded interventions that fall into three areas: ESL, English and math. Specific interventions in these areas include:

- Building an ESL Mission Pathway that increases the number of underrepresented minority students who move from noncredit ESL to credit coursework (certificate, degree, or transfer programs)
- Expanding English Sequence Acceleration to increase the number of all students completing the English basic skills sequence
- Creating a Developmental Math Community of Practice that closes achievement gaps through a community of practice that draws on and translates experiences from a Summer Math Academy for African American, Latino, Pacific Islander, and Native American students.



# Restoration/Reaffirmation Evaluation Visiting Team Report

## **Rationale for Action Projects**

Both of these projects will increase overall institutional effectiveness in promoting overall student success. In the process of developing the 2016 Institutional Self Evaluation, the College recognized that in Standards I.B.4 and I.B.6, it needs to create more sustainable and robust institutional processes for implementing data-informed interventions to promote student learning and achievement that build on its work as a vanguard in disaggregating student outcomes data.

In Standards II.A.1, II.A.2, II.A.3, II.C.1, II.C.3 and II.C.5, the College can use what it learns from these projects to better ensure that students attain identified student learning outcomes and to continuously improve teaching and learning strategies to promote equity and student success for all students. In addition, Standard IV.A.1 calls for clearly identifying the means by which all constituent groups receive support in promoting innovation that leads to improvement; Standard IV.A.4 requires that faculty and academic administrators have responsibility for recommendations about

Both Action Projects include measurable goals/outcomes, steps for implementation, timelines for implementation, and responsible parties.