D. Certification of Continued Institutional Compliance with Eligibility Standards

1. Authority

The institution is authorized or licensed to operate as an 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.

City College of San Francisco 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.

City College of San Francisco is accredited 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 on Postsecondary Accreditation and the U.S. Department of Education. [CCSF 2012-13 Catalog, pp. ii and 2]

The College also offers programs accredited by the American Culinary Federation Accrediting Commission, the California Board of Registered Nursing, the Commission on Accreditation of the American Dental Association, the Commission on Accreditation of Allied Health Programs, the Commission on Accreditation for Health Informatics and Information Management, the Federal Aviation Administration, the National Automotive Technicians Education Foundation, and the Joint Review Committee on Education in Radiologic Technology. [CCSF 2012-13 Catalog, p. 2]

In July 2012, the ACCJC issued a show cause sanction to City College of San Francisco. The burden of proof is currently on City College of San Francisco to show why it should continue to be accredited. In October 2012, City College of San Francisco submitted the first of two required reports (the “Special Report”) to the ACCJC to demonstrate progress toward resolving the issues raised by the ACCJC contained within four of the Eligibility Requirements and within 14 Recommendations regarding the Standards. This Institutional Self Evaluation Report, along with the enclosed Closure Report, collectively constitute the “Show Cause Report,” the second of the two required reports.

2. Mission

The institution’s educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

The Board of Trustees publicly affirms the College’s educational Mission Statement and, per Board Policy 1.00 (revised in October 2012), will review it annually in light of internal and external data and update it as necessary based on that review. This change to an annual cycle is in response to one of the ACCJC’s 14 Recommendations that it issued in July 2012. The most recent review of the mission occurred in Fall 2012 as part of the revisions to Board Policy 1.00, is aligned with California Education Code, and utilized data to inform revisions. The current statement explicitly references measuring student learning outcomes to enhance student success.
and equity. The Mission Statement appears in the CCSF Strategic Plan\(^1\) and is published in the official College Catalog. [CCSF Catalog, p. iii] It is also published on the College website. [http://www.ccsf.edu/NEW/en/about-city-college/mission-and-vision.html]

3. Governing Board

The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution’s mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

The seven-member Board of Trustees of the San Francisco Community College District is an independent policymaking board that ensures that the District’s educational mission is being implemented. The Board is also responsible for ensuring the quality, integrity, and financial stability of City College of San Francisco. Members are elected for four-year, staggered terms. To ensure adherence to Board policy regarding conflicts of interest, Board members must disclose whether they have any financial interest (employment, family, ownership, or personal) in the College or the District; at this time, no current Board members have such interest in the College or District. [Board Policy 1.19]

As a result of ACCJC’s July 2012 show cause determination, the Board reviewed its bylaws and policies as contained in Policy Manual Section 1, “The Governing Board, The Community, The Chancellor,” resulting in changes to policies, the elimination of policies, and the development of new policies to be in line with the ACCJC Standards. [Policy Manual Section 1; Board agenda(s) that outline changes to policies, etc.]

In addition, the District revamped its annual assessment, planning, and budgeting process, with Program Review serving as a central mechanism for data-informed decision making—at all levels up to and including the Board—with respect to growth and reduction within the context of supporting the institutional mission. [Reference Board agenda in which planning process was approved]

Moreover, the Board approved a voluntary request for the appointment of a Special Trustee by the State Chancellor for California Community Colleges in September 2012 to assist in Board deliberations and to further enhance Board effectiveness. [September 2012 resolution re. Special Trustee]

4. Chief Executive Officer

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\(^1\) The current Strategic Plan contains the previous Mission Statement; this will be updated to reflect the current Mission Statement at that time.
The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the prerequisite 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.

City College of San Francisco’s chief executive officer (chancellor) is appointed by the Board of Trustees. The chancellor’s primary responsibility is to the institution, and the chancellor possesses the authority to administer board policies. [Board Policy 1.25]

The District recently has undergone transitions in leadership due to the departure of Chancellor Dr. Don Griffin in May 2012. The Board appointed Interim Chancellor Dr. Pamila Fisher as his replacement; Dr. Fisher agreed to stay through the end of October 2012. Subsequently, the Board appointed Dr. Thelma Scott-Skillman to fill the role of Interim Chancellor in November 2012. All transitions have been communicated to the ACCJC. [Board resolutions appointing interim chancellors Fisher and Scott-Skillman; special report cover letter to ACCJC]

5. Administrative Capacity

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

In light of the ACCJC recommendations issued in July 2012, City College of San Francisco continues to undertake organizational restructuring to ensure that staff are appropriately distributed and possess the appropriate preparation and experience to fulfill their roles and functions. The restructuring began with the consolidation of Vice Chancellors into three positions: Vice Chancellor of Academic Affairs, Vice Chancellor of Student Services and Development, and Vice Chancellor of Finance and Administration. Two of these positions are currently interim; permanent hiring for these positions will occur in early Spring 2013. We have developed new organizational charts for Academic Affairs (which includes three Associate Vice Chancellor positions) and for Student Services and Development. Changes in the job descriptions of the administrative positions within these divisions include greater administrative accountability and authority to provide oversight to instructional programs and student services. As a result, we will undergo a hiring process throughout Spring 2013 to fill those positions with July 1, 2013 start dates. Reviews of Finance and Administration and the Chancellor’s direct reports will take place thereafter, with the exception of Research and Planning, which already underwent a reorganization resulting in the establishment of a Dean of Institutional Effectiveness position (hired in February 2013). Immediate and one-time solutions to meet shortcomings identified by ACCJC within Finance and Administration included the return of one retiree who has historical and in-depth knowledge of District operations as well as contracting with a private firm for part-time consulting services. An examination of evaluation procedures and professional development has accompanied restructuring activities. [September, October, November, December, and January Board actions items relating to organizational structure policies relating to administrator and staff hiring and evaluation; professional development agendas/list]

6. Operational Status

The institution is operational, with students actively pursuing its degree programs.
City College of San Francisco is operational, with more than 85,000 students actively pursuing degrees or certificates in noncredit, credit, and not-for-credit programs. [August 14 Board meeting data that informed mission statement]

7. 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.

75 percent of all programs and educational offerings lead to associate degrees or certificates of achievement, or prepare students for transfer to a four-year university or college; X% percent of students are enrolled in these programs. [Catalog: Associate Degree Graduation Requirements pp. 45-54; Transfer Information, pp. 55-64; Programs and Courses, pp. 66-408]

8. Educational Programs

The institution’s principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. At least one degree program must be of two academic years in length.

The College Catalog contains a comprehensive statement of educational purpose and objectives for each of the academic programs offered. Degree programs are in line with the College’s mission, are based on recognized fields of study, are of sufficient content and length, are conducted at appropriate levels of quality and rigor, and culminate in identified student outcomes. Approximately 80 degree programs are two academic years in length. As noted in the response to Eligibility Requirement 10, the College is working on measuring the attainment of Student Learning Outcomes at the department/program, degree, and course levels.

9. Academic Credit

The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.

The College awards credit in accordance with Title 5 Section 55002.5 and 34 CFR 600.2, where one credit hour requires a minimum of 48 hours of lecture, study, or laboratory work. Courses may only be adopted upon approval of the Board of Trustees, which acts on the recommendation of the College Curriculum Committee. [Policy Manual 6.03 Course Development] The Curriculum Committee uses these standards in its review of the relationship of contact hours and units in proposed Course Outlines of Record. [Curriculum Handbook, Chapter 2] The credit associated with each course offered by the College is clearly indicated in the College Catalog. [College Catalog, Programs and Courses, pp. 66-408]

10. Student Learning and Achievement

The institution defines and publishes for each program the program’s expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.
Since July 2012, the College has engaged in a rigorous process of documenting progress in developing, assessing, and using Student Learning Outcomes (SLOs) for program improvement, which has also spurred the completion of identifying SLOs for all programs along with plans for assessing student attainment of those SLOs. A College website dedicated to documenting the assessment of SLOs and providing resources in establishing and measuring SLOs now exists. [www.ccsf.edu/slo] Instructional program outcomes (disciplines, majors, and certificates) are listed in the College Catalog. [College Catalog, Programs and Courses, pp. 66-408] For courses and instructional programs, these outcomes are focused on student learning. Course-level SLOs are listed in course outlines and are available publicly through department websites; they are also described on the syllabi for all courses. [https://www.ccsf.edu/NEW/en/about-city-college/slo/instructional_slo/slo_department.html] The Curriculum Handbook includes an entire section on defining good course-level SLOs. Service program outcomes are listed on each department’s assessment web page. [https://www.ccsf.edu/NEW/en/about-city-college/slo/service_outcomes/department_details.html] Work remains to be done in fully assessing SLOs Collegewide and implementing continuous improvement based on those outcomes, but the College has made significant strides toward doing so. <Does Distance Ed deviate from this in any way? If so, need to make note of it.>

11. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study for general education.

All degree programs require a minimum of 18 to 24 units of general education to ensure breadth of knowledge and to promote intellectual inquiry. [College Catalog, Associate Degree Graduation Requirements pp. 46-51] General Education requirements include coursework in Areas A-H, which include communication and analytical thinking, written composition and information competency, natural sciences, social and behavioral sciences, humanities, United States history and government, physical skills and health knowledge, and ethnic studies, women’s studies, and lesbian, gay, bisexual and transgender studies. [College Catalog, Associate Degree Graduation Requirements, p. 48] The College Catalog documents the comprehensive learning outcomes that students should gain as a result of completion of the general education requirements. [College Catalog, Associate Degree Graduation Requirements, p. 46] The College Curriculum Committee scrutinizes the institution’s courses for rigor and quality and the Bipartite Committee on Graduation Requirements reviews the institution’s general education pattern for breadth and depth and decides which courses are included in the general education areas.

12. Academic Freedom

The institution’s faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in
general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

The College’s employees and students are free to examine and test all knowledge appropriate to their discipline or are of work or major study as ensured by Board Policy 6.06 on academic freedom. [Board Policy 6.06, Academic Freedom]

13. Faculty

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution’s educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

The College employs 776 full-time and 1,464 part-time faculty, all of whom are qualified under state-mandated minimum qualifications to conduct the institution’s programs. [College Catalog, Faculty and Administrators, pp. 437-482] Faculty duties and responsibilities are clearly outlined in the SFCCCD/AFT 2121 Collective Bargaining Agreement and the Faculty Handbook. [SFCCCD/AFT 2121 Collective Bargaining Agreement; Faculty Handbook]

14. Student Services

The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

To fully meet this Eligibility Requirements and its related Standards, the College engaged in a comprehensive review and assessment of all student support services across the entire to ensure that students have access to the appropriate level of student services, regardless of location. As a result, the CCSF Board of Trustees approved a new administrative structure during its December 2012 meeting. While this restructuring of personnel and services is still in progress and its impact remains to be assessed, it is designed to be more responsive to student needs, reflecting best practices. [December 2012 Board meeting minutes with the report from Interim VC Shenk]

15. Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

City College of San Francisco maintains an “open door” admissions policy. [College Catalog, Admission to the College, pp. 14-15] This policy is consistent with the College Mission Statement, the Education Code, Title 5 regulations, and the statewide mission for California Community Colleges. [Application for Admission, Credit Division; Application for Admission, Noncredit]

16. Information and Learning Resources

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.
The College libraries house a variety of media collections and is staffed to assist students in their use. Internet access and online computer search capabilities are available without charge to students in the library, in computer labs, and in open media centers. Although currently struggling to determine the most appropriate oversight of information and learning resources as it undergoes administrative reorganization, the College is committed to continually enhancing its learning resources, regardless of location or delivery method. <Need to address the status of library and learning resources at all Centers>

17. Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

In July 2012, ACCJC found CCSF to be out of compliance with this Eligibility Requirement. The College has undertaken a number of measures to address this issue, including revising its mission statement, fully integrating its planning and budgeting system to realize the necessary cost savings to achieve financial stability and inviting the Fiscal Crisis and Management Assistance Team (FCMAT) to conduct a study of its finances. Cost-savings have been achieved through salary reductions for faculty, staff, and administrators during fiscal year 2012-13; a reduction in reassigned time, in part through reorganizing the Division of Academic Affairs; a reduction in the number of part-time counselors; classified staff layoffs; attrition; and the closure of four rented sites for Spring 2013. Although progress has been made, some of these measures are still evolving. The passage of a local parcel tax, Proposition A, will indirectly allow the restoration of the reserves to 5 percent of the total budget, although a longer-term plan has been developed to restore the reserves to 8 percent by 2020.

18. 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. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

City College of San Francisco’s annual financial audits are conducted by externally contracted certified public accountants who utilize the Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants as a guide. The financial audit and management responses to any exceptions are reviewed and discussed in public sessions. In addition, the College submitted an Annual Fiscal Report to ACCJC in Fall 2012 (a new requirement), which resulted in ACCJC directing the College to describe within the October 15 Special Report the actions the institution intended to take to address the material weaknesses and significant deficiencies identified in the 2011 Audit Report. Financial reports are available on

Comment [khc1]: Peter, we need to update the status of the ACCJC audit findings and our plans to respond.
CCSF complies with federal Title IV requirements.

In July 2012, ACCJC found that City College of San Francisco had “fail[ed] to conduct audits and provide reports to the college or community in a timely manner. The institution has also failed to implement corrective action to audit findings over multiple years.” Immediate actions addressing these issues included one-time measures to increase staffing levels within the accounting department to ensure the timely preparation and submission of critical reports. This increase in staffing resulted in the on-time completion of the Annual 311 Report in October 2012; however, the Annual Financial Audit Report, which was due in December 2012, was completed by January 15, 2013. Longer term solutions included the hiring of three full-time accounting/budget staff in January 2013 to ensure ongoing adherence to reporting timelines and the implementation corrective actions in response to audit findings.

19. Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

To better meet the ACCJC Accreditation Standards and July 2012 Recommendations, City College of San Francisco has revamped its annual assessment, planning, and budgeting process, with Program Review serving as a central mechanism for data-informed decision making for the improvement of institutional structures and processes, student achievement of educational goals, and student learning. Implementation of the new system has begun. The Program Review process and template, which continues to include information about Student Learning Outcomes (SLOs), have also been updated in alignment with the planning process. Rubrics and guidelines now guide Program Review development and prioritization, along with a Program Review website. Institutional Learning Outcomes (ILOs) have been developed by the Academic Senate, but are still in need of review by the Chancellor’s Executive Team and the Participatory Governance Council. The College website now houses a section dedicated to SLOs, thereby providing a centralized repository for posting the SLOs themselves, assessment of the SLOs, and changes made as a result of SLO assessment, all of which will support institutional evaluation and decisionmaking. Given that the planning and budgeting system is new, the College has not fully implemented the cycle and thus has not had a chance to assess the effectiveness of the process.

20. Integrity in Communication with the Public

The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following (34 C.F.R. § 668.41-43; § 668.71-75):
General Information

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

Locations or Publications Where Other Policies May Be Found

City College of San Francisco publishes in its Catalog, and posts on its website, precise and up-to-date information on the following:

General information, which includes official name, address(es), telephone number(s), and Website address of the institution as well as contact information for all employees; educational mission; course, program, and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid; available learning resources; names and degrees of administrators and faculty; and names of its Board of Trustees members.

Requirements include admissions requirements; student fees and other financial obligations; and degree, certificate, graduation, and transfer requirements.

Major policies affecting students include those related to academic regulations, including academic honesty; nondiscrimination; acceptance of transfer credits; grievance and complaint procedures; sexual harassment; and refund of fees.

Locations or publications where other policies may be found [Tom: does the catalog contain information about where else other policies may be found?]

21. Integrity in Relations with the Accrediting Commission

The institution provides assurance that it adheres to the Eligibility Requirements and Accreditation Standards and policies of the Commission, describes itself in identical terms to all
its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (34 C.F.R. § 668 - misrepresentation.)

In July 2012, ACCJC found City College of San Francisco to be out of compliance with Eligibility Requirements 5, 17, 18, and 21, and issued a Show Cause determination to the College. These findings of ACCJC related to these Eligibility Requirements are also related to a number of the Accreditation Standards and policies. This new Self Evaluation (contained within this Show Cause report) documents the activities that the College has been undertaking since July 2012 to re-establish compliance.

The College fully understands the gravity of the Commission’s Show Cause determination, and it believes that the changes it is implementing as documented in this new Self Evaluation (as outlined primarily in Section G which responds to the Standards) will go a long way toward addressing Eligibility Requirement 21. Of particular note is the CCSF Board of Trustees’ passage of a new policy with the title, “Accreditation Eligibility Requirement 21, Standard IV.B.1.i” on October 25, 2012. [Policy Manual 1.33] The College is not only addressing the deficiencies noted by the 2006 evaluation team and those noted by the 2012 evaluation team in July 2012, but also additional deficiencies discovered during the Self Evaluation activities that have taken place since July 2012.

The College is especially concerned with fully disclosing all deficiencies relating to the Eligibility Requirements, Standards, and Policies. In that spirit, in its October 15 Special Report, the College noted a deficiency related to substantive change. Specifically, in December 2011, the College prepared a substantive change proposal for submission to ACCJC concerning a shift in the percentage of online instruction offered. The College never submitted the proposal due to administrative transitions, and it is aware that this is a requirement it must address.

With respect to the College’s accreditation status, the College immediately posted on its website the July 2012 ACCJC determination and has continued to update all accreditation information on the website, including making available to October 15 Special Report and March 15 Show Cause Report. By posting all accreditation information on its website, and given the focused media attention on the College’s accreditation status, other accrediting agencies have had access to this information. These entities include the Peace Officer Standards and Training (POST), the California Board of Registered Nurses, State Fire Training, and the National Registry (Emergency Medical Technician and paramedic training). The College specifically provided information directly to the Commission on Dental Accreditation, and the Joint Review Committee on Education in Radiologic Technology conducted a special site visit to CCSF in the wake of the accreditation determination having been released.