PREFACE

To the Participants:

With a six-year reaccreditation received in 2000, it is hard to believe that it is, once again, time for the College to complete a Self-Study in preparation for our 2006 visit from the Western Association of Schools and Colleges. Since then the WASC standards and the guidelines have changed considerably, providing four clear standards with six overarching themes to be addressed through collegewide discussion and deliberation. It is that process upon which we embark with the Handbook as our guide.

The Self-Study provides us with the opportunity to underscore the high standards that define City College by acknowledging our accomplishments and capabilities as a comprehensive community college. By examining our progress, assessing current efforts, and articulating initiatives to bridge the gap, the Self-Study seeks to strengthen our contribution to student learning. Through this collaborative effort, City College will continue to transform its programs and services, and redouble its contribution to the success of its students. As a result, students will achieve their educational and career goals in record numbers, expressing increasing satisfaction with their learning experience here at City College.

As we begin the Self-Study together, our expectations are exceeded only by our potential. The Handbook that follows provides basic guidelines that outline the framework developed to support the Self-Study process. It is our hope that you will find this document helpful in understanding the procedure and that you will find the process a stimulating, meaningful, and productive experience.

Ophelia Clark          Brian Ellison
Business Department Faculty         Dean of Curriculum

Bob Gabriner, Administrator   Bonnie Gratch-Lindauer
Dean of Research, Planning and Grants   Librarian

Kathe German         Ann Zinn
Consultant            Project Specialist
TABLE OF CONTENTS

Preface 2

Table of Contents 3

Introduction to the Self-Study 4
  A Dialogue on Student Success

Conceptual Design 8
  Structure and Timeline

Participant Roles 12

Methodology 15
  Guidelines for the Standards Committees
  Guidelines for the Thematic Discussion Teams
  Final Report Preparation

Resources Supporting the Self-Study 22
  The WASC Accreditation Standards

Appendices
  Request for Participation
  Participants
Introduction to the Self-Study:
A Dialogue on Student Success

Since the Self-Study and re-accreditation visit of 2000, City College has been engaged in the pursuit of a singular outcome: increased student success. Driven by its mission, the College initiated the Enhanced Self-Study, a college-wide dialogue which focused on the ways and means of improving student achievement and persistence. Involving over 170 faculty, staff and students in five teams, the Enhanced Self-Study generated 34 recommendations, many of which have been approved and implemented. Concurrently, with broad participation, the College undertook the development of a comprehensive strategic plan which provided a clear vision for the future and inspired the production of an educational master plan and subsequent annual and unit plans. As a result, the College was able to utilize the planning and budgeting system to select and prioritize key activities, formulate implementation and delivery strategies, and ensure timely investment of scarce resources. Given the intensive effort that has occurred over the past three years, City College is well positioned to document and celebrate substantial progress as an institution with a singular commitment and the capacity to stay the course through the upcoming self-study process.

The WASC Mandate

The intent of the Western Association of Schools and Colleges (WASC) is to stimulate thoughtful consideration of institutional quality from two perspectives. The first perspective addresses the four accreditation standards – institutional mission and effectiveness, student learning programs and services, institutional resources, and leadership and governance – essentially the traditional self-study process. The second perspective addresses six new overarching themes, providing a more holistic view of the institution and its quality:
• a commitment to provide high quality education congruent with the mission of the College;
• an effort to evaluate, plan and improve programs and services for students;
• the development of student learning outcomes leading to improvement in all aspects of teaching and learning;
• the definition of an inclusive, informed, and intentional effort to define, support, and evaluate student learning;
• an engagement in inclusive, informed, and intentional dialogue about institutional quality and improvement to support continued improvement; and
• a demonstrated concern with honesty and truthfulness in its representation to all internal and external constituencies.

Underlying each of the four standards and the six themes identified by the Association is the concept of student success – that is, the extent to which the College, as an educational community, is actively engaged in identifying and improving its contribution to student learning and development at all levels and in all components of the institution.

The City College Approach

During the last year, City College has reviewed both the process of self-study and the new standards and themes for accreditation. Two college-wide workshops on the topic of student learning outcomes were conducted, in the spring and the other in the fall, capitalizing on prior conversations regarding the identification, assessment, and utility of outcomes within selected departments. Last spring the Chancellor distributed a paper entitled Addressing the Challenge of the New Accreditation Standards and Student Learning Outcomes at City College of San Francisco which identified the need for further the dialogue on student learning in conjunction with the self-study process. Through these investigations, the College has begun to discover the rich variety of approaches that increase student learning in practice throughout the institution. Conversely, the College has realized the need to identify the gaps that still exist, preventing the institution from fulfilling its mission and achieving the intended level of quality. It is this dialogue that is to be fostered through the self-study process and the exploration of student learning.
Over the next two years, the Self-Study will serve as the focal point of the College community, engaging study teams in the examination of the four standards, encouraging a college wide dialogue on the six themes, and concluding with the preparation of a comprehensive Self-Study Report which addresses the four WASC standards and the institution's assessment from the perspective of the six themes.

Examining the Four Standards

The institutional examination of the four standards is the fundamental requirement of WASC, a process that will capitalize on the extraordinary level of planning and development that has occurred since the last accreditation. As such, the effort will consist primarily of documenting the current status of the College, emphasizing whenever appropriate the progress made in recent years. Through this analysis, remaining gaps will be identified, providing the opportunity to cite plans to be implemented and to develop additional recommendations for further action. Inherent in the approach, of course, will be the utilization of the six themes to assess the impact of achieving the standards at a high level. In this manner it is anticipated that the examination of the standards can be completed effectively and efficiently by the Self-Study Teams under the direction of the Steering Committee.

Exploring the Six Themes

The review of the institution from the perspective of the six themes will be accomplished in two ways. First, the themes will be assessed during the examination of the standards by the Self-Study Teams themselves since the themes are referenced very clearly in the standards. Second, the six themes will provide the opportunity for a larger, college-wide dialogue in which the themes will serve as the lens for assessing the impact of the College's manifold initiatives to achieve institutional quality and, therefore, student success. This augmentation of the traditional self-study
process will be led by the Steering Committee and effected through college-wide dialogue using both the Flex Day opportunity and other venues for participatory assessment. With this approach it is anticipated that the combined perspectives of the College community can be incorporated into a collective assessment of institutional quality.

The net result of the Self-Study process will be the production of the Self-Study Report containing documentation, analyses, and recommendations with the six WASC themes prominently framing the findings and recommendations. College-wide reviews of the report, utilizing the shared-governance system, will lead to the finalization and adoption of the report in preparation for the WASC visit to the College.

2-9-04
Conceptual Design:  
Structure and Timeline

To address the multiple tasks of studying and analyzing the four accreditation standards as well as integrating the accreditation themes into the final self-study report, City College will organize a three phase self-study process:

1. Phase 1: People, Preparation and Planning.
2. Phase 2: Analyzing the Evidence Supporting the Standards

Phase 1: People, Preparation and Planning (February—August 2004)

During the spring 2004 semester we will focus on recruitment and training of CCSF faculty, staff, students and administrators, to lead and participate in the self-study. City College will host an all-day training on Friday, February 20, sponsored by the accrediting commission, a workshop that will ensure CCSF participants are fully aware of all the issues related to conducting an effective self-study. Follow-up discussions will be held with workshop participants to consolidate our understanding of the self-study process and to complete our planning for the self-study which will start in fall 2004. Membership of committees and work groups will be finalized and a Self-Study Steering Committee will be organized to coordinate and oversee the development and delivery of the 2006 Self-Study Report.

We will also begin identifying and collecting plans, studies, reports, surveys and other types of evidence that will help document the College’s alignment with the four accreditation standards. The collection of documentary evidence will be organized by each of the four accreditation standards. The membership of the Steering Committee will be representative of all levels and components of the institution, with each member serving as a liaison for one of the four Self-Study Teams.
Phase 2: Analysis of Evidence Supporting the Standards (August—December 2004)

Beginning in fall 2004, self-study standards committees will analyze and assess the evidence of how well the College meets the standards. The committee members will also identify gaps between the College’s current achievements and the requirements of the standards. Needed data and documentation will be identified and, when possible, will be collected. The second phase of analysis of evidence will be completed in Winter 2004/2005.

Phase 3: Synthesizing What We Learned (February —September 2005)

During the third phase of the self-study, the focus will shift to the examination of the College through the lens of six critical themes. The January 2005 Flex Day will focus on the six themes to involve the entire college community in a reflective dialogue. Organizationally, we will reorganize the standards-based committees to theme-based groups. By synthesizing the analyses of the standards-based evidence from Phase Two, the new theme groups will complete six essays that will comprise the final self-study report. The reflection essays are:

a. City College’s commitment to high quality education.

b. College commitment to development of student learning outcomes to promote improvement of all aspects of teaching and learning.

c. City College’s commitment to continuous improvement of student learning within programs and services through research, planning and evaluation.

d. City College’s commitment to honesty and truthful communication with all constituencies.

e. City College’s commitment to its diverse student communities and student success.

f. City College’s engagement of constituencies in an inclusive, informed and intentional dialogue about institutional quality and improvement to promote student success.

Each essay will address how the College meets its commitments to quality, continuous improvement, honesty and truthfulness, and engagement of our students, staff, faculty, administrators and the people of San Francisco, and each will contain supporting analyses and
evidence derived from the work in Phase Two. In addition to the six essays, the study will contain an extensive appendix containing supporting data, and a series of cross-references linking the essays to the WASC standards. Drafts of the theme based essays will be reviewed by the Steering Committee and by the entire college community during the fall 2005 Flex Day.

Conclusion

By the spring of 2006, virtually every member of the College community will have had the opportunity to participate in an intensive – perhaps provocative – discussion of student learning and development as the hallmark of institutional quality, identifying and extending the College’s efforts to promote student success. Thus, the College will bring to culmination a cycle of dialogue and development which originated in the formulation of its mission, took shape in its strategic plan, continues in the self-study process, and reaches its zenith in the success of its students.

2-9-04
## Self-Study Timetable

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Activities</th>
</tr>
</thead>
</table>
| February 2004                  | o Recruitment/Training of Self Study participants  
|                                | o Begin identification of evidence for self study                            |
| March—May 2004                 | o Continue identification of evidence  
|                                | o Organization of evidence for standards committees  
|                                | o Organization of four standards committees and sub-committees  
|                                | o Organize Self-Study Steering Committee                                    |
| June/July/August 2004          | o Continue to identify and organize evidence                                |
| August Flex Day 2004           | o Collegewide focus on Self-Study                                           |
| September 2004—December/January 2005 | o Standards committees analyze evidence and identify gaps and additional necessary evidence |
| January Flex Day 2005          | o Flex Day focus on Self Study Themes                                       |
| Jan/Feb 2005—May 2005          | o Self-Study participants reorganize into six theme-based committees to continue self-study  
|                                | o Drafts of six reflection essays completed  
|                                | o Review and modification  
|                                | o Final report to Steering Committee                                        |
| Fall 2005                      | o Collegewide review of final self-study draft                              |
| Spring 2006                    | o Accrediting Team visit                                                    |
| Fall 2006                      | o Follow-up activities related to Team visit                                 |
Participant Roles

During the organizational phase of the Self-Study process, several critical roles essential to the success of the Self-Study process have been identified, including the Accreditation Leadership Team, the Steering Committee, the Standards Committees and the Thematic Teams, with support provided by the Chancellor’s Office and the Office of Planning, Research, and Grants.

Accreditation Work Group

The Accreditation Leadership Team is primarily responsible for the overall development of the approach, the conceptual design, the methodology to be used in the completion of the self-study process, and the coordination of the initiative. This team consists of Ophelia Clark, Business Department Faculty; Brian Ellison, Dean of Curriculum; Bonnie Gratch-Lindauer, Librarian; Bob Gabriner, Dean of Planning, Research and Grants, Kathe German, Consultant, and Ann Zinn, Project Specialist.

Steering Committee

The Steering Committee is primarily responsible for the oversight of the self-study process and the completion of the Self-Study Report. As such, the Steering Committee reviews processes, progress, timelines, results, and recommendations, communicating with the college community, producing the final report, and assisting with the planning and completion of the WASC Team visit in March or 2006. This team consists of the members of the Leadership Team as well as the Co-Chairs of each of the four Standards Committees and, subsequently, the six Thematic Teams.

Standards Committees

The Standards Committees review and analyze the evidence supporting collegiate achievements relative to each of the four WASC Standards: Institutional Mission and Effectiveness, Student Learning Programs and Services, Institutional Resources, and Leadership and Governance. As such, faculty, staff, student, and administrative participants on each of these four committees review the evidence available which documents the status and achievement of the College relative to each of the standards and its components, preparing descriptions of the College’s efforts, analyzing the quality, effectiveness, and impact of the College’s efforts relative to WASC standards, and providing comments relative to the next steps to be taken by the institution using the format provided. The resulting documents will be summarized by standard, included in the final report, and used as the basis for the next phase of the self-study process: thematic dialogue.

Thematic Teams

The Thematic Teams discuss the progress of the College relative to each of the six WASC themes: a commitment to provide high quality education congruent with the mission of the
College; an effort to evaluate, plan and improve programs and services for students; the development of student learning outcomes leading to improvement in all aspects of teaching and learning; the definition of an inclusive, informed, and intentional effort to define, support, and evaluate student learning; an engagement in inclusive, informed, and intentional dialogue about institutional quality and improvement to support continued improvement; and a demonstrated concern with honesty and truthfulness in its representation to all internal and external constituencies. As such, faculty, staff, student, and administrative participants on each of these six teams engage in dialogue relative to the theme and its resonance with the development of the institution, preparing essays reflecting the discourse that has developed, the impact of the theme across the institution, and the further development of the institution relative to each of the themes identified. The resulting documents will be incorporated into the Self-Study Report and serve as a focal point for future planning, research and development initiatives.

Volunteers for participation in the Self-Study process have been solicited collegewide through their respective shared-governance constituency groups: the Academic Senate, the Classified Union, the Associated Students, and the Administrative Council. These governance bodies have presented their recommendations for appointment to achieve a mix of constituent groups and departments or units without predetermined proportional composition or size, including individuals in each group whose position is not directly associated with the functional areas addressed by the WASC standards. A full listing of participants is included in the Appendix.

Two Flex Day activities associated with the Self-Study process seek to engage faculty, staff, students, and administrators in discussion relative to the four WASC standards and the six WASC themes, with the dialogue that occurs providing a foundation for the Self-Study report and the future direction of the institution.
Methodology:
Guidelines for the Standards Committees

Evidentiary Analysis

During the fall semester, 2004, the members of the four self-study standards committees will analyze and assess the evidence of how well the College meets the standards, identifying achievements since the last reaccreditation as well as gaps between the College’s current achievements and the requirements of the standards.

Essential data and documentation has been identified for collection prior to the fall through the development of evidentiary matrices related to each of the four standards. Prepared by the Self-Study Work Group, each matrix lists the questions posed by WASC relative to the standard to be analyzed accompanied by the titles of identified documents, key contact persons, and notes regarding other potential resources which might be included in the review. Identified documents will be available in the Library’s Reading Room to facilitate review by designated members of each of the Self-Study Teams and, subsequently, by the WASC visiting team.

Additionally, the Work Group created a process to facilitate the consistent analysis of evidence, a copy of which follows. To ensure familiarity, the standard itself and related questions posed by WASC should be reviewed prior to the analysis of the data reflected on the related matrix. Once acclimated, designated colleagues are encouraged to review materials repeatedly to develop a comprehensive perspective, collecting additional input as necessary before drafting a description, analysis and comments using the format for presentation to the respective standard committee for discussion, review, revision and approval. A scoring rubric provides a rating system to assess how well the college is addressing the standard under consideration along with the rationale for the level of response designated: superior, satisfactory, and needs improvement.
Once the analysis has been approved by the Standard Committee as a whole, the approved document will be electronically transmitted through the Co-Chairs to the Steering Committee for review prior to and posting on the Self-Study web site and incorporation into the Self-Study Report. All analyses must be completed by the end of the fall 2004 semester to allow time for the Co-Chairs to prepare a brief summary of the Committee’s analysis of the standard for inclusion in the final report and dissemination collegewide. It is the compilation of these four Standard summaries which will provide the foundation for the thematic dialogue which follows during the spring semester of 2005.
CCSF Self-Study
Analyzing Evidence Template

Step One: Review the standard and questions that relate to the standard.
Step Two: Read and review the questions from the Self-Study Guide about the evidence needed to make a strong case.
Step Three: Carefully review the evidence several times before drawing conclusions or making judgments.
Step Four: Draft a brief one or two paragraph description of what the College is doing to address the standard and its related questions focusing on the facts.
Step Five: Provide a rating of how well the College is addressing the specific standard (see below for scoring rubric). Draft a one or two paragraph explanation for this rating based upon your assessment of the College’s activities in relation to the standard. Pay particular attention to the quality of our involvement and interventions since the last WASC self-study report.
Step Six: Conclude with comments and suggestions relative to the College’s response to the standard.

Scoring Rubric
Rating Scores to Assess How Well College is Addressing a Specific Standard

<table>
<thead>
<tr>
<th>Superior</th>
<th>College has worked on this issue/area and considerable improvement is noted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory</td>
<td>College has taken some actions to address the issue/area and some improvement is noted.</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>College has not adequately addressed the issue/area.</td>
</tr>
</tbody>
</table>
Step 1: Review the Standard

Step 2: Read and Review Self-Study Questions
Questions from Self-Study Guide

Step 3: Review the Evidence

Step Four: Description of how CCSF is addressing this standard

Step Five Provide rating of how well College meets the standard. Provide written explanation of why you gave that rating.

My rating (see page one) is:

The reason I gave this rating is:

Step Six: Comments and suggestions relative to the College's response to the standard

Committee Member ______________________________
Methodology:
Guidelines for the Thematic Discussion Teams

Dialogue and Discourse

During the third phase of the self-study, the focus will shift to the examination of the College through the lens of six critical themes. The January 2005 Flex Day will focus on the six themes to involve the entire college community in a reflective dialogue. Organizationally, the participants on the four Standards Committees will identify their preferences among the six Thematic Teams, moving into the new configuration with identified co-chairs at the start of the spring semester of 2005.

Within each of the six Thematic Teams, the members will review the themes as identified by WASC discussing the dialogue which occurred during the spring 2005 Flex. Continuing discourse among the participants will result in the preparation of reflective essays on the institution’s engagement with the theme and its impact on the vitality and the future direction of the institution. The reflective essays focus on the College’s:

- Commitment to high quality education.
- Commitment to development of student learning outcomes to promote improvement of all aspects of teaching and learning.
- Commitment to continuous improvement of student learning within programs and services through research, planning and evaluation.
- Commitment to honesty and truthful communication with all constituencies.
- Commitment to its diverse student communities and student success.
- Engagement of constituencies in an inclusive, informed and intentional dialogue about institutional quality and improvement to promote student success.
Each essay will address how the College meets its commitments to quality, continuous improvement, honesty and truthfulness, and engagement of our students, staff, faculty, administrators and the people of San Francisco, and each will reflect the supporting analyses and evidence derived from the work in Phase Two. Drafts of the theme based essays will be reviewed by the Steering Committee and by the entire college community during the fall 2005 Flex Day.
Final Report Preparation: Striving for Excellence

By the spring of 2006, virtually every member of the College community will have had the opportunity to participate in an intensive – perhaps provocative – discussion of student learning and development as the hallmark of institutional quality, identifying and extending the College’s efforts to promote student success. Thus, the College will bring to culmination a cycle of dialogue and development which originated in the formulation of its mission, took shape in its strategic plan, continues in the self-study process, and reaches its zenith in the success of its students.

The Self-Study Report will be drafted with the six reflective essays developed during the spring of 2005 at the forefront, accompanied by the syntheses of the four Standards Committees and an appendix containing supporting data with and a series of cross-references linking the essays to the evidentiary analyses of the four WASC standards.

A draft of the report will be prepared during the summer of 2005 for dissemination and discussion during the Fall Flex Day and thereafter, undergoing revision for the preparation of the final document by the end of the fall semester of 2005. Once completed, the document will be sent to the members of the visiting team and preparations made for their site visit scheduled for March 21 through March 23 of 2006. During that visit, all participants in the Self-Study process, as well as members of the College community throughout the District, will be asked to participate in the ensuing dialogue.
Resources Supporting the Self-Study:

The WASC Accreditation Standards

Insert WASC Standards here
Appendices
Request for Participation:
Chancellor's Message on Accreditation Self-Study

We are in the first stages of preparing for an accreditation visit in spring 2006, a process which requires the help and support of many members of the College community working on our four Self-Study Standards Teams beginning this spring:

1. Institution Mission and Effectiveness
2. Student Learning Programs and Services
3. Resources
4. Leadership and Governance

Volunteers will be asked to attend an orientation meeting followed by an organizational meeting of their team this semester, laying the groundwork for the fall when the standards teams will be meeting frequently to analyze how the College meets the new accreditation standards. By the spring of 2005, the initial work of the teams will be complete and the participants will reorganized to address the six themes contained within the standards, completing the self-study process in early fall of 2005. The resulting draft document will be widely circulated that semester in advance of the team visit in spring of 2006.

City College needs your help: if you are a faculty member, please contact the Academic Senate office at 239-3611; if you are a member of the classified service, please contact Classified Senate or SEIU office at 239-3614; and if you are an administrator, please contact Stephen Herman (241-2327) or Veronica Hunnicutt (550-4347). Thank You.
Participants

Insert Lists of Participants here