Standard 2.A.1.b
Section: The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Team Members
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Steps for Analyzing Evidence

Step 1: Review the specific standard section to be analyzed.
Step 2: Read and review the suggested questions identified from the Self-Study Guide about the evidence needed to make a strong case.
Step 3: Carefully review the evidence several times before drawing conclusions or making judgments.
Step 4: 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 5: 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 6: Conclude with comments and suggestions relative to the College’s response to the standard.

Scoring Rubric

<table>
<thead>
<tr>
<th>Superior</th>
<th>College has worked on this issue/area and considerable improvement is noted</th>
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<tbody>
<tr>
<td>Satisfactory</td>
<td>College has taken some actions to address the issue/area and some improvement is noted.</td>
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<tr>
<td>Needs Improvement</td>
<td>College has not adequately addressed the issue/area.</td>
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Step 1: Review the Specific Standard Section
Standard 2.A.1.b: The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Step 2: Read and Review Self-Study Questions
Suggested questions from the Self-Study Guide to help you think about how best to address the standard:

- How does the institution determine that delivery of instruction fits the objectives and content of its courses?
- How are delivery methods evaluated for their effectiveness in meeting student needs?
- What dialogue is taking place about delivery systems and modes of instruction?
- How effectively are delivery systems and modes of instruction facilitating student learning?

Step 3: Review the Evidence

- Curriculum Committee Handbook (John Odell, 239-3269)
- Student surveys conducted by the Distance Education Office (Jan Willett, 239-3886)
- Distance Education Committee (David Dore, 267-6577)

Step 4: Briefly describe how CCSF is addressing this standard

Our institution offers diverse and flexible instructional options including the traditional in-class lecture format, telecourses, accelerated courses, and an ever-increasing number of online courses. Considering the various campuses located throughout the city, CCSF offers an impressive array of credit and non-credit course offerings, including Contract Education courses. In addition to various modes of instruction, CCSF offers a variety of time scheduling options including short-term classes, weekend classes, classes that meet one, two or the traditional three times a week, and flexible early morning and evening classes.

The faculty at City College of San Francisco develops courses and programs that are approved through the Curriculum Committee. Recently with the development of many on-line courses the Distance Education Office and the Curriculum Committee have worked together to develop procedures to ensure that courses are equivalent in their various modes (Technology Mediated Course Proposal). There is strong evidence of a consistent commitment and dialogue regarding the use of technology in the classroom and offering alternative courses (Strategic Priority 7: CCSF Strategic Plan: Teaching Learning, and Technology Roundtable). The collaboration between the various academic departments, the Curriculum Committee, the Distance Education Committee and the laudable work of the Distance Education Office helped produce this system.

City College has developed a highly commendable instructional delivery system that should be considered a model for other community colleges in urban settings. As evidence of this exemplary system, City College recently received a $30,000 MetLife Award that recognized our efforts in reaching out to immigrant adults and youths primarily through ESL and other community programs that lead to good citizenship, good paying jobs and careers. In addition to traditional ESL programs CCSF has partnered with a number of organizations and agencies to develop innovative programs that reach out to
the community. Examples of these programs include the Vocational ESL Immersion Program, Project Shine, On Ramp, Bridge to Biotech, and the Working Adults Degree Program.

Different department and programs use various modes to evaluate whether students needs are being met. For example, student surveys conducted by the Distance Education Office, both before and after taking telecourses or online courses, are extremely valuable assessing student needs and satisfaction with these courses. The ESL department evaluates student enrollment and student success (including exit exams), direct student feedback through surveys and focus groups, community input regarding needs, and faculty reflection on what does or does not work in the classroom (MetLife Foundation Grant Proposal). Regarding all classes, student feedback is provided by the faculty and tenure review process conducted by the Office of Faculty Evaluation, Tenure Review and Curriculum.

Step 5: Provide rating of how well College meets the standard. Provide written explanation of why you gave that rating.

My rating (see p. 1) is: Superior

The reason I gave this rating is: Our institution has continued the employment of a variety of instructional modes and delivery systems since the last accreditation report (Midterm Report to WASC, October 2002). CCSF has made an effort to develop new modes of instruction, such as the rapidly growing online offerings, in order to address the needs of our students. We have open lines of communication internally (i.e. Curriculum Committee and Technology Mediated Instruction group), and have attempted to integrate our offerings by recognizing community input when assessing needs. Overall, CCSF has a delivery system that is open to and capable of exploring and developing new delivery modes.

Step 6: Comments and suggestions relative to the College’s response to the standard

None.

References
Curriculum Committee Handbook
MetLife Grant Proposal
Midterm Report to WASC October 2002
Strategic Priority 7: CCSF Strategic Plan
Student surveys conducted by the Distance Education Office
Teaching Learning, and Technology Roundtable