Standard 2A2: The institution assures the quality and improvement of all courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

The institution utilizes a single process to offer all courses and programs. All courses and programs are developed by the faculty, submitted by the department to the Curriculum Committee for approval, and to the Board of Trustees for final approval.

The institution utilizes a variety of criteria to decide on the different courses and programs offered throughout the campuses: courses necessary to fulfill our vision and mission; students’ need; labor market demand; and community needs. Pre-collegiate courses are also offered as part of the institution’s effort to implement our mission and commitment to equitable access to post-secondary education. These courses are offered throughout the campuses as needed. Student need is assessed through counseling interviews and written tests.

Collegiate courses are offered as part of the institution’s effort to implement our mission and commitment to equitable access to post-secondary education. The institution has utilized community listening sessions, community focus groups, student focus groups and student surveys to identify student educational needs and classes are offered throughout the campuses as needed.

Pre-collegiate courses are basic skills, non-credit courses, credit non-degree applicable courses, and credit degree applicable courses specially designed to help students prepare to meet the challenge of the academic rigor of the general education credit courses. (At other institutions the term “Developmental Courses” is used to identify low level basic skills courses.) CCSF defines basic skills courses as a subset of the pre-collegiate course sequence. The term “basic skills” and its identification with specific courses had its origin in a legislative mandate. Each college identified a limited number of pre-collegiate courses as “basic skills”. CCSF chose the courses at the beginning of the English, Math and ESL sequences in credit, and a group of non-credit courses in ESL and Transitional Studies. (The Pre Collegiate Basic Skills Accountability Report, Office of Research, Planning and Grants, April 2004, page 1.)

The pre-collegiate courses are offered according to student need. First-time credit students needing pre-collegiate classes (75%) underscores the students’ needs. Consequently, pre-collegiate courses comprise a large number of CCSF
class offerings in English, Mathematics and ESL. Over two-thirds of the English and more than half of Mathematics classes offered each semester are pre-collegiate students. *(Pre-Collegiate Basic Skills Accountability Report, Office of Research, Planning and Grants, April 2004, page 2.)*

The Continuing and Community Education Program is the extended learning program of CCSF. It is a not-for-credit, fee based, self supporting program offering short term classes and workshops in a wide variety of areas. These courses are not funded by the State apportionment funds. The decision process to offer continuing and community education classes is based on four driving forces:

- Student requests and demands
- Developmental workshops or short-term classes proposed by faculty members who like to teach that subject matter. These classes do not fit the lower-division credit or non-credit mandate areas
- Courses proposed by outside guest lecturers following staff evaluation of content and costs
- Courses that can be offered at no cost. The program offers “Education to Go” through online classes that are provided at no cost to the program but are beneficial to the public. *(Interview with Judy Teng, Dean of Contract Education, September 9, 2004.)*

It is the policy of the CCSF to build partnerships with business, industry, government, trade unions, and community agencies. In support of this policy, a unified, District-wide effort has been established to develop and implement not-for-credit and credit contract educational programs. Contract education courses respond to the unique needs of external entities such as private companies or public agencies and are funded entirely by them. Contract education staff conducts marketing and research activities to employers through cold calls, referrals, industry breakfasts and trade shows. Most contract education classes are short-term, customized courses and are offered either at the workplace or at one of the City College campuses.

The quality of instruction for contract education is assessed through direct interviews with employers and student questionnaire surveys. The frequency of requests for services attests to the quality of the Contract Education Program.

The International Education Program is comprised of The International Education Program (IEP), The Academic Program for International Students and the Study Abroad Program. These programs are offered by the institution to promote cultural diversity in its student body and to encourage communication and intercultural awareness among students, faculty and staff.

- The Intensive English Language Program was developed as a result of a feasibility study conducted during the 1991-92 academic year. It was
was designed for international students on F-1 visas. The program prepares the students for further academic study and to achieve a higher score on the TOFEL.

- **The Academic Program for International Students** is designed to provide access to international students who wished to enroll in degree applicable coursework offered by the College. *(Interview with Louise Louie, Program Coordinator, Institute for International Students, September 2004.)*

- **The Study Abroad Program** provides students an opportunity to study and live in another country while receiving college credit. This program is offered to satisfy student demand. Specifically, this program is intended to provide students an opportunity to experience the host country’s culture, language and history in detail and allow the student to develop a global perspective through these experiences. *(2004-05 College Catalog, pages 27-28.)*

**Short-term training** courses are offered as needed to satisfy Labor Market demand and the needs of business and industry. Focus is on serving incumbent or displaced workers. High wage and high skill outcomes are preferred. Career and Technical Programs are required to have active industry advisory committees. These committees provide input on curriculum in terms of updates and the needs in the workplace. All Credit Career and Technical education programs receive "core indicators" from the State Chancellor’s Office that provide data on student outcomes.

Core measures, student outcomes and labor market demand play a strong role in establishing and evaluating each course and program. Location and delivery are based upon equipment or community and business need/demand. For example, CCSF is planning to develop Biotech programs at the SEC and the Mission campuses where there is student need.

The quality of the credit and non-credit courses and programs is evaluated through Program Review, Core Measures, and Faculty Evaluations. Low enrollment has forced some programs to reflect upon ways of improving course offerings. Programs that require licensing by an outside accrediting agency provide information on student success rate which can translate to quality of the program. *(Interview with Phyllis McGuire, Associate Vice Chancellor, October 4, 2004.)*

**The institution offers other categories of courses and programs:**

**The General Education Development (GED) Program** is offered to students who have not completed the High school course work and want a GED Certificate. The courses are developed by Transitional Studies Department faculty. The program is offered at various sites. Students who have successfully completed the course work are referred to the GED Testing Center at the John Adams Campus. The GED Test is published and has been standardized by the
National GED Testing Services under the auspices of the American Council on Education. The effectiveness of our curriculum is evident in the students’ success rate. During the 2003-2004 School Year 793 students took the GED Test and 435 of them passed. (Interview with John McTyre, Chief Examiner, GED Testing, October 4, 2004.)

The High School Diploma Program is offered to students who have completed most of the high school course work and wish to complete the credits necessary to get a high school diploma. (This space is a place holder until the proposed re-organization of the adult high school program is announced.)

The institution tries to ensure that all of its instructional courses and programs are high quality. All courses are developed by faculty and submitted through the academic departments to the Curriculum Committee. This committee is constituted of members of our highly qualified faculty from seven categories that represent a wide range of fields (“Standing Rules of the Curriculum Committee”, pg. 63).

A Course Outline Template is available to ensure that instructors provide the same necessary information to assess need and quality. Utilizing a specific template provides an opportunity for the Curriculum Committee to evaluate the justification for offering the course as well as the academic rigor and content of the course. The template was recently reviewed to increase academic rigor and specificity of courses. (Interview with John Odell, Chair of the Curriculum Committee, August 2, 2004) (Course Outline Template enclosed.)

The institution effectively evaluates and improves courses and programs through various means:

- The initial quality of courses is ensured through the Curriculum Committee review and approval process. The Curriculum Committee is presently discussing a proposal to provide periodic review of existing courses.
- The institution also evaluates courses and programs through the Program Review Process. Courses and programs are improved through the implementation of the recommendations provided in the Program Reviews.
- Disciplines across the institution, both academic and vocational, have incorporated the Secretary of Labor Commission on Achieving Necessary Skills (SCANS) competencies into the curriculum. (Standard 11A 5)
- Vocational programs that prepare students for external licensure or certification must adhere to program standards as required by applicable licensing agencies. (Standard 11A 5)
- Some vocational programs have utilized the DACUMs (Developing A Curriculum) process to improve the curriculum.
- Programs supported by VTEA funds undergo a special evaluation process. The process the district uses to determine annual funding is
accomplished through the internal VTEA allocation procedure, an evaluation process that has been successfully institutionalized for several years. This rigorous evaluation process, which is administered through the Office of Vocational Education, begins with an annual election of an allocation committee consisting of six vocational faculty and three administrators as a Shared Governance activity. To access VTEA funds, vocational department faculty must submit proposals. In planning for the upcoming year, each department is required to develop a VTEA Department Team to lead the efforts to strategically plan for programmatic and departmental improvements. These teams are also required to receive training from the VTEA Coordinator regarding the effective development of proposals that successfully fulfill the needs of the department as well as the criteria established under the Federal legislation. These proposals must demonstrate how needs were evaluated, such as the review of focus group responses, advisory committee recommendations and data furnished by the Office of Research and Planning. Proposals are required to identify how the department will meet the eight Requirements of Uses of Funds. Proposals also must demonstrate the use of Core Indicator reports to contribute to the planning process, as well as assessing performance outcomes. Each year, about 20 vocational departments undergo this process, and at least 5 support services receiving VTEA funds must complete it as well. (Interview with Andrea Speraw, October 26, 2004.)

- Under Title 5 regulations all vocational programs are required to have advisory committees. These committees make recommendations for program improvement as needed. Labor market changes often signal the need to improve existing courses or initiate new courses.

The quality of our courses and programs is assessed through the number of students who successfully complete the course work, our students’ ability to pass licensing tests and obtain certificates of achievement. The continuing employer support for our programs is also indicative of the quality of our instruction and our graduates. The institution can gauge effectiveness of courses and programs from the information received through Student Satisfaction surveys and some alumni surveys.

A telephone survey of 600 likely voters on behalf of San Francisco City College was done between January 29 and February 1, 2001. It ascertained that City College was highly regarded and was well positioned to win a campaign for a bond measure between $160 million and $250 million in November of 2001. City College favorability was highest among voters who said they had taken a class at City College (79%), voters in City College’s Supervisory District 7 (78%), and voters who said they are likely to take a class at City College in the future (73%). (Memorandum of February 27, 2001 to Chancellor Philip R. Day from David Binder Research.) City College’s educational role is known and well regarded.
Rating:
Superior
The reason I gave this rating is that in spite of the size of our institution we effectively assure the quality and improvement of all our courses. During the 2003-04 school year City College served the educational needs of over 100,000 students (35,973 full time equivalents) and offered 9,986 sections of credit and non-credit courses. (Interview with Robert Gabriner, Dean of Research and Planning; Interview with Dean Terrance Hall, Dean of Instruction, Faculty Support Services; October 20, 2004.)

Comments:
- The Curriculum Committee should continue the discussion regarding the systematic review of courses.
- More in depth alumni surveys should be conducted.