Standard II: Student Learning Programs and Services.

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Standard II.A: Student Learning Programs and Services.

Instructional Programs

The institution offers high-quality programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

DESCRIPTION

The college's Mission and Vision statements provide overall guidance that informs decision-making about the programs offered by the college. This Vision and Mission statement frames the program review process and is reflected in the college’s Strategic Plan, which in turn is one of the bases of the college’s Educational Master Plan. The credit and non-credit instructional and vocational programs are developed and reviewed by departmental/program faculty, (in some cases with the input from local/regional Industry Advisory Committees and/or state/national professional associations and national vocational/programmatic accreditation agencies), the College Curriculum Committee, and in some cases the Bipartite Committee on Graduation Requirements using the Mission’s seven-part focus on

- transfer to baccalaureate institutions
- achievement of Associate Degrees in Arts and Sciences
- acquisition of certificates and career skills needed for success in the workplace
- citizenship preparation and acquisition of English as a second language so that all can engage in the civic and social fabric of the community
- completion of requirements for the Adult High School Diploma and GED
• promotion of economic development and job growth and
• promotion of lifelong learning skills and cultural enrichment

The college has a decentralized approach to choosing the fields of study in which it offers programs. Departments review their course and program offerings continually, and make programmatic changes to reflect shifts in interest in their students and shifts within the discipline. Further, programs that are career-technical in nature hold regular industry advisory meetings to get feedback about their curriculum. These departments make regular adjustments to course and program offerings to retain currency with the labor market.

For the past few years, all departments have been engaged in an annual program review cycle. A key element of this program review cycle is a review of courses and programs including a report on their progress in assessing student learning outcomes. Each department has been tasked with developing a six-year timeline in which they will review every one of their courses and programs for currency.

One example of programmatic changes that have taken place over the last few years is the expansion of coursework related to “green” technology. The Engineering, Architecture, and Construction disciplines have all added coursework in this area, not just in response to workforce demands, but also in support of the college’s vision as contributors of innovation in post-secondary education.

The review/approval, revision, and deletion of academic programs falls largely under the purview of the College’s Curriculum Committee, a quadripartite shared governance organization of faculty, administrators, students, and classified staff that reports to the Academic Senate. Departments wishing to create, modify, or delete academic programs must, as a first step, get Curriculum Committee approval. Using the standards provided by Title 5, the Curriculum Committee approval process ensures that programs are appropriate to the mission of the institution and to higher education. Once Curriculum Committee approval is attained, the Board of Trustees provides the final district approval of programs and courses.

Another body involved in upholding the institution’s integrity is the Bipartite Committee on Graduation Requirements. This committee consists of the Executive Council of the Academic Senate and five administrators. The Bipartite Committee’s purview is the various requirements of the Associate Degree. Much of the Bipartite Committee’s work is in approving courses for inclusion in the various General Education areas, although the Bipartite Committee has also approved larger changes, including the major structural changes to our Associate Degree in 2007-08.

Many of our programs require approval by the State Chancellor's Office. The application process for State Chancellor's Office approval addresses five main areas:

• Appropriateness to Mission
• Need
• Curriculum Standards
• Adequate Resources
• Compliance

The multifaceted reviews ensure program quality. Student achievement is noted by the successful completion of degrees and certificates, job placement, and transfer to baccalaureate institutions. In 2009-10, the college awarded 1145 Associate Degrees, 1144 credit certificates, and 52 noncredit certificates. Job placement information from the Perkins Career and Technical Education Act Core Indicator report shows a placement match rate 87.3% for CCSF career technical students. Student transfer to baccalaureate institutions in recent years is summarized below:

Table 1 CCSF Student Transfer Data

<table>
<thead>
<tr>
<th></th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>To CSU</td>
<td>1072</td>
<td>1067</td>
<td>648</td>
</tr>
<tr>
<td>To UC</td>
<td>344</td>
<td>337</td>
<td>324</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>1416</strong></td>
<td><strong>1404</strong></td>
<td><strong>927</strong></td>
</tr>
<tr>
<td>To CA Private Colleges</td>
<td>273</td>
<td>233</td>
<td>Not avail</td>
</tr>
<tr>
<td>To Out-of-State Private Colleges</td>
<td>174</td>
<td>176</td>
<td>Not avail</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>1863</strong></td>
<td><strong>1813</strong></td>
<td><strong>927</strong></td>
</tr>
</tbody>
</table>

*Does not include transfers to private colleges.

It should be noted that 2009-10 was an unusual year for transfer. Because of budget concerns, most CSU campuses did not accept spring semester transfer applicants, which resulted in a significant reduction in transfer numbers for City College and for community colleges statewide.

EVALUATION

PLANNING AGENDA

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

DESCRIPTION

City College of San Francisco conducts research to inform our practices leading to student success. Research in its broadest sense come from information gleaned from program reviews,
assessment of success in meeting prior strategic plan objectives, and input from the college community. More direct student learning needs assessment is based on the City College of San Francisco’s Internal and External scans which include data on student demographics, student performance indicators, and community and labor market information, among other things.

Introduce results from Internal/External Scans

More in-depth analysis of needs is also conducted through student focus groups, surveys, and feedback from students and staff. Program reviews also address developmental needs for more or fewer course offerings. Through CCSF’s Decision Support System, staff can assess a wide range of factors, which informs the planning process, including the demand for enrollment into courses, enrollment productivity, student characteristics and student success. The data is reviewed with Academic Deans and the College Council, followed by its distribution to departments for their use in Program Review.

Joint efforts with the San Francisco Unified School District enable the research office to prepare an annual high school report, outlining the readiness of incoming students in the areas of math and English. Additionally, the Gates Foundation recently funded a data-driven initiative to assess the preparedness of incoming high school graduates. The initiative convenes Math and English faculty at CCSF with their respective counterparts at San Francisco Unified School District to discuss any gaps in educational preparedness among high school graduates.

Over the last several years, ongoing research of educational needs by departmental faculty have led to joint efforts with the local community and industry advisory committees, to create courses meeting demands for educated workers in biotechnology, green economy, and health and safety. Advisory meetings and DACUM (Developing A Curriculum) research groups are also held to investigate how our curriculum reflects the industry employment needs.

CCSF has also systematically incorporated a series of annual performance indicators tied to its strategic plan. At its disposal are internal sources of data to assess the varied educational needs of its students. Every other year, the college issues report briefs, which provide further analysis on topics of interest. These include movement of noncredit students to credit, basic skills and transfer rates. According to data from the February 2010 Internal Scan, 20 percent of credit students originated from noncredit and approximately 30 percent of credit students have enrolled in a noncredit class. Noncredit courses in English as a Second Language, adult basic education, and skills in business and the trades provide tuition-free, open-entry options for students seeking flexibility.

As part of the matriculation process for credit and noncredit courses, students take placement tests in English or ESL and math. Through orientations, students are informed that counselors use the results to guide their educational planning. The combination of placement tests results, placement test waivers and the matriculation exemption processes are used by counselors to insure that students are prepared for enrollment into their chosen courses. Students are encouraged to meet regularly with a counselor to review their progress towards graduation, certificate, transfer, and other educational goals.

Mention retention programs and other Programs that serve diverse student needs?
The data for student outcomes regarding success rates, persistence and retention rates are available through the program review process and vary by program. In an effort to rectify the inequity of outcomes, the college began to analyze more deeply the trends among its students. In 2009, the Board of Trustees directed the college to prepare an educational equity report, detailing the outcomes for specific groups, so as to eliminate disparities. As a result, the math and English departments have initiated pilot projects that accelerate the completion of course sequences by scheduling short term classes and/or by consolidating sequential courses. Students beginning in the first level of basic skills English will be able to complete the English sequence in three rather than six semesters.

(Need to include information about how majority of departments are using research to determine if students are achieving stated learning outcomes.) SLO Survey & Program Review data

EVALUATION

Underlying CCSF’s broad base efforts to improve student learning are data findings that inform policy and practices on student equity and narrowing the achievement gap. Departments armed with the evidence on differential impact have restructured their services. For example, the Office of Financial Aid has reorganized its unit into three dedicated units with separate offices to serve CCSF students more effectively. Both the English and Math departments have initiated course consolidations to enhance the likelihood of student success.

Degree audit information is available to counselors and evaluators. However, the college would like to be more proactive in providing students this and other information to ensure their success. Underway are ongoing efforts to integrate student learning outcomes at the program and course level. These continue to be assessed at the department level.

PLANNING AGENDA

The College will move toward providing certificate and degree evaluation capabilities to students so that they may monitor their progress towards program completion. It will also continue its assessment cycle to include all courses and programs.

SLO survey info

II.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.

DESCRIPTION

CCSF offers an extensive array of diverse and flexible learning experiences for credit and noncredit students. Instructional options include in-class lecture format, laboratory, collaborative group work, computer-assisted instruction, online courses, telecourses, independent study, internships, study abroad programs, cohort programs, community-based courses and onsite courses at various organizations in the City of San Francisco.
The college maintains campuses throughout the City of San Francisco and also offers courses at numerous off-site locations making CCSF easily accessible to students with diverse needs and goals. 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 to five times a week and flexible early morning and evening classes. The College continues to adapt its delivery modes to best address learning style differences and meet the changing needs of the various communities it serve. The following are examples of the variety of modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of students. The

**Distance Learning:** Distance learning courses are offered in all six schools within the college as well as within Library and Learning Resources. In the fall 2010 semester, CCSF supported 5,551 students in both online classes and telecourses. A student can complete 100% of the requirements for an AA/AS degree by taking distance learning courses. Students can complete approximately 95% of the courses required to transfer to the CSU through distance learning.

Faculty members at CCSF develop online courses following various steps compliant with the Educational Technology Office, the Campus-wide Curriculum Committee and other shared governance committees.

The Office of Technology Mediated Instruction, housed within the Educational Technology Department, works closely with faculty in the migration process of a traditional lecture mode course to online delivery. Faculty participate in extensive training and the newly developed online course is evaluated at various phases of development to ensure that the delivery is meeting the objectives and content of the State approved course outline as well as Federal ADA regulations. The Ed Tech Department provides on-going support to distance learning faculty via online modules, face-to-face workshops and one-to-one meetings.

Faculty members teaching credit courses are given an option to enhance the delivery of their face-to-face courses by delivering the objectives and content of the course using CCSF’s learning management system. Faculty teaching credit courses are required to complete seven hours of training by the Educational Technology Department. CCSF supported almost 100 tech-enhanced course sections in fall 2009 semester; this number increased by approximately 90% with 192 course sections being tech-enhanced in the fall 2010 semester. (evidence to include the source of this data; Board report;)

**Study Abroad:** Since 1985, CCSF has been a leader in Study Abroad education. Thousands of City College students, faculty and staff, students from other colleges and universities and citizens of the greater Bay Area community have participated in CCSF Study Abroad programs in such diverse locations as Australia, Cambodia, China, Costa Rica, Cuba, England, France, Indonesia, Italy, Japan, Laos, Mexico, Mongolia, Spain, Russia and Vietnam. While studying abroad, participants earn college credit toward graduation at CCSF or for transfer credit to a variety of four-year universities, particularly those in the California State University or University of California systems.

**Internships and Work Experience Courses:** Internships and work experience courses are offered in both occupational and transfer-oriented disciplines. Work Experience courses provide
students with on-the-job learning experiences that provide them with skills, knowledge and attitudes to prepare them to function successfully in a variety of jobs.

Short-Term Classes: These are designed to help students progress toward their educational goals more quickly. Short-term courses use an accelerated format to allow students to focus upon a particular class or set of classes more intensively and over a shorter period of time than usual. These have been traditionally offered during the summer session and now the College is moving towards offering more options during the regular academic year.

Cohort Pathways: These are designed to allow students to progress as a single group through a certificate program. Examples of cohort programs include the Metro Child Development, Metro Health Academy, and Youth Worker. Students receive cohort instruction, tutoring, content-focused student mentoring, designated counselors and linked class scheduling.

Dual/Concurrent Enrollment Programs: These are designed to provide high school students with learning opportunities that better prepare them for successful completion of CCSF certificate and degree programs that lead to employment and courses that lead to transfer. CCSF has over 30 K-12 partnership programs, many of which offer a component of dual enrollment. One such program offers numerous courses to San Francisco Unified high school students in career and technical fields of study. Another example is the School to Career High School Teachers Pathway program which is offered in partnership with San Francisco Unified School District.

The College uses a variety of methods to assess the effectiveness of its programs.

Student surveys are conducted by the Office of Technology Mediated Instruction and they provide valuable information for assessing student satisfaction with these courses. Student focus groups are also conducted and have provided more in-depth feedback.

Add student survey results from TMI.

Obtain completion rates of dual enrollment and online classes and compare to statewide averages, and/or general population from Research Office.

Student feedback is also solicited through the faculty evaluation and tenure review process conducted by the Office of Faculty Evaluation, Tenure Review and Curriculum. The college has also conducted student equity hearings at various campuses as a means to solicit student feedback and evaluate the effectiveness of its programs and services.

The college has open lines of communication internally (i.e. Curriculum Committee, Distance Learning Advisory Subcommittee, Office of Technology Mediated Instruction, Department Chair Council, School and Campus Deans) and has attempted to integrate its offering by recognizing community input (Equity Hearings, Community Listening Sessions) when assessing needs. Overall CCSF has a delivery system that is open to and capable of exploring new delivery modes to better meet the needs of its students.

EVALUATION
CCSF has developed an instructional delivery system that provides easy accessibility to students. Departments use various methods to evaluate the effectiveness of programs in meeting student needs and incorporate changes as appropriate.

**PLANNING AGENDA**

**II.A.1.c. The institution identifies student learning outcomes for courses programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

**DESCRIPTION**

The development of curricula is a faculty initiated and controlled process, which includes the development of new courses, majors, programs, certificates, degrees and the revision of existing ones. This can be an individual or collective activity. Course-level learning outcomes and strategies for attaining them are stated in the course outline; outcomes in the Major Learning Outcomes section and strategies in the Content and Instructional Methodology sections.

Course outlines are written by faculty and in some cases reviewed by a department-specific curriculum group. Further review occurs by the respective department chairs and school deans prior to submission to the Curriculum Committee (CC). Majors, programs, certificates, and degrees also have learning outcomes identified on their respective documentation that is submitted to the CC. Accredited programs in the Career and Technical Education area are mandated to hold industry advisory meetings. Programs that receive Perkins funding are also required to hold meetings with their advisory group to assure that curriculum reflects current industry needs.

The SLO workgroup consists of three representatives from each of the Department Chair Council, the Academic Senate and administration, for a total membership of nine. The group was convened in Spring 2008 to begin to address topics of importance to advancing the SLO assessment process. This included discussion on the preferred model for the College, the development of professional development workshops for preliminary discussion of general education SLOs. The group meets once a month during the fall and spring semesters.

Faculty involved in any of these processes are encouraged to submit the outlines for technical review by either the CC chair or Dean of Instruction. While there are many goals associated with technical review, primary is ensuring that learning outcomes reinforce and support one another within the appropriate level of courses, majors, programs, certificates, and degrees. After technical review is completed there is another review by the CC chair, Dean of Instruction, Matriculation Officer and Articulation Officer who meet to discuss the proposals and schedule them for the CC. Assessment also falls under faculty purview. The specific assessment methods for courses are selected by the teaching faculty, often in consultation with their department chairs, and exhibit the entire range of assessment modalities.

The most effective method for verifying SLOs at the college level is the annual Program Review, a vehicle for department chairs and faculty to evaluate their programs, assessment tools and outcomes. All departments are required to review and update course outlines to include measurable SLOs. Through the program review process, departments assess their progress from
year to year and share one example that reflects their department dialog and action on SLOs. In Spring 2010, Program Review asked departments to state their assessment and course outline revision timetable through 2016 and to provide two examples of ongoing SLO assessments; one at the course level and the other at the program level. Departments were also asked to state how they would use assessment results to revise instruction or other aspects of the curriculum.

Departments also complete a survey in which they identify the percent of courses with SLOs and completed assessments as requested in the Accreditation Annual Report. The 2011 survey results indicate that ____ percent of courses and ____ percent of programs had identified SLOs with ____% of the courses and ____% of the program completing the assessment process. (results due May 16)

In the last two years, the SLO assessment process has been strengthened at CCSF. The SLO Workgroup has established an SLO website to offer guidance and instruction to faculty. Assessment has become a major component of faculty development days (FLEX days). At FLEX workshops departments share their most successful assessment methodologies with their peers. These workshops have involved hundreds of faculty and inspired meaningful dialogue about how to use SLOs at an institution of this size. Many departments’ use of SLOs is truly exemplary and these workshops allowed other departments to review successful techniques. There were presentations from such diverse departments as Earth Sciences, Learning Assistance, Business and Radiation Technology. The 2010 Program Review gave the college community an opportunity to review other stellar examples from Art, Mathematics, English, Architecture and Health Education.

For the past year CCSF has been addressing the achievement gaps and its relationship to student equity. This process has been carried out in the best spirit of continuous quality improvement. Reports of current practices throughout the institution, from English and Mathematics course sequencing to financial aid, student employment, registration, counseling, international student programs, and placement testing were evaluated by the campus community. Students offered testimony of their experiences and the discussions that ensued involved everyone from administrators and faculty to trustees and elected student officials. The results were an often an array of institutional modifications with the oft-stated intention of reassessing those changes after a pilot semester or year.

Include examples of assessment methods and results, e.g., real examples of assessment activities that have influenced SLOs or other aspects of teaching/learning. From Program Review data?

EVALUATION

Though there has been some debate, CCSF has been adopting SLOs and the assessment agenda at an ever increasing pace. Note: After getting results of survey, indicate what work remains to be done on SLOs, along with plan/timeline

PLANNING AGENDA
II.A.2. The institution assures the quality and improvement of all instructional 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.

DESCRIPTION

The college offers courses in developmental, pre-collegiate, collegiate, continuing and community education, study abroad, short-term training, programs for international student, or contract education programs. These include developmental courses in noncredit ESL and Transitional Studies; pre-collegiate or basic skills courses in English, Math, and ESL, Degree applicable and transfer level courses, short-term training in numerous career-technical fields, and contract education training/courses serving the need of local business and industry.

The college ensures that its courses and programs are of high quality through an annual program review system that applies to all instructional departments as well as programs including continuing and contract education, study abroad, and our programs for international students. Units complete a document that gives opportunity for reflection and planning. Immediate supervisors as well as subcommittees of the Program Review Committee review the program review documents.

Before a department can offer a new course or program, it must be reviewed and approved by the college’s Curriculum Committee and by the Board of Trustees. All new noncredit courses and some credit courses and programs must also be approved by the State Chancellor's Office. When departments wish to make changes to courses or programs, the Curriculum Committee also vets those changes.

The Curriculum Committee ensures that courses and programs meet the standards of Title 5 for credit and noncredit courses and programs. When courses are brought to the Curriculum Committee, an element of the Course Outlines of Record that is reviewed is the number and type of hours (lecture, lab, conference) and the instructional methodology. In addition, courses that are to be taught via distance education require separate review and approval by the Curriculum Committee, which considers factors such as course suitability for distance education, student-instructor contact, and distance evaluation integrity.

The institution has been making a concerted effort to expand the general education course options available at campuses other than Ocean. For example, the rebuilding of the Mission Campus included the creation of laboratory space to support science lab classes, and general education courses in biological sciences, chemistry, and physics are now offered. In addition, this lab space has allowed the Mission Campus to become a center of some of our Biotechnology programs. Similar plans are in place for the construction of the new Chinatown campus. Expanding the campuses other than Ocean to become more full-service campuses has been the product of the College’s Vision and Mission Statement and the College’s Strategic Plan.
The evaluation of courses and programs is largely completed at the departmental level. Individual departments have used the evaluation of courses and programs that they have done in their program review to improve those programs. A timely example is the recent curriculum work that the English and Math departments have done to address their achievement gaps. The departments have been revising the Course Outlines of Record for their developmental courses on an ongoing basis, ensuring that the expected learning outcomes are well defined and shared among departmental faculty. These departments are experimenting with shorter sequences of developmental courses, and have established assessment methods that will allow them to determine the effectiveness of these sequences in achieving the desired learning outcomes.

EVALUATION

PLANNING AGENDA

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

DESCRIPTION

The role of the faculty is paramount in the review and improvement of the quality of our courses and programs. Faculty are involved at every level of the assessment process from development of learning outcomes to their applications and evaluation. Detailed guidelines in the Curriculum Committee Handbook relevant to the development process include recommendations for mapping courses and program outcomes. There is a refined set of protocols for assessment and evaluation of learning outcomes in the program review process. Also, thanks to the efforts of the SLO Work Group and faculty departmental leadership, there is now a wide and shared understanding of how the assessment of SLOs can provide a framework for course and program improvement.

The concept of a course and/or program starts with faculty in their respective departments and is based on labor market information, student demand, transfer trends, advisory committee recommendations, and/or other factors. They develop the course often in consultation with colleagues and always with their department chair. Implementation requires Curriculum Committee (CC) approval and often consultation with the CC chair, who is always a faculty member, and the Dean of Instruction. The CC chair acts as a resource to assist the faculty member and department chair.

Each department is responsible for creating, reviewing and assessing course and program outcomes within its offerings. Delivery and assessment are the responsibilities of classroom faculty, who are supervised by their department chair.

The Curriculum Committee conducts a rigorous peer-review process of every course and program proposed. The committee consists of 18 faculty, 6 administrators, 1 classified staff and 2 students. After a course and/or program has CC approval it is referred to the Board of Trustees for their approval and in certain cases (programs with 18 or more units, noncredit courses, noncredit programs, etc.) the State Chancellor’s Office as well.
At CCSF the faculty peer and student evaluation process includes an appraisal of the quality, academic rigor and appropriateness of that professor’s instruction. A component of the evaluation of an individual faculty member is whether the courses they are teaching are being taught in a manner that is appropriate to the discipline and department. This mechanism allows departments to ensure that departmental and discipline expectations for courses are common across the department and discipline. Since the faculty evaluation process is based on peer review, the process allows faculty within a discipline to have an ongoing dialog about the expectations of their courses.

Additionally, each department is subject to an annual program review where all offerings can be evaluated and goals for improvement discussed. In 2008-2009 CCSF piloted a revised program review process in which the units were required to identify the means of assessment, measurement criteria, analysis and plans for improvement of one course and one program SLO. After the first year the template was modified and this procedure is now integral to the program review process with departments expected to discuss the assessment process in depth. The decentralized nature of implementation of the SLO process at CCSF ensures that discipline-specific faculties are responsible for the quality of their courses and programs.

The program review process has engaged departments in the review of their student success data which in 2010-11 generated the development of ____new courses, revisions to ____course outlines as well as the deletion of ____ outdated outlines.

There are two functioning bodies coordinating these activities, the Program Review Committee (PRC) and the SLO Workgroup. The PRC reviews unit progress in course and program assessment. The SLO Workgroup, along with the Department Chairs Council, provides staff development opportunities and coaching. Included in the PRC’s 2009-2010 overview of the annual Program Review was the comment that, “each department needs to establish and maintain an on-going cycle of planning, assessment, review and revision of curriculum.”

**EVALUATION**

**PLANNING AGENDA**

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

**DESCRIPTION**

Student learning outcomes and competency levels are measured by the ability of students to successfully complete a course, complete higher levels of academic study, enter a licensed profession, advance in a current profession, transfer to baccalaureate institutions, or move from noncredit coursework to credit coursework.

General education student learning outcomes have been identified by the Bipartite Committee, which includes faculty and administrators. These outcomes were the result of mapping against
our institutional criteria and Title 5 requirements for general education, but they have yet to be assessed. Departments are undertaking a continuous review of program learning outcomes. They are introduced at the Curriculum Committee and revised within the department through unit dialog. (Add additional information regarding percentage of departments with PLOs after the data is collected for the Accreditation Annual Report.)

All career-technical departments are required to collaborate with an advisory committee when identifying those competencies that graduates need to have in order to enter the labor market. Many also use these committees to help determine how student learning outcomes should be assessed. This partnership between the faculty and an advisory committee is required among those programs accredited by an external agency.

For example, the Diagnostic Medical Imaging Program uses an advisory committee to measure success in areas such as on-the-job competency and the professionalism of its graduates. [Ref.] Moreover, some vocational programs have undergone the DACUM (Developing A Curriculum) process in order to identify competency levels and measurable student learning outcomes in their curriculum. Another example is Automotive Technology, which worked with industry advisors to develop course and program learning outcomes that are in line with national standards. As a result this program recently received NATEF certification.

For years, CCSF CTE departments have struggled to interpret Perkins core indicator reports and use this data for meaningful program improvement. Simultaneously, the college has increasingly pushed these same occupational departments to think differently about how to use Perkins funds for true program improvement (not just equipment and technology), with a particular focus on grounding grant requests in evidence that clearly identifies specific student success challenges.

CCSF’s Office of CTE launched a new initiative to support faculty who had an interest in collecting and analyzing data to make changes in course and program delivery called the “CTE Student Success Initiative”. Through this initiative Institutional Research staff and CTE administrators worked together with the Architecture and Child Development departments to gather evidence and develop action plans based on data. During the process, CCSF developed and is currently implementing a set of tools—including student surveys, student and faculty focus groups and student data analysis—to assess student outcomes. This model can be replicated across occupational disciplines to evaluate program success, strategize changes and help direct dialog with industry partners. This approach helps programs both meet outcome mandates for Perkins as well as address institutional goals focused on continuous organizational improvement. For example, the research results indicated that better course alignment was needed and as well as more lab space with access to computers. Based on these findings, the Architecture Department immediately began making changes to the program through Perkins requests; new course outlines were developed and additional lab space is being researched.

A number of departments have developed common exams as a means to better assess student performance. These exams are not necessarily required to pass the class, but are used by faculty to serve as a reference point to judge student competency regarding course-level learning outcomes. Some departments, such as Math, identify common questions that are used in final exams to assess particular skills.

**EVALUATION**
The College has established general education SLOs but has yet to assess them.

PLANNING AGENDA

The College will identify the method for assessing GE SLOs and complete such assessment.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

DESCRIPTION

The College ensures appropriate breadth, depth, rigor, sequencing, and time to completion of programs at various levels. The College Curriculum Committee’s formal review process (as detailed in Standard II.A.2.a) ensures at the institutional level that all instructional programs meet the standard of high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. Individual departments are expected to continually assess the overall quality of instruction of their programs. The Office of Matriculation works closely with department faculty to ensure that all course prerequisites and co-requisites are in compliance with applicable Title 5 requirements. These pre- and co-requisites are then reviewed and approved by the Curriculum Committee.

The institution continues to use data generated by the Office of Research, Planning, and Grants to determine the efficacy of instructional programs. For example, a yearly cycle of research tracks the performance of all students who enter CCSF from the San Francisco Unified School District. The institution also tracks transfer, job placement, student enrollment, and persistence and success rates by consulting with UC and CSU campuses and using information from sources like UC Statfinder, the CSU Academic Performance web site, and the California Community College Chancellor’s Office. Figures available on these sites show us that students who transfer from City College graduate from UC and CSU campuses at rates as high as or higher than students from other public and private high schools and colleges around the state. The Office of Career Tech-Ed (CTE) receives data from the State Chancellor’s Office about student employment, and a number of CTE departments track job placement data of their graduates.

Other data generated by the Office of Research, Planning, and Grants to determine the quality of instructional programs come from students themselves. In the 2010-11 Credit Student Opinion Survey, students rated both the quality of instruction in CCSF classes and the content of courses as indicated in the table below.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Quality of instruction</th>
<th>Content of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>40.1 %</td>
<td>37.2 %</td>
</tr>
<tr>
<td>Good</td>
<td>45.2 %</td>
<td>48.7 %</td>
</tr>
<tr>
<td>Fair</td>
<td>11.9 %</td>
<td>12.2 %</td>
</tr>
<tr>
<td>Poor</td>
<td>2.9 %</td>
<td>1.8 %</td>
</tr>
</tbody>
</table>
Include data on time to completion-Research Office.

Because academic rigor, time to completion, and other concerns addressed by this standard are important to the college and access to student services and retention programs are so tightly linked to student success, the offerings of the college’s Student Support Service units have been a frequent topic of discussion at meetings of the Department Chairs Council (DCC), the Academic Senate Executive Council, the City College Board of Trustees, the College Curriculum Committee, and most departments’ curriculum committees.

A number of services are designed to help students do higher-quality work and reduce their time to graduation. These include a full range of tutoring (lab-based and in-class) services, learning communities, internships, and work experience courses, available to students in many departments. Examples include collaborative courses formed by CTE and ESL (Bridge to Biotech, ESL for Health Professionals, ESL for Child Development); Metropolitan Health Academy (MHA); Math, Science and Engineering Achievement (MESA) program; and retention programs like Tulay Filipino-American Student Success Program, Asian Pacific American Student Success (APASS), African American Achievement Program (AAAP), Latino Services Network (LSN), Puente Program, The Math Bridge Program, Basic Skills Initiative (BSI), ESL Partnerships Project, VESL Pathways Project, and others. These programs represent CCSF’s commitment to high-quality instruction both in and out of the classroom.

Many departments have created new majors to provide a breadth of program offerings for students. For example, in Foreign Languages, new majors have been created in Chinese, French, Italian, Japanese, and Spanish. Additional majors include Dance, Health Studies, Women’s Studies, Latin American and Latino/a Studies, and English. Science faculty have designed new majors in Biology, Biotechnology, Computer Networking Information Technology, Environmental Studies and Science, Geology, Geography, Oceanography, and Paleontology. A major in Liberal Studies with four areas of emphasis served to replace the non Title 5 compliant General Studies major. In light of Senate Bill 1440, the College has also created associate degrees for transfer in Psychology, Speech Communications and Physics. Through the major and degree development process, the departments have had to evaluate the course content, rigor, breadth and depth in relation to transfer institution standards as well as industry expectations.

The drive to increase the quality of instruction by shaping course offerings and sequencing to satisfy measurable Student Learning Outcomes (SLOs) has been the center of dialog in all departments within the College since the last accreditation visit in 2006. Each department is in the process of devising, refining, establishing, enacting, and measuring SLOs as per the CCSF Student Learning Outcomes philosophy. SLO development is highly individualized to meet each department’s goals and the needs of its faculty and students.

Sequencing has been addressed by enlisting the help of students, faculty, counselors, the Board of Trustees, and the college administration. A series of Student Equity forums, co-hosted by Academic Senate, Associated Students and Board of Trustees, explored the issue of sequencing in relation to student completion and transfer rates. Departments with longer sequences and required transferable courses, like Mathematics and English, have addressed concerns about sequencing by increasing the number of ways students can progress to graduation or university transfer.
English faculty have created two new intensive courses, English 95 and English 96/1A, 6-unit courses whose purpose is to provide an alternative pathway through the English course sequence in response to the dialog generated at the equity forums. Institutional research studies indicated that certain populations of students were obtaining lower grades and dropping out before completing the required degree or transfer sequence. This new option provides students an opportunity to complete the English sequence in up to two fewer semesters. Five sections of the former and ten of the latter were offered in Spring 2011.

Mathematics is offering four sets of intensive short-term sections of Math 840 and Math 860 in Spring 2011 so that a qualified student could take both 840 and 860 in the same semester. In ESL, in the credit integrated skills sequence, reading and vocabulary are integrated with grammar and writing skills in ESL 110-170; the noncredit division offers pathways to vocational programs and to credit ESL courses.

Add data from faculty evaluation student survey to assess quality of instruction.

Basic skills students and their progression to transfer.

EVALUATION

Meets the standard.

All departments focus quite heavily on high-quality instruction, breadth, depth, and rigor. Time to completion, sequencing, and synthesis of learning are more complex, difficult concerns, but are being addressed at varying degrees by different departments. Progress varies among departments; not all have addressed problems with sequencing or time to completion at an equivalent level, for example. However, departments in which these concerns were most pressing—those with long sequences like Math, ESL, and English—considerable changes have been made.

PLANNING AGENDA

The college and its administration will continue to work to ensure that all departments address sequencing or time to completion issues, as appropriate.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

DESCRIPTION

The institution uses diverse delivery modes that reflect the diverse needs and learning styles of its students. A number of these have already been detailed in standard II.A.1.b.

Students’ learning styles are generally investigated in class under the form of a short survey or through discussion with the instructor. Placement tests also indicate to the instructors what kind of help the students specifically require (for instance, in ESL, these placement tests clearly pinpoint students’ strengths or weaknesses in their speaking or writing ability).
Course outlines include references to the methodologies employed. Methodologies take multiple forms: lectures, laboratory activities, demonstrations, case studies, individual research, group discussion, group projects, presentations, research papers, and independent studies. Instructors are encouraged to incorporate multiple methodologies in all of their courses. Instructors in Math, Earth Sciences, ESL and Languages who were interviewed confirmed that they vary their approaches during their class (using the board or visual aids to appeal to visual learners or hands-on activities for kinesthetic learners, for instance). Instructors assess student learning through the use of written exams, portfolios, performances, research-based projects, and essays.

Flex Day sessions always include activities referring to diversity topics thus improving faculty skills in certain areas (e.g., the following topic which was discussed in 2010: Does a Learning Problem Always Mean a Learning Disability). These sessions also allow the instructors to meet and discuss student learning challenges. In the Foreign Language Department, faculty devote part of their Flex Day by meeting each semester to discuss teaching strategies and the diversity of the student body. During the semester, faculty also meet to talk and reflect on their teaching methods and textbooks (whether informally or during Curriculum Committee meetings).

Faculty also address the diverse needs of the students in light of the recent student equity forums which have spotlighted the concerns of various groups such as students with basic skills requirements, international students, students with limited English proficiency. In addition, instructors participate in professional developmental conferences and workshops offered on or off campus (i.e. California Community College Foreign Language Council meeting). Also, the Multicultural Infusion Project helps selected instructors modify their teaching methods to increase their focus on multicultural perspectives.

CCSF provides an exceptionally wide range of programs and services addressing students’ diversity as well as their needs and learning styles, such as the Asian Pacific American Student Success Center (APASS), the African-American Scholastic Program (AASP), the Filipino American Student Success Program (Tulay) and the Latino Services Network (LSN). Most of them offer a variety of classes (some pertaining to learning strategies), group sessions, peer-support study groups, mentoring, computer stations and further counseling. Students with special needs can turn to The Disabled Students Programs and Services that provide similar help in addition to equipment (hearing aids, note takers, scooters, etc.).

Some programs address the learning styles of specific populations. Examples include Veteran Educational Transition Services (VETS), Second Chance (which supports formally incarcerated students), Guardian Scholars (which assists foster and emancipated youth), Project SHINE (which benefits immigrant and refugee students), PUENTE (which helps prepare educationally disadvantaged students for college), and Math, Engineering, Science, Achievement Program (MESA) (which assists educationally disadvantaged students pursuing a math-based career). Students enrolled in these programs receive supplemental support that can include tutoring, community based learning, mentoring, and counseling.

CCSF also has a large Learning Assistance Center (including the Tutorial Center, Reading Lab, Writing Lab, and Computer Lab) that, together with other designated learning centers, serves an average of 9,500 students for a total of 125,000 hours of tutoring per semester. Tutor training includes topics such as how to determine a student’s learning style. Students who are tutored
respond on an SLO survey regarding their tutor’s ability to recognize and respond to their learning styles. The LAC also provides Introduction to Tutoring classes.

Other designated departmental learning centers include the Math Lab, English Cyberia Labs, ESL CLAD, Biology Resource Center, Graphic Communication Lab, and Speech Lab. A number of departments support instruction through student-to-student mentoring offered in conjunction with the Office of Mentoring and Service-Learning. Some of the departments with mentoring projects include Astronomy, Business, Child Development, and Transitional Studies.

The library supports instructional delivery in a number of ways, such as through its exhibition program, which explores issues and themes across departmental curricula and gathers resources across disciplines. Each exhibition is cosponsored by at least one academic department in order to support that department’s information needs. During the course of a semester more than 200 students complete a library exhibition assignment developed in collaboration with faculty from the Learning Assistance Department. Students use their powers of observation and skills in critical analysis to complete an assignment related to the exhibition. The assignment invites personal introspection and response, offering a way to connect their life experience to their academic life and to library resources.

**EVALUATION**

The college always strives to improve its outreach to a diverse population and its students’ learning styles (e.g. the recent creation of the Veteran Educational Transition Services which offers counselors and psychologists as well as a welcoming study area). Also, CCSF has been trying to monitor its students’ success with more efficiency (in 2010, the Academic Senate convened a workgroup to address the needs of the Student Preparation and Success Committee). While CCSF has a multitude of services and programs available for students, a lack of funding prevents faculty from participating in more conferences and workshops, thus limiting their opportunities to advance their teaching methods and share ideas with other instructors.

Although many departments recognize the value of identifying and using teaching methodologies that address multiple learning styles, there has been little work at the institutional level to show that leaning styles have been assessed and that teaching methods are indeed meeting the learning styles of its students.

**PLANNING AGENDA**

Although many departments recognize the value of identifying and using teaching methodologies that address multiple learning styles, there has been little work at the institutional level to show that leaning styles have been assessed and that teaching methods are indeed meeting the learning styles of its students.

II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

**DESCRIPTION**
In the previous accreditation self study report, the visiting team recommended, “… the College ensure the institutionalization of their program review process by requiring that all units complete their program reviews in a timely and thorough fashion.” In response to this recommendation, the College inaugurated a new program review process in 2008/2009. This system was designed to include all units in the College and is completely integrated into the annual planning and budgeting cycle. The Program Review Committee was convened and it included three of the College’s Vice Chancellors, four faculty, two classified staff and two student representatives.

In 2008/09, a total of 105 units completed program reviews using a revised program review template developed by the Program Review Committee (PRC) and the Office of Research and Planning. Each College unit received an electronic template that included five years of data on enrollment, personnel budgetary responsibilities, student and/or employee satisfaction and a productivity measure depending upon whether it was an instructional student service or administrative unit. The template also included text boxes designed to elicit information on:

- Reflections on data trends
- Progress on prior planning objectives
- Major planning objectives for next fiscal year
- Status of learning assessment for courses and programs
- Resources needed to meet planning objectives

During the pilot period in 2008/09, all program review templates were reviewed by the appropriate senior administrators and then forwarded to the PRC for discussion and action. Since then, the members of the PRC have taken on the responsibility of reviewing the 120 program reviews with assistance from additional volunteers. The program reviews are organized into 7 related clusters of manageable size and then reviewed by a subcommittee. Subcommittees present a written and verbal report to the full PRC. The PRC prepares a final report summarizing the review process and presents it to the College Planning and Budgeting Committee. All reports are posted on the Office of Research website for collegewide review.

The PRC is the heart of the College’s program review system, and in effect, the first filter for reviewing all annual planning objectives and budget requests. The new program review plan detailed that the PRC would:

- Review all annual program review reports and make recommendations directly to the Planning and Budgeting Council (PBC) for budget modifications.
- Review program review reports for alignment of District unit planning objectives with College planning objectives.
- Review the status of student learning outcomes.
- Be responsible for the periodic evaluation of the College program review system and submit a final report with recommendations for improvements to the Chancellor.
- Review special program review reports and evaluations where the Chancellor requests a special review.
In the 2008/09 pilot year, units were asked to provide documentation about the assessment of student learning outcomes (SLOs). Required information included means of assessment, measurement criteria, analysis, and plans for improvement. The goal was to begin the systematic and explicit integration of SLOs into the annual program review system, and to prompt a shared college-wide understanding of the SLO process. The program review template now asks units to identify a six-year plan for revising course curriculum and programs.

The pilot process was evaluated in spring 2009 and fall 2009. Results from this evaluation were used to reshape the second round of the program review process which was completed in 2009/10. This round also focused on providing more detailed data on program expenditures to strengthen connections to budgetary planning. The third round in 2010/11 focused on the inclusion of revenue data. While this data was not available for this round, there is ongoing work by the Business Office to collect it for the next round of program review.

The information contained in the program reviews, which now included student achievement data and student learning outcomes, was combined with comments from School Deans, program review subcommittee comments and discussions with department chairs into individual School Master Education Plans. These will, in turn, be incorporated into the overall College Annual Plan and future planning documents.

The program review process has engendered increased activities in the development and revision of course outlines and SLOs, has promoted focused dialog at the departmental level and has motivated increased planning to support institutional effectiveness. This is evident in the PRC’s annual report to the College Planning and Budgeting Council.

The new program review process is now a living process which will continually evolve. Over a period of years, this process will map the evolution of each unit and the SLOs associated with courses and programs.

**EVALUATION**

The College has made robust progress. It has developed a framework and model which can be adjusted but allows for administrative oversight and leadership. It is a model which is faculty driven yet dependant on guidance from department chairs, college deans and the Program Review Committee.

**PLANNING AGENDA**

The College will continue to gather revenue data for inclusion in the program review process. The PRC will conduct a summative evaluation of the process which will include a review of timelines, frequency, content, and template format.

**II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**
In 2004, the college modified its planning and evaluation cycle to formally include these five major components: 1) Strategic Planning; 2) Annual Planning; 3) District Unit Planning; 4) Budget Planning, and 5) Assessment.

The Strategic Plan is the College’s longest-range plan. It is supported by the College Education Master Plan, Technology Plan and Institutional Advancement Plan. These plans are developed in a collaborative manner through the College’s Shared Governance System. The College’s mission, goals, and objectives stated in the Strategic Plan are the basis for continuous planning, thereby facilitating consistency and continuity in educational and fiscal planning. This process also allows for the monitoring and review of program implementation and monitoring of results. The Strategic Plan is the foundation on which the Planning and Budgeting Council (PBC) reviews cost and makes recommendations to the Chancellor. It should be noted that the PBC represents all major constituencies at the college: faculty, administration, staff, and students.

The Annual Plan reflects annual institutional objectives. Institutional objectives are developed based on the Strategic Plan Implementation Schedule and reflect institutional priorities. Again, the Annual Plan reflects the collective thinking from the Board of Trustees, the Chancellor, and the PBC. The Annual Plan represents core educational and administrative activities, which focus on the improvement and expansion of the programmatic direction at the college.

Departments, schools, programs, and administrative offices are classified as District units for the purpose of aligning programmatic and budget planning. The District unit objectives are then aligned to institutional objectives through the completion of a Cost Plan and Budget Form. This District Unit Planning process ensures the linkage between individual objectives generated by the District units and the annual institutional objectives. The District unit budgets are then reviewed by the PBC who recommends budget allocation to the Chancellor, who in turn forwards his recommended budget to the Board of Trustees. The Board of Trustees through its Planning and Budget Committee holds several public hearings on the budget and may make modifications to the proposed budget if it chooses to do so at these hearings or at a meeting for the full board.

The End-of-Year Assessment addresses the progress of District unit and institutional objectives. This enables college constituencies to identify needs and areas of improvement. In 2009-10 the program review process somewhat replicated the End of Year Assessment process.

To monitor its strategic objectives, CCSF produces an annual report on its progress and achievements. This report called “The College Performance Indicators Report” (College Performance Indicators Report, 2006-2007, September 2008 - http://www.ccsf.edu/Offices/Research_Planning/pdf/ccpi2008.pdf) is distributed to and discussed with faculty, staff, and administrators. This report is included as part of the College’s Annual Progress Report to the people of San Francisco. It is available on the College website. This data serves as the basis of educational planning since it evaluates student outcomes in the areas of retention, persistence, and graduation rates. Further, the findings of this report become the basis for the development of goals as articulated in the Strategic and Annual Plans for the college.

The systematic review of instructional programs primarily occurs through the Program Review process which was detailed in section II.A.2.e, and is supplemented by the College Curriculum Committee. Program Review is designed to provide faculty the opportunity to engage in a self
study that encompasses several aspects of their program including a review of student learning outcomes and program improvement. Once reviews are evaluated by the PRC and a report is submitted to and accepted by the CPBC, links to all program review documentation is provided to the college community at large. Departments also share SLO assessment results at departmental and interdepartmental meetings, on their websites, and at Flex workshops.

Another process used to evaluate instructional programs is the Carl D. Perkins Career and Technical Education Act (CTEA) of 2006 (Carl D. Perkins Career and Technical Education Improvement Act of 2006 (http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=109_cong_bills&docid=f:s250enr.txt.pdf) For many years the institution has used a formal and systematic method for the allocation of Perkins funds. The Office of Career and Technical Education administers this evaluation process that begins with an annual election of an allocation group. To access Perkins funds, a CTE department must submit a proposal. A Perkins Development Team must be established within the department and receive training from the Perkins Coordinator regarding the effective development of proposals that fulfill departmental needs and the criteria established under Federal legislation. These proposals must demonstrate how departmental needs were evaluated (e.g., use of focus groups, advisory committee recommendations, or institutional data) and how the department will meet the eight permissible uses of funds as authorized by Perkins. Proposals also must demonstrate the use of Core Performance Indicators data in the proposal planning process and in the assessment of performance outcomes.

There are also faculty-initiated efforts to evaluate instructional programs. For example,

Metro Academy (Health/Child Development)
Bridge to Biotech
Radiology

EVALUATION

The College is committed to ongoing planning. As evidenced, the College utilizes a cyclical approach to review the planning and evaluation process, monitor progress, and align funding resources. Currently, the College Planning and Budgeting Council (CPBC) is reevaluating the continuation of the End of Year Assessment in its present form, as much of the information has been replicated in Program Review.

Institutional data are available to the college community on the website and efforts are continuously made to summarize and synthesize information in a readily understood format. For example, the Chancellor has instituted a series of ongoing presentations made by various programs and departments to address achievement gaps. The Board of Trustees has also conducted hearings for the same purpose. It should be noted that the College has been severely impacted by the reduction in state funding. Nonetheless, CCSF continues to show constant progress and growth in measuring achievement through systematic, cyclical, and data driven methods.

PLANNING AGENDA
The CPBC will review alternative formats for the End of Year Assessment, such as scorecards,
dashboards, or key performance indicator reports, which are used by other colleges.

**II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**

**DESCRIPTION**

During Fall 2010, all instructional departments were surveyed to assess which departments were using common examinations and assessments. The following courses were reported to have common exams:

- Broadcasting 119, 120
- Chemistry 101A, 101B
- Fire Science 111
- English 90, 91, 93, 95, 96, 96/1A
- English as a Second Language 110, 120, 130, 140, 150, 160, 170; Noncredit Levels 2, 4, 6
- Spanish 1, 1A and French 1, 1A, 1B, 2, 2B

Departments making use of cross-section assessments were asked how the validity of these measures had been established, and how cultural and linguistic biases were avoided in the creation and administrations of the tests.

Departments have approached these questions in different ways. Broadcast Electronic Media Arts, for example, uses not only common midterm and final exams, but also common lab projects. Examination questions are continually vetted and refined during faculty meetings, and lab projects are all graded using a common rubric. Fire Science uses a common test bank for FSC 111, with computerized randomization of questions from a database.

The CCSF ESL department maintains a promotion test program that is administered to noncredit students in Levels 2, 4, and 6 (matching the California State Department of Education's Model Standards levels) to determine readiness for advancement. The exams utilized in the program were developed by CCSF faculty and are both valid and reliable. Testing is standardized and carefully monitored, and records kept of student results.

In credit English as a Second Language courses, students take common final examinations at each level assessing reading, grammar, and writing. The reading and grammar questions have been locally validated for both predictive validity and correlations with subsequent success in general courses. The writing components, graded holistically, are grounded by the use of rubrics and anchor papers. All questions are panel-written by diverse faculty to avoid cultural and linguistic biases, and revised during a final editing process.

English 95 and 96/1A make use of common examinations, as have English 93 and 96 until recently. English 90 and 91 does not make use of common examinations, but does require a
common portfolio for promotion into subsequent courses. These portfolios, based on essays, annotated readings, and a cover letter, make use of 1 essay and 1 reading common to all sections. The English faculty uses a common rubric for grading, and grade portfolios as a group, using two raters to minimize differences between instructors, and a third reader in the event of discrepancies.

In French and Spanish courses, instructors make use of a common bank of test sections to minimize differences in assessment between instructors, and work is currently underway in Foreign Languages courses to incorporate common elements into final examinations.

Chemistry 101A sections use common, team-written questions for the midterm examination, and all students in these courses take the same final. Chemistry 101B sections share common portions of the final examination. These common materials have been developed by faculty consensus over time, and faculty conducts regular revision, taking into account how different student populations are performing, and looking for common mistakes indicating flawed or biased items.

Many departments responding indicated some reliance upon nationally-vetted textbook question banks written by experts in the respective fields, or norming to criteria of professional organizations, as ways to help minimize bias in tests. There is, however, recognition that these materials, though they minimize differences between college instructors, have inherent biases. Departments therefore take full advantage of CCSF’s faculty diversity to attenuate these problems. They indicated that, when an exam item is deemed to demonstrate bias, it is removed from examinations through faculty consensus.

Although not linked to exiting a course, placement testing is worthy of mention since it is an assessment of knowledge of skills prerequisite to courses in the College’s math, English, ESL, and chemistry curricula. The purpose of course placement testing is to determine the correct level course in which a student should begin his/her studies in math, English, ESL, and chemistry, in order to increase likelihood of success.

All City College placement testing in these subjects has been validated by the Matriculation Office and the Office of Research, Planning and Grants for predictive validity, reliability, and bias as stipulated by Title 5 placement assessment standards. Furthermore, the tests have been continually reviewed and refined to ensure that they maintain content and cut-score validity, and to monitor for disproportionate impact. During the assessment process multiple measures are used to produce initial placement in the math, English and ESL curricula. Counselors and Math, ESL and English department faculty use placement test results to recommend appropriate course enrollment. Other tests and student assessments given by instructional departments advise students of curricula and course sequences in their respective departments.

**EVALUATION**

Meets the standard.

Some academic programs, such as credit and noncredit ESL, which move large numbers of the College’s students through well-defined sequences, are making use of common examinations that are statistically validated. Many more departments and academic units are moving toward
common examinations, when appropriate, as a way to help gauge attainment of student learning outcomes.

PLANNING AGENDA

None

IIA.2.h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

City College follows Title 5 standards for awarding credit for student work. Each course has student learning outcomes, called major learning outcomes in the official course outline and all courses use these SLOs as the basis for awarding credit. In spring 2011, the Academic Policies Committee approved a policy statement confirming compliance with federal guidelines established fall 2010.

The ratio of hours of student work to units is verified by the Curriculum Committee during their review. The Curriculum Committee also reviews the Course Outlines of Record to ensure that the content of the course supports the learning outcomes of the course, and that the content justifies the units awarded. [ref 2]

EVALUATION

Meets the standard and is in compliance with both Title 5 and federal guidelines.

PLANNING AGENDA

None

IIA.2.i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

DESCRIPTION

The College offers _____ majors, ________ awards of achievement, ________ credit certificates of accomplishment, _____ credit certificates of achievement, ________ noncredit CDCP (Career development college preparation) certificates, and ________ noncredit certificates. In 2009-10, the college awarded 1145 Associate Degrees, 1144 credit certificates, and 52 noncredit certificates. In response to State Bill 1440 the College developed and approved transfer degrees in psychology, speech communication and physics. These degrees were developed in line with the statewide approved Transfer Model Curricula, intended to better prepare students for transfer to California State University. As more statewide Transfer Model Curricula are approved, the College will be reviewing them and developing more degrees. The College Catalog contains detailed descriptions for all degree and certificate programs. The college awards degrees and certificates based upon completion of coursework from a program’s required core and elective courses. These requirements are based on faculty established program major learning outcomes.
Successful completion of courses is based on student demonstration of proficiency of the stated major learning outcomes. All course outlines include multiple measures of assessment to ensure that students have indeed achieved the learning outcomes. These formats include essays, quizzes, exams, presentations, oral reports, demonstrations and performances. Some programs in the arts and in career and technical education areas require the completion of capstone courses, portfolios, internships or clinical practice. In some programs students demonstrate proficiency of the stated major learning outcomes through passing state licensure exams.

All degree programs and many certificate programs require a minimum grade point average of 2.0. These programs and certificates are consistent with Title 5 requirements and are approved by the Curriculum Committee, the Board of Trustees and, as necessary, the State Chancellor’s Office for Community Colleges. They are scheduled for review and update at the department level every five years, although some are updated more often in response to labor market changes.

The college is currently formalizing and aligning the development of SLOs for all programs through the Curriculum Committee. Currently, the career technical education departments are identifying and assessing program SLOs, as are a number of transfer-oriented programs. The College’s Bipartite Committee on Graduation Requirements, composed of administrators and members of the Academic Senate Executive Council, approved SLOs for our general education program.

The SLOs are regularly reviewed and evaluated at the department level which in turn can generate changes in portions of the Course Outline of Record and/or the creation of new courses to address student learning. The Math and English departments recently completed assessments of their curriculum based on faculty dialogue and feedback from Board- and College-sponsored Equity Hearings. Based on assessment results, a new intensive English course was designed and English and Math courses were also scheduled in an intensive 9-week format. Departments have also been asked to assess their progress in using SLOs to enhance student learning via the program review process.

**EVALUATION**

The College partially meets the standard.

The college curriculum includes about 3000 courses and ___ programs. While a concerted effort has been made to identify SLOs for all courses and programs, it has been limited due to the sheer volume of work associated with this task. Through a process of dialogue throughout the college, we have set our focus on general education and program SLOs to address student capacity to pursue continued higher education; basic skills curriculum to ensure student progress from noncredit to credit and basic skills to college level in areas of math, English and English as a Second Language; and CTE SLOs to ensure students’ competency to enter the workforce as identified by the field experts. We need to further our work to continue to identify and assess SLOs for all programs.
PLANNING AGENDA

The College will assess its general education SLOs, identify SLOs for certificates and programs that do not have any, and complete a corresponding assessment. We will ensure that all active courses are continually assessed. The College will create a plan to formalize this assessment cycle to ensure it is at the proficiency level by Fall 2012.

II.A.3 The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

DESCRIPTION

The College Catalog is the primary venue for communicating the general education (GE) goals, rationale, and philosophy to all stakeholders. The GE requirements section of the catalog begins with a summary of the goals of the requirement areas, and a more detailed discussion of each requirement precedes the list of courses that satisfy each requirement. These requirements and their descriptions are revised periodically and as needed in a process that usually begins with faculty and is always reviewed by the Academic Senate Executive Council before final approval by the Bipartite Committee on Graduation Requirements, which includes both faculty and administrators (see recent change to the title of Area H, as an example).

As stated in the Catalog, the primary reason for the general education program is to foster in students a lifelong interest in their own learning. The major areas covered include proficiencies in written and spoken communication as well as critical thinking, an introduction to the humanities and to the social, natural, and behavioral sciences, a basic understanding of U.S. history and government, general study in health and physical wellness, and an appreciation of ethnic and gender studies. The latter areas further affirm CCSF’s commitment to graduating students who are prepared to participate in a diverse and democratic society.

Each course included in the list of courses for any of the GE requirements undergoes a rigorous review, comparing its course outline to the requirements for inclusion in the area that is proposed, to ensure that the learning outcomes for each course within the area mirror the mission of the GE Program as a whole. The review begins with the college’s Curriculum Committee, which assesses each submission in accordance with the Standards and Criteria as outlined in Title 5 and our Curriculum Committee Handbook. This review includes a careful examination of the course’s major learning outcomes (the language the Curriculum Committee has adopted instead of “student learning outcome”) to ensure that they are appropriate, measurable, and reflected in the course content.

From there, proposals to place a course in a GE requirement area use forms that list the criteria for inclusion into each area. Successful proposals detail how the course meets those criteria, with specific reference to sections of the course outline. Faculty on the Academic Senate Executive Council (a 29-member body, elected by the entire faculty) examine each proposal closely, looking for evidence in both the major learning outcomes and the course content that the course
meets the criteria. To receive final approval for inclusion in a GE area, a course must be unanimously approved by all 34 members of the Bipartite Committee or by at least a two-thirds majority of the faculty and, separately, of the administrators on the committee. The process to add a new course to the GE requirements is a thoughtful, rigorous one that has resulted in a wide range of choices for students that ensure them a diverse, enriching education.

GE courses are required in eight different areas that together represent the philosophy of City College and the liberal arts tradition: “All students granted an Associate degree should be required to study a variety of general breadth courses in addition to those courses which are required by a student’s major” (CCSF Catalog, 2010-2011, 44). It should be noted that the new transfer degrees developed in response to SB 1440, by law, are based on the transfer general education patterns of CSU and UC.

The Catalog can be purchased at the campus bookstore in hard copy or CD format. It is also available on the college website in a user-friendly HTML format. In addition, students may examine copies at the library, at the counselors’ offices, in student support service locations, and at department offices. All faculty, administrators, and classified staff have access to hard copy and/or online versions of the catalog.

The College’s general education philosophy is further reflected in its vision and mission statements which iterate CCSF’s commitment to foster an inclusive environment in which graduates are prepared not only for employment and/or college transfer but also to contribute to the community at large in substantial ways. City College students that complete the GE requirements have successfully met the student learning outcomes defined in the GE Program. Numerous departments participate in formal and informal inquiries to track the success of our students as they go on to pursue degrees at four-year institutions, find work, and contribute to our community.

**EVALUATION**

The College meets the standard.

The GE Program goals and philosophy are explicit, well-articulated, and carefully used to ensure that students receive the best education possible and to prepare them for full civic and workforce participation. Faculty and administrators take the decision about inclusion of a course in a GE area very seriously. City College continues to meet and exceed the standard in this area.

**PLANNING AGENDA**

None.

**IIA.3.a. General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**
DESCRIPTION

Title 5 Section 55063 establishes minimum requirements of the Associate Degree, including General Education requirements. These regulations institute general education requirements in several areas, which have become the basis for most of our general education requirements, which are:

- Communication and Analytical Thinking (Area A)
- Written Composition and Information Competency (Area B)
- Social and Behavioral Sciences (Area C)
- Natural Sciences (Area D)
- Humanities (Area E)
- United States History and Government (Area F)
- Physical Skills and Health Management (Area G)
- Ethnic Studies, Women’s Studies, and Gay, Lesbian and Bisexual Studies. (Area H)

Possibly move above to II.A.3?

The Bipartite Committee on Graduation Requirements, a joint committee of the faculty and administrators, reviews and approves all proposals for the inclusion of courses into the various General Education areas. The committee meets twice a year (in October and February).

Provide more information on how students demonstrate achievement of comprehensive SLOs in general education. Also mention how information comp is included in Areas A and B.

Mention program mlos? E.g., earth sciences

EVALUATION

PLANNING AGENDA

II.A.3.b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

DESCRIPTION

A Student Learning Outcomes Task Force, with representation from the Academic Senate, Department Chairperson Council, and Administration, has created an overarching guiding
document, entitled Primary Aim of Student Learning Outcome Assessment, to guide the formation of student learning outcomes at the College. Prior to the formation of the SLO Task Force, the Academic Senate’s Bipartite Committee on Graduation Requirements delineated General Education Student Learning Outcomes specified for areas A - H, thereby forming the framework for the development of individual courses. Given the size and diversity of courses, CCSF has embarked on a grassroots development of its student learning outcomes. SLOs vary per course and are written into the course outlines.

**Refocus section to include evidence of how students have gained general education skills.**

**EVALUATION**

The College partially fulfills the standard.

While CCSF has begun the writing of measurable SLOs, it still lacks a tool to measure student achievement of these outcomes. A final grade measures performance in a course, but does not reflect how students will apply the skills covered in the course in subsequent education or employment related to the course. For noncredit students, CCSF is able to track by student ID whether these students go on to take credit classes.

CCSF has begun the writing of measurable SLOs. CCSF needs to develop a tool to measure student achievement of outcomes in connection with their success in subsequent education and employment related to the coursework undertaken at CCSF.

**PLANNING AGENDA**

**II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen:** qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

**DESCRIPTION**

“Citizenship” within the college is fostered through the Office of Outreach and Recruitment’s Ambassadors’ program. A cadre of current students help to orient incoming freshman to the campus and college culture. During the year, the Ambassadors visit high schools and community based agencies to recruit prospective students.

The Associated Students partners with CCSF student development services to facilitate students’ matriculation and engagement with the college and wider community.

Under Student Activities, students may get more involved on campus through either the student clubs or student government. Student government is composed of a student body president and fifteen students elected to the student senate. Members of student government are required to enroll in Student Leadership 12. Other options for student engagement include seventy nine
student clubs on campus. Each club sends a representative to form the membership for the Interclub Council.

The Office of Mentoring and Service Learning oversees the collaborative efforts of instructors and community partners to instill a sense of civic engagement. In Project Shine, students enrolled in various credit courses volunteer in CCSF noncredit citizenship and ESL classes to coach elders in learning content to pass the citizenship exam or improve their English skills.

In addition, there are approximately fifteen projects designed for students to provide service both to communities outside of the college and within the college, enabling students to develop leadership skills. Many of the projects are not tied to a specific course, but are associated with the following departments: Lesbian Gay Bisexual and Transgender (LGBT) Studies, Health Education, Child Development, Astronomy and Student Health Services. Courses which have sections linked to the projects include: WOM 25, English 93, English 96, Biology 26, LALS 15, Sociology 1, Sociology 2, Sociology 30, LBCS 93D, CNIT 197, Fashion 45A and Music. In Fall 2010, credit courses that offered Project SHINE as a service learning option included: ASAM 20, 30, and 35; IDST 50; Spanish 3A; ESL 79, 150, 160; POLS 1, 2, and 3; LALS 10, HLTH 10; and English 93.

Faculty at CCSF have access to the Multicultural Infusion Project, which supports selected faculty in transforming curriculum to infuse multicultural content and practice. Monthly meetings are held to learn pedagogy and content. Annual meetings enable participants to reflect on ways in which the institution can better serve students underrepresented students. The college is privileged to be the steward of Mexican muralist Diego Rivera’s 1940 work depicting Pan American unity. It exemplifies the use of art to create an awareness of a historical movement, which addressed relevant social and political issues. The mural, staffed with trained student docents, is accessible to the public and incorporated by student ambassadors in their campus tours presentations. Faculty in many departments (ESL, Social Sciences, Art, Foreign Languages, English, etc.) integrate all or parts of Rivera’s mural into their courses. Under Latin American & Latino Studies 14 (LALS 14), students participate in a unique, full semester credit course, with ongoing research about Diego Rivera, his life, his work, and the mural, and contribute their work to the Rivera Collection, a special library collection housed in the Rosenberg Library/LRC.

Incorporate evidence that addresses how SLOs are developed in courses to address ethics and effective citizenship. Need more curriculum based examples. Area H cultural diversity requirement, Area F requirement? Mention voter registration drive?

EVALUATION

Satisfactory. While existing programs provide excellent vehicles for students to engage in activities and practices to grow as ethical human beings and effective citizens, there is a dearth of resources given the institutions’ size and diversity of students. Both manpower and fiscal resources constrain the ability of the college to get more students engaged with each other as well as with the local communities.

PLANNING AGENDA
II.A.4 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

DESCRIPTION

CCSF offers associates degrees in compliance with Title 5 Section 55063. The Associate in Science (AS), Associate in Arts (AA), Associate in Science for Transfer (AS-T), and Associate in Arts for Transfer (AA-T) degrees are awarded by CCSF based on the satisfaction of several different requirements, as noted in the Associate Degree Graduation Requirements section of the catalog. Among the listed requirements is the Major requirement, which students can satisfy in one of several ways:

- They can follow a specific major that has been developed by an instructional department at CCSF and approved by the State Chancellor's Office;
- They can follow one of four Areas of Emphasis in our Liberal Arts and Sciences program: Arts and Humanities, Communication, Science and Mathematics, and Social and Behavioral Sciences (AA and AS only);
- They can complete 18 units in a particular field of study if a major curriculum has not been specified by the department (AA and AS only).

EVALUATION

The College meets this standard.

CCSF continues to make it a priority that the education offered in its degree programs is not only consistently broad and current, but also comprehensive and elective – reflecting the interests of the student earning the degree. CCSF’s priorities as an institution are to provide broad perspective as well as specialization within all of its degree programs.

PLANNING AGENDA

None.

II.A.5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

DESCRIPTION

City College of San Francisco offers 25 general areas of career and technical study, which includes 178 credit and non-credit certificates, degrees or Awards of Achievement. Of these programs, at least 28 prepare students for passing external licensing or certifying exams. Any new certificate (of 18 units or higher) or degree program must complete a rigorous review process established by the Ed Code. The process involves obtaining Labor Market Research, input from Advisory Boards, and approval from the College Curriculum Committee, as well as
the endorsement of the Bay Area Community College Occupational Planning Committee. These
activities, along with the program review conducted by each career and technical education
program, contribute to the standards demanded by employers and external licensing agencies.
(Title 3, Sections 78015-78016)

The Office of Research and Planning collects data for licensure pass rates for individual CCSF
departments. The Office must rely upon licensing agencies for the data and in some instances is
experiencing difficulty retrieving the data. However, the Office was able to obtain licensure
exam data for 2009-10) and found the following pass rates for CCSF students: Radiation
Therapy Technology (88%), Diagnostic Medical Imaging (100%), Licensed Vocational Nursing
(94%), Registered Nursing (89%), Cardiovascular Tech/Echocardiography (100%), Emergency
Medical Technician (81%), Pharmacy Technician (100%), Health Information Technology
(92%), Medical Assisting (100%), Paramedic (100%), and Phlebotomy (92%).

Other college-wide efforts promote the goal of meeting employment standards. Occupational
programs are required to meet with Industry Advisory Boards, although some are more active
than others. Members include industry professionals who communicate to faculty information
about skill sets needed to be successful in the industry at hand.

Advisory boards provide feedback that assist departments in leading the curricular changes to
maintain programs current. Recent examples: Business Advisory Board provided input into
Green and Sustainable Business program development and the use of social media in business;
Real Estate Advisory Board gave curriculum development input for Real Estate Marketing and
Commercial Real Estate courses, and updates on local commercial leasing and mortgage lending
changes; Trauma Prevention and Recovery Advisory Board reviewed student learning outcomes
and provided input for certificate modifications; Drug and Alcohol Studies Board provided input
on the collaboration between the Drug and Alcohol Studies program and the new CCSF
Community Mental Health Certificate program and the development of an internship preparation

Many programs rely on their pool of part-time faculty who concurrently hold jobs in private
industry. These individuals bring to the college their direct, relevant and current experience in
the field, which results in ongoing dialog with full-time faculty and the revision of curriculum to
reflect industry practices and standards. Additionally, many faculty are active members, or even
board members, of industry or professional associations, such as the American Association for
Paralegal Education, the California Association of Realtors, California Association of Drug and
Alcohol Educators, and several professional health associations, which also strengthens industry
connections that lead to ongoing curricula updates and increased standards. Child Development
faculty are members of a total of 15 local advisory and policy boards in San Francisco.

The California Resource Center for Occupational Program Design and Evaluation is a branch of
CCSF. The function is to provide service to business, education and industry by conducting
DACUM (Developing a Curriculum) job analyses. With the services offered by trained faculty a
department can create or update an ideal education or training program for specific industry
needs. Several career and technical programs have completed DACUMs, most recently Fashion
and Design and Hybrid Technology in Automotive Technology.
The Calif. State Chancellor’s Office furnishes annual reports that reflect Perkins Career and Technical Education Act (CTEA) Core Indicator data uploaded from the College to the State MIS. Core Indicator #4 measures placement by matching the number of student completers to the California Employment Development Department Unemployment Insurance wage database. The most recent data available, 2008-09, reports the college aggregate match rate of 87.3%. This reflects an increase of almost 9% from the last report. This data, however, is not entirely conclusive in that it does not capture all student placement data, such as the number of graduates who become successfully self-employed or move out of state for employment. (Calif. State Chancellor’s Office Core Indicator Report, February 2011)

Career Connection is a grant-funded project that serves as an online job placement tool free to all CCSF students and alumni. An employer follow-up survey tracking system was implemented. This year, the college has started a working group to assess our current mechanism for job placement college-wide. The group is reviewing other tools that are available. By the end of 2011, the college plans to have a robust online tool for facilitating and tracking student internships and employment.

**EVALUATION --IIA.5**

The College meets this standard.

Many career and technical programs are outstanding in preparing students for employment competencies. They stay abreast of current needs of industry, work closely with advisory boards and regularly revise curriculum to maintain relevance to the workforce. They also have implemented tracking systems to measure student success rates and regularly produce highly skilled graduates the local economy demands.

Program success is also exemplified through the national and statewide recognition. In Fall 2010, the Diagnostic Medical Imaging program received the Minnies’ Award as one of the top two institutions for learning diagnostic radiology, second only to John Hopkins University Medical Center. In Spring 2011, CCSF Journalism students won a combined 20 awards in the Journalism Association of Community Colleges competition. General excellence awards were also won by student publications, The Guardsman newspaper and Etc. magazine.

Overall, CCSF has done a satisfactory job in developing processes to acquire information about students’ ability to meet employer standards and pass external exams. Since the previous Self-Study report was completed the college has been looking at this area more carefully. As a result, a working group has been developed which is taking serious steps to adopt a comprehensive job development and placement tracking tool. More advanced technological resources are now available that didn’t exist previously, making this a more feasible option.

**PLANNING AGENDA**

The college will implement the technologically sophisticated, comprehensive online job development and placement tracking system that is in use by other colleges.
II.A.6 The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution’s officially approved course outline.

DESCRIPTION

The catalog is available in print and online, and includes clear and accurate information about educational courses and programs and transfer policies. Courses and programs are reviewed for catalog inclusion by department chairs at least once a year and are further reviewed by the Dean of Instruction before inclusion in the catalog.

New courses and programs are developed according to standards outlined in the Curriculum Committee Handbook, which includes student learning outcomes. Courses and programs are reviewed by Department Chairs, the Curriculum Committee and Dean of Instruction. Instructional Departments complete program review on an annual basis. All courses are updated and reviewed within a six-year cycle. Program Learning Outcomes are increasingly being developed and added to the catalog and program brochures.

As stated in the CCSF Faculty Handbook, all credit instructors are mandated to distribute thorough syllabi, which include course expectations and student learning outcomes. In the 2010-11 Credit Student Opinion Survey, 93% of students responded favorably when asked if they had received a syllabus that specified what they would learn in the class. Additionally, all faculty are subject to evaluation every three years, which would include reviewing course syllabi and their relation the official course outline of record.

EVALUATION

The College meets this standard.

CCSF is undergoing a systematic effort to ensure that all new courses and programs meet the requirements for clarity and stated learning outcomes. Instructors, Department Chairs, School Deans and the Dean of Instruction all review courses and/or program descriptions for clarity and stated outcomes and objectives. Course and program descriptions are based on the rubric as stated in the Curriculum Committee Handbook.

All credit instructors are mandated in the Faculty Handbook to provide students with course syllabi. The college verifies that individual courses adhere to the course objectives/learning outcomes through peer, student, and tenure review of faculty and though departmental review of courses and program requirements.

PLANNING AGENDA

Continue systematic effort to ensure all courses and programs meet the requirements for clarity and stated learning outcomes.
II.A.6.a. 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.

The 2010-11 college catalog (pg. 392) includes a clear policy of how coursework transferred in from other institutions is evaluated. Students may use coursework completed at other institutions to fulfill program, general education, and/or elective unit requirements for the Associate Degree or certificate programs at City College of San Francisco. Specifically, students may use lower and/or upper division transfer coursework to fulfill any or all of the following:

- specific program requirements for a certificate, major, or award of achievement
- general education graduation requirements
- unit requirement for graduation (minimum of 60 semester units)

The unit requirement may be met with courses from regionally accredited (e.g., accredited by Western Association of Schools and Colleges) colleges or universities. Students are subject to the residence requirement for the Associate Degree, regardless of the number of units transferred into the college.

Program and general education requirements must be evaluated through the course equivalency process. Course equivalency is determined by the chair(s) of the department(s) offering comparable courses, and is communicated by them to the Office of Admissions and Records (A&R) via the “Evaluation of Course Equivalency” form. Student inquiries with either a specific department or with A&R should occur prior to petitioning for graduation. Counselors often assist students in identifying possible course equivalencies.

The policy and procedures for accepting incoming courses are reviewed periodically by the Academic Policies Committee. The college is currently working to streamline its course equivalency process to better serve students and faculty.

Transfer of coursework from City College to other institutions is spelled out in the thousands of detailed articulation agreements the college has with University of California, California State University, California Independent Colleges and Universities, and Out-of-State Public and Private Colleges, and Information. These agreements are continually expanded and updated as curriculum information and student needs and interests change. Articulation information is available in the print and online catalog, general education worksheets for students, time schedule transfer information pages, statewide ASSIST website, college articulation website, and a student transcript report generated from the Banner database. Updates are presented through meeting presentations, workshops and emails.

The college has also participated in statewide efforts to streamline articulation through common course numbering and model curricula programs. Currently, it is engaged in the statewide Course Identification Numbering System and Transfer Model Curriculum efforts.
The College supports an Office of Articulation with a full-time articulation officer and a half-time clerical assistant. The Office is responsible for the development and maintenance of articulation agreements and the dissemination of all information related to articulation.

Articulation agreements are based on course outlines that are reviewed and approved by the College Curriculum Committee. Courses that are intended for statewide UC transfer and UC/CSU general education are further reviewed and by the College CSU/UC Breadth Committee before they are submitted to the UC Office of the President or the CSU Chancellor’s Office. Course-to-course articulation, usually intended to meet requirements for the major at the university, is initiated by the articulation officer working with discipline faculty, particularly department chairs. Articulation requests are sent to transfer institutions for review. When articulation agreements are approved, the information is made available in the ways identified above.

EVALUATION

The college meets the standard.

Articulation information is extensive and frequently updated. Policies are clear and updated in response to student needs.

PLANNING AGENDA

None.

II.A.6.b. 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.

DESCRIPTION

According to *California Education Code Section 70902 /Title 5, CCR, Sections 55230 et seq. and 53203*, ultimate approval for program revision (major changes) rests with the Chancellor of the College. Guidance for program revision is covered in the Curriculum Committee Handbook: 4.3 Revising a Major. Revisions themselves originate and develop at the Departmental level with final forms being submitted to the Curriculum Committee for further processing and approval.

For non-Academic programs, California Education Code, Section 78016 provides for the review of and termination of vocational programs that do not meet established criteria, and Board Policy 6.14 establishes that the institution will terminate vocational programs in accordance with applicable law. Interviews with department heads, school Deans, and program chairs have revealed the following: in general, departments assess the needs for its programs according to internal and external criteria and revise accordingly.

There is no college-wide policy for departments to follow in evaluating its individual programs for termination or modification. Students are informed and supported by faculty, department
heads, and counselors/advisors when programs are modified or terminated. CCSF Catalog 2010 p.44 explains protection against changes in programs (catalog rights). The stated policy basically ensures that if programs are changed during the time a student has been continuously enrolled, the student has a right to follow the program as originally stated in the catalog in effect at the onset of their study. If a course is no longer offered, the department makes accommodations for that student by accepting a replacement course, waiving a course requirement, etc.

In practice, when a program is deemed terminable, the usual procedure (phasing out) is to allow current students to finish out the program while no new students are taken in. All efforts are made to ensure students achieve their educational goals. When revisions are finalized, the College’s counseling department is notified and the appropriate campus counselors are informed and advised on how to help affected students realize their educational goals.

EVALUATION

The College meets this standard.

Program eliminations and modifications are successfully handled at the departmental level with appropriate approvals received higher up. Special care is taken to ensure students’ progression toward their educational goals; students’ educational progress is protected via the College catalog rights policy.

Although the College has employed a successful process for program elimination, there is no college-wide policy that establishes formalized procedures to follow regarding program modification and elimination, other than the information found in the Curriculum Committee Handbook. However, each department has successfully handled needed program adjustments to ensure its viability and supported affected students to ensure their educational success.

PLANNING AGENDA

None.

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

DESCRIPTION

City College represents itself to students, personnel and the public through a range of publications and statements. The College Catalog contains descriptions of all courses, information about programs of study, and statements of the College’s regulations, rules and policies. The Catalog is produced, updated, reviewed for accuracy, and reprinted annually under the supervision of the Office of Instruction, and is available in both print and electronic forms. Updates to program and course information are done based on Curriculum Committee actions – any new courses, modifications to courses, or course deletions are done through the Curriculum Committee.
Other sections of the catalog (e.g., Library and Learning Resources, Academic Policies) are reviewed by the owners of that section. The Office of Instruction asks for such updates each year in the late fall/early spring, and incorporates all reported changes into the next printed version of the catalog. Additionally, when policies are updated via the shared governance process, changes are made to the appropriate sections of the catalog. These changes are highlighted in a Policy Update document on the online catalog.

The Office of Instruction also maintains two versions of the catalog on the College’s website: the first is a PDF version that matches that year’s printed catalog exactly, and has all sections of the catalog; the second contains just course and program information, and is updated continuously through the year, based on Curriculum Committee actions. In addition to publishing the catalog on College’s website, the Office of Instruction gives paper copies to counselors and some key offices. Students may also purchase a paper copy of the catalog at the Campus bookstore.

When the Office of Instruction receives notification of approval of new certificate or degree programs after the catalog has been published, they include this information in an online catalog addendum. Such programs are typically listed as “pending state approval” in the printed version of the catalog, and the addendum gives details of these programs once approval has been gained.

The college’s class schedule is printed thrice-yearly and, when budget allows, is mailed to all San Francisco Residents and public libraries, and is available through the campus bookstore and on all neighborhood campuses. This schedule provides detailed information about each semester’s course offerings, campus maps and information about programs and services the college offers. With each publication, the schedule is reviewed for accuracy, currency and completeness by the Office of Public Information and the Chancellor.

The Public Information Office (PIO) oversees the accuracy of all publications by individual departments, campuses and sites and responds to all press inquiries and requests of public records. PIO publishes the weekly in-house newspaper City Currents, which features faculty accomplishments, Board news, individual students’ achievements and current events at the college.

In order to save on printing costs, PIO recently shifted from a print to an electronic format for City Currents, which is now posted weekly on the college’s website and distributed electronically to all personnel via the college’s email system. PIO also serves as a point of entry for all outside inquiries about the College’s policies and procedures, referring requests for public records to the College’s Legal Counsel, and directing all press inquiries to the appropriate vice-chancellor, dean or department chair. Finally, PIO communicates City College’s mission and programs to the community via outreach such as advertisements in all San Francisco neighborhood and ethnic newspapers, and at least one national publications (Southwest Spirit, the in-flight magazine of Southwest Air).

The Faculty Handbook informs City College professional staff of the principal rules, regulations, practices and procedures that are essential to their role in the operation of the District. It is produced by the Human Resources Department, is distributed to all faculty members and is available on the Colleges website.
Policies are reviewed in response to identified issues and opportunities, Title 5 changes, and legislative or regulatory changes. They are revised through the shared governance process. Major changes to programs and policies are disseminated via shared governance committee meetings, trainings, email dissemination, College publications and the College website. The Board of Trustees, through its Policy Implementation Committee, is currently updating its policies. These are also available on the College website.

The College’s website provides information on the college’s mission, instructional programs, support programs and administration. In 2007, after a public bidding process, City College contracted with Earthbound Media Group to redesign its website. By 2009, Earthbound had completed the overhaul, creating a unifying visual motif, organizing information for easier access, dramatically improving its search engine capabilities, and bringing the site into compliance with ADA standards. The College now has a “Webcred” working group that has been reviewing the transition from old to new formats and providing support for improving web pages.

Most recently, the Outreach Office started a City College Facebook page offering information about upcoming scholarship applications, registration deadlines, job opportunities, and campus events, as well as links to in-house videos about the college counseling programs, student achievements, and international student assistance programs. As of May, 2011, the Facebook page had 5,832 registered “fans.”

The Office of Research, Planning and Grants webpage presents information on student achievement, both recent and archival reports. It posts Program Review reports, which contain current student achievement data for each academic department:


Other posted reports include Accountability Reporting for the California Community College (ARCC), College Performance Indicators, Basic Skills Accountability, The High School Report, and additional focused reports on student performance:


EVALUATION

The College meets this standard.

CCSF reviews and updates its published materials thoroughly and regularly, and communicates its mission, policies and procedures in a clear, consistent manner to students, personnel and the public. The college has taken steps to address problems with its website mentioned in its 2006 WASC review, and continues to work on the currency and accessibility of information.

PLANNING AGENDA

CCSF will continue making its website more easily navigable and keeping its content up-to-date.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world
views. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

DESCRIPTION

There is print and online access to the SFCCD Policy Manual that includes Board Policy 6.06 entitled “Intellectual Freedom.” This policy clearly defines academic freedom with its rights and responsibilities. In addition, the policy also contains guidelines for textbook, library selections and public forums. The Faculty Handbook of February 2010 references the AFT 2121/SFCCD Collective Bargaining Agreement 10/22/09-6/30/12) that includes Article 8, “Academic Freedom, Duties, and Responsibilities,” and Article 30, “Intellectual Property.”

The “Student Rights and Responsibilities” section of the CCSF College Catalog (“College Rules and Regulations”) contains Board-approved policy on student academic honesty. This document is available on line and in hard copy at the college bookstore. The policy is also in the Student Handbook, distributed at the start of each semester.

EVALUATION

The College meets this standard.

The college has always been committed to the free pursuit and dissemination of knowledge and has in place policies that support these commitments. The policy on student academic policy is readily available to students and staff. Our website has been expanded so all materials are readily available online.

PLANNING AGENDA

None.

IIA.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

DESCRIPTION

Board Policy 6.06 entitled “Intellectual Freedom”, clearly defines academic freedom with its rights and responsibilities. It demonstrates institutional commitment to free pursuit and dissemination of knowledge.

The college communicates its expectation that faculty distinguish between personal conviction and professionally accepted views through many references in Article 8 of the faculty AFT 2121/SFCCD Collective Bargaining Agreement. For example, section C.4 states, “Faculty cannot, however, expect academic freedom to be unlimited, for the right to exercise any liberty implies a duty to use it responsibly. Academic freedom does not give faculty freedom to engage in indoctrination. Nor can faculty invoke the principle of academic freedom to justify non-professional conduct.”

A component of faculty evaluation (including tenure review) is an anonymous survey of students in one or more classes taught by the instructor being evaluated. Different surveys are used for
credit, noncredit, and ESL courses. In each of these surveys, a question about instructor’s biases is asked.

<table>
<thead>
<tr>
<th>Mode</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit</td>
<td>Does the instructor seem to be free of racial, sexual, religious and political prejudices?</td>
</tr>
<tr>
<td>Noncredit</td>
<td>Shows respect for all racial, sexual, religious, and political groups.</td>
</tr>
<tr>
<td>ESL</td>
<td>The teacher respects the students.</td>
</tr>
</tbody>
</table>

Students are asked to rate faculty on a 5-point scale, with 1 representing Never, and 5 representing Always. A review of the results over the last few semesters shows that, on average, faculty score very well on these questions, both in an absolute sense, and in comparison to the other questions on the survey. Generally, faculty scored between 4.8 and 4.9, which is higher than average scores of the other questions, and indicative of faculty’s ability to create a bias-free learning environment and to distinguish between personal conviction and professionally accepted views in a discipline.

EVALUATION

The College meets this standard.

PLANNING AGENDA

None.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

DESCRIPTION

The SFCCD Policy Manual states, “the College requires certain standards of conduct of all its students. The College shall adopt rules and regulations governing student behavior along with appropriate penalties for student misconduct consistent with applicable law.” With reference to academic honesty, it has adopted and published policies to address this issue, so that faculty, students and the public are kept informed.

Academic or intellectual dishonesty is outlined in Rules of Student Conduct (P. 377) under College Rules and Regulations in the CCSF Catalog 2010-2011 as well as the “Types of Discipline” to be administered. Also, academic or intellectual dishonesty, such as cheating or plagiarism is the first item discussed in the section on Grounds for Disciplinary Action under the heading, Student Conduct (P.58) in the CCSF Student Handbook.

The types of disciplinary action are also clearly identified in the handbook. Furthermore, some departments such as the English and ESL Departments have specific policy documents addressing plagiarism. These documents are given to students during the first week of class and are available at the departmental offices throughout the year. The Chair of the Behavioral Sciences Department also plans to draw up a policy document on plagiarism for students.
The College has been very thorough in establishing and publishing clear expectations regarding student academic honesty and the consequences for dishonesty. The CCSF Catalog clearly states the disciplinary sanctions for academic or intellectual dishonesty and the process. Moreover, the Catalog clearly specifies that students have a right to due process and it is the responsibility of the Office of Student Advocacy, Rights and Responsibilities to assure the implementation of this due process.

The Library & Learning Resources Spring 2008 Assessment of Research Skills Workshop (http://www.ccsf.edu/Library/assess08.pdf) confirmed the need to address responsible use of information and to support curricular opportunities to learn about plagiarism. Information about proper citation format was added to all the library skills workshops. Moreover, the Library’s Information Competency & Curriculum (IC&C) committee developed a separate workshop to teach citation format and how to avoid plagiarism in Fall 2008. The workshop content and activities address these two SLOs: 1) Students prepare in-text citations and citations for the “Works Cited” list/bibliography using an appropriate style manual such as MLA or APA; and 2) Students demonstrate understanding of CCSF computer-use policies and legal-ethical practices regarding access and use of the Internet, plagiarism and copyright. Workshop P has been well received by all instructors who are aware of it, many of whom require students to complete it as part of their coursework.

In its Mission and Vision statement which is posted at every campus, on various publications and on the CCSF website, the College emphasizes that “In our community, respect and trust are common virtues…”. At an institutional level, these high ideals set a standard of conduct that fosters academic honesty. These ideals are reinforced in the classroom – many faculty members include explicit policy language about academic honesty in the course syllabi.

**EVALUATION**

The College meets this standard.

The College makes its policies on academic honesty readily available to both students and faculty through the CCSF Catalog and the CCSF Student Handbook and Planner. The catalog is available both in printed hardcopy and online (through the ccsf.edu website). The student handbook is published in hardcopy (a small, spiral bound booklet) and available to students at the various CCSF campuses through student services/counseling offices and other locations.

In addition, the fact that various departments have also developed specific policy documents further serves to inform both students and faculty that policies on academic honesty do exist and that there are formal procedures and a process in place when breaches occur.

The College has made a conscious effort to make all public documents available on its website. With the CCSF Catalog readily accessible online, students and faculty can directly access the College’s policies on academic honesty, the consequences of academic dishonesty and the disciplinary sanctions to be imposed for such misconduct.

**PLANNING AGENDA**

The College needs to insure that printed matter such as the CCSF Student Handbook and Planner is readily available online and at all campus locations and that there are enough copies printed...
for the student population. This would further insure students’ awareness of college’s code of conduct; in particular, those pertaining to academic honesty as covered in this standard.

II.A.7.c. 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 or student handbooks.

Not Applicable.

II.A.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Not Applicable.
Standard II.B: Student Learning Programs and Services.  
Student Support Services

II.B. The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

DESCRIPTION
City College of San Francisco (CCSF) serves one of the largest student populations in the nation and is committed to providing services that are accessible, inclusive and sensitive to the needs of its diverse student body. CCSF assures equitable access by providing appropriate student support services at its campus locations and some of the other instructional sites throughout San Francisco. In 2006, CCSF was recognized nationally for its efforts to recruit diverse students when it received the MetLife Community College Excellence Award for reaching out to first generation, immigrant, low-income, and working adults. In April 2007, The New York Times featured CCSF as one of 11 models of success in the country with respect to its instructional and student support practices. Moreover, in June 2008, CCSF was highlighted in The Chronicle of Higher Education as an outstanding example of a thriving community college—the only community college in the nation to be so recognized.

To enhance student success, the college provides an array of academic and student development services that support students' intellectual, cultural, and civic achievements. Student Services begins with the Office of Outreach and Recruitment as high-quality comprehensive college readiness services are provided to prospective students, high school and middle school students, K-12 faculty, staff, administrators from both public and private sectors, and community-based organizations. The Office of Outreach and Recruitment provides early-outreach services to ensure prospective students are knowledgeable and prepared for the college experience at CCSF. A focus of the Office is to strengthen partnerships with K-12 schools, community-based organizations and government agencies in order to ensure students are adequately informed of the comprehensive support services offered by the campus community.

Student Support Services is a critical aspect of the College and makes available services to all its students. Part of the governance system is the Student Preparation Success Committee, which helps make critical recommendations in this area. Included in the range of programs and services to enhance student access, retention, and success are the following: New Student Counseling; Continuing Student Counseling; International Student Counseling; Transfer Counseling; Career Development Counseling; Extended Opportunity Programs and Services; Gay, Lesbian, Bisexual and Transgender Counseling; and Multicultural Retention Services (African American Scholastic Programs, Latino Services Network, TULAY (Filipino-American Student Success Program) and the Asian Pacific American Student Success Program. Additional student support services include the Admissions and Records Office, Financial Aid Office (including Scholarship, CalWORKs, and Single Stop USA), Matriculation Office, Veteran’s Transitional
Services Center, Outreach and Recruitment, Student Activities Office, Homeless At-Risk Transitional Students Program, Student Health Services, the Learning Assistance Center and the Disabled Students Programs and Services Department.

Grants augment these services by offering specialized programs such as Gateway to College, Guardian Scholars, Foster Youth Initiative and the Bridge 2 Success Collaborative Partnership Program with SF Unified School District and the SF Mayor’s Office. In Fall 2010, the new Veteran’s Transitional Services Center opened. The Center was a collaborative effort by CCSF and key labor unions to respond to the unique needs of Veterans on campus. Over 600 veterans are being provided academic counseling and certification services providing them assistance to access their federal financial benefits. In addition, VA psychologists and personnel from community agencies focused on serving veterans regularly hold office hours in the CCSF Veteran’s Transitional Services Center.

Eighty percent (80%) of the Student Support Service units and departments have engaged in Student Learning Outcome development and assessments. Several departments completed evaluation cycles and implemented programs of continuous quality improvement as a result of the project outcomes. For example, high school students now get early registration. All departments are committed to teaching students how to navigate a complex system such as ours. The system now accommodates different language skills by bilingual services. Classes taught by the Student Support Service Units assist students in learning about important services and methods to support them in achieving their educational and lifetime goals.

The Office of Research, Planning, and Grants conducts ongoing college-wide inquiries regarding student access, progress, learning, and success. For example, the Overview of 2007 CCSSE Results for CCSF provides a snapshot of what credit students and faculty had to say about student engagement at CCSF. The overview includes information about the survey, respondent’s academic experience, student learning, support services, barriers to persistence, and more. Additional inquiries surveyed the effectiveness of Division programs and services in relation to the institutional mission and the quality of support provided to enhance student access, progress, learning, and success.

Our Program Review System has as its goal the promotion of student access, progress, learning and teaching excellence. This is accomplished by conducting comprehensive reviews by departments of all courses and programs and by reviewing and updating, where appropriate, learning assessments plans and student development programs. Currently, program reviews are conducted annually for all units in all divisions of the College. These reviews utilize five-year data trends in the areas of enrollments, personnel, annual expenditures, productivity and student/employee satisfaction, as applicable. All data are gathered by the Office of Research in conjunction with the Budget Office, Office of Instruction, and Human Resources and populated in the annual review form. The annual report form provides reflections on data trends, summarizes progress on prior year planning objectives and identifies major planning objectives for the next fiscal year to describe resources needed to meet planning objectives. (Reference: Focused Midterm Progress Report, March 15, 2009)

Also, college-wide discussions hosted by the Strategic Planning Team in Spring and Fall 2010 were conducted through a series of interactive listening sessions to get feedback about CCSF programs and services, and discuss a new draft of the Strategic Priorities and Major Objectives.
The draft Strategic Plan was made available online on November 2010, and has been refined to reflect the extensive input collected and sent to the Team.

Additionally, the CCSF College Performance Indicators Report (CPI), organized according to strategic priorities, was a key tool the College used to evaluate its progress with the eight priorities of its Strategic Plan. From September 2008 to January 2009, seven research briefs evaluated Basic Skills, Academic Programs, Education for the Workforce, Outreach and Recruitment, Student Development, Fiscal Resources, and Technology. For example, the fifth strategic priority of the CCSF Strategic Plan relates to student development. This priority increases “the quality and accessibility of student development services to positively impact student outcomes related to student learning, retention, course completion, graduation and job placement.” One area in the research brief examined student development in terms of student satisfaction. The questions were asked at CCSF in Spring 2007 through the national Community College Survey of Student Development. “Computer lab” had the highest reported frequency of use, the highest level of satisfaction reported, and was viewed as among the most important (2.67 on a scale of 1-3). Academic Advising/Planning, Transfer Credit assistance, Financial Aid advising, and Career Counseling were also scored as among the most important services, but the satisfaction rating for those services was closer to “somewhat” (2.0), ranging from 1.98-2.09.

In 2010-11, CCSF conducted an opinion survey asking credit students to rate their experience with various student support services at the colleges. Typically, over 70% of students rated services as “excellent” or “good.” When compared to results of the 2004-05 survey, most services received a somewhat higher rating in 2010-11.

### Table 3: Sampling Comparison of Surveys from 2010-2011 and 2004-2005

<table>
<thead>
<tr>
<th>Category</th>
<th>2010 – 2011 Ratings</th>
<th>2004 - 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent</td>
<td>Good</td>
</tr>
<tr>
<td>Computer Labs</td>
<td>37%</td>
<td>44%</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>28.4%</td>
<td>38.4%</td>
</tr>
<tr>
<td>Career Development &amp; Placement</td>
<td>27.7%</td>
<td>41.6%</td>
</tr>
<tr>
<td>Transfer Counseling</td>
<td>25.8%</td>
<td>37.9%</td>
</tr>
</tbody>
</table>

**EVALUATION**

Overall, the College uses information from the Office of Research, Planning, and Grants and college wide discussions to insure that student programs and support services remain effective and are in line with annual planning and our institutional mission.

**PLANNING AGENDA**

N/A

II.B.1 The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.
DESCRIPTION
The Student Support Service Units is a leader in the Institution’s Student Learning Outcomes efforts to assess the quality of student learning and uses these results to provide continuing quality improvement. In addition to the individual student learning outcome projects conducted within each unit, the Office of Research and Planning distributes both credit and noncredit student surveys and employee satisfaction surveys, which provide valuable information in a variety of critical areas that departments use in program review and in the implementation of new student learning outcome projects. Additionally, despite the fact that funding for professional development diminished greatly due to budget restrictions over the last few years, numerous opportunities exist throughout the year for faculty and staff to participate in professional development activities. Continuous evaluation of data gathered through the Sars Grid electronic appointment system; local surveys distributed to employees and students seeking assessment of specific support services; student equity hearings focusing on counseling and other support services; pilot programs initiated to experiment with new deliveries of services to students; and special faculty committees that focus on analysis of data, surveys and new services all support a culture of continuous evaluation that ensures the support and improvement of student learning.

The program review cycle allows each student support unit the opportunity to reflect on its accomplishments and challenges. The following are some of the accomplishments/changes made as a result of student learning outcomes, program review, and feedback from the Basic Skills Initiative recommendations, and the student equity hearings:

- Veterans Transitional Services Center is a place where veterans returning to school can study and obtain services, including mental health counseling.
- LERN 1000 improved the method used to train tutors making them more effective in their interactions with those tutored.
- The Transfer Center tripled the number of transfer admissions guarantees between CCSF and the UC system.
- In response to student feedback and need, the testing policy was revised to allow students to retest more frequently.
- The Student Support Service Units developed and implemented a comprehensive space proposal resulting in the creation of a new student service hub and centralization of critical services for students.
- Early registration for San Francisco Unified School District (SFUSD) graduates has increased enrollment and retention of graduating high school seniors.
- New enhanced orientations were offered to incoming students as part of a summer initiative to increase student access and close the achievement gap for under-served communities.
- The Financial Aid Office is implementing a document imaging system that will allow students to submit documents online and create a paperless student file system for its 30,000 students. Financial Aid employees will be able to access students’ files at any of our educational centers.
- Financial Aid has begun to decentralize by establishing full service offices at Mission and Evan campuses.

EVALUATION
Student Support Service units have actively gathered data to analyze and improve the quality of their programs and services for students.

PLANNING AGENDA
Work with remaining the 20% of the student support service units who have yet to develop SLOs.

II.B.2.a-d: The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: (a) general information, (b) requirements, (c) major policies affecting students, and (d) locations and/or publications where other policies may be found.

DESCRIPTION
The College produces an annual, academic year catalog that includes general information, program requirements and major policies affecting students. The Catalog is clear, concise, and well organized. Students may obtain hard copies of the Catalog at the College’s Bookstore, or may view an electronic copy online. Hard copies of the Catalog are provided to certain District personnel, including counselors.

The Catalog is a product of the Office of Instruction, in conjunction with the Catalog work group. Catalog information is reviewed for accuracy and relevancy annually. Sections of the Catalog are sent to stakeholders for review and update. In addition, agenda items approved by the Curriculum Committee form the basis for updates to the Programs and Courses Section of the Catalog.

The requirements for admission and enrollment fees (2010-2011 Catalog, 14-20), graduation (44-49), and transfer (52-59) are easily accessible. Degrees and certificate programs are listed alphabetically by department/discipline in the Programs and Courses section of the Catalog (62-367). Students are informed of additional financial obligations or optional fees at the time of registration, at program orientation, on the website, or on the first day of class by the instructor.

Major policies affecting students can be found in several sections of the Catalog. College Rules and Regulations address academic regulation, including Academic Honesty (Catalog, 377; Grievances and Complaint Procedures (378-380), and Sexual Harassment (371). The Admission to the College section addresses the fee refund policy and procedures (17-18). Acceptance of Transfer Credits (392) was recently updated to reflect statewide changes to the interpretation of Title 5, particularly in relation to acceptance of upper division credit. The Equal Opportunity Statement (XIV-XV) is written in English and five other languages commonly used by our students.

The other major college publication from the Office of Instruction is the Time Schedule of Classes. In addition to detailed information about course offerings, the Time Schedule contains important information about admissions, registration, course fees, and materials fees. It also includes telephone numbers, web addresses, and maps to guide students to additional sources of
policies and other information. Time Schedules are produced in both hard copy and online. The online time Schedule has sidebar links for further information. When College finances permit, the Time Schedule is mailed to residents of San Francisco. If copies are not mailed, postcards are sent to San Francisco residents as a reminder that the Time Schedule is available online and printed schedules are available at the campuses. Additionally, hard copies are freely available throughout all campus locations.

EVALUATION
Both the Catalog and Time Schedule are precise, accurate and contain essential information. In the 2010-11 credit student opinion survey, close to 80% of students rated the online Catalog and Time Schedule as either “good” or “excellent.”

PLANNING AGENDA

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

DESCRIPTION
The institution assesses student learning support needs by inference from College research on student enrollment, performance, persistence, and achievement. This research is presented in the College’s Environmental Scan, Performance Indicator report, and various other research reports and briefs. For example, research has pointed to differences in persistence, performance, and achievement by ethnicity and has been commented on college-wide in student equity hearings. In part, this has led to a strengthening in Asian, African-American, Latino, and Filipino retention programs that provide counseling and tutoring support. Research has also pointed to the negative effect of long remediation sequences, resulting in the College experimenting with shortened sequences. The large number of students placing in remedial levels has led to increasing these offerings. The effort to raise the success level of students of color in mathematics has led to a cohort-oriented “math bridge” sequence that ties multi-term math courses together with integrated counseling and tutoring support. The African-American Scholastic Program has collaborated with Library and Learning Resources for over a decade to offer a one-unit credit course to teach information competency to AASP students.

Another way that CCSF determines the support needs of its students is through annual program reviews for each department and unit. The department reports on approximately ten areas ranging from comparing the population the program serves to the general CCSF population to measuring how the department met last year’s goals. One particular benefit of the reviews is the feedback system it provides in such a large institution. All departments are asked to review various institutional planning documents such as the Educational Master Plan, the 2009 Environmental Scan, the Annual Plan, etc. and to consider information from Advisory Boards, field activities, and other appropriate sources in order to project where they would like to be in 5-6 years. They are also asked to indicate what environmental factors informed their projections. The information the department gives Student Development will be used for the Strategic Planning process.
Student learning outcome assessments across Divisions continually identify student needs and evaluate new data sets as information is collected from students and participants. Some departments conduct individual surveys in order to determine more effective directions for their teaching or services. For example, based on survey results, the Learning Assistance Center (LAC) altered the way in which they presented learning strategies to their students, which increased student utilization of the strategies after they completed the study skills course.

EVALUATION

PLANNING AGENDA

II.B.3.a. 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.

DESCRIPTION

City College has been committed to expanding, improving and promoting greater access to services for its students, regardless of the service location and delivery method. The assessment of student needs and how the current level of services is meeting the needs is evident when reviewing multiple data available on the City College website.

Some of the information pertinent to the assessment process was gathered by the Office of Research and Planning when it polled Student Satisfaction in their 2004-2006 surveys. The 2005-2006 Noncredit Student Survey asked students to indicate their experience in noncredit overall and at the particular campus they attend. The survey also asked students to rate various noncredit services and instruction(e). A similar survey was conducted with Credit Students in 2004-2005 and 3,095 credit students gave their opinions about their relationship to the college, barriers to success and satisfaction with services (d). In spring 2011 a new student satisfaction survey was conducted; those results are currently being analyzed.

Another form of needs assessment is the Community College Survey of Student Engagement (CCSSE). The survey results help institutions assess quality in community college education, focus on good educational practice, and identify areas in which they can improve programs and services for students. In 2007, CCSF was able to collect 1,179 usable student CCSSE survey responses from both day and evening students from all campuses. (Most of the students polled were credit students.) The CCSF Research unit produced a document titled Community College Student Report, which outlines the survey findings. Included in their report (p. 6) is a chart that displays the average (mean) importance students ascribe to various services, as well as their satisfaction with those services (e).

The CCSF College Performance Indicators Report (CPI) is a key tool that the College uses to evaluate how it is doing on its eight strategic priorities. These briefs allow faculty, classified
staff, and administrators to learn about College performance by means of short, periodic reports. The fifth strategic priority is to increase the quality and accessibility of student development services to positively impact student outcomes related to student learning, retention, course completion, graduation and job placement. Relevant research was conducted for the purposes of this report and CCSF is currently working on the items brought to light as a result of the information that was gathered (f).

In January 2009 online services were evaluated throughout the district. The resulting January 2009 Brief 7CPI report focused on Technology. The report noted that in the last seven years from Fall 2000 to Fall 2007, the number of online sections offered at CCSF rose from 9 to 137, a dramatic, fifteen-fold increase of 1422%. The average enrollment per online section stayed in the range of 28-33 for the entire period. Over the same period, total enrollment in online sections increased from 248 to 4,053, a 1534% increase. Student Satisfaction with Online Learning Courses was positive. In Fall 2005, Spring 2006, and Fall 2007 students were asked in a survey; “Would you recommend this (online) course to someone else?” Respondents answered “yes” over 77% of the time. (Ref. January 2009-Brief 7: Technology). One of the results of the increased demand for online courses is the creation of the Education Technology Department, thereby giving a stronger voice to this area.

In 2009-10, online instruction and hybrid courses were increased. In the spring 2010 semester almost 6,000 students were enrolled in online education (in over 150 sections spread over 115 different courses.) Additionally, TMI (Technology Mediated Instruction) supported 141 tech-enhanced course sections in the spring 2010 semester. Currently, a student can complete approximately 85% of the requirements for an AA/AS degree through online classes or telecourses. Students can complete approximately 95% of the courses required to transfer to the CSU or fulfill the IGETC pattern by taking online classes or telecourses. Online courses attract many students to City College and have won eleven statewide and two national awards for quality of course design. Additionally, Insight (Moodle) was adopted as the College’s new open source learning management system and every online course now uses it. The use of interactive television (IPTV) to deliver educational programming to students at various campuses has been explored, with concerns arising relating to feasibility, costs, and the size of a potential IPTV audience. Every campus has at least some video infrastructure in place.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Services offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Castro</td>
<td>Counseling, Registration</td>
</tr>
<tr>
<td>Chinatown/North Beach</td>
<td>Counseling, Financial Aid, Registration, Testing, Tutoring</td>
</tr>
<tr>
<td>Civic Center</td>
<td>Registration, Counseling</td>
</tr>
<tr>
<td>Downtown</td>
<td>Career Services, Counseling, Financial Aid, Registration, Testing, Tutoring</td>
</tr>
<tr>
<td>Evans</td>
<td>Counseling, Financial Aid, Registration</td>
</tr>
<tr>
<td>John Adams</td>
<td>Career Services, Counseling, Registration, Tutoring, Testing</td>
</tr>
<tr>
<td>Mission</td>
<td>Counseling, Financial Aid, Registration, Testing</td>
</tr>
</tbody>
</table>
EVALUATION

The College aspires to offer comprehensive services to all locations. However, financial and space constraints limit our ability to provide all that is needed.

PLANNING AGENDA

- Continue to evaluate campus needs and provide for them when appropriate.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

DESCRIPTION

Several initiatives at the College create an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

First, several programs provide learning environments that promote these attributes. The office of Mentoring and Service Learning provides support for academic and vocational peer-mentor programs and service learning projects. The Student Ambassador Program utilizes current students as the avenue for connecting with prospective students in helping them realize that they are college material and their life dreams can be fulfilled through a community college pathway. Student Ambassadors do this by conducting outreach at middle and high schools and community based organizations throughout the year, serving over 10,000 prospective students annually. The Puenté Program also encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students as evident by the program’s mission to increase the number of students transferring to four-year institutions and returning to the community as mentors and leaders to future generations.

The College supports a college voter registration drive effort led by an instructor in the social science area and augmented by the Office of Governmental Affairs. Furthermore, the retention programs all foster a culturally sensitive environment that promotes students’ intellectual and personal development and students’ personal and civic responsibility. Moreover, the Student Activities office facilitates empowerment, leadership, and advocacy by strengthening student participation in the life, governance, and success of the College. The Student Activities office provides resources, support and training to eight Associated Student Councils and more than 60 clubs, student organizations, and centers. Associated Students are actively involved in the annual March on Sacramento, a political event where students help lead demonstrations at the state capitol to voice their opinion of issues such as the budget crisis. Also, events organized by Concert/Lecture series and music and theatrical performances inform students of civic responsibility and diversity. Public works of art, library exhibits, and campus walking tours add to the activities.
Secondly, the college offers a wide range of opportunities for students to develop their personal and civic responsibility through participation on Shared Governance Committees whereby students sit on key committees including Academic Policies, Basic Skills, Communications, Concert/Lecture Series, Diversity, K-12 Partnerships, Planning and Budgeting, Student Prep/Success, and more. Recently, students have actively participated in the Student Equity Hearings whereby students voiced their opinions in a series of public forums in several areas including financial aid, student services, counseling, registration priority, English and Math Department sequencing, etc. Students were afforded the opportunity to express their support in each of these areas and/or express suggested areas of improvement directly to our Board of Trustees. These dialogs have resulted in space allocations for student study, reorganization of some units in order to provide services in a single location. Another form of dialog occurred with the basic skills initiatives. Recommendations resulted in the proposed creation of a first year experience and in learning communities for students with basic skills needs.

Thirdly, the institution has constructed new buildings and updated others to help improve the learning environment. For example, the new Multi-use Building is a state-of-the-art building with temperature control, natural lighting, and smart classrooms. The newly constructed Wellness Center, Student Health Center, and Childcare Center on the Ocean campus add to the overall environment of the campus. The newly remodeled and renovated Mission campus and the seismically upgraded John Adams campus help to instill student pride and improve employee morale. All of these add to the learning environment and remind students and employees of their personal and civic responsibility to the institution.

Finally, several evaluative efforts have been designed to ensure that students are benefitting from the College’s effort to provide an environment conducive to learning. Student Learning Outcomes (SLOs) have been successfully implemented across the entire Student Support Service units and progress has been made toward development of SLO’s in the Academic Affairs Division. Additionally, annually each department submits a Program Review indicating their specific areas of success and growth related to progress made towards meeting departmental measurable objectives, another indicator that the college is focused on meeting students’ academic and support needs.

EVALUATION
By engaging its community in dialog in several forums—basic skills, listening sessions, and student equity hearings—the College is showing a concerted effort to improve in the stated areas.

PLANNING AGENDA

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

DESCRIPTION
CCSF counseling departments have been intensively exploring their impact on student learning since 2002 when the first student learning outcome initiatives were defined by several departments. Currently, a continuous cycle of analysis leads to regular evaluation and improvement in the delivery of counseling services. A regular program review process also
offers a forum for departmental self-reflection. Beginning in 2010 counselors from various counseling areas joined together to form two work groups to evaluate the counseling response to the achievement gap and to create an annual evaluation cycle using employee and student questionnaires on a wide variety of issues impacting the organization and delivery of student services. Recommendations from these two work groups will be critical to the implementation of new student learning outcome projects among the different counseling units.

City College of San Francisco counselors and other units engage in a multitude of activities that promote professional development. Each semester counselors are required to attend a Flex Day counseling meeting where topics such as curriculum changes, graduation requirement updates, and new/revised policy initiatives are covered. In addition, counselors are offered an array of professional development seminars during the semester including an “All Counselors” meeting (in which attendance is strongly recommended by all department chairs.) Topics such as catalog rights, graduation, degree changes, and new programs are covered. The Dean’s Professional Development Seminar Series is held two to four times a semester and is available to all counseling faculty. Individual departments also hold separate trainings for their faculty and staff focusing on issues unique to each department or in areas directly affecting students accessing their services. Outside conference attendance is encouraged, although participation has diminished over the past several years as a result of the State budget crisis. The Multicultural Infusion Project (MIP) offers a small number of faculty stipends each semester to engage in specialized projects and then share the results in a professional development activity. MIP sponsored guest speakers and seminars are also offered to all faculty, administrators, and staff.

EVALUATION

PLANNING AGENDA

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

DESCRIPTION

City College of San Francisco is privileged to serve a highly diverse student population. The College Outreach Program recruits students from the many diverse communities of the greater Bay Area and the International Education Center attracts students from around the world. These students, by their very presence, contribute to and strengthen the college culture.

The College has developed and supported a number of programs that specifically support the College’s diverse student body and help educate the college community. For example, the Latino Student Support Center promotes college-wide activities highlighting Latin cultures. Examples include the cultures of Central and South America, the Caribbean, and many other countries are highlighted through food, music and dance. Celebrations of specific holidays such as Cinco de
Mayo and Dia de los Muertos and others enrich the diverse community of San Francisco and CCSF incorporates these aspects into the curriculum at every opportunity.

The African American Studies Program sponsors special events during Black History Month to acknowledge and celebrate the achievements of African Americans and individuals of African descent.

The College was recently awarded a grant from the US Department of Education under the Asian American and Native American Pacific Islander Serving Institutions program to assist a cohort of approximately 300 students with an emphasis on the participation of Asian Americans, Pacific Islanders, and low-income students. The program will include activities designed to recognize and support the cultures of Asian American and Native American Pacific Islander students.

Disabled Student Program and Services (DSPS) has a high tech center and learning strategies lab to address learning styles needed for students with various disabilities.

The mission of the City College of San Francisco Veteran Educational Transition Services (VETS) center is to serve veteran students with the highest level of efficiency and dedication in order to enhance the success of transition from military life into careers through education.

The Multicultural Infusion Project is a professional development program that provides faculty with the incentives, time and resources to revamp their curricula and teaching methods to increase their focus on multicultural issues. The project focuses on helping faculty not only infuse multicultural content and perspectives into the curriculum, but also on helping us to expand our teaching strategies to meet the needs of a diverse student population.

The diverse interests of CCSF students are embraced in the variety of clubs that unite around issues relating to academics, art, culture, social causes, sports, hobbies, etc. Clubs provide cross-cultural opportunities for students to meet people and build community to help each other be successful. Faculty advisors promote these clubs by providing resources both directly and indirectly. These events bring together students with diverse experiences and backgrounds but with one commonality—their success at having achieved their personal academic goals whether those goals are degree or certificate completion, transfer, or the acquisition of new job skills.

Some faculty members are involved in national organizations that support diversity through its activities. One such example is the Joint Special Populations Advisory Committee (JSPAC), a committee comprised of K-12, adult education, and community colleges, as well as business, industry, and the trades. They are committed to enhancing the career and technical education field as well as encourage girls and women to explore and enter into training programs and careers that are non-traditional by gender as well as high-wage and high-demand.

In addition to the aforementioned programs, the College works to ensure that all its new students are engaged in exploring and understanding diversity by including diversity as a topic of
discussion in the Student Success Seminar (Counseling 20). Students learn about each others’ cultures through a variety of class assignments.

EVALUATION

PLANNING AGENDA

- Continue to bring a diverse program of activities to the College community.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

DESCRIPTION
The College began using the California Community College statewide web-based admissions application (CCCApply) for the Spring 2009 semester. The Admissions and Records (A&R) student learning outcome (SLO) focused on improving students’ technological skills in locating the application through navigating the CCCApply system and successfully completing the admission application process. Currently, the Dean of Admissions and Records sits on the Statewide CCCApply Steering Committee to recommend and discuss ways to improve the CCCApply application for students. The Spanish version of the credit admission application is also implemented. The Noncredit admission application is multi-lingual in English, Spanish, and Chinese on both paper and web-based.

As mandated by the California Community Colleges, assessment instruments used for placement assessment must be evaluated and approved by the State Chancellor’s Office prior to their use. CCSF currently administers to its students locally-written placement tests in English and ESL as well as College Board published assessment instruments in mathematics. The requisite validation studies were submitted in compliance with CCCCO requirements, which have resulted in full approval for our placement tests.

Part of the assessment validation process examines and evaluates bias. During the research process, cultural and linguistic bias is assessed by faculty and staff who represent various cultural and linguistic backgrounds. Their role is to identify and remove test items that may negatively impact various populations from understanding and performing well on the assessment instrument and that would present hardships for students from diverse backgrounds.

More recently, the college community (students, faculty/staff, administration, trustees) has participated in a series of college-wide equity hearings. In this venue, participants had an opportunity to offer comments related to their experiences with the placement assessment process. Resulting from these conversations, an evaluation of the Placement Testing Re-Take Policy was reviewed and revised, ultimately lessening the wait period between subsequent tests.
The revision allows students who are poor test takers and students who need a refresher to retake the test, possibly allowing them to complete their sequence in less time. (See Table 2)

Table 5: Placement Testing Retests
Spring 2011 Testing Cycle (October 2010 – January 2011)

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>ESL</th>
<th>Arithmetic</th>
<th>Elementary Algebra</th>
<th>College-level Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Tests</td>
<td>3,362</td>
<td>1,560</td>
<td>3,362</td>
<td>3,390</td>
<td>584</td>
</tr>
<tr>
<td>Number of Retests</td>
<td>61</td>
<td>66</td>
<td>26</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Valid Retests</td>
<td>54</td>
<td>63</td>
<td>25</td>
<td>47</td>
<td>3</td>
</tr>
<tr>
<td>Number of Retests resulting in a higher placement</td>
<td>27</td>
<td>27</td>
<td>9</td>
<td>21</td>
<td>1</td>
</tr>
</tbody>
</table>

Historically, assessment instruments received approval in six-year cycles. However, recent legislative changes in categorical program mandates now include categorical flexibility until 2013 and allow for the suspension of further validation. CCSF placement tests remain on the Approved Assessment Instruments List as approved by the CCCCO.

EVALUATION

PLANNING AGENDA

II.B.3.f. 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.

DESCRIPTION
The college annually and periodically publishes in the college catalog, college schedule of classes, and on the college website the policy about how student records are kept.

The security of student records in A&R and other departments at the college is paramount. Historically, the Office of Admissions and Records stored student records as hard copies in boxes in various storage areas throughout the campus. Maintaining such records required an extraordinary amount of physical space and required the attention of multiple individuals responsible for the collection, storage and security of documents. Additional staff was required to search and retrieve the records. In addition, these records were susceptible to damage and loss from mishandling, misplacement and environmental conditions.

In 2007, administrators alerted the public of a breach of security when it revealed that a computer file containing sensitive identity information was potentially viewable via the Internet. As a result, A&R began storing student records electronically in response to this potentially damaging information, the need for better student service, and to support a move toward an
increasing online system. Student records are scanned in PDF format and scanned records incorporated into the existing Student Record System (Banner). Although scanning of existing paper records is ongoing, a considerable number of records still must be converted. It is estimated about one-third of the existing records have been converted electronically. Scanning priority is given to the most recent records, working back over time. All scanned records are stored digitally and indefinitely in our secured computer network system and can be transferred easily from one platform to another. A&R’s redundant backup system allows retrieval of all its records in the event one system should fail.

The College follows the guidelines mandated by FERPA (Family Educational Rights and Privacy Act) when it comes to the release of student information and records. Any necessary training is given and precaution is taken when dealing with records requests. Moreover, a privacy statement is included in the College catalog. Consultation with legal counsel is commonplace.

Other departments such as DSP&S, Student Health, and Financial Aid are also undergoing record conversion. Since the implementation of the scanning system in A&R, work efficiency and turnaround has improved dramatically now that many records can be located effortlessly on the student database system.

**EVALUATION**

When the College discovered a breach of security, it notified the public immediately and provided the necessary steps that should be taken to protect the public’s privacy.

**PLANNING AGENDA**

A plan is being developed to keep and better secure student records through the use of document imaging.

**II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as a basis for improvement.**

**DESCRIPTION**

The college provides for systematic review of its student support services through an annual program review process and through solicitation of input derived from the strategic planning process, as well as the input from various student equity and basic skills evaluations, hearings and committee reports. Evaluation of student support services’ student learning outcomes provides another important avenue of review. Such input is analyzed and discussed within the various student support services administrative units and incorporated into each unit’s goals and future plans.

Under the annual program review process all departments including Student Support Service units and programs undertake a comprehensive review and issues a report. The Strategic Plan, statistics on student demographics, student success, student satisfaction and numbers of students served, progress on previous objectives, input from advisory boards, and Student Learning
Outcomes are reviewed. Faculty and staff are actively involved in the review process and bring in information from various shared governance committees on which they serve. All this information is used to assess progress and develop new objectives and a report is issued. The reports are used as strong evidence in making funding decisions.

Additionally, the college has undertaken a comprehensive review of student equity in terms of achievement gaps and access. A Student Equity Plan was issued on February 28, 2005, which included an analysis of gaps in student equity as well as goals and objectives for student services units such as the Office of Outreach and Recruitment, the Disabled Student Program and Services, the various counseling departments and the various retention programs.

In 2010, the Board of Trustees led an effort to close the achievement gap when it initiated a number of public student equity hearings. Listening sessions were also held in 2009-2010 and the college established a Chancellor’s Task Force on the Achievement Gap and Student Equity. Student services personnel are fully engaged in addressing such student equity issues as early registration, financial aid, matriculation testing, counseling services and student employment.

Updates and progress on student learning outcomes are now reported annually through the Program Review process. Data collection and analysis is becoming more sophisticated as units progress in their projects. Cycles of continuous improvement are being instituted across departments. Recent examples include curriculum changes in LERN 1000 (the tutor training course) and the implementation during the summer of enhanced orientations for new students. Additionally, several projects are underway pairing counseling and instructional faculty in the classroom—taking advantage of the proven best practice of integrating the academic with student support services. A recent change in registration priority affecting graduating seniors from San Francisco Unified has resulted in increased student retention and success (progression, units taken and GPA). These are only a few examples of the innovations and positive impact on student learning resulting from the implementation and analysis of student learning outcomes across the Student Support Service Units over the past decade.

EVALUATION

PLANNING AGENDA

• Create a feedback system whereby comments can be made about needs and questions can be asked.

REFERENCES

II.B.

a. Strategic Plan draft (Diversity and Inclusiveness)


c. Minutes, John Adams Users Group, October 29, 2010
d. Listening Session, Active Listener Impressions Highlights, December 9, 2009 & February 10, 2010

e. Institutional Annual Plan, City College of San Francisco, 2010-2011

f. **Report Briefs, 2008/09**
   - Basic Skills, August 2008
   - Academic Programs, September 2008
   - Education for the Workforce, October 2008
   - Outreach and Recruitment, November 2008
   - Student Development, December 2008

g. Management and Budget Plan, 2009

h. Faculty Handbook, (Office of Instruction, online)

i. 2010-2011 Credit Student Opinion Survey

II.B.1.

II.B.2. a-d.

a. City College of San Francisco Catalog, 2010-2011, Printed edition and online access


c. Schedule of Classes, Fall 2010/Spring 2011


e. II.B-7: Catalog (2010-2011) p. 377

f. II.B-8: Catalog (2010-2011) p. XIV-XV

g. 2010-2011 Credit Student Opinion Survey

h. **Supplements to the Catalog**
   - City College of San Francisco Student Planner
   - Flyers distributed by Departments
   - E-mail listservs (Counselors, Departments Chairs, Administrators, Operations Personnel, College-wide distribution)

II.B.3.

II.B.3.a.

a. Progress report on student Equity and the Achievement Gap, June 24, 2010

b. Student Concerns, Equity Hearings, February 9-18, 2010

c. Noncredit Student Opinion Survey
d. CCSSE Results for City College of San Francisco: an overview, 2007  

e. College Performance Indicators Series, College Performance Brief  
   http://www.ccsf.edu/Offices/Research_Planning/reports_briefs08.htm

II.B.3.b.
   a. Student Learning Outcomes
   b. Program Reviews
   c. Listing of shared Governance Committees

II.B.3.c.
   a. SLO Reports, Counseling Departments
   b. Program Reviews
   c. Satisfaction Surveys, Student and Employee
   d. Student Equity Hearing Reports
   e. Counseling Seminars, Professional Development, Topics and Evaluations
   f. Strategic Plan
   g. Educational Master Plan
   h. City College of San Francisco Catalog
   i. Pathways Map/Brochure
   j. Documents, Multicultural Infusion Project
   k. Grants, CLIP and gateway to College Programs

II.B.3.d
   c. http://www.ccsf.edu/Services/Multicultural_Infusion_Project/main/about/about.htm
      Accountability Reporting for the California Community College (ARCC)
   e. Student Progress and Achievement (SPAR) Rate Explanation and Related Data
   f. http://www.ccsf.edu/Resources/Tolerance
   g. Focused Midterm Progress Report, March 15, 2009
   h. http://www.jspac.org

II.B.3.e.
   a. Program Review (Admissions and Records), 2010
   b. SLO Program Review (A&R)
   c. Survey, Online Application (CCCApply)
   d. Placement Test Validation Studies for English and ESL (CCSF)
   e. CCC Standards, Policies, and Procedures for the Evaluation of Assessment Instruments
f. Assessment Validation Project Local Research Options

g. Assessment Questions and Answers

II.B.3.f.

a. College Catalog, 2010-2011
b. College Website, www.ccsf.edu
c. Schedule of Classes, Fall 2010
d. Policy manual, SFCCD
e. http://www.ccsf.edu/securityalert
f. AACRAO’s Retention of Records, Guide for Retention and Disposal of Student Records, 2010

II.B.4.

a. Resolution ___ (City College of San Francisco, Board of Trustees)
Standard II.C: Student Learning Programs and Services.

Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a. 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 of the institution.

DESCRIPTION

Library and learning support services (LLSS) are a vital component of the “teaching and learning community” described in the college’s mission. LLSS directly contribute to instructional programs and intellectual, aesthetic and cultural activities through the collections, services, courses and facilities they provide. LLSS include: Library & Learning Resources (LLR), Learning Assistance Department (LAD), Broadcast Media Services (BMS), and student computer labs. Services, resources and facilities directly supporting student learning include: 1) courses, workshops and learning support services provided by LLR and LAD; 2) library exhibitions and programs; 3) facilities and services provided by the Language and Media Centers; and 4) delivery and broadcasting of videos and teaching support services provided by Broadcast Media Services and the Audiovisual Unit from the Ocean Campus.

Library & Learning Resources (LLR)

LLR consists of one Library comprising nine units at six locations: Ocean Campus, Downtown Campus, John Adams Campus, Mission Campus, Southeast Campus and the Gough Street facility. Planning is underway to develop a new library and learning resource center for the Chinatown/North Beach Campus. Since the Rosenberg Library and Learning Resource Center opened in November 1995, LLR has grown to receive over a million visits each year.
LLR’s presence on the Ocean Campus is the largest, with five units: Rosenberg Library, Media Center, Language Center, Audiovisual Unit (AV) and Alice Statler Library, which serves primarily the Culinary Arts & Hospitality Studies Department. Collections and services specific to the Rosenberg Library are the Diego Rivera Collection and the CCSF Archive (II.C-1).

Programs, resources and services directly serving students at all the campus libraries* include:

- Library research and information competency workshops that teach specific skills for finding appropriate information and critically evaluating it for assignments and independent learning
- Reference/research and information assistance to individuals in person, by phone, via e-mail and by instant messaging
- Print collections of books, periodicals and audio-visual resources serving specific courses (over 800 via Course Reserves) and the entire curriculum in general
- Online books and periodicals, which are also available 24/7 via the Internet
- Programs, events and exhibitions that reflect and enrich the creative, intellectual and cultural diversity of the college community
- Copying, printing, scanning and faxing services
- Access to computers and a wide variety of software applications
- A quiet study environment, with group study rooms at the Rosenberg, Mission, and John Adams campus libraries
- Audio, visual and computer software learning materials for across-the-curriculum support and independent learning, particularly for foreign language courses in the Language Center locations at the Ocean and Mission campuses
- ESL and basic skills course-related learning materials, many supporting specific courses

*The Distance Learning and Electronic Services librarian provides many instructional support services to faculty and students at campuses without libraries.

Subject liaison librarians manage library collections with the guidance of the collection development policy, course outlines, student learning outcomes, and input from faculty to ensure collections meet teaching and learning needs of the CCSF community (II.C-2). Professional selection tools aide selection of specific books, periodicals, subscription databases, audiovisual materials, e-books and websites. The new position of Outreach and Community Librarian facilitates collaboration throughout the district and subject liaisons reach out to subject area faculty. These efforts have improved service to the Castro campus via close communication forged by the Mission librarian with Castro campus faculty and staff and to DSPS students via Audiovisual Unit collaboration with DSPS to caption or replace non-captioned videos. In the Fall 2010 library survey of faculty, 81% of the 175 respondents were satisfied with their communication with subject liaisons (II.C-3).
Library Exhibitions and Programs support CCSF’s mission by creating opportunities for all styles of learning, engaging students in curricular and co-curricular subjects, increasing understanding of diversity and differing perspectives, and bringing students together with faculty, staff and the broader San Francisco community. Events and exhibitions such as rich visual displays, exhibits, films, book readings and panel discussions are open to the entire community, and co-sponsored with District departments and programs and community organizations. To enhance the curriculum, each program and exhibition has identified student learning outcomes and emphasizes the scope, breadth and depth of related library resources.

The Language Center supports the curriculum of the Foreign Language Department with a Language Lab at the Ocean Campus and a Language Lab/Media Center at the Mission campus, each equipped with audio and video workstations and, at the Ocean campus, a classroom with 34 workstations. Language Center materials and online language-learning and culture resources are selected, reviewed and assessed by foreign language faculty and made available in the open lab, via the Electronic Classroom and online. Textbook audio is digitized to allow word and phrase isolation and speed adjustment, especially important to beginning learners, enhancing student engagement and thereby student success and retention. Use of the online Language Lab continues to increase. In 2005/06, the total number of Language Center website views was approximately 104,000 by 2008/09, the number reached 550,000 (II.C-4).

The Media Center provides audio, visual, and multimedia materials and equipment for academic and vocational programs on Ocean campus. The Media Center librarian depends on faculty to assist with collection development. With a collection of over 9,400 audio and video cassettes, CDs and DVDs, the Media Center receives a high rating from faculty for providing material supporting the curriculum, and supplementing coursework and programs (II.C-5). The Media Center also houses a lab with 50 computers.

Learning Assistance Department (LAD)
The Learning Assistance Department faculty and staff assist students in achieving their academic, vocational and personal goals through the following learning support offerings:
- College Success courses, LERN 50 and 51, serving 520 students per semester
- Successful Online Learning course, LERN 55, serving 110 students per semester
- Study Strategies workshops serving 85 students per semester
- Study Strategies for Standardized Exams, LERN 53A, B, C and D, serving 90 students per semester
- Supplemental Instruction groups serving 120 students per semester
- Learning Assistance Center (LAC) tutoring and computer lab, 100 peer tutors in 34 subjects and 15 computer lab assistants together serving 9,500 students per semester and 125,000 hours per semester in association with designated department learning centers

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- Mission Campus Learning Assistance Center serving 1,200 students per semester and 2,800 hours per semester
- Mobile LAC serving 15 incarcerated youth per semester

LAD faculty stay current with professional literature and practices in the field of student success through conferences, workshops, staff meetings and reflective dialogues on student needs. College success faculty teach using student-centered, outcomes-based strategies and measure student learning outcomes with practical examinations, portfolio development, and pre and post testing. LAD recognizes the importance of variety and means of delivery to address diverse learning styles and provide more equitable access for students. Following an extensive SLO assessment research process, LAD implemented a new Successful Online Learning course and a new Supplemental Instruction small group program. LERN 50 College Success course students persisted to the next term at a rate on average of 7% more than average students over the period 1998-2010 (II.C-6).

The Learning Assistance Department collaborates with many departments and programs to provide comprehensive learning support services across the district. Collaborative efforts include, but are not limited to: English, Math and Biology departments; EOPS; Basic Skills Ad Hoc Committee; and many student retention programs (II.C-7). Additionally, the Transitional Studies Department offers professional and peer tutoring for students taking noncredit courses in literacy, reading, math and GED preparation at four campuses: John Adams, Mission, Southeast and the Adult Learning and Tutorial Center (ALTC) at Gough Street.

The Learning Assistance Center on the Ocean campus offers a large open-access computer lab with 83 student workstations, 3 scanners and a printer for student access 53 hours per week. The LAC Computer Lab provides Internet access and more than 50 software programs supporting academic courses. Between 400 and 600 students visit the LAC Computer Lab every day, approximately 50,000 hours per semester. Student hours logged into the Learning Assistance Center increased considerably in the last six years, from 92,488 hours during Spring 06, to 132,038 hours Spring 2010 (II.C-8).

**Broadcast Media Services and Audiovisual Unit**

Broadcast Media Services (BMS) and the Audiovisual (AV) Unit support student learning needs indirectly by providing instructional audio and video production services, video distribution and equipment delivery services to faculty for classroom instructional use on the Ocean campus. The Audiovisual unit has over 3,100 multimedia titles for classroom use and access to media rental sources nationwide; three multimedia viewing rooms equipped with services for instructional use, college events and functions; graphic production services; comprehensive audiovisual equipment repair and maintenance support services; and daily shipping services for the college via UPS. Services provided by BMS include: classroom equipment delivery; teleproduction

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equipment and personnel for instructional and promotional video projects; project management for video projects; digitization of video clips for web pages; single- and multi-classroom video distribution to classrooms through the Ocean Campus closed-circuit television system; on-site videotaping for classes, meetings, and evaluations; international video conversion; off-air recording and duplication of videotapes within copyright guidelines; technical support for EATV Channels 27, 31 and 75 and KCSF Radio, Cable 90.0 FM; and consultations and expertise regarding satellite, webcasting, Internet television, video production equipment, audio and video streaming, and related services for instructional programs.

Computer Labs
Seventy-eight computer labs with approximately 2,000 computers serve nine campus locations across the district (II.C-9). Open access labs are in library and learning assistance centers and various retention program locations such as the African American Scholastic Program, Latino Services Network, Asian Pacific American Success Program, Writing Success Project and the counseling departments, and are available to all students. Multi-purpose labs address both the instructional needs of faculty and the computer access needs of students in individual departments or groups of departments.

Information Technology Services (ITS) oversees all computer hardware and operates the Service Desk. ITS installs and maintains all computers, printers and other peripherals in the labs and manages them through a series of servers across the district. The Service Desk works closely with instructional faculty to ensure all course-related software is loaded, managed and updated in support of student learning. Lab technicians directly support faculty and students in labs.

All library and learning support service locations offer a variety of equipment needs to support student learning. Broadcast Media Services and the Audiovisual unit on Ocean campus meet the projection, video and broadcasting needs of the faculty. Campus libraries provide equipment checkout for classroom instruction.

EVALUATION
The continued decline in the library’s materials budget since 2006 has directly affected the quantity, variety and currency of library collections. Total budget available for print materials decreased 48% in the last three years, while supporting more locations (e.g. the new Mission campus library, which was subsequently featured in a Guardsman article (10 Sept. 2008), for the lack of available books). Additionally, funds have not yet been identified for building the Chinatown/North Beach library opening day collection. The increasing cost of all materials further jeopardizes the effectiveness of library collections in supporting the curriculum and student success. This risk is especially significant to subject areas where currency of materials is essential, notably for programs accredited by outside agencies, such as many of the vocational programs (II.C-10).
In response to a declining budget, library faculty have undertaken several measures to continue to ensure a current, quality collection. Measures include developing an e-book collection, implementing a project to increase the number of instructional faculty who place textbooks on reserve and, most significant, the 2007 initiation of participation in the San Francisco Public Library’s (SFPL) Community Redistribution Program to obtain current, quality withdrawn materials at no charge and selected by CCSF subject librarians. Since inception, this program has added over 6,319 titles to the collection with an estimated cost savings of $151,855.85 (II.C-11). The majority of items is copyrighted within the last three years and includes materials in languages other than English, as well as general and subject specific encyclopedia sets. It is uncertain, however, how much LLR can depend on the continued high quality of materials available from SFPL, since many of the withdrawals have resulted from SFPL branch renovations.

The inclusion of increasingly expensive periodical and research database subscriptions in the library materials budget diminishes the budget even further. Since the loss of Telecommunication and Technology Infrastructure Program (TTIP) funds, the ability to provide databases has been uncertain each year. In the 2009/10 academic year, over concern for the ability to retain databases, subject librarians chose to withhold portions of their print materials allocations for application toward database costs. Database research is an essential method of academic research. A stable funding source is essential and becomes an even more pressing issue as the college implements Strategic Priority #7 to offer more distance learning opportunities.

The Library assesses the effectiveness of its library collections in a variety of ways: with comparative data about the quantity, variety and currency of the collections in relation to the curricula; survey data from students and faculty; and collection analysis reports prepared for in-house assessment and professional association accreditation studies. In 2010, department and program faculty on average rated the library's online and on-site services and resources 3.6 out of 5 (N=175) for meeting student learning needs (II.C-12). The 2011 student survey revealed that 71% of students (N=2,075) have two or more courses requiring use of library collections and equipment (II.C-13). For each of the following LLR program student learning outcomes, the majority of students found that as a result of using library collections, services and facilities, they were better able to 1) acquire, evaluate and use information; 2) understand and appreciate diverse peoples and 3) effectively use computers and information technology (II.C-14). Furthermore, student perception of the importance of library services and resources, whether on-site or online, to academic success in college is very high; of the 2,021 respondents, 87% marked either very important (66.7%) or important (19.8%) (II.C-15).

The CCSF Technology Plan assesses and plans for LLSS equipment needs. LLSS faculty work with ITS to anticipate future upgrades and enhancements. Individual departments like BMS,
LLR and LAD prioritize annual equipment needs through the program review process. All campus library labs need to replace old computers for student use. Comments in the Fall 2010 Faculty Survey expressed the need for updated equipment at the Downtown campus and from the Audiovisual unit in general (II.C-16). In the Spring 2011 student survey, numerous comments expressed dissatisfaction with the number of computers available and many students find the computers old and slow (II.C-17).

While the budget has adversely affected the library in countless ways, some progress has been made in spite of budget cuts. Enough staff computers were upgraded to enable implementing three years of new releases of the integrated library system. In Fall 2010 supplies were ordered and replenished for the first time in two years.

LLSS faculty and staff continue to find creative ways to address student learning needs despite the budget crisis. However, without increased allocations, the collections run the risk losing currency and failing to meet student learning needs, and access to vital article databases may be eliminated from our online collections.

PLANNING AGENDA
1. Institute the library peer group comparison process recommended by the Association of College and Research Libraries to discover how CCSF Library & Learning Resources compares to libraries serving community colleges with similar enrollment, in terms of collection size, budget, equipment, staffing, etc.
2. Secure separate general fund budget for online database subscriptions in absence of TTIP funding.
3. Continue to collect and prepare materials and equipment for the new Chinatown library and learning resource center scheduled to open in Fall 2012 (Education Master Plan).

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

DESCRIPTION
City College of San Francisco is committed to providing students with opportunities to develop information competency skills which support lifelong learning. Both the LLR mission statement and program-level student learning outcomes state this goal and support teaching and learning of these critical skills as stated in the general education goals of the college. Information competency instruction is in alignment with the Association of College and Research Libraries Information Literacy/Competency Standards for Higher Education (II.C-18). Librarians and department instructors share responsibility for providing opportunities for students to learn and practice information competency (IC) skills.
Each library location has a librarian at the reference desk during all open hours. Electronic reference services are available via eRef and Instant Messaging during most open hours, except Saturday. At all library locations and online, librarians engage in instructional-based reference work. Librarians use active learning techniques, which engage students in the search rather than simply providing students with an answer.

The Library’s instructional services/information competency plan consists of three components: drop-in and online basic information competency workshops, course-related workshops, and the one-credit, online LIS 10 course. Since Fall 2006 all students completing a degree and/or who plan to transfer are required to satisfy the information competency requirement by successfully completing the Area B Written Composition requirement, which states: “The College intends to graduate students who have developed English language and information competency skills so that they can communicate clearly, both orally and in writing; can evaluate what they hear and read; and can acquire, interpret and use information appropriately” (II.C-19). Students accomplish this requirement by successfully completing English 1A, of which the course outline requires a minimum of five hours of library/information competency skills workshops and assignments, such as evaluating source reliability; creating an annotated bibliography, and completing essay/research paper assignments. A Walking Tour and Workshop G address the needs of new and Basic Skills students by providing orientation to the library collections, facilities and services.

The Library’s Curriculum Development/Information Competency (CD/IC) Committee, with input from faculty and students, have clarified the core information competencies and designed a series of seven workshops to teach these skills; all but one are available online. The library skills workshops are divided into two skill levels and are required in many academic and vocational courses. In addition, all students are encouraged to take the workshops to improve their research skills. From 2007/8 to 2008/9, all of the workshop course outlines and SLOs were revised and submitted to the College Curriculum Committee, which requested the workshop SLOs and content be merged into a revised non-credit course outline (LIS 1000), effective Spring 2011 (II.C-20).

In addition to the series workshops, librarians collaborate with department faculty to teach these competencies through course-related and -integrated instruction sessions as well as orientations at all campus libraries. Some programs are noteworthy for the large number of IC instruction sessions incorporated into the curriculum, especially Health Education, ESL, Learning Assistance and English. Information competency instruction is also offered via the one-credit, transfer-level online LIS 10 course, reaching approximately 160 students each year.
Since 2008, library faculty conducted two pilot programs to extend library services and resources to more online students. As a result, all online courses now include links to library resources; increasing numbers of online faculty are including the online workshops; and several online courses now include an “embedded librarian.” An embedded librarian is a department’s subject librarian actively participating in an online or hybrid course, assisting students with topic formulation, research strategy and citations, as well as helping develop assignments that promote information competency. The embedded librarian project’s goal, to reach over 50% of online courses within the next two years, supports Strategic Priority #7 (II.C-21).

EVALUATION
The assessment cycle outlined in the LLR program review has been successful in developing, implementing, assessing and revising the Instructional Service Plan of Library & Learning Resources.

Opportunities to teach information competency continue to increase in both individual reference sessions and classroom settings. The increase in teaching opportunities at the reference desks is due in part to the huge number of workshop assignments students bring for review. The number of students completing these workshops has increased significantly with the creation of more online versions, as well as the addition of workshops G and P. The change in the ENGL 1A course outline has also increased workshop enrollment. The number of course-related instructional sessions supporting specific courses and assignments continues to increase: 2009/10 data records 298 workshops and orientations reaching 6,677 students in more than 25 academic and vocational programs (II.C-22).

Competencies are assessed with an ongoing and multi-method approach. As part of a continuous feedback loop, student surveys, typically administered every two years, guide the revision of the drop-in and online basic IC workshop outlines and instructional materials. Survey results during the 2008/09 academic year indicated the need for more practical examples and engaging learning activities. Training sessions were offered to librarians, focusing on the new workshop content and teaching techniques to involve students in their learning.

A Spring 2008 analysis of students’ research process from three ENG 1A sections culminated in the English Department’s revision of the ENG 1A course outline, requiring five IC workshops with a minimum of five hours, thus increasing student preparation and experience with online research tools (II.C-23). Also as a result, the library created Workshop P “Citing Sources to Responsibly Use Information,” which is now offered in the classroom and online.

Library liaison faculty for Culinary Arts & Hospitality Studies (CAHS), Health Education, and Sociology, working with department faculty, have designed and administered a variety of assessments since 2006. Survey and pre- and post-test assessment results guided revisions to
research-based assignments and workshop presentations (II.C-24). The CAHS librarian also identified the need for CAHS students to complete IC workshops on database searching and citing sources earlier in the program, rather than in the third or fourth semester, when CAHS students typically complete the General Education English requirement. As a result of librarian/instructor collaboration, the 2011 revision of the introductory CAHS 100 course outline now requires two IC workshops.

The Library CD/IC Committee planned three assessments for workshop P “Citing Sources to Responsibly Use Information”, to determine student satisfaction and performance: student surveys, workshop assignments and a pre- and post-test. Assessment revealed both the importance of instruction provided when a librarian corrects a student’s workshop assignment and the need to revise the MLA/APA citation guides (II.C-25). The C and D workshops were evaluated in Fall 2010, using student feedback forms and input from workshop instructors; minor changes resulted.

The LIS 10 course was substantially revised to better support SLOs, define project SLOs, and add a grading rubric, all based on student performance and several years’ results of pre- and post-assessments (II.C-26).

**PLANNING AGENDA**

1. Continue implementation of the LLR Instructional Services Plan as scheduled.
2. Develop online Workshop G and explore ways to require this workshop for all new students and to recommend it for all new faculty and staff.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

**DESCRIPTION**

CCSF provides adequate access to library and learning support services in a number of modes to support student learning on campus and at satellite locations and for day, evening and weekend courses, as well as for distance education and online learning.

**Library Hours**

As of Spring 2011, the Rosenberg Library on the Ocean campus is open 58.75 hours per week, from 7:45am to 7:45pm Monday through Thursday, 7:45am to 2:45pm Friday, and 10am to 1:45pm on Saturday, a decrease of just over 24% from 77.5 hours in 1999/00. With few exceptions, hours at campus libraries have remained stable since 2007, the Mission library with 43, John Adams with 42, Southeast and Downtown with 36, and Statler library open 30 hours per week. Mission Campus library hours have decreased from a high of 61.5 hours for Fall 2007 to Fall 2008 (II.C-27).
Decreased hours have been an issue for students and faculty. In February 2010, as a way to increase awareness of how budget cuts have affected students, a grassroots group, General Assembly of CCSF, staged an event in which approximately 80 students, faculty and staff occupied Rosenberg Library to keep it open to its previous closing time of 8:45pm (II.C-28). Faculty write-in comments in the Fall 2010 library survey included requests for more hours of access to Audiovisual equipment, that district faculty have input into the question of whether to reduce library hours, and, more directly, for “Longer open hours.” Responses also included the need for increased evening and weekend hours to serve evening classes and working students (II.C-29). In the Spring 2011 student survey, 75% of 2,013 respondents indicated either 1) the library opens too late; 2) closed to early; or 3) needs additional hours on Saturday (II.C-30). This input came after library hours had been increased one hour in the evening for Spring 2011, and library faculty and staff voted to volunteer time to open the library at 7:45am on weekdays to provide access before 8am classes, especially for printing and reserves.

Reference and circulation services facilitate access to library collections and are available at each library location during all open hours. In spite of reduced hours, use of services and collection has increased. The number of reference questions has risen from 48,741 in the 2005/06 academic year to 93,487 in 2009/10 and the number of circulated items, both reserve and non-reserve has increased over 7% in the last five years (II.C-31). Collaboration is ongoing between DSPS and the Library, Language Center, Media Center, and LAC/D to provide better access to disabled students. A superior level of service may be one of the reasons all library and learning support services receive some of the highest ratings in campus-wide surveys year after year; furthermore, 92% of 2,877 student respondents found librarians to be supportive in the Fall 2010 CCSF student survey (II.C-32).

Electronic Access
The library website provides 24/7 access to the library’s online catalog and electronic collections, including article databases and electronic books as well as research, writing and subject guides, tutorials, and more. Five of the seven library workshops are now available to be taken and graded online. Remote access to article databases and electronic books has been improved for end-users with the implementation of EZProxy, which enables users to log in with their CCSF ID barcode only once per session. During 2009/10 alone, there were 4,703,399 article database searches, as compared to 297,122 for 2005/06 (II.C-33). Electronic course reserves were piloted over 2009/10, with full implementation during Spring 2011.

As part of the CCSF website redesign, over three years a library committee planned the library website’s overhaul. A Fall 2008 student website evaluation guided the site’s restructure. The new structure comprises four primary areas, represented on the homepage, with a search box to immediately search the library catalog, another student request (II.C-34). As a cost-effective
solution to providing dynamic subject guides, a template using RSS feeds and Delicious tags makes subject guides migrated into the new content management system updatable on the fly, whereas the older system was labor intensive, often falling to the Distance Learning and Electronic Services Librarian for updating when time allowed.

The Library homepage received 1,687,544 hits during 2009/10. Since the new website debuted in January 2010 through June 2010, website hits increased almost 70% from the year before (621,637 in 2009 as compared to 1,056,457 in 2010) (II.C-35). ERef use has remained limited, but Instant Message reference, now available on most Library web pages, rapidly increased after the redesign (II.C-36).

Bibliographic access has also improved in several ways since the last self-study. The library upgraded its online catalog in 2010/11, incorporating faculty and student feedback (II.C-37). In addition, the Technical Services unit has added 21 new location codes; added local subject headings to increase access to foreign films, ESL materials, and basic skills materials; conducted multiple authority record cleanup projects; and corrected tens of thousands of errors in bibliographic records. The READ collection, a centralized and easy to locate collection for English language learners and basic skills students was made possible by these efforts. Bibliographic records were also created for print periodicals to improve access.

**Equitable Access**
The library continues to work with faculty and students of online courses and those at campuses without libraries. LLR provides five of its seven workshops online, with plans to develop a sixth online version. The intercampus delivery service continues twice a week between campus libraries, and requests from the Rosenberg library alone numbered 2,486 (II.C-38). The service has not received anticipated staff allocation to expand the delivery schedule and serve district sites without libraries.

The renovation of the John Adams campus, completed in 2009/10, increased library space for collections and study and added a group study room. The Fall 2007 grand opening of the Mission campus library increased access to physical collections and to Language, Learning Assistance and Media Center services to Mission, as well as Castro campus students, through the outreach efforts of the Mission campus librarian (II.C-39). A new library, with a Learning Assistance Center, is now under construction at the Chinatown/North Beach campus, anticipated to open Fall 2012, and the 2011 District Five Year Capital Outlay Construction Plan includes as one of its top 10 priorities a new campus with a library and learning assistance center in the Bayview/Hunter’s Point neighborhood (II.C-40).

LLR also serves CCSF sites without libraries, offering workshops at the Castro, Civic Center (formerly Alemany) and Chinatown/North Beach campuses. Campus librarians serve as liaisons
to the faculty and courses offered at their campus and nearby satellite locations. The newly created Outreach and Community Librarian position is increasing outreach to all CCSF locations. In Fall 2009, library faculty and staff assisted the Civic Center campus in setting up a reading room and lending collection for ESL students.

The Distance Learning and Electronic Services librarian provides dedicated service to distance learning faculty and students, including grading of online library skills workshops. Subject librarians and the Distance Learning and Electronic Services librarian help online faculty develop assignments that use library resources. The embedded librarian service, providing direct support in online courses, as well as grants utilizing Rosenberg funds awarded to four online faculty, are two examples of LLSS dedication to increasing access.

To increase access to course materials, a Library Course Reserves (LCR) project was piloted in Fall 2010. Librarians and circulation staff recorded unfilled requests for reserve materials. Of 140 instructors contacted in the first semester, 20% submitted materials. Library faculty voted to formalize this project as an ongoing library practice.

**Hours, electronic access, and equitable access of other Library and Learning Support Service units**

**Media Center**
With the exception of Spring 2011, Media Center hours parallel those of Rosenberg Library. All registered students, faculty and staff may use Media Center materials and facilities. Ten percent of the media carrels are wheelchair accessible and a special reader that slows down books on tape is available. Departments that consistently utilize Media Center services include Music, ESL, English, Health Education, Physical Education and telecourses. Since the AV unit serves only faculty, the Media Center not takes student requests for AV materials to use in the Media Center.

Other CCSF locations have alternate access to media materials and equipment. The John Adams and Southeast campus libraries have video and audio equipment stations for student use, while the Downtown and Mission campus libraries have dedicated multimedia labs.

**Audiovisual Unit and Broadcast Media Services**
Broadcast Media Services and Audiovisual have coordinated to provide clear information in a one-stop shared media services web page, in the faculty handbook, as well as at various other locations, each department’s hours, services, equipment, deliveries and process for making service requests. (II.C-41).
The Audiovisual unit at the Ocean campus, open Monday through Thursday 7:30am to 6:45pm and Friday 7:30am to 2:45pm, provides equipment maintenance and delivery district-wide, as well as three multimedia rooms in the LLRC, equipped for DVD, videocassette, film, 35mm slide and computer projection, including Internet access. Broadcast Media Services at the Ocean Campus, open Monday through Thursday 8:00am-10pm and Friday 8am-5pm, provides district-wide video production and distribution services and Ocean Campus classroom video playback equipment delivery services.

The Mission, Downtown and John Adams libraries handle AV equipment requests at the campus. The Southeast campus has a designated audiovisual room. The Rosenberg AV unit provides equipment and materials to campuses without their own AV resources by arrangement with instructors and departments.

Language Center
The Language Center on the Ocean Campus provides access to all students enrolled in foreign language courses at CCSF during library hours, with additional labs at the Downtown and Mission campuses, all of which have stations for disabled users. The Rosenberg Language Center offers assistance from faculty monitors and student workers, as well as general orientations both days and evenings, onsite or in classrooms at any campus. Workshops introduce students to various textbooks and ancillary materials, increasing their use. The Online Language Lab provides remote access to textbook audio and video materials and supplemental resources 24/7. The Language Center also increases access to collections and services by providing space and equipment for instructors to create ancillary materials and allow students to submit oral assignments electronically.

Learning Assistance Department (LAD)
The Learning Assistance Center is open 53 hours per week, including evening and Saturday hours. LAC gained a location with the new Mission campus. A second new campus, Chinatown/North Beach, will include a small Learning Assistance Center in the library as well. The Learning Assistance Center extends its location by collaborating with other departments and programs such as academic department labs, retention programs and EOPS. Online courses and the new LAD website provide alternative access to services if location or time is a barrier to physical access (II.C-42).

EVALUATION
CCSF provides satisfactory access to library and learning support services. While the District has made significant strides in increasing access, regardless of ability or location, under worsening economic constraints, some areas of improvement identified in the last Self-Study have remained stagnant or declined. The 2006 Self Study indicated a need to reinstate Sunday hours; instead, hours have further decreased, leaving an entire segment of students – those in evening classes or
weekend classes that span the 3.75 hours on Saturday – without access to physical collections, services, librarians and the library itself.

Faculty and student input through surveys and action indicate library hours must be increased to satisfactorily support student learning. Recommendations made in the 2006 Self Study included dedicated staffing and expansion of the intercampus delivery service to CCSF sites without libraries (II.C-43). The delivery service is essential to maximize access with declining materials budgets and demand demonstrated in the Spring 2011 student survey, which showed that over 27% of 1983 respondents had requested delivery of books from other CCSF campuses (II.C-44). Expansion of the service has been discussed amongst campus deans, but cannot take place without resources for an additional driver. The service will have to expand to include the Chinatown Campus library when that campus opens.

An inventory and tracking system for instructional equipment throughout the district was recommended in the last Self-Study, but it has not been created. The recent reorganization of the ITS department, and the hiring of a CTO, may create the opportunity as District computer equipment is brought under the auspices of ITS.

Access to services has increased across LLSS. The greatest strides have been made in access to online services, with the expanded online workshop offerings, redesigned websites, expanded Online Language Lab, and innovations such as the electronic course reserves and embedded librarian pilots. Use of online resources and services continues to increase, and survey feedback indicates a high level of satisfaction with online services and resources (II.C-45).

PLANNING AGENDA
1. Prepare for opening of the Chinatown/North Beach Library and Learning Assistance centers.
2. Advocate for a library at the Evans campus.

Section: II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

DESCRIPTION
CCSF provides effective maintenance and security for its library and other learning support services. Each library location employs a 3M security system to secure materials within the facility and the District contracts with Sonitrol to alarm all facilities. Video cameras monitor the three floors of Rosenberg Library for security purposes, as well as the rear entrance to Rosenberg LLRC and adjacent parking lot. Campus police respond quickly when called for emergency situations or disturbances.
All LLSS locations rely upon District maintenance and janitorial services. The Buildings & Grounds department makes general repairs, while Pinnacle contracts with the District to provide printer and photocopier maintenance. Rosenberg Library carpeting is heavily stained, with multiple patches and worn areas, and many chairs are threadbare. Rosenberg grant funds have been earmarked for replacement chairs, upgraded and additional security cameras, and possible other improvements to the facility, but these projects are still in the proposal phase (II.C-46). Librarians are responsible for maintaining subject areas within the physical collection; duties include weeding, updating and filling gaps in the collection to ensure quality.

Library Automation Services (LAS) is responsible for the integrated library system, including maintenance and upgrades. Information Technology Services (ITS) provide an excellent level of maintenance and security for library equipment and computer systems throughout the district. In 2009, ITS was restructured and members of LAS were reassigned to ITS; the effects of this change have yet to be determined.

ITS supports all open access labs and some department and program multipurpose labs district wide. The computers, printers, scanners, peripherals and other technology in the labs are operational and ITS strives to maintain all technology at an "as new" level. The Windows System, hardware, network, applications and antivirus software are up to date with the latest security and other patches. Software applications are updated as of the beginning of the semester and antivirus software virus definitions are updated weekly. The LAC print server and printer are fully operational during all hours the lab is open, with up-to-date patches, drivers and firmware. The lab staff maintains spare hardware and an up-to-date Ghost image so maintenance and repairs can be performed minimal downtime. In addition, the lab staff keeps an up-to-date inventory, including verified and documented software licenses. All this is accomplished by a classified staff that has been reduced 50% over the past ten years. Because funding for equipment replacement is often difficult to secure, a need to establish standard replacement cycles for computers exists. All LLSS units expressed the need for a general fund media services equipment budget.

Broadcast and Electronic Media Arts (BEMA) facilities are closely monitored by staff. All equipment is locked and physically secured and students must sign an Open Lab Use Agreement regarding equipment and facility security. The Ocean and Mission campus BEMA facilities also have additional Sonitrol alarm systems.

**EVALUATION**
CCSF effectively maintains and secures its library and other learning support services, although there are areas where improvement is possible. Strengths include the collaborative relationship with campus police in support of a safe and secure learning environment and the responsiveness of LAS and ITS in keeping student computers operational and available. However, all LLSS
units would benefit from a planned replacement cycles for equipment (especially computer equipment) and furnishings.

PLANNING AGENDA
None.

II.C.1.e. 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 performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

DESCRIPTION
None of the library and learning support services are formally contracted out to external entities, but formalized agreements with outside organizations do exist. The Library, as a participant in OCLC, in addition to cataloging agreements, maintains an agreement through its Interlibrary Loan program (ILL) to borrow and loan materials. An agreement also exists with Innovative Interfaces, Inc. (III) for the provision of services and maintenance of the integrated library system. Standard licensing agreements are in place with software vendors and online databases such as EBSCOHost, NetLibrary and Gale. The District contracts with Pinnacle for copier and printer service and maintenance.

Services provided by III, EBSCO, Gale and Pinnacle are all integral to library use. Usage statistics for searches in both the library catalog and online databases are recorded, and the number of database searches has more than doubled in the last five years (II.C-47). Student surveys assess user satisfaction with the computers and photocopy machines and the purchase of PC Cop, the computer access management system currently used in the library, was a direct response to survey results that showed students were dissatisfied with their ability to find an open computer in the library (II.C-48).

Database licensing agreements are reviewed annually prior to renewal by the acquisitions librarian, and product changes are reviewed by subject liaisons, with input from their subject area departments, before approval by library faculty and administration. In 2007 the library conducted a thorough comparison of databases from EBSCO and Gale, including full-text title review and assessment of student preference and usability of both vendors, resulting in a license agreement with EBSCO. Use of EBSCOHost quickly increased, from 562,039 searches in 2007/08 to 1,680,650 in 2009/10 (II.C-49), and satisfaction has been high (II.C-50).
Library administration consults with Library Automation Services and ITS regarding purchases of new equipment. The vendor from which CCSF purchases computer hardware offers a five-year warranty on each system, addressing hardware maintenance and repair needs.

**EVALUATION**

There are no formal or contractual agreements with outside vendors to directly provide library or learning support services. However, for the agreements which do exist with library and learning support service units, there are adequate evaluation and oversight mechanisms.

**PLANNING AGENDA**

None.

**II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

**DESCRIPTION**

Annual program reviews are evaluated to ensure that all LLSS are sufficient in meeting student learning needs. Assessment cycles evaluate SLOs, services, resources and facilities. Assessments include: statistical data analysis; student and faculty surveys; focus groups; faculty and student evaluation of workshops, and pre- and post-testing within specific programs; and informal anecdotal feedback from the college community. College-wide surveys also assess overall satisfaction with all of the library and learning support service units.

**Library & Learning Resources**

LLR monitors the quality of its services and resources via data collection and assessment activities to improve programs and services, and to prepare reports for state, regional and national professional and accreditation associations. In the past eight years, the Library Instructional Services program has lead research skills workshop assessment, since the Library’s role in teaching information competency directly supports the College’s general education learning goals and many of the academic programs’ student learning outcomes (II.C-51). The workshops had student learning outcomes and assessment strategies several years before the College required all courses and programs to have SLOs.

In response to changes in District program review requirements and regional accreditation standards, LLR centralized and streamlined statistical data collection for resources, services and facilities usage, as well as developed program SLOs and a comprehensive assessment plan addressing non-instructional services and facilities. The Assessment wiki page provides a central location for all LLR assessment information, including: a seven-year timeline of assessments to
conduct each year; measurements by library service area; process documents to guide assessment work groups; survey instruments; an assessment analysis form; and a chart which identifies assessment performed, with recommendations and results (II.C-52).

Assessment results are the foundation of continued improvements in meeting student needs. Recommendations identified through assessments are brought to the appropriate LLR committee for planning and implementation. For example, the 2009 LLR Morale Survey identified the need for an LLR Communication Plan, and the Library’s Communication and Outreach committee developed it (II.C-53). Other recent examples of assessment follow-through include: the library website redesign; the electronic reserves pilot project; and the ongoing library advocacy for increased hours.

Ongoing, informal faculty dialogue between librarians and the college community helps shape library services and collections and focus on specific student learning and curricular needs. Each year when the library assesses the periodical databases and print subscriptions, librarians solicit feedback from department faculty on titles essential to support curricular needs. Library programs and exhibitions receive faculty and student reactions via blog entries, evaluation forms, contact with event organizers and Concert & Lectures. A department chair stated, “Rosenberg Library exhibitions are vital, expansive, intimate. They give our campus the feel of an intellectual community, in the positive, rich sense of the phrase” (II.C-54). Of the 1,983 student respondents, 40% rated library programs “Important” or “Very important” in the 2011 LLR Student Survey (II.C-55).

Additionally, the Language Center identified student learning outcomes in Spring 2010 (II.C-56). Assessment includes surveys emailed directly to a representative sampling of Foreign Language Department classes at the end of each semester. Access to the survey is also available online via the Language Center homepage and in print at the center itself. Of preliminary responses received in Spring and Fall 2010 ($N = 80$), more than 85% of respondents felt the Language Center helped them to do better in their foreign language courses. More than 80% indicated that the Language Center helped them to identify the language-learning resources that are most effective for them personally. More than 55% felt their computer skills increased by using the Language Center. Seventy percent indicated their study habits and focus improved. More than 65% felt they developed a better understanding of other cultures and people by using the Language Center (II.C-57).

**Learning Assistance Department**

The Learning Assistance Department first developed student learning outcomes, activities, tutor reflections and faculty assessments specific to its tutor training course in Fall 2007. LAD developed two surveys to assess the student learning outcomes in this course with the intent to understand 1) how the course SLOs were used by tutors who completed the tutor training course; and 2) if students who were tutored believe they were recipients of the same outcomes. The two
surveys have been used for six semesters and the LAD has learned which tutoring strategies are most used, least used, most valued, and requires changes. The assessment has led to a number of changes in the course curriculum to improve student learning (II.C-58).

During Fall 2006, College Success faculty engaged in an extensive dialogue to develop SLOs and teaching “Best Practices” for the LERN 50 course. As a result, the course was redesigned with redefined SLOs, content, and assessment activities including an SLO rubric. During spring 2007, a College Success Survey was developed and administered to students who completed LERN 50 with an A, B, or C grade (Fall 2006), enrolled in a subsequent term, and had an e-mail in Banner. The survey was also administered spring semesters 2008-10 (II.C-59). The purpose of the survey was to assess the students’ application of SLOs in current classes in addition to assessing the overall usefulness of SLOs for the course. The data from this survey has been used to redesign the SLOs for LERN 50. LAD faculty are beginning to understand which SLOs for LERN 50 are being applied to other courses and which SLOs students apply more/less frequently. This data assists faculty in the development of College Success course.

In Fall 2010, all LAD assessment surveys were reformatted following the purchase of a Survey Monkey license. The following SLO assessment surveys continue to be utilized: 1) LAC Tutor Survey: Assesses tutors’ ability to use tutoring techniques taught in the course; 2) LAC Student Survey: Assesses (a) students’ review of tutors’ abilities, and (b) students’ own learning while tutoring; 3) LAC College Success Survey: Assesses students’ use of college success skills one semester after completing their college success course; 4) LAC Computer Lab Survey: Assesses (a) students’ review of computer lab and its staff, and (b) students’ own learning while using the LAC computers (II.C-60).

**BMS, Audiovisual Unit and Computer Labs**

Assessment of media and audiovisual services for faculty is conducted through employee surveys administered college-wide and through LLR surveys. Formal assessment of the multi-use computer labs throughout the district is infrequent. Periodically, the college conducts a technology-focused college-wide survey to determine the overall satisfaction of instructional technology services to the college community. In a college-wide student survey administered in Fall 2010, student ratings for computer labs were 44% good and 37% excellent ($N = 4,493$) and students rated their ability to use software applications (e.g. word processing) to be successful in their courses: 47% excellent and 41% good (II.C-61). Informally, the Technology Division lab managers work closely with the departmental liaisons to address concerns relating to each lab’s day to day and long term operation. However, at present, aside from user satisfaction survey questions, no formal process exists to evaluate the computer services supporting student learning.

**EVALUATION**

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Library and Learning Support Services evaluate services, resources and facilities in a variety of ways to meet student learning needs. In addition to survey data, LLSS units generate and analyze usage statistics which assist in the planning processes. Annual program review reports provide an overall assessment and an effective means for planning and requests for institutional support. Both the LAD and the LLR use multi-method approaches to assessment and are consistent in meeting student learning needs. Aside from user satisfaction questions, computer labs throughout the district are not fully assessed. Usage statistics are needed to fully understand how the labs are used and whether they meet the needs of students.

PLANNING AGENDA
1. Formalize a process to assess computer labs across the district.

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II.C-55: 2011 LLR Student Survey, Q9
II.C-56: Language Center Student Learning Outcomes
II.C-57: Language Center User Feedback Survey 2010
II.C-58 LAD – LERN 10 Assessment Rubric Fall 2010
II.C-59: LAD – LERN 50 College Success Assessment Spring 2010 Powerpoint
II.C-60: LAD Survey Folder
II.C-61: 2010 CCSF Credit Student Survey