Date: February 28, 2011
To: All Employees
From: Vice Chancellor Alice Murillo, Co-chair, Accreditation Self-Study Steering Committee
Academic Senate President Karen Saginor, Co-chair, Accreditation Self-Study Steering Committee
Subject: First Draft Accreditation Self Study Report

A first draft of the Accreditation Self Study Report is now available on the web for review by all members of the College Community. You will find links to the Report in both Word and pdf format at http://www.ccsf.edu/Offices/Research_Planning/study.html We would like to encourage you to discuss relevant sections within your department and through shared governance structures. You can send your suggestions and comments to Steering committee co-chairs: Karen Saginor (ksaginor@ccsf.edu) and Alice Murillo (amurillo@ccsf.edu) or directly to the co-chairs for the standard as shown in the footer to each page.

The Self-Study Report is a key document that will be carefully examined and evaluated by the WASC Evaluation Team who will start their work with us in Fall, 2011 and visit us in March, 2012. After their visit, the WASC Evaluation Team will make recommendations regarding our reaffirmation of accreditation. The Self-Study Report is our vehicle for providing honest and constructive self-assessments of our success in meeting all the required standards.

Well over a hundred members of the College Community have contributed their work to help produce this initial draft. Correction, completion, and updating are needed in many areas. We will continue to work on it, and we especially welcome your input. Most helpful to us are suggestions that provide us with specific language to use or specific facts or examples to refer to. Planned for the Self-Study Report, but not yet included in this initial draft, are introductory materials, summaries, full references to resources, and supplemental information. Your feedback from this draft will inform a second draft to be sun-shined later in the semester. Schedules and timelines for the full Accreditation Self Study process are provided on the website.

The deadline for submitting feedback for this draft is March 24th, just before Spring break.
Co-chairs for Standard II: Ophelia Clark, Alice Murillo, and Deana Abma

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.

Questions:

- How does the institution ensure that all institutional offerings fit the stated mission of the institution?
- How does the institution ensure that its programs and services are high quality and appropriate to an institution of higher education?
- How does the institution choose the fields of study in which it offers programs?
- What are the student achievement outcomes of the institution’s programs; i.e., to what extent do students progress through and complete degrees and certificates, gain employment, or transfer to four-year institutions? By what means are programs assessed for currency, teaching and learning strategies, and student learning outcomes?
- How does the institution ensure that its programs and curricula are current?

The college’s Mission and Vision statement provides 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 creation, 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

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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.

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 other organization that is involved in the approval of programs is the Bipartite Committee on Graduation Requirements. This committee consists of the Executive Council of the Academic Senate and several 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.

The college’s collection of academic departments has been relatively stable since our last accreditation visit. The only changes we have had to our academic departments have been in administrative reorganization, and not in expanding or contracting entire curricular areas.

In this context, the college takes a decentralized approach to choosing the fields of study in which it offers programs. Departments review their course and program offerings annually, 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 annual 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.

A good example of programmatic changes that have taken place over the last few years has been in 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.

In 2009-10, the college awarded 1145 Associate Degrees, 1144 credit certificates, and 52 noncredit certificates. Transfer rates are as follows:

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<td>337</td>
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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.

Again, we have taken a decentralized approach to the assessment of learning outcomes. Departments have been given the autonomy of determining how to assess the learning outcomes of their courses and programs in a way that makes sense for their disciplines. In our annual Program Review process, departments report on the progress that they are making in the assessment of learning outcomes.

For the past few years, all departments are engaged in an annual program review cycle. A key element of this program review cycle is a review of courses and programs. 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.

**Evaluation—IIA.1**

**IIA.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.

**Questions:**

- What research is conducted to inform what student learning needs are? What means does the institution use to assess students’ educational preparedness?

- How is this information incorporated into program planning?

- What kind of research is being conducted to determine if students are achieving stated learning outcomes?

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. The data is reviewed with Academic Deans and the College Council, followed by its distribution to departments for their use in Program Review.
More in depth analysis of needs are also conducted through student focus groups, surveys, and feedback from students and staff. Program reviews also address developmental needs for more or less 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.

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.

As part of the matriculation process, students are informed about the required placement tests in English or ESL and math. Course descriptions in the catalog and schedule of classes also identify the prerequisite levels and courses. Through orientations, students are informed that counselors use the results to guide their educational planning with students. The combination of placement test 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 with a counselor to review their progress towards graduation, certificate and transfer goals. For students seeking open entry, foundation courses in English as a Second Language, adult basic education and trade skills in business and the trades, CCSF offers tuition free non credit courses. According to data from the February 2010 Internal Scan, twenty percent of credit students originated from non credit and approximately thirty percent of credit students have enrolled in a non credit class.

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 non credit students to credit, basic skills and transfer rates.

In an effort to rectify the inequity of outcomes, the college began to issue deeper analysis of 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 shorten the length of course sequence completion 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.

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In Fall 2010, the college community reviewed the latest CCSF Strategic Plan for adoption in Spring 2011. Relevant annual plan objectives to this standard are outlined in the Institutional Annual Plan 2010-2011.

The data for student outcomes regarding success rates, persistence and retention rates are available and it varies by program. Under the Office of Career Technical Education, eight departments have been funded through Perkins to collect and analyze data, which will then drive activities to promote student success. Departmental representatives will be presenting their findings during 2010-2011, over a series of professional development activities.

**Evaluation—IIA.1.a**

**Satisfactory** – Underlying CCSF’s broad base efforts to improve student learning are data findings which 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 their unit into three dedicated units with separate offices to better serve CCSF students more effectively. Both the English and Math departments are looking into course consolidations to enhance the likelihood of student success.

However, the college would like to be more proactive in providing data to ensure student success, such as providing a degree audit to all students systematically, rather than on an individual basis.

**Needs Improvement:** Systematic assessment of student learning needs to be conducted to determine if students are achieving stated learning outcomes. Underway are ongoing efforts to integrate student learning outcomes at the program and course level. These also need to be assessed.

**IIA.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.**

**Questions:**

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

CCSF offers an extensive array of diverse and flexible learning experiences to 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, two, three, or five
times a week and flexible early morning and evening classes. The college continues to adapt its delivery modes to best meet the changing needs of the various communities we serve.

**Distance Learning**

Distance learning courses are offered in all six schools within the college as well as within the Library and Learning Resources. In the fall 2010 semester, CCSF supported over 7,000 students in both online and tech-enhanced classes. Courses are offered either exclusively online or with required meetings. A student can complete approximately 85% of the requirements for an AA/AS degree by taking online courses or telecourses. Students can complete approximately 95% of the courses required to transfer to the CSU through distance learning.

Faculty members at CCSF develop courses and programs in various phases. The Technology Mediated Instruction Office works with department chairs and faculty members to identify courses appropriate for online delivery. Faculty members with department chair and school dean approval are selected to develop online courses through an open application process with preliminary selection determined by the shared governance Distance Learning Advisory Committee. Courses are selected based upon the initial conclusion that the online mode of delivery would be an effective means to deliver the course content and objectives. After the course is selected, the department submits an online course proposal to the Curriculum Committee for approval. The Curriculum Committee requires an online addendum that addresses factors such as suitability of the course for online instruction, faculty contact hours, and distance evaluation integrity. The Office of Technology Mediated Instruction, the Distance Learning Advisory Committee and the Curriculum Committee have worked together to develop a rigorous approval process of online courses.

After a course is chosen to be delivered online, the Office of Technology Mediated Instruction works closely with the faculty member to migrate the course from traditional lecture mode to online delivery. Faculty enroll in a semester long course offered by the college to learn online pedagogical principles and how to use technological tools necessary to navigate effectively within the learning management system. The course is evaluated at various phases of development to ensure that the delivery is meeting the objectives and content of the course outline. The Alternative Media Specialist reviews the course at various stages to ensure accessibility. Once the course meets approval at all of the various levels, it is scheduled for online delivery. The course is followed closely by the Office of Technology Mediated Instruction. The Office of Technology Mediated Instruction offers topic workshops to support faculty in understanding technology of the course management system and guiding faculty in ways they can improve the deliverability of online classes and thus increase student success and decreasing attrition.

Telecourses are offered as part of the distance learning offerings. Content is regularly evaluated for timeliness and appropriateness to the CCSF student. Beginning in Fall 2010, students now have an option to stream telecourse content. Content is still broadcasted via EATV. Telecourses are offered in five of the six schools within Academic Affairs.

Faculty members 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 nine hours of training by TMI in order to technology-enhance their classes. The training focuses on understanding the pedagogical implications of delivering the content online as well as learning the skills necessary to work within the LMS as a face-to-face instructor. CCSF supported 141 tech-enhanced course sections in the
spring 2010 semester; an increase of about 30% from the fall 2009 semester. The college is supporting 192 tech-enhanced course sections in the fall 2010 semester.

Students enrolled in distance learning courses are regularly given entry and exit surveys measuring the effectiveness. In particular, students in Telecourses are provided with entry and exit surveys. The Office of Instruction works with TMI to provide students with online questionnaires to evaluate faculty teaching online courses. TMI regularly monitor enrollment in online courses paying specific attention to attrition and success rates.

Distance Learning courses are discussed within several Shared Governance Committees; the Distance Learning Advisory Committee, the Teaching, Learning, and Technology Roundtable, the College Curriculum Committee as well as Academic Policies and College Planning and Budget Committee. The Insight Instructor News Course also provides several discussion topics where faculty discusses pedagogical and technological issues related to online instruction. The forum discussions are archived. Also, all faculty are able to enroll in the Online Teaching and Learning Course as a refresher and the Insight FAQ provides the faculty with a system that is searchable by topic.

Along with distance learning, CCSF offers a variety of other modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of students. Examples include the following:

**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-orientated 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.

**Cohort Pathways**

These are designed to allow students to progress through a certificate program as a single group. Examples of cohort programs include the Metro Child Development, Youth Worker, and San Francisco Green Training Cohorts. Students receive cohort instruction, tutoring, content-focused student mentoring, designated counselors and flexible class scheduling.

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Dual Enrollment Programs

These are designed to provide students with learning opportunities that better prepare them for successful completion of CCSF certificate and degree programs that lead to employment. The high school dual enrollment program offers numerous courses to San Francisco Unified high school students in career and technical oriented fields of study. The School to Career High School Teachers Pathway program is offered in partnership with San Francisco Unified School District.

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. Student surveys conducted by the Office of Technology Mediated Instruction are valuable in assessing student satisfaction with these courses. Student focus groups provide more in-depth feedback from students. For example, the Business Department recently conducted student focus groups in Introduction to Business Courses to help develop strategies to increase retention and success in the General Business Program.

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.


Our rating is Superior.

CCSF employs a variety of instructional modes and delivery systems and continues to create new modes of instruction in order to address the needs of our students. Since its last accreditation the college has significantly grown its online program and continues to provide innovative approaches to increasing accessibility to the college for its diverse students.

The college has open lines of communication internally (i.e. Curriculum Committee, Distance Learning Advisory Committee, Office of Technology Mediated Instruction, Department Chair Council, School and Campus Deans) and has attempted to integrate its offering by recognizing community input (Equity Hearing, 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.

While the college should be commended on successfully reaching out to adult students through its noncredit programs by offering courses at numerous campus sites and community centers throughout the City of San Francisco, the college is encouraged to explore expanding modes of instruction for its noncredit programs to include online offerings and other forms of distance learning. However, under the current budget crisis we do not have funds to expand our online offerings. We do compensate instructors for developing online courses, but we do not have the funds to offer compensation at this time.

IIA.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.

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Questions:

- What student learning outcomes has the institution identified for its courses, its programs, its certificates, its degrees?

- How and by whom are student learning outcomes and strategies for attaining them created? How and by whom are student learning outcomes and program outcomes assessed? How are the results used for improvement?

- Are student learning outcomes verifiably at the collegiate level? What assessments are in place for measuring these outcomes? How effectively are the assessments working?

- What dialogue has occurred about using assessment results to guide improvements to courses, programs, etc.? What improvements have resulted?

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. 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.

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. 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.

In order to coordinate assessment activities, Program Review 2010 asked each department to state their assessment and course outline revision timetable through 2016 as well as provide two example of on-going SLO assessment; one at the course level and the other for a program. The departments were also asked to state how they would complete the SLO process by utilizing assessment results to revise instruction or other aspects of the curriculum.

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. Departments have been asked to assess their progress from year to year and share one example that reflects their department dialog and action on SLOs. Also, departments are asked to identify the percent of courses with SLOs and complete assessment for purposes of the
Accreditation Annual Report. (This process is under development in consultation with the SLO Workgroup; a complete description of the actual activities and summaries will be posted at the end of the spring 2011 term).

In the last two years assessment has become pervasive 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 Community Health.

For the past year CCSF has been addressing student equity and the achievement gaps. 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 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-staggering array of institutional modifications with the oft-stated intention of reassessing those changes after a pilot semester or year.

Evaluation—IIA.1.c.

Though there has been some resistance, CCSF has been adopting SLOs and the assessment agenda at an ever-increasing pace and is rapidly moving toward a superior rating.

IIA.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.

Questions:

- By what criteria and processes does the institution decide to offer developmental, pre-collegiate, continuing and community education, study abroad, short-term training, international student, or contract education programs?

- Which of these (or other) categories of courses and programs does the institution offer?

- By what means does the institution ensure that all of its instructional courses and programs are of high quality? Are they all of high quality?
• What is the process for establishing and evaluating each type of course and program? How does the college determine the appropriate credit type, delivery mode, and location of its courses and programs?

• Is the quality of all instructional courses and programs offered in the name of the institution ensured? Does the institution use evaluation of courses and programs effectively for improvement?

The college offers courses in developmental, pre-collegiate, continuing and community education, study abroad, short-term training, international student, or contract education programs. For example:

• Developmental: Noncredit ESL and Transitional Studies
• Pre-collegiate: Basic skills courses in English, Math, and ESL
• Short-term training in numerous career-technical fields

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.

An important element of the review of individual courses is the faculty peer evaluation process. 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.

In addition, 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 location of our courses and programs has been fairly stable since our last accreditation visit; however, the institution has been making a concerted effort to expand the general education course options available at campuses other than Ocean. For example, the remodeling 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 done in a largely decentralized fashion. 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 the achievement gap. 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—I.A.2

I.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.

Questions:

- What established policies and institutional processes guide the development and evaluation of courses and programs? What is the role of faculty?
- Do these procedures lead to assessment of quality and improvement? Who is responsible for identifying appropriate student learning outcomes?
- Are student learning outcomes established for each course and program? How is this “fit” evaluated?
- What processes exist to approve and administer courses and programs? Are the processes effective?
- How are courses and programs evaluated? How often? What are the results of the evaluations?
- What improvements to courses and programs have occurred as a result of evaluation? How does the institution assure that it relies on faculty discipline expertise for establishing the quality of its courses and programs?

City College of San Francisco (CCSF) has developed a rigorous method of identifying, approving, and evaluating learning outcomes for courses and programs. Review of course and program learning outcomes has become an ongoing part of the Curriculum Committee approval 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 provides a framework for course and program improvement.

The role of the faculty is paramount in the review and improvement of the quality of our courses and programs. The faculty is involved at every level of the assessment process from development of learning outcomes to their applications and evaluation. There is a very detailed set of protocols in the Curriculum Committee Handbook, relevant to every stage of the development process, and a refined set of protocols for evaluation in the program review process.

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, which 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 is the responsibility 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 (non-credit courses, programs exceeding 17 units, etc.) the State Chancellor’s Office as well.

At CCSF the faculty peer evaluation includes an appraisal of the quality, academic rigor and appropriateness of that professor’s instruction. 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 where the means of assessment, measurement criteria, analysis and plans for improvement of one course and one program. 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.

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—I.2.a.

I.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.

Co-chairs for Standard II: Ophelia Clark, Alice Murillo, and Deana Abma
Questions:

• How are competency levels and measurable student learning outcomes determined? What is the role of faculty? What is the role of advisory committees?

• How has the institution structured the relationship between student learning outcomes, competency levels for degrees, certificates, programs, and courses?

• Do students have a clear path to achieving the student learning outcomes required of a course, program degree, certificate? How well does the institution achieve and evaluate the effectiveness of learning at each level?

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, 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 that 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 Childhood 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.

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—IIB.2.b.**

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

**Questions:**

- How does the institution demonstrate the quality of its instruction? What evidence exists that all programs are characterized by the variables cited in this standard?
- What institutional dialogue has occurred to enhance understanding and agreement about the quality and level of its programs?
- What criteria does the college use in deciding on the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning breadth of each program it offers?
- What role do faculty play in these decisions? How does the college use these qualities (breadth, depth, etc.) to determine that a program is collegiate or pre-collegiate level?

A number of college-wide, program-level, and departmental initiatives have evolved to supplement traditional formal mechanisms that ensure compliance with Title 5 regulations regarding the appropriate breadth, depth, rigor, sequencing and time to completion for all programs.

The College Curriculum Committee’s formal review process ensures at the institutional level that all instructional programs meet the aforementioned requirements. The Office of Matriculation also ensures that all course prerequisites and co-requisites are reviewed and approved in compliance with applicable Title 5 requirements. The Program Review process makes yearly checks of departmental progress [Source: CCSF Program Review 2010]. Individual departments are expected to assess their compliance with Title 5 regulations.

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.

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 Services division have been a frequent topic of discussion at meetings of the Department Chairs Council (DCC), the Academic Senate, the City College Board of Trustees, the College Curriculum Committee, and most departments’ curriculum committees.

Departments that specialize in core courses with longer sequences, like Mathematics, ESL, and English, are demonstrating their commitment to student success and high-quality instruction by formally integrating access to student service programs into their course sequences.

A full range of tutoring (lab-based and in-class) services, learning communities, internships, and work experience courses are 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); the Metropolitan Health Academy (MHA); STEM, the Science, Technology, Engineering, Mathematics program; and retention programs like Tulay Filipino-American Student Success Program, Asian Pacific American Student Success (APASS), African American Achievement Program (AAAP), the Latino Services Network (LSN), the Puente Program, The Math Bridge Program, the Basic Skills Initiative (BSI), the ESL Partnerships Project, the VESL Pathways Project, and others. These programs represent CCSF’s commitment to high-quality instruction both in and out of the classroom. All of the aforementioned programs help students do higher-quality work and reduce their time to graduation.

[Source: CCSF Course Catalog 2010; Learning Resources and Student Services; Chancellor’s Progress Report on Student Equity and the Achievement Gap, 2010]; also, see the List of Sources at the end of this document.

Many departments have created new majors to increase the breadth of offerings for students; in Foreign Languages, new majors have been created in Chinese, French, Italian, Japanese, and Spanish. An English Major has been created in the Department of English. Earth Sciences faculty have designed new courses in Geology, Geography, and Oceanography, and Paleontology. All new courses are listed in the College Curriculum Committee minutes, but others include Automotive Mechanics, Finance, Latin American and Latino/a Studies, Marketing, Radiation Therapy Technology, and Women’s Studies.

[Sources: Flex Day Meeting Agenda, Foreign Languages Department (August 13, 2010); CCSF Catalog: English Major; Earth Sciences Program Review 2010; “Catalog Policy and Other Updates”: Counselor Seminar, March 9, 2010]. Also see the List of Sources at the end of this document.

The drive to increase the quality of instruction by shaping course offerings and sequencing to satisfy measurable Student Learning Outcomes (SLOs) has occupied 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.

[Source: Academic Senate Plenary Session Minutes, January 9, 2009].

Sequencing has been addressed by enlisting the help of students, faculty, counselors, the Board of Trustees, and the college administration. 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 961A, 6-unit courses whose purpose is to provide an alternative pathway through the English course sequence. Five sections of the former and ten of the latter will be offered starting 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.

[Sources: Executive Summary for English Department Proposal to Address Student Equity, Fall 2010-Fall 2011; “We Can Do Better: A Comprehensive Proposal from the Department of English; Update on Mathematics Department Student Equity Action Plan].

**Evaluation—IId.2.c.**

Satisfactory. Although City College of San Francisco has made superior progress in some areas related to this standard and the progress of some departments within the college can be rated as “superior,” overall, the “satisfactory” rating is based on a number of factors.

First, the level of improvement has been uneven when one considers the wide range of concerns that this standard addresses. For instance, most departments focus quite heavily on high-quality instruction, breadth, depth, and rigor. But time to completion, sequencing, and synthesis of learning are more complex, difficult concerns and are being addressed more slowly.

Second, improvement varies among departments; not all have addressed problems with sequencing or time to completion at an equivalent level, for example. The college and its administration will continue to work to ensure that all departments address these two issues in particular, though it must be said that the departments in which these concerns were most pressing—those with long sequences like Math, ESL, and English—considerable changes have been made.

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

**Questions:**

- What assessment of student learning styles has the college performed?

Co-chairs for Standard II: Ophelia Clark, Alice Murillo, and Deana Abma
• How does the institution demonstrate that it is meeting the needs and learning styles of its students? What do faculty and staff know about learning needs and pedagogical approaches?

• Do courses include multiple ways of assessing student learning? How does the college determine what delivery modes are appropriate for its students?

• What teaching methodologies are commonly used? How are methodologies selected? Have faculty discussed the relationship between teaching methodologies and student performance? What efforts has the college made to match methodologies with particular needs of students with learning styles?

• Has the college investigated the effectiveness of its delivery modes? How effective are delivery modes and instructional methodologies that the college uses in producing learning?

Description—IIA.2.d. (Compare with Standard I.A.1 -- at some point)

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).

CCSF provides an exceptionally wide range of programs and services addressing students’ diversity as well as their needs and learning styles. Students have access to several groups of counselors who are available on a daily basis (New Student Counseling, Continuing Student Counseling, and International Student Counseling, etc.).

Students can also turn to various networks for resources and guidance. To quote just a few: the Asian Pacific American Student Success Center (APASS), the African-American Scholarastic 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 projects also target specific populations: Veterans’ Success Center, 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).

CCSF also has a large Learning Assistance Center that serves an average of 8,000 students for a total of 120,000 hours per semester. The LAC offers a multitude of labs and resource centers. Examples include: the Tutorial Center, the Writing Lab, the Biology Resource Center, and the Transitional Studies Department Adult Learning and Tutorial Center. Tutors are taught how to determine a student’s learning style whereas the students, on their SLO surveys, get to rate their tutor’s ability to recognize and respond to their learning styles. The LAC also provides Introduction to Tutoring classes.
Flex Day sessions always include some 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 devotes part of its Flex Day by meeting each semester to discuss teaching strategies and the diversity of the student body. During the semester, instructors also meet to talk and reflect on their teaching methods and textbooks (whether informally or during Curriculum Committee meetings).

Faculty also addresses the diverse needs of the students in light of the recent “Student Equity Hearing” 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 instructors modify their teaching methods to increase their focus on multicultural perspectives.

Course outlines include references to the methodologies employed. Methodologies take multiple forms: lectures, case studies, individual research, group discussion, group projects, research papers and independent studies. Instructors are encouraged to incorporate multiple methodologies in all of their courses. When interviewed, instructors (in Math, Earth Sciences, ESL and Languages) all agreed that they make sure to 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 use standardized tests that can be modified accordingly but also include portfolio, performances, research-based projects, essays, etc.

CCSF offers online classes. The number of students enrolled in online classes doubled between 2005 and 2008 while the number of sections increased by 80%. Online classes give students greater flexibility in terms of scheduling and choice of classes.

The effectiveness of delivery modes is defined by the success of the students. While instructors can follow the growth of their own students through continuous assessments, it is presently difficult to evaluate how well these students are doing once they move on to other institutions (other than through anecdotal evidence).

Evaluation—IIA.2.d.

Satisfactory: The college always thrives to improve its outreach to a diverse population and its students’ learning styles (e.g. the recent creation of the Veterans’ Success Center which offers counselors and psychologists as well as a welcoming study area). Also, CCSF has been trying to monitor their students’ success with more efficiency (in 2010, the Academic Senate convened a workgroup to address the needs for a Student Preparation and Success Committee). While CCSF has a multitude of services and programs available for students, a lack of funding prevents faculty to participate in more conferences and workshops, thus limiting their ability to self-evaluate their teaching methods and share ideas with other instructors.
IIA.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.

Questions:

- How does the college evaluate the effectiveness of its courses and programs?

- Do criteria used in program review include relevancy, appropriateness, achievement of student learning outcomes, currency, planning for the future? Is this process consistently followed for all college programs, regardless of the type of program (collegiate, developmental, etc.)?

- What types of data are available for program evaluation? Does the evaluation include a curricular review? Does the evaluation include a comprehensive review of the role of the program in the overall college curriculum?

- How is the relevancy of a program determined? Have student learning outcomes for the program been identified? How well are student achieving these outcomes?

- How are results of program evaluation used in institutional planning? What changes/improvements in programs have occurred as a result of the consideration of program evaluations?

Prior to the 2006 WASC accreditation report on City College of San Francisco, program reviews were completed on six year cycles. Moreover, in the statement prepared, by the College, in response to Standard II.A.2.e. for the accreditation committee (page 119 CCSF 2006 Accreditation Report) it was written, “While Program Review provides a clear and comprehensive framework to evaluate the overall effectiveness of an instructional program it does not include a comprehensive curriculum review process. In fact, curriculum review is not a required element of Program Review.

It was noted by the College, “At this time, assessment of student learning outcomes within the Program Review process” was based on “completion rates for all instructional programs, the number of students that transition from basic skills to degree applicable coursework, rates of transfer to four year institutions, the number of associate degrees, awards of achievement, and certificates granted, the number of students acquiring external licensure, and the number of students who complete internships.”

Finally, in the 2000 Accreditation Self Study Report, the visiting team stated, “given the importance of the program review system in assessing institutional effectiveness and that the findings of program reviews are an important consideration in the budget allocation process, the team recommends 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.”

Following the completion of the 2006 Institutional Self Study Report and pursuant to the WASC Accreditation teams recommendations with specific reference to: Recommendation 2, Planning and Assessment, and Recommendation 3, Student Learning Outcomes, College leadership began the concentrated and systematic process to completely revamp and revitalize the CCSF program review process.

Co-chairs for Standard II: Ophelia Clark, Alice Murillo, and Deana Abma
The Focused Midterm Progress report (3-25-09) stated that the second stage of the College annual planning and budgeting process relied on the proposed new annual program review system which was designed to be inclusive for all units in the College and completely integrated into the annual planning and budgeting cycle. In 2008/09 the College inaugurated a voluntary pilot program review process. A total of 105 units completed program reviews using a revised program review template developed by the Program Review Committee 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
- Summarize progress on prior planning objectives
- Identify major planning objectives for next fiscal year
- Discuss the status of learning assessment for courses and programs
- Describe resources needed to meet planning objectives

During the pilot period all program review templates were reviewed by the appropriate senior administrators and then forwarded to the Program Review Committee for discussion and action.

The Program Review Committee (PRC) consists of the College’s three Vice Chancellors, four faculty, two classified staff and two student representatives. The PRC is the heart of the Colleges program review system, and in effect, the first filter for reviewing all annual planning objectives, and budget requests. The new pilot 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 cost center 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 a template was provided for the purpose of documenting 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 including SLOs into the annual program review. The program review template now asks units to identify a six year plan for revising course curriculum and programs.

During the spring 2009 semester the evaluation of the pilot process began and continued through the fall 2009. In addition another round of program review was completed for 2009/10. Based on information contained in the program reviews and student learning outcomes generated, Deans’ comments, program subcommittee comments and discussions with department chairs individual School Master Education Plans will be written which in turn will be incorporated into the overall
College Annual Plan and future planning documents. The new program review document is now a living document which has the potential to continually evolve and over a period of years map a unit and the SLOs associated with course curriculum and learning programs. It should be noted the College is engaged in another round of College wide 2010/11 program reviews.

**Evaluation—IIA.2.e.**

The College has made robust progress. It has developed a sophisticated, yet extremely manageable 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.

The department chairs understand that program reviews can and will effect the direction of their department, so they document carefully, demonstrate need, demonstrate curriculum relevancy and systematically update and revise courses as appropriate, demonstrate efficacy of courses and programs through the use of well designed SLO’s.

**IIA.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.**

**Questions:**

- To what extent does the institution understand and embrace the notion of ongoing planning?
- Does the college have a planning process in place? Is it cyclical, i.e., does it incorporate systematic evaluation of programs and services, improvement planning, implementation, and re-evaluation? How does college budgeting of resources follow planning?
- To what extent are institutional data available and used for planning? Are data analyzed and interpreted for easy understanding by the college community?

In 2004, the college adopted ongoing planning as an essential component of its review process. The overall process consists of five major components: 1) Strategic Planning; 2) Annual Planning; 3) Cost Center 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.

Co-chairs for Standard II: Ophelia Clark, Alice Murillo, and Deana Abma
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 cost centers for the purpose of aligning programmatic and budget planning. The cost center objectives are then aligned to institutional objectives through the completion of a Cost Plan and Budget Form. This Cost Center Planning process ensures the linkage between individual objectives generated by the cost centers and the annual institutional objectives. The cost center budgets are then reviewed by the PBC who recommends budget allocation to the Chancellor. The Board of Trustees then reviews and adopts budget.

The assessment process takes place semiannually in January and June. The purpose of the assessment is to address the progress of cost center and institutional objectives. Further, this process enables college constituencies to identify needs and areas of improvement.

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 institution engages in planning at all levels through its Shared Governance structure. This is evidenced by overarching planning documents, which include the Strategic Plan, the Management Plan and the Educational Master Plan. Planning also occurs on an annual basis and includes the Annual Plan and the Mid-Year and End-of-Year Assessment Reports. The College Performance Indicators Report is an annual publication and serves to provide a set of performance indicators aligned with the eight priorities of the Strategic Plan. This report is published and made available to the residents of San Francisco.

The systematic review of instructional programs primarily occurs through the Program Review process 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.

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 committee. 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, beginning four years ago, several departments and one program (i.e., Architecture, Art, Graphic Communications, Photography, and Multimedia Studies) began a collaborative effort to develop courses that could be taught in any of the participating departments. After review of the course offerings for each department, a common instructional need was discovered that was not adequately addressed by any of the departments involved. As a result of these initial discussions, the Design Collaborative was established. Those courses developed by the Design Collaborative have now been offered for two years and have been evaluated by participating faculty with regard to the learning outcomes and student competency.

Evaluation—IIA.2.f.

Based on assessment of the process, CCSF would qualify for a superior rating in relation to the process it has undergone. The College is committed to ongoing planning. As evidenced, the College utilizes a cyclical approach to review process, monitor progress, and align funding resources. 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 departments to address the achievement gap. 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.

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

- How does the institution ensure the use of non-biased valid measures of student learning?

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

Broadcasting 119, 120

Chemistry 101, 101A, 101B

Fire Science 111

English 90, 91, 93, 95, 96, 961A

English as a Second Language 110, 120, 130, 140, 150, 160, 170; Noncredit Levels 2, 4, 6

Co-chairs for Standard II: Ophelia Clark, Alice Murillo, and Deana Abma
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.

Different 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. Other departments that do not currently use common assessments are also in the process of implementing them. Broadcast Electronic Media Arts is implementing a common examination into Broadcasting 119.

Chemistry 101 and 101A use common, team-written sections for the midterm examination, and all students in these courses take the same final. Chemistry 101B sections share common portions of both midterm and final examinations. 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.

Co-chairs for Standard II: Ophelia Clark, Alice Murillo, and Deana Abma
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—IIA.2.g.**

The College’s performance on this standard is satisfactory at present. The academic domains that move large numbers of the College’s students through well-defined sequences are making use of common examinations, in some cases validated scientifically. Many more departments and academic units are moving toward common examinations as a way to help gauge attainment of student learning outcomes, so this process is likely to continue in a positive direction.

**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.

**Questions:**

- Are student learning outcomes the basis for credit awarded for courses? Are credits awarded consistent with accepted norms in higher education?

Title 5 Section 55002.5 establishes the standards for awarding credit for student work. Our Course Outlines of Record follow these standards [ref 1]. 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—IIA.2.h.**

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

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Questions:

- By what means does the institution ensure that achievement of stated programmatic learning outcomes are the basis for awarding degrees and certificates?

- What institutional dialogue has occurred about the learning expected of students in order for them to earn a degree or certificate?

- How has the college identified student learning outcomes for its degrees and certificates?

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 selective units. These requirements are based on faculty established major learning outcomes and student learning objectives which are part of the Course Outline of Record.

Grades and successful completion of courses are based on student demonstration of proficiency of the stated major learning outcomes and learning objectives. All course outlines include multiple measures of assessment to ensure that students have indeed achieved the learning objectives. Theses 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 clinicals.

All programs and certificates 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 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 implementing program SLOs. The college Bipartite Committee, comprised of administrators and members of the Senate Executive Committee recently approved general education SLOs. These SLOs will form the basis for our transfer curriculum and non CTE associate degree programs.

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 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—IIA.2.i.

The college curriculum includes about 3000 courses. While a concerted effort has been made to identify SLOs for all courses and programs, the sheer volume of work associated with this task has encouraged us to pursue a broader view. Through a process of dialogue throughout the college, we have set our focus on general education and major 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.

IIA.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.

Questions:

- What evidence is found in the catalogue of a faculty-developed rationale for general education that serves as the basis for inclusion of courses in general education?
- How are student learning outcomes used to analyze courses for inclusion as general education?
- How is the rationale for general education communicated to all stakeholders?
- How is the general education philosophy reflected in the degree requirements?

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 approved by the Academic Senate Executive Council before final review 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).

Each course that is 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
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).

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.

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—IIA.3

Superior – 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.

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.

Questions:

• How are the basic content and methodology of traditional areas of knowledge in general education determined?

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• What process is used to ensure that general education courses include this content and methodology?

• Do general education courses demonstrate student achievement of comprehensive student learning outcomes?

• Do student learning outcomes for general education courses require students to understand the basic content and methodology in the major areas of knowledge? Is there a consistent process for assuring that the content and methodology are included in course outlines?

• How well are students able to apply their understanding to subsequent coursework, employment, or other endeavors?

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)

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).

Evaluation—IIA.3.a.

IIA.3.b. A capability to be a productive individual and lifelong 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.

Questions:

• What criteria have been developed to determine if general education students have attained these goals?

• What criteria does the college use to assure that the required skill level meets collegiate standards? Is there a consistent process for assuring that expected skill levels are included in
course outlines? What measures of student skill are employed? Is the college satisfied that these measures are effective?

- How well are students achieving these outcomes? How well are students able to apply these skills to subsequent coursework, employment, or other endeavors?

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.

CCSF continues to expand and publish course and program SLOs. By the end of the spring 11 term __ percent of courses and __ percent of programs had identified SLOs with --% of the courses and __ % of the program completing the assessment process. Each department is now required to review and update course outlines to include measurable SLOs.

Evaluation—IIA.3.b.

Needs improvement. 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.

IIA.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.

Questions:

- How are student learning outcomes developed to address concerns about ethics and effective citizenship? How is it determined where to include student learning leading to development of these qualities?

“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

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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.

Under the Office of Mentoring and Service Learning, the office 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 non credit citizenship and ESL classes, to coach elders in learning content to pass the citizenship exam.

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: LGBT, Health, 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 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 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 is accessible to the public and incorporated by student ambassadors in their campus tours presentations. Under Latin American & Latino Studies 14 (LALS 14), students participate in on going research about the Diego Rivera mural and contribute their work to the library archives.

**Evaluation—IIA.3.c.**

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.

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

Questions:

- Do degree programs include at least one area of focused study or interdisciplinary core?

The Associate in Science and Associate in Arts 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. Students can satisfy this requirement 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;
- They can complete 18 units in a particular field of study if a major curriculum has not been specified by the department.

Program advisors within CCSF’s various departments help students who desire to plan special programs of study for their degree.

Evaluation—IIA.4

Rating: Superior. 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. Evidence for this can be found in the Programs and Courses guides from past years. These documents reinforce that CCSF’s priorities as an institution are to provide broad perspective as well as specialization within all of its degree programs.

IIA.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.

Questions:

- What evidence exists that students who complete vocational and occupational degrees and certificates meet employment competencies? Are prepared for licensure? Are prepared for certification by external agencies?
- How does the college acquire reliable information about its students’ ability to meet these requirements?

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 (or

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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 College currently does not track graduates who pass external licensure or certification exams. However, the Office of Institutional Advancement, Research, Planning and Grants 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. A software program that will help students find employment and then track students success is currently under evaluation. (College Performance Indicators Report, 2006-07, p.32)

Each career and technical program that prepares students for external licensure or certification must adhere to program standards as required by the applicable licensing agency. Individual departments handle data collection of external licensing data differently. While many do not collect data, several programs assure that students meet employment standards by receiving external agency approval or accreditation. (refer to evidence at end of section).

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.

Recent Advisory Board activities include: Business Advisory Board met in October 2010 and provided input into Green and Sustainable Business program development and the use of social media in business; Real Estate Advisory Board met in October 2010 for 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 met in March and November 2010 and reviewed student learning outcomes and provided input for certificate modifications; Drug and Alcohol Studies Board met in October 2010 and 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 workshop. (Calif. Code of Regulations, Title 5, Sect. 55601; Calif. Gov. Code, Sect. 15370.24)

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

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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.

Currently, there is no college-wide mechanism for measuring student job placement. However, the Calif. State Chancellor’s Office furnishes annual reports that reflect Career and Technical Education Act (CTEA) Core Indicator data uploaded from the College to the State MIS. Core Indicator #4 measures placement by the number of student completers included in the California Employment Development Department Unemployment Insurance wage database. The most recent data available, 2007-08, reports the college aggregate match rate of 84.6%. This reflects an increase of almost 6% from the last report. This data, however, is not entirely conclusive in that it does not demonstrate how well CCSF graduates meet employment standards, nor does it measure 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 2010)

There is new data from the CCCCO that is being validated and will need to be added to this section before the summer final edit of this accreditation report.

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

Many career and technical programs earn a “Superior” rating when 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.

Overall, CCSF earns a “Satisfactory” score 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. By next year, the college will have implemented a technologically sophisticated, online system that is in use by other colleges.

IIA.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.

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Questions:

- How does the institution assure that information about its programs is clear and accurate? Are degrees and certificates clearly described? Are student learning outcomes included in descriptions of courses and programs?

- How does the institution verify that students receive a course syllabus that includes student learning outcomes?

- How does the college verify that individual sections of courses adhere to the course objectives/learning outcomes?

The catalog is available in print and online. 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 instructors are mandated to distribute thorough syllabi, which include course expectations and student learning outcomes (insert student survey results re: receipt of syllabus in classes). All faculty are subject to tenure review, or peer review every three years, which would include reviewing course syllabi and their distribution to students.

Evaluation --IIA.6

Satisfactory. 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 /program descriptions are based on the rubric as stated in the Curriculum Committee Handbook.

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

The college needs to review the many existing courses and programs that have not been updated to reflect student learning outcomes.

IIA.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

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patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Questions:

• What policies does the institution have to address transfer of coursework in and out of the institution and how are they communicated to students? Are these policies regularly reviewed?

• How does the institution develop, implement, and evaluate articulation agreements?

The 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.

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 student alphabetical transcripts 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.

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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.


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

A longer term project would be to develop a database of courses from other colleges and universities that have been approved for equivalency with CCSF courses. This database would need to be updated regularly and should be available online.

IIA.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.

Questions:

- What policy does the institution have to address elimination of or major changes in programs?
- Are students advised on how to complete educational requirements when programs are eliminated or modified?

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 revises accordingly.

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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 --IIA.6.b.

Superior. 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. There were no involvements or interventions found since the last WASC self-study report. Although there is no system-wide policy set that establishes a step-by-step procedure to follow regarding program modification and elimination other than the Curriculum Committee’s Handbook, each department has successfully handled needed program adjustments to ensure its viability and supported affected students to ensure their educational success.

IIA.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.

Questions:

- What policy does the institution have to address elimination of or major changes in programs?
- Are students advised on how to complete educational requirements when programs are eliminated or modified?

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.

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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.

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 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 on faculty accomplishments, trustees’ concerns, 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). 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. The Facebook page has 5,337 registered “fans.”

PIO also produces a bi-annual “Flex Day” Booklet for faculty attending the college’s professional development day, which takes place each semester before the first day of instruction. This booklet contains an official statement by the college’s Chancellor, addressed to the faculty and personnel. The statement is written and reviewed by the Chancellor himself.
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.

Nevertheless, the organizational structure of the website could adhere to a more logical taxonomy. For example, the homepage features a link entitled “About City College,” which in turn refers users to links to “Mission,” “Administration,” “The Board of Trustees,” and “The Diego Rivera Mural Project.” While the first three categories represent parallel categories, the fourth, while intriguing, seems taxonomically dissonant. In general, the website could better reflect the college’s organizational structure.

For example, the category “Administration” includes the links “Office of the Chancellor,” “Governmental Relations,” “Legal Affairs,” “Institutional Advancement,” and “City College Foundation,” but none of these links direct users to the office of instruction, buildings and grounds, facilities and planning, campus police, etc.

In order to begin instituting such changes, the College might consider assigning the oversight of its website to a content manager to review and update information on the site and a webmaster to detect and correct technical problems, such as broken hyperlinks.

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 College’s website.

**Evaluation --IIA.6.c.**

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

In order to begin instituting such changes, the College might consider assigning the oversight of its website to a content manager to review and update information on the site and a webmaster to detect and correct technical problems, such as broken hyperlinks.

In addition to the above improving its website, the college might also better inform the public about City College student achievement. While some individual student achievements are featured in City Currents and on the college’s Facebook page, the College might consider publishing more comprehensive data on such registers of student achievement as transfer rates, degree/certificate completion and job placement.
IIA.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.

Questions:

- Do board-approved policies on academic freedom exist and are they made public? Do board-approved policies on student academic honesty exist and are they made public?

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 --IIA.7

Superior. 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.

The academic integrity of the teaching-learning process has needed defense over the past year because of lack of funding and difficulties with educating our Board on their role in curriculum. Thus far, the college has managed to control costs without compromising academic freedom. Per Board directive we have adopted some courses without sufficient study of their potential impact on students.

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

Questions:

- What policies demonstrate institutional commitment to free pursuit and dissemination of knowledge?
- How does the college communicate its expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline?
In what discussions have faculty engaged to deepen understanding of this expectation? How successfully does the faculty make this distinction in the classroom? What mechanisms does the college have for determining how effectively it is meeting this expectation?

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.”

POSSIBLE SENATE VALUE STATEMENT.

Evaluation --IIA.7.a.

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

Questions:

• What mechanism does the institution have for informing students and faculty about, and enforcing, its policies on academic honesty?

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.

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The Library & Learning Resources Spring 2008 Assessment of Research Skills Workshop (http://www.ccsf.edu/Library/assess08.pdf) confirmed the need to address citation format in all of the library skills workshops and also prompted the LLR Information Competency & Curriculum (IC&C) committee to develop a separate workshop to teach citation format and how to avoid plagiarism.

During Fall 2008, the IC&C committee began development of a new library skills workshop to more specifically address two IC learning outcomes which state: 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.” Prior to the development of Workshop P, Workshop D; LIS 10; LIBR 51; citations format handouts; web tutorials; writing lab; and reference librarians were the main L&LSS learning opportunities which addressed these two information competency learning outcomes. 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 course.

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.

**Evaluation --IIA.7(b)**

Superior. 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.

As stated in the SFCCD Policy Manual, “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.

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.

However, the College needs to insure that printed matter such as the CCSF Student Handbook and Planner is readily available 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.

It may be in the interests of more individual departments to consider creating specific policy documents on plagiarism/academic honesty to be passed out with class syllabi and to be available at departmental offices.

IIA.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.

Questions:

• How are requirements of conformity to codes of conduct communicated?

• If a college seeks to instill specific beliefs or world views, what policies does it have in place to detail these goals? How are the policies communicated to appropriate constituencies?

Not Applicable.

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

Questions:

• How well do curricula offered in foreign locations to non-U.S. students conform to the specifications of Commission policy Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals.

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.

Questions:

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• How does the institution determine that admitted students are able to benefit from its programs? How is this information applied to admissions policies and procedures?

• What college-wide discussions have occurred about how student access, progress, learning, and success are consistently supported?

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. Ref: (Management and Budget Plan 2009 - 2010 Office of Research and Planning November 2009).

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 Success Preparation Committee, which helps make critical decisions 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, Bi-Sexual 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 Education Benefits Program, 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 Assistance Center opened. The Center was a collaborative effort by CCSF and key labor

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unions to respond to the unique needs of Veterans on campus. Over 400 veterans will be 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 Assistance Center. (Ref. Guardsman 12/17/2009)

Eighty percent (80%) of the Student Development units and departments have engaged in Student Learning Outcome projects. 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 priority registration. All departments are committed to teaching students how to navigate a complex system such as ours. For example, the system now accommodates different language skills. Additionally, classes taught by the Student Development Division assist students in learning about important services and methods to support them in achieving their educational and lifetime goals. Ref: (Report Briefs 2008-09).

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. Program reviews are conducted annually for all units in all divisions of the College. Program 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 is being refined to reflect the extensive input collected and sent to the Team.

Additionally, the CCSF College Performance Indicators Report (CPI) is a key tool the College uses to evaluate how it is doing on the eight strategic priorities of its Strategic Plan. The CPI is organized according to strategic priorities. 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

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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. Peer Tutoring and Skills Labs (writing, math, etc.) had been reportedly used by more respondents and had relatively higher satisfaction ratings, yet were rated slightly lower in importance than services mentioned above. Ref. (http://www.ccsf.edu/Offices/Research_Planning/reports_briefs.htm)

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.

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.

Questions:

- By what means does the institution assure the quality of its student support services? How does the institution demonstrate that these services support student learning?

The Student Development Division 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.

A yearly program review cycle allows each student support unit the opportunity to reflect on the year’s accomplishments and challenges. The following are some of the 2009/2010 accomplishments/changes made as a result of student learning outcomes, program review, and feedback from the student equity hearings:

Questions:

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• Veterans Resources Center. The new center is a place where veterans returning to school can study and obtain services, including mental health counseling.

• LERN 1000: This course 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 Development Division developed and implemented a comprehensive space proposal resulting in the creation of a new student service hub and centralization of critical services for students.

• New registration priorities for San Francisco Unified School District (SFUSD) graduates have 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 is beginning to decentralize by establishing full service offices at Mission and Evan campuses.

Student support service units will continue to gather data to analyze and improve the quality of their programs and services for students.

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.

Questions:

The College produces an annual, academic-year catalog inclusive of all general information required of students, including relevant policies, rules and regulations, credit and noncredit programs, student services, names of faculty and administrators. The Catalog is clear, concise, user-friendly, well-organized, and is available in hard copy and online at www.ccsf.edu. Catalog information, updated by department personnel, is maintained and reviewed for currency and accuracy by the Office of Instruction, assisted by the Communication Committee, a component of the Shared Governance structure. Over the past few years, more and more (Do we know the percentage?) students have begun using CCSF’s online catalog, which was one of the College’s goals. One benefit of this usage is the convenience it offers students to manage their accounts such as registration, adds, and drops. At the same time, double-entry errors are minimized. Departments can update information anytime since all course programs have been saved to the online version.
Whenever information is added, Banner will automatically update the Course Program and Degree PDF file.

The requirements for admission and enrollment fees (2010-2011 Catalog, 14-20), graduation (44-49), and transfer (52-59) are easily accessible. Degrees, Awards of Certificates, and certificate programs are listed alphabetically 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.

A complete set of contact numbers for campuses and sites and all contact numbers and locations for academic and student service departments can be obtained through a central college telephone exchange and online at www.ccsf.edu. Information, including campus directories and maps, is posted throughout campus sites, a host of employees readily provide information, and the college website is easily accessed on campus and beyond. Our free CCSF Student Planner provides easy reference to important information about CCSF policies, procedures, and practices, highlighting important dates throughout the academic year. Departmental and/or divisional workshops, along with informational outreach events, are regularly conducted for the CCSF student community.

Finally, each campus has a central office where students and the general public can obtain information about the college’s policies provided directly by College personnel and/or published materials. Moreover, coordinators for individual programs produce flyers for distribution and display on bulletin boards, in kiosks, at public libraries, in classrooms and the Student Union, as well as other strategic locations. Key locations where policy publications beyond the Catalog are easily accessible include the Financial Aid office, Counseling departments, the offices of admissions, Outreach and Recruitment, and research, Planning, and Grants. Several departments conduct program specific orientations and information sessions to ensure that students are informed of policies and procedures, as well as services related specifically to their departments. The Schedule of Classes, which is published every semester including summer session, also provides information about policies and procedures. Additionally, many departments have specific information pertaining to their policies on the CCSF website. Thus, within the CCSF community, students can access policy information that supplements the College Catalog from various locations and publications.

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.

Questions:

- By what means does the institution determine the support needs of its students? How well does it address these needs?

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The institution uses several methods to address student needs. For example, City College conducts an annual Environmental Scan that yields extensive information that informs the College about the student population it serves. The 2010 scan revealed that nearly three quarters of new students taking the English placement test placed into basic skills English. One third of new students tested into basic math. As a result, the math and English offerings have been increased, more math tutoring has been provided.

A number of retention programs at City College support students’ learning needs. Students are informed of these programs beginning with the College Catalog and the Student Handbook. Information about two of the programs is also available online; other programs are developing web sites. As a result of student equity hearings about the achievement gap, support of these programs has become even more paramount. Some of the support already offered includes counselors assigned to work directly in the classroom with the instructor for some of the English classes for students in these programs and creation of Math Bridge.

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 projects 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.

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.

Questions:

- What evidence is provided that the institution assesses student needs for services regardless of location and provides for them?

- How are on-line services and services at off-site locations evaluated? How well are services meeting the needs of students?

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.

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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.

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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. (Ref. http://www.ccsf.edu/Offices/Research_Planning/pdf/SP5Acc.pdf)

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.

Questions:

- What is the institution doing to provide a learning environment that promotes these personal attributes? What dialogue has the institution engaged in concerning what constitutes a good learning environment?

- What programs or services has the institution determined contribute to this environment? What areas have been identified for improvement? How does the college evaluate its efforts in this area? How are the results of the evaluations used to improve the environment?

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, there are several programs that 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. Additionally, the College supports a college voter registration drive effort lead 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.

Finally, there are several evaluative efforts 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 Development Services Division 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.

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.

Questions:

- Does the institution develop, implement, and evaluate counseling and/or academic advising?
- Does the evaluation of counseling and/or academic advising include how it enhances student development and success?
- Are those responsible for counseling/advising trained?

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. CCSF counselors engage in a multitude of activities that promote professional development. 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.

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 policies are covered. 

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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.

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

Questions:

• What does the institution do to promote student understanding and appreciation of diversity? What measures does the institution use to determine the effectiveness of services?

The College demonstrates its commitment to diversity in the broadest sense through programs and services designed to promote and enhance student understanding and appreciation of diversity.

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

Questions:

• What processes are used to evaluate the effectiveness of practices and tools of admissions? What evaluations of placement processes are used to ensure their consistency and effectiveness? How are cultural and linguistic bias in the instruments and processes minimized?

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.

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.

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.

Questions:

- What institutional policies govern the maintenance of student records? Are records secured? Does the institution have a policy for release of student records?

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

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, A&R began storing student records electronically in response to 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 backwards 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. 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.

The security of student records in A&R and other departments at the college is paramount. A&R has a redundant backup system 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. All necessary training is given and precaution is taken when dealing with records requests. Consultation with legal counsel is commonplace.

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.

Questions:

• How does the institution provide for systematic and regular review of its student support services? How are the results used?
• Does the evaluation assess how student support services contribute to the achievement of student learning outcomes? How are evaluation results used to improve services?

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 each department including student services departments and programs undertakes 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 Students Programs and Services, the various counseling departments and the various retention programs. A number of public listening sessions have subsequently been held in recent years and the college has 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 priority registration, financial aid, matriculation testing, counseling services and student employment.

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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 Development Division over the past decade.

Strengths and Areas for Improvement

1. The College continues to strive for excellence in improving services, service delivery, and accessibility. It goes to great efforts to support students’ learning needs. The retention programs and programs within programs such as those supported by EOP&S serve specific populations (Second Chance for the formerly incarcerated and Guardian Scholars for foster youth.)

2. Eighty percent (80%) of the units in Student Support Services have ongoing student learning outcome projects at different stages of the assessment and response cycle. Some of these projects involve collaboration with instructional departments. Discussions have also included cross training employees in an effort to improve the overall customer service. Further, the College has recently elevated its efforts to listen to students’ concerns by implementing a series of televised listening sessions and equity hearings in an effort to close the achievement gap. As a result, the Board of Trustees, Administrators, faculty, and staff have made significant changes to improve services and programs to better meet students’ needs.

3. The College keeps its catalog updated to reflect course and program information changes. Efforts to improve and increase usage of an online registration system have lessened the need for a print catalog. However, students can purchase them from the Bookstore. PDF files of the paper catalog are available online to departments, which make it easy to update new editions.

4. The security of student records in A & R is paramount. In 2007 A & R begin to store records electronically in response to a need to better serve students.

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

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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.

Questions:

- What information about student learning needs is provided by other instructional faculty and staff to inform selection of library resources?
- How does the institution assess the effectiveness of its own library collection in terms of quantity, quality, depth and variety?
- What is the quality determined as necessary by the institution?
- How does the institution know it has sufficient depth and variety of materials to meet the learning needs of its students?
- What information does the library use to determine whether it is enhancing student achievement of identified learning outcomes?

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 the LLR and the LAD; 2) library exhibitions and programs; 3) facilities and services provided by the Language and Media Center; 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 collection for the Chinatown
Campus. Since the Rosenberg Library and Learning Resource Center opened in November 1995, LLR has grown to receive over a million visits each year, providing interactive language labs; special equipment for disabled users and ADA-compliant computer workstations at all library locations; fax and color printing services; teleconferencing facilities; heavily used print, audiovisual and online collections; and computing and media resources. Library instructional services reach students each year through reference services, online and in-person workshops and a one-credit course. The Library Programs Committee collaborates with departments and campuses, as well as student organizations, to create events that reflect and enrich the creative, intellectual and cultural diversity of the City College community. More than 15,000 students and college community members view exhibitions in the libraries during any academic year.

LLR’s presence on the Ocean Campus is the largest, with five units: Rosenberg Library, Media Center, Language Center, Audiovisual Unit 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 (ILC.1.a. - 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; online materials are available 24/7 via the Internet
- 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 of which support specific courses

* The Distance Learning librarian provides many instructional support services to faculty and students at campuses without their own libraries.
Guided by the collection development policy and input from faculty, subject librarians manage the collections of library resources according to course outlines and student learning outcomes (II.C.1.a. - 2). The new position of Outreach Librarian helps coordinate subject liaison activities throughout the district. Subject librarians use professional selection tools to select books, periodicals, subscription databases, audiovisual materials, eBooks and websites. Collaborative dialogue with faculty plays a significant role in ensuring collections meet the teaching and learning needs of the CCSF community. Examples of such dialogue include: 1) the new Mission Campus librarian developing a close relationship with the Castro campus faculty, soliciting Castro staff and faculty input into equipment and materials purchases for the Mission Library; and 2) the Audiovisual Unit working closely with DSPS to caption existing videos and purchase closed-captioned video and DVD replacements for non-captioned videos. In the Fall 2010 library survey of faculty, 81% of the respondents were satisfied with the communication with their librarian subject liaisons (II.C.1.a. - 3).

**Library Exhibitions and Programs** create learning experiences for all styles of learning. Visual, auditory and interactive programs, rich visual displays, exhibits, and films engage students in curricular and co-curricular subjects. Events and exhibitions are always planned and co-sponsored with academic departments and programs to directly connect to the curriculum and general education goals such as increasing and understanding of diversity, as well as to emphasize library resources and related materials.

**The Language Center** supports the curriculum of the Foreign Language Department. The facility on Ocean campus serves the largest number of students with 120 audio and video workstations and a classroom with 34 workstations. The new Mission campus has a combined Language Lab/Media Center serving students and faculty. Language Center materials and online language-learning and culture resources are selected, reviewed and assessed by foreign language faculty. These materials are 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 104K, by 2008/09, the number reached 550K (II.C.1.a. – 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 6,000 audio cassettes, 1,700 videocassettes and 175 CDs, the Media Center receives a high rating from faculty for providing material supporting the curriculum, and supplementing coursework and programs (II.C.1.a. - 5). The Media Center also provides a computer lab with 50 computers, currently being used by the English department.

**Learning Assistance Department (LAD)** 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

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• 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 9500 students per semester and 125,000 hours per semester
• Mission Campus Learning Assistance Center serving 1200 students per semester and 2800 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. They use a variety of classroom assessment techniques to adequately measure student learning outcomes, such as practical examinations, portfolio development, and pre and post testing. LAD recognizes the importance of variety and means of delivery to address various learning styles of students and provide more equitable access for all students. Following an extensive 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.1.a. - 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, the following entities: English, Math and Biology departments; EOPS; Basic Skills Ad Hoc Committee; and many student retention programs (II.C.1.a. - 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 ALTC has 20 volunteer tutors from community organizations such as Project Read and San Francisco State University who provide one-to-one tutoring to noncredit literacy and GED preparation students.

Learning Assistance Center on Ocean campus offers a large open-access computer lab that provides 83 student workstations, 3 scanners and a printer for student access 53 hours per week. The LAC Computer Lab is set up with Internet access and more than 50 software programs supporting CCSF academic courses. Between 400 and 600 students visit LAC Computer Lab every day for a total of approximately 50,000 hours per semester. Student hours logged into the Learning Assistance Center increased considerably in the last six years, from 173,000 hours per semester in 05/06, to 250,000 hours per semester in 09/10 (II.C.1.a. – 8). Other open access computer labs are available throughout the district and through 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.

**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 provides faculty with equipment delivery service; a multimedia collection of over 3100 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 Broadcast Media Services include: teleproduction 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. Unique to the BMS department is its dual objective of providing service to faculty and instructing Broadcast Electronic Media Arts students. BMS also runs an internship program that provides students with both paid and unpaid internships. Students learn customer service skills, scheduling, equipment operation and other job-related skills while attending nearby classes. Interns are assigned shifts between from 8am and 11pm, filling service orders, serving as Peer Mentors and assisting with district video production, equipment issues, light equipment maintenance and EATV operations. Responsibilities delegated to the interns model a real-life job situation.

Computer/Multi-Purpose Labs

There are 95 computer labs with approximately 2050 computers at nine campus locations across the district (II.C.1.a. - 9). Labs fall under two categories: 1) open access and; 2) departmental multi-purpose labs, which are used by faculty as classrooms as well as providing open lab hours to students. Maintenance of computer hardware and software is the responsibility of Information Technology Services (ITS), which operates the Help Desk. The Help Desk works closely with instructional faculty to ensure that all course-related software is loaded, managed and updated in support of student learning. ITS specifies equipment and installs and maintains all computers, printers and other peripherals in the labs and manages them through a series of servers across the district. Lab technicians provide direct support to faculty and students.

All library and learning support service locations offer a variety of equipment needs to support student learning. BMS and the Audiovisual unit on Ocean campus meet the video and broadcasting needs of faculty. Campus libraries provide equipment, such as DVD players, LCD projectors, tape recorders and televisions to faculty to assist classroom instruction. Library and learning support service units do not have separate equipment budgets. Equipment needs are documented and proposed upgrades and replacements are presented to department chairs and administrators.

Strengths and Areas for Improvement

1. The continued decline in the library’s materials budget since 2006 has directly affected the quantity, variety and currency of library collections. The total expenditures for print materials decreased 48% in the last three years, while being distributed across a great number of locations. Since 2005/06, during this time period, the Mission campus library opened and LLR began to acquire materials for the Chinatown/North Beach library, which is
scheduled to open in 2012. The increasing cost of all materials further jeopardizes the effectiveness of our 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.1.a. - 10).

In response to a declining budget, library faculty have undertaken several measures to continue to ensure access to a variety of current, quality materials. Two such measures include developing an eBook collection and implementing a project involving instructional faculty placing more textbooks on reserve (II.C.1.a. - 11). The third and most significant measure was initiated in 2007, when the library entered into an agreement with San Francisco Public Library (SFPL) to obtain current, quality withdrawn materials selected by CCSF subject librarians, through the SFPL Community Redistribution Program, at no charge (II.C.1.a. - 12). Since inception, this program has added over 6,319 titles to the collection with an estimated cost savings of $151,855.85 (II.C.1.a. - 13). The majority of the 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 will be able to depend on the continued high quality of materials available from SFPL, since much of the withdrawals have been the result of one-time funding for SFPL branch renovations.

Further compounding the problem of the declining materials budget is the continued inclusion of periodical and research database subscriptions in the library materials budget. Database costs continue to rise, and since the loss of Telecommunication and Technology Infrastructure Program (TTIP) funds, the college’s ability to continue providing databases is uncertain each year. In the 2009/10 academic year, out of concern for the ability to retain the databases, subject librarians chose to withhold portions of their print materials allocations to be applied toward the expense of the databases. Database research is a primary method of finding quality academic material. A stable funding source is essential and becomes an even more pressing issue as the college moves toward offering more and 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 for meeting students’ learning needs (II.C.1.a. - 14). The 2011 student surveys revealed that ___% of students have more than 2 courses that require use of library collections and equipment (Student survey 2011, Q7). For each of the following LLR program student learning outcomes, over ___% of student respondents found as a result of using library collections, services and facilities, they are 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.1.a. - 15). Also, over ___% find the use of the library and its resources and services very important to their academic success (II.C.1.a. - 16).
2. LLSS equipment needs are assessed and planned for in the CCSF Technology Plan. LLSS faculty work with ITS to anticipate future upgrades and enhancements in technological equipment. Individual departments like BMS, LLR and LAD prioritize yearly equipment needs through the program review process. Recent acquisitions include DVD and video players for the Media Center and laptops and LCD projectors for the Audio Visual Department. John Adams campus library computers are out of date and unable to process a number of media operations. Comments in the Fall 2010 Faculty Survey expressed the need for updates equipment at the Downtown campus and from the Audiovisual unit in general (II.C.1.a. - 17). Many write-in comments in the 2011 student survey reveal that students find INSERT DATA (II.C.1.a. - 18).

3. While the budget has adversely affected the library in countless ways, some progress has been made in spite of budget cuts. Enough staff computers have been upgraded to implement the last three years of new releases of the integrated library system software. In Fall of 2010 supplies were ordered and replenished for the first time in two years. LLSS faculty and staff continue to find creative ways to address a student learning needs despite the budget crisis. However, without increases the current budget, the currency of the collections runs the risk of failing to meet student learning needs and access to vital research and periodical databases may have to be eliminated from our online collections.

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.

Questions:

• What are the information competencies that the institution purports to teach all students? What is the evidence that the institution acts purposefully to teach these competencies?

• How does the institution assess the competencies in information retrieval/use that it teaches students? How does the institution evaluate its teaching effectiveness and set goals for improvement?

DESCRIPTION

City College of San Francisco is committed to providing students with opportunities to develop information competency skills which supports life long 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.1.b. - 1). Librarians and instructors share responsibility for providing opportunities for students to learn and practice information competency (IC) skills (II.C.1.b. - 2).

Each library location has a librarian at the reference desk during all open hours. Electronic reference services are available via eRef, the library email reference service, 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. Librarians teach students to narrow research topics; develop search strategies; use search tools more effectively;

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evaluate information using a set criterion; and cite information correctly. 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 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.1.b. - 3). 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.

The Library’s Curriculum Development/Information Competency (CD/IC) Committee, working with faculty, student and librarian input, have defined more clearly the information competencies and have designed a series of seven workshops, all but one are available online, to teach these skills. During the 2007-2008 and 2008-2009 academic years, all of the course outlines, including SLOs, for the workshops were revised and submitted for College Curriculum Committee approval. At the request of the College Curriculum Committee, the workshop SLOs and content have been merged into a revised non-credit course outline (LIS 1000), effective Spring 2011. The most recent learning outcomes for each workshop are posted on the LLR website. Faculty in both academic and vocational disciplines require students to complete library skills workshops. In addition, all students are encouraged take library skills workshops to improve their research skills.

In addition to the series workshops, library faculty are committed to teaching these competencies by collaborating with department faculty to offer course-related and course-integrated instruction and orientation sessions at all campus libraries. Several programs are noteworthy for the large number of IC instruction session incorporated into the curriculum: Health Education, ESL, Learning Assistance courses and English. Another means of information competency instruction is the one-credit, transfer-level online LIS 10 course, which reaches approximately 160 students each year.

Over the past three years, the library faculty conducted two pilot programs to reach more online students with library services and resources. As a result of the pilots, all online courses now include links to library resources; six online course faculty revised their online courses to include the online IC workshops and/or use the online library resources; and several online courses include an “embedded librarian.” An “embedded librarian” is the department subject librarian being an active participant in an online or tech-enhanced course, assisting students with narrowing topics, research strategy and citation, as well as assisting the instructor in developing assignments that promote information competency. The “embedded librarian” project will be expanded with the goal of reaching more than 50% of the online courses within the next two years (II.C.1.b. - 4).

STRENGTHS AND AREAS FOR IMPROVEMENT

1. Opportunities to teach information competency skills continue to increase in both one-on-one reference situations and in classroom settings. The use of the reference desks has
increased partly due to a huge increase in correcting assignments generated by students taking library workshops (both in person and online). The number of students completing research and information competency skills workshops has increased significantly because of a continued increase in students completing workshops online, as well as the addition of an online version of workshop P. Also contributing to the increase is the change in the ENGL 1A course outline, which occurred in the 09/10 year and requires students to complete 5 hours of library workshops. The number of course-related instruction 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.1.b. - 5). The number of in-class workshops offered is slightly less than the previous year due to the cancellation of the summer 2009 session and the reduction of IC in-class workshops offered in Spring 2010.

Assessment of the competencies is on-going and accomplished by a multi-methods approach. As part of a continuous feedback loop, the drop-in and online basic IC workshop outlines and instructional materials are revised based on student feedback from surveys typically administered every two years. 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.

The LIS 10 course was substantially revised with refined SLOs based on several years’ of results from student performance on pre- and post-assessments of learning, as well as student performance on course tests and graded assignments. During the 2010/11 academic year, the course’s final project was revised with more precise SLOs and a grading rubric.

Other assessments include a Spring 2008 analysis of three sections’ worth of ENG 1A student surveys about their research process and an analysis using a rubric of their research papers’ in-text and “Works Cited” citations (II.C.1.b. - 6). As a result of this assessment a recommendation was made to the English Department’s curriculum committee to revise the ENG 1A course outline to specify the completion of five IC workshops with a minimum of five hours, thus increasing student preparation and experience using online research tools. Another outcome was the development of a new workshop, Workshop P “Citing Sources to Responsibly Use Information,” which is now offered in the classroom and online.

Three library faculty working with their academic/vocational program colleagues have designed and administered a variety of assessments since 2006: Culinary Arts & Hospitality Studies (CAHS), Health Education, and Sociology. As a result of these surveys and pre-and post-test assessments, research-based assignments and workshop presentations covering IC skills have been revised. One example of the revisions is Sociology 1, where three sections of students completed a pre- and post-assessment during the Spring 2010 semester. The results were shared with the course instructor and the two librarians who taught the workshops, prompting a focused dialogue with the course instructor and a complete revision of the workshop outline. Additionally, the librarian working closely with the CAHS faculty identified the need for CAHS students to complete IC workshops on database searching and citing sources earlier in their education at CCSF. Many CAHS students wait until their third or fourth semester to complete the General Education English requirement and as a result do not have formal instruction on citing sources and searching online databases effectively. In the 2011 revision of the introductory CAHS 100 course outline, two IC workshops are required.
Working in conjunction with the LLR’s Program Review Assessment Plan, the Library’s CD/IC Committee planned three assessments for the newest workshop, P “Citing Sources to Responsibly Use Information”, to determine student satisfaction and performance -- student surveys, workshop assignments and a pre- and post-test. Two other workshops (C and D) are being evaluated during fall 2010 for student satisfaction with workshop content and clarity and usefulness of the workshop assignment.

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.

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.

Questions:

- What are the hours of operation of the library?
- What is the availability of electronic access to library materials?
- Are all campus locations/all types of students/all college instructional programs equally supported by library services and accessibility?

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 7:45a.m. to 7:45p.m. Monday through Thursday, 7:45a.m. to 2:45p.m. 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 Fall 2007 to Fall 2008 (II.C.1.c-1).

Decreased hours have been an issue for students and faculty. In February 2010, a grassroots group calling itself the General Assembly of CCSF staged an event in which approximately 80 students, faculty and staff peacefully occupied Rosenberg Library to keep it open for the evening to its previous closing time of 8:45pm, as a way to increase awareness of how budget cuts have affected students (II.C.1.c-2: the Guardsman, theguardsman.com/students-occupy-library-to-protest-cuts). 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 hours, and, more directly, for “Longer open hours”. Without the prompt of a specific question in the survey, several faculty also declared the need for increased hours in the evenings and on weekends to accommodate evening classes and working students (II.C.1.c-3: Faculty Survey,

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Fall 2010). Write-in comments from the Spring 2011 student survey indicate INSERT DATA (II.C.1.c-4). In response, library hours were increased for the finals period in Spring 2010, library hours were increased one hour in the evening for the Spring 2011 term, and library faculty and staff voted to volunteer time each weekday morning to open the library at 7:45 a.m. to provide access before class to students in 8 o'clock classes.

Reference and circulation services facilitate access to library collections. Reference and circulation services are available at each library location during all open hours. In spite of the reduction in 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 (II.C.1.c-5). The circulation staff is in charge of circulating materials, managing the reserve books and overseeing group study rooms. The number of circulated items, both reserve and non-reserve has increased over 7% in the last five years (II.C.1.c-6). Collaborations between DSPS and the Library, Language Center, Media Center, and LAC/D to better serve disabled student are ongoing. A superior level of service may be one of the reasons the library and other learning support services such as the Language Lab and the learning Assistance Center are among the highest rated services year after year in campus-wide surveys (II.C.1.c-7: Waiting for College Survey).

Recommendations from the 2006 self-study included expanding library hours to Sundays (II.C.1.c-8). As of Spring 2011, only the Rosenberg library is open on the weekends, for 3.75 hours on Saturdays (II.C.1.c-9).

Electronic Access

Via the library website, there is 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. Electronic materials are accessible from off-campus with a valid CCSF ID card barcode, obtainable from the Registration office and from distance learning instructors. During 2009/10 alone, there were 4,703,399 article database searches, as compared to 297,122 for 2005/06 (II.C.1.c-10).

Since the last Self Study, new LLR services have increased online access to resources and instructional services. 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 to access any online library resources. Electronic course reserves were piloted over 2009/10, and after revision and modification based on pilot findings and in response to pending federal litigation against an educational institution for its electronic course reserves practice, the service is cleared for full implementation in Spring 2011 (II.C.1.c-11).

As part of the CCSF website redesign, a library committee is in the process of implementing a major redesign of the library website, which was planned over three years. Input from a student survey conducted in Fall 2008 indicated that while students felt the library website was useful, many found it cluttered and hard to navigate: “It's a little disorganized, takes some time to find the link that I need” and “[V]ery cluttered and busy. [C]annot find anything quickly!” (II.C.1.c-12). In response, the site was restructured into four primary areas, represented on the homepage, with a search box to immediately search the library catalog, another student request. The four areas are Finding Information, Research Help, Library Services, and About the Library. As a cost-effective solution to providing dynamic subject guides, a template using RSS feeds and Delicious tags make
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 Librarian for updating when time
allowed (II.C.1.c-13).

The Library homepage received 1,687,544 hits during 2009/10. Since the new website went online
in January 2010 until the end of June 2010, website hits increased almost 70% over the same period
in 2008/09 (621,637 in 2009 as compared to 1,056,457 in 2010). ERef use has remained limited, but
Instant Message reference, since being made accessible from most Library web pages with the
redesign, increased approximately 350% in 2009/10 (II.C.1.c-14).

Bibliographic access has also been improved in several ways since the last self-study. The library
implemented an upgrade of its online catalog over the 2010/11 winter break, incorporating feedback
from the library’s 2008 library website survey of faculty and students and input from reference
librarians’ experience serving students at the reference desk. In addition, the Technical Services
department 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 remaining print
periodical subscriptions to help 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.1.c-15). The service has not
received anticipated staff allocation to make the service more frequent and reliable, or to expand it
to district sites without libraries.

The Fall 2007 grand opening of the Mission campus library increased access to physical collections
and to the Language, Learning Assistance and Media Centers to students enrolled in courses at the
Mission campus as well as at the Castro campus, through the outreach efforts of the Mission
campus librarian (II.C.1.c-16). An additional library location is now under construction at the
Chinatown/North Beach campus, tentatively expected to open Fall 2012 (II.C.1.c-17).

Librarians also provide services to CCSF sites without libraries, including workshops at the Castro,
Civic Center (formerly Alemany) and Chinatown/North Beach campuses (II.C.1.c-18). Reference
services are also available by telephone during all library hours, by instant message during most
hours of operation, and by email reference. The library website provides access to a number of
research aids, such as online library skills workshops and citation guides. Subject librarians and the
Distance Learning librarian help online faculty develop assignments that use library resources. The
Distance Learning librarian provides dedicated service to distance learning faculty and students,
including grading of online library skills workshops. Campus librarians serve as liaisons to the
faculty and courses offered at their campus and nearby satellite locations. In Fall 2009, library
faculty and staff assisted faculty at the Civic Center campus in setting up a reading room there for
ESL students. In Fall 2010, two librarians piloted an embedded librarian service, providing support
“embedded” in online courses through the District's online learning system, Insight. Using

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Rosenberg Grant funds, LLR offered four grants to online faculty to encourage the integration of library resources into their classes.

Several other measures have been undertaken by library and learning support services to increase access to materials and services. To increase access to course materials, a Library Course Reserves (LCR) project was piloted in Fall 2010. Librarians at the reference desk and circulation staff recorded requests for textbooks not available on reserve. Of 140 instructors contacted, twenty percent responded by providing materials to the library. Library faculty voted to formalize this project as an ongoing library practice. The project has carried on into Spring 2011.

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

**Media Center**

The Media Center at the Ocean Campus provides access to multimedia materials that supplement course work throughout the curriculum at City College. All registered students, faculty and staff may use the facilities. Faculty may check out materials for one week at a time. 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 the Media Center’s services include Music, ESL, English, Health Education, Physical Education and telecourses. With the exception of Spring 2011, Media Center hours parallel those of Rosenberg Library (Funding for Spring 2011 did not allow for the Media Center hours to increase along with library hours.). To increase student access to materials held in the AV unit, the Media Center has begun allowing students to request material from AV for viewing in the Media Center. 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. In Fall 2010, the ESL lab moved out of the Media Center and was replaced by the library word processing lab formerly in room 521, making available an additional 50 computer stations to students. The space is in use by the English department for the Spring 2011 semester.

**Audiovisual Unit and Broadcast Media Services**

Audiovisual and Broadcast Media Services provide media services, equipment and deliveries for Ocean Campus classrooms. Broadcast Media Services and Audiovisual have coordinated to provide clear information in their respective websites, in the faculty handbook, and at various other locations to inform faculty about available classroom services, hours of operation, and where and how to request services (II.C.1.c-19).

The Audiovisual unit at the Ocean campus, open Monday through Thursday 7:30am to 6:45pm and Friday 7:30am-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.

The Mission, Downtown and John Adams campus libraries handle audiovisual equipment request for the campus. AV requests at the Southeast campus are directed to the campus audiovisual room. Audiovisual equipment and materials for campuses without libraries or designated audiovisual resources are provided through the AV department in Rosenberg LLR, by arrangement with the instructor or department.
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 Language Center in Rosenberg LLRC has faculty monitors and student workers to provide assistance, and offers general orientations to classes in the Language Center or in the classroom at any campus, both days and evenings. There are also student workshops offered on the use of various textbooks and ancillary materials to increase their use. The Online Language Lab provides remote access to textbook audio and video materials and supplemental resources 24/7. Instructors can reserve the Electronic Classroom (R205E), equipped with 32 student computers, an instructor computer, DVD/video/laser disc player and presentation stand, during Language Center hours. 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 (II.C.1.c-20).

Learning Assistance Department

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 Learning Assistance Department website, newly updated, provide alternative means of delivery for students to utilize services if location or time is a barrier to physical access. The Learning Assistance Center is open 53 hours per week, including evening and Saturday hours (II.C.1.c-21).

The addition of the Mission Campus included an LAC operating within the library. A second new campus, Chinatown, will include a small Learning Assistance Center in the library as well. In addition, each of the campuses will have new computer labs where students will be able to do homework and other assignments.

Strengths and Areas for Improvement

1. CCSF provides satisfactory access to library and learning support services. While the College has made significant strides in making services more accessible to students under worsening economic constraints regardless of ability or location, some areas of improvement identified in the previous Self-Study have remained stagnant or declined. The last 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 physical access to materials.

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.1.c-22). **AWAITING SURVEY** of respondents to the Spring 2011 student survey marked “not satisfied” with the delivery of books from another CCSF campus (II.C.1.c-23). 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 IT department, and the hiring of a CTO, may create the opportunity as District computer equipment is brought under the auspices of IT.

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The greatest strides have been made in the areas of online access to services, especially in recent years with the expanded online workshop offerings, redesigned library website and included innovations and 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.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 library materials within the facility, and a Sonitrol alarm for the location. 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. In 2010 LLR worked with campus police to reduce incidents in the library with increased patrols and measures such as staff trainings and sting operations.

The library and all learning support service locations rely upon District maintenance and janitorial services. The Building & Grounds department makes general repairs to the buildings. Some equipment, the elevators and copy machines have service agreements with the District to provide equipment repair and troubleshooting. Rosenberg Library has heavily stained carpet, with multiple patches and worn areas, as well as many threadbare chairs. Rosenberg grant money has been earmarked for replacement chairs and possible other improvements to the facility, but these projects are still in the proposal phase (II.C.1.d. - 1).

The library adequately maintains the materials within the library collections. Librarians are responsible for subject areas within the collection; duties include weeding, updating and filling gaps in the collection to ensure quality (II.C.1.d. - 2). A major weeding project was undertaken in Spring and Summer 2010.

BMS staff members constantly monitor the department for suspicious activity. All Broadcast Electronic Media Arts students are required to sign an Open Lab Use Agreement which addresses equipment and facility security issues. All the equipment has locks and bolts secure equipment to carts and furniture. The Broadcast Electronic Media Arts facilities at Ocean and Mission Campuses have additional and separate Sonitrol Systems.

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. In 2010/11, ITS began ordering, configuring, installing, securing, upgrading, troubleshooting, maintaining and replacing all Library, Language Center and LAC student and staff hardware and software in multiple City College of San Francisco locations. The project is still underway and so the effects of this change have yet to be determined.

ITS supports some department and program multipurpose labs and all of the campus computer labs. Several tools are used to maintain the proper function of the lab: 1) Imaging / ghosting; 2) freezing

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computers or locking user profiles; and 3) utilizing limited user profiles. Various combinations of these methods are used depending on the needs of the lab. ITS staff is able to maintain high availability of computers in the labs. Because funding for equipment replacement is often difficult to secure, there is a need to establish standard replacement cycles for computers. All units commented on the need for a general fund media services equipment budget.

**Strengths and Areas for Improvement**

1. 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, equipment (especially computer equipment) and furnishings should have planned replacement schedules.

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.

**Questions:**

- What contracts, if any, exist for the provision of library and learning support services?
- What processes does the institution have for evaluating and ensuring the quality of those contracted services?
- How does the institution gather information to assess whether the services are being used?

**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 Policy (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 online catalog. Standard licensing agreements are in place with software vendors and online databases such as EBSCOHost, NetLibrary and Gale. Pinnacle is contracted with the District to service and maintain copiers and printers.

Services provided by III, EbscoHost, 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.1.e. -1). Student surveys assess user satisfaction with the computers and photocopy machines (II.C.1.e. - 2) and the purchase of PC Cop, the computer access management system 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.1.e. - 3).

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Each year before renewing databases, the acquisitions librarian reviews licensing agreements with database vendors and reports back to the library faculty committee and library administration. Librarians attend database vendor product demonstrations and obtain input from their assigned departments before voting on the various packages. In 2007, before the library offered EBSCOHost databases, the library conducted a thorough comparison of both EBSCOHost and Gale databases. In addition to reviewing full-text titles, librarians assessed student preference and usability of both database vendors. The library held four sessions in which students conducted the same searches in both databases and evaluated the user interface. Use of EBSCOHost quickly increased after the licensing agreement was initiated, from 562,039 searches in 2007/08 to 1,680,650 in 2009/10 (II.C.1.e. - 4), and satisfaction has been high (II.C.1.e. - 5).

Library administration consults with the LLR Automation department and ITS regarding purchases of new equipment. The vendor from which CCSF purchases computer hardware offers a 5 year warranty on each system; hardware maintenance and repair is not a major concern because of these warranties.

Strengths and Areas for Improvement

1. 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.

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.

Questions:

- What methods does the institution use to evaluate its library and other learning support services?
- Does the evaluation assess use, access, and relationship of the services to intended student learning?
- Does the evaluation include input by faculty, staff and students?

DESCRIPTION

Library and learning support service (LLSS) program review processes are evaluated to ensure sufficiency in meeting student learning needs. Library & Learning Resources (LLR) and Learning Assistance Department (LAD) assessment cycles ensure that workshop and course student learning outcomes meet student learning needs. A variety of measures are used to evaluate SLOs, services, facilities and resources. Types of assessment include but are not limited to: statistical data analysis; student and faculty surveys; focus groups; program reviews; and informal anecdotal feedback from the college community. Assessment of LLR instructional services includes statistical data, faculty and student evaluation of workshops and pre and post testing within specific programs. College-wide faculty and student surveys also assess overall satisfaction with the library, learning assistance centers, media and language center, audiovisual and broadcast media services and computer labs.

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In addition to surveying students and faculty, each library and learning support service generates usage statistics. When compiled into data surveys, trends emerge that assist in the library planning process. Annual program review reports provide an overall assessment of accomplishments and identify problems and needs. Findings and recommendations are included in budget requests, program reviews and other planning documents.

**Library & Learning Resources**

Library & Learning Resources plays two important roles relating to student learning as an instructional unit with credit and non-credit courses that directly support student learning outcomes and as an academic support area. In its capacity as an academic support area, it provides: 1) online and print collections of information resources that directly support the curriculum and independent learning; 2) services to help students access and use these resources; 3) and facilities and an environment that provide computers and other equipment, and individual and group study space to complete coursework and foster learning and academic success.

LLR has carried out a variety of data collection and assessment activities to monitor the quality of its services and resources for purposes of improvement, and to prepare reports for state, national and regional professional and accreditation associations. The Library Instructional Services program, with the assistance of the advisory Information Competency (IC) & Curriculum Development Committee, has taken the lead over the past eight years in assessing the research skills workshops, since the Library’s role in teaching information competency/research skills directly supports the College’s general education learning goals and many of the academic programs’ student learning outcomes. Student learning outcomes and assessment strategies were developed for these research skills workshops several years before the College required all courses and programs to have SLOs.

In response to changes in College program review requirements and regional accreditation standards, LLR completed the following initiatives within the past five years:

- Created a Statistics Task Force which has centralized and streamlined data collection for information resources, services and facilities usage;
- Significantly revised research skills workshop SLOs, based on assessment findings, to foster student engagement and active learning;
- Established an LLR Assessment Committee which has developed the LLR program SLOs and the student survey for use every three to five years and which works with other LLR Committees to draft the Assessment Plan and timeline of assessment activities (IIO.C.2.-1).

The LLR employs a departmental committee structure that enables librarians and classified staff members to come together to review policies and goals and make improvements. Examples of library committees include: Assessment; Curriculum Development and Information Competency; Communication and Outreach; Technology; Web; and Library Advisory. Committees work to improve services, plan new services, offer more resources and enhance access. Often, issues that arise from student surveys or faculty consultation are brought to the appropriate committee for further analysis. Recent committee work that has furthered the goals of the library include: 1) the Web Committee redesign and migration of the library web site; 2) the Communication and Outreach Committee’s development of the LLR Communication Plan; and 3) the Assessment Committee’s development of LLR Program-Level Student Learning Outcome. All committee work...
that impacts the library as a whole is presented to the Faculty and Supervisors’ Council for support and then recommendations are made to Library Advisory.

The LLR Assessment Committee developed the most recent student survey. LLR conducts a student survey every three years to solicit information on how well it provides services and resources to support student learning. The most recent survey was distributed Spring 2011 online and in paper format at all library locations. Specific questions target the LLR’s new program-level student learning outcomes (II.C.2. -2). INSERT SURVEY FINDINGS

A LLR faculty survey was conducted in Fall 2010 to assess: 1) the librarian subject liaison communication practices; 2) faculty use of library services and collections; 3) faculty perceptions the library’s ability to meet student learning needs; and 4) which new library services the faculty is most interested. When rating the library’s on-site and online resources and services meeting student learning needs, 82% of the faculty respondents provided an average to above average rating (II.C.2. -3). Faculty also identified a need for electronic reserves and embedding librarians into online courses. Both new services will increase access and address student learning needs. As a result, a LLR task force has been working with CCSF counsel to draft a policy on copyrighted e-reserves and the Distance Education Librarian is working with the Chair of the Technology Mediated Instruction department to map out a strategy for embedding librarians into more online courses.

Informal faculty assessment of library and learning support services is constant. The dialogue between library subject liaisons and instructors helps to shape library services and collections and to focus on specific student learning and curricular needs. For example, each year when the library is assessing the periodical databases and print periodical subscriptions, librarians solicit feedback from faculty on which periodicals are essential to their discipline and support curricular needs. Library exhibitions receive continual anecdotal feedback from faculty and students. The chair of one department commented: 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.2. -4).

In Spring 2010, the Language Center identified student learning outcomes (II.C.2. -5). The Language Center uses surveys to assess faculty and students. A link to the assessment survey is emailed directly to a representative sampling of Foreign Language Department classes at the end of each semester. In addition, a prominent link to each semester’s survey is located on the Language Center home page. Students can also submit a printed copy of the survey in the survey/suggestion box located on the check-in counter. Additionally, every semester the Language Center conducts a user feedback survey to ensure that its services are meeting students’ needs. In the most recent survey more than 85 percent of respondents felt the Language Center helped them to do better in their foreign language courses. More than 80 percent indicated that the Language Center helped them to identify the language-learning resources that are most effective for them personally. More than 50 percent felt their computer skills increased by using the Language Center. Sixty-five percent indicated their study habits and focus improved. More than 55 percent felt they developed a better understanding of other cultures and people by using the Language Center (II.C.2. -6).

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Learning Assistance Department

The Learning Assistance Center developed SLO’s specific to their tutor training course in Fall 2007. First, the faculty developed outcomes, activities, tutor reflections and faculty assessments. Then during Fall 2008, they addressed the problem of evaluating the faculty assessments. LAD also developed two complimentary online surveys to assess the student learning outcomes in the tutor training course. The intention was to understand 1) how the SLO’s covered in the tutor training course were used in tutoring by tutors who completed the tutor training course; and 2) if students who are tutored by those tutors believe they are recipients of the same outcomes. The two surveys have been used for six semesters and the LACD has learned which tutoring strategies are most used, least used, most valued, and requires changes. Indeed, the assessment has pointed the way to a number of changes in the course curriculum (II.C.2. -7).

During Fall 2006, College Success faculty engaged in an extensive dialogue to develop SLO’s and teaching “Best Practices” for the course. As a result, the LERN 50 course was redesigned with SLO’s in mind and an SLO rubric was developed. This activity included redefining SLOs, content, and assessment activities for the course. During Spring 07, 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 08, 09 and 10 (II.C.2. -8). The purpose of the survey was to assess the students’ application of SLOs in current classes. The survey also assessed 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 has assisted the faculty in the development of course curriculum for College Success and its faculty.

The Learning Assistance Department, during Fall 10, reformatted all its assessment surveys following the purchase of a Survey Monkey license. They now have the following SLO assessment surveys: 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 (3) students’ own learning while using the LAC computers (II.C.2 – 9).

BMS, Audiovisual Unit and Computer Labs

Assessment of media and audiovisual services for faculty is conducted through employee surveys administered college-wide or through LLR surveys. In the 2010 LLR faculty survey, INSERT DATA (II.C.2.-10). 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, students rated their satisfaction with computer labs on campus INSERT DATA and students rated their ability to use software applications (e.g. Word-processing) to be successful in their courses: INSERT DATA (II.C.2 -11). Informally, the Technology Divisions 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, no formal process exists to evaluate the computer services supporting student learning outside of user satisfaction questions.

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Strengths and Areas for Improvement

1. Library and Learning Support Service departments and units evaluate the services, resources and facilities in a variety of ways that results in improvements in meeting student learning needs. The yearly program review process is effective in keeping departments on track in terms of assessment, planning for improvements and requesting 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.

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