SECTION I: Overview of the Co-Chair Report

A fourteen-member work group, composed of faculty, administrators, and a classified staff member who is also a student, met during the months of August through November to develop eleven templates addressing each of the sub-standards included in Standard I. The work group was broken into teams that focused on related standards drawn from both sections 1A and 1B. Each team researched the College’s response to the standards, using questions from the templates as well as additional questions developed by the work group. The Standard 1 Work Group reviewed each template draft and made suggestions for improvement. Most responses went through three revisions prior to the development of the chairs’ report. Careful consideration by the work group was given to the rating for each substandard with specific emphasis on the analysis and rationale for the rating.

City College demonstrates its commitment to an ongoing evaluation of institutional policies and procedures by conducting periodic reviews of those practices and engaging in a reflective dialog on the effectiveness of its governance and administrative activities. City College has a system of Shared Governance which is stronger than that of many institutions and which provides for a great deal of reflective dialog on institutional processes and effectiveness. In addition to Shared Governance entities, the participation of faculty and classified unions and a Department Chairs’ Council contribute significantly to the amount of dialog that takes place among the constituencies and between the leadership and the Board. In that context, the College has developed a strong and responsive annual planning process that is based on a strategic plan rooted in the Mission and Vision Statements. The College conducts an assessment of progress on its Annual Plan twice a year and this assessment provides the executive administration, the Board of Trustees, and the general public with quantitative and qualitative information on the College’s progress in meeting its goals. However, the evaluation of this progress is not adequately incorporated into the existing institution-wide planning and budgeting processes.

The College has also developed a number of specific assessments of student outcomes and institutional effectiveness that provide College constituencies and the general public with strong and useful evidence of student achievement and program performance. Program review is conducted by almost all of the academic and student services departments in a regular cycle; however, a few administrative units have not adhered to the timetable. The work group found that the results of program review are not adequately incorporated into the other institutional planning and evaluation procedures.

The College has developed strong data resources that provide faculty, administrators, staff, students, and the community with detailed information on student access, retention, and success. In addition, administrators, department chairs, and other interested faculty have ready access to extensive student demographic information, productivity analyses, and student demand for courses.
The Standard 1 work group found that the College demonstrates, in numerous ways, its strong commitment to continual institutional improvement and a mission which emphasizes student learning. The work group believes that the findings and analyses included in this report clearly establish that the City College of San Francisco meets, and in some cases exceeds, all of the sub-standards established by the Accrediting Commission in Standard 1.

SECTION II(a): Report on Standard I.A. and I.B.

I.A. The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished. The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

II.B. The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

City College of San Francisco has a mission statement that addresses the core educational purposes of the College’s programs and services, including preparation for transfer, achievement of associate’s degrees, acquisition of career skills, engagement in the civic and social fabric of the community, citizenship preparation, completion of GED and adult education, promotion of economic development, and lifelong learning and cultural enrichment. The Mission Statement is supplemented by a Vision Statement that describes the college’s commitment to high quality teaching and learning across the full spectrum of educational offerings. It defines the College’s intended population as “the diverse communities and populations found throughout San Francisco,” and points to the creation of “an inclusive community with respect for and enriched by diversity and multicultural understanding, and a commitment to sharing educational resources and contributing to knowledge, expertise, and innovation in postsecondary education in the state, nation, and world.” [Document I-5; Standard I.A.1]

The Mission and Vision Statements provide the basis and context for strategic planning, annual planning, annual assessment, and the implementation of programs and services at all of the College’s campuses and sites. Since the last Self Study for Accreditation, the College conducted a comprehensive review of the Mission Statement, and developed a new strategic plan based on that review. The Strategic Plan articulates objectives that focus on each of the elements of the Mission Statement and specifically addresses each of the commitments articulated in the
Vision Statement. To ensure that the Strategic Plan became a living and driving force in the annual planning and budgeting process, Strategic Plan Implementation Schedules were developed that describe the timetable and identify the key staff members responsible for ensuring implementation of the Plan. [Documents I-9,10, and 12; Standards I.A.4, I.B.2]

Each year the Planning and Budgeting Council prepares the Annual Plan with the support of the Chancellor and the Office of Research and Planning. Related processes are set in motion for the development of annual objectives at the department, division and school (i.e., major cost centers), and institutional levels. [Documents I-1, 3, and 11; Standards I.A.2 and I.B.3 and 4]

A system of mid-year and end-of-year assessment reports has been instituted to ensure that adequate progress is being made on stated objectives and to provide the basis for future planning and budgeting. The development of the current Strategic Plan and the creation of processes to ensure its effective implementation included very broad-based involvement by various constituencies within the College’s shared governance structure, as well as participation by the Board of Trustees and representative members of the community. [Standards I.A.3, I.B.3, 4, and 5]

The integration of the Mission Statement, Strategic Plan, and the annual planning, budgeting, and assessment processes has been achieved progressively over five years of intensive effort. While many of the components of this integration have been employed for some time, the 2003/04 planning and budgeting cycle was the first time all of the elements were in place with clearly articulated interrelationships. Therefore, the full impact of this integration is just beginning to be realized and there are still significant improvements to be made. The number, size, and diversity of the programs, services, and educational sites at City College present certain challenges to close coordination of the planning and budgeting process with the strategic objectives. In addition, the College planning and budgeting procedures involve both “top down” and “bottom up” processes – an annual plan is designed to drive the development of objectives at the program, site, and cost-center level, while the programs, sites, and cost-centers work toward developing objectives that meet specific needs of the students they serve. The annual planning process identifies operational and developmental objectives designed to stimulate initiatives articulated in the Strategic Plan; however, planning at the cost-center and site level must take into account ongoing initiatives and bears primary responsibility for the operational objectives. Therefore, the “top down” objectives in the Annual Plan are not always thoroughly integrated into the “bottom up” objectives created at the program and cost-center level. However, this bi-directional planning process successfully maintains a delicate balance between the establishment of a clear direction for all College units and the flexibility required for individual units to address specific needs identified in the field and adequately supports ongoing initiatives. The planning and budgeting process culminates with the development of an annual Management Plan that clearly articulates objectives and related initiatives at the major cost center and institutional levels. [Standards I.A.2, 3, and 4, I.B.2, 3 and 6]

The College has developed a system for comprehensively assessing the progress on its annual Management Plan at the program, site, cost-center, and executive management levels. This system includes mid-term and end-of-year reports that provide specific evidence of progress.
2006 Accreditation Self Study Co-Chair Report  
Standard I: Mission and Institutional Effectiveness

and an evaluation of the amount of progress that has taken place. These reports provide the executive administration and the Board of Trustees a foundation upon which they can evaluate the effectiveness of the institution and a basis for guiding future planning and initiatives. However, the Standard I Self Study Work Group found that the evaluation of the end-of-year reports should be used to evaluate the extent to which the Annual Plan has been implemented and the objectives have been accomplished. In addition, the evaluation of the Annual Plan, based on the end-of-year reports, should be more thoroughly integrated into the shared governance planning and budgeting processes to promote a reflective dialog among campus constituencies and plan improvements as indicated by the evaluation. [Standards I.B.1, 3, 4, and 5]

In addition to the Strategic Plan, the implementation schedules, and the annual planning and budget cycle, the College has also developed an Educational Master Plan that contains Technology and Library Master Plans. Each of these plans is designed to operationalize long-term planning within their respective areas. The Educational Master Plan addresses instruction, learning assistance, library services and student development services. These plans represent the long-range objectives for each unit based on the mission and specific functions of those units [Documents I-16 and 17]. Broad-based reflective dialog is an essential feature of the College’s shared governance policies and procedures, as well as the institution’s approach to dealing with special initiatives and the assessment of institutional effectiveness. For example, the Academic Senate assumes responsibility for guiding institutional policies in academic and professional matters. Committees with broad-based membership from faculty, staff, and administration serve as forums for discussing and evaluating improvement initiatives and policies. Committees and subcommittees such as the Academic Policies, College Curriculum, Basic Skills, and Student Preparation and Success, debate issues and make recommendations, in compliance with procedures established by the Academic Senate. The Senate may then make recommendations to the Chancellor and Board of Trustees. Other constituencies are also represented by deliberative bodies such as the Classified Senate, the Administrator’s Association, and the Associated Students.

There are also a number of college-wide committees, with representation from all campus constituencies, which provide a forum for the consideration of broad-based institutional issues. The College Advisory Council (CAC) and the Planning and Budgeting Council (PBC) are two influential college-wide bodies. The CAC acts as a clearinghouse to determine the appropriate process for addressing issues and then provides the final review for policies and procedures prior to implementation or submission to the Board of Trustees. The Planning and Budgeting Council is charged with developing the Annual Plan and making recommendations on budget allocations to support that plan. The College Diversity Advisory Committee, with broad-based representation, provides an avenue for a discussion of any topic related to diversity. For example, discussions in this committee related to improving the effectiveness of the College’s instructional programs in addressing diverse student populations led to the initiation of the Multicultural Infusion Project. That project has involved many faculty and administrators in various initiatives to improve classroom instruction using multicultural instructional methodologies and to increase the diversity of the teaching and support staff. [Documents I-7, 14, and 15; Standards I.A.1 and 4, I.B. 2, 3, and 4]
“Listening Sessions” have become a regular part of the review and analysis of major documents and initiatives. The College Shared Governance leaders responsible for developing a document or initiative engage in a dialog with any interested members of the community who attend the listening sessions. There are usually several sessions scheduled at various sites throughout the District. These sessions are widely publicized and are open to all College faculty, students and staff, as well as the San Francisco community as a whole. The discussions are carefully documented and the initiatives or documents under consideration are frequently modified based on these sessions. Two recent examples of this type of interactive dialog were the listening sessions held prior to the final approval of the Strategic Plan and the listening sessions conducted as part of the institution-wide review and evaluation of the College’s Shared Governance policies and procedures. [Standards I.B.1, 4, and 6]

The Chancellor’s Annual Report to the Community is another excellent means through which the College communicates evidence of learning outcomes, as well as program and institutional performance. A quarterly Community E-Bulletin, which features important College accomplishments and news, has recently been added to the College’s efforts to communicate with external constituencies. These two venues for advising the community about CCSF quality, funding, and activities are valuable additions to the successful strategies the College has been using for many years, e.g., televising its Board meetings, sending the Schedule of Classes out to all residences in the City, disseminating many documents at Board meetings for the public to take home, and making a great deal of information available online. [Documents I-20 and 21; Standards I.B.5]

Subsection I.A. (additional findings and analysis on Standards I.A.1-4)

City College of San Francisco has established student learning programs and services that reflect the College’s purposes, character, and diverse student populations. CCSF serves over 95,000 students, split almost evenly between credit and noncredit instructional modes, in an urban, multi-campus institution at twelve major campuses and almost 100 sites throughout the City and County of San Francisco. The student population has an average age of 33 and includes more female than male students. The ethnic demographics of students in credit and noncredit programs includes a plurality of Asian students (35%), 20% non-Hispanic White, 20% Hispanic/Latino/a, 7% African-American non-Hispanic, 5% Filipino, and smaller numbers of other Pacific Islanders, Native Americans as well as other non-identified students (approximately 10%). The programs at most of the campuses reflect the needs of the populations in the surrounding community. Several of the campuses focus on specific components of the College’s instructional missions (e.g., Evans Campus addresses primarily vocational and occupational education and John Adams Campus is a center for health professions training and adult basic education). Many of the noncredit courses offered at the campuses address the language skills, basic skills, and specific vocational training appropriate to that campus’ student populations. Credit offerings also vary by campus based on the needs of the student populations. For example, the Fort Mason campus offers primarily studio art courses while the Castro/Valencia campus offers a variety of general education courses with a heavy emphasis on foreign languages for an adult evening student population. Credit and noncredit business courses are offered at
many sites including John Adams and Downtown. The Mission, Chinatown/North Beach, and Alemany Campuses offer extensive ESL, literacy, and citizenship training and the Southeast campus, serving the Bayview Hunters Point community, focuses on general education and several occupational specializations.

The College offers 46 programs of study leading to the associate degree as well as a wide range of occupational certificate and professional training programs designed to prepare students for direct entry into the job market. With over 14,000 students who declare their intention to transfer to a four-year institution, the College offers general education and lower division major course work that meets the California State University, University of California, and Intersegmental General Education Transfer Curriculum requirements. In addition, the College has developed and actively maintains individual articulation agreements with public and private Colleges and universities throughout the state as well as Hispanic-Serving Institutions and Historically Black Colleges and Universities nationally.

The population of the City of San Francisco is as diverse as any urban center in the United States and that diversity demands that City College provide San Francisco’s population with the language skills and basic education necessary to thrive in our social and economic environment, as well as go on to additional post-secondary education. Therefore, it is not surprising that the largest academic department at CCSF is ESL, offering credit and noncredit instruction throughout the City. The Transitional Studies Department provides the bridge between secondary and post-secondary education for both native speaking and second-language students. Because of the very large cohort of second-language students in the credit programs at CCSF, the academic and vocational disciplines employ a variety of innovative and more traditional teaching strategies to reach students from diverse educational and ethnic backgrounds.

The College has a comprehensive array of vocational and occupational programs and courses ranging from Trade Skills and Culinary Arts to Graphic Arts and Business. Students can earn certificates in a wide variety of fields that will prepare them for entry level employment with internship and work experience opportunities available in many programs. The Office of Workforce and Economic Development provides funding and support for new occupational programs that respond to new areas of opportunity, such as the recently developed programs and services related to the emerging biotechnology industry in the Bay Area. In an effort to respond to the diverse economic educational backgrounds of potential students, the College developed a Bridge to Biotech program to assist students transitioning into college level studies as well as a feeder “On-Ramp” program that prepares low-income adults with skills at the 6th-9th grade levels for entry into the Bridge program.

The College has an extensive fee-based continuing education program that provides members of the community with a broad range of cultural, business and finance, test preparation, skills development, and personal development opportunities. The Office of Contract and Continuing Education also works with local businesses, industries, and agencies to provide specific fee-based training through contract education. The Older Adults Department serves almost 3,000 students over the age of 55 at over 40 sites throughout the City. In addition, the
College serves an international student population of over 600 students who enroll on a tuition basis studying in a variety of vocational and transfer programs.

The College has developed a broad range of support services to meet the needs of its different student populations. Beyond the usual student support services like counseling, financial aid, and various matriculation services, the College has an extensive array of specific student retention programs such as the African American Scholarship Program, the Latino Services Network, and the recently inaugurated Asian Pacific American Student Services Program. In addition, the College provides extensive learning assistance support ranging from tutorial services to learning laboratories designed to support classroom instruction. Since the last accreditation review, the College has made a concerted effort to increase the range and number of support services, as appropriate, to each of its major campuses. While significant progress has been made, budgetary limitations have limited the College’s ability to increase services for each site. There is still more demand for services than the College is capable of providing at most locations. Recognizing these budgetary limitations, the College has actively sought more cost-efficient and student-friendly approaches to providing services. For example, a Title III grant is being used to computerize a number of matriculation-related services and learning support laboratories with the goal of making these computerized resources available at all campuses. The application and registration processes have been put online and students can also access their personal academic information through the internet. The overwhelming majority of credit students use these Web-based resources and the completion of the College’s broadband infrastructure has provided students with computer access to information at most campuses. [Standards I.A.1 and 4]

Subsection I.B. (additional findings and analysis on Standards I.B.1-7)

The College maintains an active, ongoing collegial dialog focused on improving student learning and institutional processes. As noted above, there are many regularly constituted committees with defined responsibilities for developing policies and initiatives that engage representatives from all campus constituencies in discussions of best practices and the assessment of institutional effectiveness. In addition, the College has a strong and productive history of developing “ad hoc” structures to focus more intensively on specific issues (or groups of related issues). These ad hoc initiatives are always carefully interfaced with the existing shared governance structure to assure that the results of the ad hoc processes are integrated into the “fabric of the institution.” [Standard I.B.1]

The Enhanced Self-Study (ESS), initiated after the last accreditation review, is an excellent example of an ad hoc process that provoked intensive dialog around a large set of core student outcomes issues and resulted in a set of recommendations that have been considered through the College’s shared process over the last four years. Over 170 faculty, staff, and students participated in five ad hoc committees that produced 38 recommendations ranging from raising the College’s written composition graduation requirement to early intervention strategies for pre-collegiate basic skills students; from creation of a transfer associate degree option and discipline majors to the initiation of a degree audit reporting system that students can use to track their own progress. The Enhanced Self-Study was designed to initiate the dialog in five core
areas of the College mission. These dialogs produced recommendations for specific initiatives for consideration through the shared governance procedures. Over half of the recommendations were approved and implemented and a number are still under consideration. The implemented recommendations ranged from the development of a computerized degree audit program to the revision of the written composition graduation requirement, from expanding the use of computerized placement testing to the creation of a transfer oriented associate degree option. [Document I-22; Standards I.B.2, 3, and 4]

The College has also used external grant funding to stimulate dialog about improved student learning. The “Bridge to Biotech Program,” funded by a grant from the National Science Foundation, brought together the mathematics, biology, and language arts departments in discussions leading to program development designed to provide students who have basic skills deficiencies with specific courses and support services necessary for transition into training programs in the emerging occupations in the Bay Area’s biotechnology industries. The Title III and Koret Foundation grants have provided English, Mathematics and ESL faculty with support to enable them to engage in dialog and collaborate on integrating laboratory activities with classroom instruction. For these three departments, this collaboration has led to significant changes in the structure and/or methodologies used in the basic skills courses. [Standards I.A.4 and I.B.4]

As noted in the “Major Findings and Analysis” section above, the College has a well articulated and robust system for setting annual goals and objectives that are linked to the Strategic Plan and Mission Statements, and for assessing the outcomes of those goals and objectives. The College also uses other forms of assessment to evaluate its effectiveness in meeting its mission. Core Performance Indicators have been established that address such areas as student access, retention, skills development, graduation, and job placement. These Core Performance Indicators are rooted in the Strategic Plan, and an annual report is generated which tracks the College’s performance using the indicators. In addition, the College initiates comprehensive studies related to specific strategic priorities, making available qualitative and quantitative data for planning, budgeting, and developing new initiatives. The recent Pre-Collegiate Basic Skills Accountability Report is a good example of how these specific research efforts interface with planning. This two-part study analyzed the progress of students through the College’s pre-collegiate basic skills programs in English, Mathematics, and English as a Second Language, then evaluated the effectiveness of the various student support and retention programs in promoting success among students in basic skills courses. These reports gave a newly rejuvenated Basic Skills Committee the basis for a comprehensive analysis of best practices. The Chancellor subsequently initiated the consideration of establishing a Basic Skills Academy. In addition, each of the basic skills departments has used data in the report to evaluate and modify its instructional programs. [Documents I-23 and 24; Standards I.B.2, 3, and 5]

Short- and long-term planning and decision-making is supported by a sophisticated Decision Support System (DSS) that provides a broad range of data on institutional effectiveness and student outcomes, including demand for courses, student demographics, productivity analyses, and student persistence and success rates. It is a Web-based system, interfacing with the Banner student information data-base, that permits the review of current data on specific
student groups and characteristics (i.e., demographics) or program characteristics (e.g., student
goals, educational backgrounds, etc.), as well as data on each of the College’s departments,
schools, and campuses. The system allows the user to select and compare a variety of variables.
The DSS can be accessed by members of internal or external communities through the use of a
password that can be obtained from the Office of Research and Planning. While the system
initially was used only by a small group of research-oriented faculty and administrators, recent
usage statistics suggest significant increases in the “hits” on the system including substantial
growth in off-campus users. [Standards I.B.3 and 5]

The College has a well established systematic process for program review. Almost all of
the academic and student services departments complete these reviews within a six-year cycle.
However, some of the administrative units are seriously delinquent in completing program
review. For many departments, program review is viewed as an opportunity to critically assess
the status of the program, identify the areas for improvement, and establish specific goals related
to student learning and program effectiveness. However, program review is not integrated into
the other aspects of institutional planning and budgeting and is only a marginal consideration in
the few institutional processes that reference program review (such as the faculty position
allocation process). In addition, beyond the review and acceptance of the individual reports by
the Program Review Committee, the results of program review do not become part of the overall
institutional assessment of effectiveness. In short, program review is presently a process in need
of an agreed-upon purpose and incentives for participation. [Standards I.B.1, 2, 3, 5, 6, and 7]

The College conducted a systematic evaluation of its shared governance system during
the 2003-04 academic year. This evaluation identified seven ongoing initiatives and made six
recommendations for new initiatives to improve the effectiveness of shared governance policies
and procedures. These recommendations are currently under consideration by shared
governance constituencies. During the 2004-05 academic year, the College has also initiated an
evaluation of its planning and budgeting practices. [Standards I.B.6 and 7]

SECTION II(b): Commendations and Plans for Improvement

1. The College has done a commendable job developing a comprehensive planning,
budgeting, and assessment process that establishes a direct relationship among the
Mission and Vision statements, the Strategic Plan, and the annual planning and budgeting
process. The College develops and revises these statements and plans through broadly
inclusive, reflective dialogs among campus constituencies and representatives of the
community. A biennial comprehensive assessment is undertaken of progress on the
Annual Plan. However, the process for integrating the strategic planning initiatives into
the Annual Plans and the evaluation of progress made each year on the Annual Plans
should be more thoroughly integrated into the shared governance planning and budgeting
procedures. Doing so would promote more reflective dialog among the campus
constituencies and that dialog is likely to lead to further improvements in student
outcomes and institutional effectiveness.
2. While the College has a systematic procedure for program review, and program review reports are generally completed according to the prescribed cycle, the results of program review are not integrated into the planning and budgeting process and the overall assessment of institutional effectiveness. The College should undertake a comprehensive assessment of the goals and objectives of program review, the need to integrate program review into existing planning and evaluation procedures, and the role of program review in the establishment and assessment of student learning outcomes. In addition, this review should determine the appropriate role and processes for program review for administrative units and establish procedures that ensure timely participation.

3. The College has done an excellent job of providing useable data related to demand for courses, student demographics, productivity analyses, and student persistence and success rates for all students in credit programs. The establishment of Core Performance Indicators and the annual assessments of progress on those indicators greatly enhance the College’s ability to provide evidence of its effectiveness to campus constituencies and to the communities that the College serves. In addition, the College has focused significant attention, research, and resources on the effectiveness of instruction and support services for basic skills in an effort to promote student success. Initiatives like the Enhanced Self-Study, the development of multiple targeted student retention programs, and the College’s aggressive and highly successful efforts to solicit external resources to support innovative program development all reflect the College’s active commitment to its Mission and Vision Statements.

4. Since the last Self Study, the College has made impressive strides in communications with external constituencies, both in terms of reaching out to the community to inform the public about the College’s quality and activities, and listening to the community regarding what needs the College should and can address. Although there is always room for improvement in communicating with the public, the number of ways in which the College reaches out to the community is impressive, and continues to increase month by month. In addition, the College is making continual improvements in its internal communications. By rapidly expanding computer, email, voicemail and “voice over IP” access for employees at all campuses, the institution has created the infrastructure for significantly improved internal communication, promoting dialog, consensus, and innovations for learning across geographic boundaries.

SECTION III: Key Findings and Relation to Themes

Theme 1: Institutional Commitment to High Quality Education

The development of the Strategic Plan took place through an impressively inclusive process, involving a series of meetings of a very large and broadly constituted workgroup under the guidance of a facilitator. Acknowledging the need for a more direct linkage, the College developed a stronger relationship between its Mission Statement and Vision Statements and its Strategic Plan, as well as other plans based on the Strategic Plan. Examples of the College’s active commitment to its Mission and Vision Statements are its involvement in a voluntary Enhanced Self-Study, the development of multiple targeted student retention programs, and the
College’s aggressive and highly successful efforts to solicit alternative resources to support innovative program development. The College will benefit from additional commitment to dialogue about institutional outcomes and student learning outcomes. CCSF has already started down the path to this level of commitment.

Theme 2: Student Learning Outcomes and Student Achievement

The College has done an excellent job of providing useable data related to demand for courses, student demographics, productivity analyses, and student persistence and success rates for all students in credit programs. The College has focused significant attention, research, and resources on the effectiveness of instruction and support services for basic skills in an effort to promote student success. The Pre-Collegiate Basic Skills Accountability Report analyzed the progress of students through the College’s pre-collegiate basic skills programs in English, Mathematics, and English as a Second Language, then evaluated the effectiveness of the various student support and retention programs in promoting success among students in basic skills courses. The report gave a newly rejuvenated Basic Skills Committee the basis for a comprehensive analysis of best practices. In addition, each of the basic skills departments has used data in the report to evaluate and modify its instructional programs.

The Enhanced Self Study is another example of an ad hoc, voluntary process that provoked intensive dialog around a large set of core student outcomes issues and resulted in a set of recommendations that have been considered through the College’s shared process over the last four years. The College continues to explore further means and venues for analysis of student learning outcomes and the design of improvements in response to those.

Theme 3: College Dialogues Promote Institutional Improvements

City College has a system of Shared Governance which is stronger than that of many institutions and which provides for a great deal of reflective dialog on institutional processes and effectiveness. In addition to Shared Governance entities, the participation of faculty and classified unions and a Department Chairs’ Council contribute significantly to the amount of dialog that takes place among the constituencies and between the leadership and the Board. Broad-based reflective dialog is an essential feature of the College’s shared governance policies and procedures, as well as the institution’s approach to dealing with special initiatives and the assessment of institutional effectiveness. For example, the Academic Senate assumes responsibility for guiding institutional policies in academic and professional matters. Committees with broad-based membership from faculty, staff, and administration serve as forums for discussing and evaluating improvement initiatives and policies. Committees and subcommittees such as the Academic Policies, College Curriculum, Basic Skills, and Student Preparation and Success debate issues and make recommendations in compliance with procedures established by the Academic Senate. The Senate may then make recommendations to the Chancellor and Board of Trustees.

Other constituencies are also represented by deliberative bodies such as the Classified Senate, the Administrators’ Association, and the Associated Students. “Listening Sessions” have become a regular part of the review and analysis of major documents and initiatives. The College Shared Governance leaders responsible for developing a document or initiative engage
in a dialog with any interested members of the community who attend the listening sessions. There are usually several sessions scheduled at various sites throughout the District. These sessions are widely publicized and are open to all College faculty, students, and staff, as well as the San Francisco community as a whole. The discussions are carefully documented and the initiatives or documents under consideration are frequently modified based on these sessions.

The College has also used external grant funding to stimulate dialog about improved student learning. The “Bridge to Biotech Program,” funded by a grant from the National Science Foundation, brought together the Mathematics, Biology, and language arts departments in inter-departmental dialog. The new program was designed to provide students who have basic skills deficiencies with specific courses and support services necessary for transition into training programs in the emerging occupations in the Bay Area’s biotechnology industries. The Title III and Koret Foundation grants have provided English, Mathematics and ESL faculty with support to enable them to engage in dialog and collaborate on integrating laboratory activities with classroom instruction. For these three departments, this collaboration has led to significant changes in the structure and/or methodologies used in the basic skills courses.

College emphasis on shared governance means an extraordinarily large, active portion of the college community already participates in dialog about achievement, learning, effectiveness of policies, procedures, and processes. However, there are instances in which this dialog can be even further broadened to better include more students, more employees and more members of the community. For example, the evaluation of the Annual Plan, based on the end-of-year reports, should be more thoroughly integrated into the shared governance planning and budgeting processes to promote a reflective dialog among campus constituencies and generate improvements as indicated by the evaluation.

**Theme 4: College Planning and Budget System Promotes Continuous Improvement**

The establishment of Core Performance Indicators and the annual assessments of progress on those indicators greatly enhance the College’s ability to identify outcomes and provide evidence of effectiveness to campus constituencies and to the communities that the College serves. Targeted outcomes assessments like the two-part Basic Skills Report reflect the institution’s commitment to assessing its effectiveness in meeting its educational objectives. The 2004 evaluation of the planning and budgeting process yielded some useful comments to guide the ongoing, systematic improvement of planning and budgeting at the College. A similar evaluation of the College’s shared governance processes was conducted in the 2003-04 academic year and the College is currently considering the recommendations of that evaluation. The College also conducts a mid-year and end-of-year assessment of the progress made on the annual plans for major cost centers and executive administrative units. For the use of the community and for internal purposes, a Decision Support System can be accessed through the use of a password obtained from the Office of Research and Planning. While the system initially was used only by a small group of research-oriented faculty and administrators, recent usage statistics suggest significant increases in the “hits” on the system including substantial growth in off-campus users.
The process for integrating the strategic planning initiatives into the Annual Plans and the evaluation of progress made each year on the Annual Plans should be more thoroughly integrated into the shared governance planning and budgeting procedures.

The College can also benefit by continuing to improve its evaluation mechanisms for program review. The College should undertake a comprehensive assessment of the goals and objectives of program review, the need to integrate program review into existing planning and evaluation procedures, and the role of program review in the establishment and assessment of student learning outcomes. In addition, this review should determine the appropriate role for program review for administrative units, and timely compliance as indicated.

The process for the revision of the Mission and Vision Statements and development of the Strategic Plan and related documents reflect both the formal and informal organizational structures of the College. All of the constituencies of the Shared Governance system were represented and their representative bodies played a role in the final approval of the documents. In addition, selected members of the community as well as the members of the Board of Trustees were also involved in the development of these statements and plans. The Enhanced Self-Study is another example of formal and informal organizational structures promoting an active dialog on issues related to student outcomes and institutional goals. The Enhanced Self-Study involved the development of several ad-hoc committees, with membership open to all members of the campus community. Those committees made recommendations which were then reviewed by a steering committee. The actual consideration of the recommendations and the implementation of the adopted recommendations went through the College’s formal shared governance processes.

Theme 5: Institutional Resources Support Learning and Student Access

Theme 6: Institution Demonstrates Integrity and Honesty to all Stakeholders

Many of the processes and initiatives covered in Standard 1 reflect very positively on the College’s integrity. The College and its employees, students and governing board have are committed to sun shining matters before the public, to frankly examining institutional and student performance, to increasing access and improving retention, to strengthening elements of the planning loop, to moving decision making out of narrowly defined groups of decision-makers and into a broader arena of Shared Governance, and to following the stated procedures for developing policies and practices.

The Standard 1 Chairs’ Report recommends clarifying the linkage between the Strategic Plan and the Annual Plan through better integration of the processes, and improving the assessment process for the Annual Plan and increasing dialog in that arena. This will promote more transparency and strengthen internal accountability. The College’s commitment to integrity will also be enhanced by clarifying our process for program review, making it workable for all units, requiring every unit to complete it in a timely manner, and using the information to improve outcomes.

The College is to be commended on its increasing accessibility and utilization of data for improving student learning outcomes, institutional outcomes and equity. With every passing
year, additional means for communicating institutional performance to the community are added which make it ever more possible for the community to be aware of how City College fulfills its multiple roles for the benefit of the public. The Chancellor’s Annual Report to the Community is another excellent means through which the College communicates evidence of learning outcomes, as well as program and institutional performance. A quarterly Community E-Bulletin, which features important College accomplishments and news, has recently been added to the College’s efforts to communicate with external constituencies. These two venues for advising the community about CCSF quality, funding, and activities are valuable additions to the successful strategies the College has been using for many years, e.g., televising its Board meetings, sending the Schedule of Classes out to all residences in the City, disseminating many documents at Board meetings for the public to take home, and making a great deal of information available online.

The College’s many retention programs are improving student learning outcomes overall, and especially for the historically underrepresented groups. This is indicative of institutional integrity as well as effectiveness. These retention programs, as well as the large noncredit program at the College, serve to increase dramatically the access that CCSF provides to higher education for all.
SECTION IV: References

I-1 Comprehensive Guide to Planning, Budgeting and Assessment
I-2 Mid-Year and End of Year Assessment Reports
I-3 Management Plan
I-5 Vision and Mission Statement
I-7 Minutes of Curriculum Committee; Academic Policies Committee; Student Prep/Success Committee
I-9 Strategic Plan 2003-2008
I-10 Strategic Planning Implementation Schedule 2003-2008
I-11 Annual Institutional Plan
I-12 Strategic Planning Workbook
I-14 Planning & Budgeting Council Minutes
I-16 Education Master Plan
I-19 Technology Plan - Draft
I-20 Chancellor’s Annual Report to Community
I-21 Community E-Bulletin
I-22 Enhanced Self-Study Report
I-23 Core Performance Indicator Report
I-24 Pre-Collegiate Basic Skills Report