SECTION I: Overview of the Co-Chair Report

The Committee addressed 30 secondary standards subsumed under Standard 2A, Instructional Programs, for the 2006 WASC Self-Study Report. An overall rating of meets the standard was provided by the Committee. Review and assessment of eight primary elements of the institution’s instructional program occurred and included: the delivery of the instructional program and institutional integrity, the quality of the instructional program, the General Education curriculum, Associate Degree programs, the vocational program, dissemination of the instructional program, academic freedom and responsibility, and instructional programs located in foreign countries. The 30 secondary standards were collapsed into 27 standards and assessed with a rating provided for each. Overall, 40 percent of the secondary standards were rated as superior, 48 percent as satisfactory, and 12 percent as needs improvement.

Commendations were expressed by the Committee regarding the breadth and depth of General Education Program and the instructional program planning and evaluation processes established since the 2000 Accreditation Self-Study. The institution’s ability to disseminate information to internal and external stakeholders was commended although review of the website resulted in a recommendation for improvement. The dissemination of information regarding the institution in print and through the media was commended by the Committee. However, with regard to the dissemination of information regarding academic freedom and student academic honesty, the Committee recommended that the Faculty Handbook be revised to include explicit language regarding both of these items and that reference to these items occur within the context of creating a course syllabus. The Committee was particularly impressed with Decision Support System and the ramifications this database has had on decision-making within the institution.

Additionally, the institution was commended for several recent initiatives including the inclusion of student learning outcome statements in the 2005-2006 college catalog and the institutional dialogue that has occurred regarding the student learning outcome paradigm. The need for additional institutional dialogue regarding all aspects of this educational paradigm was considered essential as well as support from the institution’s leadership if a paradigm shift is to occur.

The Committee also commended the institution for the successful efforts which have occurred to address student learning styles although a recommendation was made to improve the dissemination of this information. The vocational program was commended with specific attention directed toward the historic use of learning outcomes in many programs, collaboration with advisory committees in the development and revision of curricula, and the ability to successfully prepare students for employment. A recommendation was made regarding the need to improve the tracking of vocational students once they leave the institution in order to ensure the curriculum reflects the needs of the labor market. Commendations were also directed to those involved in the revision of the Math Graduation Requirement and to those involved in the current efforts to revise the English Graduation Requirement. Lastly, the Committee commended the institution for development of the Associate Degree in Transfer Studies.
As the primary recommendation for improvement, the Committee cited the program review process. Specifically, a recommendation was made to incorporate a systematic review of the curricula when instructional programs undergo review. This review process would include an assessment of the quality and currency of the curriculum inclusive of the program’s course outlines. Further, the Committee was disturbed by the 70 percent completion rate for those instructional programs that underwent program review during 2000 through 2003. In an effort to increase rates of completion, the Committee recommended that the Office of Research, Planning, and Grants enhance the process by which programs undergo program review with a clear dissemination of the goals, institutional expectations, and benefits of the review process. Institutional follow-up to ensure action plans developed were implemented was also recommended.

The Committee reviewed recent efforts to develop an aircraft maintenance program in Shanghai, China. With regard to this program, it appeared the standards expressed in the Principles of Good Practice in Overseas International Education Program for Non-U.S. Nationals was adhered to; however, the institutional commitment to offering instructional programs in foreign locations appears in flux. Further, a review of the institution’s mission statement indicated that offering instructional programs in foreign locations is not referenced. Therefore, the Committee recommended further review of this practice before the institution embarks on another effort of this nature.

SECTION II(a): Report on Standard II.A

The institution offers high-quality instructional 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 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.

The development of all courses and programs constituting the instructional program involves a process of review and refinement to ensure the curriculum reflects the mission statement of the institution. For vocational departments, advisory committees may assist in the

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1 Mission Statement for City College of San Francisco: “CCSF provides educational programs and services to meet the following needs of our diverse community: Preparation for transfer to baccalaureate institutions; Achievement of Associate Degrees of Arts and Science; Acquisition of career skills needed for success in the workplace; Active engagement in the civic and social fabric of the community, citizenship preparation, and English as a Second Language; Completion of requirements for the Adult High School Diploma and GED; Promotion of economic development and job growth; Lifelong learning, life skills, and cultural enrichment. To enhance student learning and maintain a commitment to excellence, the College provides an array of academic and student services that support..."
development of new curriculum so that the needs of local industry are addressed. For all instructional departments, once faculty develop new curriculum, the review process begins with the department chairperson and appropriate school dean. This review process ensures that new curriculum is a logical extension of existing curriculum offered by the department, addresses student needs, and can be offered based on the physical resources of the institution.

With approval of the department chairperson and school dean, new curriculum undergoes additional review by the Dean of Curriculum, Faculty Evaluation and Tenure Review or by the Chair of the College Curriculum Committee prior to being placed on the College Curriculum Committee agenda. This review process is known as “technical review” and is designed to ensure new curriculum reflects the institutional mission and that materials presented to the College Curriculum Committee contain appropriate content and rigor and reflect current standards established by the committee. In similar fashion, coursework presented to the College Curriculum Committee for the purpose of modification undergoes the same review process and is assessed based on the same criteria. This review process is also utilized for the development of new programs and the revision of existing programs. For new vocational programs, consisting of 18 or more units of coursework, once the College Curriculum Committee approves the program, the Bay Area Community College Occupational Planning Committee and then the California State Chancellor’s Office review these programs before they are offered.

The institution ensures the quality and currency of its programs through the work of various committees. Again, the College Curriculum Committee is integral in the review of curriculum to ensure quality and currency. The program review process also examines the quality and currency of the institution’s curriculum. Each program develops a self-study report that assesses its level of learning and teaching excellence, establishes a six-year plan, and identifies, where appropriate, new costs for achieving planning objectives. Fundamentally, the self-study provides programs an opportunity to self-reflect, discover strengths and weaknesses, and identify areas in need of improvement.

The DACUM process has also been utilized to ensure instructional programs are current and high quality. Essentially, DACUM is a refined brainstorming process where a facilitator works closely with members of a program’s advisory committee to design new programs or revise existing programs.

the development of students’ intellectual, cultural, and civic achievements. City College of San Francisco belongs to the community and continually strives to reaffirm its commitment as a resource for the community.”

2 Technical review is a component of the curriculum development process and is designed to assist faculty with the construction of course outlines and preparation of the forms required for submission to the College Curriculum Committee.

3 DACUM is an acronym that stands for Developing a Curriculum. The DACUM process has been used for over 40 years to conduct job analysis in every field imaginable all over the world. It is primarily used to create and update training and education programs. It is unique in the sense that expert workers are used to determine curriculum, rather than having curriculum selected by instructors, college professors, or training managers. By making workers the experts, DACUM narrows the gap between what is typically taught in classes and what workers actually need to know to achieve excellence in the workplace.
Many vocational programs (e.g. Registered Nursing, Diagnostic Medical Imaging, and Licensed Vocational Nursing) are subject to additional review by external agencies. These reviews are primarily for program accreditation purposes and include a review process similar to the institution’s program review (e.g. an assessment of program currency is made). (2A-1)

The institution uses a variety of means to decide which fields of study to offer programs. Market trends and industry needs play a significant role in the development of new programs. For example, the institution recently received a $4.2 million grant from the Gordon and Betty Moore Foundation. This grant represents unique public-private collaboration between the institution and the California Pacific Medical Center and St. Luke’s Hospital. This collaboration will significantly increase the number of students admitted into the Nursing Program by augmenting the current program with afternoon and evening classes that are flexible in delivery and emphasize a problem-solving and competency-based learning environment.

On other occasions, the institution has partnered with community-based organizations in order to address labor shortages. The Mission Hiring Hall asked that a program be developed to train secretaries for the construction industry. The Hiring Hall recruits prospective students, secures student stipends and places these students into internships. The Hiring Hall also provides counselors in order to ensure the greatest likelihood of student success. These partnerships are examples of how the institution develops instructional programs that reflect the needs of the community and serve the needs of students.

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

The institution serves a great diversity of students in a wide variety of programs in credit, non-credit, contract education and continuing education that are designed to meet the varied needs of our students. Information on student demographics is readily available from reports such as the Environmental Scan Report produced by the Office of Research, Planning, and Grants and the Decision Support System (DSS) that is maintained by the same office. It is important to note that a large number of basic skills students are served in the credit program. According to a recent report, 43 percent of first time students are placed into one or two lower level pre-collegiate courses. Additionally, 33 percent are placed into one or two upper level pre-collegiate courses. The Basic Skills Committee and the Diversity Committee are working on proposals to increase the success rate of these students.

4 The Decision Support System (DSS) was developed by the Office of Research, Planning and Grants in order to enhance access to institutional data pertaining to students, courses and programs. Available to the college community in 2001, DSS is a web-based interface within the institution’s intranet that accesses a data warehouse. DSS was shown to have a positive impact on user perceptions of data and the use of data in decision-making (Decentralizing Data Through Decision Support Systems: The Impact of Increased Access to Data on Decision-Making
The creation and dissemination of data regarding the identification of student learning needs changed significantly when the Office of Research, Planning and Grants set the goal of creating an information rich environment in the late 1990’s. The DSS has provided highly accessible data to the college community regarding student demographics, enrollment trends, graduation rates and other types of statistical data. A recent study indicated that DSS has not only changed the way research is used, but also the speed at which research is available. The study concluded that DSS has democratized the dissemination of information making it widely available to the college community. As a result, data is used more often to substantiate claims for additional resources, to make decisions regarding the need for more class sections or the need to market a program to a larger audience. In addition, the study reported that pre-existing negative attitudes about the source of these data are being dismantled. (2A-2)

The Office of Research Planning and Grants now publishes a number of reports that are available on the website maintained by this office. A review of the December 2003 Mid-Year Summary Report from this office indicates a total of 183 requests for information were received and responded to during the Fall 2003 semester. Most of these requests for data originated from an administrative office or department. A survey was conducted in Fall 2004 to determine how the provided data were used and whether these data were used to identify student needs and assess student learning outcomes.

In addition, this office provides a program review data book to all departments when they undergo program review. These data books include student success data, demographic data, weekly student contact hours (WSCH), and faculty load data. Also included are student success data for the entire institution and sample registration outcomes data. The Office of Research, Planning, and Grants also assist departments in creating student and faculty surveys for program review purposes.

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

The institution is comprised of 10 primary campuses and more than 100 sites located within San Francisco County. These campuses and sites provided instruction to approximately 100,000 students during the 2003-2004 academic year. A day and evening instructional program is planned each year that includes a credit and non-credit program, a continuing education program as well as an apprenticeship program. Given the diversity of the student body, the instructional program is tailored to meet the needs of those students served by each primary campus.

A diverse and flexible instructional delivery system has been developed to serve these students. While this instructional delivery system is primarily composed of the traditional in-class lecture format for credit courses and a lecture-practicum for non-credit courses, the institution also offers telecourses and online courses. Indeed, an increasing number of online courses have been developed subsequent to the 2000 Accreditation Self-Study Report. In addition to these technology-mediated courses, a number of hybrid courses (i.e. courses that are
primarily in-class lecture-based but include a technology mediated element) have also been developed. Perhaps one of the more significant activities in technology-mediated instruction has been the development of two certificate programs (i.e. Fundamentals of Networking and Wireless Networking), offered through the Computer Networking and Information Technology Department, in which all coursework can be completed online.

Given the growth in the number of technology-mediated courses offered, the Office of Technology Mediated Instruction and the College Curriculum Committee have worked together to refine the procedures used to ensure that courses taught in more than one delivery mode are equivalent in content and rigor. A product of this collaboration is the Technology Mediated Instruction form that is used by the College Curriculum Committee to review and approve new online courses and telecourses. (2A-3)

Typically, when a technology-mediated course is proposed, there is a dialogue between the department developing the course, the Office of Technology Mediated Instruction, and College Curriculum Committee. This dialogue occurs prior to the course being placed on the College Curriculum Committee agenda in order to ensure the course can be taught within the guidelines imposed by the Office of Technology Mediated Instruction. The College Curriculum Committee reviews the course to ensure compliance with Title 5, Section 55378. In order to assess whether technology mediated courses are meeting student needs, the Office of Technology Mediated Instruction survey students taking both telecourses and online courses. These surveys provide valuable data regarding student satisfaction with these courses.

Beyond this collaborative effort between the Office of Technology Mediated Instruction and the College Curriculum Committee, the institution has shown an ongoing commitment to technology-mediated instruction in the form of policy (i.e. the Strategic Plan, Priority 7) and, within the shared governance framework, the institution has created two committees that specifically focus on the relationship between technology and teaching and learning. These committees include the Teaching and Learning Technology Roundtable and the Distance Education Committee.

The institution has also developed several modes of instruction directed toward serving specific student populations. Examples include the Vocational ESL Immersion Program, The Welcome Back Program, Project Shine and the Working Adults Degree Program. In recognition of this work, the institution received in 2004 the MetLife Community College Excellence Award\(^5\) accompanied by a grant of $30,000 specifically for reaching out to first-generation, immigrant, low-income and working adults through the ESL department and community-based programs developed by the institution. Moreover, the institution also recently received a $1.1 million grant from the National Science Foundation to develop the On Ramp to Biotech\(^6\) and the

\(^5\) The MetLife Foundation, established in 1976 by MetLife, supports health, education, civic and cultural programs throughout the United States. The Foundation has contributed more than $90 million to education programs that facilitate change and cultivate effective learning environments at school and at home.

\(^6\) On Ramp to Biotech is funded by a grant from the National Science Foundation. The institution has partnered with SFWorks which is a local CBO that assists low-income adults in San Francisco. On Ramp to Biotech is a feeder program that prepares low-income adults with skills at the 6\(^{th}\)-9\(^{th}\) grade levels for entry into the Bridge to Biotech Program.
Bridge to Biotech programs. These programs were created in response to community demand for training in biotechnology largely stemming from the development of the Mission Bay Campus owned by the University of California, San Francisco. Both programs are intended for underrepresented and limited-English residents of San Francisco County.

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

City College of San Francisco offers 130 certificate programs, 34 awards of achievement and 11 majors (2A-4). The certificate programs and awards of achievement cover a variety of vocational areas of study and prepare students for the local labor market. During the last two years, several departments have decided to replace their existing award of achievement with a major. In most cases the coursework has remained unchanged with the conversion from an award of achievement to major. The shift to majors represents a culmination of efforts that began with the Enhanced Self Study (ESS) recommendation that majors become a part of the college’s curricular offerings. (2A-5)

The rationale for this recommendation included several elements. The sub-committee recommendation referenced the need to provide students a level of curricular depth and breadth within a specific discipline at the two-year degree level, the desire to better prepare those students who transfer to a four-year institution for upper division coursework in a specific field of study and the hope that those students completing a major would develop a greater sense of self-confidence and intellectual maturity (2A-6). As of Fall 2004, 11 majors have been developed. The intended learning outcomes for each of these new majors are found in the college catalog and are stated in the introduction preceding the coursework constituting each major.

Similarly, each award of achievement and certificate presented in the college catalog includes an introductory statement that presents the learning outcomes for the program. Generally, these learning outcomes reference employment opportunities and skill sets associated with the field of study. For those programs in the allied health field and other programs where exams for licensure are taken upon completion of the coursework, the ability to sit for the stated exam is presented as a learning outcome for the program. Recently, there has been an effort to more clearly delineate learning outcomes at the program level. This effort includes revision of the style page for the catalog with the inclusion of a new header “Learning Outcomes.” Department chairs have been asked to include a learning outcomes statement for their program(s) that will appear in the 2005-06 college catalog. During the Fall 2004 semester, approximately 20

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7 The Bridge to Biotech Program was created in 2002 and is designed to provide the necessary background to underserved students for entry into the Biotechnology certificate program and in some cases, directly into entry-level jobs and/or internships. The institution developed and implemented this program in response to community demand from two economically disadvantaged areas of San Francisco (i.e. Bayview Hunters Point and the Mission). 
8 The Enhanced Self-Study began during Fall 2001 and was a joint project of the Chancellor's Office and the Academic Senate. The study represented a detailed examination of the factors promoting and inhibiting student success at City College. The overall goal of the initiative was to increase our contribution to student achievement and persistence and increase levels of student satisfaction as a result. Thirty-four recommendations resulted from this study.
of 52 instructional departments had submitted a learning outcomes statement for their program(s). (2A-7)

At the course level, learning outcomes have been the subject of much discussion. The College Curriculum Committee has twice included learning outcomes as a topic of discussion during Fall 2004. Additionally, a work group, derived from the committee, met twice during the same semester to address course-based learning outcomes and how to incorporate this idea into the course outline template. During the November 3, 2004 meeting, the College Curriculum Committee made the decision not to revise the existing method faculty employ when developing course objectives as this method mirrors the method found in the research literature regarding the development of learning outcome statements. Rather, the committee decided to adopt a revised course outline template that included the new header, “Major Learning Outcomes.” This header replaces the longstanding header, “Course Objectives.” (2A-8)

The development of curricula is a faculty-initiated process. Frequently, those faculty developing new curricula are directly responding to the needs of their students. Learning outcomes are developed and embedded in the course outlines. Strategies for attaining learning outcomes are also embedded in the course outline under the Instructional Methodology section. Faculty involved in the development of course outlines are asked by the Office of Instruction to engage in the technical review process prior to submitting the materials to the College Curriculum Committee. While there are many goals associated with technical review, one of the primary goals is to ensure that the learning outcomes, course content, and instructional methodology reinforce and support one another. This ensures that learning outcomes align with specific course content, and that these elements align with specific instructional methodology (i.e. assignments and methods of evaluation).

Further evaluation of student learning outcomes and their relationship to course content and instructional methodology at the course level occurs within departments once a course has been offered. When necessary, a department will revise the course outline and resubmit it to the College Curriculum Committee for review and approval. This type of committee action represents a significant portion of the Committee’s work. For example, during the 2003-04 academic year, the Committee reviewed and approved revisions to 67 course outlines. At the program level, revisions also occur based on an assessment of the program’s effectiveness in relation to its learning outcomes. These revisions range from minor changes to significant changes regarding the program’s coursework. Again, it is the faculty who initiate these revisions and it is the College Curriculum Committee that reviews and approves these changes. During the 2003-04 academic year, 24 instructional programs were revised. (2A-9)

Title 5, Section 55002 is the governing law regarding whether coursework offered by the institution is at the collegiate level. The College Curriculum Committee, in conjunction with the Office of Instruction, has developed a number of submission forms for faculty who wish to develop new courses and programs. Course requirements as stated in Title 5, Section 55002 are included on these forms and are to be adhered to when developing the new course outlines. The College Curriculum Committee reviews these course outlines to ensure compliance.
With specific reference to learning outcomes, the Curriculum Committee Handbook provides much detail regarding the development of learning outcomes. For example, Bloom’s Taxonomy, which includes a list of appropriate verbs for the development of student learning outcomes, is presented along with several examples of learning outcome statements that reflect collegiate level work. (2A-10)

It should be noted that those departments with external regulatory oversight continue to discuss student-achievement assessment results and the impact of those results at the course and program level. The college’s distance education program, inclusive of both online and telecourse instruction, has maintained the practice of surveying students enrolled in these courses in order to improve delivery. The review of these data frequently leads to discussions between those administering the distance education program and participating faculty regarding the format and delivery of these courses.

An example of institutional level discussion regarding the use of student-achievement assessment results to improve courses offered includes the recent effort to revise the English Graduation Requirement. This effort began with a recommendation from the visiting team during the 2000 accreditation process and was reaffirmed by the college’s Enhanced Self Study. Beginning during Fall 2003, the English and English as a Second Language (ESL) Departments began a discussion regarding how to align the English Graduation Requirement with applicable Title 5 language and continue to serve the college’s diverse student population. As of Fall 2004, new coursework has been created and existing coursework has been revised in order to achieve these goals.

Finally, while difficult to document with formal evidence, discussions occur within many departments regarding the relationship between courses, programs and student achievement. From these discussions, courses and programs are revised and new curriculum is developed.

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

The institution utilizes a variety of criteria to decide on the different courses and programs offered throughout the 10 primary campuses. These criteria include the institution’s vision and mission statements, student need, labor market demand and the needs of specific communities served.

Collegiate courses are offered as part of the institution’s effort to implement our mission and commitment to equal access to post-secondary education. The institution has utilized community listening sessions, community focus groups, student focus groups and student surveys to identify student educational needs. Programs and courses that address these needs are offered at the campuses.
Pre-collegiate courses include basic skills, non-credit courses, credit non-degree applicable courses, and credit degree applicable courses specifically designed to prepare students for the academic rigor of general education credit courses. The institution defines basic skills course work as a subset of the pre-collegiate course sequence. Each college has identified a limited number of pre-collegiate courses as “basic skills” courses. Course work beginning the credit English, Mathematics and ESL sequences as well as a collection of non-credit courses in ESL and Transitional Studies have been identified as basic skills courses.

Student need drives the number of pre-collegiate courses offered. In a recent survey, 75 percent of first-time students enrolling in credit coursework required pre-collegiate coursework in order to acquire the basic skills required to complete general education coursework. Consequently, pre-collegiate courses comprise a significant number of course offerings in English, Mathematics and ESL. Indeed, over two-thirds of English courses and more than half of all mathematics courses offered each semester are pre-collegiate courses. (2A-11)

The Continuing and Community Education Program is the extended learning program of the institution. This program is not-for-credit, fee-based and self-supporting. Short-term courses and workshops are offered in a variety of areas. The decision to offer continuing and community education courses is based on the following rationales:

- Student interest.
- Developmental workshops or short-term classes that do not fit the mandated lower-division credit or non-credit areas.
- Courses proposed by guest lecturers.
- Courses that can be offered at no cost to the institution under the Education to Go Program. (2A-12)

As a matter of policy, the institution attempts to build partnerships with business, industry, government, trade unions and community agencies. The result of this policy has been the development of not-for-credit and credit contract education courses. These courses respond to the unique needs of external entities such as private companies or public agencies. These courses are the result of contact with the local business community and are usually short-term customized courses that are offered either in the workplace or at one of the campuses.

The quality assessment of contract education courses occurs through interviews with employers and student surveys. The frequency of requests for services from the local business and public sector entities attests to the quality of these courses.

The International Education Program is comprised of The Intensive English Program (IEP), The Academic Program for International Students and the Study Abroad Program. To promote cultural diversity within the student population and to encourage communication and intercultural awareness within the college community, the institution offers these programs.
The Intensive English Language Program was developed as a result of a feasibility study conducted during the 1991-92 academic year. This not-for-credit program is designed for international students with F-1 visas and prepares these students for further academic study and taking the TOFEL exam. The Academic Program for International Students serves approximately 300 students annually and is designed to provide access to international students who wish to enroll in degree applicable course work. (2A-13)

The Study Abroad Program provides students an opportunity to study and live in another country while receiving college credit. This program is intended to provide students an opportunity to experience the host country’s culture, language and history and develop a global perspective through these experiences. (2A-14)

Short-term training courses are also offered through various vocational education programs. These credit courses are designed to satisfy immediate labor market demands of business and industry. The focus is on serving incumbent or displaced workers. Outcome data for these programs is found in the Vocational and Technical Education Act (VTEA) Core Indicator Report produced by the California State Chancellor’s Office. The quality of the credit and non-credit courses and programs offered as short-term training through the institution’s vocational education program is evaluated through the program review process, the Core Indicators Report, and faculty evaluations. Low enrollment has forced some programs to reflect on ways of improving course offerings. Programs that require licensing by an outside agency provide information on student success rates that are used to assess program effectiveness. (2A-15)

The institution offers a General Education Development Program (GED). This program is designed for students who wish to obtain a GED certificate in lieu of a high school diploma. The coursework for this program has been developed by the Transitional Studies Department and is offered at several sites. Students who successfully complete the coursework may sit for an examination published by the American Council on Education. During the 2003-04 academic year, 793 students sat for the exam with 435 students passing the exam (2A-16). A High School Diploma Program is also offered to those students who have completed a significant portion of their high school coursework and wish to complete the remaining credits necessary to acquire their diploma.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes, 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.

The institution identifies areas of need with regard to courses and programs in several ways. Based on placement testing in Mathematics, English and ESL, the Office of Research, Planning and Grants provides the institution with a profile of incoming students. In addition, this office collects data on other student characteristics as well as economic and population data for the Bay Area. Community needs are brought to the attention of the institution through listening sessions that are incorporated into the Strategic Plan. Many vocational programs and most campuses have advisory boards that provide feedback regarding the needs of specific
communities served. This feedback is incorporated into the decision making process affecting the administration, mode of delivery and evaluation of courses and programs offered. Moreover, the Chancellor participates on the Executive Committee of the local Workforce Investment Board that is charged with identifying workforce needs.

Once curriculum needs are identified, the curriculum development process begins. In order to assist faculty in the development of new curriculum, the College Curriculum Committee, with the support of the Office of Instruction, has provided numerous workshops that focus on curriculum development. These workshops are offered to faculty bi-annually during Flex Day activities. Additional resources include the College Curriculum Committee Handbook and the Office of Instruction and College Curriculum Committee web sites. These websites provide faculty access to all necessary forms for submitting new curriculum or revising existing curriculum to the College Curriculum Committee. The handbook and other related documents are also found on these websites. In particular, the Office of Instruction website provides faculty access to all course outlines of record maintained by the institution. Currently, this database includes approximately 3000 course outlines.

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

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

All vocational 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 (2A-17). Moreover, some vocational programs have undergone the DACUM process in order to identify competency levels and measurable student learning outcomes in their curriculum.

While assessment of student learning outcomes has not occurred at the institutional level, there are several examples of this type of assessment that should be noted:

a. The Photography Department has worked to determine standards and evaluation techniques for assessing student competency based on established student learning outcomes.

b. The English Department has developed a common exam for English 94. This exam is not required to pass the class, but is used by faculty to serve as a
Standard II.A: Instructional Programs

The department in deciding to raise the English Graduation Requirement used data collected from the common exam.

c. The English as a Second Language Department assess outcomes in both the credit and non-credit divisions. Credit ESL has end-of-semester tests in reading, writing and grammar for their core courses (i.e. ESL 110-150). This division also has a composite final for ESL 82. In the area of non-credit ESL, there are end-of-semester reading and listening tests for ESLN 3200, 3400 and 3600. The CASAS test is also used to assess a student’s attainment of life skills and competencies. Instructors use the results of this test to decide which competencies need to be emphasized in class.

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

The institution has a formal review process in place to ensure all instructional programs include the appropriate breadth, depth, rigor, and sequencing and can be completed within an acceptable time frame. The College Curriculum Committee is the mainstay of this review process. Indeed, the mission of the College Curriculum Committee is “to promote academic excellence and rigor by means of careful study and discussion and by the application of state regulations and policies of the District” (2A-18). The Matriculation Office is also a part of this review process and ensures that all course prerequisites and co-requisites are reviewed and approved in conformance with applicable Title 5 requirements.

Many departments partner with governmental agencies, CBOs, business, labor and industry as well as prospective employers to develop and review instructional programs in order to ensure relevancy and quality. For example, the Business Department has worked with the Job Development Group to survey prospective employers to determine the skills these employers require of their employees. Student input is also sought by many departments through surveys in order to determine their needs and skill levels.

The SCANS Project and the Asian Infusion Project also contribute to the quality of courses and programs by providing faculty innovative teaching strategies and course content that are culturally diverse. It should be noted that many faculty, both full-time and part-time, are actively engaged in the subject matter they teach or are professionals working in the field.

With regard to the synthesis of learning within the instructional program, the institution increasingly uses data generated by the Office of Research, Planning, and Grants to make informed decisions regarding additions and modifications to the instructional program. These data include success, retention and persistence rates as well as institutional enrollment patterns, job placement and transfer rates. Some departments have gone an additional step and have developed curricula that integrate the resources of student service programs. For example, the Mathematics Department has developed a relationship with the Learning Assistance Center (LAC) that enhances the learning experience for its students. Peer tutorial sessions are provided by the LAC wherein students tutor students in mathematics. Additional examples include the
Bridge to Biotech Program that works with students as learning cohorts, internships, and work experience courses.

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

All course outlines include reference to the instructional methodology employed. Typically, written exams and quizzes are used, although a variety of other methods, inclusive of journals, online assignments, research papers, group projects, presentations, demonstrations, and portfolios are also employed.

The discussion of student needs, learning styles, and different teaching styles primarily occurs within the college community on an informal basis. Since Spring of 2000 several Flex Day workshops have addressed student learning styles (e.g. the Asian Infusion Project) and alternative teaching strategies (e.g. Service Learning). Perhaps the best evidence of the institution’s commitment to these issues is the Basic Skills Committee which meets on a regular basis to discuss how faculty can improve their teaching of basic skills subjects (e.g. English, ESL, Mathematics, Transitional Studies, and Learning Assistance), as well as student learning styles. Those students with special learning needs or that have enrolled in basic skills coursework have an impressive array of services to access (e.g. ADA compliant websites, closed captioning videos and broadcasts, the DSPS test facility and lab, and tutoring services). These services are offered through the Disabled Student Program and Services Office, the Learning Assistance Center, and Broadcast Electronic Media Arts Department.

With regard to institutional initiatives, one project that has been very successful is the Secretary’s Commission on Achieving Necessary Skills (SCANS). This project is devoted to integrating vocational skills needed in the workplace into the curriculum. The SCANS Project is funded by the Carl D. Perkins Vocational and Technical Education Act (VTEA) and has been utilized by the institution since 1995. The project has been a model for the institution with regard to improving the dissemination of teaching strategies among both vocational and academic faculty, providing professional development for best practices, and integrating academic and vocational skills in the classroom. During the past nine years, over 100 instructors from every instructional department have been involved with the SCANS Project and over 10,000 students have benefited from this project. All instructors and counselors are eligible to participate. Student and instructor satisfaction surveys are conducted each academic year and the most recent survey has indicated that approximately 90 percent of those students surveyed would recommend a SCANS infused class to other students.

Another institutional initiative is Project Voice, a grant funded program by the California State Chancellor’s Office designed to increase the level of participation in the classroom setting. Two successful examples of this initiative are found in the Lesbian, Gay, Bisexual, and Transgender Department and the ESL Department where techniques to enhance classroom

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9 The Secretary’s Commission on Achieving Necessary Skills (SCANS) began with a series of initiatives launched by Secretary of Labor Elizabeth Dole in November of 1989. Fundamentally, SCANS is intended to integrate eight basic skills into the curriculum including five workplace skills and three personal qualities.
II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency and future needs and plans.

Program Review is an on-going, systematic process that instructional departments undergo every six years. The objectives of program review are to promote student learning and teaching excellence. Instructional departments establish a six-year plan and use their goals and objectives as a basis for annual budget requests. Program review may be conducted before the normal six-year cycle to address exigent internal or external forces impacting a program. (2A-19)

Operationally, the review process is conducted as a self-study and includes an evaluation of departmental activities toward improving classroom instruction, the appropriateness of course offerings to the discipline and to the students served, support of the institution’s transfer mission, enhancement of outside classroom learning experiences, flexibility of delivery systems, and expansion of institutional partnerships. Moreover, the review process evaluates the program’s student demographics, mean faculty load, program WSCH and FTES, faculty FTE, student success and persistence rates. Collectively, these data are used to assess a program’s relevancy, appropriateness, currency, and future needs and plans. (2A-20)

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. However, some departments (e.g. Journalism, Architecture, and Automotive Technology) have incorporated facilitation techniques such as a SWOT\textsuperscript{10} analysis or the DACUM process while undergoing program review to evaluate the effectiveness of their instructional programs.

At this time, assessment of student learning outcomes within the program review process occurs through the review of several indicators. These indicators include: 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.

\textsuperscript{10} SWOT (Strengths, Weaknesses, Opportunities and Threats) is a device used to bring to light opportunities and threats and for ongoing assessment of strengths and weaknesses within an organization or program. A SWOT exercise usually lasts between 20-60 minutes and involves group participation.
Based on 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” (2A-21). At this time, approximately 70 percent of the program reviews due from instructional units, with deadlines ranging from 2000 to 2003, have been completed. In contrast, the completion rate for the non-instructional departments during the same timeframe is 40 percent. (2A-22)

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

The institution engages in planning at many levels which is manifested through a variety of documents. Overarching planning documents 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 to the eight priorities of the status 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 compasses 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 Vocational and Technical Education Act (VTEA) of 1998. For many years the institution has used a formal and systematic method for the allocation of VTEA funds. The Office of Vocational Education administers this evaluation process that begins with an annual election of an allocation committee. To access VTEA funds, a vocational department must submit a proposal. A VTEA Development Team must be established within the department and receive training from the VTEA 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 Requirements of Uses of Funds. Proposals also must demonstrate the use of Core Indicator 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 (i.e. Architecture, Art, Graphic Communications, Multimedia Studies, and Photography) 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 regarding the learning outcomes and student competency.

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

During Fall 2004, all instructional departments were surveyed in order to assess the number of departments using common course examinations. The following courses were found to have common exams:

- Accounting 1 and 2
- Broadcasting 120
- Chemistry 101A and Chemistry 32L
- English 94
- English as a Second Language (Credit Courses) 110, 120, 130, 140, 150, and 82
- English as a Second Language (Non-credit Courses) N3200, N3400, and N3600
- Spanish 1A and French 1, 1A, 1B, 2, 2B
- Math E1

As a part of this survey, department chairpersons were also asked to provide information about the validity and reliability of the testing instruments employed, steps taken to avoid cultural bias in the construction of the test questions, and to provide any information regarding culturally biased questions if applicable.

Results from this survey indicated that departments ensure validity of their test instruments with a variety of means. The Business Department engages all faculty in the development of test questions used in their Accounting 1 and Accounting 2 courses. The Broadcasting Department also relies on those faculty teaching Broadcasting 120 to review the test questions and revise when needed. Faculty teaching Chemistry 101A collaborate when writing test questions, consult past instructors about student performance and often consult other instructors about test questions. The English Department compares student performance in the English 94 common exam to student performance in class. The ESL Department compares student scores to the instructor’s expectations regarding the student’s proficiency in the subject. Credit ESL final exam scores for students are compared to their scores for previous tests in the course and final course grades. Foreign language instructors have adopted national examinations to evaluate their students. The Math Department uses Math E1 as a predictor of success for Math 840. Some of these departments use statistic data to establish validity and reliability of their test instruments.

A variety of methods are also used to avoid cultural bias in the development of test questions. Some departments make a conscious effort to ensure that faculty developing test
questions represent diverse cultural backgrounds. Other departments have provided faculty involved in developing test questions workshop on the topic of cultural diversity and specifically how to eliminate cultural bias from test questions.

Most departments reported that when a test question is discovered to have a cultural bias, the question is either removed or modified. All departmental exams reviewed are included in the grading process and, therefore, are included in the determination to award credit.

II.A.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.

As recorded in the course outline of record, faculty present the content of the course with the goal of accomplishing the learning outcomes as stated. Moreover, many faculty evaluate students based on their mastery of the stated learning outcomes and award credit based on student performance.

The connection between the evaluation of student performance and course objectives is expressed in the Curriculum Committee Handbook, “Once the intent of a course has been determined and expressed in the form of a list of topics and possibility some methodology in the catalog description, it becomes the purpose of the Objectives, Content and Methodology sections of the course outline support that intent. To this end, it is important that these sections of the course outline be related (integrated) to one another in ways that are defined in the following sections and various appendices.” (2A-23)

The faculty evaluation process includes an assessment of whether the course outline of record is adhered to in the classroom setting. This assessment item is found in the Peer-Management Evaluation Form under Section B.1.c. and reads, “The class segment visited and any materials furnished were pertinent to the course outline.” The evaluator is to rate the extent to which instructional materials provided are relevant to the course outline.

With regard to whether credits are awarded based on accepted norms within higher education, the institution is in compliance with all applicable Title 5, Section 55002 regulations pertaining to the review and approval of course outlines of record as well as the archiving of course outlines and their availability to faculty.

II.A.2.i. The institution awards degrees and certificates based on student achievement of the stated learning outcomes.

Degrees and certificates are awarded when students complete a program of required coursework. Each course has specific learning outcomes (i.e. course objectives) established by the originating department and submitted to the College Curriculum Committee for review and approval. Student achievement of those learning outcomes is primarily shown through grades or credit received for a course.
Program requirements for the awarding of degrees and certificates are clearly stated in the college catalog. Degrees and certificates are awarded based on successful completion of these requirements with success measured by a cumulative grade point average. The minimum grade point average (g.p.a.) varies according to the program, although all programs require at least a 2.0 g.p.a. per course or as a cumulative g.p.a. for all courses constituting the program. Additional program requirements may include minimum hours of attendance or minimum skill proficiency. In all cases program requirements are presented in the program description found in the college catalog.

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

II.A.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.

General Education\(^{11}\) (G.E) coursework is required in eight different areas: 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. This commitment to a general education program is reflected in the institution’s vision and mission statements and found in several college publications including the college catalog. Title 5, Section 55806 provides the criteria for the content and methodology found in the institution’s general education course work.

When developing or revising specific content for traditional G.E. courses, faculty members typically confer with their colleagues through departmental curriculum committees, \textit{ad}

\(^{11}\) Goals of the General Education Program: “Through its general education program, the College intends to graduate students who have developed: a. skills in the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication in whatever symbol system the student uses; b. English language skills so that they can communicate clearly, both orally and in writing, and can evaluate what they hear and read; c. an appreciation and understanding of the scientific method, of the achievements of at least one of the natural sciences, and of the relationships between the natural sciences and other human activities; d. an appreciation and understanding of the methods of inquiry used in the social and natural sciences and of the ways people act and have acted in response to their societies, e. an appreciation and understanding of the ways in which people throughout the ages and in different cultures have responded to themselves and to the world around them through artistic and cultural creation, and have developed aesthetic sensitivity and skills as well as an ability to make informed value judgments; f. an appreciation and understanding of American history and government so that they can be responsible and active citizens; g. an appreciation and understanding of the physical skills and health knowledge essential for mental and physical well-being; and h. an appreciation and understanding of the history, culture, and perspective of diverse ethnic groups, of women and of gays, lesbians, and bisexuals.”
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hoc work groups and the college-wide curriculum development components. Of particular note, faculty leaders actively participate in curriculum discussions with their colleagues at University of California (UC), California State University (CSU), private universities, and other California community colleges via meetings of professional organizations, regional articulation groups, and the statewide Intersegmental Major Preparation Articulated Curriculum (IMPAC) project.

For a new course to be included in the G.E. requirements it must first be approved by the Curriculum Committee, which assesses each submission in accordance with Title 5, Section 55002 (et. seq.). After approval from the Curriculum Committee, the Bipartite Committee on Graduation Requirements, which is made up of Academic Senate Executive Council members and select administrators, must confirm the addition of the course to the General Education Breadth Requirement coursework. It is difficult to determine how well students are able to apply their understanding of general education. Our institution has yet to develop a way to isolate the outcomes of the G.E. program; therefore, this is an area that requires further investigation. Nonetheless, a recent survey of students who petitioned to graduate in 2000 and 2001 reported an overall good rating for courses they experienced through the G.E. program as well as skills-based courses reviewed in Standard 2.A.3.b. (2A-24)

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

Title 5 establishes the standards for the skills-based areas of general education, much like they are for the traditional areas of general education. These courses are reviewed by the departmental, Curriculum Committee, and the Bipartite Committee on Graduation Requirements. The general areas covered by these courses include communication and analytical thinking, language and rationality, and written composition.

Student skills are first measured when students enter the institution and take the English or ESL and Math Placement Exams. These exams have been validated as a tool for placing students in appropriate course levels. Student skills are later assessed in individual courses through a variety of methods including written exams, research papers, oral presentations, class projects, and portfolios. The ESL Department has established specific course completion standards for courses within their sequence of skills-based courses. This department also uses a common exam for all sections of specific courses to determine if the student has obtained the skills listed in the course objectives.

In a recent study of pre-collegiate basic skills students, the institution found that students who placed at the upper level of pre-collegiate course sequences achieved substantially higher rates of success in college-level courses (72 percent) that those who placed at the lower level of pre-collegiate sequences (57 percent). Likewise, transfer students, who complete ENGL 1A and ENGL 1B demonstrate writing skills comparable to their university counterparts. (2A-25)
Discussion and planning regarding information competency has progressed since the 2000 Accreditation Self-Study. The Academic Policies Committee developed an implementation strategy that involved identifying coursework that require an appropriate research paper. Specific learning outcomes and options to satisfy the requirement have been approved by the Academic senate and the Bipartite Committee on Graduation Requirements. Work continues on this project through a work group derived from the Bipartite Committee with an effective date for the requirement expected by Fall 2006.

In a direct response to a recommendation from the 2000 accreditation visiting team report, the institution has raised the Math Graduation Requirement and is currently moving toward raising the English Graduation Requirement. In particular, the Enhanced Self Study helped propel the English Graduation Requirement through various college committees including Academic Policies Committee and the Bipartite Committee on Graduation Requirements.

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

The institution has addressed concerns about effective citizenship and respect for cultural diversity by structuring the G.E. requirements so that students cannot graduate without taking coursework in Area F: United States History and Government and Area H: Ethnic Studies, Women’s Studies and Gay, Lesbian, and Bisexual Studies.

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

A student may be graduated from the institution with the degree of Associate in Arts (A.A.) or Associate in Sciences (A.S.) by satisfying the requirements established by the Board of Governors of the Community Colleges, The Governing Board of San Francisco Community College District, and the faculty. The institution offers two degree options: the traditional Associate Degree or the recently developed Associate Degree in University Transfer Studies, which are both clearly stated in the print and online versions of the college catalog. For the Associate Degree, the requirements a minimum of 18 units of coursework must be completed in one area of focused study or interdisciplinary core. For the newly developed transfer degree, rather than requiring one area of focused study or interdisciplinary core, the institution requires students to complete the California State University General Education requirements, including three units of approved diversity coursework. The degree awarded is an Associate in Arts Degree in University Transfer Studies.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.
The institution offers 130 certificate programs, 34 awards of achievement, and 11 majors. Any new certificate or degree program must complete a rigorous review process established by the applicable law. The process involves obtaining labor market research, input from advisory boards, and approval from the College Curriculum Committee, as well as endorsement of the Bay Area Community College Occupational Planning Committee. These activities, along with program review conducted by each vocational program, contribute to the standards demanded by employers and external licensing agencies.

The institution currently does not track graduates who pass external licensure or certification exams. However, the Office of Research, Planning, and Grants is beginning to collect data for licensure pass rates for individual departments. There is a need to rely upon licensing agencies for the data and in some instances this office has experienced difficulty retrieving the data. Each vocational 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.

Other institution-wide efforts promote the goal of meeting employment standards. One vital component is that occupational programs are required to meet with industry advisory boards. Many programs rely on their part-time faculty who bring to the students their direct, relevant and current experience in the field, which results in an ongoing dialogue with full-time faculty and the eventual revision of curriculum that reflects 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 Professional Aviation Maintenance Association, the American Institute for Floral Designers and several professional health associations. These relationships strengthen connections to industry and enhance the curriculum development process.

There is no institution-wide mechanism for measuring student job placement. However, the VTEA Core Indicator Report demonstrates how many graduates, who have received a vocational degree or certificate, are covered by the State Unemployment Insurance system. Unfortunately, this Core Indicator Report does not reflect how well the institution’s graduates meet employment standards nor does it measure those “student completers” who find employment out-of-state, become self-employed, or join the military.

Many vocational programs include a work-based learning component through internships, work experience or clinical experience. Often students find employment as a result of their work-based learning experience, but no formal tracking system measures the frequency of this occurrence.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In
every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s official approved course outline.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

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

The college catalog, class schedule, and website are the primary sources of information regarding the instructional programs offered and transfer policies governing the institution. A description of each degree and certificate program inclusive of its purpose, coursework and, for some programs, learning outcomes is found in the print and online versions of the college catalog.

Specific information regarding transfer policies is available to students through the Transfer Center. Additional opportunities to learn about transfer institutions are provided by the Transfer Center and include the annual Transfer Day College Fair and university campus tours. The institution’s articulation agreements between both public and private colleges and universities are extensive and can be found at the ASSIST and the institution’s Office of Articulation website. This information is frequently updated in order to ensure accuracy.

From the Enhanced Self-Study, a recommendation was made to place at every primary campus a Student Information Office. This recommendation was based on the tremendous amount of information the institution provides its students and the realization that navigating this information can be overwhelming. This recommendation has yet to be implemented.

In reference to the dissemination of course syllabi, the Faculty Handbook indicates that during the first week of instruction, faculty are to give students pertinent written information including course objectives, required materials for field trips, subject matter to be covered, prerequisites/co-requisites, nature and frequency of the assignments and examinations, grading
systems, and attendance regulations. Ideally, a copy of the course syllabus is filed with the department chairperson.

In a recent survey of 2,726 students enrolled in credit coursework, 68 percent reported they always received a course syllabus that specifies learning objectives: 28 percent reported they usually received a syllabus, 5 percent sometimes and 0.8 percent rarely. In the same survey 22 percent of the students reported the clarity and accuracy of information regarding courses, educational programs and services was excellent: 51 percent reported it was good, 23 percent fair and 5 percent poor (2A-25). Currently, there is not a policy regarding the distribution course syllabi to students enrolled in non-credit courses.

The institution publicizes its transfer information in the college catalog, class schedule, website and additional publications provided by the Transfer Center and Articulation Officer. Upon enrollment, students are provided with transfer information during an orientation to the institution. Students who transfer to the institution must submit a transcript from the previous institution(s) attended if they desire to have those courses counted toward a certificate, degree program or for fulfillment of General Education Requirements. If the submitted coursework was completed at a California Community College or California State University (CSU) or University of California (UC) campus, ASSIST is utilized to determine course equivalency. If the course was completed at a private California university or out-of-state university, course equivalency is determined through alternative methods. Once equivalency is established the course is input into the BANNER system. As for coursework completed at the institution, students must request that this coursework be sent to the transfer institution. The institution has entered into an arrangement with nearby universities wherein student transcripts are electronically submitted for review by the transfer institution. This is a recent occurrence and has facilitated the transfer process for students and Admissions and Records staff.

The Transfer Center provides information regarding transfer and sponsors an annual Transfer Day College Fair at the Ocean Campus. The Transfer Center also sponsors tours of several transfer institutions. The Articulation Officer maintains all UC and CSU general education and elective credit transfer agreements, along with 1,659 agreements by major and 1,018 agreements by discipline. Additionally, 25 articulation agreements with private colleges and universities are maintained and reviewed on a regular basis.

The California Education Code, Section 78016 provides for the review and termination of vocational programs that do not meet established criteria. Board Policy 6.14 further establishes the institution will terminate vocational programs in accordance with applicable law. Since 2000, the institution has terminated two vocational programs. Both the Court Reporting Program and the Dental Technology Program were terminated based the criteria established in Section 78016. In both instances, the institution was sensitive to the needs of the students and faculty and ensured, through offering selected courses after the programs had been terminated, that impacted students were able to complete the coursework required for the certificate of completion.
The institution utilizes both print and electronic media to inform prospective and current students, the public and the college community. The award-winning college catalog is produced under the supervision of the Office of Instruction and is updated and reprinted annually. The catalog serves as the primary source of regulations and policies for students and staff. The catalog may be purchased at all primary campuses and is available in a print version, CD-Rom, and online. The web version of the catalog is updated throughout the academic calendar. The institution employs a full-time editor to ensure accuracy and consistency of the information contained in the print and online versions of the catalog. (2A-26)

Another major publication is the class schedule, which is printed three times a year and contains the instructional program and all mandated information regarding programs and services. In addition, each campus publishes its own schedule of classes. These publications are frequently translated in order to reflect the languages spoken by the students served. The Fall and Spring class schedules are mailed to each residence in San Francisco County. In addition to the 334,874 residential copies of the Spring 2005 class schedule that will be mailed, 6,000 copies will be sent to the San Francisco Public Libraries and 80,000 copies will be sent to the institution’s campus bookstores. The class schedule is also distributed to all San Francisco public high schools through the Office of Outreach and Recruitment Services. Finally, in order to ensure accuracy, the online class schedule is updated three times per day during the academic year.

The San Francisco Community College District Policy Manual and the Faculty Handbook apprise the faculty of policies, rules, regulations, and other information essential to the proper functioning of the District. The policy manual is updated as needed and is currently being reviewed. An ethics policy for all constituent groups is being considered as part of this review as is a statement on academic freedom. The Rules of Student Conduct have been revised to include a clear statement of academic honesty and appropriate student behavior. The institution’s policies and procedures regarding equity and diversity are also regularly reviewed and revised when appropriate. (2A-27)

The Office of Public Information was established in 1997 with the primary mission of providing accurate information to the community regarding the entire College District. In 1999, the Chancellor expanded the name of the office to include “Marketing” as well as “Public Information”. The Office of Public Information and Marketing (OPIM) responds to all press inquiries and oversees the accuracy of publications of individual departments, campuses, and neighborhood sites. The OPIM is also responsible for distributing press releases regarding the instructional program, events, and the achievements of its faculty, staff, and students. When disseminating information to the press, the OPIM maintains accurate records and accountability by utilizing the News Release Distribution Form. This form requires dates as to when a news release was proofed by the source of the information, whether it is CCSF faculty, staff, or administrators. The OPIM is also responsible for the preparation of internal and external publications such as City Currents and the Chancellor’s Annual Report to the Community. The

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12 The 2003-2004 college catalog was awarded the Silver Medallion of Achievement from the National Council for Marketing and Public Relations in 2003. During 2004, this catalog received a third place award from the Community College Public Relations Organization (CPR).
weekly in-house newsletter, *City Currents*, features detailed coverage of departmental activities and employee achievements. Official announcements and essential District information are also disseminated through *City Currents*. The newsletter is distributed campus-wide and is available online. The Chancellor’s Annual Report to the Community is mailed in October to all residences in San Francisco County.

In compliance with applicable State and Federal law and Board Policy 5.11 the institution, on an annual basis, provides information regarding student achievement to current and prospective students as well as the public. This information is made available through the Chancellor’s Annual Report to the Community.

Increasingly, the institution’s website has become a primary vehicle for the dissemination of information. Given the increasing importance of the website, consideration should be given to its construction. Historically, the institution’s website has been developed with limited institutional involvement. As a result, the website, while useful is rather idiosyncratic and lacks a consistent visual theme. Moreover, the navigation element is inadequate making searches difficult and time consuming.

The Communication Committee is currently addressing this situation and has indicated that a Request for Proposals (RFP) will soon be issued to identify a consultant who will work to correct this situation. A prototype website will be developed for the International Student Program and Chinatown-North Beach campus. The goal will be to create a prototype website that would eventually become the basis for reconstructing the entire website. As part of this renovation of the website, guidelines have been developed to ensure the website will be ADA compliant.

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

**II.A.7.a.** Faculty distinguish between personal convictions and professionally accepted views in a discipline.

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

**II.A.7.c.** Institutions that require conformity to specific codes of conduct for staff, faculty, administrators, or students, or seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

The faculty has print and online access to the San Francisco Community College District 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 and library selections. The faculty handbook of 2003-2004 references the AFT 2121/SFCCD Collective Bargaining Agreement Article which encompasses the basic premise of Article 6.06 but also further expounds the principles of academic freedom. The faculty handbook is maintained by the Office of Human Resources and is handed out to all faculty members every two years. Faculty members also receive a copy of the collective bargaining agreement, which can also be accessed online. While these documents are used as training tools in the new full-time tenure track instructor orientation, the part-time faculty orientation does not include the topic of academic freedom. As noted in the 2003 Mid-Term Report to WASC, no guidelines have been established to guide faculty in distinguishing between personal conviction and professional judgment.

Also noted in the 2003 Mid-Term Report to WASC, the “Rules of Student Conduct” have been revised to include a clear statement of academic honesty and appropriate student behavior. This information can be viewed in the college catalog and the Student Handbook. Although student conduct is addressed in these documents, there is no policy or standard practice that requires the inclusion of these issues in the course syllabus. However, individual departments, such as English and ESL, do reference Student Academic Honesty in their syllabi or in a handout given to students during the first week of class.

The institution’s policy manual, college catalog, and both the student and faculty handbooks clearly delineate specific codes of conduct. At the institutional level the mission statement professes the desire “…to build an inclusive community where respect and trust are common virtues, and where people are enriched by diversity and multi-cultural understanding.” This statement is found in several publications and is posted at the entrance of every campus.

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

A mission statement is found in the institution’s policy manual and in the college catalog under Contract Education. However, this mission statement does not reference international programs for non-U.S. nationals. The Office of Contract Education offers customized fee-based, short-term training to overseas countries for non-U.S. nationals. The most recent example was the line maintenance-training program for China Eastern Airlines.

SECTION II(b): Commendations and Plans for Improvement

II.A.1. A satisfactory rating is given for this standard; however, several areas are noted where improvement is needed. The Office of Research, Planning and Grants is to be commended for the successful implementation of the Decision Support System and the benefits this relational database provides the institution. This office is also to be commended for being responsive to the many requests it receives from the college community.
It appears the significance of program review is not clearly understood by those programs participating in the review process. It is recommended that the Program Review Committee provide more detail regarding how the institution utilizes the results of the review process and how the participating program should utilize these results. In short, there does not appear to be any follow up activity by the committee. The absence of follow-up activity results in participating programs being unclear regarding how to utilize the self-study data. Further, it is recommended that a rating system be established inclusive of a specific threshold rating for determining program quality or viability. Those programs found not viable would be provided assistance by the Program Review Committee to develop an improvement plan to ensure compliance is met.

It does not appear all vocational programs have in place an active advisory committee. Therefore, a recommendation is made that advisory committees be established and maintained by all departments offering vocational programs. In order to ensure program currency, those departments offering vocational programs should be trained regarding how to assess program currency and receive support for collecting relevant data.

The SCANS project is an example of how to successfully disseminate innovative teaching strategies to a large segment of the faculty. While survey data indicates students who have taken a course with SCANS material embedded have favorable impressions of the course, evidence that this embedded material positively affects workplace behavior is not available. Therefore, it is recommended that steps be taken to assess the relationship between these courses and workplace behavior.

II.A.1.a. A superior rating is given for this standard. The institution has made significant progress in creating an information rich environment that is accessible to all members of the college community. There is evidence that data are increasingly cited and incorporated into the decision-making process. While these data are accessible to all, it does not appear that all members of the college community utilize the data resources available (e.g. the Decision Support System). It is recommended that the institution continue to raise awareness of the data resources available and how these resources can be used in the decision-making process.

II.A.1.b. A superior rating is given to this standard. The institution is to be commended for its efforts to increase the number of technology mediated courses offered. The Office of Technology Mediated Instruction is commended for its efforts to attract and train faculty to teach online courses in a variety of disciplines and increase the number of online courses offered over the last six years. The increased number of hybrid courses represents flexibility within the curriculum development process and is facilitated by the lines of communication between the faculty developing curriculum and the Distance Education Office and the College Curriculum Committee.

II.A.1.c. A satisfactory rating is given to this standard. The institution has shown a good faith effort to begin the process of assessing current practices regarding learning outcomes at the course and program level, revise existing practices where appropriate, and creating new practices where needed. Much of this assessment has occurred through informal and formal discussions...
within the institution. The College Curriculum Committee and the Academic Senate have been actively engaged in these discussions and were commended.

While a sustained institutional commitment to learning outcomes has yet to occur, it is anticipated that over the next few years student learning outcomes will be embraced by the college. To that end, it is recommended that college leadership support student learning outcomes and foster activities that support this concept and promote dialogue. It is further recommended that an institutional plan to be developed through the shared governance apparatus to address development, implementation, and assessment of student learning outcomes (SLOs). This plan would not be an attempt to standardize activities occurring in the instructional departments. Rather, this plan would provide instructional departments the support required to engage in dialogue regarding SLOs and develop an individualized plan for the implementation of SLOs that reflects the unique characteristics of each department.

Lastly, those departments which chose not to include a program-based learning outcome statement in the 2005-06 college catalog should be encouraged to do so as these statements will enable students to make informed choices regarding their educational goals.

II.A.2. A **superior rating** is given for this standard. The institution is commended for effectively assuring the instructional program is of high quality. This is significant praise when considering the size of the instructional program. For example, during the 2003-04 academic year the institution offered almost 10,000 sections of credit and non-credit courses.

II.A.2.a. A **satisfactory rating** is given for this standard. While the curriculum development and approval process is superior, there is no systematic review of course outlines.

II.A.2.b. A **needs improvement rating** is given for this standard. There is no institution-wide process for evaluating the effectiveness of student learning outcomes at the course, program, and institutional level. Efforts to evaluate student learning outcomes do occur throughout the institution although these efforts tend to be program specific. Moreover, little discussion has occurred between those programs involved in assessing student learning outcomes.

In order to assess student learning outcomes at the course, program, and institutional level, faculty will need support and training regarding the development and assessment of student learning outcomes at the course and program level. It is recommended that a few faculty be selected and trained regarding student learning outcomes and serve as resource people within the institution.

One potential source of institutional resistance to student learning outcomes is the perception that a negative assessment of student learning outcomes at the program level may be used in a punitive manner by the administration. In order to lessen the possibility of resistance to the inclusion of student learning outcomes in the curriculum, faculty will need to be assured that the assessment of student learning outcomes at the program level will not be used punitively, but rather, will be used to improve the program.
Another potential source of institutional resistance to student learning outcomes is the perception that development, implementation, and assessment of student learning outcomes is a monolithic process that cannot be tailored to the needs of individual programs. Care should be taken to reassure faculty that student learning outcomes are part of the curriculum. As such, the development, implementation, and assessment of student learning outcomes is a faculty-driven endeavor. Finally, it is recommended that students be brought into the discussion regarding student learning outcomes and collaborate with faculty where appropriate.

II.A.2.c. A superior rating is given for this standard. No recommendations for improvement are made for this standard.

II.A.2.d. A satisfactory rating is given for this standard. There is evidence of programs where student learning styles are a consideration in the development of the curriculum. There is also evidence throughout the institution of student evaluation techniques and instructional pedagogy that reflect sensitivity to student learning styles. These activities are commendable. However, more can be done regarding the dissemination of evaluation techniques and instructional pedagogy that is sensitive to the variety of ways in which students learn. Therefore, it is recommended that the institution formalize the dissemination of this information to faculty.

II.A.2.e. A needs improvement rating is given for this standard. Program Review provides a framework for a comprehensive self-evaluation of strengths and weaknesses at the program level. However, it does not require a comprehensive review of a program’s curriculum. Therefore, it is recommended that a comprehensive curriculum review process be incorporated into Program Review. While completion rates for those departments undergoing program review have improved in recent years, there remains a significant portion of departments that fail to complete the program review process in a timely manner. Clearly, Program Review is only effective if departments engage in the review process in earnest and modify their operations based on the results of the review. Consequently, the recommendation was made that completion rates be improved and that the Office of Research, Planning and Grants be charged with improving these rates.

II.A.2.f. A superior rating is given for this standard. The institution is to be commended for the planning processes developed and implemented since 2000. Planning is cyclical and budgeting flows from the plans adopted via the shared governance process. It appears that the manner in which instructional programs are evaluated to assure currency rests heavily on Program Review. Given that curriculum review has not been emphasized within Program Review, it seems likely that many programs may not be assessing the currency of their curriculum. This situation can be addressed through the inclusion of a curriculum review component within Program Review.

II.A.2.g. A satisfactory rating is given for this standard. Most departments that offer departmental course exams appear to be making satisfactory efforts to examine the validity and reliability of their exams and to minimize test bias. Although some departments have benefited from the assistance of the Office of Research, Planning and Grants in measuring validity and reliability of their test questions, not all of the departments with departmental exams have sought this kind of assistance. It is recommended that departments with common exams be encouraged
to seek the assistance of the Office of Research, Planning and Grants or the Office of Matriculation and Assessment in order to ensure the validity and reliability of the exams employed.

II.A.2.h. A superior rating is given for this standard. The recommendation is made that when faculty undergo evaluation, those colleagues serving as evaluators make every effort to impress upon the evaluatee the importance of the course outline when developing classroom materials. Further, it is recommended that evaluators reference the course outline when assessing classroom materials and provide feedback to the evaluatee when these items are not aligned.

II.A.2.i. A satisfactory rating is given for this standard. While no recommendations are made under this standard, there are commendations regarding the inclusion of program-based learning outcomes in the 2005-06 college catalog.

II.A.3. A superior rating is given for this standard. The institution is commended for its commitment to a solid general education program for both academic and vocational degree programs.

II.A.3 (a), (b) and (c). A satisfactory rating is provided for each of the three standards. Since 2000, the institution has addressed the misalignment between the mathematics and English graduation requirements for the Associate degree and Title 5, Section 55805.5 (c) and (d). The institution has raised the math graduation requirement, effective 2004-05, and is in the process of revising the English graduation requirement with an implementation date of Fall 2005. Recently, an additional graduation requirement, Information Competency, has become a topic of discussion. It was approved by the Academic Policies Committee and received preliminary approval from the Bipartite Committee on Graduation Requirements.

II.A.4. A superior rating is given for this standard. The institution is commended for its degree programs, inclusive of the newly developed Associate Degree in University Transfer Studies. The institution is also commended for meeting the standard regarding the inclusion of a focused area of study for the Associate in Arts and Associate in Science degrees. No recommendations for improvement are indicated.

II.A.5. A superior rating is given for the institution’s ability to prepare students for employment competencies. Additionally, the institution is given a satisfactory rating with regard to developing processes to acquire information about students’ ability to meet employer standards and pass external exams. The institution is commended for its vocational education programs. Many of these programs ensure that students receive the necessary employment competencies by working closely with advisory boards to revise their curriculum and to produce highly skilled graduates for the local labor market.

Subsequent to the 2000 Accreditation Self-Study, the institution has improved its ability to acquire information regarding students and their ability to meet employer standards and pass external exams. Acquiring these data is difficult, as the institution must rely on external data sources. Moreover, the systematic tracking of graduates for a large vocational program is very
Standard II.A: Instructional Programs

labor intensive and requires an institutional commitment. It is recommended that sufficient resources be directed toward the systematic tracking of graduates in order to ensure these data are collected and disseminated to the college community.

II.A.6. A satisfactory rating is given for this standard. The institution is commended for its efforts to ensure that information is disseminated in a clear and efficient manner. However, the institution is encouraged to explore ways to make information even more accessible to students and to lessen the amount of extraneous information provided students.

II.A.6.a. A superior rating is given for this standard. The institution is to be commended for its efforts to provide students accurate information regarding policies and procedures for transferring coursework into the institution and for transferring coursework to four-year institutions. No recommendations for improvement are indicated.

II.A.6.b. A satisfactory rating is given for this standard. The institution is commended for its commitment to students who are affected by either the elimination of a program or significant changes to a program’s requirements. When program discontinuance has occurred, the institution has assisted those students impacted and remained sensitive to their needs (e.g. the Court Reporting Program and the Dental Technology Program). Title 5, Section 78016 requires community college districts to have in place an agreed upon procedure for program discontinuance. However, the institution has not developed this procedure. Therefore, it is recommended the institution develop a procedure for the discontinuance of instructional programs and that this procedure be placed in the College Curriculum Committee Handbook with reference to Board Policy 6.14.

II.A.6.c. A satisfactory rating is given for this standard. The Office of Public Information and Marketing is to be commended for their dissemination of information to the college community and the residents of San Francisco. In addition the Communication Committee and the Board of Trustees Communications Planning Group are to be commended for the formation of a work group to explore ways the institution can improve communication with its internal and external constituents.

It appears the Office of Public Information and Marketing has historically relied on the print media for dissemination of information regarding the institution. While print media does reach an enormous number of San Francisco residents (e.g. the Class Schedule) the dissemination of information via the website should also be considered especially with regard to reaching the institution’s student population. The website is in need of improvement and steps have been taken by the Communication Committee.

II.A.7 (a), (b) and (c). A rating of needs improvement is given for this standard. The institution needs to improve the dissemination of information on academic freedom and student academic honesty. A recommendation found in the 2000 Institutional Self-Study Report indicated there would be staff development sessions to specifically address issues that dealt with academic integrity and that this discussion would include the administration, faculty and staff. Subsequent
to this report, only one Flex Day workshop entitled “Plagiarism in the Digital World” has been offered.

The student academic honesty policy is delineated in the college catalog, the Student Handbook as well as online publications. Disciplinary sanctions are clearly stated in these publications. However, in the Faculty Handbook, the guidelines for creating a syllabus do not include a section referencing the policy on student academic honesty and the consequences of noncompliance. This is significant as the course syllabus is one of the few documents actually placed in the hands of students. Therefore, it is recommended the Faculty Handbook reference the established policy on student academic honesty and the consequences of noncompliance under guidelines for creating a course syllabus.

II.A.8. A satisfactory rating is given for this standard. The institution is commended for being in compliance with the Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals guidelines. Offering coursework to Non-U.S. Nationals is an extremely rare occurrence and has happened only once when the institution attempted to enter into an agreement with China Airlines to provide courses in aircraft maintenance to Chinese nationals. A review of the institution’s mission statement indicated that offering courses in foreign locations is not referenced.

SECTION III: Key Findings and Relation to Themes

After reviewing all components of Standard 2.A., it is evident that all six themes, Institutional Commitment, Student Learning Outcomes, Dialogue, Planning and Budgeting, Resources, and Institution Integrity, are related to key commendations and plans for improvement. Nevertheless, some themes were less emphasized. For example, the committee did address the theme of Institutional Commitment by recognizing the accessibility and increased awareness of the Mission Statement across all college campuses. The mission statement is clearly displayed either in written publications or main entrances located on the various campuses (Standard 2.A.7.c.). Regardless, the most consistent theme addressed in Standard 2.A. is student learning.

Theme 1: Institutional Commitment to High Quality Education

Theme 2: Student Learning Outcomes and Student Achievement

The theme related to Student Learning Outcomes was considered in detail. The Committee recognized the need to incorporate student learning outcomes in the curriculum development process. Recently adopted Curriculum Committee procedures will begin in spring 2005 and will include a change in the documentation forms from “Course Objectives” to “Major Learning Outcomes.” It is apparent to the Curriculum Committee that our institution has already incorporated learning outcomes into the curriculum process at the course level. At the program level many instructional departments have submitted introductory learning outcome statements to be included in the college catalog that present the learning outcomes of the program.
However, there is a need to measure these outcomes at both the course and program level with methods of assessment other than student grades and rates of graduation.

**Theme 3: College Dialogue Promotes Institutional Improvements**

The pledge to the theme of Dialogue among the various college constituencies was most notable regarding the increased conversations between the Office of Technology Mediated Instruction, the Curriculum Committee, and the Academic Senate (Standard 2.A.1.b). Their conversations have led to a dramatic increase in online classes that include student feedback regarding their participation, and an efficient set of procedures for departments to convert their traditional lecture classes to the online format. In addition, the Standard 2.A committee recognizes the importance of dialogue if the institution is going to completely embrace the Student Learning Outcome paradigm. The leadership of our institution must aid in the facilitation of such conversations.

**Theme 4: College Planning and Budgeting System Promotes Improvement**

**Theme 5: Institutional Resources Support Learning and Student Access**

The majority of recommendations and plans for improvement addressed by the Committee relate to resources allocated to support learning and student success and the integrity and honesty of the institution. Regarding the Resource theme, the recent development of the Decision Support System has made research available to individual faculty, department chairpersons and deans at a previously unattainable level (Standard 2.A.1.a). The recommendations to include a follow-up component to program review (Standard 2.A.1), to include curriculum review as part of program review (Standard 2.A.2.e), and to provide more timely completion of program review (Standard 2.A.2.e) are not only addressed by the Resource theme, but will certainly need to include the Budget and Planning theme as well as the Dialogue theme. The issue of providing evidence that the General Education courses are meeting student learning outcomes (Standard 2.A.3) and that vocational programs provide training that employers value (Standard 2.A.5) are again not only issues of supporting student learning but having the financial resources to further validate these components of our institution through systematic research.

**Theme 6: Institution Demonstrates Integrity and Honesty to all Stakeholders**

Several commendations and plans for improvement center on the theme of Integrity and Honesty. There have been major changes to academic policies and programs. Two such changes include the changing of the graduation requirements in Math and English and the creation of a Transfer Degree. The institution has moved toward changing both the Math and English graduation requirements (Standard 2.A.3). Although the process has not been fully implemented, the institution has carefully evaluated the impact of the changes and how it will improve student success. The creation of the Associate Transfer Degree (Standard 2.A.4) demonstrates the institution’s commitment to student success.
The issue of the website improvement (Standard 2.A.6), discussion of academic freedom, student honesty (Standard 2.A.7.a), and assessing the integration of the International Program in our institution’s mission statement (Standard 2.A.8) are all related to the integrity and honesty of our policies and how they are disseminated to the students and the public we serve. The Office of Public Information (Standard 2.A.6.c) is a useful and commendable part of reaching out to our community. Undoubtedly, these issues are also related to Institutional Commitment and Dialogue and will need to be examined if improvements are to be realized.
SECTION IV: References

2A-1 JRCERT Standards for Accreditation of Radiography Programs, 2002


2A-3 Technology Mediated Instruction Form

2A-4 College Catalog, pp. 4-10, 2004-2005

2A-5 Enhanced Self-Study Recommendations Synopsis, 2002

2A-6 College Level Learning Group, Priority 8 Recommendation

2A-7 Memorandum to Department Chairs, September 2, 2004


2A-9 Actions of the College Curriculum Committee, Spring 2004 and Fall 2003


2A-11 Pre-Collegiate Basic Skills Accountability Report, April 2004

2A-12 Interview with Dean of Contract Education, September 2004

2A-13 Interview with Program Coordinator, September 2004

2A-14 College Catalog, pp. 27-28, 2004-2005

2A-15 Interview with Associate Vice-Chancellor of Economic and Workplace Development, September 2004

2A-16 Interview with Chief Examiner, GED Testing, 2004

2A-17 Diagnostic Medical Imaging Program Goals, Associated Outcomes and Benchmarks, 2004

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