



ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

2016 Annual Report

Final Submission
3/29/2016

City College of San Francisco
50 Phelan Avenue
San Francisco, CA 94112

General Information

#	Question	Answer
1	Confirm logged into the correct institution's report	Confirmed
2	Name of individual preparing report:	Kristin Charles
3	Phone number of person preparing report:	415-239-3677
4	Email of person preparing report:	kcharles@ccsf.edu
5a	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.ccsf.edu/dam/ccsf/documents/OfficeOfInstruction/Catalog/CatalogAddendumfor_2015-16.pdf
5b	Provide the URL (link) from the college website to the colleges online statement of accredited status	http://www.ccsf.edu/en/about-city-college/accreditation.html

Headcount Enrollment Data

#	Question	Fall 2015	Fall 2014	Fall 2013
6	Total unduplicated headcount enrollment:	41,916	43,667	48,623
7	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	23,905		
8	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	2,743		
9	Number of courses offered via distance education:	127	124	122
10	Number of programs which may be completed via distance education:	13		
11	Total unduplicated headcount enrollment in all types of Distance Education:	3,999	3,518	3,925
12	Total unduplicated headcount enrollment in all types of Correspondence Education:	n/a	n/a	n/a
13	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a		

Student Achievement Data

#	Question	2015	2014	2013
14a	What is your Institution-set standard for successful student course completion?	69.5%		
14b	Successful student course completion rate for the fall 2015 semester:	71.5%		

Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.

#	Question	Answer
15a	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	n/a
15b	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	1218
15c	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	737

#	Question Text	2015	2014	2013
16a	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	2,024		
16b	Number of students who received a degree in the 2014-2015 academic year:	1,318		
16c	Number of students who received a certificate in the 2014-2015 academic year:	864		
17a	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	2,852		
17b	Number of students who transferred to 4-year colleges/universities in 2014-2015:	3,057		
18a	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes		
18b	If yes, please identify them:	IGETC, CSU GE, Biological Sciences, Latin American and Latino Studies		
19a	Number of career-technical education (CTE) certificates and degrees:	105		
19b	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	34		
19c	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	11		
19d	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	18		

Licensure Examination Pass Rates

2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

#	Program	CIP Code 4 digits (###.###)	Examination	Inst. Set Standard (%)	Pass Rate (%)
	Radiation Therapy Technology	5109	national	75%	100%
	Diagnostic Medical Imaging	5109	national	75%	100%
	Licensed Vocational Nursing	5116	state	72%	76%
20	Registered Nursing	5116	state	90%	56%
	CVT/Echocardiography Tech	5109	national	85%	100%
	Emergency Medical Technician	5109	national	80%	78%
	Pharmacy Tech	5108	state	85%	100%
	Health Information Technician	5107	national	85%	90%
	Medical Assisting	5108	national	85%	100%
	Paramedic Program	5109	national	85%	92%
	Phlebotomy	5110	state	85%	96%

Highlighted figures are incorrect.
Actual pass rate figures are: LVN - 66%
RN 76%

Employment rates for Career and Technical Education students

2013-2014 Job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

#	Program	CIP Code 4 digits (###.###)	Inst. Set Standard (%)	Job Placement Rate (%)
	Animation, Interactive Technology, Video Graphics and Special Effects	1003	80.7%	86%
	Computer and Information Systems Security/Information Assurance	1110	80.7%	100%
	Cooking and Related Culinary Arts, General	1205	80.7%	100%
	Biomedical Technology/Technician	1504	80.7%	63%
	Child Care Provider/Assistant	1907	80.7%	86%
	Legal Assistant/Paralegal	2203	80.7%	90%
	Criminal Justice/Police Science	4301	80.7%	64%
	Fire Prevention and Safety Technology/Technician	4302	80.7%	83%
21	Health Information/Medical Records Technology/Technician	5107	80.7%	90%
	Medical/Clinical Assistant	5108	80.7%	78%
	Electrocardiograph Technology/Technician	5109	80.7%	100%
	Substance Abuse/Addiction Counseling	5115	80.7%	100%
	Community Health and Preventive Medicine	5122	80.7%	78%
	Registered Nursing/Registered Nurse	5138	80.7%	87%
	Licensed Practical/Vocational Nurse Training	5139	80.7%	75%
	Health Professions and Related Clinical Sciences, Other	5199	80.7%	90%
	Business/Commerce, General	5201	80.7%	60%
	Accounting Technology/Technician and Bookkeeping	5203	80.7%	83%

#	Question	Answer
22	Please list any other institution set standards at your college: Criteria Measured (i.e. persistence, starting salary, etc.)	Definition Institution set standard
23	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).	The College's Student Equity Plan contains aspirational goals related to under-represented minority student achievement in a variety of areas (access, course completion, ESL and Basic Skills course completion, achievement of degrees and certificates, and transfers) to move those measures by 3% over three years. The College's Assessment Planning Team is working on developing a plan to ensure that the Student Equity Plan goals inform Institution-Set Standards. At the program level, the College is making a concerted effort to increase ESL and Basic Skills course completion, which are components of the College's Quality Focus Essay that the College will submit as part of the Institutional Self Evaluation Report.

Student Learning Outcomes and Assessment

Courses

#	Question	Answer
24a	Total number of college courses:	2484
24b	Number of college courses with ongoing assessment of learning outcomes:	2360
	Auto-calculated field: percentage of total:	95%
25a	Total number of college programs (all certificates and degrees, and other programs as defined by college):	353
25b	Number of college programs with ongoing assessment of learning outcomes	337
	Auto-calculated field: percentage of total:	95.5%
26a	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	26
26b	Number of student and learning support activities with ongoing assessment of learning outcomes:	24
	Auto-calculated field: percentage of total:	92.3%
27	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	Current (CurricUNET): https://secure.curricunet.com/ccsf/ (information on how to view public reports can be found here: https://www.ccsf.edu/en/employee-services/office-of-instruction/curricunet/curricunet_assessment/view_reports.html); Past (Archives)
28	Number of courses identified as part of the general education (GE) program:	784
29	Percent of GE courses with ongoing assessment of GE learning outcomes:	95%
30	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	745
32	Number of Institutional Student Learning Outcomes defined:	114

33	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%
34	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%

#	Question
35	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <p>Using CurricUNET to collect disaggregated SLO data from every student in every course section is an innovative practice at CCSF. Disaggregated SLO Data is linked to student demographic data in an ARGOS database which departments use to evaluate how students in a variety of learning settings & demographic groups are impacted. CCSF implemented this innovation in Spring 2015 and actively engaged in dialog during October 20 FLEX activities in which hundreds of CCSF employees came together to share and analyze disaggregated data in the context of ILO 3: Cultural, Social & Environmental Awareness. School & Department meetings coordinated discussion & enhanced multiple measures documentation. The day was a vital shift in institutional advancement by synthesizing multiple forms of data collection & analysis with professional development rooted in equity & student success. To support inventive, sensitive teaching in cultural, social & environmental awareness, multiple contextualized panel sessions focused on equitable instruction & included presentations by the Minority Male Community College Collaborative & by CCSF faculty with expertise in microaggressions, environmental awareness & social change. There were also interdisciplinary roundtables in Women's & LGBT studies, plus student services devoted to equity.</p>

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

#	Question
36	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <p>SLO alignment continues to inform change. Ongoing ILO & GELO assessment activities engage the college community in the clarification of outcomes language, intending to make the outcomes more meaningful & aligned with instructional programs. In Spring 2015 the SLO Committee established maps between all PSLOs & ILOs for all 353 programs at CCSF in the recently launched CurricUNET system. The intensive mapping session & standard analysis revealed a gap related to many program-level outcomes requiring computer or specialized equipment or technical skills or knowledge. Based on this, a new ILO technological/technical sub-element was added to address the need for a technology outcome. While mapping course, PSLOs & ILOs in CurricUNET, coordinators in CNIT & BEMA identified ways to enhance program infrastructure & initiated programmatic improvements. Annual ILO/GELO workgroup assessment analysis has informed CCSF's professional development planning. During Spring 2015 FLEX, discussion panels with counselors, instructors, librarians & students focused on assessment recommendations (implementation of advisories & prerequisites, curricular infusion of quantitative reasoning, creation of new/improved learning spaces beyond classrooms, & communication between counselors and instructors. CCSF is exploring pilot projects related to these.</p>

- Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).
- 37 CCSF uses multiple communication strategies to share SLO results. The most complete repository of SLO data is CCSF's Outcomes and Assessment website. This site details all Institution-level assessment activity and an SLO Dashboard where institutional assessment results are provided in a convenient, tabular format. This site & the pages & documents that link to the site are all in the public domain. Members of the public have full and complete access to this information. SLO Updates are routinely sent to the college community via email & include links to ILO & GELO assessment reports & invitations to FLEX events & other professional development opportunities surrounding assessment. General Education & Institutional Learning Outcomes are assessed annually on a rotating basis. As a part of GELO assessment, campus-wide forums facilitate broad dialog on GE outcome results & share recommendations resulting from assessment. Professional Development FLEX days routinely focus on assessment topics & allow for robust internal dialog surrounding assessment. On October 20, 2015, CCSF dedicated a college-wide professional development day to dialog on ILO3. On March 8, 2016, the college held a second professional development day to target specific recommendations from institutional assessment likely to enhance student success.

- Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).
- 38 CurricUNET contains 3 modules: 1 for assessment, 1 for curriculum, & 1 for program review. CurricUNET allows us to easily link course outlines to SLOs & assessment results to program review. The Assessment Module collects disaggregated student assessment data by CRN which is loaded into an ARGOS database & linked to student demographic data from Banner. We can then analyze SLO results based on a wide range of student demographic characteristics which informs assessment dialog throughout the college. SLO demographic data can also be sorted by the course, program, school & institutional level. These results are then used extensively for reflective analysis during the program review process. Every Instructional, Student Service & Administrative unit completes an annual Program Review. These program reviews directly link to institutional planning & resource allocation. Resource requests are evaluated based on their direct ties to student learning & impact on student success. Program Review is now completed within the CurricUNET Program Review Module. In 2015, Program Review questions were completely redesigned to more fully integrate assessment results into every narrative section. The Program Review Module allows for clearer tracking of progress related to resource allocation and better integration of planning and curriculum.

- Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).
- 39 GELO work has stimulated English discussions on what English 1A actually is, how that understanding shapes the course sequence leading up to 1A & what can improve to increase the number of students completing this GE requirement. English is redesigning its whole sequence for equity & effectiveness, a shift already brewing due to success with accelerated pathways & energized by GELO assessment analysis. This has also pushed more colleagues to envision 1A in its broader general ed context & to collaborate on shared understandings of what it means to teach analysis, argumentation & the research paper. To more effectively integrate & align student development & learning, student services program outcomes fully map to ILOs. Mapping to ILOs has made significant differences in helping student development practitioners understand the impact of their work beyond specific service areas & to measure student success in terms of student learning, competency & development beyond student satisfaction. For example, DSPS collaborated with the Research Office to analyze the effectiveness of the strategy lab. Results showed that DSPS students who used the DSPS strategy lab perform better than those who did not. Counseling practices have deepened with more analysis of correlations between frequency/results of service use & course success.

Substantial Change Items

#	Question	Answer
40	Number of submitted substantive change requests:	2014-2015 = 0 2013-2014 = 3 2012-2013 = 0
41a	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Delivery mode (Distance Education or Correspondence Education)
41b	Explain the change(s) for which you will be submitting a substantive change proposal:	The College has not been eligible to submit substantive change proposals since 2012 when ACCJC issued a Show Cause sanction; our understanding is that we continue to be ineligible to submit substantive change proposals while on Restoration Status. The College anticipates filing a substantive change proposal related to distance education after the evaluation team site visit and reaffirmation.

Other Information

#	Question	Answer
42a	Identify site additions and deletions since the submission of the 2015 Annual Report:	As previously reported, the Civic Center site (750 Eddy Street) has been temporarily relocated to 1170 Market Street.
42b	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Airport Center, Chinatown North Beach Center, Civic Center, Downtown Center, Evans Center, Fort Mason, John Adams Center, Mission Center, Southeast Center
43	List all of the institutions instructional sites out of state and outside the United States:	n/a