

CITY COLLEGE OF SAN FRANCISCO

Accreditation Midterm Report

2020





Midterm Report

Submitted by:

City College of San Francisco

(Name of Institution)

50 Frida Kahlo Way, San Francisco, CA 94112

(Address of Institution)

Submitted to:

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

October 12, 2020

Certification Page

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From:

Dr. Rajen Vurdien, Interim Chancellor
(Name of Chief Executive Officer)

City College of San Francisco
(Name of Institution)

50 Frida Kahlo Way, San Francisco, CA 94112
(Address)

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

Rajen Vurdien
Rajen Vurdien (Oct 7, 2020 10:06 PDT)

10/07/2020

Dr. Rajen Vurdien, Interim Chancellor

Date

Shanell Williams
Shanell Williams (Oct 8, 2020 12:50 PDT)

10/08/2020

Shanell Williams, President, CCSF Board of Trustees

Date

Edward Hanson
Edward Hanson (Oct 9, 2020 13:10 PDT)

10/09/2020

Simon Hanson, CCSF Academic Senate President

Date

Maria Salazar-Colón
Maria Salazar-Colón (Oct 9, 2020 13:35 PDT)

10/09/2020

Maria Salazar-Colón, CCSF Classified Senate President

Date

Angelica Campos
Angelica Campos (Oct 10, 2020 11:31 PDT)

10/10/2020

Angelica Campos, Student Chancellor

Date

Kristin Charles
Kristin Charles (Oct 10, 2020 18:27 PDT)

10/10/2020

Kristin Charles, Accreditation Liaison Officer

Date

Table of Contents

| Section | Page |
|--|------|
| Report Preparation | 4 |
| Plans Arising out of the Self-Evaluation Process | 6 |
| Institutional Report on Quality Improvements | |
| Response to Recommendations for Improvement | 12 |
| Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards | 16 |
| Report on the Outcomes of the Quality Focus Projects | 21 |
| Fiscal Reporting | 36 |
| Appendix A – Supporting Evidence | 38 |

Report Preparation

The College's Accreditation Steering Committee, a standing committee of the Participatory Governance Council (PGC), is the primary entity responsible for facilitating accreditation reporting. From Spring 2017 through Fall 2017, the Accreditation Steering Committee led an effort to map the Accreditation Standards to various entities and individuals within the College for the purpose of collecting evidence annually. The annual collection of evidence itself began in Spring 2018. In addition, the Committee identified individuals responsible for providing annual updates related to the Quality Focus Essay (QFE) action projects. The purpose of assigning responsibility for monitoring the College's alignment with the Standards and progress with respect to the QFE action projects was to ensure that the College maintains a consistent and continuous focus on accreditation, not just during the time periods immediately leading up to the submission of a Midterm or Institutional Self Evaluation Report.

As a result, the College is continuing to engage even more individuals and entities in regular conversations about accreditation and has a growing collection of evidence from which to draw on for purposes of continuously evaluating its work in all areas related to the Standards and for preparing required reports.

To develop this Midterm Report, the Accreditation Steering Committee established a timeline during Fall 2017 that would ensure opportunities for all College stakeholders to provide input [Evidence 1]. To kick off the development of the Midterm Report, during early Fall 2019, the Accreditation Steering Committee Co-Chairs developed the first draft in consultation with the individuals and entities who have responsibility for the contents of the report (plans arising from the 2016 Institutional Self Evaluation Report, suggestions for continuous improvement from the Evaluation Team Visit, Student Learning Outcomes (SLO) assessment, Institution-Set Standards, and fiscal reporting). As noted above, the College captured progress on the QFE action projects through annual reports (via an online collection form and in-person presentations to the Accreditation Steering Committee), which provided easy access to information about the outcomes of those projects to date. The draft Midterm Report was available for viewing as a Google doc, accessible via a link on the Accreditation Steering Committee website.

As laid out in the timeline for the report preparation, the Accreditation Steering Committee conducted the initial review of the draft during November 2019 and provided feedback which resulted in a draft for sharing collegewide. From December 2019 through mid-February 2020, the Accreditation Steering Committee Co-Chairs held Q&A sessions at all sites [Evidence 2], collected feedback via an online survey for those unable to attend a Q&A session [Evidence 3], and made brief presentations to all constituent groups (Academic and Classified Senates, Associated Students, Administrators) and to the Participatory Governance Council (PGC). The first read by the Academic Senate took place during April 2020 followed by a second read in May 2020. Subsequently, the PGC conducted its first and second reads in May and June 2020, respectively. The Academic Senate and PGC requested a final review prior to the Board of

Trustees' final review, which took place in September 2020 (the Board of Trustees conducted its first read in August 2020).

Throughout this process, as needed, the Accreditation Liaison Officer (ALO) updated and edited the document based on feedback and any new circumstances that arose.

The following lists identify the individuals who provided direct input into the report.

Accreditation Steering Committee Members

Co-Chairs: Kristin Charles (ALO/administrator) and Sheri Miraglia (faculty).

Members: Chris Brodie (classified staff), Cynthia Dewar (administrator), Jorge Murillo (classified staff), Andrea Niosi (faculty), Donna Reed (administrator), Isabel Saylor (student), Rui (Ray) Wen (classified staff), and Kathleen White (faculty).

Alternate members: Lidia Jenkins (administrator), Maria Salazar-Colon (classified staff), and Judy Seto (classified staff).

Additional Individuals Consulted During Report Preparation

Darlene Alioto (President, Department Chair Council), Tom Boegel (Vice Chancellor of Academic and Institutional Affairs), Steve Bruckman (Legal Counsel), Elizabeth Coria (Associate Vice Chancellor of Student Affairs), Dianna Gonzales (Vice Chancellor, Administrative and Student Affairs/Interim Chancellor April-June 2020), Grace Esteban (Office of Legal Affairs Staff), Simon Hanson (Academic Senate President as of July 2020), Edie Kaeuper (Interim Associate Vice Chancellor of Instruction), Craig Kleinman (Faculty SLO Coordinator), Alexis Litzky (Academic Senate President until June 2020), Michelle Marquez (Senior Director, Human Resources), Abdul Nasser (Associate Vice Chancellor of Finance and Administration), Joe Reyes (Vice President, Department Chair Council), Lisa Romano (Department Chair, New Student Counseling), Janey Skinner (Faculty SLO Coordinator), Clara Starr (Associate Vice Chancellor of Human Resources), Dave Stevenson (Faculty SLO Coordinator), Rajen Vurdien (Interim Chancellor as of July 2020), and Katryn Wiese (Earth Sciences Faculty).

Individuals Responsible for Administering and Reporting on QFE Action Projects

Erin Denney (English Department Chair), Tessa Henderson-Brown (Dean of Equity and Student Success), Lidia Jenkins (Dean of Human Resources and Special IT Projects), Greg Keech (ESL Department Chair), Pam Mery (Dean of Institutional Effectiveness), Donna Reed (Dean of Library and Learning Resources), Mitra Sapienza (Equity Faculty Coordinator), and Cherisa Yarkin (Director of Planning).

Plans Arising out of the Self-Evaluation Process

The College identified the plans in Table 1 on the following pages as a result of the last self-evaluation process, as presented in the Fall 2016 Institutional Self Evaluation Report. Table 1 only includes an update on plans that the College had not yet fully realized prior to or immediately after the Fall 2016 Evaluation Team Visit (the College submitted two reports to ACCJC on those plans upon which it had already acted) [Evidence 4].

Table 1. Plans Arising Out of the Self Evaluation Process

| Goal | Associated Policies/Standards | Person(s) Responsible ¹ | Expected Completion | Expected & Actual Outcomes to Date |
|--|-------------------------------|---|-------------------------|---|
| <p><i>Create additional institution-set standards to use when assessing mission effectiveness, particularly related to Equity goals focusing on basic skills sequence completion and transition from noncredit to credit</i></p> | <p><i>Standard I.A.2.</i></p> | <p><i>Director of Research Planning Committee Academic Senate</i></p> | <p><i>Fall 2016</i></p> | <p>Expected Outcome: <i>Full frame of standards for discussing effectiveness in accomplishing all components of the primary mission</i></p> <p>Actual Outcome to Date: <i>The College has set and is monitoring an institutional goal for completion of transfer-level English and Math within the first year of college attendance, consistent with AB705, which transformed the statewide approach to basic skills in California Community Colleges [Evidence 5].</i></p> <p><i>The College’s Noncredit Adult Education Committee has been regularly monitoring and discussing a series of metrics and is determining one or more to use for focused evaluation and continuous improvement. This work should be completed during 2020-21 [Evidence 6].</i></p> <p><i>These, together with the College’s institution-set standards, constitute a full frame of metrics addressing each component of the primary mission.</i></p> |

¹ Note: some of the titles/positions listed in the original table from the ISER have changed. This table reflects those changes.

| | | | | |
|--|------------------------|-----------------------------|--------------------|---|
| <p>Ensure access to all data points used to review and validate the Mission Statement through Argos “drill downs” from College-wide to department, program, course, and section levels</p> | <p>Standard I.A.2.</p> | <p>Director of Research</p> | <p>August 2016</p> | <p>Expected Outcome: Deepened integration between mission and Program Review</p> <p>Actual Outcome to Date: As part of comprehensive Program Review in Fall 2018, data packets published at the department level highlighted trends by demographics for key metrics used to review and validate the mission. These packets were accompanied by access to password-protected Argos “drill downs”—perpetually available to departments—that provide access to department, program, and, when applicable, course level data, along with further demographics [Evidence 7].</p> <p>Equity Roadshows for departments incorporate section data for deeper discussion and brainstorming. The Office of Instruction, working in collaboration with Department Chairs and School Deans, tracks course and section availability to ensure alignment with degree and certificate pathways to support completion. These activities will enrich the upcoming comprehensive Program Review cycle in Fall 2021 [Evidence 8].</p> |
| <p>Demonstrate program and service alignment with mission through extract of Fall 2015 Program Review from CurricUNET</p> | <p>Standard I.A.3.</p> | <p>Director of Planning</p> | <p>Fall 2016</p> | <p>Expected Outcome: Model examples to increase clarity and consistency (if necessary) in next Program Review cycle</p> <p>Actual Outcome to Date: The College has identified four examples that serve as models for demonstrating the alignment of programs and services with the mission [Evidence 9].</p> |

| | | | | |
|---|-------------------------|--|--|--|
| <p>Ensure that licensure and job placement rates are addressed in Program Review</p> | <p>Standard I.B.3.</p> | <p>Dean of Workforce Development Dean of Institutional Effectiveness</p> | <p>Initiated in Spring 2016 with Fall 2016 completion; ongoing as needed</p> | <p>Expected Outcome: Articulate activities to improve licensure and job placement rates (when needed) and/or adjust rates as warranted and appropriate</p> <p>Actual Outcome to Date: Prior to 2019, Career and Technical Education (CTE) Department Chairs were involved in formally reviewing licensure and job placement data via the CTE Steering Committee. Starting Fall 2019, the Office of Research and Planning provided Career and Technical Education departments with licensure and job placement rate data for informal reflection and analysis while completing Annual Plans. The Fall 2021 Comprehensive Program Review will further formalize the prompt for CTE Department Chairs to document their reflections and analysis [Evidence 10].</p> |
| <p>Address equity gaps using disaggregated SLO data</p> | <p>Standard I.B.6.</p> | <p>See QFE</p> | <p>See QFE</p> | <p>See QFE</p> |
| <p>Sustain efforts related to collecting syllabi and SLOs and evaluate impacts of new process for providing accurate SLOs and instructions to faculty</p> | <p>Standard II.A.3.</p> | <p>Senior Vice Chancellor of Academic Affairs Academic Senate</p> | <p>Ongoing</p> | <p>Expected Outcome: Syllabi will continue to include accurate SLO information</p> <p>Actual Outcome to Date: The College continues to collect syllabi in a central online repository and has begun conversations about improving upon this process to ensure that all syllabi continue to contain the most current SLOs from the official course outlines.</p> |

| | | | | |
|--|-------------------------|---|------------------|---|
| <p>Analyze Survey of Entering Student Engagement (SENSE) results to determine whether the results suggest a need for any changes related to services for incoming students</p> | <p>Standard II.C.1.</p> | <p>Office of Research and Planning</p> <p>VC of Student Development</p> <p>Note: at the time of this writing, the College does not have a “VC of Student Development”; current associated titles include:</p> <p>Senior Vice Chancellor of Administrative and Student Affairs</p> <p>Associate Vice Chancellor of Student Affairs</p> | <p>Fall 2016</p> | <p>Expected Outcome: A set of recommendations, as appropriate, for changes based on SENSE results</p> <p>Actual Outcome to Date: SENSE data, along with other qualitative and quantitative data, informed the College’s Enrollment Management and Growth Plan. In addition, the College’s Guided Pathways effort (locally termed Re-imagining the Student Experience, or RiSE) has utilized SENSE findings as an underpinning for all of its work. Specific areas of work influenced by SENSE include program mapping to help students better understand the optimal sequence of course taking and the development of a First-Year Experience for undecided majors.</p> |
|--|-------------------------|---|------------------|---|

| | | | | |
|--|--------------------------------|--|--|--|
| <p><i>Evaluate the Roles Responsibilities and Processes (RRP) Handbook both as a tool and the processes themselves</i></p> | <p><i>Standard IV.A.1.</i></p> | <p><i>Chancellor Academic Senate President Classified Senate President Associate Vice Chancellor of Institutional Advancement and Effectiveness/ ALO</i></p> | <p><i>Ongoing informally through training sessions; formally during Spring 2018 through survey and discussion in PGC, Academic Senate, Classified Senate, and other forums as appropriate.</i></p> | <p><i>Expected Outcome:</i> <i>RRP Handbook will continually improve and adapt as needed to ensure currency and utility</i></p> <p><i>Actual Outcome to Date:</i> <i>The ALO and Academic Senate President initiated the evaluation of the RRP Handbook in Fall 2017 and conducted a survey of individuals and committees during Spring 2018. This information and additional input, gathered informally and continuously, served as the basis for recommendations which the ALO is presenting to the Academic and Classified Senates, Associated Students, and PGC during Fall 2020 for review [Evidence 11]. The resulting RRP Handbook update will capture recommended and agreed-upon changes.</i></p> |
|--|--------------------------------|--|--|--|

Institutional Reporting on Quality Improvements

Response to Recommendations for Improvement:

The Fall 2016 Restoration/Reaffirmation Evaluation Visiting Team Report included the following suggestions:

1. It is suggested the college update all policies and procedures following the established college cycle.
2. It is suggested the college continue to focus on a realistic, responsive, and responsible enrollment management plan.
3. It is suggested the college focus on realistic budget reductions tied to the outcome of enrollment management.
4. It is suggested the college enhance all employee evaluations in a systematic and timely manner.
5. It is suggested the college consider annual updates to published information on course sequencing and time to completion that takes into account ongoing curricular changes and completion data.
6. It is suggested the college set up the schedule of classes in a format that lists courses by location and also includes a section on distance education.
7. It is suggested the college institutionalize the work of the Equal Access to Success Emergency Taskforce so that its work and review of services at all the centers continues into the future.

The College's progress related to each of these suggestions appears below.

Suggestion 1. It is suggested the college update all policies and procedures following the established college cycle. To ensure ongoing updates of Board Policies (BPs) and Administrative Procedures (APs), BP/AP review is now a standing item on the College's Participatory Governance Council and Board of Trustees meeting agendas [Evidence 12]. In addition, the Board of Trustees has established a Student Success and Policy Committee to help expedite the review of BPs/APs. The addition of this committee makes the process of reviewing BPs and APs more efficient given that the committee can spend more time on reviewing each item outside of full Board meetings, thereby minimizing the amount of time spent at full Board meetings on these items.

Since the time the College received reaffirmation of its accreditation, the College has reviewed 43 existing Board Policies and 40 Administrative Procedures. In addition, the College has added the following new Board Policies and Administrative Procedures:

New Board Policies

- 2.17 Smoke-Free Campus
- 2.19 Travel
- 2.22 Americans with Disabilities Act Website and Webpages Accessibility

- 2.30 Unlawful Discrimination
- 2.31 Sexual Harassment
- 2.32 Sexual Assault
- 2.33 Policy on Family and Romantic Relationships at Work
- 2.34 Gender Diversity
- 5.041 Student Information Relating to Immigration
- 5.042 Responding to Immigration Enforcement
- 5.18 Extended Opportunity Programs and Services
- 5.25 Shower Access for Homeless
- 6.29 Career and Technical Education (CTE) Program Advisory Committees
- 7.23 Minority, Woman, and Local Business Enterprises-Construction and Construction-Related Professional Services
- 7.41 District Use of Computer and Network
- 8.06A Procurement of Supplies, Equipment and Services
- 8.08 Acceptance of Gifts
- 8.17 Grants
- 8.18 Information Security Standard

New Administrative Procedures

- 2.17 Smoke-Free Campus
- 2.22 Americans with Disabilities Act Website and Webpages Accessibility
- 2.30 Unlawful Discrimination
- 2.32 Sexual Assault
- 2.33 Policy on Family and Romantic Relationships at Work
- 2.34 Gender Diversity
- 5.041 Student Information Relating to Immigration
- 5.042 Responding to Immigration Enforcement
- 5.18 Extended Opportunity Programs and Services
- 5.25 Shower Access for Homeless
- 6.29 Career and Technical Education (CTE) Program Advisory Committees
- 7.23 Minority, Woman, and Local Business Enterprises-Construction-Related Professional Services
- 7.41 District Use of Computer and Network
- 8.06A Procurement of Supplies, Equipment and Services
- 8.08 Acceptance of Gifts
- 8.17 Grants
- 8.18 Information Security Standard

The College is continuing to take inventory of all BPs/APs to identify those that may no longer be necessary and those that the College needs but does not currently have in place. The College

is currently investigating whether the current five-year cycle is too stringent and whether it would be more appropriate to shift to a seven-year cycle in line with the accreditation cycle.

Suggestion 2. It is suggested the college continue to focus on a realistic, responsive, and responsible enrollment management plan. The College was working on a refresh of the Enrollment Management and Growth Plan in light of the College's updated Education Master Plan (2018-2025) and the Student-Centered Funding Formula. Given the impacts of the global pandemic, the College will focus on maintaining a sustainable level of enrollment as outlined in a Multi-Year Budget and Enrollment Plan that the Board of Trustees will receive for adoption in November 2020.² The Enrollment Management Committee has regularly reviewed data to inform discussions and make recommendations about instructional budget priorities and will continue to do so [Evidence 13].

Suggestion 3. It is suggested the college focus on realistic budget reductions tied to the outcome of enrollment management. The Multi-Year Budget and Enrollment Plan currently under development ties together the College's enrollment management plan with the budget and will become an addendum to the 2020-21 budget after the Board's adoption of the budget.

Leading up to this, the College recognized that it had a structural deficit and, as a result, realigned the class schedule to fit within the budget for instructional expenses and focus on the bulleted components of the mission [Evidence 14]. At the same time, the College reduced staffing through a Supplemental Employee Retirement Plan (SERP), reduced the number of part-time faculty (this included instructional, counseling, and library faculty), and eliminated and consolidated a number of administrative positions [Evidence 15, 16, 17]. In addition, the College reduced the level of reassigned time. The College also made adjustments when spending projections exceeded the budgeted amounts [Evidence 18].

Suggestion 4. It is suggested the college enhance all employee evaluations in a systematic and timely manner. The College evaluates all employees in a systematic and timely manner; see descriptions below for each employee group. Where necessary, the College has enhanced the evaluation process to ensure effectiveness and efficiency.

- **Classified Staff:** In 2018-19, the District instituted an automated system for alerting supervisors of the need to evaluate classified staff via email with follow-up reminders at regular intervals to submit the evaluation [Evidence 19]. The system includes escalation to the supervisor's supervisor in cases where individuals have not completed the evaluation in a timely manner. In addition, the District has budgeted for and plans to hire a dedicated staff member to manage the evaluation process for classified staff; this individual will coordinate the email notification/reminder system and conducts personal outreach to each supervisor when needed [Evidence 20].

² The Board of Trustees will adopt the 2020-21 budget in October 2020 after this Midterm Report is due and will then adopt the Multi-Year Budget and Enrollment Plan in November 2020. The College will provide both the budget and the Multi-Year Budget and Enrollment Plan to ACCJC once finalized and adopted by the Board of Trustees as part of its response to being placed on enhanced monitoring.

- **Administrators:** As of Fall 2019, the District moved to an annual evaluation of all administrators, which has been reaffirmed in a draft administrator contract currently going through review [Evidence 21].
- **Faculty:** Tenured and part-time faculty continue to be evaluated in a three-year cycle per contract [Evidence 22]. Faculty undergoing tenure review are evaluated annually [Evidence 23]. In all cases, more frequent evaluation may occur if warranted. Faculty evaluation includes classroom observation and student evaluations of each instructor. For faculty teaching online courses, evaluators receive access to the Canvas shell so that they can observe instructor-student contact, course content, and pedagogy, similar to what they could observe in a face-to-face classroom.

Suggestion 5. It is suggested the college consider annual updates to published information on course sequencing and time to completion that takes into account ongoing curricular changes and completion data. The Office of Instruction continues to publish a Catalog annually that contains course sequencing and frequency. Updating this information is a formal part of the College's annual Catalog review process, and every Department Chair reviews that information to ensure that their section of the Catalog accurately reflects their current course sequencing and frequencies [Evidence 24].

Suggestion 6. It is suggested the college set up the schedule of classes in a format that lists courses by location and also includes a section on distance education. The online and print schedules have always had the ability for students to see the schedule of classes by location, mode (distance education), and other variables. For Fall 2020 registration, the College began using College Scheduler to improve the search capability during registration for students. Student representatives provided input into the selection of College Scheduler and participated in testing, and students continue to provide input through a monthly College Scheduler user group. In addition, the new College website, launched in August 2020, will soon provide a much-enhanced public search interface for the schedule that is more user friendly than past versions [Evidence 25].

Suggestion 7. It is suggested the college institutionalize the work of the Equal Access to Success Emergency Taskforce so that its work and review of services at all the centers continues into the future. The College institutionalized the Equitable Access to Success (EASE) Workgroup as an entity under the Accreditation Steering Committee in May 2020. Specifically, EASE provides evaluation updates with considerations for continuous quality improvement addressing ACCJC Standards II.C.1-5 to the Accreditation Steering Committee [Evidence 26].

Reflection on Improving Institutional Performance – Student Learning Outcomes and Institution Set Standards:

Student Learning Outcomes (Standard I.B.2)

Strengths of the process that helps lead the college to improve teaching and learning. The College now collects disaggregated SLO data for over 3,000 sections of courses every semester. A searchable database houses the SLO data and matches the SLOs to student demographic data; this allows the College to look at both SLO data and achievement data across a variety of variables such as courses, departments, programs, and GE Areas [Evidence 27]. The College can further “slice” this data by demographic factors such as ethnicity, age, BOG/Pell waivers, and others. Transitioning to collecting data every semester for every student and course was a major achievement, but it is what the College does with that data that has the opportunity to create meaningful change for students.

The College has implemented processes where course and program (major and certificate) outline updates require the concurrent submission of SLO “aggregate” reports [Evidence 28; Figure 1]. These reports look closely at course SLO data over the course of several semesters—typically since the last course or program outline update. This provides an opportunity for the faculty member who is updating the outline to use learning outcome data to inform changes in content, assignments, and assessments. At CCSF, an “aggregate” assessment is required to update course and program outlines. This results in a more data-informed approach to outline updating as well as a 100% assessment rate for each course and program (degree/certificate).

The College also assesses Institutional Learning Outcomes (ILOs) and General Education Learning Outcomes (GELOs) on a regular schedule [Evidence 29]. The SLOs for all courses that fall within GE Areas are mapped to GELOs, which allows the SLO team to look at specific skills in GE Areas across a broad cross section of the College [Evidence 30]. In particular, the SLO team routinely explores equity impacts such as the relationship between student demographics and student success in GE areas with a goal to provide a data-driven approach to inform equity initiatives within the College. Institutional assessment data is high-level information that is

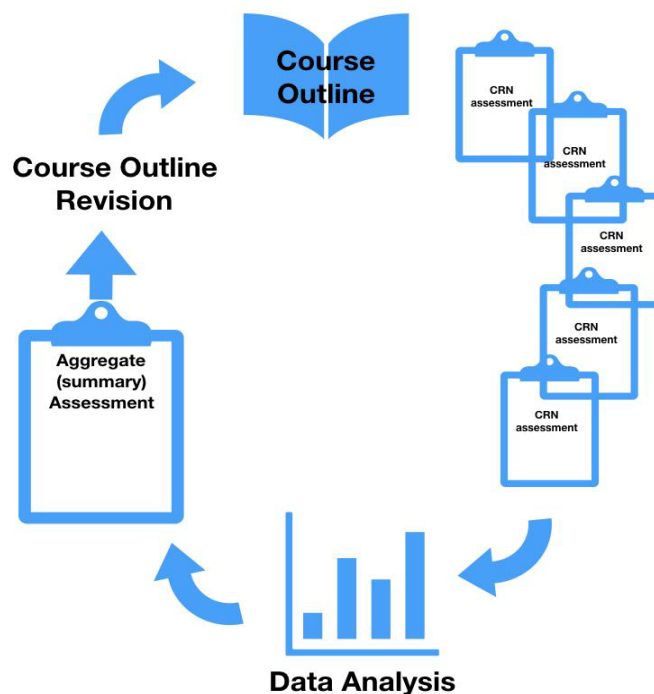


Figure 1. Schematic describing how course SLO assessment is used routinely and systematically in curriculum development.

integrated with other College data to support major College initiatives and decision making as described in the RRP Handbook [Evidence 31; Figure 2].

A team of SLO Coordinators, weekly drop-in help sessions on campus and by Zoom, and regular professional development sessions held during All College FLEX days support the College's approach to SLO assessment [Evidence 32].

A student services outcomes workgroup, with representatives from all units in Student Affairs, meets regularly and provides leadership in reviewing and refining assessment plans, timelines, and reporting methods for assessing student service outcomes [Evidence 33].

Growth opportunities in the assessment process the college identified to further refine its authentic culture of assessment.

The College's SLO coordinators are in active conversation with the College's vendor, CurriQūnet (previously CurricUNET), and with colleagues in the field to continue to improve the tools that the College is using. Moreover, the SLO team participates in statewide conferences to share and learn about SLO pedagogy. For example, in Spring 2019, SLO Coordinators spoke at two conferences, and the interaction with SLO colleagues from other California community colleges was extremely beneficial [Evidence 34, 35]. Some members of the SLO team attended a statewide conference in Spring 2020 [Evidence 36]. The SLO team intends to make attendance and participation at relevant conferences a regular part of informing their ability to provide leadership for assessment.

Increased participation and representation in the Academic Senate SLO Committee is an ongoing goal for the SLO Coordination team. A specific goal is to increase membership to include all areas of the College, including Career and Technical Education (CTE), Student Affairs, Non-Credit, and ESL. It is clear that having SLO expertise in a department impacts both the successful completion and the quality of assessments. To wit, in departments where a faculty member was also an SLO Coordinator, assessment completion was greater (100% in Biology and 98% in English) as compared to a Collegewide 92% completion rate [Evidence 37].

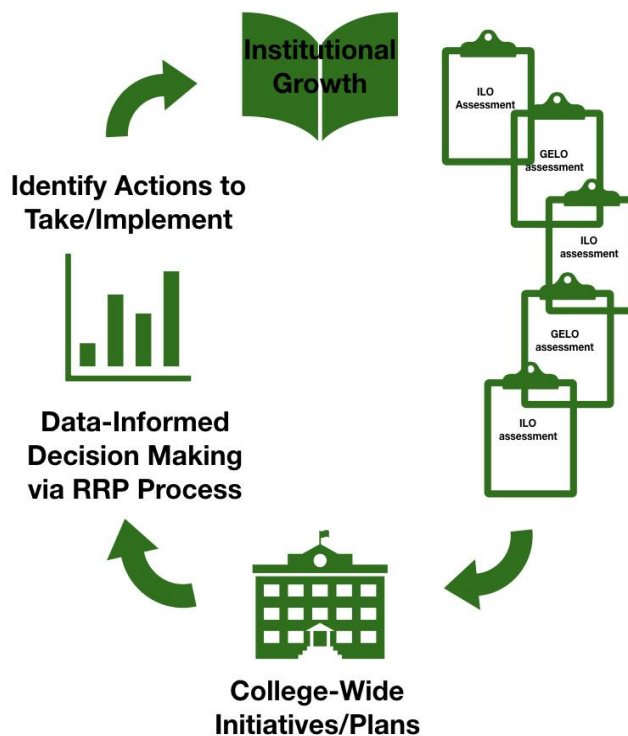


Figure 2. Schematic describing how Institutional assessment is used routinely and systematically in College-wide planning.

Examples where course, program, or service improvements have occurred based on outcomes assessment data. One of the benefits of requiring an Aggregate Assessment prior to updating a course outline is that it allows the College to capture both the proposed changes and improvements that have occurred as the result of assessment. Aggregate assessments every six years means that in many cases the improvements noted now are to pedagogy, alignment of courses and programs to industry standards, and increased dialog and alignment between instructors who teach the same or similar courses. As new rounds of assessment occur, the SLO team anticipates that it will be able to quantify the effects of many of these changes.

Representative examples of faculty-led improvements at the course, program, and student service level appear in Table 2.

| Table 2. Examples Where Course, Program, and Service Improvements Have Occurred Based on Outcomes Assessment Data | |
|--|--|
| Course/Program/Service Area | Improvement/Accomplishment |
| ESL 49 [Evidence 38] | Assessment has resulted in a legacy of work that is used as a reference to build on. |
| Health Education 65 [Evidence 39] | Faculty have used assessment to identify, highlight, and refine the most effective assignments. |
| Japanese 2 [Evidence 40] | Pedagogical changes resulted from assessment leading to the development of an SLO template and course outline revisions that allow for more consistent assessment and a focus on areas where students are weakest. |
| Psychology 2 [Evidence 41] | This assessment process has allowed for discussion of the course, how it is taught, and the content of the new revision. This has created more cohesion in content delivery while allowing for individual instructional approaches. |
| Studio Arts AA-T [Evidence 42] | Assessment of 3,282 students taking courses in this program demonstrated that prior reviews of course materials, assessment practices, and outline updates have served students well, resulting in 88% of students in the program meeting SLOs. |
| Health Information Technology (HIT) AS [Evidence 43] | Based on assessment data, the Health Information Systems Architecture (HISA)-sponsored review as well as the scholarship fund were established. Prior to this semester, no students sat for the Certified Professional Coder (CPC) exam. This semester, four students sat for and successfully passed the CPC exam. This has produced a great deal of pride and satisfaction for the students, and, in one case, opened |

| | |
|---|--|
| | <p>a door for her in her Professional Practice Experience. She has been invited back for another semester. Graduating students who are already credentialed or registered to sit for an exam has many benefits.</p> <p>While the Registered Health Information Technician (RHIT) exam is available only for those students graduating with an AS in HIT, there are no specific education requirements for the CPC and Certified Coding Assistant (CCA). Graduating as many students with a variety of credentials is good for the school and good for the student.</p> <ol style="list-style-type: none"> 1. Credentialed graduates increase the grad's competitive edge for hire and supports the reputation of the College. 2. Students who credential prior to or shortly after graduation have a significantly higher chance of passing. 3. Students who are credentialed have more long-term opportunities for promotion in the workplace. |
| Marketing AS [Evidence 44] | <p>Over 87% of students accessed in the Outcome Assessment Aggregation Report for Marketing AS, are either meeting or developing the aggregate SLOs assessed. The SLOs for all the classes included in this major have been reviewed and updated to reflect changes in the marketing environment, including promotional mediums, product development cycles, data analytics and research techniques. An emphasis on more in-class case studies and learning activities have been implemented as well integrating topical TED Talks and industry guest speakers.</p> |
| <p>Student Services – DSPS [Evidence 45]</p> <p>Outcome: To provide students access to academic accommodations for which they are eligible in a timely and equitable manner to ensure equal educational opportunities</p> | <p>Assessment showed that 75% of students identified as needing accommodations have opted to use an accommodation within the first month of being tested. This is a 13% increase over the last six years. The purpose of the testing is to determine which accommodations will help the student reach their academic goal. Students often qualify for more than one accommodation; however, it can be overwhelming to take on learning how to use or access multiple accommodations. Counselors learned to encourage a student to try one accommodation. DSPS counselors are discussing ways to support students in English 1A and 1AS, such as encouraging students to access audio books in order to get through the heavy reading requirements of the course.</p> |

What the college is doing to complete assessments per the college’s schedule in those areas where assessment may be falling behind. The College has strongly emphasized assessment as a professional responsibility of each and every faculty member and built a strong system for professional development and support around assessment at the course, program, and service level. Tracking of course-level assessment demonstrates that the College exceeds 90% reporting *every* semester beginning with the first semester that the College implemented CurriQūnet in Spring of 2015 [Evidence 46]. Aggregate assessment at the course and program level must occur within 18 months of course and program outlines being reviewed by the Curriculum Committee—which means that 100% of Aggregate Assessments are completed [Evidence 47]. At the institutional level, ILO and GELO assessments are completed on a rotating basis [Evidence 48], and the use of assessment data is built into the College culture and processes [Evidence 49]. CCSF has a robust and systematic program of Outcomes Assessment.

The SLO team tracks assessment submission Collegewide, by department, and by individual faculty member. SLO Coordinators reach out to departments and individual faculty where assessment submission rates are lower than the College average [Evidence 50]. Support includes end-of-semester workshops and one-on-one assistance for departments and faculty who are missing assessments. SLO Coordinators also continue to host FLEX workshops around assessment culture and best practices, as well as “Get it Done Days.” Faculty support is available in-person and remotely by Zoom [Evidence 51]. The College continues to prioritize outcomes assessment by providing resources for CurriQūnet technology and SLO Coordinators to support College wide assessment. SLO Coordinators also attend appropriate conferences and remain abreast of standards of practice in the field such as those advocated by organizations like the National Institute for Learning Outcomes Assessment (NILOA) [Evidence 52].

Additional evidence supporting the information and narrative described above includes:

- Comprehensive CCSF Assessment Website [Evidence 53]
- Active Academic Senate SLO Committee [Evidence 54]
- Online CCSF CurricUNET User Manual [Evidence 55]
- Online CurricUNET Support for Assessment [Evidence 56]
- New Hire SLO Basics Slideshow [Evidence 57]
- Integration of Assessment Practices into Curriculum [Evidence 58]
- Curriculum Committee Chairs use spreadsheets to track Curriculum revisions to ensure curriculum is not revised without assessment [Evidence 59]
- Systematic Assessment of GELO – Timetable [Evidence 60]
- Systematic Assessment of ILOs – Timetable [Evidence 61]
- Publicly available ILO, GELO Reports, Assessment Statistics - SLO Dashboard [Evidence 62]
- ACCJC Conference Presentation - Institutional Assessment of General Education to Strengthen Student Equity Initiatives [Evidence 63]
- Student and Academic Service Currency Tracking [Evidence 64]
- All College SLO FLEX Days [Evidence 65]

Institution Set Standards (Standard I.B.3)

The College met its Institution-Set Standards in the following areas: course completion rates, students earning state-approved credit certificates (with a significant increase over the three-year reporting period from 695 to 1,179, exceeding the College's stretch goal), and students earning Associate Degrees (a substantial increase over the three-year reporting period from 1,084 to 1,313) [Evidence 66]. The increase in the number of certificates awarded is in part due to certificates of achievement during that time period. A concerted student outreach effort by counselors also contributed significantly to the boost in the number of certificates and in the number of degrees attained. The College continues to monitor transfer numbers. Based on state calculations, transfer remains above the Institution-Set Standard of 1,804; however, transfer numbers have been declining annually for several years and only recently stabilized. A recent and historic agreement with San Francisco State University, the primary four-year transfer destination for CCSF students, should help improve transfer numbers.

The College also met its Institution-Set Standards for the majority of those programs reported for licensure examination pass rates and employment rates for Career and Technical Education (CTE) students. While a small number of programs occasionally fall below their Institution-Set Standard for licensure or employment, no program consistently fell below its Institution-Set Standard during the last three years. For licensure, the median number of completers reported is 28 (programs with completers below 10 in the designated year are not reported), with an average pass rate of 89%. Similarly, for job placement the median number of completers reported is 64 (those below ten were excluded), with an average job placement rate of 81%.

The College informs its constituents of this information through a variety of mechanisms. First, the College's Planning Committee reviews and discusses the data for the Annual Report, followed by a review and discussion by the Academic Senate and then the Participatory Governance Council. Other committees also review and discuss relevant portions of the data (e.g., CTE Steering Committee focuses on the job placement and licensure data; the Equity Committee reviews the California Community College Chancellor's Office-mandated and CCSF Board of Trustees-approved Vision for Success goals and progress, which are directly related to the Annual Report data) [Evidence 67].

Report on the Outcomes of the Quality Focus Projects:

CCSF identified two areas for improving student learning and achievement in the Quality Focus Essay component of its Fall 2016 Institutional Self Evaluation Report. Those two areas formed the basis for "Action Projects":

1. Goal of Action Project 1: Build a sustainable system for addressing recommendations resulting from institutional assessment of GELOs and ILOs.
2. Goal of Action Project 2: Close achievement (opportunity) gaps in Basic Skills.

The table on the following pages documents the objectives, activities, and outcomes associated with each Action Project.

Table 3. Objectives, Activities, and Outcomes Associated with Each QFE Action Project

| <p>Action Project 1 Goal: Using existing identified recommendations as pilots, build a sustainable system for addressing recommendations resulting from institutional assessment of GELOs and ILOs.</p> | | | |
|--|--|---|--|
| Action Project 1 Objectives | Action Project 1 Activities | Action Project 1 Anticipated Outcomes | Action Project 1 Actual Outcomes to Date |
| <p>Project 1 Objective A: Pilot the implementation of at least two institutional assessment recommendations</p> | <p>Action Step 1A1. Identify major recommendations that have resulted from Institutional Assessment and collect feedback from the college on the benefits, challenges, and possible next steps for enacting those recommendations</p> <p>Action Step 1A2. Through collegial and participatory governance engage in college wide conversations about findings gathered during March 8 FLEX event and select at least two specific recommendations to address as a College (March 8 FLEX Report)</p> <p>Action Step 1A3. Identify obstacles to taking action on selected recommendations and develop and apply strategies for overcoming those challenges</p> <p>*These steps are taking place simultaneously with Action Step 1C1.</p> | <p>Outcome 1 - Anticipated. Through appropriate constituent review processes, development of a system that guides the institution in addressing institutional assessment recommendations.</p> <p>Outcome 2 - Anticipated. Evaluation of at least two institutional changes resulting from institutional assessment (GELO/ILO) recommendations.</p> <p>Outcome 3 - Anticipated. Measurable increases in student success (depending on the institutional assessment recommendations selected</p> | <p>Outcome 1 - Actual. When the College identified Project 1 as a priority within the QFE, the Roles, Responsibilities, and Processes (RRP) Handbook was just emerging. Because the plans for this project were finalized at the same time that the RRP was finalized, it was not yet apparent that the RRP codified the roadmap for a system that guides the institution in addressing institutional assessment recommendations (prior to that, decision making processes were unclear and not well documented). See, especially, Figures D4a-d within the RRP Handbook [Evidence 68]. See also Figure 2 in Section 6.B of this Mid-Term Report which captures this specific process for institutional assessment.</p> <p>Outcome 2 - Actual. During December 2016, the Academic Senate recommended focusing on</p> |

| | | | |
|---|--|--|--|
| <p>Project 1 Objective B:</p> <p>Evaluate the impacts of implementing the recommendations and the process for implementation</p> | <p>Action Step 1B1. Reassess specific GELOs and ILOs related to the implemented recommendations and evaluate, document, and share the results to inform future directions of those activities:</p> <ul style="list-style-type: none"> • If the pilots of the institutional assessment recommendations result in the desired change, continue implementation and evaluation, making changes to the approach as necessary to optimize success • If the pilots of the institutional assessment recommendations do not result in the desired change, identify whether modifications to the approach could yield the desired result and test those modifications <p>Action Step 1B2. Assess process success, seeking additional input through College governance structures, and evaluate, document, and share the results to inform process improvements</p> | <p>and on the success of the pilots)</p> | <p>implementing institutional changes related to the following areas: (1) increasing instructional and counseling faculty collaboration and (2) creating spaces for student success. With respect to the first area, although a variety of activities stemmed from this intentional focus, one of the most notable and impactful manifestations of this was in the form of counseling and instructional faculty collaboration in the ESL Department to close achievement gaps in basic skills. This was also the topic of Action Project 2; for more information, please see actual outcomes in that section.</p> <p>With respect to the second area, creating spaces for student success, the College has focused on implementing changes within Rosenberg Library on the Ocean Campus. Since 2017, the Library has improved learning spaces at Ocean Campus by (1) using noise zones to redefine space usage in the main library; (2) upgrading computers and printing options at most locations; and (3) creating a maker space</p> |
|---|--|--|--|

| | | | |
|---|---|--|---|
| <p>Project 1 Objective C:</p> <p>Create a sustainable process that, going forward, facilitates the ability to address future recommendations</p> | <p>Action Step 1C1. Draft implementation processes for pilot projects and engage in constituent review that incorporates steps taken to date and maps out steps going forward</p> <p>Action Step 1C2. Based on the experience gained in piloting the institutional assessment (GELO/ILO) recommendations, identify and document the challenges and successes related to the process of taking action on institutional assessment recommendations that are independent of the particular pilots</p> <p>Action Step 1C3. Develop strategies for overcoming challenges</p> <p>Action Step 1C4. Implement strategies for overcoming challenges</p> <p>Action Step 1C5. Codify the process and share through College governance structures</p> <p>Action Step 1C6. Apply the process to address additional and future institutional assessment recommendations and assess process success, evaluating results to inform process improvements</p> | | <p>hub called the Collaboratory which supports collaborative learning, making, and student activities [Evidence 69]. The library assesses student satisfaction every three years. The most recent assessment was undertaken in Spring 2020. With regard to the Collaboratory, usage assessment indicates an increase of usage over time. In addition to using the Collaboratory space, AV Checkout/Assistance, Mac lab use, PC lab use, and printing service use was tracked. The count of users across all activities offered in Fall 2017 was 5,842, rising to 8,925 in Fall 2018, and further increasing to 22,800 in Fall 2019 [Evidence 70]. Events held within the space are assessed on a per-event basis. Events included scheduled classes, student club meetings, employee meetings, special programs, and other events. Student clubs, for example, held 14 meetings in the Collaboratory in Fall 2018, rising to 39 meetings in Spring 2019. In 2017-18, there were 23 classes scheduled in the space, rising to 26 in 2018-19, and the number of special programs rose from 1 in 2017-18 to 15 in 2018-19 [Evidence 71].</p> <p>Outcome 3 - Actual. While we have initial analytical but not yet evaluative data for the two recommendations noted above, after focusing attention on this Action Project, it became clear that institutional outcomes are so broad and encompass so much data that institutional level assessment (i.e., within the ILO/GELO assessments) doesn't capture changes that result from individual initiatives. What this exercise taught us is that where institutional assessment is most useful is in informing broader institutional decisions within the</p> |
|---|---|--|---|

| | | | |
|--|--|--|---|
| | | | <p>College, like all other major datasets the College uses for decision making. The SLO team has also learned that GELO analysis tends to be more actionable than ILO analysis.</p> <p>We get demographic data from GELO reports, but not from ILO reports. Both kinds of data can be actionable, but they address different parts of the College's Mission. In April 2020, the Academic Senate passed a resolution recognizing the usefulness of GELO reports as action research supporting dialog about improving teaching methods and curriculum design. GELO reports will be presented to the Curriculum Committee and the Articulation Officer, as well as to department chairs and faculty.</p> |
|--|--|--|---|

| | | | |
|--|--|---|---|
| Action Project 2 Goal: | | | |
| Close Achievement Gaps in Basic Skills. | | | |
| Action Project 2 Objectives | Action Project 2 Activities | Action Project 2 Anticipated Outcomes | Action Project 2 Actual Outcomes to Date |
| <p>Project 2 Objective A:</p> <p>ESL Mission Pathway - Increase the number of underrepresented minority students who move from noncredit ESL to credit coursework (certificate,</p> | <p>Action Step 2A1. Conduct interviews with Latino students at Mission Center to identify their aspirations and barriers to their success (e.g., how many wish to transition from noncredit to credit? For those interested in credit coursework, are they most interested in certificates, degrees, and/or transfer to 4-year institutions?)</p> | <p>Outcome 2A1 - Anticipated. A data-informed understanding of noncredit URM student interests and needs related to transitioning from noncredit to credit coursework</p> <p>Outcome 2A2 - Anticipated. A larger number of URM students moving from</p> | <p>Outcome 2A1 - Actual. Surveys were administered to 257 students and in-depth Interviews were conducted with 16. The results informed insights into possible causes of discrepancy between Latina/o/x participation in noncredit ESL (33%) vs. credit ESL (15%). Qualitative findings indicated that student's economic situations are the most formidable barrier preventing transition to credit, followed</p> |

| | | | |
|--------------------------------------|---|--|--|
| <p>degree, or transfer programs)</p> | <p>Action Step 2A2. Continue to pilot block scheduling of ESL and Transitional Studies classes using ESL courses that can be used as electives for High School diploma</p> <p>Action Step 2A3. In collaboration with counselors at Mission Center, identify possible enhancements in the Steps to Credit program to increase student success</p> <p>Action Step 2A4. Reinstate Academic Preparation Project, which accelerates student completion of the noncredit basic skills ESL sequence from beginning to intermediate level</p> <p>Action Step 2A5. Examine ESL sequence and availability of ESL courses at Mission Center to identify recommended changes to meet students' needs</p> <p>Action Step 2A6. Establish academic I-BEST model for ENGL 93, 96, and 1A at Mission Center</p> <p>Action Step 2A7. Identify which of the programs and activities make the greatest impact on students and fully implement and integrate those components into the ESL Mission Pathway</p> | <p>beginning ESL to intermediate ESL</p> <p>Outcome 2A3 - Anticipated. A greater number of URM students who benefit from AB540</p> <p>Outcome 2A4 - Anticipated. A larger number of URM students transitioning from noncredit to credit coursework</p> <p>Outcome 2A5 - Anticipated. An increase in the number of URM students attaining certificates, degrees, or transfer</p> <p>Outcome 2A5* - Anticipated. Development of an ESL Mission Pathway Model that utilizes and packages existing components to align interventions better with student needs</p> | <p>by a need for more and more frequent information (e.g., Steps to Credit).</p> <p>However, student goals also play a tremendous role. Most students indicated that they were mainly interested in acquiring English skills—<i>not</i> transitioning to credit to earn degrees/certificates. The percentage of credit students at the Mission campus is fairly stable: from 2018-2019 the range was from 21-39%.</p> <p>Additionally, students really don't know enough about credit to have that goal—attempts have been made to address this—see 2A4.</p> <p>Outcome 2A2 - Actual. Classes at the Mission Center implemented the Academic Preparation Project to support students in moving from beginning to intermediate ESL. The Academic Preparation Project (APP) was originally piloted in 2011-12, and expanded per department request in 2016. It has continued at the Mission Center through 2019. ESL APP introduces students to the ideas and habits of reading English for pleasure, improves reading fluency and reinforces vocabulary acquisition. As expected based on prior data, students responded positively to targeted interventions such as extensive reading, journal writing and tutoring as evidenced by student surveys where students report an 82% increase in reading confidence. More importantly, there was a demonstrable increase in pass rates on the ESL level 4 reading promotion test with 68% of students passing in non-APP classrooms as compared to 79% in ESL APP classes. Also notable was an increase in writing pass rates in the same groups (49% in the non-ESL APP class</p> |
|--------------------------------------|---|--|--|

| | | | |
|--|--|--|--|
| | | | <p>vs 71% in the ESL APP class). Most important of all is the change in self-perception that students have of themselves as readers after participating in APP. The ESL department proposes to scale this program up to include broader ESL course participation.</p> <p>Outcome 2A3 - Actual. AB 540 allows certain undocumented students who have attended high school in California for three or more years and earned a high school diploma or its equivalent to be exempt from paying non-resident tuition at California public universities. The Transitional Studies department at CCSF offers instruction in the CCSF high school diploma program. A collaboration between the ESL and Transitional Studies (TRST) departments supported students in TRST to successfully complete their high school studies by concurrently taking and getting credit for needed ESL classes. The ESL classes not only support students in succeeding in their TRST English classes, but also in passing these ESL classes. Students get credit towards completing their High School studies and are then ready for credit as well as have a diploma, often needed in the workplace. The number of students impacted was small, however, of 20 students at ESL level 5 and above, all passed at least one and often 2 eligible classes.</p> <p>This program successfully supports students using ESL electives to meet the requirements of AB 540 and earn their High School diplomas.</p> <p>Outcome 2A4 - Actual. The collaboration between ESL and Counseling on “Steps to credit” was a fruitful one; faculty are working</p> |
|--|--|--|--|

| | | | |
|--|--|--|---|
| | | | <p>together to ensure maximum efficacy of this ongoing effort to introduce noncredit students to the concept of credit.</p> <p>Each semester, the Mission campus counseling coordinator met at scheduled times with at least seven ESL level 6-9 classes to give an "Intro to Credit" workshop. Alternate times were also offered to benefit as many students as possible. This allowed a large population of students to be reached. In addition to providing the workshops in class, students were prepared with workshop vocabulary prior to the presentation. After the presentation, a follow-up session with the instructor was conducted to answer further questions and ensure comprehension of the workshop contents.</p> <p>Qualitatively, students appeared better prepared for counseling sessions and asked more and better follow-up questions with the instructor.</p> <p>This model could be scaled beyond the Mission Center if/when funding becomes available and paired with a research plan to set benchmarks and quantitatively evaluate outcomes.</p> <p>As noted in 2A1, survey data indicated that most students at the Mission Center were there primarily for language acquisition in the interests of employability. However, a look campus-wide at the movement of students from non-credit to credit found that from 2008 to 2015 there was a 2% increase in movement from non-credit to credit ESL.</p> |
|--|--|--|---|

| | | | |
|--|--|--|--|
| | | | <p>Outcome 2A5 - Actual. As indicated, students at the Mission Center are primarily interested in language acquisition—degrees/certificates are not a primary goal. However, a look campus-wide at the earning of degrees and certificates shows that despite lower enrollment of Adult Ed/ESL students in the district, more students are now earning non-credit certificates. There were 674 non-credit certificates awarded in 2017-18, compared to only 99 awarded in 2014-15, despite an enrollment drop of over 11% [Evidence 72].</p> <p>The campus ESL coordinator ensured that the activities above (2A1- 2A4) were viable within the existing non-credit schedule on the Mission Campus. However, it was found that reintroducing credit ESL was not viable due to lack of student demand.</p> <p>Outcome 2A5* - Actual. The goal was to look at the array of Mission Campus courses to identify pathways to credit programs (for example graphic arts). The College found full integration of best practices and pathways at Mission Campus to be challenging. In the process of trying to implement this, those responsible realized that this type of work needs to stem from larger, institution wide initiatives linking student support, academic departments, campus administrators, counseling, etc.</p> <p>Accomplishments have been made by focusing on smaller scale pieces of this project. ESL has continued with a Language Acquisition Specialist into the existing Puente model, in which a cohort of students take English 88 and</p> |
|--|--|--|--|

| | | | |
|--|--|--|--|
| | | | <p>AAPS 103 in the Fall Semester and stay together for English 1A in the Spring semester. Although students are entering transfer-level English next semester, they still struggle with academic writing conventions, language, college readiness, support systems, and in some cases, learning differences and trauma. The new English sequence means students are entering the Punte program at a lower level than before (with English 96). Having an ESL faculty member in the classroom and providing outside support has had numerous positive impacts on the cohort, which is typically ~30 students/year. At times, English, Counseling, and ESL faculty are in the classroom at the same time, helping each other and allowing for greater collaboration and a richly layered classroom. Students are monitored throughout the class period, and positive teamwork is modeled. Students hold each other accountable and support each other.</p> |
|--|--|--|--|

| | | | |
|--|---|---|--|
| <p>Project 2 Objective B: English Sequence Acceleration - Increase the number of all students completing the English basic skills sequence.</p> | <p>Action Step 2B1. Form a hiring committee and hire 3598 School Aide III tutors to support ALP courses</p> <p>Action Step 2B2. Develop materials and workshop to train the ALP tutors in the principles of ALP courses</p> <p>Action Step 2B3. Have ALP tutors take LERN 10 to learn best practices regarding tutoring</p> <p>Action Step 2B4. Embed each ALP tutor into three different sections of ALP courses – tutors will participate in some class sessions as well as be available outside of class for drop-in tutoring</p> <p>Action Step 2B5. Continuously evaluate effectiveness of tutoring on student retention and success in ALP courses</p> <p>Action Step 2B6. Develop mentorship guidelines for experienced faculty to follow when mentoring faculty trainees</p> <p>Action Step 2B7. Pair 8-10 untrained faculty per semester with mentors to train them in ALP pedagogy and help them develop a course</p> <p>Action Step 2B8. Develop workshops on ALP pedagogical principles and recruit experienced ALP instructors to offer them</p> <p>Action Step 2B9. Increase the number of ALP sections each semester and correspondingly decrease the number of stand-alone sections to move more students into the accelerated model</p> | <p>Outcome 2B1 - Anticipated. An increase in the number of students completing the English basic skills sequence by 5% over historical levels</p> <p>Outcome 2B2 - Anticipated. An increase the number of underrepresented minorities reaching English 1A by 5%</p> | <p>Outcome 2B1 - Actual. In 2015, fewer than half of remedial English courses were offered in an accelerated model. A sequence acceleration redesign process reduced offerings from 5 pre-1A levels to 3 levels in the new sequence, fully implemented in Fall 2017. Concurrently, an initial redesigned placement process placed students higher in the sequence than previously. In 2015, 34% of students placed in transfer level, rising to 58% Fall 2018. A co-requisite course was developed for English 1A. As of Spring 2019, under AB 705, all students place into English 1A, with or without support.</p> <p>A preliminary analysis was conducted by the Office of Research and Planning to provide an early look based on one semester of implementing the new model. Throughput data on transfer-level English for students who first took English at CCSF in spring semesters 2017, 2018, and 2019 suggest that with higher placements and the faster progress through the sequence, more students are completing English 1A. Of students taking their first English course at CCSF in 2017 just 15% completed English 1A in one semester, rising to 49% after eight semesters. For the Spring 2019 cohort, 54% completed English 1A in one semester, a substantial increase over baseline.</p> <p>A robust program of embedded tutors, drop tutoring, and ongoing faculty professional development support students in these classes.</p> <p>Outcome 2B2 - Actual. The English Department spent several semesters engaging in sustained professional development activities which included multiple meetings to discuss, share,</p> |
|--|---|---|--|

| | | | |
|--|--|--|--|
| | <p>Action Step 2B10. Continuously evaluate retention, success, and persistence of students in ALP vs. stand-alone courses</p> | | <p>and implement more student-centered and effective teaching practices as well as pairing faculty in mentor/mentee relationships whereby faculty who had previously done professional development worked with faculty who were working to make changes in their classes. In addition, the department offered two separate professional development opportunities in which a group of English faculty looked at their own personal equity data and achievement gaps, and reflected on ways in which they could alter their teaching practices to help close those gaps.</p> <p>The preliminary analysis described above in Outcome 2B1 included disaggregated data. For students in equity focus populations, English transfer-level throughput in one semester increased from 13% for the Spring 2017 cohort to 46% for the Spring 2019 cohort, a substantial increase from baseline.</p> |
|--|--|--|--|

| | | | |
|---|---|---|---|
| <p>Project 2 Objective C:</p> <p>Developmental Math Community of Practice - Close the achievement gap through a community of practice that draws on and translates experiences from a Summer Math Academy for African American, Latino, Pacific Islander, and Native American students</p> | <p>Action Step 2C1. Develop a detailed model curriculum, an outline of activities, and learning outcomes for the Math Academy based on successful summer math academy programs at other community colleges</p> <p>Action Step 2C2. Adapt proposed Math Academy to become the mathematics component of the already approved and funded Summer Bridge, a joint Mathematics Department, English Department, and Counseling program for new CCSF students coming from SFUSD, part of the Bridge to Success initiative</p> <p>Action Step 2C3. Assess the success of Summer Bridge and use this information to either (1) Prepare to continue the Math Academy as a component of the Summer Bridge or (2) create a Math Academy for Summer 2017 that is independent of the Bridge to Success and is open to all new and continuing students</p> <p>Action Step 2C4. Create a Community of Practice among all developmental math faculty that utilizes the experiences and pedagogical innovations of the Summer Math Academy as the focus for this professional development</p> <p>Action Step 2C5. Evaluate success of Summer 2016 students in their Fall 2016 math courses. Continue Community of Practice professional development activities and incorporate evaluation findings for discussion</p> | <p>Outcome 2C1 - Anticipated. A greater number of underrepresented minority students successfully completing developmental math courses.</p> <p>Outcome 2C2 - Anticipated. A community of practice among math faculty in which participants share successful pedagogy and continually innovate to meet students' needs.</p> <p>Outcome 2C3 - Anticipated. An increase in the adoption of pedagogical innovations among math faculty at all levels.</p> | <p>Outcome 2C1 - Actual. A preliminary analysis by the Office of Research and Planning looked at the initial semester of implementation of AB 705. Throughput for transfer-level math for students who took their first math class at CCSF in Spring 2017, 2018, or 2019 was examined. Just 15% of students from equity populations starting math in Spring 2017 completed a transfer level math class in one term, compared to 30% for the Spring 2019 cohort, an increase of 15 percentage points. Overall, there was an increase in the one-term completion of transfer level math from 25% for students starting Spring 2017 to 41% for students starting in Spring 2019.</p> <p>Outcome 2C2 - Actual. The Math Community of Practice consists of a group of faculty members who have met on a weekly basis and engaged creating accelerated developmental pathways, designing new course outlines, curricular materials, and lesson plans for the new accelerated courses, development of curriculum and classroom activities for the Summer Bridge program, and ongoing faculty collaboration to refine curriculum and pedagogy and implement innovative and effective instructional strategies.</p> <p>The Community of Practice has successfully developed programs that better prepare students for transfer-level coursework and increase the number of students taking and completing transfer-level coursework in a shorter amount of time. The objectives of the Community of Practice will continue to be revised in response to new developments, specifically, in response to AB 705, and also in</p> |
|---|---|---|---|

| | | | |
|--|---|--|--|
| | <p>Action Step 2C6. Offer 2017 Summer Math Academy</p> <p>Action Step 2C7. Evaluate success of 2017 Summer Math Academy and determine optimal form for Summer 2018 and how to institutionalize. Continue Community of Practice professional development activities and incorporate evaluation findings for discussion</p> <p>Action Step 2C8. Offer a fully institutionalized Summer Math Academy in 2018, based on assessment of outcomes from the previous two summers. Continue Community of Practice professional development activities</p> | | <p>response to the recent implementation of the Common Core Standards for Mathematics at the K-12 level.</p> <p>Outcome 2C3 - Actual. As part of ongoing innovation, the Math department developed three clearly defined math pathways in Liberals Arts Math, Statistics, and STEM. Support for faculty professional development and training to encourage adoption of pedagogical innovations has included national (American Mathematical Association of Two-Year Colleges) and local (California Mathematics Council-Community Colleges) conferences and participation in ACUE and California Acceleration Project trainings. The Community of Practice meets regularly to share effective teaching practices and to explore new innovative possibilities.</p> |
|--|---|--|--|

Action Project 1: What’s Next?

The collaborations between instructional and counseling faculty will continue at the College, as will the successful “Collaboratory.” An emerging approach to student support in the form of “Student Success Teams” brings together instructional and counseling faculty, administrators, and a number of other support providers, including student coaches, librarians, financial aid specialists, and employment specialists.³ This suggests that ILO and GELO assessment has the potential to provide valuable insights into student learning. The Roles, Responsibilities, and Processes (RRP) Handbook codifies the roadmap for a system that guides the institution in developing College wide plans and initiatives based on a variety of data, including institutional assessment data. This creates a regular and sustainable mechanism for assessment data to be woven into College decision making on an ongoing basis.

Action Project 2: What’s Next?

ESL: ESL faculty took the initiative to pilot a variety of interventions that had promising evidence of success. An overarching outcome of these activities was reinforcement of the critical need for Office of Research and Planning (ORP) engagement at the front end of pilot projects to ensure that the project design (including population size and tracking mechanisms) yields statistically significant quantitative data to determine the efficacy of a given pilot for scalability and ensure institutionalization. The College has increasingly recognized this need and is directing funding toward it. For example, the College is utilizing Adult Education Program (AEP) funding to support ORP participation in the design of a needs assessment for a Noncredit Digital Literacy Project [Evidence 73]. More generally, for several years now, categorical funding for AEP, Re-imagining the Student Experience (RiSE, CCSF’s response to Guided Pathways), and Student Equity and Achievement (SEA) also supports ORP engagement in the design and evaluation of a variety of Collegewide innovations.

English: The English Department was pleased with the increased success of students since the transition to AB 705, and faculty are committed to continuing to improve the results. The department would like to increase the one-semester completion rates for all students, as well as to specifically focus attention on how to improve practices to help close the opportunity gap that still exists between all students and those in equity populations. Currently, many faculty in the department have been exploring alternative and more equitable grading practices (a variety of practices exist). The COVID-19 pandemic may, in fact, help encourage innovation, as instructors are of necessity changing many of their practices in the move to remote teaching. Conversations about pedagogy—while always present in the department—are taking on an increased urgency at this time.

³ The Student Success Teams are a product of the College’s Guided Pathways efforts, locally referred to as “Re-imagining the Student Experience” (RiSE).

Math: As more students are able to enroll into Transfer Level Math classes in their first semester, there will be some who are unable to achieve a passing grade on their first try. Mathematics faculty are committed to not losing these students and supporting them to complete the course successfully in their second attempt, though their first attempt was not successful. Another prime issue is equity in the STEM fields. The Math Department is working in partnership with Counseling to encourage students in equity populations to consider taking the Math 90/Math 90S combination which sets students on track to the STEM fields. The Math 90/Math 90S combination has been offered since Fall 2019.

Fiscal Reporting

The College's 2018-19 independent audit report included three findings (material weaknesses) [Evidence 74]:

- 2019-001: Expenditures exceeded revenues by \$13.98m, i.e., 58% of the District's beginning fund balance, and the District ended with \$363,727 in spendable available reserves;
- 2019-002: Load banking balance included a deficit amount owed from faculty;
- 2019-003: The District reported more than 15 calendar days after the disbursement to COD for five out of forty students.

The audit also noted the following:

As discussed in Note 16 to the financial statements, the District has suffered recurring deficit spending and does not meet minimum fund balance requirements. These conditions raise substantial doubt about its ability to continue as a going concern.

In response to these findings, the College issued a management response included in the audit report.

In addition to its response to the auditor, management further recommended immediately engaging a qualified CPA or CPA firm to serve as a corrective action monitor and an impartial fiscal expert resource to the college budget committee [Evidence 75]. Upon further assessment, the College instead engaged the services of retired California Community College Chief Financial Officers Dr. Al Harrison and Chris Yatooma to improve the budget development process and implement internal controls.

Actions taken to date to address the audit findings include the following:

- To address Finding 2019-002, Department Chairs, School Deans, and Office of Instruction staff have reviewed full-time faculty load balances and have corrected accounting issues and made additional faculty assignments where necessary to reduce load balance deficits [Evidence 76].

- To address Finding 2019-003, the Office of Financial Aid has created a secondary cleanup process that runs every week with quality assurance reports for Pell. In addition, a daily report identifies all Pell and Directed Loan files extracted out of Banner, and, in cases where a response record is not loaded within three days, the Financial Aid Business Analyst receives an auto-generated email with the Document ID to review and begin troubleshooting immediately.

In addition, as anticipated, voters approved Proposition A, the \$845 million bond measure, in March 2020.

The College is committed to maintaining fiscal stability and sustainability as evidenced by the development of the Multi-Year Budget and Enrollment Plan and associated changes to College operations that reinforce staying within budget and maintaining reserves at a level of at least 5% with an increase in liquidity.⁴

⁴ As noted earlier in this Midterm Report, the College will provide the 2020-21 budget and Multi-Year Budget and Enrollment Plan to ACCJC after adoption by the Board of Trustees.

Appendix A – Supporting Evidence

Report Preparation

- Evidence 1.** [ACCJC Mid-Term Report Timeline](#)
- Evidence 2.** [Accreditation Midterm Report Q&A Session Presentation](#); [Email Notifications regarding the Accreditation Q&A Sessions](#)
- Evidence 3.** [Accreditation Mid-Term Report Feedback Form](#). Note that the ALO distributed this survey collegewide via [email](#) and also posted the link on the [Accreditation Steering Committee website](#)

Plans Arising out of the Self-Evaluation Process

- Evidence 4.** [October](#) and [December reports to ACCJC](#)
- Evidence 5.** [CCSF Equity Plan Goals](#) (see Throughput Goals)
- Evidence 6.** [Noncredit Metrics](#), (see [Noncredit Numbers reports](#) initiated in 2017 and published annually). See also [May 2020 committee meeting notes](#), including discussion of metrics and research reports including [CTE Employment Outcomes](#), and transition from [Noncredit ESL to Credit](#). Monitored data also include noncredit certificates, with a related [Noncredit Certificate Auto-Petition Process approved in April 2020](#)
- Evidence 7.** Screenshots: [Argos Credit Course Success Drill Down](#), [Argos Noncredit Course Attendance and Success Drill Down](#), [Argos Degree and Certificate Drill Down](#)
- Evidence 8.** [Call to Action](#) (see third item on creating inclusive classrooms and anti-racism curriculum)
- Evidence 9.** [Behavioral Sciences](#), [Biology](#), [Matriculation Services](#), [New Student Counseling](#)
- Evidence 10.** [Annual Plan guidelines and data for licensure and job placement](#)
- Evidence 11.** [RRP evaluation results](#); [RRP Improvements](#)

Institutional Reporting on Quality Improvements

Response to Recommendations for Improvement:

Suggestion 1

- Evidence 12.** [3/5/20 PGC meeting agenda](#), item 8a; [6/4/20 PGC meeting agenda](#), item 8b, 8d, & 9b; [4/9/20 Board meeting agenda](#), item 3 & 4

Suggestion 2

Evidence 13. [Enrollment Management Committee Recommendations; Memo re Department Instructional Budgets for Fall 2020 and Spring 2021](#)

Suggestion 3

Evidence 14. [Board presentations on 2019/2020 Schedule Development; CCSF 2019/2020 Budget Policy Paper \(Spring 2019\)](#)

Evidence 15. [Adopted budget 2019-20](#)

Evidence 16. [311A report for 2019-20,](#)

Evidence 17. [Audit Report for 2018-19](#)

Evidence 18. [Deficit reduction plan](#)

Suggestion 4

Evidence 19. [System for Performance Evaluation for Classified Employees](#)

Evidence 20. [Job description of 1204 position](#)

Evidence 21. [Current evaluation process for administrators; Administrator's Performance Evaluation Presentation](#)

Evidence 22. [2018-2021 Faculty contract](#)

Evidence 23. [Tenure review process addendum](#), see Article 9.G. of the [2018-2021 Faculty contract](#) on page 34, [Timing of the Review](#), see Article 9.G.3.4 of the [2018-2021 Faculty contract](#) on page 37

Suggestion 5

Evidence 24. [Report in CurriQunet](#)

Suggestion 6

Evidence 25. [New search interface to class schedule](#)

Suggestion 7

Evidence 26. [Proposal for institutionalizing Equitable Access to Success Evaluation \(EASE\)](#)

Reflection on Improving Institutional Performance – Student Learning Outcomes:

Evidence 27. [Public Search - CCSF SLO/Curriculum](#)

Evidence 28. [CCSF Curriculum Committee Handbook](#)

Evidence 29. [SLO Dashboard](#)

- Evidence 30.** [GELO Assessment](#)
- Evidence 31.** [Roles, Responsibilities and Processes \(RRP\) Handbook](#)
- Evidence 32.** [SLO Support & Professional Development](#)
- Evidence 33.** [Student Services Outcomes and Assessment Handbook](#)
- Evidence 34.** [2019 Student Learning Outcomes \(SLO\) Symposium](#)
- Evidence 35.** [2019 ACCJC Partners in Excellence Conference: What the Future Holds](#)
- Evidence 36.** [Breaking Down Silos in Student Services - 2020](#)
- Evidence 37.** [Spring 2019 SLO Statistics CCSF](#)
- Evidence 38.** [ESL 49 Aggregate Assessment 2017](#)
- Evidence 39.** [HLTH 65 Aggregate Assessment 2017](#)
- Evidence 40.** [JAPA 2 Aggregate Assessment 2018](#)
- Evidence 41.** [PSYC 2 Aggregate Assessment 2019](#)
- Evidence 42.** [Studio Arts AAT Aggregate Assessment 2018](#)
- Evidence 43.** [HIT AS Aggregate Assessment 2019](#)
- Evidence 44.** [Marketing AS Aggregate Assessment 2018](#)
- Evidence 45.** [Assessment Report, May 20, 2019](#)
- Evidence 46.** [SLO Dashboard](#)
- Evidence 47.** [Resolution 2017.09.06.03 Updated Aggregate Assessment Timeline Revision](#)
- Evidence 48.** [SLO Dashboard](#)
- Evidence 49.** [Roles, Responsibilities and Processes \(RRP\) Handbook](#)
- Evidence 50.** [SLO Coordinator to Chair of Child Development](#)
- Evidence 51.** [CurricUNET Support Resources](#)
- Evidence 52.** [National Institute for Learning Outcomes Assessment \(NILOA\)](#)
- Evidence 53.** [CCSF SLO Website](#)
- Evidence 54.** [SLO Committee](#)
- Evidence 55.** [CCSF CurricUNET User Manual](#)
- Evidence 56.** [CCSF CurricUNET Support Resources](#)
- Evidence 57.** [CCSF New Hire SLO Slideshow](#)
- Evidence 58.** [Get. It. Done. Curriculum and Assessment!](#)
- Evidence 59.** [Screenshot - Assessment Checker](#)

Evidence 60. [GELO Assessment](#)

Evidence 61. [ILO Assessment](#)

Evidence 62. [SLO Dashboard](#)

Evidence 63. [ACCJC 2019 Conference Presentation](#)

Evidence 64. [Student Service Program Assessment Tracking](#)

Evidence 65. [April 20th All College SLO FLEX](#)

Reflection on Improving Institutional Performance – Institution Set Standards:

Evidence 66. [2020 Annual Report](#) Submitted to ACCJC

Evidence 67. Meeting agendas and notes for CTE Steering Committee: [11/12/2019 agenda](#), p.1 and [notes](#), p.39-43 on labor market data; **Student Equity Strategies Committee:** [10/1/19 Agenda](#), see item 7; [Minutes](#), see 4th bullet on Equity Data Presentation

Report on the Outcomes of the Quality Focus Projects:

Evidence 68. [Roles, Responsibilities and Processes \(RRP\) Handbook](#)

Evidence 69. [CCSF Library Noise Zones Pilot Project 2017](#)

Evidence 70. [Duplicated counts](#) – users counted once for each service used, per observation period

Evidence 71. [Assessment results](#), see table 4 of [5/21/20 Memo Library Collaboratory Usage](#)

Evidence 72. [Student Success Metrics from Cal-PASS Plus](#)

Evidence 73. [NCAEC Allocation Subcommittee Recommendations for 2020-2021 Adult Education Program Funds](#); [Student Success Teams Kickoff Meeting](#)

Fiscal Reporting

Evidence 74. [The College's 2018-19 independent audit report](#)

Evidence 75. [Management Response and Corrective Action to Auditor's Findings](#)

Evidence 76. [Negative Load Balance Summary Data](#)