



# Eligibility Report

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*Submitted by:*

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

*To:*

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

July 28, 2014 (Amended)

Eligibility Report – Certification Page

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

From:

Dr. Arthur Q. Tyler, Chancellor  

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*(Name of Chief Executive Officer)*

City College of San Francisco  

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*(Name of Institution)*

50 Phelan Avenue, San Francisco, California 94112  

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*(Address)*

I certify that there was broad participation by the campus community, and I believe the Eligibility Report accurately reflects the nature and substance of this institution.

Signed:



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Arthur Q. Tyler, Chancellor



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Dr. Robert Agrella, Special Trustee



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Lillian Marrujo-Duck, President, Academic Senate



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Francisco A. "Chico" Gonzalez, Vice President, Classified Senate



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Gohar Momjian, Accreditation Liaison Officer

# Eligibility Report:

Submitted by City College of San Francisco<sup>1</sup>

## Eligibility Requirement 1. Authority

*The institution is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.*

CCSF is a public two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the San Francisco Community College District.<sup>2</sup> CCSF is authorized to award degrees pursuant to Title 5 Code of Regulations 55060 et seq.

CCSF is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. This organization is recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

The College also offers programs accredited by the American Culinary Federation Accrediting Commission,<sup>3</sup> the California Board of Registered Nursing,<sup>4</sup> the Commission on Accreditation of the American Dental Association,<sup>5</sup> the Board of Vocational Nursing and Psychiatric Technicians,<sup>6</sup> the Commission on Accreditation of Allied Health Programs,<sup>7</sup> the Commission on Accreditation for Health Informatics and Information Management,<sup>8</sup> the Federal Aviation Administration,<sup>9</sup> the California State Fire Marshal's Office of State Fire Training,<sup>10</sup> and the Joint Review Committee on Education in Radiologic Technology.<sup>11</sup>

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<sup>1</sup> This report responds to the 2002 edition of the Eligibility Requirements which is in effect to date.

<sup>2</sup> [Education Code Sections 70900-70902](#); Note: As noted in Eligibility Requirement 3, on July 8, 2013, the Board of Governors, acting under authority granted by the California Education Code section 84040 and California Codes of Regulations section 58310 et seq. took action that decommissioned the Governing Board of City College of San Francisco and appointed a Special Trustee with extraordinary powers who has the authority to assume management and control of the District due to the District's potential loss of accreditation.

<sup>3</sup> [American Culinary Federation Accrediting Commission website](#)

<sup>4</sup> [California Board of Registered Nursing website](#)

<sup>5</sup> [Commission on Accreditation of the American Dental Association website](#)

<sup>6</sup> [Board of Vocational Nursing and Psychiatric Technicians website](#)

<sup>7</sup> [Commission on Accreditation of Allied Health Programs website](#)

<sup>8</sup> [Commission on Accreditation for Health Informatics and Information Management website](#)

<sup>9</sup> [Federal Aviation Administration website](#)

<sup>10</sup> [California State Fire Marshal's Office of State Fire Training website](#)

<sup>11</sup> [Joint Review Committee on Education in Radiologic Technology website](#)

In July 2012, the ACCJC issued a Show Cause sanction to CCSF. In October 2012, CCSF submitted the first of two required reports (the “Special Report”)<sup>12</sup> to the ACCJC to demonstrate progress toward resolving the issues raised by the ACCJC contained within four of the Eligibility Requirements and within 14 Recommendations regarding the Standards. An Institutional Self Evaluation Report, along with its enclosed Closure Report, collectively constituted the “Show Cause Report,” the second of the two required reports, which the College submitted in March 2013.<sup>13</sup> The ACCJC conducted a follow-up visit and took action to terminate CCSF’s accreditation in July 2014. CCSF appealed the termination action pursuant to the ACCJC Bylaws and the ACCJC Appeals Manual. On June 13, 2014, the Hearing Panel of the Accrediting Commission of Community and Junior Colleges issued its decision remanding the case back to the Commission for further evaluation.<sup>14</sup> On July 21, 2014, the Commission confirmed that it would uphold its prior decision.<sup>15</sup> The College remains an accredited institution.

### **City College of San Francisco meets Eligibility Requirement 1.**

#### Eligibility Requirement 2. Mission

*The institution’s educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.*

#### **The educational mission is clearly defined.**

In keeping with Education Code Section 66010.4,<sup>16</sup> the Mission Statement of the San Francisco Community College District is as follows:<sup>17</sup>

*Consistent with our Vision, City College of San Francisco provides educational programs and services that promote successful learning and student achievement to meet the needs of our diverse community:*

*Our primary mission is to provide programs and services leading to*

- *Transfer to baccalaureate institutions;*
- *Achievement of Associate Degrees in Arts and Sciences;*
- *Acquisition of certificates and career skills needed for success in the workplace;*

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<sup>12</sup> [CCSF Special Report to ACCJC, October 15, 2012](#)

<sup>13</sup> [Show Cause and Closure Report](#)

<sup>14</sup> [Decision of the Hearing Panel issued June 13, 2014](#)

<sup>15</sup> [ACCJC Remand Decision, July 21, 2014](#)

<sup>16</sup> [California Education Code Sections 66010.1-66010.8](#)

<sup>17</sup> [College Vision and Mission Statements](#)

- *Basic Skills, including learning English as a Second Language and Transitional Studies.*

*In the pursuit of their educational goals, students will learn critical thinking and information competency; effective communication skills; cultural, social, and environmental awareness; and personal and career development skills.*

*In addition, the college offers other programs and services consistent with our primary mission, only as resources allow and whenever possible in collaboration with partnering agencies and community-based organizations.*

*City College of San Francisco belongs to the community and continually strives to provide an accessible, affordable, and high quality education to all its students. The College is committed to providing an array of academic and student development services that support students' success in attaining their academic, cultural, and civic achievements. To enhance student success and close equity achievement gaps, the college identifies and regularly assesses student learning outcomes to improve institutional effectiveness. As a part of its commitment to serve as a sustainable community resource, our CCSF mission statement drives institutional planning, decision making and resource allocation.*

### **The educational mission is adopted.**

The Board of Trustees publicly affirms the College's educational Mission Statement per Board Policy 1.00 (revised in October 2012).<sup>18</sup> The Board reviews it annually in light of internal and external data and updates it as necessary based on that review. This change to an annual cycle is in response to one of the ACCJC's 14 Recommendations that it issued in July 2012. The Board of Trustees reviewed, revised, and adopted the Mission in 2012.<sup>19</sup> The Special Trustee reviewed, revised, and adopted the current Mission in Fall 2013.<sup>20</sup> Revisions in 2013, in response to survey data,<sup>21</sup> made direct reference to Institutional Learning Outcomes with the addition of this text:

*In the pursuit of their educational goals, students will learn critical thinking and information competency; effective communication skills; cultural, social, and environmental awareness; and personal and career development skills.*

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<sup>18</sup> [College Board Policy 1.00, District Vision and Mission Statement](#)

<sup>19</sup> [October 2012 Board Agenda Item](#) [October 2012 Board Minutes](#)

<sup>20</sup> [October 25, 2013 Board Agenda, Policy Amendment to BP 1.00](#); [October 25, 2013 Attachment to Policy Amendment to BP 1.00](#); [October 25, 2013 Board Meeting Minutes](#)

<sup>21</sup> [CCSF Mission and Vision Statements Survey of College Community in Fall 2013](#)

CCSF has drafted an administrative procedure governing the annual review of the Mission Statement, and the Participatory Governance Council conducted a first reading in July 2014.<sup>22</sup>

The San Francisco Community College District (SFCCD or “the District”) reviews its Vision and Mission Statements annually. The review process occurs each year at the outset of the annual planning and budgeting cycle. Annual indices pertaining to the Vision and Mission Statements include a summary assessment of learning outcomes, a dashboard of key performance indicators, an assessment of annual objectives, Program Review results, and other relevant data.<sup>23</sup> College-wide discussion is fostered through Participatory Governance, forums, listening sessions, and other venues. Annual indices are presented to the Participatory Governance Council (PGC), posted online, and announced College-wide to encourage full participation and input. Suggestions for modifications to the Vision and Mission Statements are collected electronically and assembled for PGC and Chancellor’s review. Constituent groups are also encouraged to solicit input, particularly through their regular meetings. Because the Mission Statement commits the institution to accomplish goals that fall under faculty purview, the Academic Senate also reviews and approves revisions to the Mission Statement. Options for affirmation or amendment are discussed by the PGC. Following these discussions, the Chancellor presents a recommendation for affirmation or amendment of the Vision and Mission Statements. The annual review process concludes upon Board approval of the Mission Statement.

**The educational mission is published.**

The Mission Statement is published on the College website,<sup>24</sup> in the College Catalog,<sup>25</sup> and in the class schedule. As an anchor and foundation for all College plans, the Mission is at the forefront of all planning processes.

**The educational mission is appropriate to a degree granting institution and constituency it seeks to serve.**

The current Mission is aligned with California Education Code Section 66010.4, which defines the primary mission of California Community Colleges as follows:

The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.<sup>26</sup>

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<sup>22</sup> [PGC Agendas](#) (see July 17, 2014 agenda which includes 1st reading of the proposed Administrative Procedures for the annual review of the District Vision and Mission Statement)

<sup>23</sup> [Annual Indices and College Mission website; CCSF Mission and Vision Statements Survey of College Community in Fall 2013](#)

<sup>24</sup> [College Mission and Vision Statements on website](#)

<sup>25</sup> [Vision and Mission Statements in College Catalog](#) (see page III)

**The educational mission statement defines institutional commitment to achieving student learning.**

The current Mission Statement explicitly references measuring student learning outcomes (SLOs) to enhance student success and equity where it states: “To enhance student success and close equity achievement gaps, the college identifies and regularly assesses student learning outcomes to improve institutional effectiveness.”

The Mission Statement also includes the institutional learning outcomes component: “In the pursuit of their educational goals, students will learn critical thinking and information competency; effective communication skills; cultural, social, and environmental awareness; and personal and career development skills.”

**City College of San Francisco meets Eligibility Requirement 2.**

Eligibility Requirement 3. Governing Board

*The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution’s mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.*

*The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.*

**The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution’s mission is being carried out.**

On July 8, 2013, the Board of Governors, acting under authority granted by the California Education Code section 84040 and California Codes of Regulations section 58310 et seq. took action that suspended the Governing Board of City College of San Francisco and appointed a Special Trustee with extraordinary powers who has the authority to assume management and control of the District due to the District’s potential loss of accreditation.<sup>27</sup> State Chancellor

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<sup>26</sup> [California Education Code Sections 66010.1-66010.8](#)

<sup>27</sup> [Board of Governors of the California Community Colleges, Resolution No. 2013-03 Amending Title 5 Section 58312](#)

Harris immediately appointed Dr. Robert Agrella to fulfill that role. Dr. Agrella has over 40 years of experience in community colleges.<sup>28</sup>

On July 7, 2014, the California Community College (CCC) Board of Governors continued the appointment of the Special Trustee with Extraordinary Powers and the suspension of the CCSF governing Board. Per the amended CCC Board of Governors resolution, the CCC Chancellor shall present to the Board of Governors at its November 2014 meeting a plan and timeline for the return of governance of SFCCD to the elected Board of Trustees of SFCCD. The plan shall be developed in consultation with the Board of Trustees of SFCCD.<sup>29</sup>

The Special Trustee reviews Board agendas monthly on behalf of the Board of Governors and is empowered to act as the Governing Board. The Special Trustee accepts public comment in a monthly open forum.

The Accrediting Commission for Community and Junior Colleges has provided assurance via email that the decommission of the governing board and the temporary governance of the College by the Special Trustee will be not be considered an impediment to meeting Eligibility Requirement 3 for purposes of applying for restoration.<sup>30</sup>

**This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program.**

The Board of Trustees/Special Trustee is responsible for ensuring the quality, integrity, and financial stability of CCSF.<sup>31</sup> Based on Curriculum Committee and Academic Senate approval, the Board of Trustees/Special Trustee approves the curricula of the College, including courses, programs, and degree patterns.<sup>32</sup> The Board of Trustees/Special Trustee also approves a final budget.<sup>33</sup> These functions are currently being carried out by the Special Trustee and include ensuring that financial resources provide a sound educational program.

**Its membership is sufficient in size and composition to fulfill all board responsibilities.**

The seven-member elected Board of Trustees of the San Francisco Community College District is an independent policy-making board that ensures that the District is implementing its

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<sup>27</sup> [Board of Governors of the California Community Colleges Attachment to Resolution No. 2013-03; Board of Governors Resolution appointing a Special Trustee for San Francisco Community College District, July 8, 2013](#)

<sup>28</sup> [CCSF Board of Trustees Fact Sheet for Special Trustee Robert Agrella](#)

<sup>29</sup> [Board of Governors Resolution No. 2014-03 approving the continuation of a Special Trustee at CCSF](#)

<sup>30</sup> [Email communication dated June 24, 2014 from Krista Johns of the ACCJC confirming that the appointment of a Special Trustee does not impede the College's in meeting this Eligibility Requirement](#)

<sup>31</sup> [Board Policy 1.02 Powers and Duties of the Board](#)

<sup>32</sup> [Board Policy 6.03, Course Development; Approval of course and program actions recommended by the College Curriculum Committee, Resolution No. 140626-II-B-117](#)

<sup>33</sup> [Resolution No. 140626-III-B-129, Adoption of Fiscal Year 2014-15 Tentative Budget Annual Budget 2014-2015, Tentative Recommendation](#)

educational mission. Members are elected for four-year, staggered terms.<sup>34</sup> A non-voting student member elected by the students of the District serves on the governing board.<sup>35</sup> While the Board of Trustees' membership is sufficient in size and composition, at this time, as explained above, the Board's powers have been removed by the California Community Colleges Board of Governors and the duties of the Board of Trustees are being carried out by a Special Trustee.

**The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions.**

The Board of Trustees is an independent policy-making body elected pursuant to regular elections on a staggered basis every two years.<sup>36</sup> As described above, the District is currently being governed by a Special Trustee. On July 7, 2014, the California Community College (CCC) Board of Governors continued the appointment of the Special Trustee with Extraordinary Powers and the suspension of the CCSF governing Board. Per the amended CCC Board of Governors resolution, the CCC Chancellor shall present to the Board of Governors at its November 2014 meeting a plan and timeline for the return of governance of SFCCCD to the elected Board of Trustees of SFCCCD. The plan shall be developed in consultation with the Board of Trustees of SFCCCD.<sup>37</sup>

The Board of Trustees/Special Trustee adopt and revise Board Policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District.<sup>38</sup>

The Special Trustee is capable of reflecting constituent and public interest. The Special trustee receives public comment through both written and oral communications from members of the community and college constituencies prior to taking action on Board agenda items. Members of the public are given the opportunity to address the Special Trustee in a public forum prior to the Board Agenda being acted upon. The comments are considered in decisions made by the Special Trustee and are reflected in the subsequent minutes of the Board meeting. Board meeting minutes are available at [http://www.ccsf.edu/en/about-city-college/board-of-trustees/bot\\_meetings2014.html](http://www.ccsf.edu/en/about-city-college/board-of-trustees/bot_meetings2014.html).

**A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution.**

The Board of Trustees/Special Trustee adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing

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<sup>34</sup> [Board Policy 1.01 Board of Trustees Election and Membership](#)

<sup>35</sup> [Board of Trustees website](#) (click on photos of Trustees for biographies)

<sup>36</sup> [Education Code section 72023](#)

<sup>37</sup> [Board of Governors Resolution No. 2014-03 approving the continuation of a Special Trustee at CCSF](#)

<sup>38</sup> [Board Policy 1.15, Policies and Administrative Procedures](#)

body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.<sup>39</sup>

To ensure adherence to Board policy regarding conflicts of interest, Board members—including the Special Trustee—must disclose whether they have any financial interest (employment, family, ownership, or personal) in the College or the District. None of the current Board members have such interest in the College or District. All candidates standing for election to the San Francisco Community College District Board of Trustees must file a Form 700 (Statements of Economic Interests) with the San Francisco Department of Elections no later than the final filing date for a declaration of candidacy.<sup>40</sup> Members of the Board recuse themselves from voting on matters which may create a conflict of interest or an appearance of a conflict of interest.<sup>41</sup>

### **City College of San Francisco meets Eligibility Requirement 3.**

#### Eligibility Requirement 4. Chief Executive Officer

*The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the prerequisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.*

#### **The institution has a chief executive officer.**

The District complies with Education Code Section 70902. CCSF's chief executive officer (Chancellor) is Dr. Arthur Q. Tyler.<sup>42</sup> Dr. Tyler served as Deputy Chancellor and Chief Operating Officer of the Houston Community College System from 2007 until 2013; President of Sacramento City College from 2005 to 2007; Special Trustee of Compton Community College District from 2004 to 2005; and Vice President of Administration for Los Angeles City College from 1997 to 2004. Prior to that, he had been a President, Chief Operating Officer, and Chief Financial Officer for several electronic engineering and manufacturing companies. He served for more than 20 years in the United States Air Force and with Joint Military Commands.

#### **The chief executive officer is appointed by the governing board.**

After a national search using a consultant to recruit the most qualified candidates, and a rigorous interview process with input from constituent groups, individuals, and College constituent

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<sup>39</sup> [Board Policy 1.19, Conflict of Interest](#); [Board Policy 1.17, Governing Board Code of Ethics and Responsibilities](#)

<sup>40</sup> [San Francisco Campaign and Governmental Conduct Code Article III, Conduct of Government Officials and Employees](#)

<sup>41</sup> [Transcript of February 25, 2010 Board of Trustees meeting](#) (example of Trustee recusing herself due to conflict of interest appears on pages 152-153); [Board Policy 1.17 Governing Board Code of Ethics and Responsibilities](#)

<sup>42</sup> [Chancellor Tyler's Biography](#)

forums, in November 2013, Special Trustee Agrella approved the appointment of Dr. Arthur Q. Tyler as permanent Chancellor.<sup>43</sup>

**The chief executive officer’s full-time responsibility is to the institution.**

The Chancellor’s full-time responsibility is to the institution.<sup>44</sup> His contract requires that his full time responsibility is to the institution.

The Chancellor cannot serve as a member of the Board or Chairperson of the Board. Only board members can serve as President or vice-President of the Board, and the Chancellor is ex-officio Secretary of the Board per Board policy 1.04 ([www.ccsf.edu/Policy/Manuals/1/bp1\\_04.pdf](http://www.ccsf.edu/Policy/Manuals/1/bp1_04.pdf)).

**The Chancellor possesses the authority to administer board policies.**

The Chancellor possesses the authority to administer board policies per Board Policy 1.25, Chief Administrator: Authority, Selection, and Term of Office, and per Board Policy 8.11, Delegation of Authority for Business.<sup>45</sup>

**The institution informs the Commission immediately when there is a change in the institutional chief executive officer.**

The District communicates leadership transitions to the ACCJC.<sup>46</sup>

**City College of San Francisco meets Eligibility Requirement 4.**

Eligibility Requirement 5. Administrative Capacity

*The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.*

**The institution has sufficient staff.**

The institution has sufficient staff to provide the administrative services necessary to support its mission and purpose. In the current organization chart, 53 administrative positions (including the Chancellor) exist in the District’s administrative structure. Thirty-nine (39) positions are filled, nine positions remain vacant, and three positions are currently filled by interim administrators.<sup>47</sup> The College has begun the hiring process for two positions, and intends to recruit and hire qualified candidates for the remaining positions in the 2014-15 academic year.

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<sup>43</sup> [Board Resolution Appointing Dr. Arthur Tyler as the new Chancellor, October 2013](#)

<sup>44</sup> [Duties and Responsibilities of the Chancellor](#)

<sup>45</sup> [BP 1.25 Chief Administrator: Authority, Selection, and Term of Office; BP 8.11 Delegation of Authority for Business](#)

<sup>46</sup> [ALO Letter to ACCJC October 2013](#)

<sup>47</sup> [Administrative Organization Chart](#)

In carrying out administrative functions, the administrative team is supported by 62 department chairs, 44 unrepresented classified staff (six classified managers positions, 29 classified supervisors, and nine confidential classified staff), and 585 classified staff represented by unions.

**Staff has appropriate preparation and experience.**

City College of San Francisco's administrators, faculty, and staff have appropriate preparation and experience to fulfill their respective roles. The Human Resources Department (HR) oversees the hiring processes for all District personnel to ensure that the District equitably and fairly administers established and published hiring procedures in accordance with the requirements of Title 5 California Code of Regulations, the California Education Code concerning equal employment opportunity, the State Minimum Qualifications as outlined in the Minimum Qualifications for Faculty and Administrators in California Community Colleges, and, for classified staff positions, the City and County of San Francisco Civil Service Rules.

Prospective candidates for administrative and faculty positions must provide evidence of their qualifications and experience in their application materials and show their potential for contributing to the institution's Mission. Application materials are reviewed to verify the minimum qualifications prescribed for the position by the State minimum qualifications and the District's identified desirable qualifications. Application materials include copies of transcripts, a letter of interest, a diversity statement, and, in some instances, letters of recommendation, a list of references, a portfolio of work, and additional department-specific questionnaires.

The Human Resources Academic Hiring unit and Associate Vice Chancellor of Human Resources, along with the Title 5/EEO/ADA Compliance Office, ensure that search committee members are oriented on the hiring procedures, fair employment practices and procedures, equal opportunity and non-discrimination, and relevant sections of the Collective Bargaining Agreement (Article 12).

The Search Committee will select candidates to be interviewed who best meet the qualifications listed on the job announcement, as measured by evidence of professional qualifications, including educational background and experience. Each individual employed must possess qualifications that are equivalent to the applicable minimum qualifications specified in this document.

As an example, the highest degree and the average number of years of experience in higher education for each senior administrator, the Vice Chancellors, General Counsel, Dean Employee Relations, President Campus and Centers, the Associate Vice Chancellor of Human Resources,

and the Associate Vice Chancellor of Institutional Development are outlined on the table, “Executive Cabinet – Administrators,”<sup>48</sup> accessible via the footnote below.

These processes yield a team of highly qualified professionals chosen for their qualifications and competence.<sup>49</sup>

The District sought to address the assessment of its classified staff through the development of a classified staffing plan and the ongoing management of the plan. To address this recommendation in Fall 2013, the College developed a classified staffing plan that drew on Program Review requests for classified staffing and considered the needs of divisions and departments. The process includes a systematic review of positions to ensure that all positions are accurately accounted for. The classified staffing plan identified the College’s top priorities with input from constituent groups, including SEIU 1021, the Academic Senate and the Participatory Governance Council. The College is moving forward with hiring positions in accordance with the financial resources available.<sup>50</sup>

Pursuant to California Education Code §88137, the City and County of San Francisco’s merit system, overseen by the Civil Service Commission, governs the District’s employment of classified employees. All permanent, provisional, temporary, and exempt positions are classified by the City and County of San Francisco’s Department of Human Resources (DHR) according to their duties, responsibilities, and authority. In order to add a new or additional classified position to a College department, the department must complete a personnel requisition. Upon receipt of the approved requisition, the District’s Human Resources Department initiates a request procedure through DHR via their Human Resource Management System for position approval. This process incorporates a DHR questionnaire designed to elicit complete and thorough information for a specific position, such as major functions, essential duties, and responsibilities, and if applicable, the level of authority.

### **City College of San Francisco meets Eligibility Requirement 5.**

Eligibility Requirement 6. Operational Status

*The institution is operational, with students actively pursuing its degree programs.*

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<sup>48</sup> [Executive Team Summary of Credentials and Experience](#)

<sup>49</sup> [Vice Chancellor Academic Affairs Susan Lamb’s CV](#); [Vice Chancellor Finance and Administration Ron Gerhard’s CV](#); [Vice Chancellor Fabienne M. Naples’ CV](#); [General Counsel Steve Bruckman’s CV](#); [Chief Technology Officer Jay Field’s CV](#); [Dean of Employee Relations Mickey Branca’s CV](#); [Associate Vice Chancellor Human Resources Clara Starr’s CV](#); [Associate Vice Chancellor Institutional Development Gohar Momjian’s CV](#); [President of Ocean Campus and Centers Virginia Parras’ CV](#)

<sup>50</sup> [Classified Staffing Plan - 2013-2014 \(draft\)](#); [Chancellor’s Decision on Classified Staffing - 2013-2014](#); [Additional Materials Related to the Classified Staffing Plan](#)

CCSF is operational, with 79,728 students enrolled in 2012-13 as shown by the CCCCCO Data Mart. More than half of these students (41,621) enrolled in credit courses.<sup>51</sup>

Of credit students, 77% indicated they were actively pursuing degrees or certificates, with most of the remainder indicating other career-related goals or undecided educational goal.<sup>52</sup>

Total annual FTES for 2012-13 was 31,893.<sup>53</sup>

### **City College of San Francisco meets Eligibility Requirement 6.**

Eligibility Requirement 7. Degrees

*A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.*

### **A substantial portion of the institution's educational offerings are programs that lead to degrees.**

As listed in the 2013-14 CCSF College Catalog and Catalog Addendum, the College offers 87 majors for the associate degree, 65 credit certificates of achievement, 109 credit certificates of accomplishment, and 61 noncredit certificates.<sup>54</sup>

In 2012-13, the College awarded 2,723 associate degrees, 1,194 credit certificates of achievement, 1,209 credit certificates of accomplishment, and 369 noncredit certificates.<sup>55</sup>

City College of San Francisco is dedicated to the principle that the highest quality education possible be provided to all students. Central to this philosophy is the belief that all students granted an associate degree should be required to study a variety of general breadth courses in addition to those courses that are required by a student's major. These general breadth courses introduce the student, for example, to the languages, the methods of inquiry, and the body of knowledge of the major academic disciplines. Consistent with this philosophy, it is the intent of the College to involve students in the various disciplines in such a way that students will develop an interest in learning that will continue and expand throughout their lives.<sup>56</sup>

In response to California Senate Bill 1440, the College created transfer degrees developed in line with the statewide approved Transfer Model Curricula, intended to better prepare students for transfer to the California State University system.

In accordance with California Code of Regulations, Title 5, Section 51004 and the Education Code, under the Direction of the Vice Chancellor of Academic Affairs, the Office of Instruction,

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<sup>51</sup> [CCCCCO Student Enrollment Status Summary Report](#) (2013-14 data will be available in Fall 2014)

<sup>52</sup> [Credit Students Enrolled in 2012-13 by Educational Goal](#)

<sup>53</sup> [CCSF FTES Enrollment \(downloaded 7/9/14 from CCC Data Mart\)](#)

<sup>54</sup> [College Catalog website](#)

<sup>55</sup> [CCCCCO Program Awards Summary Report](#)

<sup>56</sup> [Associate Degree Graduation Requirements in College Catalog](#)

and with approval of the SFCCD Board of Trustees, Associate Degrees are available in the following areas of study:

**Associate in Arts**

- Chinese (Mandarin)
- Dance - Performance Arts
- French
- Graphic Design
- Italian
- Japanese
- Journalism
- Latin American/Latino/a Studies
- LGBT Studies
- Liberal Arts: Arts & Humanities
- Liberal Arts: Communications
- Spanish
- Women's Studies

**Associate in Science**

- Accounting
- Administration of Justice
- Administrative Support
- Aircraft Powerplant Maintenance
- Airframe Maintenance Technology
- Architecture
- Automotive Mechanics
- Avionics Maintenance Technology
- Biological Sciences
- Biotechnology
- California Real Estate
- Child Development
- Cinema Production
- Computer Networking and Information Technology (CNIT): Cisco Networking
- CNIT: Computer Technical Support
- CNIT: Internet and Web Development
- CNIT: Microsoft Windows
- CNIT: Network Security
- CNIT: Wireless Networks
- Commercial Cut-Flower and Greenhouse Production
- Computer Science
- Construction Management

- Culinary Arts Management
- Dental Assisting
- Diagnostic Medical Imaging
- Earth Sciences
- Electronic Engineering Technology
- Engineering
- Environmental Studies and Sciences
- Fashion Design
- Fashion Merchandising
- Finance
- Fire Science Technology
- Floristry
- Food Service Management
- General Business
- Geology
- Health Education
- Health Information Technology
- Hotel Management
- Interior Design
- Labor and Community Studies
- Landscape Gardening and Contracting
- Liberal Arts: Science and Mathematics
- Liberal Arts: Social and Behavioral Sciences
- Library Information Technology
- Marketing
- Mechanical Engineering Technology
- Medical Administrative Assisting
- Medical Office Assisting
- Motorcycle Technician
- Nursery and Garden Center Operations
- Oceanography
- Paralegal/Legal Studies
- Paramedic
- Photography
- Physics
- Radiation Therapy Technology
- Registered Nursing
- Travel and Tourism

**Associate in Arts for Transfer**

- Anthropology

- Communication Studies
- English
- History
- Political Science
- Psychology
- Sociology
- Studio Arts

#### **Associate in Science for Transfer**

- Administration of Justice
- Computer Science
- Early Childhood Education
- Mathematics
- Physics

City College offers two types of credit certificates, a Certificate of Achievement and a Certificate of Accomplishment, which prepare students for entry-level employment or further study, add special knowledge and skills to existing occupational competence, or mark an accomplishment in a particular area. A Certificate of Achievement is a sequence of courses usually consisting of 18 or more units of degree-applicable coursework that has been approved by the State Chancellor's Office. Students who successfully petition for a Certificate of Achievement will have the name of the certificate appear on their transcript. A Certificate of Accomplishment is a sequence of courses consisting of fewer than 18 units of degree-applicable coursework. Students who successfully petition for a Certificate of Accomplishment will not have the name of the certificate appear on their transcript. Credit that students earn in a certificate curriculum may also be used toward satisfaction of the requirements for graduation from the College with an Associate Degree.

Most of the College's credit offerings are courses that are degree-applicable. Of those courses, most can be used to satisfy a specific requirement of a degree or certificate program. In Fall 2013, degree-applicable courses comprised 94.2% of all credit sections. Of those, 91.4% were courses that are applicable to a specific Associate Degree or Certificate of Achievement program.<sup>57</sup>

#### **A significant proportion of CCSF's students are enrolled in programs that lead to degrees.**

The following statistics are from Fall 2013:

- **Enrollments.** Degree-applicable courses comprised 93.9% of the enrollment in all credit sections. Of those enrollments, 94.4% were in courses applicable to a specific Associate Degree or Certificate of Achievement.

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<sup>57</sup> [Offerings and Enrollment in Credit Courses, Fall 2013](#)

- **FTES.** Degree-applicable courses comprised 92.9% of the FTES generated in all credit sections. Of that figure, 95.6% was generated in courses applicable to a specific Associate Degree or Certificate of Achievement.

### **City College of San Francisco meets Eligibility Requirement 7.**

#### Eligibility Requirement 8. Educational Programs

*The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. At least one degree program must be of two academic years in length.*

#### **The institution's principal degree programs are congruent with its mission.**

As outlined in the College's Mission Statement,<sup>58</sup> the primary mission is to provide programs and services leading to:

- Transfer to baccalaureate institutions;
- Achievement of Associate Degrees in Arts and Sciences;
- Acquisition of certificates and career skills needed for success in the workplace;
- Basic Skills, including learning English as a Second Language and Transitional Studies.

The College's degree programs are aligned with this mission. Degree programs are primarily oriented towards transfer or the attainment of career and technical education (CTE).

CCSF's College Curriculum Committee,<sup>59</sup> with Academic Senate approval, recommends approval of the College's degree programs to the Board of Trustees. As part of that approval process, the Curriculum Committee ensures that proposed degree programs are congruent with its mission.<sup>60</sup> Records of the Curriculum Committee's proceedings, agendas, and minutes are available on the Curriculum Committee website.<sup>61</sup>

After approval by the Curriculum Committee, Academic Senate, and the Board of Trustees, degree programs are submitted to the California Community College State Chancellor's Office for final review and approval, using the standards set forth in the Program and Course Approval Handbook.<sup>62</sup> As part of that approval, the College supplies documentation that demonstrates how the degree program meets the CTE or transfer needs of students.

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<sup>58</sup> [CCSF Vision and Mission Statements](#)

<sup>59</sup> [Curriculum Committee website](#)

<sup>60</sup> [CCSF Vision and Mission Statements](#); [Curriculum Committee Handbook, Chapter 4: Majors](#); [Curriculum Committee Handbook, Chapter 7: Certificates](#)

<sup>61</sup> [Archives on the Curriculum Committee website](#)

<sup>62</sup> [CCCCO Program and Course Approval Handbook](#)

Examples of degree programs that meet CTE needs:

- Associate in Science in Paralegal/Legal Studies
- Associate in Science in Computer Networking and Information Technology
- Associate in Science in Registered Nursing
- Associate in Science in Fashion Design

Examples of degree programs that meet transfer needs:

- Associate in Arts in LGBT Studies
- Associate in Science in Mathematics for Transfer
- Associate in Arts in History for Transfer
- Associate in Science in Geology

A complete listing of degree programs is contained in the College Catalog and Catalog Addendum.<sup>63</sup>

**The institution's principal degree programs are based on recognized higher education field(s) of study.**

As noted above, proposed degree programs are reviewed and approved at several levels. The narrative required by the State Chancellor's Office's Program and Course Approval Handbook for a proposed degree program requires the assignment of a Taxonomy of Programs (TOP) code for the proposed degree program. The TOP code system,<sup>64</sup> established by the State Chancellor's Office, serves to classify and aggregate programs and courses that have similar outcomes, and delineates the fields of study in use throughout the California Community College system.

The College provides opportunities for students to achieve portions of certain degree programs through distance education.<sup>65</sup> Courses are only offered via distance education after the review and approval of a Distance Education Addendum through the College's Curriculum Committee.<sup>66</sup> The Distance Education Addendum is designed to meet the requirements of Title 5 Section 55200 et seq., and delineates the methods and frequency of student-instructor contact and the ways in which the instructional methodology of the course will change with the distance education modality.

**The institution's principal degree programs are of sufficient content and length.**

All degree programs have identified learning outcomes, developed by discipline faculty and approved by the College's Curriculum Committee. As part of the approval process, the Curriculum Committee reviews a mapping of required and elective courses to the program-level

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<sup>63</sup> [Programs and Courses in College Catalog](#)

<sup>64</sup> [California Community Colleges Taxonomy of Programs](#)

<sup>65</sup> [List of All Programs that Include Courses Offered via Distance Education](#)

<sup>66</sup> [Curriculum Committee Handbook, Chapter 3, Course Outline Addenda](#)

learning outcomes. This mapping process ensures that degree programs are structured in such a way that students achieve the learning outcomes of the program, regardless of any elective choices they may make.

**The institution’s principal degree programs are conducted at levels of quality and rigor appropriate to the degrees offered.**

The College’s degree programs consist of courses that are reviewed by the College’s Curriculum Committee, which ensures that all degree-applicable courses are designed to meet the rigor requirements of Title 5 Section 55002(a). These standards of rigor include ensuring that the coursework calls for critical thinking and uses learning skills and a vocabulary appropriate for a college course. Courses that are approved by the Curriculum Committee as program applicable are further sent to the State Chancellor’s Office for approval, providing further assurance that the courses meet these standards.

The Program and Course Approval Handbook requires that degree programs designed for transfer are based on articulation agreements made between the College and colleges in the California State University and University of California systems. The process of articulating courses with these systems, where course outlines are submitted for review, ensures that these courses are of sufficient rigor to meet lower-division transfer requirements.

More recently, the College has developed 13 Associate Degrees for Transfer, which follow Transfer Model Curricula that faculty from the California Community College and California State University systems have developed.<sup>67</sup> These model curricula build upon C-ID, a statewide system designed to identify significant transfer courses. The C-ID number is a designation that ties that course to a specific course “descriptor” that was developed by intersegmental discipline faculty and reviewed statewide. Over 75 City College courses have been assigned C-ID numbers,<sup>68</sup> indicating that intersegmental faculty have determined the courses meet the published content, rigor, and course objectives of the course descriptors.

Monitoring of alignment of instruction with the course outline occurs via the performance evaluation process described in Article 9 of the faculty contract,<sup>69</sup> documented by performance evaluation reports<sup>70</sup> submitted to the Office of Instruction. Also, CTE programs utilize outside industry advisory committees that routinely review degree programs, making recommendations on proposed new programs and modifications to existing programs to ensure graduates have appropriate job skills. Finally, many programs, especially CTE programs, must undergo discipline-specific accreditations that include external assessments in their program learning

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<sup>67</sup> [C-ID Transfer Model Curriculum Information](#)

<sup>68</sup> [C-ID Courses](#) (this site allows one to review courses at the College with C-ID numbers)

<sup>69</sup> [Faculty Contract, Article 9](#)

<sup>70</sup> [Peer/Peer-Management Form for Academic Employees](#)

outcomes maps. For example, Diagnostic Medical Imaging program is accredited by the Joint Review Committee on Education in Radiologic Technology.<sup>71</sup>

**The institution's principal degree programs culminate in identified student outcomes.**

Faculty develop SLOs for all degree and certificate programs. These learning outcomes are reviewed and approved by the Curriculum Committee, which also requires a mapping of required and elective courses to the program-level learning outcomes.<sup>72</sup> These SLOs appear in the College Catalog<sup>73</sup> and on Department SLO websites.<sup>74</sup>

**At least one degree program must be of two academic years in length.**

All degree programs are two academic years in length. The College's degree programs are established in accordance with Title 5 Section 55063, which requires a minimum of 60 semester units of credit, degree-applicable coursework.

**City College of San Francisco meets Eligibility Requirement 8.**

Eligibility Requirement 9. Academic Credit

*The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.*

**The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education.**

The College awards credit for its courses in accordance with Title 5 Section 55002.5 and 34 CFR 600.2, where one credit hour requires a minimum of 48 hours of lecture, study, or laboratory work (which is based on the Carnegie Unit). The College operates on a semester system, with two primary terms (fall and spring); the units awarded to students are semester units. The College also offers a summer session. Academic credit is awarded for curriculum that has been approved by the College Curriculum Committee, Academic Senate, and Board of Trustees. The Curriculum Committee uses the standards in Title 5 Section 55002.5 and 34 CFR 600.2 in its review of the relationship of contact hours and units in proposed Course Outlines of Record.<sup>75</sup>

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<sup>71</sup> [Joint Review Committee on Education in Radiologic Technology website](#)

<sup>72</sup> [Curriculum Committee Handbook, Chapter 4, Majors](#)

<sup>73</sup> [College Catalog Programs and Courses](#)

<sup>74</sup> [Department SLO websites](#)

<sup>75</sup> [Curriculum Committee website](#)

The relationship between hours and units is detailed in the College’s Curriculum Handbook, Chapter 2, Section 2.3.4.<sup>76</sup>

The College also utilizes alternative methods for awarding credit, in accordance with Title 5 Section 55050 et seq. Specifically:

- The College has processes to award Credit by Examination.
- The College has processes to award credit for Advanced Placement examinations

Policies for both of these processes are detailed in the College Catalog.<sup>77</sup>

In addition, students may use coursework completed at other institutions to fulfill program, general education, and/or elective unit requirements for the Associate Degree or certificate programs. Policies and procedures for the evaluation of incoming coursework are detailed in the College Catalog (see “Transfer of Coursework to City College”).<sup>78</sup>

**Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.**

The credit associated with each course offered, and details regarding the awarding of academic credit by the College are clearly indicated in the College Catalog and Schedule of Classes.<sup>79</sup>

Policies regarding alternative methods of awarding credit are published in the Academic Policies and Procedures section of the College Catalog.<sup>80</sup>

**City College of San Francisco meets Eligibility Requirement 9.**

Eligibility Requirement 10. Student Learning and Achievement

*The institution defines and publishes for each program the program’s expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.*

**The institution defines and publishes for each program the program’s expected student learning and achievement outcomes.**

The College has developed and published student learning outcomes for all programs.

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<sup>76</sup> [Curriculum Handbook Section 2.3.4 Course Specifics](#) (Page 31)

<sup>77</sup> [College Catalog Credit by Examination and Advanced Placement, Academic Policies and Procedures](#) (Page 419)

<sup>78</sup> [College Catalog Transfer of Coursework to City College, Academic Policies and Procedures](#) (Page 416)

<sup>79</sup> [College Catalog Courses and Programs; Online Class Schedule](#)

<sup>80</sup> [College Catalog Academic Policies and Procedures](#)

To support the documentation of SLOs, the College has developed a central robust website dedicated to facilitating College-wide dialogue by sharing assessment plans, results, and highlights of course, program, and service improvements based on assessment data.<sup>81</sup>

Data regarding graduation, transfer, course completion, retention term to term, progression to the next course/level, and program completion are publicly available on the CCCCCO Student Success Scorecard, to which the College links on its website homepage.<sup>82</sup> The College provides licensure examination pass rate history to the ACCJC in its annual report, which is accessible on the CCSF Forward website.<sup>83</sup>

Instructional program SLOs (disciplines, majors, and certificates) and mappings are reviewed by the Curriculum Committee. Outcomes are listed in the College Catalog and mappings are often housed on departmental webpages.<sup>84</sup>

The Curriculum Committee reviews course-level SLOs, and faculty list SLOs in course outlines, describe them in syllabi for all courses, and make them available publicly through department websites. The Student Service Assessment Team reviews and discusses student service outcomes.<sup>85</sup> Many departments have created posters and bulletin boards, such as the Child Development Department on the Ocean campus and the ESL department on the Mission campus, in high traffic areas that announce outcome expectations.

One hundred percent of instructional departments and student service units have defined and published expected student learning and service outcomes. Sixty instructional departments have departmental websites with routinely updated outcomes and assessment information.<sup>86</sup> Twenty two separate student service units house outcomes and assessment information on publicly available websites.<sup>87</sup> Twenty two administrative units, in collaboration with the staff and SLO Coordinator, created public outcomes and assessment web pages, including shared outcomes for the seven Centers.<sup>88</sup>

**Through regular and systematic assessment, the institution demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.**

The College uses a transparent reporting system, and comprehensively and consistently documents and reports ongoing assessment, thereby ensuring SLO assessment meets proficiency in all areas.<sup>89</sup> The College has widespread participation in the process. In Spring 2013, when

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<sup>81</sup> [SLO website](#)

<sup>82</sup> [CCCCCO Scorecard website for CCSF](#)

<sup>83</sup> [Annual and Fiscal Reports to ACCJC](#) (See question #20)

<sup>84</sup> [Sample catalog language for child development](#); [Sample mapping Earth Sciences](#)

<sup>85</sup> [Student Service Assessment Team website](#)

<sup>86</sup> [Instructional departments' SLO websites](#)

<sup>87</sup> [Student services' SLO websites](#)

<sup>88</sup> [Administrative service outcomes website](#)

<sup>89</sup> [Outcomes Assessment Report website](#)

assessment reporting is most robust, 95% of instructional courses, 93% of instructional programs, and 100% of student services submitted assessment reports into our reporting system (developed in-house).<sup>90</sup> Every assessment report may be viewed by the public as soon as it is submitted, and, each semester, the College archives reports so that trajectory of assessment is preserved. These reports document that faculty are measuring, analyzing, and instituting improvements based on evidence. Student learning outcomes are assessed across modalities and locations to ensure that all students in a course or program achieve learning outcomes.

The SLO Coordinators facilitate College-wide reporting and training on instructional Student Learning Outcomes (SLOs), Student Service Outcomes (SSOs), and Administrative Unit Outcomes (AUOs) and facilitate, with appropriate committees, validation, and College-wide dialogue of assessment data.<sup>91</sup>

Learning trends across the College are assessed through General Education Outcomes workgroups (every spring) and Institutional Learning Outcomes workgroups (every fall).<sup>92</sup> Reports, such as the GE Area C Natural Science Assessment Report, demonstrate that assessment teams are comparing assessment data to achievement data to promulgate recommendations that will improve performance in both course and program completion as well as the attainment of competencies. The Critical Thinking and Information Competency ILO Assessment Report supports that our campus community has broad discussions about student learning, as nearly 70% of the 3,200 students assessed for critical thinking outcomes were proficient.<sup>93</sup> The College routinely measures student awareness of outcomes through student surveys and supplemental questions on the Community College Survey of Student Engagement (CCSSE).<sup>94</sup>

Each year, each program analyzes completion, persistence, and retention data publicized by the Research and Planning Office via the online Dashboard (institutional achievement outcomes) and companion data links for program review (program and discipline achievement outcomes).<sup>95</sup> Moreover, the College gathers and reports evidence of SLO achievement and planned and completed course, program, and service improvements found in Program Review, and the College community discusses and vets the *SLO Impact Report* in Participatory Governance committees.<sup>96</sup> A monthly newsletter shares additional assessment highlights across the College.<sup>97</sup>

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<sup>90</sup> [Outcomes Assessment Report Summary 2013](#)

<sup>91</sup> [Student Learning Outcomes](#); [Student Service Outcomes](#); [Administrative Unit Outcomes](#); [SLO Professional Development website](#)

<sup>92</sup> [General Education Outcomes](#) ; [Institutional Learning Outcomes](#)

<sup>93</sup> [Student Awareness SLO Survey Report](#)

<sup>94</sup> [City College CCSSE report website](#)

<sup>95</sup> [Institutional Effectiveness Dashboard](#)

<sup>96</sup> [SLO Impact Report](#)

<sup>97</sup> [SLO Highlights reports](#)

Faculty and classified staff from instructional, counseling, student service, and administrative service units collaboratively developed a thorough long-term assessment plan, setting a benchmark that every outcome is assessed at least once every three years. This plan lays out the continued efforts to extend the College's closed-loop ongoing SLO assessment to all areas Collegewide. Data collected on the frequency of assessment activity shows a majority of outcomes are already assessed more frequently than the College's three-year mandate. Currently, 60% of reporting units/courses assess every semester, 24% every year, 9.5% every two years, and only 6% of reporting units/courses assess once every three years.<sup>98</sup>

The College recently invested in CurricUNET Meta, software that allows the College to better track and integrate Student Learning Outcomes with planning and budgeting activities. This software will enable the College to further institutionalize comprehensive and integrated outcomes assessment.<sup>99</sup>

### **City College of San Francisco meets Eligibility Requirement 10.**

#### Eligibility Requirement 11. General Education

*The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study for general education.*

#### **The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry.**

The college, as outlined in its Mission, provides students with a breadth of knowledge and promotes intellectual inquiry through course, program, and, institutional outcomes that include critical thinking and information competency, communications skills, an appreciation of cultural and social diversity, and environmental awareness.

To further ensure these outcomes are met, the college has developed General Education requirements. These requirements include the major areas of knowledge (humanities and fine arts, the natural sciences, and social sciences); skills to be a productive individual and lifelong learner; and the knowledge needed to be an ethical human being and effective citizen. The general education requirements included in Standard II.A.3 are evaluated as part of the student

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<sup>98</sup> [Summary of Fall 2013 Outcomes Assessment and Reporting; Institutional Assessment Plan 2013-2014](#)

<sup>99</sup> [Communication in February 2014 introducing CurricUNET](#)

competencies and learning outcomes for each college program. These skills are assessed through the Student Learning Outcomes developed for the individual courses, and reported through program review and SLO processes. General Education Outcomes have been mapped to the individual course student Learning Outcomes and are comprehensively evaluated. Students must demonstrate general education competencies through course SLO assessment in order to successfully complete an academic and vocational degree program.

The various college departments annually conduct program reviews and evaluate course and program Student Learning Outcomes (SLOs), which include General Education Learning Outcomes (GELOs).

Students completing the Associate Degree have two different options for satisfying General Education (GE) requirements:

- Those completing the Associate in Arts (AA) or Associate in Science (AS) degrees follow the College's locally developed GE pattern. The Associate Degree Graduation Requirements section of the College Catalog provides a list of the General Education courses for the local GE pattern.<sup>100</sup>
- Those completing the Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T) follow either the California State University (CSU) General Education (GE) or Intersegmental General Education Transfer Curriculum (IGETC) patterns. The "Transfer Information" section of the College Catalog lists the courses for the CSU GE and IGETC patterns.<sup>101</sup>

**The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge.**

In accordance with Title 5 Section 550063 (Minimum Requirements of the Associate Degree), the college has incorporated these minimum requirements in all of its General Education patterns. Additionally, the college has also incorporated learning competencies established in the college Mission for all of the requirements in ACCJC Standard II.A.3 as part of each degree, certificate, and training program. These requirements are illustrated in the locally developed General Education patterns established in the following areas:

- Area A: Communication and Analytical Thinking Requirement
- Area B: Written Composition
- Area C: Natural Sciences Requirement
- Area D: Social and Behavioral Sciences Requirement
- Area E: Humanities Requirement
- Area 2: Mathematical Concepts and Quantitative Reasoning

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<sup>100</sup> [College Catalog Associate Degree Requirements](#)

<sup>101</sup> [College Catalog Transfer Information section](#)

In addition, the College's locally developed General Education pattern includes the following areas:

- Area F: United States History and Government Requirement
- Area G: Health Knowledge and Physical Skills
- Area H: Ethnic Studies, Women's Studies, and Lesbian, Gay, Bisexual, and Transgender Studies

The CSU GE pattern includes the following areas:

- Area A: Communication in the English language and critical thinking
- Area B: Physical Universe and its Life Forms
- Area C: Arts, literature, foreign language and philosophy
- Area D: Social political and economic institutions and behavior, historical background
- Area E: Lifelong understanding and self-development

The IGETC pattern includes the following areas:

- Area 1: English Communication
- Area 2: Mathematical Concepts and Quantitative Reasoning
- Area 3: Arts and Humanities
- Area 4: Social and Behavioral Sciences
- Area 5: Physical and Biological Sciences
- Area 6: Language Other Than English

**General education has comprehensive learning outcomes for the students who complete it.**

Catalog descriptions for all courses are in the Programs and Courses section of the College Catalog.<sup>102</sup> The Associate Degree Graduation Requirements section of the College Catalog documents the comprehensive learning outcomes that students should gain as a result of completing the locally determined GE requirements.<sup>103</sup> Learning outcomes for all general education courses are also contained in the College's online repository of course outlines on the Office of Instruction's Curriculum website.<sup>104</sup>

**Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education.**

The College Curriculum Committee scrutinizes the institution's courses for rigor and quality.<sup>105</sup> The Bipartite Committee on Graduation Requirements, which consists of administrators and the

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<sup>102</sup> [College Catalog Programs and Courses section](#)

<sup>103</sup> [College Catalog Associate Degree Requirements](#)

<sup>104</sup> [Curriculum website for course outlines](#)

<sup>105</sup> [Curriculum Committee website](#)

elected executive council of the Academic Senate, reviews the institution's locally determined GE pattern for breadth and depth and decides which courses to include in the GE areas.<sup>106</sup>

Courses are deemed applicable to the CSU GE and IGETC requirements only after recommendation by the College's CSU-UC Breadth Committee and approval by the CSU and UC system offices.

There is strong overlap between the courses included in the local General Education pattern and the CSU GE and IGETC patterns. Given that courses are only included in the CSU GE or IGETC patterns upon review and approval by the CSU and UC system offices, this is further evidence that general education courses are of higher education rigor and quality.

### **City College of San Francisco meets Eligibility Requirement 11.**

Eligibility Requirement 12. Academic Freedom

*The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.*

**The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.**

Board Policy 6.06 on Academic Freedom describes the College's commitment to academic freedom of faculty and students as a foundational principle central to academic institutions.<sup>107</sup>

The importance and necessity of Academic Freedom is also reiterated in the College Catalogue entitled "Academic Policies and Procedures."<sup>108</sup>

The Academic Freedom policy is again emphasized and further explained in the Faculty Handbook under Section 4.1 entitled "Academic Freedom."<sup>109</sup>

The College demonstrated its commitment to academic freedom through its actions to protect a faculty member in the wake of 9/11.<sup>110</sup>

CCSF is unequivocally and unalterably committed to the principle of academic freedom in its true sense which includes freedom to study, freedom to learn, and freedom to teach and provide educational professional services to students.

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<sup>106</sup> [Bipartite Committee Minutes March 2014](#)

<sup>107</sup> [BP 6.06](#)

<sup>108</sup> [Academic Policies and Procedures in College Catalog](#) (see page 450)

<sup>109</sup> [Faculty Handbook](#) (see page 49)

<sup>110</sup> [Evidence of Commitment to Academic Freedom Demonstrated by College Administration in Wake of 9/11](#)

**Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.**

In keeping with the philosophy of intellectual freedom, the College supports the rights of faculty, staff and students to speak freely on matters of public concern and provides formal and informal opportunities that represent varying points of view in support of student attainment of course objectives and recognition of educational principles. The public is invited to the majority of events that are offered as part of the community's educational program. Examples of these opportunities include the following:

**etc. Magazine** is written, edited, photographed and designed by students at City College of San Francisco and features wide-ranging topics, which include critical coverage of College and community issues.<sup>111</sup>

**The Concert and Lecture Series** produces approximately 50 events each year that foster the exploration of diverse cultural perspectives and accomplishments and developments in specific fields of study as well as in current social and political structures and organizations.<sup>112</sup> Materials are distributed at public concerts presented by music students and faculty.<sup>113</sup>

**The Multicultural Infusion Project** focuses on helping faculty infuse multicultural content and perspectives into their curriculum.<sup>114</sup>

**Library exhibits** reach out from the realm of the idea embedded in literate media, to the free expression of ideas by embracing the artifact and image. **Library programs** explore ideas and expand on the extra-curricular circulation of ideas freely in a community of teachers and learners. **Exhibition blogs** bring to the broader community, and the world, a reflection of the thoughts and culture of the institution, and the ideas that stimulate thought and understanding there.<sup>115</sup>

**Educational Access Television (EATV) – Cable Channels 27 and 75** serves the larger educational Mission of the District by providing information about community resources; by being an outlet for student video, film, and multimedia productions; by providing internships to students preparing for media careers; and by offering access to information and education to those who are physically challenged or housebound.<sup>116</sup>

**KCSF Radio** is an internet-based radio station that expands the diverse voice of CCSF to the larger, worldwide community. Students program and operate the station, share their love of

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<sup>111</sup> [etc. Magazine website](#)

<sup>112</sup> [Concert and Lecture Series website](#) (this web page is being updated); [Photography Department website announcing photography-related lectures](#)

<sup>113</sup> [CCSF Music Department Concerts & Events website](#)

<sup>114</sup> [Multicultural Infusion Project website](#)

<sup>115</sup> [Library Exhibitions website](#); [Library Programs website](#); [Library Exhibitions blog](#)

<sup>116</sup> [Educational Access Television website](#)

music and present information about the issues of the day while preparing for entry-level employment.<sup>117</sup>

**IDTV (Identity Television)** is a student-produced video magazine program distributed on EATV Channels 27 and 75 and on the Internet focused on topics of interest to the San Francisco community.<sup>118</sup>

**City Shorts** is an annual student film festival presenting outstanding CCSF student films on a variety of topics and in a multitude of styles to the San Francisco community. The cinema students also produce, promote, and present the festival.<sup>119</sup>

Within the venues listed above and within the classroom, the institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Overall, the institution maintains an atmosphere in which intellectual freedom and independence exist.

The College is deeply committed to protecting students' academic freedom. To that end, many instructors include statements in their syllabi that encourage all students to express their views freely and fearlessly. An example of one such syllabus is for POLS 45, "Government and Politics of Middle East," which is a political science course containing potentially contentious content. It covers political developments and changes in the Middle East, with emphasis on the Arab states and Israel. The syllabus includes the statement:

*At times the class will take up controversial issues and students will be encouraged to ask questions and engage in respectful discussion. The class will maintain an atmosphere of respect and tolerance at all times.*<sup>120</sup>

If students feel that they have been unfairly treated or that their grade has suffered because of an instructor's bias, they can challenge the grade by following the grievance procedure.<sup>121</sup>

The faculty evaluation form that students complete also provides students with the opportunity to indicate when an instructor does not respect a student's point of view.<sup>122</sup>

## **City College of San Francisco meets Eligibility Requirement 12.**

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<sup>117</sup> [KCSF Radio website](#)

<sup>118</sup> [IDTV YouTube website](#); [IDTV Facebook page](#)

<sup>119</sup> [City Shorts student film festival website](#)

<sup>120</sup> [Syllabus for Political Science 45, Government and Politics of the Middle East](#)

<sup>121</sup> [Student Advocacy and Grievance website](#)

<sup>122</sup> [Sample Faculty Evaluation Form](#) (see especially Questions 5 and 18)

### Eligibility Requirement 13. Faculty

*The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.*

#### **The institution has a substantial core of qualified faculty with full-time responsibility to the institution.**

The College employs 663 full-time faculty and 723 part-time faculty. Ninety-five percent of faculty and administrators hold master's degrees and a substantial number hold doctorates. They bring to the students extensive backgrounds gained through years of study, research, and extensive experience in business, industry, education, the arts, and government service.

Faculty are hired according to state minimum qualifications.<sup>123</sup>

#### **The core is sufficient in size and experience to support all of the institution's educational programs.**

The current list of faculty, their departments, and educational qualifications are listed in College Catalog.<sup>124</sup> The Human Resources (HR) Department reviews application materials to verify the minimum qualifications prescribed for the position by the State minimum qualifications and the District's identified desirable qualifications. Additionally, the HR department verifies that the degrees are from an accredited institution and foreign degrees need to be evaluated by an organization authorized to evaluate the equivalency of foreign degrees.

Institutional faculty plays a significant role in selection of new faculty. According to the Faculty Hiring Procedures, the Search Committee for faculty positions consists of a minimum of four (4) faculty members of the department.

The Faculty Position Allocation Committee was restored, and the District approved 30 full-time faculty positions for hire for academic year 2014-15 through the Program Review process integrated with the budgeting processes and annual funding allocations.<sup>125</sup>

#### **A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.**

The SFCCD/AFT 2121 Collective Bargaining Agreement<sup>126</sup> and the Faculty Handbook<sup>127</sup> clearly outline faculty duties and responsibilities, including development and review of curriculum as well as assessment of learning.

### **City College of San Francisco meets Eligibility Requirement 13.**

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<sup>123</sup> [CCCO Minimum Qualification for Faculty and Administrators](#); Education Code Section 87351-87360; Title 5 California Code of Regulations Section 53400 et seq.

<sup>124</sup> [College Catalog Faculty and Administration](#)

<sup>125</sup> [Tentative Budget 2014-15](#) (see page 59)

<sup>126</sup> [SFCCD/AFT 2121 Collective Bargaining Agreement Amended 7-28-11](#)

<sup>127</sup> [Faculty Handbook](#)

## Eligibility Requirement 14. Student Services

*The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.*

City College of San Francisco offers student services and programs consistent with the College Vision and Mission to foster an inclusive and diverse teaching and learning college community. CCSF serves a highly diverse student body of different cultures, languages, ethnic and racial backgrounds, sexual orientation, abilities, ages, and educational and career goals. Student services professionals are multi-cultural, multi-lingual, and trained to work with these diverse student populations to meet the students' needs.

The College has open enrollment and admits a diverse student population of over 79,000 for both credit and non-credit programs.

Credit Student Demographics, 2012-13 (California Community Colleges Scorecard)<sup>128</sup>

STUDENT INFORMATION				OTHER INFORMATION	
Students		41,621		Full Time Equivalent Students	32,922.3
GENDER		ETHNICITY/RACE		Credit Sections	6,287
Female	51.7%	African American	8.8%	Non-Credit Sections	0
Male	46.5%	American Indian/Alaska Native	0.2%	Median Credit Section Size	28
Unknown	1.8%	Asian	29.3%	Percentage of Full-Time Faculty	72.4%
AGE		Filipino	5.9%	Student Counseling Ratio	529:1
Less than 20 years old	14.9%	Hispanic	22.1%		
20 to 24 years old	31.1%	Pacific Islander	0.7%		
25 to 39 years old	35.4%	White	25.3%		
40 or more years old	18.5%	Two or more Races	4.2%		
Unknown	0.0%	Unknown	3.6%		

<sup>128</sup> [Scorecard Credit Demographics](#); [Scorecard Noncredit Demographics](#)

Noncredit Student Demographics, 2012-13 (California Community Colleges Scorecard)<sup>129</sup>

STUDENT INFORMATION				OTHER INFORMATION	
Students			38,107	Full Time Equivalent Students	0.0
GENDER		ETHNICITY/RACE		Credit Sections	N/A
Female	56.9%	African American	5.4%	Non-Credit Sections	2,263
Male	36.7%	American Indian/Alaska Native	0.2%	Median Credit Section Size	N/A
Unknown	6.5%	Asian	42.2%	Percentage of Full-Time Faculty	N/A
AGE		Filipino	2.7%		
Less than 20 years old	6.7%	Hispanic	24.7%		
20 to 24 years old	14.2%	Pacific Islander	0.4%		
25 to 49 years old	27.5%	White	10.2%		
50 or more years old	51.4%	Two or more Races	1.0%		
Unknown	0.2%	Unknown	13.3%		

The following units provide a variety of student services: Admissions, Records, and Outreach; Placement Assessment, Orientation, and Counseling Services; Financial Aid Services and Programs for Special Student Populations; and Student Affairs and Wellness.

These units ensure that all students receive appropriate student services, such as those described below, that support students’ learning and development within the context of the College Mission. While all Centers offer basic student services, specialized services targeting particular populations are more limited to the Ocean Campus. Counselors and staff at the Centers refer students when necessary to these specialized services.

**Admissions and Records/Registration (A&R).** A&R provides comprehensive intake, verification, and change in records services for students. The response to Eligibility Requirement 15 provides a list of these services.

**Outreach.** The College engages in the following primary forms of outreach:

- **Bridge to Success**, a partnership among CCSF, the San Francisco Unified School District (SFUSD), and the Mayor’s Office, ensures that San Francisco’s youth have a supported pathway to pursuing their post-secondary goals at City College and beyond. A key component of the Bridge to Success is **FRISCO Day**, which provides outreach to graduating SFUSD seniors.<sup>130</sup>
- **Dual/Concurrent Enrollment.** The College partners with SFUSD to offer Career and Technical Education (CTE) dual enrollment courses to students in pathways and academies at their high schools. High school students can also take College courses beyond those of the pathways while still in high school through concurrent enrollment.<sup>131</sup>

<sup>129</sup> [Scorecard Credit Demographics](#); [Scorecard Noncredit Demographics](#)

<sup>130</sup> [Description of FRISCO Day](#)

<sup>131</sup> [CCSF High School Programs website](#)

- **Community Outreach** includes providing information about the College at community events (e.g., various street fairs), in locations such as BART stations, and through partnerships with local community-based organizations.

**Placement Assessment.** To ensure that students enroll in classes that appropriately meet their learning needs, the College provides placement assessment services that include:

- **Noncredit Placement Assessments** in ESL (for placement into levels 1-8) and Adult Basic Education Reading and Math testing for placement into GED, CTE, and Transitional Studies courses.
- **Credit Placement Assessments** in ESL (Reading, Grammar, Listening, Writing), English, Math (Basic Skills to College Level), and Chemistry (introductory and college level) that utilize a multiple measures process and locally and nationally developed and validated placement tests approved by the CCCCCO.
- **General Educational Development (GED) Tests.** A new Pearson Vue-approved computerized GED testing center at the Mission Center provides support to the Transitional Studies Program and assists students transitioning from credit to noncredit courses.

**Orientation** encompasses both noncredit and credit:

- **Noncredit Orientations**, led by a counselor, take place immediately following the noncredit placement tests.
- **Credit Orientations** are offered online and in person. Special orientations for non-English speakers are available in multiple languages. The College also offers orientations for incoming high school graduates at local high schools.

**Counseling Services.** Counselors address the needs of new and continuing students at the College by providing orientations to both credit and non-credit students who are new to the College; guiding students in the development of their educational plans; leading students to essential support services; and assisting students with personal concerns and the development of good study skills. Counselors assist students in learning about the requirements for a certificate, degree, or transfer to a four-year institution. Specialized counseling services and programs include bridge counseling for incoming high school students; international student counseling; counseling for Lesbian, Gay, Bisexual & Transgender (LGBT) students through LGBT-identified counselors; career counseling; transfer counseling; and support for students on probation through student success seminar courses.<sup>132</sup>

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<sup>132</sup> [Counseling courses](#) (see AAPS 104); [Learning Assistance Courses](#) (see LERN 52B; a new course has been approved but is not yet listed, COUNS 105)

The **Multicultural Retention Services Department** includes four retention programs that provide academic support services, including culturally relevant and bilingual academic, career and personal counseling, classes (English, Math, and other subjects), tutoring, and computer lab/study centers.<sup>133</sup> While each targets a specific population, students of any background may receive their services. These programs and their unique features include: the African American Scholastic Programs,<sup>134</sup> the Asian Pacific American Student Success Program,<sup>135</sup> the Latino Services Network,<sup>136</sup> and the Tulay/Filipino American Student Success Program.<sup>137</sup>

**Financial Aid.** The Financial Aid Office assists students in accessing four kinds of financial aid: fee waivers, grants, loans and work study. Students can receive assistance in completing the Free Application for Federal Student Aid (FAFSA), Direct Loan online counseling, and assistance in checking their Web4 accounts.<sup>138</sup>

Financial aid counselors advise and counsel students regarding academic, career, and transfer goals as they are related to financial aid on an individual basis as well as student responsibilities to maintain financial aid eligibility. In addition, financial aid counselors review appeals for financial aid recipients who do not maintain satisfactory academic progress and /or have more than 90 attempted units and review petitions for students who have a degree but wish to continue their education.

**Special Programs.** A number of special programs serve the diverse needs of students and help to create multiple and equitable access points for students:

- **CalWORKs** provides counseling and funding for books and supplies to parents on public assistance.<sup>139</sup>
- **Disabled Students Programs and Services (DSPS)** provides counseling, testing accommodations, academic accommodations, auxiliary aides and support services for students with disabilities in compliance with Federal and State law.<sup>140</sup>
- **Extended Opportunity Programs and Services (EOPS)** is a state-funded program that supports low-income, educationally disadvantaged, and non-traditional college students.<sup>141</sup>

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<sup>133</sup> [Multicultural Retention Services website](#)

<sup>134</sup> [African American Scholastic Programs website](#)

<sup>135</sup> [Asian Pacific American Student Success Program website](#)

<sup>136</sup> [Latino Services Network website](#)

<sup>137</sup> [Multicultural Retention Services Department website](#) (links to Tulay website which is under construction at the time of this writing)

<sup>138</sup> [Financial Aid Office website](#)

<sup>139</sup> [CalWORKS website](#)

<sup>140</sup> [DSPS website](#)

<sup>141</sup> [EOPS website](#)

- The **Homeless and At-Risk Transitional Students Programs (HARTS)** addresses challenges faced by students who are homeless, formerly homeless, and at-risk students.<sup>142</sup>
- The College’s nationally recognized and award winning **Veterans Resource Center** serves veteran students to help them transition from military life into a chosen field or career through education.<sup>143</sup>
- The **Gender Diversity Project (GDP)** works with students, staff, and faculty to address the unique needs and experiences of transgender and gender variant students at CCSF and beyond.<sup>144</sup>
- **Gateway to College** targets students who have dropped out of high school and helps them earn credit towards their high school diploma and a college degree or certificate at the same time.<sup>145</sup>
- The **Guardian Scholars Program** supports students exiting the foster care system.<sup>146</sup>
- The **Puente Program** is a statewide writing, counseling, and mentoring program designed to increase the number of Latino students transferring to four-year universities.<sup>147</sup>
- The **Math, Engineering Science Achievement Program (MESA)** supports economically disadvantaged students who are majoring in science, technology, engineering or mathematics.<sup>148</sup>
- The **Writing Success Project** is a federally funded TRIO grant program that links English, ESL, and Speech sections with weekly group study sessions led by staff tutors and other writing and academic support.<sup>149</sup>

**Student Affairs.** The Student Affairs Office ensures that the College is a safe and protected institution of learning where the student code of conduct is upheld. In doing so, Student Affairs staff provides resources and referrals for students facing issues in adjusting to the classroom or campus environment. Student Affairs also offers health and wellness services and student activities, described below.<sup>150</sup>

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<sup>142</sup> [HARTS website](#)

<sup>143</sup> [Veterans Services Office website](#)

<sup>144</sup> [Gender Diversity Project website](#)

<sup>145</sup> [Gateway to College website](#)

<sup>146</sup> [Guardian Scholars Program website](#)

<sup>147</sup> [Puente Program website](#)

<sup>148</sup> [MESA website](#)

<sup>149</sup> [Writing Success Project website](#)

<sup>150</sup> [Office of Student Affairs website](#)

- **Health and Wellness.** Student Health Services provides services that address students' physical and emotional health needs.<sup>151</sup>
- The **Student Activities Office** supports student participation in the life, governance and success of the College. The office provides resources, support and training to eight Associated Student Councils and to more than 60 clubs, student organizations, and resource centers (the Family Resource Center, the Multi Cultural Resource Center, the Queer Resource Center, the Women's Resources Center, and Voices of Immigrants Demonstrating Achievements).

The College continues to evaluate and assess student services at all Centers. Student services faculty and classified staff receive ongoing cross training and information in the areas of credit, noncredit, specialty program counseling services, educational planning, graduation, certificate and other petition forms, etc. To improve services to the diverse students, classified staff receive customer service training.

Additional support services focused on the needs of non-credit students at the Centers include bilingual orientation and counseling sessions to place students into non-credit courses and programs, such as English as a Second Language (ESL), business, and other classes. The Centers also provide special counseling programs and support services including bilingual staffing and materials, topical workshops on areas of interest to students such as career and technical education programs available at the College, financial aid and scholarships, health fairs, high school diploma/GED programs and services, and steps to credit (a program that facilitates the "transfer" of students from non-credit to credit), non-credit educational planning and certificate petitions, Single Stop (assisting students to receive Federal and local benefits such as food stamps, health care, child care, and legal services), and the Welcome Back Initiative (helping immigrant health care professionals enter the health care sector in the U.S.). Academic counselors at the Centers also provide information and referrals to various community resources.

All student services programs, courses, and services have completed student learning outcomes and Program Review to maintain continuous quality improvement<sup>152</sup> and incorporate information from student satisfaction surveys. Each semester, each student services department or program completes a student learning outcome progress report online. Student services faculty and classified staff participate in an annual SLO professional development day."<sup>153</sup> The College has an "open door" admissions policy. Eligibility to attend City College of San Francisco's credit program is satisfied if students have met at least one of the following requirements: (1) students are 18 years old on or before the first day of instruction for the term for which they are applying; (2) they are a high school graduate; or (3) they are the equivalent of a high school graduate, i.e.,

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<sup>151</sup> [Student Health Services website](#)

<sup>152</sup> [Student Services Outcomes website](#)

<sup>153</sup> [Agenda for September 16, 2013 Pathways to Positive Accreditation workshop](#)

passed the GED or a state's high school proficiency examination. The noncredit program is open to anyone 18 years or older. In addition, the District admits persons under the age of 18 years who do not possess a high school diploma or the equivalent as "special part-time students" or on a full-time basis as provisional students if they meet appropriate criteria (e.g., when a student has dropped out of high school for an extended period).

According to ACCJC's Feedback on College Status Report on SLO Implementation received on October 30, 2013, Student Learning and Support Activities received a score of 5: Exceeds Norm of Effective Practice.

#### **City College of San Francisco meets Eligibility Requirement 14.**

##### Eligibility Requirement 15. Admissions

*The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.*

#### **The institution has adopted policies.**

The institution's Board Policy 5.05 outlines the policies for admission, classification, tuition and fees. The admissions policies for Credit and Noncredit students are published in the College Catalog.

#### **The institution adheres to admission policies consistent with its mission.**

This policy is consistent with the Office of Admissions and Records' Mission, the College Mission Statement, the statewide mission for California community colleges, Education Code, and Title 5 regulations.

#### **Admissions policies specify the qualifications of students appropriate for its programs.**

CCSF maintains an "open door" admissions policy. Eligibility to attend City College of San Francisco's credit program is satisfied if students have met at least one of the following requirements: (1) students are 18 years old on or before the first day of instruction for the term for which they are applying; (2) they are a high school graduate; or (3) they are the equivalent of a high school graduate, i.e., passed the GED or a state's high school proficiency examination.

The noncredit program is open to anyone 18 years or older. In addition, the District admits persons under the age of 18 years who do not possess a high school diploma or the equivalent as "special part-time students" or on a full-time basis as provisional students if they meet appropriate criteria (e.g., when a student has dropped out of high school for an extended period).

The College provides in person orientation for students and has an online version that is accessible to all students. This orientation assists students in becoming familiar with college processes and resources, including counseling and academic/technical programs available to them. New students are tested and assessed to determine their level of academic competency in Math and English to ensure placement in courses commensurate with their knowledge and skills.

The College has also determined through rigorous curriculum processes, where appropriate, prerequisites for specific courses and programs as published in the College Catalog. College counselors advise students on course selection and guide students in selecting the appropriate course sequence to ensure student success in all academic and technical programs. Specialized programs, such as Nursing and Radiologic Technician, have specialized counselors who guide students and help manage expectations and understanding of unique admission requirements. These requirements are also published in the college catalog, program brochures, and program specific publications.

Credit and noncredit applications are available online.

The Admissions Office classified staff members are committed to providing students and the College community with the service and support that is needed for students to achieve their educational goals.

Admissions and Records services include: intake services; admissions application data entry; admissions application online; registration services; grade and file review; incoming transcript evaluation; AB540 tuition exemption requests; academic corrections services (e.g., change of directory information, change of grade, late withdrawals posting, removal of incomplete, online application corrections, etc.); academic renewal; academic transcript services (in-person and online); Advanced Placement; Associate of Arts/Science/Transfer Degree; athletic eligibility; Award of Achievement; BANNER student account requests and form security; Cal Grant submission; California State University (CSU) certification; Certificates of Accomplishment and Achievement; Certificates of Completion and Competency Evaluation services (Noncredit); concurrently enrolled high school student admissions and enrollment processing; international (credit) student admissions services; credit by exam; high school diploma services (noncredit); Intersegmental General Education Transfer Curriculum (IGETC) Certification; late withdrawal petition review; Licensed Vocational Nursing (LVN) certification (noncredit); Nursing admissions evaluation; Pass-Along Certification; petitions for course repetition review; photo IDs; records retention and retrieval/document imaging; repeat/repeatability review and posting; residency determination services; tuition and fees services (processing of refunds, third party payments); verification of attendance (noncredit); verification of enrollment; and waiver of College rules and regulations.

Each classified staff member must meet the civil service requirements for his/her position. Classified staff evaluations ensure satisfactory performance and adherence to District policies and procedures. CCSF Admissions and Records staff are also required to abide by all state and federal policies and regulations related to students. All staff members have participated in Diversity and Sensitivity training to ensure that all students are treated fairly.

In addition, all staff members, including staff from all of the College's Centers, have participated in workshops for customer service training in order to better serve our diverse student populations. CCSF is a member of American Association of Collegiate Registrars and Admissions Officers (AACRAO), Pacific Association of Collegiate Registrars & Admissions

Officers (PACRAO), and California Association of Community College Registrars and Admissions Officers (CACCRAO) and actively attends CACCRAO's state and regional workshops. All staff and student employees receive annual Family Educational Rights and Privacy Act (FERPA) training. International admissions staff members abide by all United States Citizenship and Immigration Services (USCIS) and the Student and Exchange Visitor Program (SEVP) regulations related to admitting F1 visa international students. CCSF is also a member of the Native American Financial Services Association (NAFSA) - Association of International Educators and regularly participates in NAFSA workshops

### **City College of San Francisco meets Eligibility Requirement 15.**

#### Eligibility Requirement 16. Information and Learning Resources

*The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.*

CCSF provides sufficient access to information and learning resources and services to support its educational mission and instructional programs in various formats at all college locations. Instructional program reviews drive the requirements for learning resources. These resources and services are provided by the following departments and units: Library and Learning Resources, the Learning Assistance Department, the Media Center, the Language Center, Audiovisual and Media Services, the Education Technology Department, and the Information Technology Department. Each of these departments participates in the annual program review process that informs the requirements for ongoing resources and financial support that is folded into the integrated planning and budget process. Program review provides the evaluative process for determining when new learning resources and modalities are added. Funding for faculty, staff, equipment, and sustained learning resources is appropriated from the on-going college Unrestricted General Fund. Additional funds, where appropriate, are also distributed from state approved categorical funds.

The Library provides a variety of quality information and learning resources through reference materials, books, periodicals, and 24/7 access to a variety of online databases to support the College's educational programs.<sup>154</sup>

Librarians provide instructional opportunities on information competency in person and through online workshops and a one credit course. Reference librarians are available at all Center libraries during open hours.

Library and Learning Resource locations and Learning Assistance Centers provide access to 681 computers equipped with MS Office, Internet access, or other information technology setups.<sup>155</sup>

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<sup>154</sup> [Library Learning Resources: Collections by Location July 2014](#); [Community College Library Consortium Invoice dated July 1, 2014 \(# 6893\)](#); [Community College Library Consortium Invoice dated July 1, 2014 \(# 6598\)](#)

The Learning Assistance Department on the Ocean Campus and at the Mission Center and individual departments throughout the District provide tutoring services. Education Technology provides sufficient technology support to both students and instructors as well as access to student support services through the online learning management system, Insight.

Media Services and Audiovisual indirectly support student learning by providing faculty with media and technology in the classroom and audio and video playback, production, distribution, format conversion, duplication services, and technical expertise.

All staff, students and faculty have access to computers, email, and the Internet. Wireless access is available in all learning support service areas and many other building areas throughout the District.<sup>156</sup> Both open-access computer labs and department-specific labs are available at the Ocean Campus and Centers.<sup>157</sup>

### **City College of San Francisco meets Eligibility Requirement 16.**

#### Eligibility Requirement 17. Financial Resources

*The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.*

#### **The institution documents a funding base.**

City College of San Francisco annually documents its base funding during the development of the Tentative Budget<sup>158</sup> and Final Adopted Budget.<sup>159</sup> Base revenue/funding serves as the foundation upon which the District builds its operational budgets (unrestricted and restricted) to ensure financial stability and solvency. Board Policy 8.01, Budget Preparation and Fiscal Accountability, and the associated Administrative Procedure (Budget Preparation and Fiscal Accountability) require "... the establishment of base budget for the District and each location."<sup>160</sup>

#### **The institution documents financial resources.**

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<sup>155</sup> [CCSF Academic Computer Inventory, April 2, 2013](#)

<sup>156</sup> [List of wifi hotspot locations at CCSF](#)

<sup>157</sup> [CCSF Academic Computer Inventory, April 2, 2013](#)

<sup>158</sup> [Fiscal year 2014-15 Tentative Budget](#)

<sup>159</sup> [Fiscal year 2013-14 Adopted Final Budget; Fiscal year 2012-13 Adopted Final Budget](#)

<sup>160</sup> [Board Policy 8.01 – Budget Preparation and Fiscal Accountability; Administrative Procedure 8.01 - Budget; Preparation and Fiscal Accountability](#)

City College of San Francisco documents financial resources annually as part of the development of the Tentative Budget and Final Adopted Budget as well as during the fiscal year when conditions exist that require adjustments in budgets (i.e., upon receipt of new grants or when responding to state apportionment increases or decreases).<sup>161</sup> All financial resources are documented within Banner, the enterprise resource planning software used by the College.

**The institution plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.**

Central to the development of City College's annual budget are the Program Review documents that each of the College's departments and units complete.<sup>162</sup> Every review includes an analysis of data trends, requests for increasing available resources, and discussion of how varying levels of funding (including decreases in funding) would impact programs. Requests for additional resources are collected and organized by each of the Vice Chancellors who then evaluate and rank requests based on the following criteria: linkage to Board-adopted priorities and plans, connection to increasing student success, cost/benefit implications, data supporting requests, ability to measure outcomes resulting from requests, and, lastly, whether the requests were needed to address health or safety concerns. The Vice Chancellors then meet with the College's Planning Committee and Participatory Governance Council to present the process used to organize and assign priorities to the Program Review requests. The Academic Senate also vets the consolidated and prioritized Program Review requests. The Chancellor makes the final decision on the prioritization, based on any feedback as appropriate.

Through this integrated planning and budgeting process, the institution's base budget and annual institutional priorities serve as mandatory guidelines for consideration of the allocation of resources with additional guidance provided by an eight-year financial plan that assures long-range fiscal stability.<sup>163</sup> For example, following the process articulated above, the College allocated funding for SLO coordination (1.2 FTE), funding for the development of the Education Master Plan, funding for an upgrade of the SARS grid used for scheduling and tracking counseling sessions, \$1.5 million to fund the Program Review requests from the Building and Grounds Department, \$1.5 million to fund the Program Review requests from the Information Technology Department, \$250,000 to fund professional development, \$2,000,000 to fund Other Post-Employment Benefits (OPEB) in addition to the pay-go portion, and \$850,000 to fund the Special Reserve. These examples are incorporated into an eight-year funding model the institution has implemented to assure fiscal stability and long-range planning.<sup>164</sup>

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<sup>161</sup> [Budget Development Calendar; Budget Development Assumptions](#)

<sup>162</sup> [Annual Program Review Fall 2013](#)

<sup>163</sup> [Funding Model for Eight-Year Plan](#)

<sup>164</sup> [Funding Model for Eight-Year Plan](#)

Unique to City College, the Governor approved special provisions (Senate Bill 860) within the overall state budget that provides the College with three additional years of stability funding due to significant reductions in enrollment. This additional stability does not provide additional revenue to the College but averts what would otherwise be significant reductions to the unrestricted general fund and likely significant cuts to personnel budgets and sections offered. The College will use the resources provided under this extended stability window to support student learning programs and services, improve institutional effectiveness, and assure financial stability.<sup>165</sup>

### **City College of San Francisco meets Eligibility Requirement 17.**

#### Eligibility Requirement 18. Financial Accountability

*The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.*

**The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency.**

Annually, City College undergoes and publishes on its website annual audited financial statements. Annual audited financial reports for fiscal years 2005 through 2013 are publicly available on the College's website.<sup>166</sup>

**The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application.**

For the two most recent fiscal years, the requested documentation can be found using the following links:

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<sup>165</sup> [Tentative course offerings by location 1-14-2014](#)

<sup>166</sup> [College Budget Information website](#)

- [Fiscal year 2014-15 Tentative Budget](#)
- [Fiscal year 2013-14 Final Adopted Budget](#)
- [Fiscal year 2012-13 audited financial statements](#)
- [Fiscal year 2012-13 bond performance audit](#)
- [Fiscal year 2011-12 audited financial statements](#)
- [Fiscal year 2011-12 bond performance audit](#)

The external auditing firms with which the District contracted to perform these annual financial statement and performance audits had no relationship that would compromise their objectivity or create any bias in the performance of their professional service.

**The audits must be certified and any exceptions explained.**

Both audited financial statements for fiscal years 2012-13 and 2011-12 received an Unmodified/Unqualified audit opinion. This audit opinion indicates that the auditors determined that the College’s financial statements were presented in accordance with Generally Accepted Accounting Principles and were free of material misstatements or errors.

The College’s fiscal year 2012-13 audit statements did contain audit findings. Contained within the District’s June 30, 2013 Annual Financial Report is a section labeled “Schedule of Findings and Questioned Costs.” This section contains six audit findings identified by the District’s external auditors as instances of noncompliance with either State compliance requirements or financial reporting. Unlike previous years, the District did not have any Federal OMB A-133 compliance audit findings. Of these six fiscal year 2013 audit findings, four are carryover findings from previous fiscal years. As of June 30, 2014, the District has fully implemented corrective actions addressing these identified findings.

The District continues to make progress towards resolving all outstanding audit findings noted within the annual audited financial reports for the last four fiscal years (2010, 2011, 2012, and 2013). Audit findings typically represent items the external auditors have determined, through the course of conducting their audit, to involve deficiencies in internal controls that could result in material misstatements in the District’s financial statements. The major types of audit findings are: (1) financial accounting and reporting, (2) non-compliance with Federal Single Audit requirements, and (3) non-compliance with State program laws and regulations.

Further, audit findings are then classified in terms of severity either as Material Weaknesses (most severe), Significant Deficiencies, or Deficiencies (least severe).

The table below provides an overview of the number and types of findings reported within the last four annual financial reports.

Types and Classification of Findings - 4 Year History

Type of Audit Findings	2012-13	2011-12	2010-11	2009-10
Financial Accounting and Reporting Audit Findings	2	5	10	10
Single Audit Findings (Federal)	0	2	1	8
State Compliance Audit Findings	4	5	2	8
<b>Total Audit Findings</b>	<b>6</b>	<b>12</b>	<b>13</b>	<b>18</b>
<b>Classification of Audit Findings</b>				
Material Weaknesses	0	1	3	4
Significant Deficiencies	6	2	4	14
Deficiencies	0	9	6	0
<b>Total Audit Findings</b>	<b>6</b>	<b>12</b>	<b>13</b>	<b>18</b>

**It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants.**

Both audited financial statements for fiscal years 2012-13 and 2011-12 received an Unmodified/Unqualified audit opinion. This audit opinion indicates that the auditors determined that the College's financial statements were presented in accordance with Generally Accepted Accounting Principles and were free of material misstatements or errors. Further, as part of the auditor's opinion, the auditing firm has explicitly stated that "we have conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement." This level of performance meets the standards and thresholds of the AICPA's Audits of Colleges and Universities.

**An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.**

A five-year comparative financial statement for the unrestricted general fund is presented below.

Unrestricted General Fund		2013-14	2012-13	2011-12	2010-11	2009-10
		A				
Revenues (includes parcel tax in FY 2013-14)		190,913,852	181,262,135	188,040,975	198,987,004	203,093,583
Other Sources		450,000	2,527,349	3,565,925	1,795,243	2,243,601
<b>Total Revenues and Other Sources</b>		<b>191,363,852</b>	<b>183,789,484</b>	<b>191,606,900</b>	<b>200,782,247</b>	<b>205,337,184</b>
Expenditures		182,946,448	180,994,884	194,560,678	192,541,228	194,048,979
Other uses and transfers out		3,835,918	3,056,208	3,119,356	7,069,028	2,696,103
<b>Total Expenditures and Other Uses</b>		<b>186,782,366</b>	<b>184,051,092</b>	<b>197,680,034</b>	<b>199,610,256</b>	<b>196,745,082</b>
INCREASE (DECREASE)						
IN FUND BALANCE		4,581,486	(261,608)	(6,073,134)	1,171,991	8,592,102
Prior Years Adjustments		-	-	(86,008)	(8,690,041)	(1,205,475)
<b>ENDING FUND BALANCE AVAILABLE RESERVE S</b>		<b>22,456,104</b>	<b>17,874,618</b>	<b>18,136,226</b>	<b>24,295,368</b>	<b>31,813,418</b>
AVAILABLE RESERVES AS A PERCENTAGE OF TOTAL		12.02%	9.71%	9.17%	12.17%	16.17%
LONG-TERM DEBT*		72,580,067	72,580,067	63,117,471	55,333,767	42,683,048
ANNUAL FUNDED FTES		<b>28,716</b>	<b>33,119</b>	<b>32,632</b>	<b>37,391</b>	<b>34,741</b>
Credit		20,152	23,708	22,502	25,769	23,379
Non-Credit		8,564	9,411	10,130	11,622	11,362
50% LAW		52.01%	52.45%	53.44%	52.17%	52.07%
Notes:						
* Per Annual Financial Statements - compensated absences, OPEB, capital leases, and liability claims.						
A Annual Audit Report not available as of 04/15/2014. Figures reflect project actuals as of 3/31/2014.						

As can be seen by comparing fiscal year 2013-14's projected actuals with the previous four fiscal years, the College has curtailed the more recent trend of deficit spending and is projected to increase ending fund balance by 2.31%, or \$4.6 million. Such marked improvement provides direct tangible evidence of the success of the implementation of the College's Eight-Year Fiscal Stability Plan and more recently acknowledged by Fitch Ratings in their recent review of the College's finances. It is also important to acknowledge that the current financial projections for fiscal year 2013-14 include the annual funding for OPEB as outlined in the Eight-Year Fiscal Stability Plan.

**Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.**

As previously noted, no federal audit findings (including Title IV eligibility requirements) were noted during the College's most recent fiscal end audit report. Further, within the last 12 months, the College has been audited or reviewed by both the United States Department of Education as well as the Department of Veterans Affairs. The results of the Veterans Affairs site visit concluded that no discrepancies were found.<sup>167</sup> Regarding the United States Department of Education audit, six findings were noted, all of which have been completely resolved with no disallowed or questioned costs.<sup>168</sup>

**City College of San Francisco meets Eligibility Requirement 18.**

Eligibility Requirement 19. Institutional Planning and Evaluation

*The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.*

**The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes.**

The College's Mission and Vision Statements, evaluated annually, serve as the primary guides for College planning processes, and involve dialogue and participation from the College community.<sup>169</sup> Institutional learning outcomes (ILOs) identify overarching College goals; department faculty align program goals with the ILOs and work toward their achievement. Annual assessment of the ILOs is ongoing and provides data regarding the extent to which the College is meeting its Mission, and the College communicates results via the ILO Assessment website.<sup>170</sup>

Outcome development, curriculum mapping and assessment engage all areas of the College. Faculty and staff continuously assess all courses, programs, and student and instructional support services. Assessment data drive decisions at the course and program level; the College also collects and analyzes these data to assess outcomes at the institutional level (e.g., General

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<sup>167</sup> [Department of Veterans' Affairs audit findings](#)

<sup>168</sup> [U.S. Department of Education Program Review Report](#)

<sup>169</sup> [CCSF Vision and Mission Statements](#); [Board Policy 1.00, District Vision and Mission Statement](#); [Draft Administrative Procedure to conduct annual review](#); [Annual Indices and College Mission website](#)

<sup>170</sup> [ILO Assessment website](#)

Education outcomes and Institutional Learning Outcomes). The Institutional Assessment Plan provides a timeline and guidance for institutional level assessment.<sup>171</sup>

The College makes all assessments of learning outcomes available to the public through the Learning Outcomes and Assessment website.<sup>172</sup> Achievement outcomes are continually available internally via the Decision Support System (DSS), published annually on the Program Review website and analyzed within Program Review, published in documents used for planning, and published in reports such as the locally developed *High School Report*, available via the College's website. Student Success Scorecard data are discussed at the Board level as required by the state, and also analyzed within Participatory Governance and in departmental meetings with faculty, as well as published online.<sup>173</sup>

A cultural shift is taking place at all levels of the College and focuses on using assessment and achievement results to improve effectiveness; this shift is evidenced through departmental Program Reviews and institutional level assessment documents.<sup>174</sup>

**The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning.**

Evaluation of institutional structures is integrated into planning and reporting processes. Committees such as the Planning Committee<sup>175</sup> and the Student Learning Outcomes Committee<sup>176</sup> evaluate the reporting structures and make recommendations for improvements. An example is evidenced in the evaluation of the SLO reporting structure. The SLO committee determined that the College SLO reporting structure lacked long-term sustainability due to its labor intensiveness and recommended that the College purchase a database system that would ensure long-term sustainability with a more streamlined structure. As a result, the College selected and is currently implementing CurricUNET.<sup>177</sup>

**The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.**

CCSF's annual assessment, planning, and budgeting process uses its Program Review to serve as a central mechanism for data-informed decision-making for the improvement of institutional structures and processes, student achievement of educational goals, and student learning. The

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<sup>171</sup> [Institutional Assessment Plan 2013-14](#)

<sup>172</sup> [Learning Outcomes and Assessment website](#)

<sup>173</sup> [Decision Support System](#); [Program Review website](#); [Student Success website](#); [Research and Planning accountability reports](#)

<sup>174</sup> [SLO Impact Report](#); [Summary of Fall 2013 Outcomes Assessment Activities Reporting](#); [Summary Report from General Education Outcome Assessment in Area C](#); [Critical Thinking & Information Competency ILO Assessment Final Report, Spring 2014](#)

<sup>175</sup> [Planning Committee website](#) (see especially meeting notes, which capture dialogue relating to improvements)

<sup>176</sup> [SLO Committee meeting notes](#)

<sup>177</sup> [Learning Outcomes and Assessment website](#) (see February update)

College regularly evaluates and updates its Program Review process and template, which continue to include information about SLO assessment.<sup>178</sup> The Program Review website provides guidelines for writing Program Review documents, a resource allocation rubric, data links, key college planning documents and Board Priorities that must be cited in the reviews.<sup>179</sup> Integrating College plans and Board Priorities in departmental Program Reviews aligns College units with broader District goals. The resource allocation rubric assists administrators in prioritizing department requests in a systematic way.<sup>180</sup> The College makes adjustments to the process based on assessment results.<sup>181</sup>

The Program Review process informs the Annual Plan and budget. The Annual Plan documents the strengthened college processes of the previous year, identifies areas to improve in the next cycle, and provides the list of consolidated recommendations for resource allocations based on Program Reviews.<sup>182</sup> The Annual Assessment, Planning, and Budgeting Timeline describes the steps in planning and budgeting for the upcoming year and has strengthened the planning process by providing a framework which clarifies roles and expectations.<sup>183</sup>

The College has a new Education Master Plan that sets a unified direction for CCSF's future over the next five years. The plan outlines the College's most important priorities and goals, thereby providing a continuing guide to CCSF's integrated planning, future actions, and decisions about the allocation of resources.

The College Planning Committee's overall purpose is to improve institutional effectiveness in all areas of the College and ensure integration of all College plans. It supports the integration of unit planning activities, institutional planning processes and structures, and the College budget. The Committee also determines standard data reports for use in supporting effective planning for all College units; recommends systematic processes to set College benchmarks and assess the progress toward meeting them;<sup>184</sup> evaluates the processes, tools, and mechanisms in place to determine whether improvements are being made to programs and services; and facilitates documentation to track and monitor institutional effectiveness efforts.<sup>185</sup> Committee activities are recorded on the Participatory Governance website.<sup>186</sup> The anticipated implementation of CurricUNET will provide even more detailed documentation at the programmatic and institutional levels.

## **City College of San Francisco meets Eligibility Requirement 19.**

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<sup>178</sup> [Annual Assessment, Planning, and Budgeting Timeline](#); [Program Review form \(Questions 1-7\)](#); [Program Review form \(Question 8\)](#)

<sup>179</sup> [Program Review website](#)

<sup>180</sup> [Worksheet with Scoring Criteria for Program Review Resource Requests](#)

<sup>181</sup> [Program Review website](#) (see "Evaluations" on right side of website)

<sup>182</sup> [Institutional Annual Plan, 2013-14](#)

<sup>183</sup> [Annual Assessment, Planning, and Budgeting Timeline](#)

<sup>184</sup> [CCSF Achievement Data and Summary](#)

<sup>185</sup> [Participatory Governance Council Committee Description and Purpose](#)

<sup>186</sup> [Planning Committee website](#)

Eligibility Requirement 20. Integrity in Communication with the Public

*The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following (34 C.F.R. § 668.41-43; § 668.71-75.):*

**General Information**

§ *Official Name, Address(es), Telephone Number(s), and Website Address of the Institution*

§ *Educational Mission*

§ *Course, Program, and Degree Offerings*

§ *Academic Calendar and Program Length*

§ *Academic Freedom Statement*

§ *Available Student Financial Aid*

§ *Available Learning Resources*

§ *Names and Degrees of Administrators and Faculty*

§ *Names of Governing Board Members*

**Requirements**

§ *Admissions*

§ *Student Fees and Other Financial Obligations*

§ *Degree, Certificates, Graduation and Transfer*

**Major Policies Affecting Students**

§ *Academic Regulations, including Academic Honesty*

§ *Nondiscrimination*

§ *Acceptance of Transfer Credits*

§ *Grievance and Complaint Procedures*

§ *Sexual Harassment*

§ *Refund of Fees*

**Locations or Publications Where Other Policies May Be Found**

CCSF publishes in its Catalog,<sup>187</sup> and posts on its website, precise and up-to-date information on the following:

**General information**, which includes:

- The official name, address(es), telephone number(s), and website address of the institution (this information is available on the CCSF website home page and along the bottom edge of most CCSF webpages,<sup>188</sup> as well as in the front matter of the College Catalog<sup>189</sup> and the printed Class Schedule)

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<sup>187</sup> [College Catalog](#)

<sup>188</sup> [College website](#)

<sup>189</sup> [College Catalog front matter](#) (see pages II, V, and XIII)

- Contact information for all employees, which is available on the College website<sup>190</sup>
- Educational mission<sup>191</sup>
- Course, program, and degree offerings<sup>192</sup>
- Academic calendar and program length<sup>193</sup>
- Academic freedom statement<sup>194</sup>
- Available student financial aid<sup>195</sup>
- Available learning resources<sup>196</sup>
- Names and degrees of administrators and faculty<sup>197</sup>
- Names of the College's Board of Trustees members<sup>198</sup>

**Requirements include:**

- Admissions requirements<sup>199</sup>
- Student fees and other financial obligations<sup>200</sup>
- Degree, certificate, graduation, and transfer requirements<sup>201</sup>

**Major policies affecting students** include those related to academic regulations:

- Academic honesty<sup>202</sup>
- Nondiscrimination<sup>203</sup>
- Acceptance of transfer credits<sup>204</sup>
- Grievance and complaint procedures<sup>205</sup>
- Sexual harassment<sup>206</sup>
- Refund of fees<sup>207</sup>

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<sup>190</sup> [College employee directory](#)

<sup>191</sup> [College Catalog front matter](#) (see page III); [Vision and Mission Statement on CCSF website](#)

<sup>192</sup> [Overview of the College in College Catalog](#) (see pages 4-8)

<sup>193</sup> [Calendar of Instruction in College Catalog](#) (see pages 10 and 11)

<sup>194</sup> [Academic Policies and Procedures in College Catalog](#) (see page 450); [Section 4.1 of Faculty Handbook](#) (see page 49)

<sup>195</sup> [Admission to the College in College Catalog](#) (see page 17); [Student Financial Resources in College Catalog](#)

<sup>196</sup> [Learning Resources and Student Services](#)

<sup>197</sup> [Administrative Staff in College Catalog](#) (see page XII); [Faculty and Administration in College Catalog](#)

<sup>198</sup> [Board of Trustees in College Catalog](#) (see page VI); [Board of Trustees website](#)

<sup>199</sup> [Admission to the College in College Catalog](#)

<sup>200</sup> [Admission to the College in College Catalog](#) (see pages 17 and 18)

<sup>201</sup> [Associate Degree Graduation Requirements in College Catalog](#); [Transfer Information in College Catalog](#)

<sup>202</sup> [College Rules and Regulations in College Catalog](#) (see especially pages 441-442); [Academic Policies and Procedures in College Catalog](#)

<sup>203</sup> [College Rules and Regulations in College Catalog](#) (see especially pages 434-435)

<sup>204</sup> [Academic Policies and Procedures in College Catalog](#) (see page 456)

<sup>205</sup> [College Rules and Regulations in College Catalog](#) (see pages 442-443)

<sup>206</sup> [College Rules and Regulations in College Catalog](#) (see page 435)

<sup>207</sup> [Admission to the College in College Catalog](#) (see pages 17-18)

**Locations Where Other Policies May Be Found.** CCSF's Board Policies are accessible online through the Board of Trustees website.<sup>208</sup>

### **City College of San Francisco meets Eligibility Requirement 20.**

Eligibility Requirement 21. Integrity in Relations with the Accrediting Commission

*The institution provides assurance that it adheres to the Eligibility Requirements and Accreditation Standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (34 C.F.R. § 668 - misrepresentation.)*

### **The institution provides assurance that it adheres to the Eligibility Requirements and Accreditation Standards and policies of the Commission.**

Per Board Policy 1.33, the institution, as represented by the Board of Trustees/Special Trustee and the Chief Executive Officer, provides assurance that CCSF adheres to Eligibility Requirements and Accreditation Standards and policies of the Commission.<sup>209</sup>

### **The institution describes itself in identical terms to all its accrediting agencies.**

The College describes its accreditation status in publications per the Accreditation Handbook, and the College posts accreditation information on the website.<sup>210</sup> In addition to the CCSF website, access to all accreditation information and documentation is located on a specialized "CCSF Forward" website, accessible via a tab at the top of the CCSF website home page.<sup>211</sup>

Additional accrediting bodies include: the American Culinary Federation Accrediting Commission,<sup>212</sup> the California Board of Registered Nursing,<sup>213</sup> the Commission on Accreditation of the American Dental Association,<sup>214</sup> the Board of Vocational Nursing and Psychiatric Technicians,<sup>215</sup> the Commission on Accreditation of Allied Health Programs,<sup>216</sup> the Commission

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<sup>208</sup> [Policies and Administrative Procedures on College website](#)

<sup>209</sup> [Board Policy 1.33, Accreditation Eligibility Requirement 21](#)

<sup>210</sup> [CCSF Forward website](#)

<sup>211</sup> [CCSF Forward website; CCSF homepage](#)

<sup>212</sup> [American Culinary Federation Accrediting Commission website](#)

<sup>213</sup> [California Board of Registered Nursing website](#)

<sup>214</sup> [Commission on Accreditation of the American Dental Association website](#)

<sup>215</sup> [Board of Vocational Nursing and Psychiatric Technicians website](#)

<sup>216</sup> [Commission on Accreditation of Allied Health Programs website](#)

on Accreditation for Health Informatics and Information Management,<sup>217</sup> the Federal Aviation Administration,<sup>218</sup> the California State Fire Marshal's Office of State Fire Training,<sup>219</sup> and the Joint Review Committee on Education in Radiologic Technology.<sup>220</sup>

**The institution communicates any changes in its accredited status.**

The institution, as represented by the Board of Trustees/Special Trustee and the Chief Executive Officer, communicates changes in the institution's accredited status to the College community and various stakeholders. The Chancellor periodically produces a video to update the community on a variety of topics, including accreditation. The Chancellor also makes announcements about and discusses accreditation matters in email communications,<sup>221</sup> during convocation,<sup>222</sup> and in open forums. In addition, the Accreditation Liaison Officer provides monthly Board updates.<sup>223</sup>

**The institution agrees to disclose information required by the Commission to carry out its accrediting responsibilities.**

Per Board Policy 1.33, the College, as represented by the Board of Trustees/Special Trustee and the Chief Executive Officer, agrees to disclose information required by the Commission to carry out its accrediting responsibilities.<sup>224</sup>

**The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure.**

Per Board Policy 1.33, the College, as represented by the Board of Trustees/Special Trustee and the Chief Executive Officer, complies with Commission requests, directives, decisions and policies, and makes complete, accurate, and honest disclosure.<sup>225</sup>

Since the time CCSF was placed on Show Cause in 2012, CCSF has worked diligently to follow ACCJC policies and procedures.

**City College of San Francisco meets Eligibility Requirement 21.**

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<sup>217</sup> [Commission on Accreditation for Health Informatics and Information Management website](#)

<sup>218</sup> [Federal Aviation Administration website](#)

<sup>219</sup> [California State Fire Marshal's Office of State Fire Training website](#)

<sup>220</sup> [Joint Review Committee on Education in Radiologic Technology website](#)

<sup>221</sup> Samples include: [Chancellor Tyler's email communication regarding Appeal Panel determination](#); [Chancellor Tyler's email regarding proposed restoration policy](#) (these and others can be accessed directly from the [CCSF homepage](#))

<sup>222</sup> [Video of Chancellor's Convocation, January 9, 2014](#)

<sup>223</sup> Samples include: [Accreditation Liaison Officer Board Update June 2014](#); [Accreditation Liaison Officer Board Update May 2014](#) (additional monthly reports can be accessed from the [Board of Trustees website](#))

<sup>224</sup> [Board Policy 1.33, Accreditation Eligibility Requirement 21](#)

<sup>225</sup> [Board Policy 1.33, Accreditation Eligibility Requirement 21](#)