



OFFICE OF THE CHANCELLOR

50 PHELAN AVENUE • BOX E200 • SAN FRANCISCO, CA 94112 • (415) 239-3303 • FAX (415) 239-3918

March 15, 2013

Dr. Barbara Beno, President
The Accrediting Commission for Community and Junior Colleges (ACCJC)
Western Association of Schools and Colleges
10 Commercial Boulevard, Suite 204
Novato, CA 94949

Dear Dr. Beno:

Enclosed please find City College of San Francisco's March 15 Show Cause Report including a Closure Report in response to the Accrediting Commission for Community and Junior Colleges' letter dated July 3, 2012.

This Show Cause Report is an Institutional Self-Evaluation responding to all the ACCJC standards, and that builds on and documents additional progress beyond that of the October 15 Special Report. The College has focused its attention on responding to all 14 ACCJC Recommendations over the past nine months by:

- revising and focusing the College Mission Statement (Recommendation 1);
- creating a more effective, integrated, data-informed planning process with the Mission Statement and Program Review as central mechanisms for decision making that promotes institutional effectiveness (Recommendations 2 and 3);
- engaging in a comprehensive, College-wide effort to centralize the documentation, reporting, and assessment of SLOs that informs institutional planning (Recommendations 2, 3, 4, 5, and 6);
- identifying and implementing changes to the delivery of student services to better promote student achievement and access by all students, regardless of location (Recommendations 2, 3, and 5);
- developing more efficient administrative structures with greater authority and accountability (Recommendation 7);
- improving the management of physical resources, including the development of a model to determine total cost of ownership (Recommendations 2, 3, and 8);
- creating a comprehensive plan for equipment maintenance, upgrade, and replacement (Recommendations 2, 3, and 9);
- improving the College's financial stability, integrity, and reporting (Recommendations 2, 3, 10, and 11);
- developing and implementing a new Participatory Governance system that is efficient, serves an advisory function, and promotes transparency (Recommendations 12 and 13); and
- providing the Board of Trustees with opportunities to realize fully their appropriate role and responsibilities (Recommendation 14).

Over the last nine months, the College has made remarkable progress with the input of faculty, classified staff, students, and administrators participating in the dialogue to improve the effectiveness of this institution. I am confident that we will continue to work steadfastly with the actionable improvement plans that are now in place to further strengthen City College of San Francisco.

Sincerely,

Dr. Thelma Scott-Skillman
Interim Chancellor

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DR. THELMA SCOTT-SKILLMAN, INTERIM CHANCELLOR



Show Cause Report

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

March 15, 2013

Show Cause Report – Certification Page

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

From:

Dr. Thelma Scott-Skillman, Interim Chancellor

(Name of Chief Executive Officer)

City College of San Francisco

(Name of Institution)

50 Phelan Avenue, San Francisco, California 94112

(Address)

This Show Cause Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

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

Signed:



Dr. Thelma Scott-Skillman, Interim Chancellor



John Rizzo, President, Board of Trustees



Dr. Robert Agrella, Special Trustee



Karen Saginor, President, Academic Senate



James Rogers, President, Classified Senate



William Walker, Student Trustee



Gohar Momjian, Accreditation Liaison Officer

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1. Institutional Self Evaluation Report

A. Introduction

At the May 10, 2012, City College of San Francisco (CCSF) Board of Trustees meeting, then-Interim Chancellor Pamila Fisher reported that the draft Accreditation Report indicated fiscal problems with CCSF operations. On May 24, 2012, the Board of Trustees voted to request the assistance of the Fiscal Crisis and Management Assistance Team (FCMAT) to conduct a study of CCSF's fiscal condition and to ask for recommendations.

On July 3, 2012, CCSF received the Accrediting Commission for Community and Junior College's (ACCJC) evaluation report and decision letter issuing a Show Cause sanction to the College. ACCJC identified 14 Recommendations and communicated that the institution must submit a Special Report by October 15, 2012, and a Show Cause Report by March 15, 2013. The College organized a process to gather input from over 200 CCSF faculty, staff, administrators, trustees, and students to specifically address the 14 Recommendations, all ACCJC Accreditation Standards, and ACCJC Eligibility Requirements.

The College produced the October 15 Special Report under the leadership of then-Interim Chancellor Dr. Pamila Fisher. Her appointment ended October 31, 2012. On November 1, 2012, Dr. Thelma Scott-Skillman took over as Interim Chancellor with direction from the CCSF Board of Trustees to implement the plans set forth in the Special Report and to fulfill the College's obligations in meeting the ACCJC Accreditation Standards.

On October 25, 2012, CCSF's Board of Trustees accepted the State Chancellor's nominee for a Special Trustee, Dr. Robert Agrella. On November 7, 2012, San Francisco voters elected four Trustees (three incumbents and one new member) who took office in January 2013.

B. Organization of the Self Evaluation Process

The following section describes the organization for developing and producing this Show Cause Report, the individuals who were involved in its preparation, and the chronological timeline of meetings and milestones.

CCSF's approach to the Show Cause report was to conduct a new Self Evaluation that follows the *ACCJC Guidelines for Institutional Self Evaluation* (June 2011 Edition). This approach and format is based on the July 2012 ACCJC letter and evaluation report indicating that the College must "show cause" as to why it should be accredited, demonstrate compliance with all ACCJC Eligibility Requirements, demonstrate compliance with all ACCJC Accreditation Standards, demonstrate compliance with ACCJC Policies, and demonstrate progress toward correcting deficiencies noted by the Accrediting Commission. Additional communications between then-Interim Chancellor Dr. Pamila Fisher and ACCJC President Barbara Beno and between CCSF Accreditation Liaison Officer (ALO) Gohar Momjian, Dean of Grants and Resource Development Kristin Charles (report writer/editor), and ACCJC Vice Presidents Susan Clifford and Jack Pond, confirmed this approach.

Work on the Show Cause Report began immediately following the submission of the October 15 Special Report which described the College's progress and additional plans to address the 14 Recommendations identified by the Accrediting Commission in its July 2012 Evaluation Report. Workgroups comprising administrators, faculty, staff, and students provided input

into the development of the October 15 special report. Each of the workgroups, including one that focused on centers and sites, was responsible for addressing one or more of the 14 Recommendations, which in turn related to the four overarching ACCJC Accreditation Standards.

On October 16, 2012, the Accreditation Steering Committee met to debrief on the submission of the Special Report and review the organization for the Show Cause Report. The Steering Committee consists of the workgroup leaders (most of whom are administrators); constituent leaders of the College, including the Academic Senate, Classified Senate, American Federation of Teachers (AFT) 2121, Service Employees International Union (SEIU) 1021, the Department Chair Council (DCC), the Student Trustee, and the Board President and Vice President. In addition, the Steering Committee includes the ALO, Accreditation Assistant, and Dean of Grants and Resource Development, who is responsible for the final writing and editing of the Special and Show Cause Reports. Given its constituency representation, the Steering Committee plays a role in helping to provide transparency and promote communication around accreditation activities.

The Steering Committee reviewed a chart of responsibility that assigned each of the 13 workgroups (which had previously worked on one or more of the 14 Recommendations) to respond to specific Accreditation Standards. When a Standard did not clearly fall in a particular workgroup's purview, the ALO assigned the administrator in charge of areas relating to that Standard to draft a response. The workgroups were responsible for drafting summary descriptions in response to the Standard, a self-evaluation, and actionable improvement plan(s). The ALO requested that workgroup leaders utilize templates to submit a Show Cause Progress Report in November 2012 followed by a Show Cause Report in December 2012 for each of their assigned Standards. The Show Cause Report templates from each workgroup formed the basis for this Show Cause Report.

An additional component of the Show Cause Report is a section focused on the College's centers and sites. Given the references to centers and sites throughout the 14 ACCJC Recommendations in the July 2012 ACCJC Evaluation Report, Interim Chancellor Fisher formed a "special focus" workgroup to identify and collect the data necessary to conduct a fiscal and programmatic analysis of centers and sites. This topic appeared explicitly in several of the Recommendations, primarily in Recommendation 1 (Mission), Recommendation 2 (Effective Planning Process), Recommendation 5 (Student Services), Recommendation 8 (Physical Resources), and Recommendation 10 (Financial Planning). Workgroup 15 members include the workgroup leaders noted above in addition to trustees, administrators, staff, faculty, and student representatives. In November 2012, the Vice Chancellor of Academic Affairs and the center deans joined the workgroup.

The Chancellor is responsible for preparing the Closure Report, a required companion document to the Show Cause Report, in consultation with the CCSF Board of Trustees, the Accrediting Commission, and the California Community Colleges Chancellor's Office (CCCCO).

The Steering Committee also reviewed a timeline of milestones and key meetings of College stakeholders to provide input to the draft Show Cause report. In addition to Steering Committee discussions on the Show Cause Report, the newly formed Participatory Governance Council played a central role in reviewing and providing feedback on the report.

The ALO provided monthly updates to the Board of Trustees during their regularly held meetings. In addition, the Board held a Special Meeting on February 7, 2013, to focus exclusively on the Show Cause Report and provide feedback and input prior to its final review of the report on February 28, 2013.

Although the accreditation writing team met timelines to deliver the first, second, and final drafts, the drafts were generally not as complete as intended and the team subsequently prepared and posted a number of updates to each draft. Each draft included a summary of the status of the document in progress. Constituent leaders provided feedback to the writing team based on input from their respective groups. Academic Senate, for example, received and synthesized feedback from over 200 faculty members. The CCSF Student Trustee received feedback and input from approximately 100 students related to accreditation as well.

C. Organizational Information

The purpose of this section is to provide a brief history of CCSF to highlight major developments since the last educational quality and institutional effectiveness review.

Within the context of the Show Cause sanction, this Institutional Self Evaluation documents major historical changes, as well as cultural shifts and challenges.

History

CCSF was founded in 1935 in response to demand for a public institution to serve both academic and vocational needs of students as an integral part of San Francisco Unified School District (SFUSD). The College was first housed in temporary facilities with an enrollment of 1,074 students and 74 faculty members. The College rapidly expanded and held classes in 22 locations. In 1937, the San Francisco Board of Education approved a building plan for the College which included a 56-acre site of what is now the Ocean Campus.

Beginning with the opening of Science Hall in 1940, and with federal and state grants, the College expanded and built many new buildings during the 1950s and 1960s. In 1970, the College separated from SFUSD, and a new entity, the San Francisco Community College District, was formed. This entity also included a number of neighborhood programs offered through the Adult and Occupational Education Division of SFUSD. The College maintained these neighborhood education programs composed primarily of noncredit courses. With rapid growth, the College District subsequently formed two separate divisions: one for credit courses on the Ocean Campus and another for noncredit courses offered throughout San Francisco. The two divisions merged in 1990 into a single City College of San Francisco.

With approved bond measures in 1997, 2001, and 2005, totaling \$491.3 million, the College renovated, expanded and developed new buildings and facilities throughout San Francisco. The College currently serves over 85,000 students (credit and noncredit) throughout the city through one main Campus, nine centers, and a multitude of neighborhood sites. CCSF's principal locations include the following:

- Ocean Campus
50 Phelan Avenue
<http://www.ccsf.edu/NEW/en/our-campuses/ocean.html>

- Airport Center
San Francisco International Airport, Bldg. 928
<http://www.ccsf.edu/NEW/en/our-campuses/airport.html>
- Civic Center
750 Eddy Street
<http://www.ccsf.edu/NEW/en/our-campuses/civic-center.html>
- Chinatown/Northbeach Center
808 Kearny Street
<http://www.ccsf.edu/NEW/en/our-campuses/chinatown-north-beach.html>
- Downtown Center
88 Fourth Street
<http://www.ccsf.edu/NEW/en/our-campuses/downtown.html>
- John Adams Center
1860 Hayes Street
<http://www.ccsf.edu/NEW/en/our-campuses/john-adams2.html>
- Evans Center
1400 Evans Avenue
<http://www.ccsf.edu/NEW/en/our-campuses/evans.html>
- Mission Center
1125 Valencia Street
<http://www.ccsf.edu/NEW/en/our-campuses/mission.html>
- Southeast Center
1800 Oakdale Avenue
<http://www.ccsf.edu/NEW/en/our-campuses/southeast.html>
- District Business Office
33 Gough Street
<http://www.ccsf.edu/NEW/en/our-campuses/gough.html>

The document accompanying this Show Cause Report entitled, “Internal & External Data Trends with a Focus on Student Achievement” provides a multitude of data, including:

- Student Data (see Section V)
- Labor Market Data (see Section II)
- Demographic and Socioeconomic Data (see Sections I and III)

The tables and sections noted above in parentheses refer to those contained within the accompanying data document, which is also accessible at the following link:

http://www.ccsf.edu/Offices/Research_Planning/pdf/internal_external_data_2013.pdf

Table 1 below summarizes the number of certificates and degrees with more than 50 percent of the unit requirements offered at centers outside the Ocean Campus. These certificates and degrees represent 11 departments from across the College: Administration of Justice and Fire Science; Automotive/Motorcycle, Construction, and Building Maintenance; Business; Child

Development and Family Studies; Culinary Arts and Hospitality Studies; English as a Second Language; Graphic Communications; Health Care Technology; Journalism; Licensed Vocational Nursing; and Transitional Studies.

Table 1: Number of Certificate and Degree Programs
(At least 50 percent offered at a center)

Centers	Total Credit Certificates	Total Noncredit Certificates	Total Associate Degrees	New Credit Certificates since 2006	New Noncredit Certificates since 2006	New Associate Degrees since 2006
Castro	0	0	0	0	0	0
Chinatown/North Beach	7	9	0	1	5	0
Civic Center	0	1	0	0	1	0
Downtown	2	9	0	1	7	0
Evans	19	2	2	12	0	1
John Adams	20	11	5	1	7	0
Mission	14	11	2	1	8	0
Southeast	5	3	0	0	3	0
TOTAL	67	46	9	16	31	1

D. Certification of Continued Institutional Compliance with Eligibility Requirements

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.

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 on Postsecondary Accreditation and the U.S. Department of Education.

The College also offers programs accredited by the American Culinary Federation Accrediting Commission, the California Board of Registered Nursing, the Commission on Accreditation of the American Dental Association, the Board of Vocational Nursing and Psychiatric Technicians, the Commission on Accreditation of Allied Health Programs, the Commission on Accreditation for Health Informatics and Information Management, the Federal Aviation Administration, the National Automotive Technicians Education Foundation, the California State Fire Marshal's Office of State Fire Training, and the Joint Review Committee on Education in Radiologic Technology.

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”) 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. This Institutional Self Evaluation Report, along with the enclosed Closure Report, collectively constitute the “Show Cause Report,” the second of the two required reports.

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 Board of Trustees publicly affirms the College’s educational Mission Statement and, per Board Policy 1.00 (revised in October 2012), will review it annually in light of internal and external data and update 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 most recent review of the mission occurred in Fall 2012 as part of the revisions to Board Policy 1.00, is aligned with California Education Code, and utilized data to inform revisions. The current statement explicitly references measuring student learning outcomes (SLOs) to enhance student success and equity. The Mission Statement appears in the CCSF Strategic Plan¹ and is published in the official College Catalog. It is also published on the College website.

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 seven-member Board of Trustees of the San Francisco Community College District is an independent policy-making board that ensures that the District is implementing its educational mission. The Board is also responsible for ensuring the quality, integrity, and financial stability of CCSF. Members are elected for four-year, staggered terms. To ensure adherence to Board policy regarding conflicts of interest, Board members must

¹ The current Strategic Plan contains the previous Mission Statement; this will be updated to reflect the current Mission Statement at that time.

disclose whether they have any financial interest (employment, family, ownership, or personal) in the College or the District; at this time, no current Board members have such interest in the College or District.

As a result of ACCJC's July 2012 Show Cause determination, the Board reviewed its bylaws and policies as contained in Policy Manual Section 1, "The Governing Board, The Community, The Chancellor," resulting in changes to policies, the elimination of policies, and the development of new policies to be in line with the ACCJC Standards.

In addition, the District revamped its annual assessment, planning, and budgeting process, with Program Review serving as a central mechanism for data-informed decision making—at all levels up to and including the Board—with respect to growth *and* reduction within the context of supporting the institutional mission.

Moreover, the Board approved a voluntary request for the appointment of a Special Trustee by the State Chancellor for California Community Colleges in September 2012 to assist in Board deliberations and to further enhance Board effectiveness.

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.

CCSF's chief executive officer (Chancellor) is appointed by the Board of Trustees. The Chancellor's primary responsibility is to the institution, and the Chancellor possesses the authority to administer board policies.

The District recently underwent transitions in leadership due to the departure of Chancellor Don Griffin in May 2012. The Board appointed Interim Chancellor Pamila Fisher as his replacement; Dr. Fisher agreed to stay through the end of October 2012. Subsequently, the Board appointed Dr. Thelma Scott-Skillman to fill the role of Interim Chancellor in November 2012. The District has communicated all transitions to ACCJC.

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.

In light of ACCJC's July 2012 Recommendations with respect to Eligibility Requirement 5 and associated standards, CCSF continues to undertake organizational restructuring to ensure that staff are appropriately distributed and possess the appropriate preparation and experience to fulfill their roles and functions. The restructuring began with the consolidation of vice chancellors into three positions: Vice Chancellor of Academic Affairs, Vice Chancellor of Student Development, and Vice Chancellor of Finance and Administration. Two of these positions are currently interim; permanent hiring for these positions is underway. The College has developed new organizational charts for Academic Affairs (which includes three associate vice chancellor positions) and for

Student Development. Changes in the job descriptions of the administrative positions within these divisions include greater administrative accountability and authority to provide oversight to instructional programs and student services. As a result, the College has begun a hiring process to fill those positions with July 1, 2013 start dates.

With the assistance of FCMAT and CCCCCO, a review of Finance and Administration began in Spring 2013. A review of the Chancellor's direct reports will take place thereafter, with the exception of Research and Planning, which already underwent a reorganization resulting in the establishment of a Dean of Institutional Effectiveness position (for which the hiring process is nearing completion). Immediate and one-time solutions to meet shortcomings identified by ACCJC within Finance and Administration included the return of one retiree who has historical and in-depth knowledge of District operations as well as contracting with a private firm for part-time consulting services. An examination of evaluation procedures and professional development has accompanied each of the restructuring activities.

Eligibility Requirement 6. Operational Status

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

CCSF is operational, with more than 85,000 students actively pursuing degrees or certificates in noncredit, credit, and not-for-credit programs.

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.

The following figures from Fall 2012 use the state's definition to determine which courses are degree applicable:

- **Section Count.** Of credit sections, 89.5 percent are program applicable; of noncredit sections, 69.5 percent are program applicable. Overall, 84.3 percent of course sections are program applicable.
- **Enrollments.** Of the enrollments in credit courses, 92 percent are in program-applicable courses; 62 percent of enrollments in noncredit courses are in program-applicable courses. Overall, 78 percent of enrollments in credit and noncredit courses are program applicable.
- **FTES.** Of the total FTES generated in credit, 95 percent is in program-applicable courses; 72 percent of noncredit FTES is in program-applicable courses. Overall, 91 percent of the credit and noncredit FTES is from program-applicable courses.

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 College Catalog contains a comprehensive statement of educational purpose and objectives for each of the academic programs offered. Degree programs are in line with the College's Mission, are based on recognized fields of study, are of sufficient content and length, are conducted at appropriate levels of quality and rigor, and culminate in identified student outcomes. Approximately 80 degree programs are two academic years in length. As noted in the response to Eligibility Requirement 10, the College is working on measuring the attainment of SLOs at the department/program, degree, and course levels.

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 College awards credit 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. Courses may only be adopted upon approval of the Board of Trustees, which acts on the recommendation of the College Curriculum Committee. The Curriculum Committee uses these standards in its review of the relationship of contact hours and units in proposed Course Outlines of Record. The credit associated with each course offered by the College is clearly indicated in the College Catalog.

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.

Although SLO assessment has been present at CCSF in various forms for over a decade, since July 2012, the College has engaged in consistently documenting and reporting ongoing assessment and ensuring SLO assessment meets proficiency in all areas. In Spring 2013, the College allocated 0.8 FTE for an SLO Coordinator and plans to increase that in Fall 2013. The SLO Coordinator facilitates College-wide reporting and training on SLOs and AUOs (Administrative Unit Outcomes and service outcomes).

All courses, programs, and student services have developed and published SLOs and assessment plans. The College has developed a robust website dedicated to facilitating College-wide dialogue by sharing SLO assessment plans, results, and related course, program, and service improvements. Instructional program SLOs (disciplines, majors, and certificates) are reviewed by the Curriculum Committee and listed in the College Catalog. Course-level SLOs are reviewed by the Curriculum Committee, listed in course outlines, available publicly through department websites, and described on the syllabi for all courses. Student-service and administrative-service outcomes are listed on department websites. Each semester, the College gathers and reports evidence of SLO achievement and planned and completed course, program, and service improvements. Faculty and staff from instructional, counseling, student-service, and administrative-service units collaboratively developed a thorough long-term assessment plan. This plan

lays out the continued efforts that will move the College toward closed-loop ongoing SLO assessment in all areas College wide.

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.

All degree programs require a minimum of 18 to 24 units of General Education to ensure breadth of knowledge and to promote intellectual inquiry. General Education requirements include coursework in Areas A-H, which include communication and analytical thinking, written composition and information competency, natural sciences, social and behavioral sciences, humanities, United States history and government, physical skills and health knowledge, and ethnic studies, women's studies, and lesbian, gay, bisexual and transgender studies. The College Catalog documents the comprehensive learning outcomes that students should gain as a result of completing the General Education requirements. The College Curriculum Committee scrutinizes the institution's courses for rigor and quality and the Bipartite Committee on Graduation Requirements reviews the institution's General Education pattern for breadth and depth and decides which courses to include in the General Education areas.

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 College's employees and students are free to examine and test all knowledge appropriate to their discipline or area of work or major study as ensured by Board Policy 6.06 on academic freedom.

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 College employs 757 full-time and 896 part-time faculty, all of whom are qualified under state-mandated minimum qualifications to conduct the institution's programs. Faculty duties and responsibilities are clearly outlined in the SFCCD/AFT 2121 Collective Bargaining Agreement and the 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.

To fully meet this Eligibility Requirement and its related Standards, the College engaged in a comprehensive review and assessment of all student support services across the entire District to ensure that students have access to the appropriate level of student services, regardless of location. As a result, the CCSF Board of Trustees approved a new administrative structure during its December 2012 meeting. While this restructuring of personnel and services is still in progress and its impact remains to be assessed, it is designed to be appropriately responsive to student needs, regardless of location.

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.

CCSF maintains an “open door” admissions policy. This policy is consistent with the College Mission Statement, the Education Code, Title 5 regulations, and the state-wide mission for California community colleges.

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.

The College supplies sufficient information and learning resources and is staffed to assist students in their use. Internet access and online computer search capabilities are available without charge to students in the library, in computer labs, and in open media centers. The College is committed to continually enhancing its learning resources, regardless of location or delivery method.

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.

In July 2012, ACCJC found CCSF to be out of compliance with this Eligibility Requirement. The College has undertaken a number of measures to address this issue, including revising its mission statement, fully integrating its planning and budgeting system to realize the necessary cost savings to achieve financial stability and inviting the Fiscal Crisis and Management Assistance Team (FCMAT) to conduct a study of its finances. The District has achieved cost savings through:

- salary reductions for faculty, staff, and administrators during Fiscal Year (FY) 2012-13;
- a reduction in reassigned time, in part through reorganizing the Division of Academic Affairs;
- a reduction in the number of part-time counselors;

- classified staff layoffs;
- attrition; and
- the closure of four rented sites for Spring 2013.

Although the College has made progress, some of these measures are still evolving. The noted reductions, fiscal management review process, the passage of a local parcel tax, Proposition A (November 2012), and the development and Board approval (in February 2013) of a long-term financial plan through 2020 assures stability of the College's finances.

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.

Externally contracted certified public accountants conduct CCSF's annual financial audits. The auditors utilize the *Audits of Colleges and Universities*, published by the American Institute of Certified Public Accountants, as a guide. The District reviews and discusses financial audit and management responses to any exceptions in public sessions. In addition, the College submitted an Annual Fiscal Report to ACCJC in Fall 2012 (a new requirement), which resulted in ACCJC directing the College to describe within the October 15 Special Report the actions the institution intended to take to address the material weaknesses and significant deficiencies identified in the 2011 Audit Report. As the response to Standard III.D.2/III.D.2.a. indicates, the District has reduced two of the three material weaknesses in the FY2010-11 audit related to significant deficiencies in the FY2011-12 audit. The auditors determined that one material weakness remained, the lack of adequate funding for the College's OPEB liability. The College now has a plan to fund its Annual Required Contribution (ARC).

Financial reports are available on the CCSF website.

CCSF complies with federal Title IV requirements.

In July 2012, ACCJC found that CCSF had:

“fail[ed] to conduct audits and provide reports to the college or community in a timely manner. The institution has also failed to implement corrective action to audit findings over multiple years.”

Immediate actions addressing these issues included one-time measures to increase staffing levels within the accounting department to ensure the timely preparation and

submission of critical reports. This increase in staffing resulted in the on-time completion of the Annual 311 Report in October 2012; however, the Annual Financial Audit Report, which was due in December 2012, was completed instead on January 15, 2013, and publicly reviewed and accepted by the Board of Trustees on January 29, 2013. The delay was due to a whistle-blower allegation that ultimately proved to be untrue (see also Standard III.D.). To ensure ongoing adherence to reporting timelines and the implementation of corrective actions in response to audit findings, the Business Office attempted to fill three key positions this fiscal year, a controller and two senior-level accountants. Unfortunately, the only qualified candidate for the controller position declined the College's job offer, and there were no applicants for the two senior accountant positions. The College will continue to advertise these jobs and search for qualified applicants until these positions are filled.

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.

To better meet the ACCJC Accreditation Standards and July 2012 Recommendations, CCSF has reinvigorated its annual assessment, planning, and budgeting process, with Program Review serving 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. In alignment with the planning process, the College has updated its Program Review process and template, which continues to include information about SLOs. Rubrics and guidelines now guide Program Review development and prioritization, along with a Program Review website. The Academic Senate drafted Institutional Learning Outcomes (ILOs); the Chancellor's Executive Team and the Participatory Governance Council reviewed the ILOs and presented them to the Board of Trustees for its review on February 28, 2013. The College website now houses a section dedicated to SLOs, thereby providing a centralized repository for posting the SLOs themselves, assessment of the SLOs, and changes made as a result of SLO assessment, all of which support institutional evaluation and decision making. Given that the planning and budgeting system is new, the College has not fully implemented the cycle and thus has not had a chance to assess the effectiveness of the process but has plans in place to do so on a continuous basis.

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, 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 as well as contact information for all employees; 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; and names of its Board of Trustees members.

Requirements include admissions requirements; student fees and other financial obligations; and degree, certificate, graduation, and transfer requirements.

Major policies affecting students include those related to academic regulations, including academic honesty; nondiscrimination; acceptance of transfer credits; grievance and complaint procedures; sexual harassment; and refund of fees.

Locations or publications where other policies may be found include the College website.

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.)

In July 2012, ACCJC found CCSF to be out of compliance with Eligibility Requirements 5, 17, 18, and 21, and issued a Show Cause determination to the College. These findings of ACCJC are also related to a number of the Accreditation Standards and policies. This new Self Evaluation (contained within this Show Cause report) documents the activities that the College has been undertaking since July 2012 to re-establish compliance.

The College fully understands the gravity of the Commission's Show Cause determination, and it believes that the changes it is implementing as documented in this new Self Evaluation (as outlined primarily in Section G which responds to the Standards) address Eligibility Requirement 21. Of particular note is the CCSF Board of Trustees' passage of a new policy with the title, "Accreditation Eligibility Requirement 21, Standard IV.B.1.i" on October 25, 2012. The College is not only addressing the deficiencies noted by the 2006 evaluation team and those noted by the 2012 evaluation team, but also additional deficiencies discovered during the Self Evaluation activities that have taken place since July 2012.

The College is especially concerned with fully disclosing all deficiencies relating to the Eligibility Requirements, Standards, and Policies. In that spirit, in its October 15 Special Report, the College noted a deficiency related to substantive change. Specifically, in December 2011, the College prepared a substantive change proposal for submission to ACCJC concerning a shift in the percentage of online instruction offered. The College never submitted the proposal due to administrative transitions, and it is aware that this is a requirement it must address. Per Commission policies, the College cannot submit substantive change proposals while on sanction.

With respect to the College's accreditation status, the College immediately posted on its website the July 2012 ACCJC determination and has continued to update all accreditation information on the website, including making available the October 15 Special Report and March 15 Show Cause Report. By posting all accreditation information on its website, and given the focused media attention on the College's accreditation status, other accrediting agencies have had access to this information. These entities include, for example, the Commission on Peace Officer Standards and Training (POST), the California Board of Registered Nursing, the Office of the State Fire Marshal, and the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoA-EMSP). The College specifically provided information directly to the American Dental Association's Commission on Dental Accreditation, and the Joint Review Committee on Education in Radiologic Technology conducted a special site visit to CCSF in the wake of the accreditation determination having been released.

E. Certification of Continued Institutional Compliance with Commission Policies

CCSF continues to comply with ACCJC policies listed in the July 2012 *Accreditation Reference Handbook* with two interrelated exceptions. As the College described in its October 15 Special Report, the College prepared a substantive change proposal in December 2011 for submission to ACCJC concerning a shift in the percentage of online instruction offered that had already taken place. The College never submitted the proposal due to administrative transitions and because the Policy on Substantive Change prohibits the submission of substantive change proposals in the six-month period preceding a site visit. The College is aware that ACCJC also will not accept substantive change proposals from institutions while on sanction. Given that the substantive change proposal relates to distance education, the College recognizes that it is not only out of compliance with the ACCJC Policy on Substantive Change but also out of compliance with the ACCJC Policy on Distance Education and on Correspondence Education. The College will proceed with submitting the substantive change proposal once it is off sanction or when ACCJC directs otherwise.

F. Responses to Recommendations from the Most Recent Educational Quality and Institutional Effectiveness Review

The most recent ACCJC educational quality and institutional effectiveness review of CCSF took place in March 2012. ACCJC issued 14 Recommendations to improve the College's compliance with the ACCJC Standards. Six of those Recommendations repeated items that ACCJC brought to the College's attention in 2006.

The College has focused its attention on responding to all 14 current Recommendations over the past nine months by:

- revising and focusing the College Mission Statement (ACCJC Recommendation 1);
- creating a more effective, integrated, data-informed planning process with the Mission Statement and Program Review as central mechanisms for decision making that promotes institutional effectiveness (ACCJC Recommendations 2 and 3);
- engaging in a comprehensive, College-wide effort to centralize the documentation, reporting, and assessment of SLOs that informs institutional planning (ACCJC Recommendations 2, 3, 4, 5, and 6);
- identifying and implementing changes to the delivery of student services to better promote student achievement and access by all students, regardless of location (ACCJC Recommendations 2, 3, and 5);
- developing more efficient administrative structures with greater authority and accountability (ACCJC Recommendation 7);
- improving the management of physical resources, including the development of a model to determine total cost of ownership (ACCJC Recommendations 2, 3, and 8);
- creating a comprehensive plan for equipment maintenance, upgrade, and replacement (ACCJC Recommendations 2, 3, and 9);

- improving the College's financial stability, integrity, and reporting (ACCJC Recommendations 2, 3, 10, and 11);
- developing and implementing a new Participatory Governance system that is efficient, serves an advisory function, and promotes transparency (ACCJC Recommendations 12 and 13);
- and providing the Board of Trustees with opportunities to realize fully their appropriate role and responsibilities (ACCJC Recommendation 14).

Under the direction of the Interim Chancellors, the College has accomplished many of these changes, with some still in progress but with plans for completion in as timely a manner as possible. In the process of correcting the deficiencies that ACCJC cited, additional issues became apparent, which the College also addressed and noted throughout this Show Cause Report in the responses to the ACCJC Standards.

G. Institutional Analysis of the ACCJC Standards

Standard I

Institutional Mission and Effectiveness

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

I.A.1. *The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.*

I.A.2. *The mission statement is approved by the governing board and published.*

I.A.3. *Using the institution's governance and decision making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.*

I.A.4. *The institution's mission is central to institutional planning and decision making.*

I.A.-I.A.4. Descriptive Summary. CCSF is subject to the mission as described in California Education Code §66010.4(a). In addition, CCSF has two local statements, a Vision Statement and a Mission Statement, which define the institution's educational purposes, its intended student population, and its commitment to achieving student learning.

In July 2012, the ACCJC recommended that:

“To improve effectiveness of Standard IA Mission, the team recommends that the college establish a prescribed process and timeline to regularly review the mission statement and revise it as necessary. The college should use the mission statement as the benchmark to determine institutional priorities and goals that support and improve academic programs, student support services and student learning effectively linked to a realistic assessment of resources.”

Given this Recommendation, the College immediately undertook a review of its Mission Statement. After examining internal and external data, surveying CCSF personnel, reviewing the California Education Code, and receiving input from the public, the Board narrowed the priorities of the College's Mission from seven to the following four top priorities: preparation for transfer, achievement of associate degrees, acquisition of career skills, and development of basic skills (including English as a Second Language and Transitional Studies). Additional aspects of the Mission are now listed as important to fulfill when resources allow. The institution also refocused the Mission on student learning and achievement and highlighted the role of assessment.

The College has begun more explicitly linking the Mission to planning and resource allocation. For example, as departments complete their Program Reviews in the fall, the first item to which they must respond is “Description of Programs and Services and their Locations – Insert description from previous Program Review and revise as necessary to remain consistent with the College's Mission.” A Program Review checklist enables

deans and supervisors to check all submitted program Reviews for completeness and to work with departments to revise responses when they have not sufficiently addressed questions such as the congruence with the College Mission.

Until the revision of the Mission Statement this past summer (2012), the College formally reviewed and revised the Mission Statement every six years, in line with revising the College's Strategic Plan. When the Board amended Board Policy 1200 (now Board Policy 1.00), it incorporated a statement that the Board will now review the District's Vision and Mission annually during its summer planning retreat when it establishes its planning priorities for the subsequent year. Some faculty have expressed concerns that making changes to the Mission in the summer, at a time when many students, faculty, and community members are not available, did not promote a fully informed discussion and decision by the Board. Sensitive to this concern, the College will always provide opportunities for input by faculty and students during each spring semester to inform actions that the Board may take during summer. The Board of Trustees adopted Board Policy 1.00 containing the revised Mission on September 11, 2012, despite opposition by students and faculty to the Mission Statement revision.

The college publishes its Vision Statement and revised Mission in its Catalog, on the College website, and in other places such as the placard above the Board of Trustees meeting table at the District Business Office (33 Gough Street) and in the front of the Student Handbook and Planner that students receive at orientation).

I.A.-I.A.4. Descriptive Summary – Distance Education. CCSF's commitment to distance education is aligned with its primary Mission. Specifically, the College offers courses in distance education that lead to transfer to baccalaureate institutions; achievement of Associate Degrees in Arts and Sciences; the acquisition of certificates and career skills needed for success in the workplace; and learning English as a Second Language. The 2012 Program Review for the Educational Technology Department, responsible for distance education, addressed the alignment between distance education and the College's primary Mission.

I.A.-I.A.4. Self Evaluation. In collecting input for the revised Mission via an online survey, technological issues interfered with reaching the student population, with particular impact upon noncredit students who do not have access to email. Materials presented at the August 14, 2012, Board meeting did not include student survey data. Moreover, stringent timelines limited the amount of feedback that any constituency was able to provide, and the transitional nature of the governance system meant that no formal review took place by the Governance Council. Individuals and groups expressed concerns about these shortcomings in collecting appropriate input.

The College has better aligned its Mission to the currently available, and limited, financial resources from the state and has engaged in activities that responded to the concerns identified by ACCJC. The previous Mission was broad and intentionally unranked to promote all seven Mission components, which limited its effectiveness in providing focused guidance for planning and decision making. While the Mission is more focused relative to its previous breadth, it qualifies the circumstances under which other programs and services could be pursued. The statement allows room for expanding the breadth and depth of what the College offers when resources allow. The Vision

Statement of City College still asserts the College’s intention to “reach out to all people, especially to those communities that encounter barriers to education; develop sustainable campuses and sites to better serve students and neighborhoods ...”

The now-tighter connection between the Mission and the more integrated planning and budgeting system will better yield decisions about learning programs and services that are clearly driven by the Mission and Vision. The now-annual review of the Mission and Vision will regularly draw on data regarding the College’s purposes, character, student population, and financial resources in order to revise these statements according to any changes in these data. This regular review of data to inform the Mission will increase credibility and efficacy of the Mission and provide for more sound decision making.

I.A.-I.A.4. Self Evaluation – Distance Education. The aggressive timeline for revising the College’s Mission in Fall 2012 did not allow the College to engage in a discussion to include a statement related to the College’s commitment to distance education in the Mission. The new annual review cycle for the Mission will provide stakeholders in distance education dialogue about including distance education in the Mission.

I.A.-I.A.4. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
* Revised Mission Statement developed by workgroup	August 3, 2012	August 3, 2012	Workgroup 1	1
* Mission Statement reviewed and discussed by Board	August 14, 2012	August 14, 2012	BOT	1
* Board Policy 1200 regarding Mission Statement approved and adopted by Board (includes annual review of Mission)	August 23, 2012 (first reading) September 11, 2012 (second reading/adoption)	August 23, 2012 (first reading) September 11, 2012 (second reading/adoption)	BOT	1
* Mission statement explicitly linked to planning and budgeting system	September 18, 2012 (Board approval and acceptance of Planning Process; see also the response to Recommendations 2 and 3)	September 18, 2012 (Board approval and acceptance of Planning Process; see also the response to Recommendations 2 and 3)	BOT	1
Gather more constituent feedback, especially from students, on the Mission	Not applicable	Fall 2013	ORP	1
Obtain Participatory Governance Council feedback on the Mission	Not applicable	Fall 2013	Chancellor	1

Through the annual evaluation of the planning and budgeting system, assess viability of Mission and Vision statements as drivers of decision-making and adjust as necessary	Not applicable	Fall 2013	BOT ORP	1
Provide data to Participatory Governance Council prior to presentation to the Board	Not applicable	Fall 2013	ORP	1
Explicitly connect selected objectives in the Annual Plan for the following year to the Mission, as well as to Board planning priorities and the College's strategic priorities	Not applicable	Spring 2013	ORP	2

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

I.B. Improving Institutional Effectiveness

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

One of the fundamental Recommendations of ACCJC in July 2012 was for the College to:

“develop a strategy for fully implementing its existing planning process to look at each campus and site, examine revenues and expenses, and systematically address instructional program planning, staffing requirements, provision of student and library services, including facilities needs and competing priorities. The planning process should include clearly prescribed roles and scope of authority for all governance stakeholders involved in each component of the planning process.”

The institution has spent considerable time revamping its planning system, which now utilizes the Mission Statement and a more robust Program Review process (restored to an annual cycle) to make planning more integrated and effective—and thereby better aligned with the Accreditation Standards. The revised planning process is more heavily informed by data and timely assessment processes to support decisions relating to resource allocation. The revised process also specifies clear roles and authority with several venues for dialogue including the Program Review stage, Participatory Governance stage, and public Board meetings.

Given the recommended changes needed to fulfill ACCJC Recommendation 2, the College determined that the District’s Research and Planning Office needed to expand immediately in order to address the need for increasingly data-informed, systematic, and fully coordinated planning processes. In light of this, on August 23, 2012, the Board

approved a new staffing structure for that office consistent with Research and Planning staffing at other colleges.

I.B.1. *The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.*

I.B./I.B.1. Descriptive Summary. Dialogue about the continuous improvement of student learning and institutional processes takes place through a variety of venues, including professional development workshops, department meetings, and the Shared Governance structure that was in place through Spring 2012. While the College is currently implementing a new Participatory Governance system, the restructured system will likewise serve as a critical venue for these discussions.

The most current institutional dialogue has focused on responding to the ACCJC's Show Cause determination. In Fall 2012, 13 work groups assembled to draft the content of the October 15 Special Report and then reconvened to varying degrees to draft the content for this Show Cause Self Evaluation. These workgroups have engaged in extensive dialogue about the continuous improvement of student learning and institutional processes throughout the course of the past eight months. Dialogue has also taken place through the Accreditation Steering Committee, which includes all constituent leaders and served as the temporary Participatory Governance Council during the governance system transition.

In prior years, dialogue about improving institutional processes has also taken place through the CCSF Board of Trustees' Institutional Effectiveness Committee, which first met in March 2010 and last met in April 2012. Among its responsibilities, this Committee discussed items such as the Accreditation self-evaluation data, Accreditation Standards I.A. and I.B., and College Performance Indicators.

Adopted in September 2012, the modified and more integrated planning and budgeting system clarifies roles and delineates windows for specific discussions, relying more heavily on data such as the documentation and measurement of Student and Institutional Learning Outcomes to inform those discussions. The intent of these discussions is to focus on decision making regarding necessary programmatic and institutional changes. During August and September of 2012, for example, two meetings of the Board of Trustees culminated in the identification of Board Priorities for the College for the upcoming fiscal year (2012-13). The Board priorities then influenced the Program Review process in Fall 2012, which required that all departments and units of the College discuss, reflect on, and incorporate Board Priorities into unit plans.

Departmental dialogue about effectiveness occurs during regularly held department meetings and SLO-specific meetings among faculty within the same program or who teach the same course. Some of these meetings incorporate students and faculty from other departments or other colleges. Professional development workshops both inside and outside CCSF provide further opportunities for shared dialogue on student learning and institutional effectiveness. Internal professional development opportunities include FLEX professional development days and regular workshops throughout the semester at a variety of times and locations. Two large-scale College-wide events in Fall 2012 focused entirely on the SLO and institutional effectiveness dialogue. The first, an all-day

(and evening) event on September 12, 2012, included approximately 1,000 members of the College community (faculty, administrators, and classified staff). Guest expert Bob Pacheco presented on turning evidence into action. On November 21, 2012, 200 faculty participated in an accreditation workshop focused on SLOs. The recently appointed SLO Coordinator's primary responsibility is to facilitate continuing dialogue across the College to develop a College-wide culture of using SLO assessment results for course and/or program improvement.

I.B./I.B.1. Descriptive Summary – Distance Education. A particular area of ongoing, focused dialogue has been distance learning. Participatory Governance includes the Distance Learning Advisory Committee (DLAC) and Teaching and Learning with Technology Roundtable (TLTR) established circa 1995. Both of these Academic Senate Committees are involved in a dialogue about the continuous improvement of student learning in distance education. Additionally, the Educational Technology Department (ETD) engages both faculty teaching distance education and the wider College community in an ongoing dialogue focused on continually improving student learning.

The ETD Chair is knowledgeable about current federal and state regulations related to distance education such as State Authorization and Last Date of Attendance. Current federal and state regulations are discussed at ETD faculty meetings and communicated via the online faculty list-serve.

I.B./I.B.1. Self Evaluation. While processes are now in place to engage in College-wide dialogue, the College did not emphasize continuous improvement of SLOs and institutional effectiveness. While discussions about improvements existed, they were limited and were not necessarily been tied to the planning and budgeting system. The modified planning and budgeting system and new annual calendar create a framework to support systematic, regular, and ongoing discussions about improvement.

In the previous Shared Governance system and in additional forums (e.g., Chancellor's Taskforce and Board equity hearings), significant, inclusive, and lively discussions and subsequent actions occurred regarding topics such as defining and narrowing the achievement gap, basic skills, and placement tests. These particular discussions have been on hold given the transition to the new Participatory Governance system and the College's focus on addressing accreditation issues.

More dialogue occurs during the planning stages (e.g., Strategic Plan) than at the implementation and assessment stages. Dialogue needs to occur during all phases of the assessment, planning, and budgeting process, with student learning and institutional effectiveness as more consistent focal points for these discussions.

Consistently building assessments into College-wide planning documents will make linkages more evident. For example, the draft Technology Plan includes summary assessments for each section. The Annual Plan for 2013-14 will include a section highlighting progress-to-date on the implementation of 2012-13 plans and showing the relevant linkages.

Events such as those that took place on September 12 and November 21, 2012 (described above) exemplify dialogue that engages the College at an institutional level as well as at a departmental/programmatic level. The dialogue on improvement of student learning via

the SLO process is now frequent, robust, and greatly improved. The Academic Senate has made significant progress in revamping committees to advise on instructional matters and relate their activities to accreditation standards and outcomes.

However, the Academic Senate has raised the following concern:

“Discussion between administrators and others on institutional processes has been very limited in Fall 2012 and early Spring 2013. Communication and discussion was expected to flow through very few individuals, very rapidly, with inadequate notice of meetings and robust documentation of discussion and efforts. Although the October 15 report for the ACCJC was detailed, some sections relating to institutional processes represented the input of very few people.

The Participatory Governance General Council is new and limited in membership. While a revised Participatory Governance system may have great potential for some improvement of functions, the size and scope of participation is unsettled. With administrative duties residing in fewer people and fewer forums in Participatory Governance as currently proposed, the potential for creating communication bottlenecks about institutional processes is significant. This should be taken into account as the system is fleshed out to improve the current lack of communication. A survey of employees about communication on institutional processes should be done very soon in order to find out where communication works well and not so well.”

In Fall 2012, the workgroup focusing on ACCJC Recommendation 1 (Mission) discussed the data used to inform the Mission review. Similarly, the workgroup responsible for addressing Recommendation 2 (planning) discussed the data used to inform the Board Priorities. In future annual cycles, the new Participatory Governance Council will first discuss data and information used to inform Board Priorities (as well as the review of the Mission statement) to garner input, solicit clarifications, and prompt dialogue. This is built into the new Annual Timeline but was not possible in Summer 2012 due to concurrently changing that timeline in response to ACCJC findings.

On February 7, 2013, the ALO circulated an Accreditation Pop Quiz to all College employees describing how to access data. The primary document emphasized in the email is the introductory data for accreditation. At the institutional level, this document contains all categories of data required per the September 2012 ACCJC *Manual for Self Evaluation*.

I.B./I.B.1. Self Evaluation – Distance Education. The College can do more to compare the use of educational technology tools to promote student learning. For example, the College has only compared the success and retention rates in distance education courses that use such tools to those that do not through qualitative data. The College will develop better quantitative measures to gain more information about the differences in the use of educational technology tools. The College can also do a better job evaluating distance education and student services and can more effectively identify those students interested in distance education.

I.B./I.B.1. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
* Annual planning and budgeting process and timeline developed	August 31, 2012	August 31, 2012	ORP	2
* Planning documents (process, timeline, flowchart) approved by Board	September 18, 2012	September 18, 2012	BOT	2
* Initial implementation of new planning process: planning priorities for fiscal year 2013-14 identified based on College Mission, internal and external trend data, and realistic budget scenarios for 2013-2014	September 18, 2012	September 18, 2012	ORP	2
* Research and Planning staffing structure approved by Board	August 23, 2012	August 23, 2012	BOT	2
* New Dean of Institutional Effectiveness and Director of Research positions posted	September 10, 2012	September 10, 2012	HR	2
* Candidates for new Dean of Institutional Effectiveness and Director of Research positions selected and approved	November 15, 2012	March 2013	BOT	2
Confirm appointment of Dean of Institutional Effectiveness	Not applicable	March 2013	BOT	2
Complete staffing of Office of Research and Planning	Not applicable	Fall 2013	Chancellor	2
Maintain the annual calendar to foster timely dialogue about improvement which includes all stages of the assessment, planning, and budgeting process	Not applicable	Ongoing	ORP	2
Consistently build assessments into College-wide planning documents to make linkages more evident	Not applicable	Ongoing	ORP	2
Survey College employees regarding venues for dialogue and avenues for communication	Not applicable	April 2013	ORP	2
Schedule College-wide events for all employees to engage in robust discussions about student learning	Not applicable	Fall 2013 FLEX	VCAA	2/3/4

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and

² See Board Planning Priorities for 2013-14.

widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

I.B.2. Descriptive Summary. In 2006, the College received a recommendation regarding the need to “develop an integrated process of planning and assessment.” The 2012 Visiting Team found that the College had partially addressed this recommendation but that the system needed:

“... to be fully implemented and strongly associated with program performance, accountability, and the allocation of resources...”

Adjustments to the annual process emphasize and strengthen the connection between College-wide goals and program-level activities, delineate timely communication mechanisms regarding goals, and emphasize the role of assessment in determining whether goals have been achieved.

An extensively vetted, longer-range, six-year Strategic Plan that the Board last adopted in December 2011 has primarily guided the annual planning cycle. The College last updated its Education Master Plan in 2006 and has developed a schedule for updating it during 2013-14.

Since 2000 or before, the Annual Plan has served as the mechanism for translating longer-term strategic priorities into measurable, near-term objectives. The March 15, 2012 evaluation team found that “many,” though not all, of the most recent Annual Plan objectives were stated in measurable terms

In prior years, the College required that all departments and units link resource requests to one or more College plans in their annual Program Review. During the Program Review process, the Office of Research and Planning provided a list of approved plans to which units might link. Most prominent on the list was the Annual Plan.

In September 2012, the College modified its annual process to facilitate clearer Board direction and to more clearly relate Program Reviews, which reflect the work of individual units, to College-wide objectives. In September 2012, the Board delineated Planning Priorities for 2013-14 which were widely publicized during College Council (now Chancellor’s Forum) and on the Program Review website. Several Board Priorities for 2013-14 are quantitatively measurable (e.g., increase productivity, decrease non-instructional). The first Annual Plan to be impacted by this new process will be that of 2013-14.

During Fall 2012, Program Review prompts asked all departments and units to refer to priorities throughout their review: “As you complete the form, please cite linkages to Board priorities and/or Board-approved College plans.” Per this new process, the results of Program Review will form the basis of the Annual Plan rather than the inverse. Beginning in December 2012 through early Spring 2013, the administrative chain will rank Program Review objectives, with subsequent review via the Participatory Governance Council, after which the College will distill the objectives into an Annual Plan reflective of affirmed objectives in line with College plans and Board Priorities. In the newly created Rubric for Ranking Resource Allocation Requests, nearly all rating categories foster connection to priorities and prompt for measurability: Linked to Board

Priorities and Approved College Plans, Cost/Benefit, Data Based Rationale, and Measurable Outcomes.

The End of Year Assessment (EYA) has been the primary mechanism for evaluating achievement of Annual Plan goals. However, in recent years, the College did not produce it consistently. The most recent EYA was published last spring in May 2012. Despite the significant simplification of the EYA—19 pages long compared to prior versions which were often well over 200 pages—the College Planning and Budgeting Council (CPBC) and the Board only briefly discussed the assessment.

For seven years or more, College Performance Indicators (CPI) Reports tracked performance on a variety of measures associated with the Strategic Plan. The College last reported CPIs in April 2010 and included data through academic year 2008-09. As with the EYA, the last CPI Report was 19 pages long compared to lengthier versions of 80 pages or more from prior years. However, it similarly had a limited audience.

Accountability Reporting for the Community Colleges (ARCC) data trends have been presented to the Board every year, as legislatively required, but the College has not used these data to set goals, nor has the College widely discussed these data.

Soon after coming on board, Interim Chancellor Fisher recognized deficiencies in how the College approached enrollment management. In Fall 2012, the College engaged in significant enrollment management training. As a result, the College has prioritized enrollment management and formalized the mechanisms for enrollment management and identified a team to carry it out. Each department sets goals for enrollment with follow up by school deans to determine whether targets are being met.

I.B.2. Descriptive Summary – Distance Education. The Strategic Plan and the Annual Plan include specific goals and objectives for distance education. The most recent draft of the Technology Plan includes a section that specifically identifies goals and objectives for the effectiveness of distance education.

I.B.2. Self Evaluation. While the College has institutional-level plans with largely measurable objectives (most notably the Annual Plan), the College lacks goals with explicit targets except in the area of enrollment management where department-specific targets have been set for Fall 2012 and Spring 2013.

Having multiple institution-level reports (EYA, CPI, ARCC) leads to confusion about measures and goals. The difference between the EYA and CPI has been unclear to most members of the College. Moreover, the lengthy reports have had a limited audience. To date, the College has not used any of these reports to set targets, only to track trends or to report progress in a given year. The forthcoming ARCC 2.0 provides an opportunity for the College to focus on state-specified targets for improvement. The Academic Senate considers it important to fully implement Career Development and College Preparation (CDCP) Certificates for noncredit students using progress indicators so that the ARCC metrics will reflect more fully the effectiveness of noncredit programs.

Program Review data include financial data that many at the College question with respect to accuracy and completeness, particularly restricted fund data. Beginning in

Winter 2012, the College began engaging in work sessions to verify or correct the data with representatives from units who had access to Banner.

Aside from the Annual Plan, the College has not adhered to a regular schedule to update longer-range plans.

The College does not have a current Education Master Plan to guide departments toward specified, longer-range goals. The College has nonetheless examined data and trends, completed Program Reviews, and developed Annual Plans. Once created, the Education Master Plan must explicitly integrate with the Strategic Plan.

I.B.2. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Produce a summary level dashboard of annual indicators that is widely understood during Spring 2013 in order to reach a broader audience and more clearly inform the upcoming planning cycle	Not applicable	April 2013	ORP	2
Design and implement a benchmarking process for setting targets for each of the annual indicators	Not applicable	Fall 2013	ORP	2
Update the Strategic Plan prior to its expiration in 2016 to reflect changes in Mission and explicitly integrate with Education Master Plan	Not applicable	After Spring 2014	ORP	2
Implement process for the award of Career Development and College Preparation (CDCP) Certificates, establishing eligibility based on Noncredit Progress Indicators	Not applicable	Fall 2013	VCAA VCSD	2

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I.B.3. *The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.*

I.B.3. Descriptive Summary. Historically, the College had a six-year Program Review process. In order to connect Program Review directly to annual budgets, the College transitioned to an annual Program Review process. The annual Program Review process, which began in 2008-09, integrates facilities, staffing, and technology. Units clearly identify their needs by resource categories (e.g., staffing). However, since its reinvigoration in 2008-09, the College has not allocated any resources as a direct result of

Program Review due to a lack of funding and because the College had no system in place for prioritizing needs. Moreover, until Fall 2012, the Program Review process included only augmentations; it excluded reductions.

As an example of the lack of connection to resource allocation, the 2012-13 budget contained no direct connections to Program Review. Shared Governance committees did not review the final budget in Fall 2012 before the Board adopted it, given the transition at that time to a new Participatory Governance model. The Board adopted the final budget in September 2012 with the following changes: a larger summer session in 2013, a reduction in wages for all employees ranging from 2.85 percent to 5.26 percent, depending on the employee group, and reductions in spending for non-instructional assignments of \$875,000. In addition, the Board directed the administration to add \$500,000 to the reserve. While critical for the College's solvency efforts, these changes had no direct relationship to Program Review. As has been the custom for many years, the associated Annual Plan for 2012-13 was an appendix to the 2012-13 budget; however, it contained only "cost neutral" objectives.

Some limited summaries of the Program Review process were created in Spring 2011, updated in Spring 2012, reviewed by the Program Review Committee, and shared with CPBC both years. Resource recommendations corresponded with, but did not directly influence, budget items.

In the newly revamped process adopted in September 2012, annual Program Reviews due in December 2012 include for the first time a question requiring units to discuss possible reductions. In addition, for the first time, the process includes a rubric to prioritize resource allocations. These Program Reviews and rubrics will form the basis of the Annual Plan for 2013-14 which will in turn inform the budget for 2013-14.

The Perkins allocation process is now officially connected to Program Review as stated in the Program Review guidelines. The College similarly will address other restricted revenue funding streams (e.g., basic skills).

The College has never had a formal staffing plan. The College created a ten-year facilities plan in 2004. The College last updated and obtained Board approval of a Technology Plan in Spring 2010; during Fall 2012 the College developed a first draft of a new technology plan that the College is currently reviewing and discussing. A final version is expected to be ready in Spring 2013 with formal adoption taking place before the end of that semester.

The College does not have a current Education Master Plan which incorporates these areas but has plans in place to develop one as outlined in the response to Standard I.B.2.

Program review is data-based. Initial questions on the form require units to address trend lines on the following provided data:

- For all units (instructional, student services, and administrative units) staffing and budget data are provided for the last five academic years. However, these data are not always corrected after personnel move from one department to another; as a result, their accuracy is often questioned and expenditure data are not accurately attributed. Also, the College still does not provide information about restricted revenue; instead, units are encouraged to provide data from their records.

- Data for instructional units also include five-year trend lines for student enrollments, student headcounts, FTES, FTEF, FTES per FTEF ratio, student demographics, course success by student demographics, and degree and certification totals by program. Additional data such as demand for courses are available via the Decision Support System (DSS). The Program Review template also prompts departments to include other relevant data and to discuss SLO assessment results.
- Data for student service areas also include trend information about student contacts and student demographics when available (primarily available for counseling units) as well as student and employee survey ratings when available.
- Data for administrative units also include student and employee survey ratings when available.
- Units may request additional data. For example, the Education Technology Department requested and received data about online sections and student success.
- As departments complete their Program Reviews, the Research and Planning Office supplements the quantitative data with additional data, both quantitative and qualitative.

The DSS is a dated system developed locally in 1998. The College will fully retire the DSS by the end of 2013 and replace it with Argos, which the College is currently implementing. Argos is a newer data management tool that provides easily produced, accurate reports for enrollment management and educational planning. The use of Argos will modernize the provision of these data as well as expand the range of data available. Individuals who will be using the system are currently undergoing training to do so.

Another example of the use of quantitative and qualitative data and assessments to support evaluation and planning was the complete revision of the Strategic Plan during 2010 and 2011. The planning process utilized Environmental Scan data on internal and external trends; Education Policy Landscape regarding legislative and budgetary issues; listening sessions impressions from education, business, and community partners; Student Equity Concerns; an assessment of long-term accomplishments and gaps during two day-long retreats; as well as a thorough review of unit-level Program Reviews and other planning documents.

I.B.3. Descriptive Summary – Distance Education. As with other areas, the College has not clearly linked planning for distance learning to budgeting. The Education Technology Department (ETD) identifies the fiscal, technical and human resources required for distance education in its Program Review. The dean over ETD then includes these needs in his report to Academic Affairs. Other departments can also reference distance learning objectives in College plans as they complete their Program Reviews. As integration improves, distance learning needs will be ranked and funded accordingly.

I.B.3. Self Evaluation. Connections between Program Reviews, the Annual Plan, and the budget need to be stronger and more direct. The College has not regularly and

consistently practiced data-informed decision making in which the institution ranked needs College-wide.

The 2013-14 budget developed during Spring 2013 will demonstrate some strong, transparent connections given a successful implementation of the new process. However, some department chairs and other faculty have not found the process so far to be transparent, largely because the process of ranking priorities based on Program Review is still in the administrative stage; it will enter the Participatory Governance stage in early March 2013.

Via the Program Review form, individual units identify requests as related to facilities, staffing, or technology. However, requests have not been subsequently arrayed and aggregated by category for appropriate review by relevant offices and Participatory Governance processes. The College will use such information to prioritize facilities, staffing, and technology needs. For example, it will be used to modify and update the initial draft of the Technology Plan (drafted Fall 2012, scheduled for review and approval in Spring 2013). Similarly, categorized priorities will inform and be clearly integrated into the update of the Education Master Plan during 2013-14.

The prompt requesting units to cite progress in the current Program Review is as follows: “Summarize your department’s progress to date on the major planning objectives identified in the last Program Review.” Some units respond with summaries, others clearly delineate progress on each objective. The College will fully devise and implement a system that tracks individual objectives and will identify funded objectives and monitor them for impact and related outcomes.

Although Program Review incorporates several pages of data, the College needs to generate more data. For example, instructional units have long received data about course completion rates—including data disaggregated by various demographics. However, there is scant data tracking student progress beyond the course level. The provision of additional data tracking students through to a longer-term outcome such as certificate, transfer, or employment would greatly enhance discussions about program effectiveness.

The implementation of Argos provides an opportunity to investigate how this newer, modern tool might expand the provision of data to units. To inform this investigation, the Office of Research and Planning, as a member of the Argos Implementation Team (AIT), will poll Program Review units to find out what additional data would best inform their Program Reviews. During Spring 2013, AIT will evaluate the feasibility of responding to these requests via the new Argos tool.

The College will review the integrity of some of the Program Review data and make appropriate corrections. Argos will be a useful tool in this process since it can allow units to see more detailed data. For example, Argos allows for the creation of detailed “exception reports” that will make it easier to identify errors.

The College will need to ensure that departments become familiar the ARCC data used in the dashboard (see I.B.2.), understand how it relates to measures for their individual units, and know how to use related components of the CCCCO Data Mart.

I.B.3. Self Evaluation – Distance Education. The College does not clearly identify and follow strategies to increase its capacity for distance education. In fact, the budget for developing online courses was decreased by 50 percent in Fall 2009. The College needs to integrate Distance Education more directly with institutional planning as the ETD has experienced significant loss of human resources in the last two years.

I.B.3. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
* Program Review template updated and aligned with planning process	September 18, 2012	September 18, 2012	ORP	3
* Criteria for dean-level comments on Program Review developed	September 18, 2012	September 18, 2012	ORP	3
* Rubric for ranking requests developed	September 18, 2012	September 18, 2012	ORP	3
* Guidelines for preparing Program Review reports written	September 18, 2012	September 18, 2012	ORP	3
* Timeline for Program Review synchronized with planning process	September 18, 2012	September 18, 2012	ORP	3
* Program Review website developed	September 24, 2012	September 24, 2012	ORP	3
Explicitly connect Program Reviews with the 2013-2014 Budget via the 2013-2014 Annual Plan	Not applicable	March 2013	VCAA VCSD VCFA	3
Strengthen integrated planning by creating breakouts of prioritized Program Review needs by category (facilities, staffing, and technology) for further use during College-wide planning activities	Not applicable	March 2013	VCAA VCSD VCFA	3
Develop a system to closely monitor the outcomes of funded objectives	Not applicable	Spring 2014	ORP ITS	3
As Argos is implemented, expand the array of Banner data to which programs have access and develop procedures for correcting errors to improve data integrity	Not applicable	December 2013	ITS	3
Leverage the CCCCO Data Mart to provide more data related to newly developed dashboard based on ARCC 2.0	Not applicable	Fall 2013	ORP	3

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I.B.4. *The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*

I.B.4. Descriptive Summary. One primary mechanism for participation in planning is Participatory Governance (previously Shared Governance). During Fall 2012, this occurred via several work groups including those responsible for planning and Program Review. These workgroups included all constituents—faculty, administrators, staff, and students—although student attendance and participation has varied. Board members were also included in work groups.

Unit-level planning, which takes place through Program Review, includes all units of the College (student services, instructional, and administration).

The new annual timeline will ensure that the College’s Annual Plan and related plans (e.g., Technology Plan updates) are directly informed by unit-level planning. In the annual Program Review form, units must “certify that faculty and staff in your unit discussed the unit’s major planning objectives.” In Fall 2012 a new “Key Dates” document outlined intermediate deadlines to further facilitate dialogue within and across departments.

Various constituencies provided feedback on long-range plans such as the Strategic Plan, Technology Plan, and Sustainability Plan, and these plans went through extensive governance processes.

The CCSF Board of Trustees formally adopts the College’s Annual Plan each year which provides an opportunity for public comment.

As noted in the response to Standard I.B.3., annual budget allocations to date have not been made on the basis of Program Review.

For the past several years, the budgeting process was centralized in such a way that unit-level budgets were rendered less meaningful. This will change with the 2013-14 budget development process.

Each year within Program Review, units reflect upon their effectiveness vis-à-vis the prior year’s objectives, quantitative and qualitative data, and the results of SLO assessments (see also I.B.3.).

Given the inadequate connection between planning and budgeting, only a few units have used the Program Review process to gain new resources to make improvements, although there are many departments that have embraced Program Review as a planning tool they use to internally reallocate their existing resources and implement new services, courses, and resources to improve student learning. Many departments have used these Program Review documents to pursue funding from donors.

I.B.4. Descriptive Summary – Distance Education. Assessment data collected for distance education are the same as that collected for face-to-face learning. The distance education data are compared to data collected for face-to-face for online-only students, telecourse students, and students who attend both online and face-to-face. The Ed Tech Department participates in the continuous quality improvement cycle by analyzing

assessment data, making data available on their website, and discussing data in various venues. Argos will further help with more immediate data collection and distribution, as well as more detailed analysis. Additionally, the College participates in California Community College State Chancellor's surveys including the 2010 "W" Survey. Distance education faculty and students are surveyed and the data are used to evaluate the effectiveness of distance education. The survey instruments are specific to distance education. Ed Tech uses survey results to improve distance education.

I.B.4. Self Evaluation. The Academic Senate has expressed a need for professional development and training on matters related to Program Review and planning. The evaluation of the planning process will need to elicit information from all personnel about these needs.

Governance structures and work group structures have provided venues for discussion and input. However, various student groups have voiced concerns about the limited participation of students in the planning processes. Student groups can and do attend public meetings (committees, work groups, and Board meetings), and the College supports a student government system.

There is broad, "bottom up" input into planning at the unit level and College level, especially for annual planning via Program Review. The delineation of "Key Dates" within the planning system was intended to prompt conversations and lead to improved overall quality. However, emphasizing and making time for these broader conversations is still new for the College, and the quality and depth of Program Review activities have varied by department, although this is continually improving.

Long-range plans also receive substantial input, yet the Education Master Plan is outdated. Two concerted attempts were made to substantially update the document but failed to reach an adequate conclusion, particularly because the plan needs to be fundamentally reconceived; the 2006 version has never served the College well. To fill the gap, School Deans provided summaries and centers completed Program Reviews, but these mechanisms have also been insufficient. A fully supported, systematic effort is required. This will begin in Summer 2013 with expansive environmental scan data and will build upon Program Reviews completed in Fall 2013. The updated 2013-14 Education Master Plan will explicitly consider the following:

- Center level planning needs more structure and formalization. It is included in the Education Master Plan, but this is outdated. The annual Program Review format has not worked as well for centers which differ in many respects from other College units. See also section entitled, "Special Focus: Centers and Sites."
- School level planning also needs more structure and formalization. The format of the School Dean summaries has been too limited both in terms of format and discussion.

The new Annual Timeline delineates a clear window for the development of unit-level budgets. These budgets will include accurate budget expenditure and revenue information, including restricted revenue, to show the appropriate funding of resources. (See I.B.3. for more about accuracy and comprehensiveness of unit-level budgets.)

Unit-level objectives in Program Review should be reported more clearly so that the College “closes the loop” on each funded objective. (See I.B.3.) As administrative restructuring goes forward, it is necessary to ensure the quality and continuity of this oversight.

The College recognizes that the changes it is making are occurring in the context of developing new structures for College-wide engagement. This is a time of great and rapid transition that has limited the opportunities for the widespread dialogue and consultation that would normally take place.

I.B.4. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
* Educational Master Plan development schedule drafted	September 10, 2012	September 10, 2012	ORP	2
* Educational Master Plan development schedule approved by Board	December 2012	December 2012	BOT	2
* Environmental scans for Education Master Plan conducted	Summer 2013	Summer 2013	ORP	2
* Education Master Plan drafted	Spring 2014	Spring 2014	ORP	2
Clarify mechanisms for student input, e.g., Participatory Governance and student government	Not applicable	Fall 2013	ORP	3
Build upon the “Key Dates” document to ensure dialogue takes place within units and across Schools	Not applicable	Fall 2013	ORP	3
Develop an annual planning and evaluation format for Centers via WG 15	Not applicable	May 2013	Chancellor VCFA	

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I.B.5. *The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.*

I.B.5. Descriptive Summary. For both internal and external audiences, a variety of College-level reports and assessments are available online at the Research and Planning website. This includes ARCC, internal scan data, topical research reports, survey results, EYA and CPI Reports. The dashboard (see I.B.2.) will also be available via the Research and Planning website.

A College-wide factsheet is available via the Marketing and Public Information website.

Information about programs and departments is also online. Program reviews have been publicly available online since 2009 at the Research and Planning website. Previously only hardcopies were available—and only upon request.

SLO information is now available online. An “Outcomes & Assessment” link has been prominently placed within the “About City College” menu. Departmental websites include SLO information and the most recent Program Review.

Internally, the locally developed DSS query tool (soon to be Argos) contains information about course and program achievement outcomes. See I.B.3. for more information about internal data.

The College complies with required reporting (75/25, IPEDS, various categorical programs, Student Right To Know, MIS).

In 2009 the College implemented a systematic and sustainable process for regularly reviewing all MIS data submitted to the CCCCO for quality and completeness. MIS data populate the CCCCO Data Mart and are the basis for ARCC Reports.

The Accreditation website will remain active as a communication vehicle and central location to inform internal and external constituencies about the quality of the institution in the context of the Accreditation Standards.

I.B.5. Self Evaluation. Overall the website has become more student-focused with more “public information” readily available, particularly with the development of the Accreditation and SLO websites.

The College-wide factsheet available under Marketing and Public Information is outdated. The College will not only update it but also include the dashboard (see I.B.2.) as a mechanism for more transparent quality assurance for the general public.

I.B.5. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Develop targeted communications to internal and external constituencies from the Research and Planning Office using the dashboard as the primary tool	Not applicable	Fall 2013	ORP	2 / 3
Develop regular means of communication to internal and external communities for the dissemination of Research and Planning findings, including programmatic improvements	Not applicable	Spring 2014	Chancellor OMPI	2 / 3

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I.B.6. *The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.*

I.B.6. Descriptive Summary. The College conducts regular evaluations of annual Program Review, focusing on it as a key component of the planning cycle; evaluations took place in 2009 and 2011 and will occur again in 2013.

The Program Review Committee (PRC) discussed evaluation results from 2009. As reflected in 2010-11 Program Review archives, the College implemented changes to improve transparency through feedback loops to individual units (see “Committee Comments” documents). Also, the Program Review Committee formalized its reports to CPBC in an attempt to improve the connection between Program Review findings and the College’s budget. However, per the Fall 2011 evaluation ratings which were generally lower than 2009, these changes were insufficient. In Fall 2011, the PRC discussed the results and possibilities for further improvements. In Fall 2012, the Special Report workgroup responsible for Recommendation 2 made further modifications to address these concerns.

Program review evaluation responses also highlighted concerns about data quality, especially unit-level expenditure and restricted revenue data. The College made some modifications following the 2009 evaluation (e.g., intermittent data workshops, greater access to record-level data upon request for verification). Currently, the College is most pointedly addressing data quality concerns through the implementation of the Argos data reporting tool which will allow users to navigate between record-level data and aggregated data. See also I.B.3.

The 2013 evaluation will be even more comprehensive in scope. In Fall 2012, the Special Report workgroup responsible for Recommendation 2 reviewed and recommended several modifications to the annual planning system; the College will review these modifications for effectiveness. The workgroup recommendations (formalized in the new Annual Timeline adopted by Board in September 2012) clarified roles, specified activities, and delineated timeframes for each activity, including evaluation of the entire planning system.

An Employee Survey conducted in Spring 2011 included several overarching questions about institutional effectiveness. Future surveys will include these new questions (or similar questions). Respondents rated nearly all items between 2.0 (Below Average) and 3.0 (Good). Per the survey, satisfaction levels with several aspects of institutional effectiveness include the following:

- College dialogue regarding data and research about student learning: 2.68
- College Advisory Council (CAC) as a channel for employee and student ideas regarding institutional decision-making, especially District policies: 2.51
- College Planning and Budgeting Council (CPBC) as a channel for employee and student ideas regarding institutional decision-making, especially planning and budgeting: 2.46

In addition, the Office of Research and Planning undergoes periodic evaluation via the Employee Survey. Below are results from 2011 (previous results in 2004 and 2000 ranged from 2.74 to 3.12):

- Institutional Advancement - Planning Services: 2.80
- Institutional Advancement - Research Services: 2.96

I.B.6. Self Evaluation. The College began evaluating Program Review biennially in 2009, but this biennial process should be more systematic. However, comprehensive evaluations should encompass the entire planning and budgeting system. The Fall 2013 evaluation will be comprehensive. The Fall 2013 evaluation is scheduled so that it can include and reflect upon the entirety of the new process for developing the Annual Plan and budget; the latter receives final approval in September 2013.

Additional, interim evaluations can be useful, especially when large-scale changes have occurred. Given the number of changes currently taking place, a preliminary evaluation will take place in early Spring 2013. The interim evaluation will include a focus on the new Program Review guidelines (Did all departments use them? What was useful? What was unclear? What was missing?) and the new rubric (How was it used? How could it be modified?). The interim evaluation will also provide an opportunity to reflect on how current work group activities have differed from previous Shared Governance activities. These findings will be provided to the new Participatory Governance Council which will take on oversight of the assessment, planning, and budgeting cycle.

Interim and comprehensive evaluations should document the culture shift currently occurring so that the College can track these changes and evaluate the changes longitudinally. Modifications to the assessment, planning, and budgeting procedures and processes emphasize the concept of “ongoing continuous quality improvement.” This includes a focus on assessing SLOs (not just “having” SLOs). Also, many units have historically utilized Program Review as a place to identify “wish lists” with connections to the budget in the form of augmentations only. To combat this extremely limited view, nearly all Program Review documents now include the new tag line “Looking at last year to plan for next year.” The new Program Review guidelines underscore the need to focus on all questions thoroughly, not just the question related to requests for augmentation. Evaluations will need to measure whether these types of changes are impacting the culture and orientation of the College.

Similarly, evaluations should include questions on whether and how assessments of SLOs and College-wide discussions of achievement and performance indicators are leading to improvements.

I.B.6. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Develop an instrument to be used for the Spring 2013 interim evaluation of the new	Not applicable	March 2013	ORP	2

planning and budgeting system				
Develop an instrument to be used for the comprehensive evaluation in Fall 2013 of the new planning and budgeting system	Not applicable	Fall 2013	ORP	2

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

I.B.7. *The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.*

I.B.7. Descriptive Summary. The College uses several mechanisms to gather evidence about the effectiveness of programs.

Program review is the primary means for assessing the effectiveness of individual units (instructional, students services, and administrative).

Individual departments can and do use Program Review and SLO processes as a mechanism for identifying needed improvements, delineating objectives to make changes, and subsequently evaluating the impact of those changes. The 2012 Accreditation visiting team cited a number of departments as exemplars.

The College has just begun to engage in serious discussions about whether and how our implementation of Program Review and SLOs can be used to create a College-wide culture of continuous quality improvement. During Fall 2012, the Special Report workgroup responsible for addressing Recommendation 2 met eight times to discuss planning and evaluation. The group consistently raised the themes for transparency, looping, and integration so that progress can be discussed more meaningfully. On November 30, 2012, the discussion was broadened to include the workgroups responsible for Recommendations 2, 3, 4, and 5. The broader group emphasized the need for a tool that has practical implications for improvement. The new dashboard, built upon ARCC 2.0, will be responsive to all of these concerns since many of the measures connect program-level activities to College-level indicators.

I.B.7. Self Evaluation. The Program Review process has been meaningfully used by several departments to reflect on program effectiveness in terms of student learning and to identify areas for improvement.

Within the Program Review template, this documentation is solicited (“Summarize your department’s progress to date on the major planning objectives”). Some units provide delineated objectives; others do not itemize objectives clearly.

Historically, the quality of Program Reviews has varied from unit to unit. In September 2013, the Assessment, Planning, and Budgeting system was modified to address this. Per the Annual Timeline, immediate supervisors now have a greater role in reviewing and discussing Program Review content. In addition, new guidelines now prompt more complete and introspective responses to the questions. The guidelines include sample

responses from a range of units (instructional, student services, administrative). Similarly, a checklist for school deans and vice chancellors will help them ensure that units addressed key areas. (See I.B.3. for more information on the guidelines.)

The institution actively evaluates the overall Program Review process to assess its effectiveness. The evaluation instrument includes questions about “transparent and rational planning,” and “unit-level [self] reflection.” The revised evaluation instrument will include questions about the guidelines and the new role of the supervisor to help determine whether these changes have been useful and in particular whether they have resulted in more uniform quality.

Also, the current evaluation instrument focuses almost exclusively on Program Review (see I.B.6.). The revised instrument will encompass the entire assessment, planning, and budgeting system with a focus on the degree to which changes have been made that have resulted in documented improvements.

I.B.7. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Improve the documentation within Program Review by requiring units to explicitly delineate progress on each objective	Not applicable	Fall 2013	VCAA VCSD VCFA	3
Review and quantify the progress identified via Program Review to determine the extent to which the annual assessment, planning, and budgeting system is leading to improved outcomes and improved efficiencies	Not applicable	Spring 2014	VCAA VCSD VCFA	3

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Standard II

Student Learning Programs and Services

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this Standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1. *The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.*

II.A./II.A.1. Descriptive Summary. As described in the response to Standard I, the Mission and Vision Statements provide overall guidance to the College and its decision-making processes. To ensure that all offerings align with the College's Mission, the annual Program Reviews, which now serve as the central decision-making mechanism, require units to explicitly state how their programs and services tie into the Mission Statement. At the same time, units must map their efforts and plans to the Strategic Plan and College priorities, both of which also stem from the Mission and Vision Statements.

The institution ensures that its programs and services are of high quality and appropriate to an institution of higher education through a number of means, including review by the College's Curriculum Committee, the Bipartite Committee, the California Community Colleges Chancellor's Office, and other means.

The review, approval, revision, and deletion of academic programs and courses fall largely under the purview of the College's Curriculum Committee, a quadripartite organization of faculty, administrators, students, and classified staff that reports to the Academic Senate. Departments wishing to create, modify, or delete academic programs must, as a first step, get Curriculum Committee approval. Using the standards provided by Title 5, the Curriculum Committee approval process ensures that programs are appropriate to the mission of the institution and to higher education. Once Curriculum Committee approval is attained, the Board of Trustees provides the final District approval of programs and courses.

Another body involved in upholding the institution's integrity is the Bipartite Committee on Graduation Requirements. This committee consists of the Executive Council of the Academic Senate and five administrators. The Bipartite Committee's purview is the various requirements of the associate degree. Much of the Bipartite Committee's work is in approving courses for inclusion in the various General Education areas, although the

Bipartite Committee has also approved larger changes, including the major structural changes to its associate degree in 2007-08.

The application process for State Chancellor's Office approval of appropriate degrees and certificates addresses five main areas: appropriateness to mission, need, curriculum standards, adequate resources, and compliance.

Within Career and Technical Education (CTE) programs, industry advisory boards regularly review these programs to ensure breadth, depth, and rigor. Certain CTE programs such as Nursing, Diagnostic Medical Imaging, Dental Assisting, Drug and Alcohol Studies, Administration of Justice and Fire Science Technology (police and fire training), and Emergency Medical Technician and paramedic training must meet additional industry-specific accreditation standards.

Departments report on the quality of their programs in Program Review and on their assessment websites using SLO data as evidence.

Selecting Fields of Study. With respect to choosing the fields of study in which the College offers programs, departments review their course and program offerings continually, and make programmatic changes to reflect shifts in student interest and shifts within the discipline. Career and technical programs hold regular industry advisory meetings to get feedback about their curriculum. These departments make regular adjustments to course and program offerings to reflect current industry needs.

The student achievement outcomes of the institution's programs appear in the document accompanying this Show Cause Report entitled, "Internal & External Data Trends with a Focus on Student Achievement." Within that document, Section V provides longitudinal data related to student achievement, including persistence, course success rates, transfer rates, degree and certificate completion, and licensure pass rates, among other indicators.

Assessing Currency, Teaching and Learning Strategies, and SLOs. With respect to assessing currency, discipline faculty are largely responsible for assessing the College's non-CTE programs. Occasionally, articulation maintenance, or the development of a major, require updates. For example, the Behavioral Sciences Department recently created a course to support their proposal for an Associate in Arts for Transfer (AA-T) degree in Sociology. The College's new policy (as of Fall 2012) prohibiting the offering of courses when outlines are more than six years old will also assist in ensuring currency of courses. As noted above, industry advisory boards, and, in some cases, external accrediting agencies, regularly review CTE programs not only for quality but also for currency and relevance. Some departments, notably English and Math, have made changes to enhance student achievement in their core sequences and are using student achievement data to measure the effectiveness of these changes.

The assessment of course SLOs serves as an evaluation of the teaching/learning strategies. These assessments are conducted by each department in ways that are most appropriate to a particular discipline.

Departments use a variety of means to assess program SLOs. In the past, CTE programs were the primary programs to have completed assessments of program SLOs. As of Spring 2013, all programs have assessment plans that are included on program/department websites and are reported on across the College each semester.

Program Review requires departments to report on how they have used the results of course and/or program SLO assessment to make curricular and program improvements.

The institution ensures program currency by requiring departments to report on the assessment of SLOs in Program Review. In addition, course outlines cannot be more than six years old.

II.A./II.A.1. Self Evaluation. While the Mission and Vision Statements provide overall guidance, the College will need to continue to make sure that it is making decisions based explicitly on the Mission and Vision. The College will enhance the linkage between the Mission and Vision Statements and College programs and courses when the College completes the process of developing Institutional Learning Outcomes (ILOs) and develops and implements methods of assessing those outcomes.

CTE programs and some other departments, notably English, have engaged in exemplary practices for ensuring that programs and services are high quality for some time. The College is making significant progress on extending those models to all programs.

Although the decentralized approach to deciding fields of study works well, the linkage between the Annual Program Review system and planning and budgeting has been weak. As a result, the resources for developing new fields of study have typically been at the expense of other programs within a department. The College's new, more tightly integrated Assessment, Planning, and Budgeting system should provide better results, but this remains to be assessed.

The current student achievement data are good; in particular, the number of certificates issued has been increasing. For purposes of better comparison, the College needs to be more systematic in the use of external assessment methods (e.g., transfer rates, job placement rates) and other student achievement data (e.g., persistence and success in subsequent courses) in the assessment of programs.

As of Fall 2012, the College has instituted promising processes for ensuring College-wide assessment of course and program SLOs, which will also assist in assessing teaching and learning strategies, with the promise of yielding data that will inform program improvements. In Fall 2012, faculty identified Program SLOs for nearly all programs and mapped them to courses. In Spring 2013, all departments developed program SLO assessment plans, and most departments will be engaging in some form of program SLO assessment. Service programs are also developing plans for service outcomes assessment.

The institution needs to better ensure that programs and curricula are current for CTE programs by enhancing the questions asked in Program Review, and requiring programs to reflect on job availability, certificate/degree completion, and job placement rates. Department Chairs now receive data on certificate and major completions from the Office of Research. This should be an ongoing process.

Although SLO processes were currently in place and required, the College needed more effective accountability measures. The new policy requiring periodic updates of course outlines will help ensure this.

II.A./II.A.1. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Assess the Annual Program Review system to ensure that decisions are made based on the College's Mission and Vision statements and that there are clear linkages between Program Review, Planning, and Budgeting	Not applicable	Fall 2013 Changes will be determined in Spring 2014 for implementation in Fall 2014	VCAA ORP	3 / 4
Finalize Institutional Learning Outcomes (ILOs)	Not applicable	February 2013	VCAA	3 / 4
Set up ILO workgroup to develop rubrics for ILO assessment in preparation for Fall 2013 pilot assessment	Not applicable	Spring 2013	SLO Coordinator	3 / 4
Conduct first College-wide ILO assessment (to continue annually thereafter, every fall)	Not applicable	Fall 2013	VCAA	3 / 4
Enhance the use of external assessments (job placement, transfer rates) for program assessment	Not applicable	Fall 2013	VCAA	3 / 4
Integrate required two-year assessment of CTE programs (job availability, certificate/degree completion, and job placement rates) into Program Review	Not applicable	Fall 2013	VCAA ORP	3 / 4
Enforce the new policy for ensuring course outline currency	Not applicable	Spring 2013 and ongoing	VCAA	3 / 4

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

II.A.1.a. Descriptive Summary. CCSF regularly conducts research to inform its practices leading to student success. Research in its broadest sense utilizes data from Program Reviews, assessment of success in meeting prior strategic plan objectives, and input from the College community. Information is also obtained through listening sessions, planning retreats, student equity forums, and individual feedback.

Other student learning needs assessment is based on CCSF's Environmental Scans and Internal and External Data Trends reports, which include data on student demographics, student performance indicators, and community and labor market information. The

Internal and External Scans inform the Strategic Plan and support the development of specific strategic priorities. They also inform the Educational Master Plan (scheduled to be updated) and support program planning priorities.

Over the last several years, ongoing faculty research of educational needs led to joint efforts with local community and industry advisory committees. Other avenues to investigate how College curriculum reflects industry employment needs are available through advisory meetings and DACUM (Developing A Curriculum) research groups.

In addition, Perkins has funded student focus groups in certain areas (Architecture, Computer Science) to assist in curriculum design for those areas.

Many courses across 14 disciplines integrate Service Learning into their curriculum, connecting students to their communities, promoting experiential learning, and, at times, becoming the springboard for future employment.

Assessing Students' Educational Preparedness for Program Planning. As part of the Matriculation process preceding enrollment in credit and noncredit courses, students participate in mathematics, English, or ESL placement assessment. Determination of the appropriate levels of courses to take is a “multiple measures” process, which is based on a number of factors, including the placement testing, standardized test scores (e.g., SAT college admission test, Advanced Placement [AP] test), other college coursework completed, and counselor assessment of relevant indicators during individual interviews. Student course placement data are also useful to basic skills departments in determining the schedule of classes for these departments. In noncredit ESL, whose students often have very limited education, Comprehensive Adult Student Assessment Systems (CASAS) testing provides data used to identify students' most urgent basic skills needs so that faculty can tailor the curriculum to address these areas.

Through the orientation and counseling components of the matriculation process, students receive valuable assistance in identifying their educational goals and the student services and academic resources available to them. Students are encouraged to meet regularly with a counselor to review their progress within their current courses as well as their progress towards certificate, graduation, transfer, and other educational goals.

Joint efforts with the San Francisco Unified School District (SFUSD) enable the Research and Planning Office to prepare an annual high school report outlining the readiness of incoming students in the areas of English and mathematics. The College shares this report with various SFUSD administrators, including principals at each of the high schools and distributes the report electronically to CCSF personnel. CCSF's English and Mathematics Departments use this report when making decisions regarding curriculum development, course design and revision, their basic skills programs, their accelerated course sequences, and the types of student support services needed. Additionally, the Gates Foundation recently funded a data-driven initiative to assess the preparedness of incoming high school graduates. The initiative convenes Mathematics and English faculty at CCSF with their respective counterparts in the SFUSD to discuss any gaps in educational preparedness among high school graduates.

Research on the Achievement of Student Learning Outcomes. Discipline faculty assess learning outcomes. While there has been some support from the Research and Planning

Office for faculty interested in assessing how well students achieve stated learning outcomes, the College has relied primarily on a decentralized approach to this assessment.

The College has not historically engaged in significant broader, multi-disciplinary approaches to assessing SLOs. However, as of Fall 2012, the approach to documenting and planning the assessment of SLOs for program improvement is now centralized. The SLO website displays the wealth of results that faculty gathered during Fall 2012.

II.A.1.a. Self Evaluation. The College has good research practices in place to inform the College of broad student learning needs through environmental scans and assessments of internal and external data. In addition, the College has good processes for assessing educational preparedness for English, mathematics, and ESL, particularly through the use of multiple measures. Nonetheless, faculty find it difficult to acquire noncredit research data.

With respect to program planning based on student needs, while there is some use of information derived from placement testing, the College should improve the incorporation of research into program planning.

For some time, the capacity of the Research and Planning Office to support faculty who wish to use research methods to determine if students are achieving stated learning outcomes has been restricted due to its staffing and software limitations. This limited capacity inhibits the College’s ability to engage in broader, multi-disciplinary approaches to the assessment of learning outcomes.

II.A.1.a. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Enhance research data for noncredit students, including identifying appropriate educational goals to better integrate student progress into Program Review	Not applicable	Fall 2013	ORP	2

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

II.A.1.b. Descriptive Summary. Prior to offering a course, discipline faculty collaborate on the development of the Course Outline of Record, which the College’s Curriculum Committee then reviews and approves. The standards for the Course outline of Record require faculty to define the following:

- Total number of hours of instruction
- Type of instruction (lecture, conference, laboratory, work experience)
- Student Learning Outcomes
- Instructional methodology, including in-class and out-of-class assignments and evaluation methods

While the College's Curriculum Committee relies primarily on the subject matter expertise of discipline faculty in determining learning outcomes and the instructional methodology, Committee members are charged with examining the integration of these items as documented in the Course Outline of Record. As noted in Chapter 9 of the Curriculum Handbook, Curriculum Committee members examine a number of aspects of the course, including:

- Does the content justify the hours/units?
- Do assignments give students sufficient practice in achieving the learning outcomes of the course?

Evaluation of Delivery Methods to Ensure Student Needs Are Met. The College relies primarily on the subject matter expertise of discipline faculty to evaluate the delivery methods used. Faculty are engaged in the assessment of SLOs for courses, and they update the Course Outline of Record as a means of adjusting the delivery methods to enhance student learning. In the case of distance education offerings, the Educational Technology Department routinely compares the effectiveness of these offerings against the effectiveness of traditional offerings of the same courses.

Dialogue about Delivery Systems and Modes of Instruction. The College's Curriculum Committee routinely discusses modes of instruction. Departments proposing new courses, or substantial revisions to courses, present their course outlines to the Curriculum Committee, and in the ensuing discussion, departments answer any questions that Curriculum Committee members raise. While department chairs are required to attend Curriculum Committee meetings to support their proposals, chairs will often bring lead faculty to the meetings as support, further enhancing College-wide dialogue.

Departments wishing to make distance education versions of courses must submit a Distance Education Addendum to the College's Curriculum Committee for approval. Part of the Distance Education Addendum asks the department to justify how the learning outcomes of the course can be supported and/or enhanced in the distance education format. As with course outlines, there is ensuing discussion at the Curriculum Committee meeting.

The College also holds professional development days where faculty engage in workshops to learn about and discuss modes of instruction. For example, the January 2013 FLEX day included workshops on:

- Improving Student Retention, Success and Persistence with Contextualized Basic Skills Courses
- Finding Student Voices Through Pedagogy: College Student Development

In addition to professional development days, the College supports several special initiatives that lead workshops on modes of instruction. For example, the Multicultural Infusion Project (MIP) has held a number of workshops on varied topics, including the use of rubrics, ways of closing the digital divide, and the MIP Accelerated Practice and Pedagogy Project. The ESL Department holds an annual colloquium in February in which Bay Area ESL faculty and students share pedagogy, methodology, research, and current professional trends. ESL also holds an annual Tech Camp, which focuses on professional development in the ESL field.

Effectiveness of Delivery Systems and Modes of Instruction in Facilitating Student Learning. Given the scope of the institution, it is difficult to provide a single answer to how effective any given delivery system or mode of instruction is at facilitating student learning. Effectiveness of any particular mode varies from course to course and instructor to instructor.

II.A.1.b. Self Evaluation. The College has a well-defined Curriculum Committee process that ensures that delivery methods will support the objectives and content of the courses. The Curriculum Committee is a quadripartite committee of faculty, administrators, classified staff, and students, ensuring that individuals from a variety of perspectives examine the delivery methods for proposed courses.

The College relies primarily on the subject matter expertise of discipline faculty to evaluate the effectiveness of delivery methods, and this evaluation is well integrated into the assessment of learning outcomes.

The College engages in much dialogue on modes of instruction and delivery methods. However, there is no central location for storing evidence that this dialogue takes place. Even more dialogue can occur through the new Participatory Governance system.

II.A.1.b. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Increase the number of professional development activities devoted to delivery methods and modes of instruction	Not applicable	Fall 2013 and ongoing	VCAA	3 / 4 / 5

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

II.A.1.c. Descriptive Summary. In July 2012, ACCJC recommended that:

“the college identify the intended student learning outcomes at the course, program, general education, certificate and degree levels, develop and implement assessments of student learning, and analyze the results of assessment to improve student learning. The results of ongoing assessment of student learning outcomes should foster robust dialogue and yield continuous improvement of courses, programs and services and the alignment of college practices for continuous improvement.”

In Fall 2012, the College responded by engaging in a massive effort to ensure that all disciplines, certificates, and majors have defined SLOs. Faculty now explicitly identify and report on ongoing assessment plans and have mapped all courses to program SLOs. Faculty also mapped all General Education (GE)-courses to existing GE outcomes. In Spring 2013, a follow-up report reviewed completed Fall activities for course and program assessment and asked for Spring 2013 assessment plans for all courses and programs. A GE outcome-assessment pilot is underway for Area C (natural science). The current online catalog contains program-level outcomes. Course-level outcomes, results, and assessment plans are available online at www.ccsf.edu/slo and on department assessment websites.

Identifying, Measuring, and Using the Results of SLOs. The development of curricula is a faculty-initiated and controlled process, which includes the development of new courses, majors, programs, certificates, degrees, and the revision of existing ones. This can be an individual or collective activity. Course-level learning outcomes and strategies for attaining them are stated in the course outline; outcomes appear in the Major Learning Outcomes section and strategies appear in the Content and Instructional Methodology sections.

Faculty write course outlines; in some cases, a department-specific curriculum group reviews course outlines. Further review occurs by the respective department chairs and school deans prior to submission to the Curriculum Committee. Majors, programs, certificates, and degrees also identify learning outcomes on their respective documentation for the Curriculum Committee. By mandate, accredited programs in the career and technical education area hold industry advisory meetings. Programs that receive Perkins funding are also required to hold meetings with their advisory group to assure that curricula reflect current industry needs. The College holds noncredit course outlines to the same standard as credit courses in terms of formatting, SLOs, and evidence of assessment standards.

Faculty involved in these processes are encouraged to submit the outlines for technical review by either the Curriculum Committee Chair or the Dean of Instruction. While many goals are associated with technical review, the primary goal is to ensure that learning outcomes reinforce and support one another within the appropriate level of courses, majors, programs, certificates, and degrees. After technical review is completed, the Curriculum Committee Chair, Dean of Instruction, Matriculation Prerequisites Officer, and Articulation Officer meet to discuss the proposals and schedule them for discussion at the Curriculum Committee. Assessment of learning outcomes also falls under faculty purview. Faculty select the specific assessment methods for courses, often in consultation with their department chairs, and exhibit the entire range of assessment modalities.

Discipline faculty assess course and program SLOs in many ways. For courses, faculty indicate content-specific assessment methods in course outlines and descriptions of SLO-specific extra assessments appear on department websites and in College-wide reports. Department websites describe program SLO assessment methods. All program SLOs map to component courses.

Results inform course and program improvement. Examples include changes in course instructional methodology, creation of new courses, changes in the structure of certificates and majors, and even the deletion of certificates/majors.

Verification of the Appropriateness of SLOs. As noted above, the Curriculum Committee vets SLOs, which ensures that the outcomes are appropriate to the level of the course (credit degree-applicable, credit nondegree-applicable, and noncredit).

Dialogue about SLOs. Department meetings during FLEX days and throughout the semester include sessions devoted to SLO discussions. The department websites describe these events. In Fall 2012, for example, faculty participated in three significant workshops on August 14, September 12, and November 21.

Departments have begun using departmental websites to facilitate dialogue among discipline faculty and across the College through regular meetings.

II.A.1.c. Self Evaluation. SLOs are now well defined for courses, programs, certificates, and degrees. The College has good processes in place to define these SLOs and ensure they are at the collegiate level. Some course outlines are old, but the College established a process by which it will ensure that all outlines for currently-offered courses will be no more than six years old.

The College engaged in a major effort in Fall 2012 to develop program-level learning outcomes for all disciplines, certificates, and majors. In Spring 2013, the focus is on carrying that energy forward into establishing routines of program learning outcome assessment.

Over the last year, the College has been refining a reporting system for course and program SLO assessment activities. The quality of reporting and level of commitment to the new system varies. In order to maintain momentum, the College needs to continue to pursue buy-in at all levels, create further opportunities for dialogue, increase the engagement of part-time faculty, and increase opportunities to share best examples and ideas. Refinement must continue and incorporate GE outcomes assessment and ILO assessment, using lessons learned from the pilot GE outcomes assessment happening in Spring 2013.

The College has realized significant improvements within the last year in the understanding among faculty about the assessment of learning outcomes. As a result, the College has more broad-based participation among faculty who now share ideas online. Moreover, the College has appointed a College-wide SLO Coordinator (currently an interim appointment). A College-wide SLO committee, headed by the SLO Coordinator and under the Participatory Governance structure, is working on College-wide long-term assessment plans—including website improvements, ongoing weekly professional development workshops in Spring 2013, and the development of a job description for a permanent SLO Coordinator position.

II.A.1.c. Actionable Improvement Plans The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
* Central SLO website developed at www.ccsf.edu/slo	July 1, 2012 and ongoing	July 1, 2012 and ongoing	VCAA	4
* Online resources and training regarding SLOs made available	July 1, 2012 and ongoing	July 1, 2012 and ongoing	VCAA	4
* Dialogue about SLOs embedded in general meetings and meetings with a special focus on SLOs	August 13 and September 12, 2012, and ongoing	August 13 and September 12, 2012, and ongoing	VCAA	4
* Plans for submitting program SLOs to the Curriculum Committee completed by each department	August 31, 2012	August 31, 2012	VCAA	4
* Planning phase of documenting course SLO efforts completed with results available online	August 31, 2012	August 31, 2012	VCAA	4
* Execution phase of documenting course SLO efforts initiated	August 31, 2012	August 31, 2012	VCAA	4
* Draft policy and timeline for updating course outlines and limiting their age to six years developed and submitted to Vice Chancellor of Academic Affairs for approval and circulation	September 7, 2012	September 7, 2012	VCAA	4
* Faculty SLO Handbook developed and distributed	September 12, 2012	September 12, 2012	VCAA	4
* Information regarding the alignment of course SLOs to General Education SLOs submitted by departments	October 1, 2012 and ongoing	October 1, 2012 and ongoing	VCAA	4
* Alignment of course SLOs to General Education SLOs documented	October 1, 2012	October 1, 2012	VCAA	4
* SLO requirements for Curriculum Committee submissions updated	October 1, 2012	October 1, 2012	VCAA	4
* Department websites with additional SLO information linked to central SLO website	October 15, 2012	October 15, 2012	VCAA	4
* SLOs for all programs developed with results available online	By end of Fall 2012	By end of Fall 2012	VCAA	4
* Comprehensive SLO Reports completed	By end of Fall 2012	By end of Fall 2012	VCAA	4
* SLOs integrated into Program Review	By end of Fall 2012	By end of Fall 2012	VCAA	4
* Institutional learning outcomes delineated and approved by Board	By end of Fall 2012	By end of Fall 2012	VCAA	4
* External assessment needs identified	By end of Fall 2012	By end of Fall 2012	VCAA	4

* Comprehensive Assessment Report completed	By end of Fall 2012	February 2013	VCAA	4
* Alignment of course and program SLOs documented	By end of Fall 2012	By end of Fall 2012	VCAA	4
* Program SLOs published in online catalog	February 1, 2013	February 1, 2013	VCAA	4
* Initial assessment completed for institutional learning outcomes	March 2013	Spring 2013 (GEOs) Fall 2013 (ILOs)	VCAA	4
* ACCJC College Status Report on Student Learning Outcomes completed	March 15, 2013	March 15, 2013	VCAA	4
* Means for students to demonstrate awareness piloted	Spring 2013	Spring 2013	VCAA	4
* Structured approach to documentation of program SLO efforts developed	By end of Spring 2013	January 2013	VCAA	4
* Evidence of alignment data available online	Ongoing	Ongoing	VCAA	4
Enforce new policy for ensuring course outline currency	Not applicable	Spring 2013 and ongoing	VCAA	4
Provide professional development opportunities for all College constituencies to support engagement, continue momentum towards sustainable continuous quality improvement, assist those encountering difficulties completing reports and embedding assessment processes, and share ideas and tools for gathering data and conducting analysis	Not applicable	Spring 2013 and ongoing	VCAA	4

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

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

II.A.2. Descriptive Summary. The College offers courses in all of the areas noted above: collegiate, developmental, pre-collegiate, continuing and community education, study abroad, short-term training, programs for international students, and contract education programs. Courses include developmental courses in noncredit ESL and transitional studies; pre-collegiate or basic skills courses in English, mathematics, and ESL; degree-applicable and transfer-level courses; short-term training in numerous career and technical fields; and contract education training/courses serving the needs of local business and industry.

Discipline faculty develop credit and noncredit courses and programs for review and recommendation by the Curriculum Committee to the Board of Trustees for final approval. Given the high numbers of students who enter the College in need of developmental and pre-collegiate coursework, and that it is in the Mission of the College to serve this need, the College has a long history of offering coursework at these levels. Placement data show no ebbing of this demand. Departments offering these pre-collegiate courses such as the English and Math Departments continue to assess the effectiveness of the course sequence and course delivery through the analysis of data and make changes accordingly.

Ensuring the High Quality of all Instructional Courses and Programs. The evaluation of courses and programs is largely completed at the departmental level. Individual departments have used Program Review to improve their courses and programs. A timely example is the recent curriculum work noted above that the English and Mathematics departments have done to address the achievement gap. These departments have been revising the Course Outlines of Record for their developmental courses on an ongoing basis, ensuring that the expected learning outcomes are well defined and shared among departmental faculty. These departments are also experimenting with shorter sequences of developmental courses, and they have established assessment methods that will allow them to determine the effectiveness of these sequences in achieving the desired learning outcomes.

Courses offered for credit under Contract Education also undergo review and approval through the Curriculum Committee process. Current faculty typically teach these courses; if new faculty teach them, the faculty must meet state minimum qualifications. The first time the College offers a course, students evaluate the course via a questionnaire during the last class meeting. If the course is repeated, assessment information is gathered directly from the client. Informal assessments of courses offered not for credit are obtained through email communications with the client who requested the course. Contract Education delivers customized training; this means that communications with clients are ongoing.

The Continuing Education program distributes a class evaluation at the end of the last session. The Office of Contract and Continuing Education reviews the evaluations, and if scores are weak, discusses them with the faculty prior to offering the class again.

The College evaluates Study Abroad courses in a variety of ways, which vary slightly from one program model to another. Students complete surveys at the end of each program, the results of which departmental faculty, overseas academic directors, and the Study Abroad Coordinator Survey review and discuss. Student and faculty input and requests translate to changes in the programs when necessary.

For study abroad programs focused on foreign language acquisition, the College has recently started giving students in some locations an exam twice, once at the start and once at the end of the program. Pre and post assessment provides a way of measuring student learning outcomes and helps guide the College toward areas needing improvement.

CCSF faculty make periodic site visits to overseas sites to observe and critique program courses. The Study Abroad Program reviews their observations and recommendation and

discusses changes with individual faculty and/or the head of the program where they teach (for example, the Academic Director at the Scuola Leonardo da Vinci in Florence, or the Director of the Cours de Civilisation Française at the Sorbonne in Paris). If the evaluation indicates that the program itself is no longer well suited to its students, the College may seek another academic partner overseas.

In addition, academic center directors overseas continually evaluate the academic courses they offer based on both student feedback and their own observations. CCSF also forwards revised syllabi to the overseas academic directors and faculty to review, discuss, and implement the curricular changes.

Process for Establishing and Evaluating Each Type of Course and Program. Before a department can offer a new course or program, the Curriculum Committee and the Board of Trustees must review and approve the new course or program. The State Chancellor's Office must also approve all new noncredit courses and some credit courses and programs. When departments wish to make changes to courses or programs, the Curriculum Committee also reviews those changes.

The Curriculum Committee ensures that all courses and programs meet the standards of Title 5, California Code of Regulations, for credit and noncredit courses and programs. Curriculum Committee reviews of proposed Course Outlines of Record include careful consideration of the number and type of hours (lecture, lab, conference) and the instructional methodologies specified. In addition, distance education courses require separate review and approval by the Curriculum Committee, which considers factors such as course suitability for distance education, student-instructor contact, and distance evaluation integrity.

Determination of the Appropriate Credit Type, Delivery Mode, and Location of Its Courses and Programs. Departments propose the credit type and delivery modes for courses, which the Curriculum Committee then reviews, and the Board of Trustees ultimately approves. Some courses, as noted above, require further approval by the State Chancellor's Office.

Department chairs, school and center deans, and the Vice Chancellor of Academic Affairs jointly determine the location of courses and programs. In some cases, the choices for locating courses and programs are limited by the available facilities (for example, new credit programs in construction trades are at the Evans campus because it houses the appropriate space and equipment for construction training). In other cases, center deans consult with Counseling, Admissions and Records staff, and other student support staff to solicit input on student course demand. This information is given back to school deans and department chairs during the schedule preparation process.

II.A.2. Self Evaluation. The College utilizes well-defined processes for deciding the various types of programs to offer and also ensures program quality. Although a number of departments have utilized the assessment of learning outcomes for program improvement, it was in Fall 2012 that the College embarked on a College-wide effort to do this. At this juncture it is too soon to know on an institutional level whether the College is using the evaluation of courses and programs effectively for improvement. The College will need to develop a way to evaluate this going forward.

The College has clear processes for determining the appropriate credit type and delivery mode of its courses and programs.

The process that the College has used for determining the location of programs that are not location-bound (e.g., Auto or Health Care Technology programs) is evolving. Part of the reorganization of the Academic Affairs division is to redefine the roles and enhance the authority of center deans. This reorganization is designed to provide more thoughtful approaches to program scheduling at the various locations.

II.A.2. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Formalize a consistent College-wide assessment plan that incorporates all members of the CCSF community and applies a consistent reporting structure and way to share results. Use this College-wide plan to ensure that the College is using the evaluation of courses and programs effectively for improvement	Not applicable	February 2013	VCAA VCSD ORP	2 / 3 / 4

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II.A.2.a. *The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.*

II.A.2.a. Descriptive Summary. The College’s policies and institutional processes for developing courses, programs, certificates, and degrees are explained in great detail in the Curriculum Committee’s Curriculum Handbook. The role of the faculty is paramount in the review and improvement of the quality of CCSF courses and programs. Faculty are involved at every level of the assessment process from the development of learning outcomes to their applications and evaluation. Faculty in each department are responsible for creating, reviewing, and assessing course and program outcomes within its offerings. Delivery and assessment are the responsibilities of classroom faculty, who are supervised by their department chair. Course outlines spell out SLOs , which are also available on department assessment websites, along with program learning outcomes, and appear in the College Catalog.

Detailed guidelines in the Curriculum Committee Handbook relevant to the development process include recommendations for mapping courses to program outcomes.

The Curriculum Committee conducts a rigorous peer-review process of every proposed course and program. The Committee consists of 18 faculty, six administrators, one classified staff, and two students. After a course and/or program receives Curriculum Committee approval, the Curriculum Committee refers the course/program via the Academic Senate to the Board of Trustees for its approval, and in certain cases, (programs with 18 or more units, noncredit courses, noncredit programs, etc.) to the State Chancellor's Office as well.

Assessment of Quality and Improvement. Due to the efforts of a number of SLO workgroups combined with faculty departmental leadership, there is now a wide and shared understanding of how the assessment of SLOs can provide a framework for course and program creation and improvement. The College requires discipline faculty to use the assessment of learning outcomes to evaluate courses and programs. Beginning in Fall 2012, departments now must report on the assessment activities for all courses they are offering. The College extended this requirement to all programs in Spring 2013 and will continue to enforce this requirement beyond Spring 2013. Departments report on how the assessment of learning outcomes led to course and program improvement as a part of the Annual Program Review system.

The frequency of evaluation varies from course to course and program to program, related to a variety of factors, including the frequency of course offering, the number of sections of a particular course, other priorities within the discipline, etc. The College has recently established a timeline so that course outlines for currently offered courses will be updated at least every six years.

Sample Improvements. A variety of improvements to courses and programs have occurred as a result of the assessment of learning outcomes. For example:

- The Mathematics Department has created a course (MATH 45) designed as an alternative pathway to their statistics class, and is engaged in an assessment of this course, comparing the success of students who took this course vs. those that took the traditional prerequisite sequence.
- Earth Sciences and Health Care Technology are increasing use of iClicker technology, especially in larger classes, to increase student participation, interaction, engagement, and retention.
- Cinema has created and/or updated course readers for a number of different courses.

More examples of improvements appear on individual department's SLO websites, available from the College's SLO website. The SLO website also showcases improvements from departments across the College, highlighting different departments each month.

II.A.2.a. Self Evaluation. The College uses established processes for the development of courses and programs. These processes rely primarily on the subject matter expertise of discipline faculty.

The College's requirement for centralized reporting of course and program assessment activities will be effective in ensuring that courses and programs are assessed regularly; however, the College's central reporting requirement is fairly new. As noted in II.A.1.c.,

the College needs to sustain momentum in this new required process. The new SLO Coordinator position will aid this.

The College has not yet developed a way to evaluate whether these processes relating to assessing SLOs effectively promote program improvement, but it is tracking improvements that departments have made through current reports.

The College had not done well at ensuring that departments update all course outlines on a regular basis; however, a new timeline and policy will resolve this.

The College's required reporting on a summary of annual assessment of learning outcomes in its Annual Program Review system is another helpful method in ensuring that programs and courses are routinely reviewed. The College needs to integrate more specific review requirements for CTE certificate and degree programs, including current and future labor market information, emerging sectors, core indicators, and RP Group completer and leaver survey data.

II.A.2.a. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Hire a permanent SLO Coordinator	Not applicable	Fall 2013	Chancellor	4
Provide professional development opportunities for all College constituencies to support engagement, continue momentum towards sustainable continuous quality improvement, assist those encountering difficulties completing reports and embedding assessment processes, and share ideas and tools for gathering data and conducting analysis	Not applicable	Spring 2013 and ongoing	VCAA VCSD	4 / 5
Highlight positive examples and models of outcomes assessment from throughout the College	Not applicable	Spring 2013 and ongoing	VCAA VCSD	4 / 5
Develop an evaluation of the processes related to assessing student learning outcomes to determine whether these processes effectively promote program improvement	Not applicable	Fall 2013	VCAA VCSD	4 / 5
Enforce new policy for ensuring course outline currency	Not applicable	Spring 2013 and ongoing	VCAA VCSD	4 / 5
Integrate more specific review requirements for CTE certificate and degree programs into its Annual Program Review cycle	Not applicable	Fall 2013	VCFA	3

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

II.A.2.b. Descriptive Summary. Discipline faculty have the primary responsibility for determining the competency levels and SLOs for courses and programs. In the process of reviewing new courses and programs, the College's Curriculum Committee also reviews the associated SLOs. CTE programs rely on advisory committees to perform a regular review of their programs, including the learning outcomes.

The Curriculum Committee process for submitting certificates and majors for approval requires departments to map the learning outcomes of the program to the courses contained within that program. The mapping document asks departments to identify whether the course addresses the learning outcome at an introductory, developmental, or mastery level for program completion. (See Chapters 4 and 5 of the Curriculum Handbook.) Curriculum Committee guidelines for approval require that students are able to obtain the mastery level of every program learning outcome regardless of elective course options.

Students have a clear path of achieving the SLOs required of courses and programs:

- All courses are taught in accordance with a course outline of record. The Curriculum Committee expectations for course outlines, as documented in the Curriculum Handbook, require integration between the learning outcomes of the course, the content, and the instructional methodology. This integration ensures students have a clear path to achieving the SLOs of the course.
- For certificate and degree programs, the Curriculum Committee expects an identification of the SLOs for the program and a mapping of SLOs to the required courses of the program. Curriculum Committee expectations state that students should be able to master the learning outcomes of the program regardless of any course options they may take.

The College has established a centralized system by which it reports the assessment of learning outcomes, including the progress that faculty are making in using the assessment of learning outcomes to improve courses and programs.

II.A.2.b. Self Evaluation. The College has a long-standing mechanism for determining the competency levels and SLOs for courses and programs. The College relies primarily on the subject matter expertise of discipline faculty, and the College's Curriculum Committee provides a sound means of ensuring quality.

The College also has a mechanism for integrating the learning outcomes expected at the course level with those expected of students completing certificate or degree programs.

Finally, the College has made great strides in establishing institutional ways of reporting on the assessment of learning outcomes work that is necessarily done at the faculty level. The centralized reporting system, begun in Fall 2012 and improved upon in Spring 2013, promotes dialogue among and across discipline faculty and provides the administration

with a means of ensuring that this work is being done. However, the College will need to maintain the momentum begun in Fall 2012 and continue to make improvements to the centralized reporting system. These improvements will assist faculty in their learning outcomes assessment work and will continue to provide the institution an ability to ensure that the work is taking place.

II.A.2.b. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Each semester, evaluate the centralized reporting system process and refine reporting structure based on user input	Not applicable	Spring 2013 and ongoing	VCAA VCSD	3

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

II.A.2.c. Descriptive Summary. Program proposals identify the proposed program’s overall learning outcomes and identify whether the program is credit or noncredit. The Curriculum Committee reviews program proposals against Curriculum Handbook standards, ensuring that all instructional programs meet the standards of high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. The Office of Matriculation works closely with department faculty to ensure that all course and program prerequisites and co-requisites comply with applicable Title 5 requirements. The Curriculum Committee then reviews and approves these prerequisites and co-requisites. The Office of Research and Planning provides relevant student success data to help identify appropriate communication and computation prerequisites. The Board of Trustees issues final approval.

External approval by the California Community College Chancellor’s Office is required for all of the College’s degree programs, all of its noncredit certificate programs, and many of its credit certificate programs. The California Community College Program and Course Approval Handbook establishes the criteria for State Chancellor’s Office approval of programs. To gain approval, the College must demonstrate that the proposed program meets curriculum standards that show the integration of courses in the program, so that students fulfilling program requirements will meet program goals and objectives.

There is some natural institutional dialogue that occurs between the Curriculum Committee, department chairs, and discipline faculty as courses and programs are brought to the Curriculum Committee for approval.

The College relies primarily on the subject matter expertise of discipline faculty to decide the breadth, depth, rigor, sequencing, time to completion, synthesis of learning, and breadth of each program it offers. See also the response to Standard II.A.2.

The Curriculum Committee uses the requirements of Title 5 Section 55002 when reviewing courses. This section sets different standards for different types of courses (and, by extension, programs), and provides several criteria to identify depth and rigor.

For degree-applicable courses, the Curriculum Committee uses the following:

- **Intensity.** The course treats subject matter with a scope and intensity that requires students to study independently outside of class time. 55002(a)(2)(c)
- **Difficulty.** The coursework calls for critical thinking and the understanding and application of concepts determined by the Curriculum Committee to be at college level. 55002(a)(2)(F)
- **Level.** The course requires learning skills and vocabulary that the Curriculum Committee deems appropriate for a college course. 55002(a)(2)(g)

For non-degree applicable courses, the Curriculum Committee uses the following:

- **Intensity.** The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such courses or sequence of required courses will have acquired the skills necessary to successfully complete degree-applicable coursework. 55002(b)(2)(C)

For non credit courses, the Curriculum Committee uses the following requirements of Title 5 Section 55002(c)(2):

- number of contact hours
- objectives in terms of a specific body of knowledge
- instructional methodology
- examples of assignments and/or activities
- methods of evaluation

The Curriculum Committee review of programs involves reviewing the courses in a particular program. Nearly all credit programs (certificates and degrees) consist solely of degree-applicable coursework.

The Curriculum Committee review of courses compares the learning outcomes, content, and methodology to the Title 5 requirements for courses, as noted above.

II.A.2.c. Self Evaluation. The College has a Curriculum review and approval process that ensures that all courses and programs have appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. The Curriculum Committee derives its criteria from various sources, including Title 5.

The College relies primarily on faculty to make specific determinations based on their subject matter expertise. The judgment of the faculty is balanced with the review of the College’s Curriculum Committee.

While the Curriculum Committee process is robust, there is limited evidence of institutional dialogue that has “occurred to enhance understanding and agreement about the quality and level of its programs.” The dialogue that occurs at Curriculum Committee meetings is good, but focuses on the matters at hand, and is insufficient to ensure broad, cross-disciplinary dialogue.

II.A.2.c. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Provide additional opportunities for institutional dialogue to enhance understanding and agreement about program quality and level	Not applicable	Fall 2013 and ongoing	VCAA VCSD	4 / 5

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

II.A.2.d. Descriptive Summary. Through the application to CCSF and the information forms completed during placement testing, the institution collects information about student needs that may affect their learning. The institution has not engaged in a centralized or systematic effort for identifying and/or documenting learning styles at regular intervals. However, faculty use a variety of teaching techniques and delivery modes to best serve the diverse needs and learning styles of their students. The College Curriculum Committee provides a forum in which the College discusses these methodologies during the review of course proposals. Discussions about appropriate delivery modes and teaching methodologies begin at the department and program levels during department curriculum committee meetings or workgroups and various faculty forums. These discussions often lead to changes and innovative practices, as documented in the approved Course Outline of Record.

Determination of Delivery Modes for Instruction. The College relies primarily on the subject matter expertise of discipline faculty to determine the delivery modes that are appropriate for students. Basic delivery modes (lecture, lab, conference) are documented in the Course Outline of Record, which is approved by the College’s Curriculum Committee.

In addition, when a department wishes to explore a Distance Education delivery mode, it is subject to separate review and approval by the Curriculum Committee via the Distance Education Addendum. This addendum requires the department to (a) justify why the Distance Education mode is appropriate for the course, (b) detail the changes in the instructional methodology including the frequency and mechanisms of student-instructor contact, and (c) detail how it will maintain evaluation integrity.

Teaching Methodologies. Courses vary in their main delivery mechanism, including lecture, laboratory, practicum, field work, internships, work experience, and conference. Within the general category of lecture or conference, there is latitude for the use of in-class discussions and small group work. The College offers a small number of internship/work experience courses as well. Teaching methodologies vary by department and instructor and include a range of techniques from 100 percent lecture to 100 percent hands-on projects and activities. Faculty share practices at FLEX events and in informal brown bag lunch discussions, such as this past semester’s start of the “Teaching Sustainability across the Curriculum” brown bag series, a monthly series on Educational Technology Tools, and a series on “Flipping, Not Flopping,” supporting inverted course design (students cover content—through readings, research, and/or online lecture—outside class and complete homework and group projects, discussion, and activities inside the classroom).

Discipline faculty determine the methodologies they deem appropriate for the discipline and the content of the courses they are teaching, and they document these methodologies in the Course Outline of Record, which the Curriculum Committee reviews and approves.

A primary focus of Curriculum Committee review of proposed course outlines is the adequacy and “fit” between Instructional Methodology (Assignments, Evaluation, Instructional Materials) and the major learning outcomes and content of the course.

The majority of instructional programs and departments regularly discuss the effectiveness of current delivery modes and instructional methodologies. Evidence of this appears in the numerous proposals for revisions to the Instructional Methodology section of course outlines approved at every College Curriculum Committee meeting (documented on the Curriculum Committee website). Revisions to Instructional Methodology require discussion and consensus among the department chair, faculty who teach the course, and the school dean.

With respect to acknowledging that learning needs vary and delivering instruction that meets these varied needs, certain initiatives and departmental workshops have helped faculty to develop their understanding of the diversity of students’ learning needs and responsive pedagogical approaches. For example, every year, the Multicultural Infusion Project (MIP) helps selected instructors modify their teaching methods to increase their focus on culturally relevant pedagogy. They share these concepts within their departments to encourage other faculty to do the same.

In addition, College-wide, professional development FLEX workshops at the start of each semester include sessions on multiple learning styles and diverse pedagogical approaches. Various departments have hosted other periodic workshops that are open to all faculty for sharing of best practices and new pedagogies. For example, the science departments have led workshops on using iClickers, mouse tablets, and reaching D and F

students. Websites for these workshops have allowed for dissemination to those who could not attend. With respect to online and hybrid courses, the Education Technology Department offers workshops on the use of Moodle as well as workshops on the use of Google apps for improved student learning. In addition, faculty participate in two online discussion boards, “Tool Tips and Tricks – share any tips on how you've used a tool in your course” and “Instructional Tips and Tricks – share any tips and ideas you have for setting up your course or things you've addressed with students in your course that may assist other instructors.” Finally, the Disabled Students Programs and Services Department (DSPS) also works one-on-one with faculty to meet the specific needs of disabled students.

Assessing Student Learning. Faculty use a variety of ways to assess the level of student learning that takes place as a result of instruction, as documented in the Instructional Methodology section of the official Course Outlines of Record.

Learning assessment methods include:

- Quizzes, tests, and exams
- Essays and papers
- Projects
- Oral presentations
- Assessment of in-class discussions

Effectiveness of Delivery Modes and Instructional Methodologies. Although there has been no College-wide collaborative effort to investigate the effectiveness of delivery modes or instructional methodologies generally, faculty conversations about student learning outcomes resulting from particular delivery modes or instructional methodologies have, in some cases, ignited a desire among faculty to try new strategies. Examples of new strategies include the “accelerated course” options offered in the English and Math program sequences, which provide students an intensified learning experience. Adoption of this methodology was a data-driven decision, based on the College Research and Planning Office’s findings that link intensity of study in a discipline to increased success.

At the department level, the effectiveness of specific teaching methodologies and modes of delivery is directly observed and evaluated through the regular evaluation process of full-time and part-time faculty (every three years, and for six consecutive semesters for faculty undergoing tenure review). These team observations provide important opportunities for the faculty reviewing team, the department chair, and evaluatee to engage in frank, constructive dialogue about techniques, assignments, materials, and other pedagogy that are working or which need improvement. The instructor evaluation process is also an opportunity for the department to observe and evaluate, across classes and instructors, the merits of a variety of teaching methodologies and modes of delivery.

The College has also paid particular attention to the effectiveness of its distance education delivery mode. The Educational Technology Department routinely compares retention rates and success rates of the College’s online offerings to more traditional offerings, and also compares with other community colleges. The College also

participates in the State Chancellor’s Office assessments of students who withdraw from online courses to gather additional information.

II.A.2.d. Self Evaluation. The College has conducted limited centralized assessments of student learning styles. While departments have engaged in discussions of matching methodologies to learning styles, these discussions have not occurred consistently across disciplines, system-wide. Any assessments that have taken place are those that individual faculty members or discipline faculty workgroups have performed. The College needs to expand such assessments College-wide and document discussions.

The College uses a centralized process to determine delivery modes for courses, including Distance Education. Although the College has diverse ways of assessing student learning, and while faculty increasingly use the results of those assessments to improve teaching, the College has not systematically investigated the effectiveness of delivery modes or instructional methodologies using assessment results institution-wide. An exception, however, is in the realm of Distance Education, on which the educational Technology Department does perform ongoing assessment.

The College has relied primarily on the subject matter expertise of discipline faculty to develop instructional methodologies that are appropriate to students. In all cases, faculty successfully link their content expertise to pedagogical methods. The demanding CCSF hiring process, the College’s professional development requirements, and the faculty evaluation process in the faculty contract (Article 9) ensure that the faculty’s pedagogical content knowledge is current and extensive.

II.A.2.d. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Establish a regular survey of students regarding their learning styles and the teaching methodologies and delivery modes that best facilitate their learning	Not applicable	Spring 2014	VCAA VCSD ORP	4 / 5
Evaluate the effectiveness of new teaching methodologies through continuous ongoing assessments at the course and program levels	Not applicable	Spring 2013 and ongoing	VCAA VCSD	3 /4/5
Create a more regular schedule of professional development opportunities related to teaching methodologies, leveraging the College’s in-house talent to share best practices across the College through workshops and web resources	Not applicable	Spring 2013 and ongoing	VCAA VCSD	4 /5
Establish professional development requirements for new and continuing faculty related to learning styles and pedagogy	Not applicable	Fall 2013	HR	4 / 5

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II.A.2.e. *The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.*

II.A.2.e. Descriptive Summary. The responsibility for course and program assessment lies with discipline faculty, who determine appropriate learning outcomes, develop assessment methods and criteria, administer assessments, evaluate the results, and plan and implement curricular changes.

Course assessment methods include assessments that are part of the instructional methodology of the course and used for student evaluation (e.g., exams, papers, quizzes) and other in-class assessments used solely for learning outcomes assessment (e.g., SLO-specific end-of-semester exams, pre and post tests, student surveys). Faculty also use external assessments, such as licensure examination pass rates, job placement data, and transfer data.

Plans for outcome assessment and overall results are now available on departmental websites. The use of departmental websites also helps promote dialogue among discipline faculty, across disciplines, and College-wide. The College monitors outcomes assessment through the use of a centralized reporting system, which the College first piloted in Fall 2012, and for which it has implemented an updated system for Spring 2013. The updated system requires faculty to report on plans for assessment activities for courses and programs in the coming semester, and to review the activities completed the previous semester. Reporting is mandatory for all courses offered in a given year and for all programs. Prior to Fall 2012, there was no centralized requirement for documentation. As such, there was a lot of variety in documentation of and progress on how faculty assessed SLOs to evaluate courses and programs with an eye toward program improvement. With the new centralized, online reporting system, the institution as a whole has a more comprehensive sense of shared effort, collaborative ongoing quality improvement, and commitment to student learning.

Moreover, the College's Annual Unit-level Program Review, followed by all units at the College, requires units to:

- Reflect on data trends (Program Review form, Question #2)
- Reflect on internal and external trends (Program Review form, Question #3)
- Summarize overall directions taken as a result of the assessment of learning outcomes (Program Review form, Question #4)
- Set planning objectives for the coming year (Program Review form, Question #6)

To respond to these Program Review prompts, units with courses receive the following data:

- Student success data, including grade point average and percentage of units passed. These data are reported for departments as a whole, and are also

disaggregated by age, ethnicity, Board of Governors Grant (BOGG) waiver status, and gender.

- Program Award data (number of certificates and degrees issued by the College).
- Demographic Data, again by age, ethnicity, BOGG waiver status, and gender.
- Enrollment data, including the demand for courses and sections.

Note: while the data on student success noted above are reported for the department as a whole, the data noted here allow departments to drill down on the same data to subjects and courses. In addition, the student success data are available for drill down via the College's Decision Support System, which will soon be replaced by Argos, which will modernize this process. For example, departments have been able to investigate course success overall and by various student demographics including age, gender, ethnicity, basic skills level, new first time status, returning student, educational goal, etcetera. With Argos, departments will have easier access to this information.

With respect to the appropriateness of program offerings as part of the overall College curriculum, the annual Program Review requires units to provide a description of the program services and locations (Program Review form, Question #1). The guidelines for this question direct units to identify how the unit's services align with the College's Mission. In addition, the question about resource allocation requires units to tie requests to the Board's priorities and/or to overall College plans (Program Review form, Question #8).

Program Relevance and Learning Outcomes. The responsibility for determining program relevancy lies primarily with discipline faculty. Faculty have identified SLOs for all certificate programs, degree programs, and the General Education program. Work on identifying program-level learning outcomes for all programs was largely concluded in Fall 2012. Assessment of program-level learning outcomes has been in progress for some of the programs at the College for a number of years. As noted above, starting in January 2013, the College has set an expectation of reporting every semester on assessment plans for all programs. The assessment of learning outcomes varies from program to program; the SLO website documents SLO assessment activities by program.

The Link between Program Evaluation Results and Institutional Planning. As noted above, the annual Program Review system is directly connected to institutional planning, particularly through the revised Annual Assessment, Planning, and Budgeting timeline and process.

Some notable examples of changes/improvements made as a result of the Program Review system appear in the document entitled "2012-2013 Annual Program Review SLO Impacts Summary Report." In addition, each department website includes their respective Program Reviews, which document the program changes each department has made as a result of outcomes assessment.

II.A.2.e. Self Evaluation. The College has well-developed processes for course and program assessment, and has recently developed ways in which the institution ensures that these processes are consistently documented and planned across the College.

Reporting on the processes for course and program assessment (i.e., Program Review) are included in the College’s Annual Assessment, Planning, and Budgeting cycle. The criteria used in the annual Program Review system is evenly applied across the College and includes relevancy, appropriateness, achievement of student learning outcomes, currency, and planning for the future. Although the annual Program Review system includes a wealth of data, challenges continue in the interpretation and use of these data.

The College should more obviously tie the evaluation of CTE program relevance into the annual Program Review system, by including labor market information and asking CTE programs to comment specifically on the trends in the labor market, on the number of program completers, and the impact of the program on completers and leavers.

The College recently received data from the RP Group’s completer/leaver survey. The annual Program Review process should include these data to assist in evaluating program relevance.

II.A.2.e. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Continued educational efforts regarding the interpretation and use of data in the annual Program Review process	Not applicable	Fall 2013 and ongoing	ORP	3
Enhance the data used in examining the relevance of CTE programs to include labor market data, the number of program completers, and the RP Group’s Completer/Leaver survey	Not applicable	Fall 2013	ORP	3
Transition to using Argos reporting to allow better use of data during Program Review	Not applicable	Fall 2013 and ongoing	ITS	9

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

II.A.2.f. Descriptive Summary. The College has an integrated annual cycle of evaluation and planning that includes unit-level Program Review. The Annual Assessment, Planning, and Budgeting Cycle is part of a larger process of planning, derived from Strategic Planning and the Board’s periodic review of the College’s Mission and Vision Statements.

Assuring Course and Program Currency through Integrated Planning. The unit-level Program Review process asks units to reflect on overall department directions that have occurred as a result of the assessment of learning outcomes. While reporting on major directions taken as a result of the assessment of learning outcomes has been included in the annual Program Review process since 2008-09, and while the assessment of learning outcomes has taken place since before then, the College has more recently (Fall 2012) embarked on a more thorough centralized system of planning and reporting on SLO assessment work. The College uses the SLO website to centralize information about this process, to collect data, and to report on the results.

The Fall 2012 centralized reporting system asked departments to report on planned learning outcomes assessment activities for every course. The Spring 2013 system is more widespread, and requires reporting on both efforts that occurred in Fall 2012 and plans for efforts in Spring 2013:

- Academic Departments report on every course being offered and every program, including certificates, majors, and disciplines that do not have a major or certificate.
- In General Education, the College embarked on a more widespread assessment plan in the Spring 2013 semester with assessment of one of the SLOs for CCSF General Education Area C.
- The expanded reporting system also involves student development and other services. It is truly the College's one central system, and it is helping to develop a College-wide culture in which everyone plays a role in promoting student achievement.

Improving Outcomes and Making Results Available. The College systematically strives to improve outcomes by requiring reporting on assessment work, both in a macro sense through the annual Program Review system, and on a more micro sense through the every-semester reporting and planning system. Much of the work for improvement occurs at the unit level, and does not require additional resources. For those improvements that require additional resources, the integration of the reporting on major directions taken into the annual Program Review process affords units the opportunity to tie resource requests to those improvement efforts. The SLO website and the departmental websites are the central locations for making the results of learning outcomes assessment available to appropriate constituencies.

II.A.2.f. Self Evaluation. The College now has a more integrated system of assessment, planning, and budgeting. The annual Program Review process is the centerpiece of the annual cycle, and has been going on in its current form since 2008-09. Throughout Summer and Fall 2012, the College has further refined the planning and budgeting system along with the Program Review template to ensure that it is a fully integrated system.

While the College has asked about learning outcomes assessment in the annual Program Review system since 2008-09, it was not an effective way of ensuring that learning outcomes assessment was widespread. The College has made great strides in the last year in creating a separate centralized reporting system. In addition to ensuring that

outcomes assessment is widespread, this system has been very effective in making outcomes assessment work visible, educating everyone on expectations and methodologies, and promoting intra- and inter-departmental dialogue.

The annual Program Review system is the main vehicle by which departments can request resources. While this system provides the framework for funding outcomes improvement efforts that require additional resources, it is too early to determine how effective this will be.

II.A.2.f. Actionable Improvement Plans. There are no actionable improvement plan(s) associated with this Standard.

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

II.A.2.g. Descriptive Summary. During Fall 2010, the College surveyed all instructional departments to assess which departments were using common examinations and assessments. The following courses reported the use of common exams or common assessments:

- Broadcasting 119, 120
- Chemistry 101A, 101B
- Fire Science 111
- English 90, 91, 93, 95X, 96, 961A
- English as a Second Language 110, 120, 130, 140, 150, 160, 170; Noncredit Levels 2, 4, 6
- Spanish 1, 1A and French 1, 1A, 1B, 2, 2B

The survey asked departments making use of cross-section assessments how they had established the validity of these measures and how they avoided cultural and linguistic biases in the creation and administration of the tests. Departments have approached these questions in different ways, as outlined in the document entitled “Sample Approches to the Use of Common Exams.”

Many departments responding to the survey indicated some reliance upon nationally vetted textbook question banks written by experts in the respective fields, or norming to criteria of professional organizations, as ways to help minimize bias in tests. Faculty recognize, however, that these materials, though they minimize differences between college instructors, have inherent biases. Departments therefore take full advantage of CCSF’s diverse faculty to attenuate these problems. Faculty indicate that when an exam item is deemed to demonstrate bias, it is removed from examinations through faculty consensus.

II.A.2.g. Self Evaluation. Some academic programs, such as credit and noncredit ESL, which move large numbers of the College’s students through well-defined sequences, are making use of common examinations that are statistically validated. Many more departments and academic units are moving toward common examinations, when appropriate, as a way to help gauge attainment of SLOs. In these cases, departments

make an effort is made to minimize biases and increase the validity of the results through faculty dialogue and discussion of results.

II.A.2.g. Actionable Improvement Plans. There are no actionable improvement plan(s) associated with this Standard.

II.A.2.h. *The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.*

II.A.2.h. Descriptive Summary. Each course has a set of learning outcomes identified on the official Course Outline of Record. The Course Outline of Record also specifies the hours and units associated with the course. In its review of course outlines, the Curriculum Committee examines the content, hours, and units, and ensures that they are justified.

The College awards credit in accordance with Title 5 Section 55002.5 and Title 5 Section 55256.5. This definition is in accordance with the Federal definition of a credit hour as stated in 34 CFR 600.2. The ratios of hours to units are specified in the Curriculum Handbook, Chapter 2, Section 2.3.4.

II.A.2.h. Self Evaluation. The College awards credit based on student achievement of the course's stated learning outcomes and awards units of credit in a manner consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

II.A.2.h. Actionable Improvement Plans. There are no actionable improvement plan(s) associated with this Standard.

II.A.2.i. *The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.*

II.A.2.i. Descriptive Summary. The institution ensures that achievement of stated programmatic learning outcomes are the basis for awarding certificates and degrees.

Specifically, in the case of certificates:

- All certificates have an identified set of learning outcomes, as required by Chapter 5 of the Curriculum Handbook, and as shown in the College Catalog.
- The Curriculum Committee requires that departments show how the learning outcomes for the certificate map to the required courses, and requires that students are able to show mastery of the stated learning outcomes through this coursework (measured at the classroom level via assignments, surveys, exams and other methods as specified in Standard II.A.2.e.) regardless of any course options the student may have in satisfying certificate requirements. Details appear in the Curriculum Handbook.

In the case of degrees:

- Students getting an Associate Degree must satisfy a set of requirements, as outlined in the “Associate Degree Graduation Requirements” section of the College Catalog. These requirements include General Education requirements and Major requirements.
- For General Education:
 - Students completing the Associate in Arts (AA) or Associate in Science (AS) degrees meet local CCSF GE requirements, which have a set of learning outcomes determined by the College. Each of the courses that meet CCSF local GE requirements has been mapped to those outcomes.
 - Students completing the Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T) degrees meet the GE requirements by satisfying the CSU GE or IGETC patterns. While learning outcomes have not been identified in the College for these patterns, the inclusion of courses into these areas is determined by the UC and CSU systems, using the courses’ SLOs as noted in the course outlines.
- For majors:
 - Regardless of the type of degree pursued (AA/AS vs. AA-T/AS-T), students must also satisfy the major requirement.
 - For majors specified by a department or for the Areas of Emphasis of the Liberal Arts and Sciences Degree, learning outcomes have been identified and mapped to the required courses, in accord with Chapter 4 of the Curriculum Handbook.
 - As with certificates, students must show mastery of the stated program learning outcomes regardless of course options used in satisfying the major requirements.

In Fall 2012, the College reviewed all of its certificates and majors, and departments were required to show how the courses required for these programs mapped to the program learning outcomes. The College’s Curriculum Committee reviewed the mapping documents. In its review, the Curriculum Committee developed an initial set of institutional expectations for the learning expected of students completing certificate or major requirements.

The College first established the learning outcomes for its local General Education pattern in 2008. In Fall 2012, the College reviewed all of the courses applicable to the General Education areas, mapping them to the learning outcomes. This process spurred plans for discussion about the learning outcomes, some updates to the outcomes themselves, and updated processes regarding the inclusion of courses in the General Education areas (see minutes of October 2012 Bipartite Committee meeting).

Identification of Learning Outcomes. For certificates and majors, the College relies on discipline faculty to determine the learning outcomes. Faculty present these learning outcomes along with the required courses when presenting a certificate or major to the Curriculum Committee for approval.

Faculty from the relevant GE areas developed the learning outcomes for the College's local General Education pattern which the Bipartite Committee on Graduation Requirements approved in 2008. The College addressed learning in Fall 2012 via a process of mapping individual courses to those learning outcomes and a self-assessment of the alignment between these courses and the learning outcomes.

II.A.2.i. Self Evaluation. The College's Curriculum Committee has defined processes for ensuring that certificates and majors include SLOs and for ensuring that students have opportunities to master each one of these SLOs, regardless of the courses they choose to satisfy major or certificate requirements. The College's process for identifying student learning outcomes relies on the subject matter expertise of discipline faculty, and, where relevant, industry input through advisory groups.

The Fall 2012 process of mapping courses to the learning outcomes of the local General Education pattern generated robust dialogue about these outcomes, as shown in the minutes of the October 2012 Bipartite Committee on Graduation Requirements. This dialogue included recommendations for updates to the General Education outcomes themselves and some updated processes for inclusion of courses into the GE areas. The College does not currently have a process for ensuring that all previously accepted GE-area credit classes map to current GE SLOs. In other words, the College has classes that do not meet all the GE SLOs to which they provide credit—primarily because the GE SLOs were developed *after* the classes were accepted—and the College does not have a process yet for resolving that. The College also does not have a process for engaging in dialogue about GE outcomes except through a bipartite meeting. However, in Spring 2013, the College is conducting GE outcome assessment for Area C, during which pilot workgroups of faculty within GE Area C meet to review and refine the SLOs as needed based on mapping data, develop assessment rubrics, and plan ongoing assessment.

The College has been required to offer Associate Degrees for Transfer, which has different General Education course requirements. Legislation mandates the General Education pattern used in Associate Degrees for Transfer, and the decision on the inclusion of courses into the CSU GE and IGETC patterns is largely outside of the control of local faculty. The College has not identified SLOs for this GE pattern since changes to this pattern are enacted externally.

The College also allows students to satisfy the major requirement of the Associate Degree by taking 18 units in a field of study when a major has not been specified by the department. In these cases, learning outcomes have not been identified for the set of courses a student might take in satisfying the major requirement. However, these disciplines have identified learning outcomes, have mapped those learning outcomes to discipline coursework, and the Curriculum Committee has reviewed that mapping.

II.A.2.i. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Implement formal process for updating GE mapping and alignment for all GE-courses (work with Curriculum Committee)	Not applicable	Spring 2013 (ongoing)	VCFA	3 /4
Implement formal policy and process for correcting any courses that satisfy the GE areas, but do not currently align to the outcomes	Not applicable	Spring 2013	VCFA	3 /4
Complete General Education Area C assessments, review and analyze data, and produce report	Not applicable	Assessment: Spring 2013 Review and reports: Fall 2013	VCFA	3 /4
Develop ongoing workgroups to set up rubrics and ongoing assessments for all GE Areas (each Spring)	Not applicable	Ongoing	VCFA	3 /4

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

NOTE: The organization of Standards II.A.3.a.-c. begins with a descriptive summary of each subsection and then discusses all subsections within one self evaluation.

General education has comprehensive learning outcomes for the students who complete it, including the following:

II.A.3.a. *An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.*

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

II.A.3.c. *A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills;*

respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

II.A.3. Descriptive Summary. Students completing the Associate Degree have two different options for satisfying General Education requirements:

- Those completing the AA or AS degrees follow the College’s locally developed General Education pattern.
- Those completing the AA-T or AS-T follow either the CSU GE or IGETC patterns.

See the “Associate Degree Graduation Requirements” section of the College Catalog for details.

As the General Education pattern for the Associate Degrees for Transfer have been dictated by legislation, there is not a *local* faculty-developed rationale for that pattern per se, but the areas largely overlap the College’s local areas. The legislation for the Associate Degrees for Transfer (SB 1440) prevents the College from establishing additional graduation requirements beyond what is stated in the Catalog. As such, it is somewhat difficult to show certain elements of the accreditation standards (e.g., II.A.3.c, regarding ethics and citizenship).

The local General Education requirements have been developed in accord with Title 5 Section 55061 et seq., which requires some of the elements noted in the Accreditation Standards.

Evidence for a faculty-developed rationale for the local General Education pattern includes:

- Page 46 of the 2012-13 College Catalog contains “Goals of the General Education Program” that the Academic Senate developed.
- In addition, each of the General Education areas has its own set of learning outcomes, also printed in the Catalog.
- The procedures of the Bipartite Committee on Graduation Requirements require departments submitting courses for inclusion in a General Education area to show how the course meets the goals and the learning outcomes of the requested area.

New rules that the Bipartite Committee on Graduation Requirements adopted in Fall 2012 require departments submitting courses for inclusion in General Education to show how the course maps to the area under consideration.

The Catalog includes not only the local General Education goals but also information about the inclusion of courses, which is also part of other student publications, including the 32,000+ CCSF GE/grad worksheets that are produced and disseminated annually.

The General Education philosophy is reflected in the degree requirements by virtue of requiring all students seeking the Associate Degree to meet the General Education requirements.

II.A.3.a. Descriptive Summary. Discipline faculty, who are subject matter experts in their fields, develop courses in these areas. The College relies on these discipline faculty to determine the basic content and methodology of these areas. Before the College includes a course in one of the General Education areas, the College's Curriculum Committee and the Bipartite Committee on Graduation Requirements must review and approve it.

Departments submit courses to the Bipartite Committee on Graduation Requirements. The submission process requires departments to show how the course meets the goals of the General Education program, the related inclusion criteria, and the learning outcomes of that area. The members of the Bipartite Committee review the application and the approved Course Outline of Record to make their determination about course inclusion.

In Fall 2012, the College reviewed all courses applicable to General Education, mapping the learning outcomes of the courses to the learning outcomes for the applicable GE area and assessing the fit between them. With this mapping process completed, a more robust effort at assessing the GE SLOs is planned for Spring 2013.

Students evaluate faculty, both for tenure and in three-year cycles, for, among other abilities, how well faculty connect course material to other courses and disciplines, which speaks to the College's concern that students make connections between disciplines and learn to recognize and acquire knowledge through a variety of means. Many faculty also take this feedback and adjust their course designs for improvement based on student feedback.

At this time, the College does not have a system for evaluating how well students who have completed General Education coursework are able to apply their understanding to subsequent coursework, employment, or other endeavors.

II.A.3.b. Descriptive Summary. The assumption is that, by requiring GE students to complete coursework in different GE areas where achievement of these capabilities and skills is assessed, they will attain the skills to be productive individuals and life-long learners.

The College's local General Education Program includes required coursework in areas that are applicable to becoming a productive and life-long learner:

- Area A: Communication and Analytical Thinking
- Area B: Written Composition
- Area C: Natural Sciences, which includes a learning outcome on communicating scientific ideas and theories effectively
- Area D: Social and Behavioral Sciences
- Area E: Humanities
- Area G: Health Knowledge and Physical Skills
- Area H: Ethnic, Women's, and Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, and Intersex (LGBTQQI) Studies

For quantitative reasoning, there is also a Mathematics graduation requirement. The College's Written Composition requirement is satisfied by taking English 1A. This

English course requires students to take workshops in the library, developing student's information competency and their ability to acquire knowledge through a variety of means.

Each of the A-H GE areas above has its own inclusion criteria and learning outcomes. The same Curriculum Committee and Bipartite processes are used for these courses as well, assuring that the skill levels meet collegiate standards and are included in course outlines.

Measurement of student skills varies from course to course, and is reflected in the Evaluation section of the approved Course Outline of Record. The College's Curriculum Committee processes ensure that the measures are effective.

The College continues to develop comprehensive approaches to evaluating how well students who have completed General Education coursework are able to apply their understanding to subsequent coursework, employment, or other endeavors. The Research and Planning Office has compiled data (from the CSU Analytic Studies) measuring the Performance of CCSF students in their first year of transfer to the CSU System. Those data show that the mean Post-Admission GPAs of CCSF transfer students for every year in 2000-01 to 2009-10 surpass the GPAs of all California community college transfer students.

The Research and Planning Office provides student-success data for every course CCSF offers, based on prior Math, English, or ESL course taken or course level placed into. These serve as useful tools to evaluate how well students apply GE coursework in subsequent courses. For years, the Math, English, and ESL Department chairs; other department chairs; and the Matriculation Office have accessed these data regularly to evaluate the relationship between math, English, and ESL preparation and success in subsequent courses (including courses within those programs). The College identified valid course and program prerequisites on the basis of these data. The Research and Planning Office data cover the most recent five years, and are thus always up to date. This is an example of the available, relevant student data that the College uses to evaluate course and program effectiveness, make decisions about curriculum, and examine how well basic skills courses prepare students for content-area coursework.

II.A.3.c. Descriptive Summary The College included learning outcomes related to ethics and effective citizenship with the creation of GE areas that went beyond the requirements of Title 5 Section 55063:

- The College's local General Education pattern includes Area F, United States History and Government. As noted in the learning outcomes for this area, courses satisfying this requirement allow students to "examine and understand the importance of participating in civic duties and responsibilities based on historical and political precedent."
- In addition, the College's local GE pattern includes Area H, Ethnic/Women's/LGBTQQI studies. This local requirement reflects the College's commitment to graduating students that have an appreciation and understanding of the history, culture, and perspective of diverse groups.

It is noteworthy that faculty hiring and tenure evaluation (also by the students) include questions regarding how well they demonstrate sensitivity in working with students, faculty, and staff from diverse backgrounds and how well their curricula represent contributors of various perspectives and backgrounds.

II.A.3.-II.A.3.c. Self Evaluation. The College has a faculty-developed rationale for GE that serves as the basis for course inclusion. The College has a well-defined process for course inclusion in General Education that takes learning outcomes into account. The rationale for GE is well communicated, and accurately reflected in degree requirements for those students pursuing the Associate Degree.

Those students pursuing the Associate Degree for Transfer satisfy their General Education requirements by completing either the CSU GE or IGETC patterns. While there is no faculty-developed rationale for this GE pattern per se, there is much overlap in the structure of these GE patterns. The legislation that created the Associate Degrees for Transfer prohibits the College from including any other requirements. As a result, there are elements of the local philosophy of GE that are not reflected in these requirements.

The College has a clear process to determine the basic content and methodology of traditional areas of knowledge and to ensure that all GE courses include this content and methodology. The College needs to build upon the SLO work underway in Spring 2013 and develop sustainable assessments of GE outcomes. This process needs to also capture external assessments of how well students apply their understanding to subsequent coursework, employment, or other endeavors.

Students following the College’s local GE pattern have a well-defined path to learning about ethics and effective citizenship. Those students pursuing an Associate Degree for Transfer do not necessarily take courses in these areas, as explained previously.

II.A.3.-II.A.3.c. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Continue College-wide efforts at assessing the learning outcomes associated with traditional areas of knowledge, and being a productive individual and life-long learner	Not applicable	Fall 2013	VCFA	4
Follow ongoing CTE program models and expand all program assessments to include subsequent coursework, employment, and other endeavors	Not applicable	Fall 2013 and ongoing	VCFA	4
Gather data on CCSF student persistence and performance from some of the local popular transfer institutions such as SFSU and UCB (process started already for SFSU – see data in evidence section)	Not applicable	Spring 2013 – data from SFSU. UCB – Fall 2013	ORP	4

Work with the Research and Planning Office to develop ways to provide the above data to departments for their Program Reviews	Not applicable	Spring 2013 and ongoing	VCAA	4
Workgroups for each GE Area will review mapping data, refine outcomes as necessary, develop rubrics for ongoing assessments linked to course-level assessments, and develop, as needed, additional assessment tools	Not applicable	Area C: Spring 2013; Remaining Areas: Spring 2014	VCAA	4
Collaboration between the College (administration, Research Office, Departments/Programs) and Associated Students to obtain feedback from currently and formerly enrolled students regarding their application of GE learning outcomes	Not applicable	Spring 2014	VCAA	4

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

II.A.4. Descriptive Summary. The College offers four associate degrees: AS, AA, AS-T, and AA-T. The Associate Degrees for Transfer (AS-T and AA-T) are relatively new additions.

For the AS and AA degrees, students are required to satisfy the Major requirement in one of several ways:

- Completion of 18 or more units in an Area of Emphasis of the Liberal Arts and Sciences program;
- Completion of 18 or more units in a curriculum specified by the department and approved by the State Chancellor's Office; or
- Completion of 18 or more units in a particular field of study when a major has not been specified by the department.

For the AS-T and AA-T degrees, students must satisfy the Major requirement by completing the curriculum specified by the department and approved by the State Chancellor's Office. These majors are developed in accordance with state-wide Transfer Model Curricula. As of February 2013, CCSF has five majors approved for the Associate Degree for Transfer: Psychology, Communication Studies, English, Anthropology and Sociology.

II.A.4. Self Evaluation. All of the College's degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. Given that the College develops majors in accordance with state-wide Transfer Model Curricula, the

majors include both focused study in one area of inquiry and an established disciplinary core.

II.A.4. Actionable Improvement Plans. There are no actionable improvement plan(s) associated with this Standard

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

II.A.5. Descriptive Summary. The Research and Planning Office collects data for licensure pass rates for individual CCSF departments. The Office must rely upon licensing agencies for the data and in some instances has experienced difficulty retrieving data. However, the Office was able to obtain licensure exam data for 2009-10 and found the following pass rates for CCSF students: Radiation Therapy Technology (86 percent); Diagnostic Medical Imaging (100 percent); Licensed Vocational Nursing (94 percent); Registered Nursing (89 percent); Cardiovascular Tech/Echocardiography (100 percent); Emergency Medical Technician (81 percent); Pharmacy Technician (100 percent); Health Information Technology (92 percent); Medical Assisting (100 percent); Paramedic (100 percent); and Phlebotomy (92 percent). Students completing the Real Estate program are eligible to sit for the Real Estate Salesperson and Broker exams and students who complete the Aeronautics program are eligible to sit for the Federal Aviation Administration's Airframe and Powerplant exams.

The California Community Colleges Chancellor's Office furnishes annual reports that reflect Perkins Career and Technical Education Act (CTEA) Core Indicator data uploaded from the College to the State Management Information System. Core Indicator #4 measures placement by matching the number of student completers to the California Employment Development Department Unemployment Insurance Wage database. The most recent data available, 2008-09, show a College aggregate match rate of 87.3 percent. This reflects an increase of almost 9 percent from the last report. These data, however, are not entirely conclusive in that they do not capture all student placement data, such as the number of graduates who become successfully self-employed or move out of state for employment.

The College also participated in the RP Group's CTE Employment Outcomes survey and recently received the results.

Some individual departments are piloting their own tracking of program completers using social media (e.g., LinkedIn).

II.A.5. Self Evaluation. For those programs that have distinct licensure exams, the College employs a process for collecting these data and passing it back to discipline faculty for use in continuous quality improvement. The use of Core Indicator data is helpful, but is incomplete (as noted above), and was only fully integrated into the College's Perkins Allocation process.

The College’s participation in the RP Group survey will help evaluate outcomes. The College has committed to continuing its participation in this survey, which will continue to provide valuable information for CTE programs.

Although individual departments use social media to maintain contact with program completers, the College needs to explore how to address the lack of an institution-wide effort to gather post-educational employment data.

In Fall 2012, the College went through a process of identifying program-level SLOs for all programs, and also asked about external assessment methods that departments would like to use. A large number of the CTE programs expressed interest in having reliable job placement information.

II.A.5. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Allocate resources to support a more robust College-wide system of tracking the employment of program completers	Not applicable	Fall 2014	ORP	4
Infuse the analysis of post-educational employment information into the assessment of program-level SLOs and the Program Review process	Not applicable	Fall 2014	ORP	4

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

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

NOTE: The organization of Standards II.A.6.-II.A.6.c. begins with a descriptive summary of each subsection and then discusses all subsections within one self evaluation.

II.A.6. Descriptive Summary. Information about programs is reviewed by the Curriculum Committee when programs are created or revised. The annual Catalog publication process also allows departments an opportunity to review and update information about their programs. The description of certificates, majors, and other programs in the College Catalog includes SLOs. The College publishes the Catalog in print and online, helping serve distance education students.

The College periodically surveys students and faculty about the College Catalog. This information informs the Program Review process for the Catalog Office.

Assurance that Students Receive a Course Syllabus with SLOs. Article 8 of the District/AFT Collective Bargaining Agreement requires faculty to abide by applicable provisions of the Faculty Handbook. Section 4.7 of the Faculty Handbook requires all faculty to provide students with pertinent written information, including the learning outcomes of the course. This section of the Faculty Handbook also requires faculty to provide a copy of their course syllabi to the department chairperson.

Students enrolled in distance education courses also receive course syllabi information that includes learning outcomes. Many faculty teaching distance education courses require students to certify that they have read the syllabi before beginning the course.

SLOs for all courses appear on the assessment websites for all departments, making them publicly available to students and faculty.

A student survey in February 2013 provided one data point on student awareness of course SLOs. Just over 2,000 mostly credit students completed the survey. Of those, 93 percent knew their course SLOs were printed on their syllabus. More than half had engaged in an assignment or activity devoted solely to reviewing expected course outcomes. Of students completing the survey, 81 percent had reviewed or discussed expected SLOs in all their courses. Only 2 percent indicated that they had not reviewed SLOs in any class.

Adherence to the Course Objectives/Learning Outcomes. The Faculty Evaluation process, as detailed in Article 9 and related Exhibits of the District/AFT Collective Bargaining Agreement, is the mechanism by which the College ensures that individual faculty members are teaching courses in accordance with the approved course outline, including the course learning outcomes. Faculty evaluations include the following criteria:

- The course content is up to date and appropriate.
- The course content is taught in an approach that is acceptable to the discipline/department.
- The class segment observed and any materials furnished were pertinent to the course outline.

Course SLO assessment plans and results are entered each semester into an online report by one Course Coordinator who gathers information from all instructors and facilitates the discussion and sharing and reviewing of data.

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

II.A.6.a. Descriptive Summary. Information about transferring coursework is detailed in the “Transfer Information” section of the College Catalog. The Catalog is available in printed version in the Bookstore and is also available online. The College has policies regarding transfer of incoming coursework. This policy is published in the “Academic Policies and Procedures” section of the College Catalog.

Department chairs or their proxy³ regularly meet with students to provide transfer information. The College regularly reviews transfer policies and determinations are regularly reviewed in conjunction with departmental curriculum committees, the Matriculation Office and the Articulation Office.

Transfer of coursework from CCSF to other institutions is detailed in the myriad articulation agreements the College has with the University of California system, the California State University system, California independent colleges and universities, and out-of-state public and private colleges. The College continually expands and updates these agreements as curriculum information and student needs and interests change. Articulation information is listed in the print and online Catalog. Additional tools include General Education worksheets for students, time schedule transfer information pages, the state-wide Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) website, the College articulation website, and a student transcript report generated from the Banner database. Updates are delivered through meeting presentations, end-of-year mailings, workshops, and emails. Listings in the CCSF Catalog routinely and consistently indicate whether courses articulate to UC or CSU.

The College supports an Office of Articulation with a full-time Articulation Officer and a half-time clerical assistant. The Office is responsible for the development and maintenance of articulation agreements and the dissemination of all information related to articulation.

The College participates in state-wide efforts to streamline articulation through common course numbering and model curricula programs. Currently, it is engaged in the state-wide Course Identification Numbering System (C-ID) and Transfer Model Curriculum (TMC) efforts. College faculty and the Articulation Officer have participated in state-wide meetings to discuss C-ID and TMC, have provided input via the C-ID website, and have received C-ID approval for many courses. The State Chancellor’s Office approved five Associate Degrees for Transfer based on TMCs; several others are under development.

Articulation agreements are based on approved course outlines. In addition to undergoing standard Curriculum Committee review, courses intended for state-wide UC transfer and UC/CSU General Education undergo further review by the College CSU/UC Breadth Committee before the College submits them to the UC Office of the President or the CSU Chancellor’s Office. The Articulation Officer, in conjunction with discipline faculty, particularly department chairs, initiates course-to-course articulation with universities (typically for those courses that would meet the requirements of a major). The College then sends articulation requests to transfer institutions for review. Upon

³ In English for example, an Eligibility Coordinator maintains a website that provides students with transfer and contact information.

approval of articulation agreements, the Articulation Officer shares the results with the College community.

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

II.A.6.b. Descriptive Summary. The College is developing a program closure policy. On December 12, 2012, the Academic Senate recommended “Policy and Procedures for Program Revitalization, Suspension, and/or Discontinuance.” The administration subsequently reviewed this document and presented it to the Board on February 28, 2013 as an information item.

The College has a “Catalog Rights” policy to protect student rights. This policy is published in the “Associate Degree” section of the College Catalog and allows students, when changes to a program take place, to follow the requirements of a certificate or degree program as it was published at the time of original enrollment as long as the student maintains continuous enrollment.

Primary responsibility for advising students when programs are modified rests with department chairs. While the Catalog Rights policy allows students to follow the original program requirements, there are times when the underlying courses change or cease to exist. College practices give department chairs wide latitude in allowing substitutions or waivers of program requirements, allowing departments to accommodate affected students.

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

II.A.6.c. Descriptive Summary. CCSF represents itself to students, personnel, and the public through a range of publications and statements. The College Catalog contains descriptions of all courses, information about programs of study, and statements of the College’s regulations, rules, and policies. The Office of Instruction produces, updates, reviews for accuracy, and reprints the Catalog annually. Curriculum Committee actions trigger updates to program and course information, including any new courses, modifications to courses, or course deletions.

The owners of each section of the Catalog (e.g., Library and Learning Resources, Academic Policies) review their respective sections. The Office of Instruction asks for such updates each year in the late fall/early spring, and incorporates all reported changes into the next printed version of the Catalog. Additionally, when the College updates its policies, the Office of Instruction updates the appropriate sections of the Catalog. A Policy Update document in the online Catalog highlights these changes.

The Office of Instruction also maintains two versions of the Catalog on the College website: the first is a PDF version that matches that year’s printed Catalog exactly and contains all sections of the Catalog; the second contains just course and program

information with continuous updates throughout the year, based on Curriculum Committee actions. In addition to publishing the Catalog on the College website, the Office of Instruction gives paper copies to counselors and key offices. Students may also purchase a paper copy of the Catalog at the CCSF Bookstore.

When the Office of Instruction receives notification of approval of new certificate or degree programs after the Catalog has been published, it includes this information in an online Catalog addendum. Such programs are typically listed as “pending state approval” in the printed version of the Catalog, and the addendum gives details of these programs once approval has been gained.

The College publishes the Class Schedule online three times a year. This schedule provides detailed information about each semester’s course offering and includes links to campus maps, and information about programs and services the College offers. With each publication, the College reviews the Schedule for accuracy, currency, and completeness.

The Office of Marketing and Public Information publishes a biweekly newsletter *City Currents*, which features faculty and staff accomplishments, Board news, student achievements, and current events at the College.

The Faculty Handbook informs CCSF professional staff of the principal rules, regulations, practices, and procedures that are essential to their role in the operation of the District. It is produced by the Human Resources Department, is distributed to all faculty members and is available on the College website.

The Participatory Governance (formerly Shared Governance) system reviews academic policies in response to identified issues and opportunities, Title 5 changes, and legislative or regulatory changes. College governance committee meetings, trainings, email dissemination, College publications, and the College website serve as dissemination mechanisms for major changes to programs and policies. The Board of Trustees recently adopted updated Board policies, available to the public on the College website.

The College website provides information on the College’s Mission, instructional programs, support programs, and administration, and includes a feature for translating the contents of the website into a number of languages. In 2007, after a public bidding process, CCSF contracted with Earthbound Media Group to redesign its website. By 2009, Earthbound had completed the overhaul, creating a unifying visual motif, organizing information for easier access, improving its search engine capabilities, and bringing the site into compliance with Americans with Disabilities Act (ADA) standards. In 2011, a “Webcred” working group reviewed the transition from old to new formats and provided support for improving many web pages. However, the College has no ongoing, centralized effort to keep web pages current or to provide support for improving web pages.

Most recently, the Outreach Office started a City College Facebook page offering information about upcoming scholarship applications, registration deadlines, job opportunities, and campus events, as well as links to in-house videos about the College counseling programs, student achievements, and international student assistance programs.

The Research and Planning website presents information on student achievement, both recent and archival reports. It posts Program Review reports, which contain current student achievement data for each academic department. Other posted reports include Accountability Reporting for the California Community College, College Performance Indicators, Basic Skills Accountability, The High School Report, and additional focused reports on student performance.

In addition to the information published on the Research and Planning website, the College publishes information required by Federal Gainful Employment requirements for certain CTE certificate programs. This information includes the number of program completers and the number of students that complete the program within the normal time to completion. This information is published in the online section of the College Catalog near the relevant certificate programs.

After receiving the Show Cause determination from ACCJC, the College immediately posted the ACCJC letter and College response to the accreditation website. Given the resulting media attention on the College, the College has proactively provided information about its accreditation status and its impact on students in addition to responding to the negative press and media attention. For example, the College mailed a postcard to all residents of San Francisco highlighting that City College's doors are still open. Shortly after hiring Interim Chancellor Fisher, the College also hired a public spokesperson to centralize media communications in anticipation of the negative news that would ensue as a result of the fiscal crisis and accreditation findings. This was necessary given that the Dean of Public Information and Marketing position had been vacant since Summer 2010. In late Fall 2012, the College also hired a consulting firm, 25th Hour Communications, to reverse its declining enrollment given concerns that the College would not make base for 2012-13. This firm has concentrated its efforts on print and online advertising and social media, including Facebook and Twitter.

II.A.6.-II.A.6.c. Self Evaluation. The College has made significant strides in the development of program-level SLOs, helping to ensure that students receive clear and accurate information about programs.

The College policies and practices in place to assure students receive syllabi with information regarding course outcomes and that individual course sections adhere to those learning outcomes. Professional development workshops (during the FLEX day in January 2013) focused on increasing student awareness of SLOs, including developing online faculty resources (and examples).

The College utilizes a robust system for working with incoming and outgoing transfer of coursework, including the development and implementation of articulation agreements.

The College policy on Catalog rights helps to ensure students are able to complete work towards program completion in the face of program modification. The College updated and clarified this policy in recent years, addressing, for example, students who begin their studies in a summer session. However, the College needs to complete its work on developing a program discontinuance policy.

With respect to representing itself in the Catalog and publications, the College has good practices in place for updating the printed and online versions of the College Catalog and

Time Schedule, but should adopt better practices for ensuring the accuracy of other elements of its web presence. With respect to representing itself in statements, individuals affiliated with the institution have at times made statements in the wake of the Show Cause determination that have been captured in news articles and other media and have not accurately represented the College’s status or activities. The College instituted a media protocol when media attention increased; this protocol required that any individual contacted by the media channel communications to the Office of Marketing and Public Information and/or to the public spokesperson. Individuals have not always adhered to this protocol.

II.A.6-II.A.6.c. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Complete development of Process for Program Revitalization, Suspension and/or Discontinuance	Not applicable	February 2013	VCAA	Not applicable
Communicate Media Protocols widely to the College Community	Not applicable	Fall 2013 and ongoing	Chancellor OMPI	Not applicable
Adopt the “Policy and Procedures for Program Revitalization, Suspension, and/or Discontinuance”	Not applicable	March 2013	BOT	Not applicable
Develop a plan to support all College units in updating and improving web pages	Not applicable	Fall 2013		Not applicable

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

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

II.A.7.a. *Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

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

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

NOTE: The organization of Standards II.A.7.-II.A.7.c. begins with a descriptive summary of each subsection and then discusses all subsections within one self evaluation.

II.A.7. Descriptive Summary. The College has clear policies that illustrate its commitment to the free and creative pursuit and dissemination of knowledge. Accessible through the SFCCD Board Policy Manual in print and online, Board Policy 6.06 entitled “Intellectual Freedom” clearly defines academic freedom with its rights and responsibilities and contains guidelines for textbook selection, library selections, and public forums.

The “Student Rights and Responsibilities” section of the CCSF College Catalog (“College Rules and Regulations”) contains Board-approved policy (Board Policy 6.11) on student academic honesty. This document is available on line and in hard copy at the CCSF Bookstore. The policy is also in the Student Handbook, distributed at the start of each semester, and also available online.

II.A.7.a. Descriptive Summary. The College communicates its expectation that faculty distinguish between personal conviction and professionally accepted views through many references in Article 8 of the SFCCD/AFT 2121 Collective Bargaining Agreement.

A component of faculty evaluation (including tenure review) is an anonymous survey of students in one or more classes taught by the instructor being evaluated. Different surveys are used for credit, noncredit, ESL, and library courses. Each of these surveys include a question about instructor’s biases. For example:

- Survey Item Relating to Credit Students: Does the instructor seem to be free of racial, sexual, religious and political prejudices?
- Survey Item Relating to Noncredit Students: Shows respect for all racial, sexual, religious, and political groups.
- Survey Item Relating to ESL Students: The teacher respects the students.

The data from recent evaluations show that faculty score well in this regard. In Spring 2012, faculty under regular evaluation scored as follows:

- Credit faculty: 4.8 out of 5.0,
- Noncredit faculty: 4.88 out of 5.0
- ESL faculty: 4.83 out of 5.0

The College also uses this survey mechanism for students engaged in distance education courses.

II.A.7.b. Descriptive Summary. The College utilizes the following mechanisms to inform students of policies relating to academic honesty:

- The College publishes policies on academic honesty in the print and online versions of the College Catalog. Again, the online versions help serve our distance education students.
- The CCSF Student Handbook also references academic honesty.

- Some departments have had further discussion on academic honesty and have published additional information for students.
- Students who take Library Skills Workshops get additional information about plagiarism.

The College uses the following mechanism to enforce academic honesty:

- The College resolves violations of student rules and regulations through the Dean of Students office (see details in College Catalog).

II.A.7.c. Descriptive Summary. Not applicable—the College does not have conformity to a code of conduct.

II.A.7.-II.A.7.c. Self Evaluation. The College has well-defined Board Policies on Academic Freedom and Academic Honesty.

The faculty evaluation and tenure review processes are an effective means of ensuring that faculty distinguish between personal conviction and professionally accepted views in a discipline. Data from student evaluations show that, on average, faculty are doing well.

While publication in the Catalog and in the CCSF Student Handbook are effective means of disseminating to students information about College policies related to academic honesty, the Time Schedule should also include this information, as it is a widely read publication. In addition, the College will update its requirements for course syllabi to include a section on Academic Honesty.

On a College-wide level, it does not appear that conversations regarding the distinctions between personal conviction and professionally accepted views take place. The College should consider ways of engaging faculty in such discussions.

II.A.7.-II.A.7.c. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Include reference to College Rules and Regulations in Time Schedule	Not applicable	June 2013	VCAA	Not applicable
Update course syllabus requirements in Appendix G of Faculty Handbook to include reference to Academic Honesty	Not applicable	August 2013	VCAA	Not applicable
Update orientation for new tenure-track faculty to include discussion of academic freedom	Not applicable	August 2013	VCAA	Not applicable
Include sessions on academic freedom during Professional Development (FLEX) days	Not applicable	Fall 2013	VCAA	Not applicable

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

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

Not applicable.

II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1. *The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.*

II.B./II.B.1. Descriptive Summary. The Ocean Campus maintains the largest offering of student services, which are open Monday through Friday during regular business hours. The College offers select student services at centers with limited availability. Bilingual staff are available to assist students at selected sites.

The Student Development Division of the District distributes information via the CCSF website, while most programs maintain their own websites. Information about student services is also available in person, by phone, and through hard copy brochures.

To assess the quality of services provided to students, the Student Development Division utilizes SLOs and surveys of students and employees to make program improvements and to adjust services where necessary. The Office of Research and Planning provides SARS·GRID data during the Program Review process, which allows Counseling-related offices to assess the availability of services to students. The two retention research studies conducted in 2012 will inform discussions in Fall 2013 to develop future retention strategies after the implementation of the counseling reorganization. Regular professional development opportunities are available to counseling faculty.

The College utilizes Program Review to evaluate and improve student services, which has led to a number of changes and expansions in programming. The Board approved a reorganization of Student Development at the December 12, 2012, Board meeting in order to better integrate and consolidate services where appropriate.

II.B./II.B.1. Self Evaluation. ACCJC issued the following recommendation:

“To fully meet Standard II.B Student Support Services, the team recommends that the institution systematically assess student support services using student learning outcomes and other appropriate measures to improve the effectiveness of its support services and develop as well as communicate its plans for the expansion of delivery and prioritization of student services that support student learning and achievement regardless of location or means of delivery.”

In response to this recommendation, the Student Development Division conducted a comprehensive review and assessment of all student support services across the entire District, including the Ocean Campus and all centers. Some of the findings are as follows:

- Student services are not generally offered after 2 p.m. on Fridays or after business hours. During business hours, services are available and wait times generally are acceptable except during registration periods.
- Students often do not access student services due to a lack of awareness and knowledge about student services and are often unable to locate information about student services on the CCSF website due to poor layout and over-complexity stemming from the variety of services and counseling available. Despite the fact that materials are available in multiple languages, some ESL students have difficulty understanding what services are available to them.
- When students do access services, some students receive incorrect or confusing information from student services staff members, which can result in disuse of the services and student frustration. The Board has approved a reorganization of Student Development in order to better integrate and consolidate services where appropriate. Regular professional development opportunities are available to counseling faculty, and staff will also have access to customer service training.
- Research and Planning reports about student services do not reflect current outcomes and demographics.

II.B./II.B.1. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Create new research and planning reports including relevant data not currently available for student services	Not applicable	Fall 2014	ORP	5
Distribute staff to have at least limited service at Centers throughout the CCSF system. Explore use of one-stop teams	Not applicable	Spring 2013; pilot in 2013-14	VCSD	5
Create a system of extended hours for services during the beginning of each semester	Not applicable	Fall 2013	VCSD	5
Create regular Student Focus Groups and surveys to collect data to be analyzed by Research and Planning on service delivery	Not applicable	Fall 2012 and ongoing	VCSD	5
Redesign CCSF Student Development website to ensure usability and accessibility for all students	Not applicable	Spring 2013	VCSD OMPI	5
Establish schedule to review and update website in the Vice Chancellor of Student Development Office	Not applicable	Begin Spring 2013	VCFA	5

Conduct outreach and marketing of Student Services throughout the College	Not applicable	Ongoing; Begin in Spring 2013	OMPI	5
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Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

II.B.2. *The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:*

a. General information

- *Official Name, Address(es), Telephone Number(s), and Website Address for 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*

b. Requirements

- *Admissions*
- *Student Fees and Other Financial Obligations*
- *Degree, Certificates, Graduation and Transfer*

c. Major Policies Affecting Students

- *Academic Regulations, including Academic Honesty*
- *Nondiscrimination*
- *Acceptance of Transfer Credits*
- *Grievance and Complaint Procedures*
- *Sexual Harassment*
- *Refund of Fees*

d. Locations or Publications Where Other Policies may be Found.

II.B.2. Descriptive Summary. CCSF publishes in its Catalog, which is available in limited print copies and posted on its website, precise, accurate, 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 (the employee directory on the website also provides contact information for all employees); 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; and names of its Board of Trustees members.

- **Requirements** include admissions requirements; student fees and other financial obligations; and degree, certificate, graduation, and transfer requirements.
- **Major policies affecting students** include those related to academic regulations, such as academic honesty; nondiscrimination; acceptance of transfer credits; grievance and complaint procedures; sexual harassment; and refund of fees.
- **Locations or publications where other policies may be found** include the College website.

The Office of Instruction produces the College Catalog in conjunction with the Catalog workgroup. In addition, the Office of Instruction produces the online Class Schedule, which also includes the detailed information about course offerings for a given semester and contains links to important information about admissions, registration, course fees, and materials fees. It also includes telephone numbers, web addresses, and maps to guide students to additional sources of policies and other information. Given financial limitations, residents of San Francisco have not received the Class Schedule in the mail for the past three semesters. In lieu of mailing the Class Schedule, the College has in recent years sent postcards to San Francisco residents as a reminder that the Class Schedule is available online. For Summer 2013, the College will distribute printed schedules on campus and throughout the Centers. The College also sends flyers to former students that highlight Continuing Education opportunities and places ads in San Francisco newspapers, including neighborhood publications, to publicize programs.

II.B.2. Self Evaluation. Administrative units review Catalog information for accuracy and relevancy annually. In addition, agenda items approved by the Curriculum Committee form the basis for updates to the Programs and Courses section of the Catalog. Given the centralized production of both the Catalog and Class Schedule by the Office of Instruction, updates to the Catalog inform updates to the Class Schedule. As a result of the review activities, both the College Catalog and Class Schedule contain accurate, current, comprehensive, and essential information. The College is in the process of reviewing whether to continue to provide a printed class schedule.

The Academic Senate has noted that many San Francisco residents are confused by the online catalog and find it particularly difficult to browse. It may be important to examine the impact of having no printed schedules on enrollment and to consider alternative, low-cost means of distributing schedules through public locations such as libraries, high schools, Beacon Centers, and other community centers.

II.B.2. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Review the print catalog for usability and accessibility	Not applicable	Fall 2013	OI	Not applicable

Review the online catalog for usability and accessibility	Not applicable	Fall 2013	OI	Not applicable
Review demographics of users	Not applicable	Fall 2013	OI	Not applicable
Review and assess demographics of users (current and potential students) and impact of not having a printed schedule	Not applicable	February 2013	OI	Not applicable
Review the print and online time schedule for usability and accessibility	Not applicable	Spring 2013	OI	Not applicable

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II.B.3. *The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.*

II.B.3. Descriptive Summary. In Fall 2012, the Office of the Vice Chancellor of Student Development conducted an assessment of student services through a number of focus groups comprising members of the various offices under the supervision of the Interim Vice Chancellor of Student Development. These focus groups completed forms identifying key areas of concerns and provided comments on the reorganization of the Student Development Division. The College continues to provide a wide array of services and programs to meet the diverse needs of the CCSF student population.

All areas within Student Support Services have developed Student Learning Outcomes. Each unit has posted online their SLOs, assessments, and timelines for assessing SLOs, viewable in each unit’s respective website under “Assessment.” The assessments are currently underway, and each program now posts an updated SLO summary online every semester.

The Research and Planning Office has conducted studies related to various aspects of student achievement such as high school enrollment, transfers, and completion of certificate programs; progress of English and math classes; and student success.

Based on these and other findings related to student needs, the College has pursued and received grants or outside staffing support for Bridge to Success, Gateway to College, Veteran Services, TRIO, and many other distinct grant-funded programs that serve special populations, including a variety of National Science Foundation grants that target historically underserved populations.

A current effort to research the learning support needs of the College’s student population is taking place within the dual enrollment program, which is maintaining and reviewing data to determine how SFUSD students perform once they matriculate to CCSF.

II.B.3. Self Evaluation. The Student Development Division and the Research and Planning Office have not always had access to accurate and relevant data for a complete Program Review and program planning related to the Annual Plan.

Specifically, it is difficult to access data stored in Banner, and what is stored is not clearly defined. In addition, the Banner system does not currently allow for updating data nor for sharing data between various educational units. As a result, data and reports may not be accurate or as useful as they should be.

To address these data issues, the College purchased, and is in the process of installing, a new data management tool (Argos) that will provide easily produced, accurate reports for enrollment management and educational planning.

While all service units completed a Program Review, this process does not address the quality of service delivered. In the focus groups, students raised several issues, including poor customer service that is in need of a student-centered approach, delays in processing applications, and closed offices, all of which result in student frustration. Students also requested improved online services and easier access to accurate information and electronic educational plans. The College has not conducted surveys that ask students to detail concerns with service delivery and issues with customer service.

Not all College centers provide comprehensive student services to address the large number of noncredit students at the centers. Although Steps-to-Credit activities occur at some centers, the District does not have a consistent method to ensure noncredit Adult Education students receive an educational plan and inquiry of interest to matriculate to credit programs. As a result, these students are not matriculating into credit programs as hoped for. The implementation of SB1456 and other Student Success Task Force recommendations will require developing student educational plans for noncredit students.

In spite of summer bridge programs, the dual enrollment experience, and the development of long-term education plans, many students coming into the College are not doing well during their first year, and the College has recognized that there is a need for a first-year transition program for these students. The College is exploring a number of existing models of good first-year transition programs.

II.B.3. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Provide standardized measures for Program Review and include surveys of students in relation to delivery of services	Not applicable	Fall 2013; Implement 2014	ORP	2 / 3 / 4 / 5
Continue to conduct and complete a annual SLO assessment cycle in all units	Not applicable	Annually	VCSD	4 / 5
Develop the structure, staffing, rotations and training for one-stop team and establish at the Centers, as needed	Not applicable	Develop - Spring 2013; training – Fall 2013; Implement – Spring, 2014	VCSD	4 / 5
Offer select customer service trainings and team building opportunities each term for all	Not applicable	Start in Spring, 2013 and	VCSD	4 / 5

Student Development personnel		continue each term thereafter		
Implement Argos data management tool	Not applicable	February 2013 and follow-up with regular reports each term	ITS	2
Explore new student service delivery models such as active online help and online interactive solutions for common problems	Not applicable	Spring 2013	VCSD	5
Develop a plan to survey students' attitudes as to the quality of service delivered by each student service on campus	Not applicable	Fall 2013; Implement 2014	VCSD	5

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II.B.3.a. *The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.*

II.B.3.a. Descriptive Summary. The College faces challenges in providing student services equitably regardless of location and delivery method given that the communities served by CCSF's educational centers are so diverse. The College is currently evaluating the provision of services within its fiscal realities.

In general, CCSF continues to provide an array of basic and specialized student services on the Ocean Campus but to a lesser degree at the centers.

Title 5-mandated Matriculation services are provided to all new credit students (who are not exempt from these services). Opportunities to complete these services are frequent, starting five months prior to the start of the fall semester, and three months prior to the start of the spring semester. The provision of equivalent Matriculation services is mandated for students enrolling in specific noncredit programs—ESL, Citizenship, Adult Basic Ed, Voc Ed/CTE, DSPS, and Parenting. The College provides these services at five of the six centers at which it offers noncredit programs.

Programs available on the Ocean Campus that serve the diverse needs of students help to create multiple and equitable access points for students. One such effort is the Bridge to Success Program, which assists African-American and Latino high school students in enrolling at CCSF. Now in its third year, the Bridge to Success Program has catalyzed several pilot projects such as changes in registration priority for SFUSD seniors, more opportunities for on-site placement testing, and changes in the math and English curriculum. Other efforts include Gateway to College (which targets students who have dropped out of high school and need to earn their GED), Guardian Scholars (which supports emancipated foster youth), as well as Extended Opportunities Programs and Services (EOPS) and Disabled Students Programs and Services (DSPS). The College also has a long-standing agreement with SFUSD to offer career and technical education

(CTE) dual enrollment courses to students in pathways and academies at their high schools. CalWORKs provides counseling and funding for books and supplies to parents on public assistance. Homeless and At-Risk Transitional Students Programs (HARTS) targets students who are homeless. The retention programs assist students with culturally relevant counseling and tutoring services.

In addition, the College provides an array of financial aid services, which includes student grants, scholarships, loans, and college work-study funds. While federal financial aid programs focus primarily on credit programs, as resources allow, financial aid counselors and staff provide some financial aid services at the centers for qualified noncredit certificate programs.

To further promote equitable access, the Student Activities Office provides support to seven active student councils at the Ocean campus and educational centers. Eight student resource centers range from family resources to LGBTQQI resources to the Voices of Immigrants Demonstrating Achievements (VIDA) center, which supports immigrant students. The College also has a nationally recognized Veterans Resource Center.

II.B.3.a. Self Evaluation. Standards II.B.1. and II.B.2. summarize the results of a recent series of focus groups that took place within the Student Development Division that provide direction for changes in services to ensure that students are able to access services more equitably.

However, the opportunities for students to receive the Matriculation services have become more limited, due to reduced availability of Matriculation, Admissions and Enrollment staff over the last two years.

Counseling services for distance learners currently focus on information-based questions through email. Students initiate inquiries through a link on the CCSF Distance Education website, which trained Student Ambassadors in the Outreach Office then triage. The Learning Assistance Department offers a special class dedicated to assist on-line students by preparing them for the unique demands of on-line classes by enhancing their study skills, test-taking techniques, and participation in on-line forums.

To address a more comprehensive delivery of services to distance learning students, the College is currently expanding online counseling services for implementation during the 2013-14 academic year and established a Counseling Online Advisory Council. See evidence for more detail. Course registration for high school students is still paper based and requires extensive labor on the part of the dual enrollment staff as well as Admissions and Records staff. In addition, dual-enrolled students are the last to register into a class, which means that they are not assured of a seat and do not know until the day of class if they are enrolled. The College is aware that better models exist for this process and the College would benefit from exploring this and resolving the cumbersome process that is now in place.

The College would like to further improve the delivery of services efficiently and in a timely manner in order to assure student access and success. The reorganization of the Student Development Division will help accomplish this given that it has an eye toward combining like services, minimizing duplication, and improving the delivery of services through improved student-centered customer service. Noncredit students and credit

students at the centers have systematically been left out of the equity equation. The Student Development Division provides for ways to address this equity equation via the one-stop center approach.

In addition to the reorganization, the College is investigating the use of technology in the delivery of services to compensate for decreases in staffing. The College also needs to standardize procedures for registration for noncredit classes at different centers and improve data collection, address new state legislation regarding student success, require that students participate in core matriculation services (assessment, orientation, and counseling), and implement enrollment priorities and repeatability per Title 5 regulations.

II.B.3.a. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Create Online Advisory Council composed of the Dean of Matriculation & Counseling Services, the coordinator of distance learning, and representative counseling faculty. Conduct staff development for counseling faculty on use of eSars, eAdvising and SKYPE and implement these services for distance learners; collect data on usage and effectiveness through online surveys. Analyze and discuss assessment results and incorporate improvements into the next academic year cycle	Not applicable	Spring 2013 for implementation Fall 2013 for assessment Spring 2014 for analysis and continuous improvement	VCSD	5
Explore and identify computer programs and online services to help provide timely information to students, such as Degree Works and Ask CCSF, based on ASK Foothill Program	Not applicable	<ul style="list-style-type: none"> ▪ Explore June 1, 2013 ▪ Implement Fall, 2013 ▪ Go live Spring 2014 	VCSD	5
Implement a re-organization of Student Development to improve the delivery of services in an effective and efficient manner	Not applicable	July 1, 2013	VCSD	5
Develop the program for payment of student fees at point of registration. Allow for deferral of special groups, a payment plan and a collection of fees plan	Not applicable	February 1, 2013 – Programming June 1, 2013 - Implement	VCSD	5
Train staff about customer service techniques, delivery of accurate information and timely follow-through	Not applicable	Start January 11, 2013 Set schedule for Spring 2013 by February 28 Academic year 2013-14 by May 1, 2013	VCSD	5

Form a team to initiate plans to meet full compliance with the student success and legislation (SB1456) law	Not applicable	Initiate team in Spring 2013 Complete by Spring 2014	VCSD	5
Form a team to work on the implementation programming and notice to students of the enrollment priorities to comply with the enrollment priorities (Title 5, Section 58108)	Not applicable	Initiate in February 2013 Implement for Fall 2013 Registration	VCSD	5
Form a team to develop a concerted plan to increase the number of noncredit students with an ed plan and enrollment in credit programs	Not applicable	Initiate in Spring 2013 Implement by Fall 2014	VCSD	5

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II.B.3.b. *The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.*

II.B.3.b. Descriptive Summary. The College continues to provide an environment that encourages civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. The College's vast array of programs encourages students to be accountable and responsible to themselves and others. These programs appear in the evidence for Standard II.B.

II.B.3.b. Self Evaluation. Through the focus groups referenced in the response to Standard II.B.3., the College identified a need for students to have a better sense of the opportunities available to them in terms of developing personal and civic responsibility and how they can participate. The College is seeking ways to increase communication about these opportunities, in part by developing a College/student events calendar.

The College also identified a need for better collaboration among these units to improve cost efficiencies.

II.B.3.b. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Host a meeting with the pertinent people/groups to work toward better communication among people providing the services toward the goal of coordinating the classes and programs, eliminating redundancies, and getting greater cost efficiencies	Not applicable	Begin in Spring 2013 with process in place by Fall 2014	VCSD	5

Work with the Associate Dean of Student Activities to host a meeting at the Ocean Campus and the Centers to help students become aware of the services that are offered	Not applicable	Begin in Spring 2013 with process in place by Spring 2014	VCSD	5
Work with Office of Mentoring & Service Learning (OMSL) Coordinator to pursue developing a new certificate option for students interested in careers in the non-profit industry and service learning	Not applicable	Begin in Spring 2013 with process in place by Fall 2013	VCSD	5
The Dean of Student Wellness & Affairs and Chief of Police will develop an all College/student events calendar	Not applicable	Continue in Spring 2013 and finalize Fall 2013	VCSD	5

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II.B.3.c. *The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.*

II.B.3.c. Descriptive Summary. Student Development made major improvements to the Student Learning Outcomes process during Fall 2012. Now, each counseling department within Student Development not only has SLOs in place, but the SLO process is documented and displayed on a 13-item matrix for each counseling program. This matrix conveys the full spectrum of the SLO process, including measurement and assessment, noted changes, timelines for improvement, location of evidence, and the reciprocal relationships among SLOs, Program Review, and budget and planning. The College now centralizes SLO reporting and regularly updates SLOs through the SLO semester reports.

During Fall 2012, counselors and other Student Development faculty and staff attended two College-wide staff development days dedicated to the SLO process.

Additionally, the Counseling Department appointed an SLO coordinator, who coordinates with the College-wide SLO Coordinator.

The Counseling Department recently administered a survey that gathered information about student satisfaction with services. Counselors and staff have analyzed the data and shared the results during department meetings. The College is in the process of incorporating findings into Spring 2013 service delivery.

Counseling faculty from all counseling areas will continue to have opportunities to engage in additional professional development. Each semester, counselors must attend a FLEX Day counseling meeting in which counselors discuss topics such as curriculum changes, graduation requirement updates, and new/revised policy initiatives. In addition, counselors have access to an array of professional development seminars during the semester including an “All Counselors” meeting.

The Dean of Counseling's Professional Development Seminar Series takes place two to four times a semester and is available to all counseling faculty. Individual departments also hold separate trainings for their faculty and staff focusing on issues unique to each department.

The Multicultural Infusion Project (MIP) offers stipends to a small number of selected faculty each semester to engage in specialized projects and then share the results in a professional development activity.

The Bridge to Success Initiative has provided a professional development program since 2010 through joint activities with CCSF counselors, counselors from San Francisco Unified School District, and employees from community-based organizations who work in education-related areas.

II.B.3.c. Self Evaluation. Prior to Fall 2012, existing evidence substantiating SLO work lacked quality, rigor, analysis, and subsequent application to programmatic improvements. Different units displayed multiple approaches to their SLOs—particularly in the rigor of their assessment, data collection, analysis, discussion, and integration into a cycle of continuous quality improvement. Beginning with the Fall 2012 semester, all Student Service counseling areas participated in coordinated, consistent, and sustained SLO work and activities.

While Program Review has been a standard departmental function, few, if any, counseling departments used the Program Review process as a vehicle to involve department members in planning, measuring, assessing, and using the resulting analysis for continuous quality improvement. Although the Dean of Counseling provided input into the initial review, departments often received no feedback after submission of the final report from the Program Review committee or upper management.

As pointed out in the visiting team's accreditation report, this separation of counseling units contributed to counseling silos and a lack of collaboration and communication among the different units. It also added to the lack of a systematic and consistent approach to the evaluation of counseling programs. This was changed in 2012. Based on focus groups among personnel in Student Development, the Board approved a plan for reorganizing the Student Development Division administratively and departmentally in December 2012. Effective on July 1, 2013, all counseling programs will be under the Dean of Matriculation and Counseling. This reorganization will improve collaboration and communication throughout the many counseling programs.

During Fall 2012, counseling units aggressively responded to identified deficiencies. All counseling units have developed SLOs, and most of the units have now reached proficiency or continuous quality improvement on the ACCJC rubric. Regular semester meetings provide a forum for robust dialogue concerning measurement, data analysis, findings, and new ideas for service and productivity and ensure a continuous, integrated cycle of improvement across counseling programs. Regular collection and storage of evidence and up-to-date web pages including assessment links and updated SLO semester reports showing the progress of each SLO now support a shared and transparent process.

Counseling programs are actively involved in efforts focused on closing the student achievement gap, primarily through the institutionalization of current Bridge to Success

activities and other initiatives as well as through robust dialogue analyzing collected data, including the recently released retention/completion studies and the annual high school reports.

II.B.3.c. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Create training models for counseling to utilize SKYPE and other on-line counseling methods and implement data-driven services for distance learners	Not applicable	Spring 2013. Go live Fall 2013	VCSD	5
Consolidate counseling programs under the Dean of Matriculation & Counseling Services and reorganize administrative duties and reporting lines. Sustain and expand professional development opportunities for all counseling faculty through the Dean's Professional Development Seminar Series	Not applicable	Fall 2012/Spring 2013 Ongoing	VCSD	5
Standardize reporting methods and timelines to ensure consistency across counseling programs Increase opportunities for robust dialogue through staff development activities and include discussion of SLOs, Program Review, and institutional planning documents	Not applicable	Spring 2013/Fall 2013	VCSD	5
Create inclusive counseling teams to address new initiatives and requirements, participate in counseling activities aligned with these goals, analyze and discuss collected data, and make recommendations for counseling service improvements	Not applicable	Spring 2013 through Spring 2014	VCSD	5

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II.B.3.d. *The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.*

II.B.3.d. Descriptive Summary. CCSF seeks to build an inclusive community where respect and trust are common virtues, and where all people are enriched by diversity and multicultural understanding. The College has 23 distinct programs and services that support and enhance student understanding and appreciation of diversity.

In addition, a number of academic departments offer course content that explicitly promotes students' understanding, knowledge, and tolerance of diversity, particularly those departments that focus on ethnicity, gender, and sexual orientation.

II.B.3.d. Self Evaluation. While a vast array of programs that promote diversity and multicultural understanding exist, a number of issues remain relating to these programs which emerged through the Fall 2012 student focus groups referenced earlier in the response to Standard II.B.3. These include:

- **Communication Issues:** Information about courses, groups, issues and events regarding diversity does not reach the College Community in a systematic way.
- **Coordination Issues:** The lack of coordination among diversity-related groups and programs may be hindering student success and is most likely not cost effective.
- **Reorganization Issues:** The Diversity Collaborative is concerned that the proposed reorganization of Academic Affairs may group all diversity departments under one chair, which they perceive would remove the resources necessary for each department to remain sustainable into the future. The following statement elaborates on this concern:

“A majority of the City College student body are people of color. The diversity departments (African American Studies, Asian Studies, Asian American Studies, Disabled Students Programs and Services, Interdisciplinary Studies, Labor and Community Studies, Latin American/Latino Studies, LGBTQQI Studies, Philippine Studies and Women's Studies) need to each have a department chair so that they can continue to give a voice to those who have been historically silenced.”
- **Marketing Issues:** Diversity events do not always appear in the regular events calendar of the College.
- **Technological Issues:** The District does not have a computerized system to coordinate the scheduling of rooms and events for the variety of programs and student groups that exist.
- **Veterans Resource Center Issues:** LGBTQQI students who are veterans have expressed concerns regarding apparent homophobia among some individuals in the Veterans Resource Center.
- **Diversity Issues:** Students perceive that CCSF employees do not sufficiently reflect the diversity of CCSF's students.

II.B.3.d. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Schedule a meeting of the diversity units to coordinate existing programs	Not applicable	Begin in Spring 2013 with process in place by Fall 2014	VCSD VCAA	5
Work with the Public Information Office to get diversity messages to the College community and Participatory Governance groups Regularly include diversity activities on the College's schedule of events	Not applicable	Begin efforts in Spring 2013 with process in place by Fall 2014	Chancellor OMPI	5
Develop a strategy to increase diverse hires at CCSF in Faculty, Administrators, and staff	Not applicable	Spring 2013 and Ongoing	HR	5 / 7
Bring together all involved parties for the sole purpose of establishing better coordination and collaboration among the groups/programs, which will result in the elimination of duplicative services and greater cost savings	Not applicable	Fall 2013	VCSD	5
Investigate technological improvements to resolve event and room scheduling issues at the College	Not applicable	Begin Fall 2013	VCSD	5
Devote special attention to LGBTQ Vets, particularly within the Veterans Resource Center	Not applicable	Spring 2013 to Fall 2014	VCSD	5

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II.B.3.e. *The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

II.B.3.e. Descriptive Summary. The College has an open admissions policy that accepts all students who are at least 18 years old or who have a high school diploma or equivalent. Utilization of the state-wide application ensures that CCSF collects all state-mandated information. Additionally, CCSF has representation on the CCCApply Steering Committee

A student satisfaction survey allows students to comment on any concerns with the admissions application.

As mandated by the California Community Colleges, the State Chancellor's Office must approve assessment instruments used to determine placement prior to their use. CCSF currently administers to its students locally written placement tests in English and ESL as

well as Accuplacer assessment instruments in Mathematics—arithmetic, elementary algebra, and college-level math.

Several course placement tests are locally developed, locally managed assessment instruments. In April and November 2012, the College completed CCCCOC-mandated test-validation studies for three placement instruments to obtain renewal of approval for their use in CCSF course placement processes.⁴ Those instruments included the credit English Placement Test, the credit ESL Writing Sample, and the noncredit ESL Placement Test. The English Department, the Research and Planning Office, and the Matriculation Office conducted a study of Fall 2012 student data to examine the effects of the cut-score changes on student success in English courses. The CCSF English Placement Test received CCCCOC approval for continued use from July 1, 2012 until July 1, 2018.

CCSF submitted the test-validation studies for the CCSF ESL Writing Sample Test and the CCSF Non-credit ESL Placement Test to the CCCCOC, which the CCCCOC reviewed in February 2013. The College expects full, six-year approval for continued use of both assessment instruments. CCCCOC has approved the CCSF ESL Grammar and Reading Placement Test for use through March 2014. For mathematics placement assessment, the College administers the College Board Accuplacer tests, which have received CCCCOC approval through June 2013.

As part of the Bridge to Success Partnership grant, San Francisco Unified School District (SFUSD), the CCSF Math Department, and the Office of Matriculation implemented a new math placement pilot project. Using this alternate placement process, graduating seniors enrolling at the College in Fall 2012 had the opportunity to enhance their test placement by meeting two of the following criteria: a GPA of 2.7 or higher; high school attendance rate of 90 percent or greater; a score on the CST test of “Basic” or higher. For Fall 2012 enrollment, out of 1,400 applicants to the College, SFUSD identified 648 graduating seniors who met the aforementioned criteria. As a result, 276 first-semester CCSF students who had initially placed below college level math on the CCSF placement test during their last year of high school received a “bump” in their CCSF math placement.

In the coming academic term/year, the English Department will develop criteria to supplement the current placement testing process. The resulting process may provide students with opportunities to begin the English curriculum with a higher placement level.

Alternate approaches, such as those that the Math and English Departments recently developed, enhance the multiple measures approach to student placement. Currently, CCSF uses placement test results along with self-reported student data to determine the appropriate course placement. An important part of this process includes counseling and educational planning. The John Gardner Center for Youth at Stanford University, through the Bridge to Success grant, is researching these “bump up” initiatives; preliminary data will be available for math during the Spring 2013 semester.

⁴ CCCCOC suspended this required test-validation process in March 2009 and reinstated it in April 2012.

II.B.3.e. Self Evaluation. The College engages in regular review and assessment of admissions and placement instruments, both to comply with regulations and to voluntarily examine its practices to ensure validity and reliability.

Overall, student comments regarding the admissions application (CCCApply), have been positive, but the application is extremely long and the customer service provided by a third party vendor is not readily available (customer service hours are limited, and are not available evenings or weekends, making it very difficult for students to retrieve passwords). CCSF will more than likely transition to Open CCCApply in Spring 2014. Open CCCApply will provide students with customer service 7 days a week, 24 hours a day.

Given the importance of initial placement in math and English courses, relative to the math and English curriculum, the Board of Trustees approved several policy changes since October 2010, including revisions to the policy regarding placement test retakes in October 2010 and again in April 2012. Students may now retake the placement test in math and English after two weeks for a maximum of two times per testing cycle. Numerous publications such as the College Catalog, Class Schedule, and College website describe these policies.

During the enrollment process, counselors or the Math and English Departments may modify (i.e., raise) individual students’ test placement based on their assessments of other, non-test indicators of course readiness. At the end of Spring 2012, the Matriculation Office convened a collaborative workgroup of counselors and basic skills faculty to identify relevant “multiple measures” that have been found to be useful indicators of course readiness. The workgroup developed guidelines for multiple-measures assessment and updated procedures for documenting changes to student course placement.

II.B.3.e. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Use curriculum materials being developed by instructional departments as part of multiple measures Communicate placement policies and pathways to student services faculty	Not applicable	Spring 2013 through Fall 2014 Spring 2013 and thereafter	OMS	5
Implement use of statewide common assessment instruments in Math and English Require student participation in assessment for all matriculating students as part of the Student Success Act	Not applicable	Initiate in Spring 2013 Complete in Fall 2014, or as directed by the CCCC	OMS	5
Collaborate with IT to design technical aspects of transition and implementation of CCCApply to Open CCCApply	Not applicable	Initiate Fall 2013 Implement Spring 2014	A&R	5

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II.B.3.f. *The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.*

II.B.3.f. Descriptive Summary. The College annually and periodically publishes the policy about how student records are kept in the College Catalog, Class Schedule, and on the College website.

In response to the challenge of keeping records in storage boxes, Admissions and Records began storing student records electronically by scanning them in PDF format and then incorporating them into the existing Student Record System (Banner Form - SWASDOC). The most recent records receive scanning priority, and Admissions and Records works back over time. Since 2006, Admissions and Records has scanned over one million records. All scanned records are stored digitally and indefinitely in the College's secured computer network system and can be transferred easily from one platform to another. Admissions and Record's redundant backup system allows retrieval of all its records in the event one system should fail.

The College improved the existing firewall, installed a second firewall in July 2010, and ran a security and vulnerability audit in November 2010. At two administrators' meetings, the former Chief Information Technology Officer provided security awareness and training presentations. An internal security investigation was completed to determine which employees had authority to access files, which in turn resulted in the College eliminating access to some. Access is now limited to only those employees who absolutely need it.

The College follows the guidelines mandated by Family Educational Rights and Privacy Act (FERPA) when it comes to the handling and release of student information and records and includes a privacy statement in its Catalog. All Admissions and Records staff receives initial FERPA training and the College conducts periodic updates regularly. The College also provides for training specific to each area of operations and reviews all requests for records carefully before releasing any information. Consultation with legal counsel is commonplace prior to releasing records, if there is any issue in question. Student workers employed by the Office of Admissions and Records are trained prior to actually working with any type of records or computer screen.

In the case where individuals or organizations request student data for the purpose of research, the College's Institutional Review Board (IRB) assures privacy as a component of the protection of human subjects per Federal policy. The College provides data in an aggregated and/or otherwise unidentifiable format. When researchers utilize student records, students receive written information documenting the use of their information, which they must approve by signing a consent form.

II.B.3.f. Self Evaluation. Since the implementation of the scanning system in Admissions and Records, the College stores records more securely since only designated individuals in the College can access certain screens and records. In addition, work efficiency and turnaround has improved dramatically now that staff can locate many effortlessly on the Banner student database system. Records include Grades, Census, Academic Renewals, Admissions Applications, etc. Academic Counselors now have access to incoming transcripts and other documents such as course equivalency forms when advising students. Although scanning of existing paper records is ongoing, Admissions and Records still has a considerable number of records to convert with about one-third of the existing records converted electronically.

The process of implementing and maintaining the scanning system by Admissions and Records, however, is very timely and cumbersome. Admissions and Records has been discussing the possibility of purchasing a high production scanning solution to expedite the conversion process, such as the Banner Document Management System (BDMS), which the Office of Financial Aid is currently utilizing to scan their records. This system offers a more quick and efficient method to secure records. Student records are easily available on Banner, and staff can readily answer student questions.

Presently, Admissions and Records continue to transition archived records, converting records formerly saved in a proprietary file format into PDF files. The electronic record files are now being saved and housed in a more secured server, behind newly improved firewalls, maintained by ITS. Backup files are made of all records and stored offsite. All security software and patches are updated regularly both locally and systemically.

The College is committed to protecting the privacy of the public. ITS proactively continues to monitor system activities for any sign of security intrusion.

Aside from the initial IRB approval process, the College does not yet have a formal process in place to monitor whether individual researchers adhere to the approved protocols once they conduct their research to maintain the privacy of research subjects.

II.B.3.f. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Implement Banner Document Management System (BDMS) - Identify needed equipment such as scanners and servers - Collaborate with IT to provide training to staff	Not applicable	Fall 2013	A&R	9

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II.B.4. *The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

II.B.4. Descriptive Summary. ACCJC Recommendation 5 noted that the College needs to:

“systematically assess student support services using student learning outcomes and other appropriate measures to improve the effectiveness of its support services and develop as well as communicate its plans for the expansion of delivery and prioritization of student services that support student learning and achievement regardless of location or means of delivery.”

Standard II.B.3.a. discusses limitations related to the counseling services that students enrolled in distance education programs receive as well as the plans that the College has developed for addressing these limitations.

Standard II.B.3.c. describes the extent to which Student Services did not engage in a formal process for SLOs prior to Fall 2012 and positive changes that Student Services has begun to implement in response to ACCJC requirements and findings. Standard II.B.3.c. also describes the limited extent to which Program Review historically has driven improvements. All student service programs submitted program reviews as required in December, 2012.

II.B.4. Self Evaluation. Prior to the 2012 accreditation report, the different Student Services units assessed learning outcomes in isolation and to different degrees of completeness. This uncoordinated effort created obstacles for not only the synthesis and analysis of data but also for using data to improve services.

The reorganization of the Student Development Division approved by the Board in December 2012 now places priority on increasing not only the knowledge of and utilization of SLOs, but also increasing dialogue within and among Student Services departments/units about measuring and assessing services provided. To support this effort, Student Services units began using a standardized matrix to record SLO progress and outcomes by department and/or unit. All units submit SLO semester reports online through the centralized CCSF Outcomes and Assessment website.

By utilizing data that the SLO process generates, Student Services will be able to engage in more regular data-informed and transparent decision making in budgeting and planning.

Already, focus groups have provided data to inform the creation and implementation of a comprehensive student support services plan to meet the varied needs of students regardless of location.

As noted earlier, the reorganization of the Student Development Division holds promise for creating an environment that resolves the challenges the College faces in evaluating the extent to which services meet student learning needs to ensure that students are achieving the desired SLOs—and making changes to services when students are not achieving the desired SLOs.

The College has made considerable progress in this arena, but given the emergent nature of the various activities that aim to resolve the challenges the College faces, it is too soon to evaluate the results.

II.B.4. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
* Student Support Services binder containing best practices established	Established August 1, 2012 and ongoing	Established August 1, 2012 and ongoing	VCSD	4 / 5
* Three FLEX Day workshops on identifying and implementing SLOs throughout the Student Services Division	August 14, 2012	August 14, 2012	VCSD	4 / 5
* Previous SLO work identified, clarified, and consolidated	August 31, 2012 and ongoing	August 31, 2012 and ongoing	VCSD	4 / 5
* SLO Assessment Cycle Calendar established for Fiscal Year 2012-13	August 31, 2012	August 31, 2012	VCSD	4 / 5
* SLO Workshops for Student Services Administrators: Status report on SLOs for each area	September 5, 2012 and September 13, 2012	September 5, 2012 and September 13, 2012	VCSD	4 / 5
* Standard template/matrix for recording SLOs developed	September 6, 2012	September 6, 2012	VCSD	4 / 5
* Second series of three FLEX Day workshops – Speaking with one Voice focused on SLO development and Program Review	September 12, 2012	September 12, 2012	VCSD	4 / 5
* SLO manual for Student Support Services developed	September 15, 2012	September 15, 2012	VCSD	4 / 5
* SLO Master Calendar developed	September 17, 2012	September 17, 2012	VCSD	4 / 5
* Central repository for all Student Services SLOs available online	September 30, 2012	September 30, 2012	VCSD	4 / 5
Continue to develop awareness of and utilization of SLOs	Not applicable	Ongoing	VCSD	4 / 5
Increase robust dialogue within and among Student Services departments about SLO measurement and assessment	Not applicable	Ongoing	VCSD	4 / 5
Develop model to apply assessment data to improve services	Not applicable	Spring 2013	VCSD	4 / 5
Standardize template for recording minutes of SLO related meetings and other actionables	Not applicable	Spring 2013	VCSD	4 / 5
Promote stronger communication among departments	Not applicable	Ongoing	VCSD	4 / 5

Strengthen links among SLOs, Program Review, budget and planning	Not applicable	Ongoing	VCSD	4 / 5
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II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. *The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.*

II.C.1. Descriptive Summary. Library and Learning Support Services (LLSS) are a vital component of the “teaching and learning community” referenced in the College Mission Statement. LLSS directly contribute to instructional programs and intellectual, aesthetic, and cultural activities through the collections, services, courses, and facilities they provide. LLSS include: Library and Learning Resources (LLR), Learning Assistance Department (LAD), Broadcast Media Services (BMS), and student computer labs. Services, resources, and facilities directly supporting student learning include: (1) courses, workshops, and learning support services provided by LLR and LAD; (2) library exhibitions and programs; (3) facilities and services provided by the LLR Department, including language and media centers; and (4) delivery and broadcasting of videos and teaching support services provided by BMS and the Audiovisual Unit (AV).

Library and Learning Resources (LLR). LLR consists of one Library comprising ten units at six locations: Ocean Campus, Chinatown/North Beach Center, Downtown Center, John Adams Center, Mission Center, and the Southeast Center. Since the Rosenberg Library and Learning Resource Center opened in November 1995, LLR has reached a peak of over one million visits a year.

LLR’s presence on the Ocean Campus is the largest, with five units: Rosenberg Library, Media Center, Language Center, Audiovisual Unit, and Alice Statler Library.

Programs, resources and services directly serving students at all library locations* include:

- Library research and information competency workshops that teach skills for finding information and critically evaluating it for assignments and independent learning

- Reference, research, and information assistance to individuals in person or by phone, email, or instant messaging
- Print collections of books, periodicals, and audiovisual resources serving specific courses (over 800 through Course Reserves) and the entire curriculum in general
- Online books and periodicals, which are also available 24/7 online
- Programs, events, and exhibitions that reflect and enrich the creative, intellectual, and cultural diversity of the College community
- Copying, printing, scanning, and faxing facilities
- Computers with Internet access and Microsoft Office applications
- A quiet study environment, with group study rooms available at the Rosenberg, Mission, John Adams, and Chinatown/North Beach libraries
- Audiovisual learning materials and software applications for across-the-curriculum support and independent learning, particularly for Foreign Language courses in the Language Center locations at the Ocean and Mission
- ESL and Basic Skills course-related learning materials

**Note: The Distance Learning and Electronic Services Librarian provides instructional support to faculty and students at College sites without libraries.*

Library Exhibitions and Programs support CCSF's Mission by creating opportunities for all styles of learning, engaging students in curricular and co-curricular subjects, increasing understanding of diversity and differing perspectives, and bringing students together with faculty, staff, and the broader San Francisco community. Events and exhibitions are co-sponsored with District departments and programs as well as community organizations. To enhance the curriculum, each program and exhibition has specific SLOs and emphasizes the scope, breadth, and depth of related library resources.

The Language Center supports the curriculum for all languages taught by the Foreign Language Department with Language Labs at multiple campuses and the Electronic Classroom.

The Media Center provides audio, visual, and multimedia materials and equipment for academic and vocational programs on the Ocean Campus.

Other CCSF locations have alternate access to media materials and equipment. Library locations include media materials in their collections. The Alice Statler, John Adams Center, and Southeast Center libraries have video and audio equipment stations for student use, while the Downtown, Mission, and Chinatown/North Beach Center libraries have dedicated multimedia labs.

Learning Assistance Department (LAD). LAD faculty and staff assist students in achieving their academic, vocational, and personal goals through the following learning support offerings:

- College Success courses, LERN 50 and 51, serving 520 students per semester
- Successful Online Learning course, LERN 55, serving 110 students per semester
- Study Strategies workshops serving 85 students per semester

- Study Strategies for Standardized Exams, LERN 53A, B, C, and D, serving 90 students per semester
- Supplemental Instruction groups generally serving 120 students each semester (most of these groups are temporarily on hold until additional funding becomes available)
- Learning Assistance Center (LAC) tutoring and computer lab with 100 peer tutors in 34 subjects and 15 computer lab assistants together serving 9,500 students per semester and 125,000 hours per semester in association with designated department learning centers
- Mission Center LAC serving 1,200 students per semester with 2,800 hours per semester
- Mobile LAC serving 15 incarcerated youth per semester

LAD collaborates with many departments and programs to provide comprehensive learning support services across the District. Collaborative efforts involve the Mathematics and Biology Departments, EOPS, the Basic Skills Ad Hoc Committee, and many student retention programs. Additionally, the Transitional Studies Department offers professional and peer tutoring for students taking noncredit courses in literacy, reading, mathematics, and GED preparation at John Adams, Mission, Southeast, and the Adult Learning and Tutorial Center at Gough Street.

LAC offers the College's largest open-access computer lab with 98 student workstations, three scanners, and a printer for student access; the lab provides Internet access and more than 50 software programs supporting academic courses.

Broadcast Media Services (BMS) and Audiovisual Unit (AV). BMS and AV support student learning needs indirectly by providing instructional audio and video production services, video distribution, and equipment delivery services to faculty for classroom instructional use on the Ocean Campus.

Computer Labs. Over 100 computer labs serve students across the District. Open access labs are in library and learning assistance centers and various retention program locations. Multi-purpose labs address both the instructional needs of faculty and the computer access needs of students in individual departments or groups of departments.

II.C.1. Self Evaluation. The opening of two new facilities in recent years has impacted staffing and resources for both the Library and the LAC. Creative staffing solutions for the library, such as rotating staff on a daily basis between Centers, allowed the opening of Chinatown/North Beach with only minor losses at another Center. This arrangement is a temporary measure taken to fill an ongoing need and it is not sustainable. Exacerbating the situation are four full-time faculty and 13 classified vacancies. The LAC on the Ocean campus has also closed on Saturdays due to reduced staffing, and although the LAC at the Chinatown/North Beach Center is built and furnished, its opening is postponed due to lack of staffing.

Library faculty and staff have opined that successive District administration proposals in 2012-13 to restructure Academic Affairs jeopardize the Library's compliance with the Standards of Practice for California Community College Library Faculty and Programs,

adopted by the Academic Senate for California Community Colleges (ASCCC) in 2011. These standards state that California community College library leadership should meet the minimum qualifications of the library profession and have administrative status, so as to effectively advocate for the library. An informal review of websites, organizational charts, College catalogs, and the Council of Chief Librarians – California Community Colleges directory, found that all of the largest 20 community colleges in the state (of which CCSF is the largest) have leadership with Master of Library Science degrees, 10 with administrative status.

Leadership with a strong understanding of libraries and the evolution of the information landscape is essential to initiate and guide collaborative processes that reexamine and improve workflows throughout the department to incorporate emerging developments in library modalities (e.g., operations, functions, services, units) and ensure effective, current, relevant offerings. A professional background in libraries is also essential in effectively communicating the evolving role of libraries to District stakeholders.

Other Library and Learning Support Services. LAD recognizes the importance of variety and means of delivery to address diverse learning styles and provide more equitable access for students. Following an extensive SLO assessment research process, LAD implemented a new Successful Online Learning course and a new Supplemental Instruction small group program. LERN 50 College Success course students persisted to the next term at a rate on average of 7 percent more than other students over the period 1998-2010. The Learning Assistance Center’s 98 open-access lab computers are now seven years old and also receive heavy use. Monitors malfunction at a rate of about one to two per month due to age, and the headphones accompanying each computer are in need of replacement due to age.

II.C.1. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Work toward full alignment with ASCCC Standards of Practice for California Community College Libraries and ACRL Standards for Academic Libraries	Not applicable	ongoing	VCAA	Not applicable
Consider state and national library standards in the reorganization of Academic Affairs and advocate for dedicated library leadership with administrative status and which meets the minimum professional qualifications for library administration as outlined in ASCCC standards	Not applicable	Spring 2013, ongoing	VCAA	Not applicable

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II.c.1.a. *Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.*

II.C.1.a. Descriptive Summary. Librarians are responsible for the selection of all library materials. Subject liaison librarians manage the collections with the guidance of the Collection Development Policy, course outlines, and input from District faculty to ensure library collections meet teaching and learning needs of the CCSF community.

The Outreach and Community Librarian facilitates collaboration throughout the District and subject librarians reach out to College faculty to ensure that collection areas, print periodicals, and database subscriptions meet the needs of each department. Foreign Language faculty select, review, and assess Language Center materials and online language and culture resources.

The institution selects and maintains educational equipment to support student learning.

ITS installs and maintains all computers, printers, and other peripherals in the labs and manages them through a series of servers across the District. The Service Desk works closely with instructional faculty to ensure all course-related software is loaded, managed, and updated in support of student learning. Lab technicians directly support faculty and students in labs.

II.C.1.a. Self Evaluation. A reduced library budget necessitates a close relationship between librarians and their District faculty to ensure that money is strategically spent in support of the curriculum. In a Fall 2010 Library survey of District faculty, 81 percent of respondents ($N=175$) were satisfied with their communication with subject liaisons.

Funding for library materials has decreased to inadequate levels and been unstable since 2006. Such instability has stymied efforts at multi-year planning and maintaining currency of the collection.

The total budget available for print materials decreased 48 percent between 2005-06 and 2009-10, while supporting more locations (e.g., the new Mission Center Library). Monies allocated to establish the Chinatown/North Beach library were one-third the amount estimated necessary to build a core collection of essential materials for the site.

Title 5 §58724 of the California Education Code recommends a formula for the minimum number of volumes in a library based on FTES, setting CCSF's minimum at 297,500. LLR currently has 220,154 total items, including e-books, significantly short of the minimum standard. A 2011 Peer Comparison with seven other community college libraries revealed that, despite CCSF Library supporting a larger institution with multiple locations, it spends significantly less on printed books, e-books, and databases.

Library faculty have undertaken several measures to continue to ensure a current, quality collection, including expanding the e-book collection (at a lower per-title cost than print), implementing a project to increase the number of textbooks on reserve and, most significantly, joining the San Francisco Public Library's (SFPL) Community Redistribution Program, in which subject librarians obtain current, quality withdrawn materials at no charge. Since 2007, this program has added over 12,396 titles to the

collection with an estimated value over \$320,000. CCSF cannot depend on the continued high quality of materials available from SFPL, since many of the withdrawals have resulted from SFPL branch renovations, which will soon be completed. The ACCJC 2012 Evaluation Report addressed these issues, stating that "... the college needs to address the age of the book collection as part of its institutional planning and budgeting activities."

Increasingly expensive database subscriptions included in the Library materials budget further diminishes the budget's purchasing power. The Community College Library Consortium (CCLC) has assisted in purchasing databases since Telecommunications and Technology Infrastructure Program (TTIP) money has disappeared; however, the multifaceted nature of CCSF's curriculum has required additional subscriptions for subject areas not covered via CCLC. A stable funding source is crucial and becomes even more so as the District implements Strategic Priority #7 to offer more distance learning opportunities.

A combination of the acquisition of NetLibrary, the CCLC e-book vendor, and the absence of funds, prevented the acquisition of e-books in 2011-12, for the first time in six years.

The Library assesses the effectiveness of its collections in a variety of ways: with comparative data about the quantity, variety, and currency of the collections in relation to the curricula; survey data from students and faculty; and collection analysis reports. In 2010, department and program faculty on average rated the Library's online and on-site services and resources 3.6 out of 5 ($N=175$) for meeting student learning needs. The 2011 LLR Student Survey showed that 71 percent of students ($N=2,075$) have two or more courses requiring use of library collections and equipment. For each of the following LLR program SLOs, the majority of students found that as a result of using library collections, services, and facilities, they were better able to (1) acquire, evaluate, and use information; (2) understand and appreciate diverse peoples; and (3) effectively use computers and information technology. Furthermore, student perception of the importance to academic success of both on-site and online library services and resources is very high; of the 2,021 respondents, 87 percent marked either Very Important (66.7 percent) or Important (19.8 percent). Similarly, the Media Center receives a high rating from faculty for providing material supporting the curriculum and supplementing coursework and programs.

All LLSS units have expressed the need for planned replacement cycles for equipment, especially computer equipment and furnishings, with allocations from the General Fund. Aside from the two exceptions, all LLSS student computers are eligible for replacement under the replacement and upgrade plan in the 2013-15 Technology Plan. All LLSS student computers, except those at Chinatown/North Beach and Alice Statler, which experience heavy use, are over five years old. The Learning Assistance Center's open-access lab computers are now seven years old. In both the Fall 2010 LLR Faculty Survey and the Spring 2011 LLR Student Survey, faculty and students expressed dissatisfaction with the equipment available for faculty and student use. The high usage statistics, in addition to student and faculty survey responses, show a strong need for replacement as soon as funds are available. Some staff equipment is also outdated; plans for replacement are also outlined in the 2013-15 Technology Plan. Rosenberg funds were allocated and used to upgrade multimedia equipment in the three Rosenberg multimedia viewing

classrooms in 2012; however, multimedia equipment at other locations throughout the District is old and needs replacement.

II.C.1.a. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Continue to build Chinatown/North Beach and Mission collections Resume e-book acquisitions	Not applicable		VCAA	Not applicable
Replace all old LLSS workstations that meet the replacement cycle specifications Advocate for the maintenance of Library equipment and District multimedia equipment as scheduled in the 2012-15 Technology Plan	Not applicable		VCAA ITS	9

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II.C.1.b. *The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.*

II.C.1.b. Descriptive Summary. CCSF is committed to providing students with opportunities to develop information competency (IC) skills, which support life-long learning. Both the Library and Learning Resources (LLR) Mission Statement and program-level SLOs include this goal and support the teaching and learning of these critical skills in accordance with the General Education goals of the College. IC instruction aligns with the Association of College and Research Libraries (ACRL) Information Literacy/Competency Standards for Higher Education.

The Academic Policies and Bipartite Graduation Requirements Committee approved IC student learning outcomes in 2006. Since Fall 2006, all students completing a degree and/or who plan to transfer to the UC or CSU systems are required to satisfy the IC requirement by successfully completing the Area B Written Composition requirement. Successful completion of English 1A, which includes a minimum of five hours of library/ information competency skills workshops and assignments, accomplishes this requirement.

The Library's Curriculum Development/Information Competency (CD/IC) Committee, with input from faculty and students, has clarified the core information competencies and designed the series of workshops that teach these skills; all are available online. The library skills workshops, required in many academic and vocational courses in addition to ENGL 1A, are divided into two skill levels from basic skills to more advance search techniques.

In addition to teaching library skills workshops, Library faculty, collaborating with District faculty, teach IC skills in course-specific and course-integrated instruction sessions as well as in orientations at all center libraries. IC instruction is also available via the one-credit, transfer-level LIS 10 course, which enrolls approximately 160 students each year. Additionally, a Self-Guided Walking Tour and “Workshop G: Introduction to Library Services and Resources,” address the needs of new and Basic Skills students.

All librarians conduct instruction-based reference work by using active learning techniques to engage students in the research process.

Since 2008, Library faculty have conducted two pilot programs to extend services and resources to more online students. As a result, the online course management portal has a direct link to the Library homepage; increasing numbers of online faculty are utilizing online library skills workshops; and several online courses now include an “embedded librarian.” An embedded librarian is a department’s subject librarian actively participating in an online or hybrid course.

Library faculty assess competencies with an ongoing and multi-method approach. The Instructional Services Plan 2010-13 outlines instructional opportunities and assessment measures.

II.C.1.b. Self Evaluation. Opportunities to teach information competency continue to increase in both individual reference sessions and classroom settings, driven at the reference desks in particular by the vast increase in workshop assignments students bring for review. Workshop completion has increased significantly with the creation of online versions of all workshops, the addition of two new workshops in the ENGL 1A course outline. The number of course-specific instructional sessions continues to rise: 2011-12 data show 301 sessions reaching 7,545 students, serving 60 unique credit courses in 26 different departments and programs, and 28 different noncredit courses in five programs.

To improve LIS 1000 workshop content and teaching effectiveness, librarians conduct a variety of assessments, analyze results, make improvements, and share best practices on a rotating basis, conducting one to two a year. Assessment methods include student feedback forms, review of workshop assignments, pre and post testing, and input from workshop instructors. Resulting changes include more practical examples and engaging learning activities, and training sessions for librarians on active learning techniques. Since 2006, librarians have collaborated with District faculty to assess IC skills in the coursework of more than six disciplines. These assessments included analysis of research assignments, surveys and pre- and post-test assessment results guide revisions to research-based assignments and workshop presentations (see Library Assessment website for reports). While librarians partner with discipline faculty across the curriculum to teach information competency skills, a standard assessment tool for subject-specific workshops has yet to be created. Development of an assessment instrument is planned for Spring 2013.

In Spring 2011, the Library substantially revised the LIS 10 credit course to better support SLOs, define final project SLOs, and add a grading rubric, all based on student performance and several years’ results of pre and post assessments. End-of-semester

reviews prompt instructors to make minor changes as needed for continual quality improvement.

In Fall 2012, the library administered a survey assessment to evaluate effectiveness of reference transactions. The assessment showed an overwhelming satisfaction with finding the information needed, and revealed the need to emphasize evaluating resources in all reference transactions. The large number of respondents who stated that they learned technology skills (80 percent, *N*=112) shows how closely related technology and information competency are and indicates a need for future assessments to examine what technology skills students are learning in the library and what skills they still need.

Librarians embedded in Distance Education courses continue to realize and apply more effective ways to contribute to student success in the online environment. However, no formal assessment has been developed targeting this type of reference and instruction. Information competency assessment is planned, executed and shared frequently, and it improves curriculum content, teaching methodology, assignment instructions, and sequencing not only in the Library but in other departments throughout the College as well (see Library Assessment website for reports).

II.C.1.b. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Develop and promote a standard assessment to be used for subject-specific workshops	Not applicable	Spring/Fall 2013	VCAA	Not applicable
Explore feasibility of Office of Research and Planning tracking students who have completed LIS 10 or LIS 1000 workshops through their education at CCSF	Not applicable	Fall 2014	VCAA	Not applicable

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

II.C.1.c. *The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.*

II.C.1.c. Descriptive Summary. The following sections describe library hours, electronic access to library resources, and equitable access to library resources regardless of the location of services or their delivery.

Library Hours. As of Fall 2012, the Rosenberg Library on the Ocean Campus is open 58.75 hours per week. The Mission Center Library is open 46.75 hours per week, John Adams 42

hours, Southeast 32 hours, Downtown 41.25 hours, and Statler Library remains open 33 hours per week. The newest location, the Chinatown/North Beach Center Library, is open 33 hours per week.

Reference and circulation services facilitate access to library collections and are available at each library location during all open hours.

Electronic Access. The Library website provides 24/7 access to the online catalog and electronic collections, including article databases and electronic books, as well as research, writing, and subject guides, tutorials and more.

Equitable Access. The Library continues to support distance education and evening and weekend faculty and students, as well as those at centers without libraries. All seven library workshops are now available online, and electronic course reserves were piloted in 2009-10, with full implementation during Spring 2011, enabling access to reserve materials 24/7 via the Internet. In Spring 2013, due to reduced staffing inadequate to support LLR's inter-center delivery (ICL), LLSS began utilizing District mail delivery to transfer items between library locations, enabling expanded service to five days a week with less staff time. An Outreach and Community Librarian has been assigned since 2010-11 to increase outreach throughout the District, and library coordinators serve as liaisons to the faculty and courses offered at their centers and nearby locations. The Outreach and Community Librarian has provided workshops at the Civic Center (formerly Alemany) and Evans Centers.

The Distance Learning and Electronic Services Librarian provides dedicated service to distance learning faculty and students. The Library collaborates with DSPS to ensure library services and resources are accessible. Libraries have accessible computer workstations with peripheral accessories for people with motor, visual or other impairments; Closed-Circuit Television (CCTV) readers; magnifiers and accessible workspaces. Library faculty consult with DSPS counselors when necessary to ensure that students with disabilities receive high-quality service appropriate to their needs.

Hours, electronic access, and equitable access of other Library and Learning Support Service units

Media Center. The Media Center is open 53.5 hours per week. Multimedia materials at other library locations are available whenever the library is open. Ten percent of the media carrels are wheelchair accessible and a special reader that slows down books on tape is available.

Audiovisual Unit and Broadcast Media Services. The Audiovisual Unit at the Ocean Campus, open Monday through Thursday 7:30 a.m. to 6:45 p.m. and Friday 7:30 a.m. to 2:45 p.m., provides equipment maintenance and delivery District-wide, as well as three multimedia rooms in the LLRC, each equipped for DVD, videocassette, film, 35mm slide, and computer projection, including Internet access. BMS at the Ocean Campus, open Monday through Thursday 8:00 a.m. to 10 p.m. and Friday 8 a.m. to 5 p.m., provides video production and distribution services District-wide and Ocean Campus classroom video playback equipment delivery services.

The Mission, Downtown, and John Adams libraries handle AV equipment requests at those centers. The Southeast Center has a designated audiovisual room. The Rosenberg

AV unit provides equipment and materials to centers and sites without their own AV resources by arrangement with instructors and departments.

Language Center. The Language Center on the Ocean Campus provides access to all students enrolled in foreign language courses at CCSF during Media Center hours, with additional labs at the Downtown, Mission, and Chinatown/North Beach Centers, all of which have stations for disabled users. The Online Language Lab provides remote access for distance education students and others to textbook audio and video materials and supplemental resources 24/7. The Language Center also increases access to collections and services by providing space and equipment for instructors to create ancillary materials and allow students to submit oral assignments electronically.

Learning Assistance Department (LAD). The Learning Assistance Center is now open 49.75 hours per week, including evening hours. The Learning Assistance Center increases access via collaborations with other departments and programs, such as academic department labs like the Writing Lab and the ESL Center for Learning and Academic Development, retention programs, and EOPS. Online courses and the new LAD website provide alternative access to services if location or time is a barrier to physical access.

II.C.1.c. Self Evaluation. CCSF provides adequate access to Library and Learning Support Services in a number of modes to support student learning on campus and at satellite locations and for day, evening, and weekend courses, as well as for distance education and online learning.

Library and Learning Support Services. CCSF's ability to provide adequate access to library and learning support services has been significantly affected by worsening fiscal constraints. The District has made significant strides in increasing access with initiatives such as the expanded online workshop offerings, redesigned websites, expanded Online Language Lab and innovations such as the electronic course reserves and embedded librarian pilots. Use of online resources and services continues to increase, and survey feedback indicates a high level of satisfaction with online services and resources. However, some areas of improvement identified in the last Self Study have remained stagnant or declined.

The 2006 Self Study indicated a need to reinstate Sunday hours; instead, hours have further decreased. The Rosenberg Library's current schedule is a decrease of 24 percent from peak open hours in the last decade. With some exceptions, hours at center libraries have remained stable since 2007.

A Fall 2011 ACRL Peer Comparison showed that CCSF has more library locations and more computer workstations than any of the other libraries surveyed, yet its library hours at the main library are significantly less than the survey average.

Students and District faculty have also expressed dissatisfaction with Library hours, including for services such as Audiovisual, in the form of faculty and student survey responses and direct action. In February 2010, a grassroots group comprising mostly CCSF students staged an event in which approximately 80 students, faculty, and staff occupied Rosenberg Library to keep it open to its previous closing time of 8:45 p.m.

In 2011, the District approved two faculty positions for the new Chinatown/North Beach library, but subsequently put these on hold. The strain of staffing the new location without the necessary classified and faculty hires threatens quality of service at other locations where the human resource hours have been necessarily stretched. Several classified retirements within LLR have compounded the problem. Reallocation of hours at other library locations, based on FTES, helped make staffing Chinatown/North Beach possible in the short term. The Fall 2007 opening of the Mission Center Library increased access to physical collections and to Language, Learning Assistance, and Media Center services to the Mission Center, as well as Castro Center students, through the outreach efforts of the Mission Center Librarian. The John Adams Center renovation, completed in 2009-10, increased library space for collections and study and added a group study room. The Alice Statler Library and Culinary Arts and Hospitality Studies (CAHS) Department received a Perkins Grant to upgrade and increase the number of workstations in the Gifford Resource Center, enabling the librarian and CAHS instructors to incorporate a computer lab component into their curriculum, in addition to increasing open access to computers.

In Fall 2009, Library faculty and staff assisted the Civic Center Center in setting up a reading room and lending collection for ESL students. Similarly, the Evans Center has developed its own lending collection while it advocates for a library. Comments by Evans Center faculty from the Fall 2010 LLR Faculty Survey expressed an increasing need for an on-site library as programs at the center evolve. The increased demands on staff to accommodate Chinatown/North Beach in the absence of new positions, further compounded by lack of hires to replace retirements, is unsustainable.

In spite of reduced hours, use of LLSS services and collections has increased. The number of reference desk transactions has more than doubled from 48,741 in the 2005-06 academic year to 111,703 in 2011-12, and the number of circulated items, both reserve and non-reserve, has increased more than 6 percent over the same period. While circulation of physical materials has not increased at the pace of reference transactions, e-book sessions numbered 49,843 for 2011-12.

Library faculty have undertaken measures to increase student access to materials based on District faculty input with measures such as a course reserves request system where faculty are contacted about materials not on reserve. Bibliographic access has improved since the last Self Study through automated library system upgrades; the addition of multilingual catalog interfaces; the addition of local subject headings for foreign films, ESL materials, and Basic Skills materials; clean up of authority records and bibliographic records; and the creation of bibliographic records for print periodicals. Remote access to article databases and electronic books has been improved for end-users with the implementation of EZProxy. During 2011-12 alone, there were 7,679,549 article database searches, as compared to 297,122 in 2005-06.

As part of the CCSF website redesign, a Library committee planned the Library website overhaul during a three-year effort, guided by a student website evaluation. Since the new website debuted in January 2010, Library website hits increased almost 70 percent from the year before and that number has almost tripled since then. ERef use has remained limited, but instant-message reference, now available on most Library websites, rapidly increased after the redesign.

The department is investigating how to incorporate the online workshops into Insight, the online learning platform, and thus automate much of the initial work of grading without losing the instructional opportunities inherent in manual grading. In 2011-12 alone, 7,931 students took the library skills workshops online rather than in person. In spite of these efforts and gains, there is still room to increase access to collections and services for vocational and technical students, as well as students who do not currently utilize the physical locations. In the Spring 2011 LLR Student Survey of all credit and noncredit students, almost 29 percent of respondents ($N=2,126$) reported visiting a library location once or twice a semester or less (12.3 percent never and 16.6 percent once or twice a semester). Only about 3 percent reported only using library resources online.

Other Library and Learning Support Services Units. Media Center hours paralleled those of Rosenberg Library until Spring 2011, when the Media Center could not restore the evening hours along with the library. Departments that consistently utilize Media Center services include Music, ESL, English, Health Education, Physical Education, and telecourses. Since the AV unit serves only faculty, the Media Center now takes student requests for AV materials to use in the Media Center.

BMS and Audiovisual have coordinated to provide clear information. Each department's hours, services, equipment, deliveries, and process for making service requests can be found on a one-stop shared media services website, in the Faculty Handbook, and at other locations.

The Language Center moved in Spring 2012 to a smaller, but more visible, location on the 4th floor of the Rosenberg building. The strong natural light and easy-to-find location are improvements, but the Center is still determining where to place all their resources in the reduced space.

The Learning Assistance Center's current hours, including the elimination of Saturday hours, are a reduction due to loss of staff in Spring 2012. However, the relocation of the Reading and Writing Labs from the Learning Assistance Center to a separate space nearby facilitated the expansion of the LAC computer lab to 98 stations, utilizing computers from elsewhere on campus, the creation of a laptop area, and computer stations for group work. Between 400 and 600 students visit the LAC Computer Lab every day, approximately 50,000 hours per semester. Student hours logged in the LAC increased considerably in the years between Spring 2006 and Spring 2010, from 92,488 to 132,038 hours. The LAC also gained a location in 2007 with the new Mission Center Library and an additional, smaller location at the new Chinatown/North Beach Center which, however, remains closed due to lack of staffing.

II.C.1.c. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Investigate logistics of migrating the online library skills workshops into Insight	Not applicable	Fall 2014	VCAA	4 /5
Increase library service and resource access in distance courses	Not applicable	Ongoing	VCAA	4 /5

Restore library hours to fully serve course offerings at all centers	Not applicable	As funding permits	VCAA	4 /5
Explore additional avenues to serve student populations not currently utilizing library resources and to investigate more ways to reach students at centers without libraries	Not applicable	Ongoing	VCAA	4 /5

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

II.C.1.d. *The institution provides effective maintenance and security for its library and other learning support services.*

II.C.1.d. Descriptive Summary. CCSF provides effective maintenance and security for its library and other learning support services. Each Library location employs a 3M® security system to secure materials within the facility and the District contracts with Sonitrol® to alarm all facilities. Video cameras record activity on the three floors of Rosenberg Library for security purposes, as well as at the rear entrance to Rosenberg LLRC and adjacent parking lot. Video cameras also monitor the Mission Campus Library. Campus Police respond quickly when called for emergency situations or disturbances.

All LLSS locations rely upon District maintenance and janitorial services. The Buildings and Grounds Department makes general repairs, while Pinnacle contracts with the District to provide printer and photocopier maintenance. Library Automation Services (LAS) is responsible for Millennium, the integrated library system, including maintenance and upgrades. ITS supports all open access labs and some department and program multi-purpose labs District-wide.

Broadcast and Electronic Media Arts (BEMA) facilities are closely monitored by staff. All equipment is locked and physically secured and students must sign an Open Lab Use Agreement regarding equipment and facility security.

II.C.1.d. Self Evaluation. The College effectively maintains and secures its library and other learning support services, although there are areas where improvement is possible. Strengths include the collaborative relationship with Campus Police in support of a safe and secure learning environment and the responsiveness of LAS and ITS in keeping student computers operational and available.

The 2011 Library Student Survey revealed that 84.5 percent of respondents (N=1994) rated the library as a place to study as very important (68.6 percent) or important to their studies and coursework. The Library anticipates that the District’s integration of facilities maintenance into planning will help produce allocations to accomplish building maintenance goals that have been unmet, such as replacing carpeting and resolving ongoing problems with the Rosenberg building’s climate control systems. Despite these issues, in the same survey, 79.4 percent of students (N=1928) are very satisfied (42.1 percent) or satisfied with the library as a place to study. In Spring 2012, LAS was unable to acquire a significant upgrade to the library system at a discounted price, despite

carefully considered assessment and justification within the LLR and the availability of funds through the Rosenberg bequest. A goal in the 2013-15 Technology Plan is to acquire this significant upgrade.

The Learning Assistance Center lab staff maintains spare hardware and an up-to-date Ghost image so the College can perform maintenance and repairs with minimal downtime. In addition, the lab staff keeps an up-to-date inventory, including verified and documented software licenses. All this is accomplished by a classified staff that has been reduced 50 percent over the past ten years.

Maintenance and security for library equipment and computer systems are provided by a combination of Library Automation Services and the IT department. Standard III.C. discusses maintenance of District computers in further detail.

II.C.1.d. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Implement appropriate sections of the Library Technology Plan as resources become available. (Library Technology Plan 1.2 and 1.6)	Not applicable	Ongoing	VCAA	2
Include and prioritize general building issues, such as maintenance and replacement of worn carpets, in the departments' planning and review processes to advocate for funding to perform necessary maintenance	Not applicable	Fall 2014	VCAA	2

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II.C.1.e. *When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.*

II.C.1.e. Descriptive Summary. The Library, as a participant in OCLC®, in addition to cataloging agreements, maintains an agreement through its Interlibrary Loan program to borrow and lend materials. An agreement also exists with Innovative Interfaces, Inc. (III) for the provision of services and maintenance of the integrated library system. Standard licensing agreements are in place with software vendors and online databases such as

EBSCOhost® and Gale®. The District contracts with Pinnacle for copier and printer service and maintenance.

Services provided by III, EBSCO, Gale, and Pinnacle are all integral to library use. Usage statistics for searches in both the library catalog and article databases are maintained in a shared server directory for use as needed. Student surveys assess user satisfaction with the computers and photocopy machines.

Database licensing agreements are reviewed annually prior to renewal by the Acquisitions Librarian, and product changes are reviewed by subject liaisons, with input from their subject area departments, before approval by Library faculty and administration.

Library administration consults with Library Automation Services and ITS regarding purchases of new equipment. CCSF approved computer vendors offers a five-year warranty on each system.

II.C.1.e. Self Evaluation. The College has no formal or contractual agreements with outside vendors to directly provide library or learning support services. However, for the agreements which do exist, adequate evaluation and oversight mechanisms are in place.

II.C.1.e. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Work with College on implementing College wide access management system in Library, if necessary or investigate alternatives to PCCop access management	Not applicable	Fall 2014	VCAA	Not applicable

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II.C.2. *The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

II.C.2. Descriptive Summary.

Assessment cycles evaluate SLOs, services, resources, and facilities usage and access. Types of assessments include: statistical data analysis, student and faculty surveys, focus groups, faculty and student evaluation of workshops, pre and post testing within specific programs, and informal anecdotal feedback from the College community. College-wide surveys rate overall satisfaction with all of the library and learning support service units. Regular goals outlined in Program Review include increasing collaborative efforts with

District faculty, maximizing staffing and open hours equitably throughout all centers, and improving and expanding services to all students. Unit goals are aligned with College plans and priorities.

Library & Learning Resources. For the past nine years, the Library Instructional Services program has conducted research skills workshop assessment, since the Library's role in teaching information competency directly supports the College's General Education learning goals and many of the academic SLOs. The workshops have had SLOs and assessment strategies since 2004.

To facilitate assessment, LLR centralized and streamlined statistical data collection for resources, services, and facilities usage, as well as developed program SLOs and a comprehensive assessment plan addressing non-instructional services and facilities. The Library Assessment website provides a central location for all LLR assessment information. In Fall 2012, a review of the Library mission statement was added to the assessment timeline, and will be repeated every three years.

Assessment results are the foundation of continuous quality improvement in meeting student needs in the Library. Recommendations identified through assessments are brought to the appropriate LLR committee for planning and implementation. Ongoing, informal faculty dialogue between librarians and the College community help shape library services and collections and focus on specific student learning and curricular needs.

Learning Assistance Department. LAD first developed SLOs, activities, tutor reflections, and faculty assessments specific to its tutor training course in Fall 2007. Two surveys have been used for eight semesters, and the LAD has learned which tutoring strategies are most used, least used, most valued, and requires changes. The assessment has led to a number of changes in the course curriculum to improve student learning. The Learning Assistant Center student survey provides information on staff performance and SLOs in the LAC Computer Lab. The LERN Assessment page provides a central location for LAD/C assessment processes and highlights.

Broadcast Media Services, Audiovisual Unit and Computer Labs. Assessment of media and audiovisual services for faculty is conducted through LLR surveys and employee surveys administered College-wide. Assessment of computer labs overall falls under the auspices of ITS. Standard III.C.2 describes this in greater detail.

II.C.2. Self Evaluation. In the 2010 College credit student opinion survey, 92.1 percent ($N=2,558$) found librarians to be supportive of them and 82.7 percent rated library collections and services, both in print and online, excellent (34.4 percent) and good (48.3 percent). Similarly, the media center, language center, learning assistance centers and computer labs received between 77 and 82 percent ratings of excellent and good. All LLSS units are perceived by students to be of value and useful based on these survey results.

Library and Learning Resources. The library conducted its own student survey in Fall 2011 ($N=2,217$). The survey data were sorted by centers as well as by online and noncredit students so that data could be analyzed by the various populations separately. Key findings include the need for more evening and weekend hours and the need for

more upgraded computers. A significant student perception revealed 87 percent found the use of Library services and resources to improve academic success in College to be important or very important.

The survey results informed several library initiatives. In outreach efforts to department faculty, subject librarians are placing more emphasis on online and hybrid courses, and promoting databases, reserves and workshops. The Distance and Electronic Services Librarian is collaborating with the Education Technology Chair to provide a larger library presence in the College's online course management system; this objective is in the planning stages. The embedded librarian pilot is part of this initiative; however lack of adequate staffing has slowed down progress.

Also, data received from both the student and faculty surveys confirm the need to increase course reserves. As a result, subject librarians are promoting both print and electronic reserves with department faculty, especially for online and hybrid courses.

In Fall 2012, the library re-evaluated its program level outcomes (PLOs) and revised them to better align with the library's mission and services. The outcomes were mapped to library service areas and measurements have been identified. Both library faculty and classified staff gave input into the PLOs and are working on measurements.

Learning Assistance Center. During Fall 2006, College Success faculty engaged in an extensive dialogue to develop SLOs and teaching "best practices" for the LERN 50 course. As a result, the course was redesigned with redefined SLOs, content, and assessment activities, including an SLO rubric. During Spring 2007, the College developed a College Success Survey and administered it to students who had completed LERN 50 in Fall 2006 with an A, B, or C grade, enrolled in a subsequent term, and had an email address in Banner. The survey was also administered during the Spring semesters in 2008, 2009, and 2010. The purpose of the survey was to assess the students' application of SLOs in current classes in addition to assessing the overall usefulness of SLOs for the course. A survey was administered in subsequent years and data from this survey informed the redesign of LERN 50 SLOs. LAD faculty are beginning to understand which SLOs for LERN 50 are being applied to other courses and which SLOs students apply more/less frequently. These data assist faculty in the development of the College Success course.

The LAD/LERN Assessment website includes comprehensive information on LAD assessment activities, including assessment processes, curricular mapping, program-level outcomes, and departmental highlights of recent assessment activities.

Language Center. The Language Center identified SLOs in Spring 2010 and began assessing them in Spring 2011. Of responses received in Spring 2011 ($N=247$), more than 97 percent of respondents felt the Language Center helped them to do better in their foreign language courses. Seventy-eight percent indicated that the Language Center helped them to identify the language-learning resources that are most effective for them personally. More than 33 percent felt their computer skills increased by using the Language Center. Eighty-four percent indicated their study habits and focus improved, and 68 percent felt they developed a better understanding of other cultures and people by using the Language Center.

Computer Labs. LLR and LAC have accumulated usage data in recent years to aid in assessment, planning and budgeting. ITS has supported usage data gathering in selected other labs, but statistics to do a comparison of labs across the District have not been available. ITS is expanding its data-gathering capabilities with the intent to more effectively use District resources to meet student needs. (See also Standard III.C.1.d.) In a 2010 College-wide student survey, students rated computer labs 44 percent good and 37 percent excellent. In 2012, faculty and staff analyzed and discussed computer lab program outcome assessment data. These data, together with student and faculty input, are providing a better picture as to the relationship of computer lab usage to student learning.

II.C.2. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Use more hard data to accompany findings from student and faculty perception surveys when assessing program outcomes	Not applicable	Ongoing	VCAA	3
Create benchmarks for program-level outcomes for library facilities, collections, services and organization structure, based on ACRL and ASCCC standards	Not applicable	Fall 2014	VCAA	3

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Standard III

Resources

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. *The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.*

III.A.1.a. *Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

III.A.1./III.A.1.a. Descriptive Summary. In July 2012, ACCJC recommended that:

“the college assess the adequacy of its current number of qualified classified staff and administrators and their appropriate preparation and experience necessary to support the institution’s mission and purpose.”

In light of this Recommendation, a workgroup formed to review hiring and reassignment procedures; the response below includes the results of this review among other actions.

Replacement/New Positions Procedures. 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.

For faculty, the hiring departments establish the hiring criteria, including job announcements, paper screening criteria, and interview questions in consultation with the Department Chair or other unit manager, which the Dean, Vice Chancellor, and/or the Chancellor then review. Key personnel in HR and the Title 5/Equal Employment Opportunity (EEO)/ADA Compliance Office also review and approve these criteria, announcements, and interview questions to ensure the hiring of knowledgeable and qualified personnel to support student learning programs and services and improve institutional effectiveness.

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 and provisional positions, with the exception of positions exempted from the merit system process, have been classified by the City and County of San Francisco Department of Human Resources 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 Job Analysis Questionnaire (JAQ) or Express Classification form (EXP). The JAQ or EXP serves as the survey instrument 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.

When the College is in need of a new or replacement administrative position, the Chancellor or supervising vice chancellor advance the request with a full justification to the Chancellor's executive team. The Chancellor has the full authority to recommend the final status of the position for Board approval. After the Chancellor's executive team has reviewed the position description and justification, HR drafts the job announcement in consultation with the Chancellor or the vice chancellor (or designee) who has requested the position for the area. In accordance with the current Administrative Hiring Procedures, the Academic Senate will have the opportunity for review and comment. The Title 5/EEO/ADA Compliance Officer also reviews the job announcement for Equal Employment Opportunity Commission (EEOC) compliance.

The formation of hiring search committees is an established participatory process outlined in District hiring procedures. On November 15, 2012, the Board approved Policy Manual 3.04 that authorizes the Chancellor to make changes to this administrative hiring process. Interim Chancellor Scott-Skillman has reviewed this procedure and has identified changes to better streamline the process.

Search committee members for administrative hiring committees comprise representatives from the faculty, classified staff, administrative ranks, and students (if applicable). The Academic Senate selects faculty to serve on administrative hiring committees. SEIU Local 1021 selects the classified staff search committee members. Unrepresented classified staff members are also encouraged to serve and may notify the Chancellor of their interest. The Chancellor selects administrators to serve on search committees, and the Executive Board of the Associated Students selects student representatives on hiring committees.

For faculty hiring, each department develops regular, democratic procedures for forming search committees. Upon notification of approval of a position, the department chair follows the established procedure.

The composition of search committees for all employee categories is consistent with federal and state guidelines on race and sex. Furthermore, in accordance with faculty hiring procedures, the background of search committee members should reflect the diversity, range of interests, philosophies, and programs in the department.

The HR Academic Hiring unit and Dean, 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).

To recruit large and diverse numbers of applicants, HR places job announcements in various local, state, and national mediums, including newspapers, publications, trade journals, employment websites, and internet job boards. HR contracts with Jobelephant, a recruitment advertising agency recognized globally as an authorized agent for employment advertising. Examples of ad placement include the *Chronicle of Higher Education*, *Community College Week*, *Outlook in Higher Education*, *Women in Higher Education*, cccregistry.org, Insidehighered.com, Higherjobs.com, sfbay.craigslist.org, AisansinHigherEd.com, IMDiversity.com, BlacksinHigherEd.com, HispanicsinHigherEd.com, communitycollegejobs.com, and ACCCA.org (the website for the Association of California Community College Administrators).

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 include copies of transcripts verifying the degree required by the state-mandated minimum qualification, a letter of interest, a diversity statement, letters of recommendation, and, in some instances, a portfolio of work and additional department-specific questionnaires.

Hiring processes are rigorous and nearly all departments hiring faculty require a teaching demonstration and a portfolio of work as part of the interview process. Search committees paper screen the applicants and interview candidates based on stated criteria agreed upon by all committee members and certified by the HR department.

For academic positions, the Human Resources hiring units are responsible for ensuring that applicants meet the state-mandated minimum qualifications and CCSF minimum qualifications, including verification of degrees from accredited institutions and relevant work experiences. For classified positions, HR verifies the minimum qualifications, including verification of degrees from accredited institutions and relevant work experience. Procedures are in place for determining equivalency through the Academic Senate Equivalency Committee as outlined in the Faculty Hiring Procedures, through the Administrative Equivalency Committee as outlined in the Administrative Hiring Procedures, and for evaluating foreign degrees where applicable.

These processes yield faculty and administrators who are highly qualified professionals chosen for their qualifications and competence. The College employs 757 full-time faculty and 896 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.

In accordance with Education Code §87405, in September 2008, the Board of Trustees adopted Resolution No. 080926-S4 implementing a procedure whereby the District would consider job applicants with previous controlled substance convictions if the applicant successfully demonstrates five years of rehabilitation. This process includes the formation of a Committee on Rehabilitation composed of a classified employee, a faculty member, the District's Chief of Police, HR staff, and a representative of the U.S. District Court Probation Office, the San Francisco Sheriff's Department, or related associations. HR updates the application forms, employee handbooks, and relevant materials to disclose the requirements and exceptions to Ed. Code § 87405, and, to ensure effective implementation of Resolution No. 080926-S4, the Dean of Human Resources is required to provide a status report at each August and February Board meeting.

The institution serves a great diversity of students in a wide variety of programs, including credit, noncredit, contract education and continuing education. This variety requires placing greater emphasis on understanding and sensitivity of current issues pertaining to equity and diversity in hiring. In addition to a required diversity statement as part of the application materials, job applications also include a question regarding diversity, and all interviews must include a question related to diversity.

District procedures call for an Equal Employment Opportunity monitor to attend every interview to ensure compliance with federal and state labor laws, rules, and regulations. Due to the lack of availability of trained monitors and funding to pay them, committees at times conduct interviews without monitors.

Reassignments. The Chancellor has authority under Title 5 § 53021 to fill positions on an interim basis for the minimum time necessary to allow for full and open recruitment provided that no interim appointment or series of interim appointments exceed one year in duration. The Chancellor may approve an extension of up to one additional year if the District demonstrates "business necessity" and has notified the State Chancellor's Office EEO Advisory Committee. Where time permitted, the District's practice was to employ a modified hiring procedure for filling interim administrative positions to ensure internal recruitment and equitable opportunity. However, in recent years, significant numbers of retiring administrators during concentrated periods largely drove the need for administrative reassignments, including upgrades, reclassifications, and lateral transfers, along with the lack of an overall staffing plan for filling positions. The District also filled classified staff vacancies through reassignment to address critically needed vacant positions. Although HR worked to match the minimum requirements with classified staff members' professional backgrounds prior to the reassignment, ACCJC expressed concern that there was not sufficient classified staff or administrators with appropriate preparation and experience to provide the leadership, management, or services necessary to support the institution's Mission and operations. Workgroup 7 recommended that wherever possible, and recognizing the Chancellor's authority under Title 5 § 53021, the District employ hiring practices for all employee groups to ensure equitable opportunity, transparency, and that the individuals hired have the requisite experience and expertise to carry out the job duties.

Changes Addressing ACCJC Findings. As a result of Board direction at the August 27, 2012 special Board of Trustees meeting, the College reduced the number of Vice Chancellors from five to three and eliminated the Office of Governmental Affairs and the Office of Shared Governance. These changes also included moving the Research and Planning Office, Grants Office, and Development Office under the Chancellor's direct supervision. On September 27, 2012, the Board of Trustees took action to direct the Interim Chancellor to propose a new instructional administrative structure, congruent with the Fiscal Crisis Management and Assistance Team (FCMAT) findings, that has academic integrity and increases administrative oversight and accountability with the ultimate goal of being more effective and efficient. Consequently, the Board of Trustees, at their October 25, 2012 Board Meeting, adopted a proposed plan to reorganize the Academic Affairs administrative structure, including reducing the amount of non-instructional reassigned time for department chairs. The Board also approved a structural change within the Office of Student Development in December 2012 (see also the response to Standard II.B.).

During this time of transition, the current individuals serving as Vice Chancellor of Academic Affairs and the Vice Chancellor of Student Development are serving in an interim capacity. The College posted these Vice Chancellor positions for recruitment December 18, 2012, through February 7, 2013 and is currently screening the candidates.

Human Resources prepared job announcements for dean positions considered as new given the changes in scope, authority, and accountability. The College posted job announcements for seven school dean and five center dean positions for recruitment February 14, 2013, through March 20, 2013. In addition, the College posted job announcements for three associate vice chancellor positions within Academic Affairs for recruitment February 28, 2013 through April 3, 2013. The District will post Student Development positions in March 2013. Hiring committees will work throughout Spring 2013 to finalize the hiring of the new administrators effective July 1, 2013.

In March 2011, the District and AFT 2121 agreed to revise a process for temporary faculty employee and substitute hiring. Included in this review was the implementation of an expedited upgrading procedure (above 67 percent of a load for part-time faculty) for short-term temporary or long-term temporary vacancies that would address unforeseen circumstances where the day-to-day substitute or the long-term-substitute hiring processes would not satisfy/fulfill the emergency situation, such as long-term illness or death. This process should meet fair hiring processes that comply with Title 5 and the Education Code; however, in practice no safeguards are currently in place to ensure that a fair, equitable hiring process is followed at the departmental level since the HR department has no active role in this process.

The Chancellor and senior administration have also been meeting to discuss a classified staff reorganization that addresses the recommendations raised by the ACCJC and FCMAT; the College has already reassigned several individuals into high-need areas. Assessing the classified staff structure is all the more critical now that the College laid off more than 30 classified staff members, some of whom had bumping rights into other College positions, and the administrative reorganizations will likely dictate additional changes. After the administrative structure is in place, the District will conduct a review

of the classified personnel structure to better assess the effective use of staffing resources based on District needs that integrates with institutional planning.

III.A.1./III.A.1.a. Self Evaluation. The overall search and hiring processes overseen by HR and the work of search committees ensure the hiring of knowledgeable and qualified personnel to support student learning programs and services and improve institutional effectiveness. The administrative restructuring and open recruitment of the Academic Affairs and Student Development administrative position descriptions contain and emphasize clearly defined job roles, responsibilities, expectations, and authority.

Overall, the permanent hiring processes are rigorous, equitable, and fairly administered in accordance with the requirements of Title 5 California Code of Regulations and the California Education Code. On November 15, 2012, the Board approved Policy Manual 3.04 that authorized the Chancellor to make changes to the administrative hiring process. As noted, the Interim Chancellor has drafted a new administrative hiring process and is gathering feedback from constituent groups; during the February 21, 2013, Participatory Governance Council meeting, members noted that the changes to the hiring process are substantive and go beyond merely streamlining the process and raised concerns about the necessity of making these changes. The Academic Senate has expressed concerns that the proposed new procedures will diminish rigor, equitableness, and fairness for administrative hiring. Students expressed support of the new Administrative Hiring Procedures and gratitude toward the inclusion of more students on administrative hiring committees. SEIU requested that hiring committees for classified administrative positions include two classified staff members and one faculty member. The Administrators Association suggested two changes, one which was not included (noting that the Chancellor would select administrators to serve on hiring committees in consultation with the Administrators Association) and one which was included in the new hiring document (reference to applicable Ed Code and other governing body language relevant to administrative hiring).

With respect to faculty hiring, the Academic Senate has raised concerns about the practice of conducting some hiring processes without trained EEO monitors given its inclusion in the Faculty Hiring Procedures. However, neither state nor federal law requires that an EEO monitor be present during every interview.

The College needs to enforce and make transparent the processes for reassigning personnel in all employee groups, which includes: administrative upgrades, lateral transfers, reclassifications, and additional temporary duties; the faculty expedited upgrading process; and classified reassignments.

With respect to the administrative reorganization, there has been substantial opposition to the administrative changes taking place, largely focusing on concerns about the process of doing so, although many have questioned the advisability of some of the changes and how the restructuring could destabilize the administration further at this juncture. The process did not move as quickly as planned. In particular, the Academic Senate raised concerns about the greatly increased workload of administrators as contained within the new administrative job announcement, and the District is engaged in negotiations with the bargaining unit that represents department chairs. The Administrators Association expressed similar concerns directly to Interim Chancellor Fisher.

III.A.1./III.A.1.a. Actionable Improvement Plans. The table below summarizes the actionable improvement plans associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
* Hiring policies, procedures, and practices reviewed	Completed September 2012	Completed September 2012	HR	7
* Observations regarding barriers to administrative authority documented	Completed September 2012	Completed September 2012	HR	7
* Options for more effective and efficient reporting lines and structures identified	September 27, 2012	September 27, 2012	HR	7
* New procedures for hiring interim positions developed	November 2012	Not applicable	HR	7
* Administrators Handbook reviewed and revised, including provisions for administrative hiring and evaluation	November 2012	Fall 2013	HR	7
Complete implementation of reorganization <i>Summary of actions to date:</i> -Eliminated 2 Vice Chancellors -Eliminated Office of Governmental Affairs -Eliminated Office of Shared Governance -Moved Research & Planning under Chancellor -Opened & Recruited 2 Administrative positions (Dean of Institutional Effectiveness; Director of Research) -Moved Grants Office under Chancellor -Moved Development Office under Chancellor -Board adopted Academic Affairs Reorganization (October 2012) -Academic Affairs Deans & Associate Vice Chancellor jobs recruitment (February/March 2012) -Board adopted Student Services Reorganization (December 2012) -Open recruitment targeted start mid-March -Classified Recruitment for Classified Manager for Buildings & Grounds – open recruitment targeted 1st week March	Not applicable	July 2013	Chancellor HR	7
Job Descriptions for all employee groups emphasize clearly defines roles, responsibilities, expectations, and authority	Not applicable	Started February 2013 and ongoing	HR	7
After the Administrative Reorganization is completed (July 1, 2013), review the classified personnel structure to better assess the effective use of staffing resources	Not applicable	Begin Summer 2013	HR	7

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III.A.1.b. *The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.*

III.A.1.b. Descriptive Summary. The institution has established systems for evaluating all personnel to ensure the effectiveness of its human resources. The SFCCD/AFT 2121 Collective Bargaining Agreement defines the criteria for evaluating faculty. District policies and procedures outline criteria for evaluating administrators. For classified staff, the District follows the City and County of San Francisco Department of Human Resources' established process; however, the District's HR Department develops the Performance and Planning Appraisal form.

The purpose of evaluation for all employee groups is to identify strengths and special qualities of the evaluatee and to define areas for improvement when needed. At all levels, the evaluations incorporate a criterion that effectively measures and evaluates an employee's work performance. The evaluation process includes performance indicators that link to institutional effectiveness and improvement. The respective employee evaluation processes include steps for employees receiving less than a satisfactory evaluation rating.

Faculty Evaluation. The Dean of Curriculum and Instruction administers the faculty evaluation process, in accordance with the SFCCD/AFT 2121 Collective Bargaining Agreement, Article 9. In general, the College evaluates classroom faculty every three years on the following: (1) professional qualities, including keeping current in their discipline; (2) performance – classroom instruction; and (3) classroom presentation, including demonstrating sensitivity to the learning difficulties of students. Student evaluations, conducted via an in-class survey, are a crucial component of every classroom instructor's evaluation. Faculty evaluations carefully consider survey responses, which can reveal potential areas of concern.

The "job performance" component of an evaluation for classroom faculty consists of an in-depth evaluation of course content, subject knowledge, and classroom presentation. For librarians, job performance evaluation includes an examination of the extent to which librarians: communicate ideas effectively during workshops and instructional sessions at the reference desk; contribute to building, organizing, and maintaining library collections and resources; and strive to maintain an environment conducive to study, research, reading, and learning. Job performance evaluations for counselors consider how individual counselors help students define problems, support students in seeking solutions to problems, and provide opportunities for students to express concerns. For

resource instructors, job performance evaluations focus on how effectively they develop instructional resources.

The College evaluates full-time faculty under tenure review more frequently, and these faculty prepare additional self evaluations. The process for gaining tenure also requires faculty to create and maintain a portfolio of their work.

To further improve the evaluation process and provide feedback for improvement to faculty members, the College added a category to the ratings component of the evaluation. The category of “Satisfactory but Needs Improvement” addresses issues prior to a faculty member falling into the “Unsatisfactory” category. The process also includes a provision that addresses the issues in question through an Improvement Plan. More specific evaluation components, which clearly describe the formal and timely processes that produce documented actions following evaluations, are outlined in the Faculty Evaluation and Tenure Review Guidebook.

Faculty evaluations now include a component measuring their effectiveness in producing desired learning outcomes (see III.A.1.c.).

Department chair evaluations assess their supervisory performance in accordance with Article 8: Evaluation, of the SFCCD/Department Chairpersons Council Collective Bargaining Agreement. This article specifies that each department chair should be evaluated by the academic and classified members of the department during February or March of each year of his or her term of office as department chair, except for the third or last year of the term. The department chairperson and the administrator to whom he or she reports examine and discuss the feedback submitted by faculty and staff in the Faculty and Classified Staff Review Form for Department Chairperson. The administrator then summarizes the review results files the results in the evaluatee’s personnel file.

Classified Staff Evaluation. The classified employee evaluation follows the Performance Appraisal System of the City and County of San Francisco Department of Human Resources; however, the District’s HR Department develops the Performance and Planning Appraisal Form. The purpose of the performance plan and appraisal are to: (1) evaluate the strengths and weaknesses of the employee’s work; (2) communicate these to the employee; and (3) set goals for performance, improvement, and career development. The College evaluates new permanent classified staff after three months and on the anniversary date of employment. The current appraisal/evaluation process does not provide for a specific rating on dedication to professional growth as made evident by an employee’s participation in District-wide committees, organizations, and projects (for example, Classified Senate or Accreditation workgroups).

Evaluations for classified employees working in positions directly responsible for student progress toward achieving stated SLOs within library and learning support services (e.g., instructional lab aides) include a component for rating these employees’ effectiveness in this area. See also the response to Standard III.A.1.c.

The Classified Performance Appraisal serves as a mechanism for dialogue between supervisor and evaluatee and as a way to create progressive work plans. To further improve the ease and timeliness of evaluations for classified staff, HR has made the

forms available online. HR staff prompt the supervisor via an email notice about the need for an evaluation, and sends reminders to the employee's department head prior to evaluation due dates. HR also sends reminders if supervisors do not meet the deadline. The HR Classified Unit monitors this process. Prior to Fall 2010, supervisors only evaluated permanent classified employees, the College now requires evaluations for all classified employees.

Administrator Evaluations. The College evaluates administrators on their performance related to program planning, problem solving, professional relationships, job knowledge and application, human resource skills, communication skills, organizational leadership skills, personal leadership skills, and teamwork. The College first implemented the current Administrative Evaluation and Contract Renewal Procedures during FY2003-04. Since then, the College has updated this process to ensure a more direct relationship between the evaluatee and his/her direct supervisor. Chancellor Griffin proposed giving greater weight—25 percent of the overall evaluation rating—to the supervisor's review, to which the Administrator Evaluation Oversight Committee agreed.

Much discussion regarding the Administrative Evaluation process has taken place, specifically focusing on the role of the Administrator Evaluation Oversight Committee and the anonymous surveys that the Academic Senate and the Classified Senate administer. Any District employee, including employees who are not directly involved with nor affected by the administrator's job performance, may complete an anonymous survey. Although the College also evaluates faculty on the basis of anonymous surveys submitted by students, a number of individuals have questioned the value of the anonymous surveys for administrators and whether or not these additional mechanisms are equitable, fair, or legal. Interim Chancellor Scott-Skillman has begun reviewing these procedures. Workgroup 7 recommended eliminating the Administrator Evaluation Oversight Committee after considering District-comparison practices and finding that CCSF was the only college to include this step.

The procedures also require that early in the evaluation process, in addition to identifying responsibilities of the position, administrators set a minimum of five performance objectives that align with the Chancellor's objectives and derive from the Strategic Plan and the College's Annual Plan. The Chancellor's Office oversees the administrative evaluation process, and the Oversight Committee reviews the evaluation process for fairness and consistency in the application of District-wide feedback and inclusion of this feedback in administrative evaluations.

III.A.1.b. Self Evaluation. As stated in the description above, the administrative evaluation process is changing based on a review of models of best practice.

Although the Human Resources Department prompts supervisors annually to evaluate their classified staff, not all supervisors complete the evaluations in a timely manner. Based on a five-year comparison (FY2007-08 – FY2011-12), the HR Department sends approximately 750 classified staff evaluations to supervisors for completion and receives fewer than an estimated 400 completed evaluations. SEIU 1021 has raised concerns about this. If a classified staff member does not receive an evaluation, the individual automatically gets a de facto satisfactory rating.

III.A.1.b. Actionable Improvement Plans. The table below summarizes the actionable improvement plans associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
* Evaluation procedures for all personnel assessed, using models of best practice for comparison	November 2012		HR	7
Review and propose revised Administrative Evaluation Procedures	Not applicable	April 2013	HR	7
Work on improving the Classified Evaluation completion rate by copying next/higher level supervisor on reminder notices	Not applicable	Effective immediately	HR	7

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III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

III.A.1.c. Descriptive Summary. In July 2012, ACCJC recommended:

“that the evaluation of faculty and others directly responsible for student progress toward achieving stated student learning outcomes include a component that assesses the effectiveness in bringing about those learning outcomes.”

In response to this Recommendation, senior administration negotiated with employee labor groups to include SLO components in all applicable performance evaluation instruments for faculty, department chairs, classified staff, and administrators with direct responsibility for student progress toward achieving stated learning outcomes. Full implementation is occurring this Spring (2013).

Additionally, SLO language is added to relevant job announcements accordingly.

III.A.1.c. Self Evaluation. The explicit inclusion of SLO components in evaluations of College personnel is new. The College will need time to effectively utilize this information to effect change when needed.

III.A.1.c. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
* Inclusion of SLO evaluation components in performance evaluation instruments approved	September 2012	September 2012	HR	6

by all constituencies				
* Approval of SLO evaluation components in faculty performance evaluation instruments approved by Board of Trustees	September 27, 2012	September 27, 2012	HR	6
* All applicable performance evaluation instruments for faculty, department chairs, classified staff, and administrators with direct responsibility for student progress toward achieving the stated SLOs contain SLO components	Early Spring 2013	Spring 2013	HR	6
* Performance evaluation instruments containing SLO components implemented	Spring 2013	Spring 2013	HR	6
* Faculty and Administrator Handbooks contain language regarding the inclusion of SLOs in performance evaluation instruments	Early Spring 2013	Spring 2013	HR	6
* Relevant job announcements contain language regarding SLOs	Ongoing	Began Spring 2013 and ongoing	HR	6
* Professional development activities, including new hire orientations and FLEX days, incorporate SLOs	Initial FLEX activity took place on September 12, 2012; professional development activities will be ongoing	Initial FLEX activity took place on September 12, 2012; professional development activities will be ongoing	HR	6

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III.A.1.d. *The institution upholds a written code of professional ethics for all of its personnel.*

III.A.1.d. Descriptive Summary. In addition to Board Policy 3050: Institutional Code of Ethics, expectations for ethical behavior by employees of the District are covered in various District policies, employee handbooks, and collective bargaining agreements.

District policies concerning instructors' responsibilities in classrooms and laboratories are published in the Faculty Handbook. Additionally, Article 8 of the SFCCD/AFT 2121 Collective Bargaining Agreement speaks to Academic Freedom, Duties, and Responsibilities; Article 8.D specifically addresses faculty-student relationships.

The Classified Handbook outlines the requirements of classified employees at the time of hire, such as fingerprinting, misrepresentation or falsification of information, the arrest and conviction policy, and security clearance section 2.8. District Policy 4.09 – Use of Slurs is included in both the Classified and Faculty Handbooks.

Other relevant policies and articles that define professional ethics expectations at CCSF include:

- The SFCCD/SEIU 1021 Collective Bargaining Agreement (SFCCD/SEIU 1021 Collective Bargaining Agreement) Article 9 – Discipline covers the discipline process for represented SEIU classified employees. Article 9.C – Causes for Discipline outlines circumstances under which unit members may be disciplined for cause.
- The Board of Trustees adopted a Workplace Violence Policy on June 10, 2004. A Workplace Violence Policy and Procedure brochure for distribution to all employees was developed by the HR Department with input from Employee Relations and Legal Counsel, reviewed through the formerly Shared Governance procedure during the Spring 2004 semester, and adopted by the Board of Trustees as Policy 1.16 on June 10, 2004. The policy is included in the latest versions of the Faculty and Classified Handbooks, which all new employees receive during new-hire processing along with the Workplace Violence Policy brochure.
- The Title 5/EEO/ADA Compliance Office disseminates information to all employees pertaining to the District’s Sexual Harassment and Unlawful Discrimination policies and procedures for filing complaints. This includes a review by the District’s Police Department to address any criminal violations. Additional information is available on their website. The Classified and Faculty Handbooks also address the areas of Equal Opportunity, Unlawful Discrimination, and Americans with Disabilities protocols. To conform with the State Chancellor’s Office, the Title 5/EEO/ADA Compliance Officer and a Participatory Governance subcommittee comprising representatives from the various College constituency groups are updating the District’s EEO Plan for adoption by the Board of Trustees by the June 2013 deadline.
- On July 29, 2010, The Board of Trustees passed Board Policy 3052 – Conflict of Interest. This policy stated that no trustee, officer, or employee of the District shall make, or in any way attempt to use, his or her official position to influence a District decision in which he or she has an economic interest. CCSF policy requires that all administrators complete the state Conflict of Interest Form 700 annually.

District policies and procedures appear in the College Catalog, as well as on the College website.

III.A.1.d. Self Evaluation. CCSF has written policies and procedures pertaining to professional ethics intended to promote a supportive work environment that ensures healthy and collegial working conditions and fosters an environment of respect, trust, and collaboration. The College keeps all policies and procedures up to date with current law. However, since implementation of the changes resulting from ACCJC and FCMAT recommendations, members of the College community have felt that the environment currently does not reflect these positive intentions.

III.A.1.d. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Update EEO Plan Committee formed and 1st and 2nd readings to Board proposed for March & April, 2013; adopt new plan May or June 2013	Not applicable	June 2013	Title 5/ EEO/ADA Compliance Officer	7

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III.A.2. *The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.*

III.A.2. Descriptive Summary. The ACCJC evaluation team expressed concern that the College had insufficient classified and administrative staff with appropriate preparation and experience to provide the leadership, management or services necessary to support the institution’s Mission and operations.

FCMAT, however, disagreed with ACCJC’s finding that the College has too few administrators, noting that the number of educational administrators (identified as 38 total administrators) employed by the College per 1,000 FTES is comparable with comparison districts. FCMAT further found that the structure and responsibilities of department chairs differ significantly from typical California community colleges and that consequently the decision-making authority of the deans and vice chancellors has been marginalized.

FCMAT recommendations regarding the administrative structure include: (1) clearly defining and communicating the roles, responsibilities and expectations of management personnel and holding managers accountable for their performance; (2) implementing an administrative structure that will eliminate the redundancy of roles of the department chair and dean positions; (3) reducing the department chairs’ non-instructional reassigned time by collapsing and restructuring the assignment of disciplines and reducing the positions’ role in oversight of the instructional program; and (4) strengthen the roles and responsibilities of the deans, particularly in the administration of the instructional program.

With regard to staffing and operational costs, FCMAT found that the College employs significantly more regular full-time equivalent (FTE) employees than comparison districts, both in total and per FTES and employs significantly more classified staff support. Moreover, they found that with regard to classified staff, the substantial amount of paid time off, the 37.5-hour work week, the high vacation accrual levels, and

compensatory time provisions make it necessary for CCSF to have more employees on the payroll than would otherwise be the case.

Workgroup 7 examined Recommendation 7, Human Resources. The workgroup was tasked with: (1) addressing possible options for more effective and efficient organizational structure to determine logical reporting lines and structures that support timely decision making and accountability; (2) reviewing the appropriate number of administrators needed to support and manage the District's instructional programs and services; (3) examining issues relating to the reassignment of personnel; and (4) proposing new practices designed to clarify and enhance the roles and authority of deans and department chairs. The workgroup did not discuss numbers of department chairs needed or possible changes to department chair duties.

At the same time, as noted in the response to Standard III.A.1., the Board of Trustees directed the Interim Chancellor to propose a new instructional structure, congruent with the Fiscal Crisis Management and Assistance Team (FCMAT) findings. The reorganization is currently in progress with a goal for completion by July 1, 2013.

The College identifies staffing needs and allocation at the unit or departmental level, whereby administrators, with recommendations from department chairs, prioritize staffing needs within their program, department, or division by connecting staffing levels and adequacy to District planning priorities. In assessing the adequacy of staffing, factors for consideration include: (1) support needed to provide a specific function/service/course and the quality of that service; (2) the health and safety of students, faculty, staff, and District assets; (3) staffing required by law and/or to provide critical support of tasks required of regulatory bodies; (4) support needed to perform critical technology services; and (5) support needed to maintain facilities and physical operations. As stated above, the yearly Program Review process is the tool departments use to address staffing needs.

III.A.2. Self Evaluation. The number of faculty, particularly part-time faculty, is declining. The number of classified employees has steadily dropped over the past three years due to an across-the-board hiring freeze and attrition, and most recently due to lay offs. The number of administrators has also declined over the last three years due to attrition.

The District needs to ensure that its instructional administrative structure includes academic integrity and increased administrative oversight and accountability, while at the same time aligning with budget restrictions. Once the administrative restructuring in the Academic Affairs and Student Development divisions is complete, the District will review other administrative positions. Thereafter, the District will conduct a review of the classified personnel structure to better assess the effective use of staffing resources based on District needs. This is a time of significant transformation that the College will have to re-evaluate once firm changes have taken place.

The Academic Senate has raised concerns that the College has not fully examined the effects of implementing the administrative changes per FCMAT findings prior to carrying out the reorganizations, and has specifically stated the following:

“Writing new job announcements for every administrative position and hiring all administrative personnel through open hiring processes is likely to further exacerbate the lack of administrative stability identified as a serious concern by both ACCJC and FCMAT.”

Staffing plans are not sufficiently linked to institutional planning. Better linkages will help the College assess more effectively the adequacy of staffing and how the institution’s personnel work to support its programs and services.

III.A.2. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Plans are underway to revamp Institutional Planning, including integrating a staffing plan that more effectively and systematically assesses the adequacy of the District's human resources. Develop Staffing Plan	Not applicable	1st draft - April 2013	HR	7

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

III.A.3. *The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.*

III.A.3.a. *The institution establishes and adheres to written policies ensuring fairness in all employment procedures.*

III.A.3./III.A.3.a. Descriptive Summary. Personnel policies are governed by District policy and procedures, the California Education Code and Title 5, union contracts, and state, federal, and local labor laws. For example, Education Code § 87359 and Title 5 § 53430 regulations specify minimum qualifications for faculty and administrative hiring. The employment of classified employees is governed by the City and County of San Francisco Civil Service Commission.

The College equitably and consistently administers and regularly reviews personnel policies and procedures. Through the collective bargaining process, the District and Employee Labor groups work collaboratively to find common ground regarding policies affecting their respective members. Employees voice needs and concerns via the Academic Senate and the unions. AFT 2121’s Grievance Committee meets on a regular basis with the head of Employee Relations to work out any perceived problems between the District and faculty. Additionally, the Human Resources Committee meets monthly to address pertinent personnel issues, employee concerns, new and updated employment

laws, and personnel policies. The Human Resources Committee comprises the Vice Chancellor of Finance and Administration, Legal Counsel, the Employee Relations Officer, the Dean and Associate Dean of Human Resources (currently a vacant position), the Title 5/EEO/ADA Compliance Officer, and the Human Resources Supervisors. The Board of Trustees considers and approves recommendations for adopting new and/or amending personnel policies. All policy manual amendments and additions go through two readings before the Board of Trustees prior to adoption.

HR communicates updates and new personnel policies, procedures, and/or laws by disseminating the information to employees through institutional mailings and via the HR Department website. Moreover, employment policies and procedures are stated in the Policy Manual, the SFCCD/AFT 2121 Collective Bargaining Agreement, the SFCCD/SEIU 1021 Collective Bargaining Agreement, contracts with other recognized bargaining units, and in the Faculty and Classified Handbooks as well as posted in job announcements and on the Department website. The institution establishes and adheres to written policies that ensure the distribution of informational brochures pertaining to unlawful discrimination to all employees. Employee handbooks contain as an appendix the “San Francisco Community College District Policy and Procedures for Handling Complaints of Unlawful Discrimination” under Title 5 §§ 59300 et seq.

It is the responsibility of HR and the Title 5/EEO/ADA Compliance Officer to orient faculty and administrative hiring committees on the hiring procedures, employment regulations, equal employment opportunity and anti-discrimination in hiring, and the SFCCD/AFT 2121 Collective Bargaining Agreement Article 12-Upgrading provisions. Orientation materials include samples and forms on paper screening criteria, interview questions, and teaching demonstrations.

HR and the Office of Instruction hold new employee orientations once annually to educate all incoming employees on the District’s policies and to inform employees about their rights and responsibilities. The Employee Relations Officer is responsible for ensuring that College constituents are educated on new contract language.

The HR Department develops and distributes the Classified and Administrative Employee Handbooks; the Associate Vice Chancellor of Instruction, Enrollment Management, and Instructional Support Services develops and distributes the Faculty Employee Handbook. The handbooks inform employees of the principal rules, regulations, practices, and procedures essential to their role in the District. The handbooks are updated every three years. Current handbooks for classified staff and faculty can be found on the HR website. The District prepares Handbook addendums in between complete handbook updates which are viewable on the appropriate websites.

III.A.3./III.A.3.a. Self Evaluation. The institution successfully ensures that all state, federal, local, and other relevant personnel policies and procedures are equitably and consistently administered and reviewed regularly. Through the collective bargaining process, the District and Employee Labor groups work collaboratively to find common ground regarding policies affecting their respective members. However, given the magnitude and pace of the changes currently taking place due to the Show Cause sanction, many would not at this time describe the process as collaborative.

HR satisfactorily communicates updates and new personnel policies, procedures, and/or laws by disseminating the information to employees through institutional mailings, employee handbooks, and making the information available via the Department website.

III.A.3./III.A.3.a. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with these Standards:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Participatory Governance Committee formed and meeting – February – April 2013 EEO Plan – Policy readings: March & April 2013 Adoption by the Board – May or June 2013	Not applicable	June 2013	Title 5/ EEO/ADA Compliance Officer	7

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III.A.3.b. *The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.*

III.A.3.b. Descriptive Summary. The institution provides for the security and confidentiality of personnel records. Classified and academic files are located in secure and locked areas in HR. Personnel records are confidential which only authorized personnel may view. Academic employees may view their personnel files during regular business hours by appointment with authorized Human Resources personnel as described in the provisions of the SFCCD/AFT 2121 Collective Bargaining Agreement. Classified employees may also view their personnel files upon written notice in accordance with the SFCCD/SEIU 1021 Collective Bargaining Agreement. Additionally, an employee may authorize/designate a union or other representative to review the file upon written authorization as described by both AFT 2121 and SEIU 1021 Collective Bargaining Agreements. Administrators and classified employees not represented by SEIU 1021 have equivalent rights to inspect their personnel files, as outlined in their respective employee handbooks. For all employees, HR assures Education Code and Labor Code provisions.

In accordance with the SFCCD/SEIU 1021 Collective Bargaining Agreement, the SFCCD/AFT 2121 Collective Bargaining Agreement, and District policy, each academic and classified employee can only have one official District personnel file. Each personnel file consists of District employment records, educational advancement records, and other work experience that relates to employee service. The following items are considered part of a classified and academic personnel file but are maintained separately: time rolls, attendance records, payroll records, work orders, tuberculosis records, history cards, salary cards, credential records, schedule files, and assignment files.

The District may add similar categories of routine personnel recordkeeping as long as both AFT 2121 and SEIU 1021 receive notification as described in the contracts. The College secures and files medical records and investigative reports separately in the same manner as previously noted records.

An online, password-protected database called Web4 allows employees access to certain types of information. Employees are able to access and update some of their personal information, such as payroll information, benefits and deductions, sick days credited and used, and tax withholding, via their online account on Web4.

Additionally, the ITS Department secures employment records in the CCSF Banner information system. Each user has a unique Oracle logon and password. Within CCSF Banner, each user is given limited permissions to view or update only specific areas appropriate for his or her job duties. Moreover, only select staff members in the administrative area of the College are granted access to the CCSF Banner information system.

The College implemented an exit interview process in Spring 2011 including an exit interview and employee exiting checklist, supervisory and/or key departmental sign-offs, and an employee acknowledgement. The next stage, scheduled for implementation by Summer 2013, is automation of the exit checklist, including electronic routing and electronic sign-offs.

III.A.3.b. Self Evaluation. The College ensures security and confidentiality of personnel records, primarily through locked files of paper-copy documents in HR with only authorized personnel allowed viewing rights. Employee access is provided by appointment, and limited information is available online via password protection. The College has implemented a clearly documented exit interview procedure for resignations and retirements, including an exit interview and is automating employee exiting checklist and employee acknowledgement. For classified employee lay-offs, the College follows civil service guidelines and the SEIU 1021 Collective Bargaining Agreement.

III.A.3.b. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Automation of the exit interview is scheduled for Summer 2013	Not applicable	Summer 2013	HR	7

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III.A.4. *The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.*

III.A.4.a. *The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.*

III.A.4./III.A.4.a. Descriptive Summary. CCSF demonstrates through major planning documents, policies, and daily practice, an understanding that equity and diversity are key to the success of the institution. The Vision Statement summarizes CCSF's perspective on diversity as: "In our community, respect and trust are common virtues, and all people are enriched by diversity and multicultural understanding. We will maintain a supportive, positive, and productive working environment for our diverse faculty and staff, as well as a responsive environment in which student needs are met in a friendly, timely, and caring manner."

In the 2011-16 Strategic Plan, one of the six identified strategic priorities is dedicated to diversity and inclusiveness. The goal of this priority is to "Promote diversity and inclusiveness at all levels of the College." Included in the objectives is a focus on fostering a supportive, positive, and productive environment for the College's diverse employees.

The College includes diversity as a component of all new employee orientations as well as in FLEX Day workshops.

The College also has a standing College Diversity Committee, which has been on hold during the transition to the Participatory Governance system. With respect to supporting diverse personnel, its revised purpose is to: (a) cultivate College-wide knowledge and awareness of diversity; (b) assess and make recommendations concerning strategies to close student achievement gaps for identified underrepresented groups; (c) identify organizational and institutional climate issues that impact on diversity goals and objectives; (d) identify potential resources that can be utilized to assist the District in achieving its goals and objectives related to diversity; (e) foster programs, events, policies, and institutional strategies that are aligned with the College's Mission and annual plans to integrate diversity; and (f) plan, implement, and assess professional development activities related to diversity.

CCSF has offered a variety of diversity-related programs and services that support its personnel. The "Grow Your Own Program" was designed to encourage and help prepare CCSF graduates to return as teaching, counseling, or library faculty at CCSF after they have completed their upper division and graduate education. The students participate in a special support program, receive scholarships to pursue advanced degrees, and serve as teaching interns at the College. The College's intention with this initiative was to increase the extent to which faculty are representative of the College's student populations. There was one incoming class of Grow Your Own students/faculty in 2007. Funding for this program expired in Spring 2011; however, two of the four students/faculty in the pipeline completed the internship and minimum qualifications and were offered faculty positions. One individual was hired as a part-time faculty member in Spring 2012 in African American Studies and then hired as a full-time faculty member

in Fall 2012. The other individual was hired as a part-time faculty member in Asian American Studies in Fall 2012.

The Faculty Diversity Internship Program (FDIP) was established at CCSF in 1990 in response to a recognized need for the College to better represent California’s increasing cultural diversity. The program was on hiatus from 2007 to 2011 and welcomed its first incoming class in years during the Fall 2011 semester. The purpose of the program is to identify and assist members of underrepresented groups who are in graduate degree programs, have no experience in a community college classroom, and are interested in community college faculty careers. Interns learn and practice teaching and interaction techniques appropriate for community college students from a veteran CCSF faculty member, which helps to make them more competitive when applying for regular community college faculty positions. Four FDIP interns joined in Fall 2011, and two have completed the program and were offered faculty positions. One was offered a part-time position in Spring 2012 in the Health Education Department and the other was offered a full-time position in Spring 2013 in Mathematics.

III.A.4./III.A.4.a. Self Evaluation. The College has been focused on making dramatic changes with fewer staff and has not been able to focus on supporting the diversity of its current personnel as much as it has in the past. With the new Participatory Governance system now in place, the Diversity Committee will be active once again and can serve as a venue for reinstating this focus throughout the College.

III.A.4./III.A.4.a. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Continue work in this area	Not applicable		HR	7

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III.A.4.b. *The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

III.A.4.b. Descriptive Summary. In compliance with Title 5 and at the request of the Board of Trustees, HR prepares an annual Employee and Hiring Data Report (see also Section III.A.2). This document provides an extensive summary of the institution’s hiring record and is used as a reference and educational tool for the institution’s hiring needs and goals. The historical data in these reports show that the institution is committed to hiring people with varied backgrounds and experiences. This is reflected across the District as indicated in the chart the below.

	Admini- strators (Fall 2011)		Full-Time Faculty (Fall 2011)		Part-Time Faculty (Fall 2011)		Full-Time Classified Staff (Fall 2011)		Part-Time Classified Staff (Fall 2011)	
Female	21	53%	473	60%	542	54%	370	57%	106	65%
Male	19	48%	311	40%	459	46%	280	43%	58	35%
African American	6	15%	57	7%	73	7%	72	11%	16	10%
Asian/Pacific Islander	7	18%	139	18%	180	18%	245	37%	70	43%
White/Non-Hispanic	15	38%	431	55%	571	57%	129	20%	34	21%
Filipino	0	0%	27	3%	33	3%	70	11%	11	7%
Hispanic	9	23%	89	11%	85	8%	105	16%	25	15%
Native American	0	0%	3	0%	0	0%	0	0%	1	1%
Other/Unknown	3	8%	38	5%	59	6%	29	4%	7	4%
Gay/Lesbian	4	10%	71	9%	52	5%	9	1%	2	2%
Veteran	1	3%	24	3%	44	4%	19	3%	2	1%
Disabled	1	3%	42	5%	28	3%	31	5%	6	4%
Total number:	40		784		1001		650		164	

	Admini- strators (Fall 2012)		Full-Time Faculty (Fall 2012)		Part-Time Faculty (Fall 2012)		Full-Time Classified Staff (Fall 2012)		Part-Time Classified Staff (Fall 2012)	
Female	21	50%	456	60%	488	54%	346	57%	103	66%
Male	21	50%	301	40%	408	46%	266	43%	54	34%
African American	7	17%	53	7%	65	7%	68	11%	12	8%
Asian/Pacific Islander	7	16%	136	18%	155	17%	235	38%	68	43%
White/Non-Hispanic	16	38%	414	55%	516	58%	120	20%	32	20%
Filipino	0	0%	27	4%	33	4%	65	11%	11	7%
Hispanic	9	21%	84	11%	78	9%	98	16%	25	16%
Native American	0	0%	4	1%	0	0%	0	0%	1	1%
Other/Unknown	3	7%	39	5%	49	5%	26	4%	8	5%
Gay/Lesbian	4	10%	74	10%	44	5%	9	1%	1	1%
Veteran	2	5%	19	3%	36	4%	15	2%	2	1%
Disabled	1	2%	40	10%	26	3%	28	5%	6	4%
Total number:	42		757		896		612		157	

Faculty and staff are also diverse with respect to their age.

HR, in conjunction with appropriate College groups, has made a concerted effort through hiring procedures to maintain the highest level of commitment to academic excellence as well as to diversity and equity. HR actively recruits underrepresented populations and participates in the California Community College Affirmative Action Job Fairs.

On February 23, 2012, the Board of Trustees adopted Resolution No. 120223-S5, “Strategy for Improving Equal Opportunity in Faculty Recruitment and Selection.” The resolution called for the Chancellor’s Office to develop a comprehensive College-wide policy and implementation strategy for improving equal opportunity in faculty recruitment and selection. The Chancellor formed task force workgroups who met and reviewed the hiring data and diversity statistics contained in the Human Resources Hiring Data and Employee Data Reports. Without prior review by the Academic Senate, the Equal Employment Opportunity Officer, or the Diversity Committee, Chancellor Griffin placed the “Blueprint of College-Wide Policy and Implementation Strategy for Improving Equal Opportunity in Faculty Recruitment and Selection” on the April 2012 Board of Trustees meeting agenda. Because the document had not received Shared Governance review prior to appearing on the Board agenda and because serious inaccuracies in the document were a source of concern, a “Diversity Blueprint Workgroup,” including the Dean of Human Resources and representatives from the DCC and the Academic Senate, reviewed this document. This group came together on April 23, 2012, and the Academic Senate presented a summary of their findings, corrections, and timeline for implementation to Interim Chancellor Fisher in May 2012. Many of the groups’ recommendations regarding the hiring process were already in place (i.e., copies of transcripts versus original transcripts), and those recommendations concerning recruitment (i.e., letters of recommendation) can be accommodated and adapted into the current hiring process.

The recruitment of classified employees for the San Francisco Community College District is governed by the SFCCD/SEIU 1021 Collective Bargaining Agreement and the City and County of San Francisco Civil Service System.

III.A.4.b. Self Evaluation. The College publishes the annual Employee and Hiring Data Report and uses this information to assess how effective recruiting and hiring practices are related to increasing the diversity of its staff. The data in the chart are evidence of the diversity of the College’s employees.

While the Blueprint document generated much dialogue, members of the College community raised concerns about the process leading to the development of the document and about some of its recommendations. See also the response to Standard IV.B.2.c.

III.A.4.b. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Update Employee & Hiring Data Report	Not applicable	March 15, 2013	HR	7

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III.A.4.c. *The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.*

III.A.4.c. Descriptive Summary. CCSF subscribes to and advocates for integrity in the treatment of its administration, faculty, staff, and students by adhering to a number of regulatory policies and laws, including union contracts, the State Education Code and Title 5, the City and County of San Francisco’s Civil Service Charter, District personnel policies and practices, and federal, state, and local labor laws. The institution has also established procedures and guidelines to enable it to hire highly qualified individuals who will respond effectively and sensitively to the educational needs of students of diverse ethnic, cultural, socioeconomic, and educational backgrounds, sexual orientation, or disability.

In addition, the institution has an Equal Opportunity Statement that addresses CCSF’s policy on equal employment and educational opportunities. The Title 5/EEO/ADA Compliance Officer is responsible for this policy. The Title 5/EEO/ADA Compliance Officer is also responsible for disseminating informational brochures to all students and employees regarding District policies and procedures pertaining to sexual harassment and unlawful discrimination. This information also appears on the Office’s website and in employee handbooks. Sexual harassment training for employees serving in management and supervisory ranks is conducted every two years as required by law.

The District has identified the Title 5/EEO/ADA Compliance Officer to the State Chancellor’s Office and to the public as the single District officer responsible for receiving all unlawful discrimination complaints filed pursuant to Title 5 § 59328, and for coordinating any investigation. The Title 5/EEO/ADA Compliance Officer is also leading the update of the District’s EEO Plan in accordance with the State Board of Governors’ proposed Title 5 EEO regulations.

The Office of the Director of Student Advocacy, Rights and Responsibilities is responsible for student conduct and complaints. College Rules and Regulations pertaining to conduct are also contained in the College Catalog, in the Faculty Handbook, and on the CCSF website.

As stated in Section III.A.4.a, FLEX Day events have served as a forum for presenting informational workshops and trainings about the institution’s policies and practices related to respectful treatment of employees and students.

III.A.4.c. Self Evaluation. Based on its policies and procedures, the College strives to demonstrate integrity in the treatment of its administration, faculty, staff, and students. However, given the large and rapid nature of changes taking place within the institution at this time to define roles, responsibilities, and accountability, members of the College community have not felt that the College has consistently upheld this intention.

III.A.4.c. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Spring 2013 – comply with the State Board of Governors’ proposed Title 5 EEO Regulations by updating the District’s EEO Plan	Not applicable	June 2013	Title 5/ EEO/ADA Compliance Officer	7

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III.A.5. *The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.*

III.A.5.a. *The institution plans professional development activities to meet the needs of its personnel.*

III.A.5./III.A.5.a Descriptive Summary. The College’s Faculty Handbook, the Office of Professional Development’s website, and FLEX Day programs outline professional development requirements for faculty. The Office of Professional Development plans annual FLEX Day activity programs for faculty and staff. The FLEX Day programs respond to the teaching and learning needs that faculty and staff have identified and are consistent with the institutional Mission. Examples of such programs include teaching with technology, methods to motivate and aid student learning, diversity, and multicultural topics.

The discontinuation of Assembly Bill 1725 funding resulted in the elimination of travel funds, and regular professional activity events held throughout the academic year. This has directly affected the quality of FLEX Day events, as funding is not currently available for guest keynote speakers, diversity workshop presenters, and informational seminars from outside agencies. However, the College has continued to offer a limited program.

Another issue related to offering an extensive array of FLEX Day programs is the reduction in the number of programmed days devoted to professional development. Prior to 2003, the fall semester FLEX event took place over three days, and the spring semester events were two days. This allowed for a varied and quality offering of workshops in areas such as computer technology, diversity, in-service training/instructional improvement, program and course curriculum improvement, and learning resources. Negotiations between the College and Collective Bargaining Units have reduced the programmed FLEX Days down to one day each semester. Faculty received the other four days as independent FLEX Days to attend conferences or pursue individual developmental activities. However, due to severely limited travel budgets, it is increasingly difficult for faculty to attend conferences or off-site workshops.

These changes have directly affected the Flex Day events by reducing overall attendance, constraining the College's ability to solicit and contract with outside presenters, and limiting the number of quality workshops that could be offered. Negotiations are underway to restore one of the programmed FLEX Days to the fall semester.

Other outlets available for faculty professional development include the Basic Skills Faculty Colloquia, the Technology Learning Center's (TLC) technology training sessions (see also the response to Standard III.C.1.b.), the Department Chairpersons Council-sponsored Student Learning Outcomes Workshops, the Multicultural Infusion Project activities, and individual department workshops.

An additional professional development option offered through contractual agreement with AFT 2121 is sabbatical leave (SFCCD/AFT 2121 Collective Bargaining Agreement Article 17.N), which allows 4 percent of the faculty, including department chairs, to take sabbatical leave during an academic year. The Sabbatical Committee determines the granting of sabbatical awards in accordance with SFCCD/AFT 2121 Collective Bargaining Agreement Article 17.N.

Individual professional development targeted to specific faculty teaching/learning needs has been enhanced by the Union-District program to reward ongoing education and training with salary column movement. Since Fall 1999, AFT 2121 and the District have agreed to grant salary column movement to faculty who do not possess a Ph.D. Faculty wishing to take college courses to accumulate units for salary column movement may: (1) take undergraduate courses, which require prior approval from their respective School Dean and Vice Chancellor; (2) take graduate courses; or (3) develop a long-term professional development plan (SFCCD/AFT 2121 Collective Bargaining Agreement – Professional Development Plan). HR administers the evaluation of faculty coursework for salary column movement.

The Chancellor grants administrative sabbaticals. In accord with the Sabbatical Leave Policy for Administrators, up to two sabbatical leaves may be granted per academic year and the award may be for one semester, one year, or a split (two non-consecutive semesters). Approval is based on seniority, benefit to the institution, and benefit to the individual, and consideration is given to the timing of the leave and its consistency with institutional priorities. Administrators may also receive a short-term paid or unpaid leave for professional development. Due to the reduction in the number of administrators and the budget crisis, no administrator has received a sabbatical since Fall 2005.

In cooperation with the leadership of the classified employees (SEIU 1021 and the Classified Senate), the Office of Professional Development and the Chancellor’s Office sponsor a classified employee FLEX Day once a year. The District provides release time for training and/or presenting during Flex Days. The Classified Senate established the Joan McClain (founding member of the Classified Senate) scholarship to aid classified employees pursuing academic goals.

The following educational opportunities are also available to classified SEIU 1021 members: (1) enrollment fee waiver program; (2) Book Loan Program; and (3) the SEIU 1021 Enrollment Fee Reimbursement Grant. Specific information about each of the aforementioned programs is available in the Classified Handbook and in Article 13– “Staff Development” of the SFCCD/SEIU 1021 Collective Bargaining Agreement.

III.A.5./III.A.5.a Self Evaluation. The College can only offer limited professional development opportunities given fiscal constraints. However, in response to ACCJC’s Recommendation relating to administrative capacity, the District will allocate \$150,000 for employee professional development in FY2013-14. The workgroup addressing this issue also recommended exploring low- or no-cost options for professional development, including participation on accreditation site visit teams, establishing a mentoring program, and the possibility of providing professional development in some cases through existing CCSF classes.

In addition, the workgroup addressing administrative capacity recommended that the College restore orientations and training for deans, department chairs, program coordinators, classified staff and expand to others as applicable.

Interim Chancellor Fisher instituted a series of Leadership Training activities for the management team. Topics to date have included accreditation, enrollment management, Banner usage, SLOs, Shared Governance, and leadership strengths. The accreditation workgroup reviewing professional development has recommended that these activities continue and that the College develop a formal annual schedule.

III.A.5./III.A.5.a Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
* Leadership training implemented	As of July 2012 and ongoing	As of July 2012 and ongoing	HR	7
* Training and professional development recommendations developed	September 2012	September 2013	HR	7
Continue to work to fully implement and fund a professional development program that promotes training and professional growth opportunities for all employees	Not applicable	ongoing	HR	7

Funding for staffing of the Professional Development Office including a faculty on 80 percent release, to handle the increased workload resulting from tracking of faculty professional development credits and grants processing due to \$150,000 allocation for employee professional development	Not applicable	July 2013	HR	7
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Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

III.A.5.b. *With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

III.A.5.b. Descriptive Summary. The primary ways that the College evaluates FLEX Day sessions and other professional development opportunities is through the Employee Survey, administered at regular intervals, the FLEX workshop evaluation forms, and evaluation forms completed by faculty and staff related to the TLC and online course training sessions offered by staff in the Technology Mediated Instruction (TMI) area.

Professional Development staff use the suggestions made on the FLEX evaluation forms to plan future FLEX Day sessions and share the evaluations with the presenters so that any comments can be addressed by the presenter before offering that training session in the future. They also use informal feedback and suggestions from faculty to plan future professional development sessions. In the past, when the Professional Development Office operated with a full staff, it distributed a needs assessment survey District-wide to solicit feedback on employee professional development needs and assess current offerings. Plans are underway to implement and distribute a needs assessment survey during Spring 2013 and use the results to develop professional development offerings during the 2013-14 fiscal year.

The results of the 2011 Employee Survey show a near good rating for Flex workshops, and a slightly higher than good rating for the Ed Tech Department’s TLC workshops and TMI’s distance learning training and support.

III.A.5.b. Self Evaluation. The FLEX sessions are limited to one day per semester, some of which is devoted to departmental meetings. The reduced schedule makes it difficult to schedule a sufficient variety of workshops. Because of this, the value of assessing workshops and using the findings for improvement are limited. Nonetheless, FLEX workshops and the evaluations thereof will continue.

When staffing allows, the College will examine the feasibility of including an online “suggestion box” for professional development on their website.

III.A.5.b. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Continue to work to fully implement and fund a professional development program that promotes training and professional growth opportunities for all employees Increase staffing resources to better implement evaluation practices Develop and distribute Needs Assessment Survey	Not applicable	Ongoing Spring 2013	HR	7

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III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

III.A.6. Descriptive Summary. In assessing the adequacy of staffing, the College considers the following factors: (1) support needed to provide a specific function/service/course and the quality of that service; (2) the health and safety of students, faculty, staff, and District assets; (3) staffing required by law and/or to provide critical support of tasks required of regulatory bodies; (4) support needed to perform critical technology services; and (5) support needed to maintain facilities and physical operations.

Program Review is now the primary source that the College is using for making all resource requests and decisions, including those for staffing. For classified staff hiring, the College has been utilizing the Vacancy Review Group (VRG) which is part of the SEIU 1021 Collective Bargaining Agreement. For faculty hiring, the College relies on a committee established by the Faculty Hiring Procedures Agreement which is generally known as the Faculty Position Allocation Committee (FPAC). FPAC has been utilizing Program Review to inform decisions. Per Ed Code, the Academic Senate and the District must mutually agree upon all procedures contained within this document.

The District needs to work out the details with the leadership of classified staff and faculty so that the agreed-upon procedures for making staffing decisions fully integrate with institutional planning.

III.A.6. Self Evaluation. Human resource planning has not been integrated with institutional planning, but plans are in place for this integration to occur in the future, with details to be worked out as noted above. Staffing requests did not always follow a streamlined, transparent process. The primary reliance for the future on Program Review

as the mechanism for making staffing decisions will help integrate human resource planning with institutional planning. To fully integrate human resource needs with planning, the College must develop a separate staffing plan that feeds into the resource allocation process through Program Review.

III.A.6. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Develop a staffing plan that draws upon priority lists from the modified annual Program Review process and is fully integrated with institutional planning processes	Not applicable.	April 2013 (1 st draft)	HR ORP	7

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III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

In July 2012, ACCJC issued the following recommendation regarding physical resources

“To fully meet Standard III.B Physical Resources, the team recommends that the college incorporate all costs required to appropriately operate and maintain existing facilities, whether owned or leased, into its annual and long-term planning and budgeting processes and annually allocate the required human and fiscal resources to effectively and equitably operate and maintain physical resources at locations where courses, programs and services are offered.”

The changes that the College has implemented with respect to better integrating its planning and budgeting system establish a foundation for addressing this Recommendation. In addition, the College has placed on hold any major projects until the Total Cost of Ownership model is implemented. The College is sorting FY2012-13 spending data by major location to better understand the costs associated with operating each center and site. These data will begin to become automated with the development of the FY2013-14 budget and will help College leaders make better informed decisions going forward. The responses below outline the extent to which the College conforms to this Standard and this related ACCJC Recommendation.

III.B.1. *The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.*

III.B.1.a. *The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.*

III.B.1.b. *The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

III.B.1.-III.B.1.b. Descriptive Summary. The Office of Facilities Planning, which reports to the Vice Chancellor of Finance and Administration, is responsible for directing and coordinating all projects relating to physical resources. These projects include planning new facilities, as well as undertaking major maintenance and renovation projects each year. The Vice Chancellor for Finance and Administration also oversees the Buildings, and Grounds Department, which is responsible for maintaining facilities and undertaking minor repair projects. Custodial Services, which is responsible for keeping the facilities clean and operational, is also part of the Maintenance, Buildings, and Grounds Department. Due to retirements, the lead positions in these two departments are currently vacant. At the same time, the College is not presently moving forward with any major projects; as a result, the Vice Chancellor of Finance and Administration will reorganize these departments under a single Superintendent of Building and Grounds position. The College will fill this position during Spring 2013.

The Campus Police Department ensures College-wide security.

CCSF appointed an ADA Compliance Director to coordinate and resolve issues regarding access, safety, and security to ensure a healthful learning and working environment.

Centers and Sites. CCSF offers most of its classes at the following District-owned locations: Ocean Campus, John Adams Center, Chinatown Center, Downtown Center, Alemany Center (Civic Center), Evans Center, and 33 Gough Street. The College also offers classes at the following leased locations: Mission Center, Southeast Center, Fort Mason, and the Airport. In total, the College offers classes at over 100 sites.

On September 27, 2012, the Board took action to direct the Interim Chancellor to actively pursue options for generating revenue from the 33 Gough Street property and to relocate class offerings at the Castro Center and two Park Presidio sites to other appropriate centers. The College has taken action accordingly, and is now working with the firm of CBRE for expert real estate advice.

Public Safety. A Chief of Police heads the College's full-time Public Safety Department that works closely with the San Francisco Police Department. The District's Public Safety Department is a state Peace Officer Standards and Training (POST)-certified department under 830.32 (a) of the California Penal Code and provides onsite law enforcement and/or security services at the main Ocean Campus, as well as designated centers and sites. CCSF's Public Safety Department uses many sources to evaluate the safety of the District's facilities, including, but not limited to, assessing data on calls for service and type, campus population, and hours of operation, as well as monitoring crime

statistics for locations within CCSF and within neighboring communities. Additionally, the Public Safety Department is required to review Clery Act data in order to track crime trends and to make this information available to the College community, which it does through the Campus Police website and through a limited number of copies available for review in the Campus Police Office.

In the past, the Public Safety Department operated 24 hours. Due to budget cuts, the Department now operates for 19 hours a day. For the locations that do not have Public Safety Officers on site, the Public Safety Department responds on an as-needed basis.

The College has a text messaging alert system that provides text messages to the College community regarding any emergencies. Approximately 1,000 people have signed up for the text messaging alert service. Although this communication is optional, the College encourages its community to select this service to receive instantaneous messages as the need arises. The College does not currently have formal protocols for using the text messaging alert service, and instead relies on the judgment of the College Chief of Police to determine when such messages should be issued.

In 2009, the District appointed an Emergency Preparedness Coordinator to ensure the District's safety and security. The College has completed an assessment of its Emergency Evaluation Plan; prepared an Emergency Response Plan Binder; provided Standardized Emergency Management System (STEM), National Incident Management System (NIMS), and Incident Command System (ICS) Trainings along with "table top" exercises; collaborated with the Emergency Operation Center (EOC) for joint training and sharing of resources; created a San Francisco Colleges and Universities Resource Group for Emergency Preparedness; assigned primary Emergency Response Team personnel at each educational center and site; hosted Neighborhood Emergency Response Team (NERT) training for the CCSF community; participated in state-wide earthquake drills; and completed several evacuation drills. The College is in the process of updating the Emergency Plan.

Facility Safety and Access. The College formerly used the safety inspection services of the Statewide Association of Community Colleges (SWACC) Joint Powers Authority for property and liability coverage; however, starting in FY2012-13, the College now uses the Alliance for Schools Cooperative Insurance Program (ASCIP). CCSF also tracks the safety of its facilities by using the Foundation for California Community Colleges-operated "Facilities Utilization Space Inventory Options Net" (FUSION), a web-based suite of tools to support the integrated management and reporting on California community college facilities throughout the state. Every three to five years, staff from the Foundation inspect, assess, and evaluate all District facilities. FUSION conducted the most recent inventory assessment in October 2012.

Effective Space Utilization. The Office of Instruction, along with the center deans, assigns classroom space in order to meet student needs. The most recent inventory count took place in Fall 2012.

CCSF relies heavily on the expertise of center deans and department chairs to articulate departmental and program needs regarding space. In addition, the College formerly relied on the Shared Governance Facility Review Committee where requests and projects were considered and prioritized. The College still needs to work out the details regarding

input from College constituencies in facilities decisions in the new Participatory Governance Council.

Facilities Planning. The College has been fortunate to have received three major local bond issues to upgrade a significant portion of its facilities; however, with limited bond funds remaining, the College will need to find other resources for facility improvements. The age of most classrooms, labs, and lecture halls exceed their life expectancy and will not provide an environment that supports student learning if the College does not provide resources for major maintenance needs. The long-term plan for fiscal stability approved by the Board of Trustees in February 2013 provides substantial funding for maintenance. However, these funds will not be sufficient to address all maintenance needs.

Historically, the College has not had a way of prioritizing information gathered from the departments with regards to maintenance and replacement. Therefore, the College has not addressed some of those needs. However, CCSF recently made improvements in Program Review and Annual Planning, which will inform the College at large about program and service needs by better centralizing the planning process.

III.B.1.-III.B.1.b. Self Evaluation. Since the ACCJC team visit in March 2012, the College has begun to address the ACCJC Recommendation regarding physical resources (Recommendation 9).

The College has assembled a workgroup with representatives from various disciplines to examine all centers and sites (see “Special Focus: Centers and Sites” at the end of the response to the Standards). The workgroup has been responsible for sorting and assigning 2012-13 operating costs for the main Ocean Campus and for all centers. The College has also started to assess the annual allocation of the required human and fiscal resources to effectively and equitably operate and maintain physical resources at locations where it offers courses, programs, and services.

The College’s Buildings and Grounds Department responds to maintenance requests requiring immediate attention, such as plumbing leaks, lighting issues, and broken elevators, among others. However, the College’s skilled crafts workforce is now greatly reduced as a result of the need to save operating expenses during several years of budget cuts. As a result, it is not possible for the College to address maintenance issues in a timely manner.

For large-scale facilities improvements, the College has not utilized a centralized process to connect its 10-year Facilities Master Plan to planning and budgeting activities. However, all College programs and departments participate in the annual cycle of Program Review, and Program Review has become the primary mechanism through which College units identify their resource needs—including facilities and equipment—to support learning and/or operations and through which each unit formally requests their required resources for the upcoming fiscal year (see also the response to Standard I and Standard III.c.1.c.). While in the past the Program Review process has not been linked to facilities improvements or equipment purchases, in the future, the result of this process will correct a current deficiency in the College’s ability to prioritize capital improvement projects.

In 2003, the District Facility Condition Assessment Report indicated that existing District facilities were in generally poor condition, and only limited improvement has taken place since then. While the College now has an up-to-date FUSION database that it can use to assess, prioritize, and implement facility improvements, during the current fiscal year there are no funds available to address these needs..

While the College has been able to rely on bond initiatives to build new facilities, the College needs to refocus its attention on existing facilities where conditions are deteriorating and are at times inadequate to support student learning. The long-term plan for fiscal stability that the Board of Trustees approved will improve the College’s ability to address maintenance needs, but a larger source of funding such as a future local bond issue will be needed to fully upgrade facilities.

With respect to public safety, the College developed its Emergency Response Plan in 2008 and needs to update it. The College has conducted annual evacuation drills for several years and has also conducted tabletop exercises for emergency responders. Additional exercises need to be conducted in the future.

III.B.1.-III.B.1.b. Actionable Improvement Plans. The table below summarizes the actionable improvement plans associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
* Total Cost of Ownership Model identified	August 16, 2012	August 16, 2012	VCFA	8
* Total Cost of Ownership data gathered	Ongoing	Ongoing	VCFA	8
Adopt, create, and implement the Total Cost of Ownership (TCO) Model	Not applicable	Fall 2013	VCFA	8
Designate an individual to monitor the FUSION website and TCO Model; On an interim basis designate the Superintendent of Buildings and Grounds In the long-term, the Facilities Planning Director will assume this function	Not applicable	Spring 2013	VCFA	8
Develop annual budget in a manner that allows for tracking expenditures for each Center and Site separately; Use the “L” in FOAPAL in the Banner system	Not applicable	Spring 2013	VCFA	8
Develop and implement a plan in order to fund and replace facilities that have outlived their life expectancy; a) Some funding will be provided via the Long-term Plan for Fiscal Stability b) Additional funds will be needed from a local bond measure	Not applicable	a) July 2013 b) 2016?	VCFA	8

Increase awareness about waste management, in addition to encouraging the community to recycle; Emails, and posters encouraging change Remove waste baskets from classrooms and offer recycling choices in vestibules	Not applicable	Fall 2013	Recycling Department	8
Base future bonds on the FUSION data	Not applicable	Fall 2016	VCFA	8

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III.B.2. *To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

III.B.2.a. *Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

III.B.2.b. *Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluations as the basis for improvement.*

III.B.2.-III.B.2.b. Descriptive Summary. The College has a 10-year Facilities Master Plan that prioritizes capital outlay projects for the District. Additionally, the College has started to use Program Review and other department-level requests to consider maintenance priorities for the District. In addition, the College submits an annual Five-Year Construction Plan to the California Community Colleges Chancellor’s Office identifying major projects. Buildings in need of renovation that the College has identified in the past include the Downtown Center; Evans Center; and the Arts Building, Science Hall, Rosenberg/Learning Assistance Center, and Cloud Hall on the Ocean Campus.

In recent years, the College completed facilities improvements based on emergency needs and the availability of bond funds. Maintenance requests have not been closely linked to the Facility Master Plan. With the enforcement of the new planning system, the College will start linking these requests to the allocation of resources through the Program Review process. In the past, the College has not implemented a total cost of ownership approach for its major capital projects. The College recently placed its last remaining funded major project, the Performing Arts Center, on hold until the College has fully determined the total cost of ownership.

While the College constructed several new buildings in recent years, such as the Wellness Center, Student Health Center, Multi-use Building, and the Chinatown-North Beach Center, older buildings have significant maintenance needs that have not been addressed.

Resources for purchasing equipment have been relatively scarce in recent years with the exception of Perkins funds for CTE departments.

III.B.2.-III.B.2.b. Self Evaluation. Since the last evaluation (Fall 2012), the College convened a workgroup to examine the physical resources of the College. The workgroup made recommendations on how to include physical resources as part of the College-wide planning process. The College needs to continue developing an effective process that includes a regular review and evaluation of classrooms, equipment, and other physical resources. Now that the 2012 facilities inventory is complete, the College is in a good position to develop this regular review.

Starting in December 2012, departments use the Program Review process as a way to inform the College community on departmental facilities needs. The new protocols and process of prioritization regarding Program Review builds in an annual process for allowing these needs to compete for resources with other College needs. The Education Master Plan is outdated; and the College needs to update it and link it to other College plans including the Strategic Plan and Facilities Plan. One of the primary focuses of all College plans should be to make the learning environment better for the entire College community. Although the College does not have a formal process to ensure that capital projects support College goals, the College is working on updating the outdated plans in order to ensure the alignment between the plans and College goals.

In the past, College units worked independently to promote individual program or unit needs, at times not fully engaging in the planning process. Consequently, discussion and decision making about facilities needs has reached the Board of Trustees without sufficient analysis.

III.B.2.-III.B.2.b. Actionable Improvement Plans. See the Actionable Improvement Plans for Standard III.B.1.

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Use the modified annual Program Review process to identify and prioritize near-term facilities needs and to inform longer-range facilities planning	Not applicable.	Spring 2013	VCFA	8

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III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

In July 2012, ACCJC made the following Recommendation regarding Standard III.C.:

To fully meet Standard III.C Technology Resources, the team recommends the college develop a comprehensive plan for equipment maintenance, upgrade and replacement that is integrated with the institution's budget allocation processes; and that the college continues to monitor its information technology systems and implement measures to more fully secure the technology infrastructure.

The response to Standard III.C. (especially Standard III.C.2) describes the ways in which the College responded to this Recommendation.

III.C.1. *The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.*

III.C.1.a. *Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.*

III.C.1./III.C.1.a. Descriptive Summary – ITS. The Information Technology Services Department (ITS) is the primary provider of technology support. The Department provides base-level services for general operations such as email, telephones, desktop computers, network services, and Internet access to all faculty and staff as well as specialized technology services for specific administrative and academic departments. In addition, ITS maintains the systems and databases for student registration, Payroll, Financial Aid and Finance. ITS also provides support for WiFi services, Academic Labs and the associated network infrastructure. ITS makes decisions regarding the design and operation of these systems and services in conjunction with the Information Technology Advisory Committee (ITAC). The Board of Trustees' Facilities, Infrastructure and Technology Committee (FIT) approves policies related to technology.

A part-time, interim Chief Technology Officer (CTO) currently supervises the ITS Department under the leadership of the Vice Chancellor of Finance and Administration. The ITS Department comprises 41 people and consists of two primary units, Technical Services and Technical Operations.

Technical Services provides technical support to all CCSF employees and approximately 113 computer labs. Support includes determining technical needs, recommending equipment, setting up and installing hardware and software, and providing ongoing service. To assist with this process, ITS staff use an online Work Order Request and Incident Tracking system from the vendor SchoolDude. The organization is responsible for over 5,000 computers in 11 locations and provides support via phone, onsite support, in-house repairs, coordination of vendor repairs, and computer lab management.

ITS Technical Operations provides technical support in the areas of Programming, Systems, Networking, and Telephone Operations. CCSF benefits from institution-wide

support by this organization in the form of systems design, management, operations, and capacity planning.

In addition to ITS, the following CCSF departments and units employ an additional 21 technology support staff: Admissions and Records, DSPS, Educational Technology Department (“Ed Tech”), Financial Aid, Finance and Administration, Human Resources, Matriculation, and the Library. In order to directly meet their technology needs, the managers of the departments in which these technology support staff are located determine the priorities and direction of activities. The Library supports an integrated library system, Millennium, which allows for resource management and access to library materials, services, equipment and Library and Learning Resource (LLR) room use. (See also Standard II.C.1.d.)

The primary administrative software application in use at CCSF is Banner. It is an integrated software solution developed by Ellucian (formerly Sungard Higher Education) designed to enhance operations and effectiveness. The Banner system is a database that supports and manages student information, accounts receivable, financial aid, finance, payroll, human resources, and position control. In addition, Banner includes a number of self-service features locally called Web4, which allow students, faculty, and staff to access personalized online services. Data from Banner informs Program Review, enrollment management, MIS reporting, and other ad-hoc needs.

ACCJC Recommendations 2 and 9, as contained within the July 2012 ACCJC determination, both call for more effective and integrated planning with respect to technology needs (particularly Recommendation 9 as noted at the beginning of the response to Standards III.C.). In light of these Recommendations, the Program Review process is now the primary mechanism through which College units identify their technology needs to support learning and/or operations and through which each unit formally requests their required resources for the upcoming fiscal year (see also the response to Standard III.C.1.c.). This process provides a mechanism to design technology services, professional support, facilities, hardware, and software that enhances the operation and effectiveness of the institution, because these requests should be based on data that inform technology (and other) needs. The College will implement these prioritized projects in addition to the projects and operational tasks that ITS specifies in its own Program Review. Generally, Program Review is the mechanism by which units make relatively large-scale requests that require more resources to purchase.

Given the dynamic nature of technology, College units also make ad hoc technology requests throughout the year that are less resource intensive. For example, ITS reconfigures the computer labs each semester based on recommendations from faculty members to incorporate new features and functionality into the learning and teaching environment. The College community and technology staff engage in continuous dialogue to modify and adjust technology systems based on day-to-day needs. ITS proactively monitors and supports all major systems by using system management tools consisting of online applications and associated databases. The specific systems ITS monitors include Network Switches, WiFi Services, Internet Utilization, Telephone Systems, Storage Area Networks, and Firewalls.

III.C.1./III.C.1.a. Descriptive Summary – Ed Tech. The Educational Technology Department (“Ed Tech”) provides services to faculty and staff for the use of educational technologies to promote student learning in face-to-face classrooms and via distance education (online and telecourses). The Educational Technology Department includes the Technology Mediated Instruction (TMI) unit and the Technology Learning Center (TLC).

The Department is currently responsible for funding, training, and managing the development of all distance learning classes (between 8-10 new online classes developed each academic year); funding and managing the delivery and support of all existing distance learning classes (averaging 300 sections an academic year and generating \$6.02 million in academic year 2011-12); training and support in educational technologies relevant to face-to-face and distance education; and funding and managing the delivery of all telecourses.

Consistent with the College’s Mission, the Educational Technology Department strives to provide programs and services that achieve the following major program objectives: first to successfully teach and learn through CCSF’s learning management system, and, second, to promote the use of educational technologies to enhance teaching and learning including innovative hardware and software.

CCSF identifies and evaluates its technology needs for both distance learning and the general use of educational technologies in the classroom in a variety of ways: Program Review, the Employee Technology Survey (February 21, 2013), TLC Surveys, Surveys for both distance education students and faculty, the Teaching and Learning with Technology Roundtable (TLTR), the Distance Learning Advisory Committee, Educational Technology Department meetings, and the institutional initiative for SLOs and assessment.

The College makes decisions about whether to adopt technology based on the impact such technology will have on student learning and after extensive feedback from users. Additionally, the College bases decisions on the availability of fiscal and human resources. The Teaching and Learning with Technology Roundtable (TLTR) discusses new ideas about technology. Faculty discuss technologies related to distance education at Ed Tech Department meetings. Outside vendors often present new educational hardware and software technologies to the TLTR.

CCSF uses an outside vendor to host the learning management system (powered by Moodle). The contract between CCSF and the vendor contains provisions for reliability, disaster recovery, privacy, and security to ensure that the system is reliable and sustainable for both distance education and tech-enhanced courses.

In Spring 2011, the Telecourse Office relocated to the same location as the TLC and TMI offices. With this move, Ed Tech is now able to provide support for all distance education faculty and students in one location, maximizing space, staff and equipment. Faculty teaching online receive priority for a desktop or laptop. Ed Tech received new equipment in Spring 2011 to replace equipment such as desktops. Faculty teaching distance learning classes have access to new desktops, a scanner, and a multi-media station along with software to support their teaching needs. Faculty also can make an appointment with Ed Tech staff to talk about any technology or pedagogy questions they

might have in their distance learning class. Additionally, the Ed Tech computer lab was upgraded in Summer 2010. This lab is a valuable resource for faculty teaching both distance education and traditional modes.

III.C.1./III.C.1.a. Self Evaluation – ITS. ITS performs technical systems management to proactively monitor, expand, and improve the availability and performance of College-wide communications and operational systems. An online Work Order and Incident Tracking System facilitates technical support services and provides a method of reviewing past incidents in order to improve service levels for future incidents. Automated tools help achieve greater efficiency, but they cannot completely compensate for a shortage of technical staff. While having technology staff assigned to individual departments directly meets the technology needs of that particular department, the College could achieve greater operational efficiencies if the ITS Department supervised all technology staff. The ITS Technology Services unit requires expansion in order to provide technical assistance and support during evenings and weekends. In the future, the College needs to better integrate technology planning with Program Review to ensure alignment with learning, teaching, College-wide communications, research, and operational systems. The College also needs to continue conducting the Technology Survey on a regular basis to assess the effectiveness of technology and receive suggestions for improvement.

The Program Review process ensures centralized prioritization of technology needed throughout the institution, and the annual budget now allocates resources for this purpose annually in addition to the resources already included in annual budgets for ITS itself. The College expects the plan to maintain, upgrade and replace equipment to enhance its ability to keep unit-based operational systems current.

Over the years, the College has customized Banner to improve its effectiveness by aligning it better with College operations, but this customization has reduced its efficiency, and the College is examining whether it would be more efficient to use the standard California Community College version of Banner (CALB) for at least some components. ITS staff responsible for programming play a key role in maintaining the Banner system; due to attrition, ITS will need additional staff to ensure the optimal continuation of this role.

Moreover, although Banner is an effective enterprise application, the College has experienced limitations in accessing and interpreting Banner data for decision making in part due to a need for more training. The College is in the process of implementing Argos to address this need as it will provide users with a more accessible, intuitive interface with Banner that will require less technical training. Argos is essentially a reporting tool for enrollment management, financial planning, and other activities. ITS began implementing Argos in November 2012 and will issue reports to CCSF decision makers beginning in February 2013. Argos is an example of how the College implements new systems and services as funding and other resources become available; a donation made it possible for CCSF to purchase Argos. In February 2013, ITS offered a series of Argos trainings for College personnel.

The College has selected Office 365, a hosted email service for Faculty and Staff from Microsoft, Office 365, for future use at CCSF. Migration will begin in January 2013 with completion scheduled for June 2013.

III.C.1./III.C.1.a. Self Evaluation – Ed Tech. Given the rapid pace of change in educational technology, it is vital that Ed Tech staff receive training in the most up-to-date hardware and software. Given the recent budget situation both at the College and state-wide, funding for such professional development has been non-existent. Realizing that the College must keep up with changes in technology, both the Ed Tech Chair and the TLC Coordinator have used personal funds to attend conferences related to distance learning and educational technology.

III.C.1./III.C.1.a. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Evaluate Technology Survey Results and implement effectiveness improvements	Not applicable	June 2014	ITS	9
Identify correlations between banner customization and CCSF business practices and continue migration towards Banner CALB	Not applicable	December 2014	ITS	9
Implement Argos Information Reporting Tool	Not applicable	December 2013	ITS	9
Complete migration to Microsoft Office 365 email service	Not applicable	June 2013	ITS	9

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

III.C.1.b. *The institution provides quality training in the effective application of its information technology to students and personnel.*

III.C.1.b. Descriptive Summary – ITS. The Information Technology Services Department (ITS) provides training to all City College employees for technology needs related to general operations. This includes three types of training: in-person, web-based, and handouts. Employees can take in-person classes at the Ocean Campus as well as at the other major centers. These classes are scheduled throughout the semester and cover a wide range of topics such as Microsoft Windows, Microsoft Office, and the Office 365 email system. Hand-outs provide tips and self-paced “how-to” guides on popular software and services. New technology related to Banner is demonstrated at the monthly Banner Advisory Group (BAG). Employees from multiple departments attend the annual California Community College Banner Group Conference (3CBG) and have an opportunity to learn from their peers throughout the state.

III.C.1.b. Descriptive Summary – Ed Tech. The Educational Technology Department provides faculty training on educational technologies and distance learning. Ed Tech faculty and staff support online documentation and tutorials. TLC staff work with faculty to decide on the most appropriate training to conduct each semester given the budget allowance. Discussions and suggestions concerning the needs for educational technology and training also emerge from the Teaching, Learning, and Technology Roundtable (TLTR), the purpose of which is to recommend policies for the use of technology for instructional support and student services. Training in all these areas has decreased with the recent and ongoing budget cutbacks. Ideas for training also emerge from discussions that take place at Distance Learning Advisory Committee (DLAC) and Ed Tech FLEX Meetings and through surveys and workshop feedback.

The TLC organizes the Technology Professional Development Training Program, which provides training for faculty and staff on a variety of educational software through a schedule of ongoing workshops and FLEX Day activities each semester. Since the ITS reorganization, the creation of the Educational Technology Department, and the significant loss in human resources within TMI, the TLC has shifted its focus to educational technology applications. The TLC delivers training in a variety of modes to meet the needs of CCSF faculty and staff. From hands-on workshops to online training and sessions created specifically for departments' needs, the TLC staff provide tools that educators use to increase student access and success. The TLC also delivers training on CCSFmail and Google applications for faculty and tech-enhanced Insight training.

TMI staff support online, technology-enhanced, and telecourse curricula. TMI provides training for faculty converting a class from a face-to-face mode to online delivery. With budget cuts in Fall 2009, TMI sustained a 50 percent cut to its training budget, resulting in funding only 24 units of online credit course development per academic year. In Spring 2010, TMI began providing training for faculty wanting to use Insight, the College's learning management system, to web enhance a face-to-face course. The training has been extremely popular, increasing from 100 tech-enhanced sections in Fall 2010 to over 300 in Fall 2012. With the shortage of staff within the TMI unit of Ed Tech, TLC staff have stepped in and filled human resource needs. The Employee Survey Report and Library Student Survey indicate high levels of satisfaction with Ed Tech training.

As a result of surveys, Ed Tech made a number of changes to the Telecourses Program, the Online Program, the Distance Learning website, the Tech-Enhanced Program, and the TLC. Changes include redesigning websites, creating additional learning resources such as videos, adding additional hours for drop-in support, and using educational technology to support SLOs and assessment, among many others.

Ed Tech also provides various means of support to students and faculty beyond the direct training activities described above. For example, the website for the learning management system (Insight) hosts a searchable FAQ for students and faculty and provides an online tracked ticketing system for students and faculty. Students and faculty can drop in to the Ed Tech office for support or call Ed Tech for support. Various videos are now on the Insight homepage that provide students with simple access to the learning management system. With the relocation of the Telecourse Office to Batmale Hall, students and faculty are now able to drop in or call five days a week for Insight support.

III.C.1.b. Descriptive Summary – Library and Learning Resources. Students receive training in the use of information technology in classrooms, via in-person and online workshops, and individually. Library and Learning Resources (LLR) course offerings and workshops cover basic use of information technology and in-depth information competency. Faculty and staff in open computer labs provide individual instruction in using hardware and software on computers, accessing network resources and more. Specialized instruction in technology use is available through the Disabled Students' Programs and Services department. Finally, specific course offerings through Computer Science, Computer Networking and Information Technology, Business and other departments provide technology training, and many departmental labs extend these offerings through individual instruction.

III.C.1.b. Self Evaluation – ITS. A current priority for ITS is preparing for the transition to the new email system, Office 365. ITS is providing training to employees for this system via weekly sessions that are scheduled throughout the District. Focused Banner training supports units' specific functions, such as Finance and Purchasing. Student Development also conducts training for Staff and Faculty on the use of Banner for accomplishing designated tasks, but overall there is a need for a broader scale approach to this important issue. In January 2013, the primary person responsible for training in ITS was laid off as part of the classified staff reduction. In light of this and in line with industry trends, ITS will begin posting more materials online for self-paced training.

III.C.1.b. Self Evaluation – Ed Tech. The Ed Tech Department continues to function with fewer human resources yet with increased responsibilities and continued growth while working within its allotted budget. With retirements and classified reassignments, staff and faculty within Ed Tech have taken on additional duties and responsibilities to ensure that all Insight users are fully supported, which has been Ed Tech's focus since the last Program Review. Staff are now cross-trained and have a back-up member trained as needed. While a shortage of staff has prompted Ed Tech to become more efficient, the decrease in human resources (both faculty and classified) is not sustainable. The additional decrease of the release time for the TLC Coordinator in Spring 2013 jeopardizes the ability of Ed Tech to serve both the educational technology needs of the faculty and the needs of distance learning.

With the ITS re-organization, the then-newly hired CTO re-allocated the \$5,000 budget that Ed Tech had been using to hire peer trainers for the TLC. Previously, Ed Tech used these funds to award grants to faculty so they could provide professional development workshops related to educational technologies. This loss in funds has significantly impacted the amount of professional development in teaching and learning with technology that Ed Tech can provide. The College has still not hired a faculty Distance Learning and Teaching Specialist position and, in Spring 2013, the reassigned time of the TLC Coordinator position was reduced to 0.4 from 0.8 FTE. This is a significant loss in support for distance learning faculty as all staff in Ed Tech are cross-trained.

The lack of a Dean of Educational Technology has been a significant factor in increasing the workload for existing staff. Ed Tech has the potential to significantly increase enrollment if it were to receive additional human resources and if the online development

budget were restored. A full-time Distance Learning and Teaching Specialist position needs to be filled. Additionally, provisions need to be made given the administrative re-organization potentially resulting in an additional loss of staffing for Ed Tech.

III.C.1.b. Self Evaluation – Library and Learning Resources. Students have many choices for training in information technology, both in-person and online. Communication among units about available instruction for students is generally available through the CCSF website. Lack of staff in certain areas sometimes limits hours of availability and matching appropriate expertise with student needs.

III.C.1.b. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Conduct training sessions for Office 365 email service	Not applicable	September 2013	ITS	9
Conduct training sessions for website Content Management System	Not applicable	December, 2013	ITS	9
Conduct Training for Argos Information Reporting Tool	Not applicable	December 2013	ITS	
Develop plan for coordination and delivery of Banner training	Not applicable	December 2013	ITS	9
Improve and maintain self-paced online training documentation	Not applicable	December 2013	VCFA	9
Restore internal grants management program for training teachers in educational technology software	Not applicable	Fall 2014	VCFA	9
TLC Workshops on SLO integration	Not applicable	Spring 2013	VCAA	9
Offer workshops for Distance Education Faculty on SLO Integration in Insight	Not applicable	Spring 2013	VCAA	9

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III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

III.C.1.c. Descriptive Summary. The CCSF technology infrastructure and associated equipment continues to evolve as new technologies emerge and become available for business and educational purposes. Until recently, while institutional needs have driven the selection and purchase of technology, the College did not employ a systematic process for doing so. In response to ACCJC Recommendations 2 and 9, the College has established a strong relationship between technology and the entire CCSF planning

process, particularly through Program Review, which the College will utilize to inform the need for equipment upgrades, replacement, and maintenance. The Program Review process will allow the College to evaluate and prioritize all administrative and academic technology needs in a centralized manner. Beginning with the 2013-14 budget, the College has included a line item to cover the costs of technology; the amount for 2013-14 is \$1.5 million and increases in subsequent years. This amount is in addition to the current ongoing Information Technology Services Department (ITS) operations expenses which are approximately \$1,135,000 annually.

For replacement of instructional technology and equipment for program improvement, grant programs are expected to continue in the future at some level, but the newly instated General Fund budget for technology referenced above will include all necessary expenses required for acquiring, maintaining, upgrading, and replacing technology infrastructure and equipment to meet institutional needs. This will include a desktop replacement strategy based on a five-year cycle for employee and student computers. For cost efficiency, ITS will measure the utilization of academic lab and academic center PCs in order to evaluate the extent to which consolidation and sharing of resources across multiple departments and programs can occur.

In addition to the above process, and due to the fast-changing nature of technology, it is necessary to gain input from the College community about technology policies and procedures; this is achieved via the Information Technology Advisory Committee (ITAC). It meets approximately once per month during the academic year and provides a forum for faculty, staff, administrators, and students to comment and make recommendations on technology policies and procedures. In this capacity, ITAC serves in an advisory role with respect to the use and distribution of technology resources through the Participatory Governance process. An example of this is the recent process for evaluating and selecting a new email system, Office 365. ITAC also advises the ITS Department for operational decisions and short-term planning. Members of ITS regularly participate in ITAC meetings and discuss upcoming activities related to the use of technology and receive information related to operational decisions.

Once the College procures technology as a result of the process outlined above, ITS has the primary responsibility for the management, maintenance, and operation of the College's technological infrastructure. ITS performs monitoring and management of the infrastructure and equipment through a combination of standards-based software tools and vendor-specific applications. These tools provide alerts when a service-impacting event occurs and also provide a mechanism for distributing patches and new images to specific pieces of equipment. Examples of this include InMon Sentinel and HP Procurve Manager for networking equipment and Symantec Ghost for desktop computers. The College has maintenance agreements with major technology vendors for critical systems in order to ensure software upgrades and technical assistance is available as needed. Vendors that provide ongoing maintenance through contracts include Oracle, Ellucian (formerly Sungard), Lilien LLC, and Alcatel-Lucent. In addition to this, PCs that the College purchases through the primary PC supplier, OmniPro, are covered by a three-year warranty and Ethernet switches the College purchases through the primary network supplier, HP Networks, are covered by a Lifetime Warranty which does not require a paid maintenance agreement.

CCSF ensures reliability of its technology systems by two primary methods. First, the College selects high-quality products to the greatest extent possible during the Request for Proposal (RFP) and subsequent acquisition process. Second, the College includes system redundancy and high-availability in the overall design strategy when feasible to include spare components and a mechanism for easy system replacement. In order to improve the reliability of critical systems and reduce the number of service-impacting outages, the College has installed additional power equipment for the most important servers and Ethernet switches. This equipment includes dual power supplies, Uninterruptible Power Supplies (UPS), and backup generators. The CCSF ITS Department also makes provisions for Disaster Recovery of critical systems. This includes storing backup copies of key data offsite by utilizing the services of Iron Mountain, a leading company in the field of information management services.

III.C.1.c. Self Evaluation. In past years, the College has not planned for and acquired new and replacement equipment in a centralized, institution-wide manner. The ITS Department has performed internal planning and implementation services to develop the College's technology infrastructure and to provide base services for the College using a combination of General Funds and Bond Funds from the 2001 and 2005 Bond measures. Academic departments have used a combination of grant programs and other funding sources in order to meet the specific equipment needs of the academic programs. Academic departments that qualify as CTE programs have been able to apply for Perkins funding in order to purchase new equipment for their specific needs. This process has met the needs of some departments but not others and has resulted in a non-uniform implementation and replacement method that lacks a centralized process for identifying needs, prioritizing requests and allocating funding. It has also resulted in a situation where the academic lab PCs are in many instances much newer and faster than the faculty and staff PCs.

CCSF had not effectively kept the Banner application up to date. Implementing upgrades from the vendor is a significant task because of the need to reapply past local software modifications. The College needs to continue to move toward the baseline application and stay current with the new releases.

Although automation and efficiency tools are helpful, technically qualified employees perform the primary tasks associated with managing, maintaining, and operating technology equipment. Due to budgetary constraints and attrition, the number of technical employees at the College has declined in recent years and has resulted in a reduction of service levels and a longer period of time for replacement of inoperable equipment. The ITS Service Desk has also experienced a loss of technical staff due to layoffs which has resulted in reduced levels of technical support for employees. In order to meet the rapidly evolving technology needs of the College, ITS will need to be more efficient in the services it provides while also filling senior technical staff positions promptly. The availability of technology support staff has been affected by the need to meet other institutional priorities to limit the College's liabilities, particularly in the area of paid-time off given that limitations in the accrual of vacation days and the Reduced Work Week (RWW) are serving as an incentive for employees to use up those hours, often in the form of extended time off.

III.C.1.c. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
* Guiding principles identified	August 7, 2012	August 7, 2012	ITS	9
* Sources of equipment usage data identified	August 31, 2012	August 31, 2012	ITS	9
* Replacement models developed	September 4, 2012	September 4, 2012	ITS	9
* Technology Plan dates redefined	September 4, 2012	September 4, 2012	ITS	9
* Cost and staff requirements for technology resources determined	September 4, 2012	September 4, 2012	ITS	9
* Constraints of funding sources identified	September 4, 2012	September 4, 2012	ITS	9
* Academic equipment inventory completed	October 1, 2012	October 1, 2012	ITS	9
Establish annual ITS budget for equipment acquisition and replacement using General Funds	Not applicable	July 2013	ITS	9
Implement prioritized technology-related Program Review requests	Not applicable	June 2014	ITS	9
Complete Business Continuity and Disaster Recovery Plan	Not applicable	December 2013	ITS	9
Replace desktop computers on a five-year cycle	Not applicable	Ongoing	ITS	9

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III.C.1.d. *The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.*

III.C.1.d. Descriptive Summary – ITS. Decision-making for the use and distribution of technology resources is tied to the planning process as the response to Standard III.C.1.c. describes above. The Facilities, Infrastructure and Technology (FIT) Committee of the Board of Trustees reviews proposed Board resolutions regarding technology to verify that those resolutions meet the institution’s goals and objectives as defined in the Strategic Plan.

The Technology Plan informs the prioritization process for technology distribution and utilization during the budgeting and planning cycle. The College has rewritten the Technology Plan for 2013-15 which links to the goals in the College’s Strategic Plan.

The 2013-15 Technology Plan also provides objectives for review and improvements to the Technology Planning process, recognizing that distribution and utilization of technology resources are dynamic in nature. In the College's new planning structure, Program Reviews and Annual Plans detail specifics in keeping with learning outcomes and institutional planning documents. Technology objectives, activities, and funding requests included in departmental Program Reviews and Annual Plans will align with the strategic Technology Plan goals. As noted in Standard III.C.1.c., ITS prepares its annual Program Review based on needs for common technology that serves all departments and units within CCSF. Each academic and administrative department also describes and requests their technology needs through Program Review. The respective Deans and Vice Chancellors use a rubric to evaluate and rank the priority of requests.

Technology resources for students are distributed throughout CCSF in approximately 113 academic facilities including computer classrooms and student labs. In addition to this, WiFi services are available in designated areas to allow students to utilize their own computing devices for academic purposes.

The network infrastructure is separated by firewalls into an Administrative side and an Instructional side to ensure effective distribution of technology resources while simultaneously protecting internal resources from security threats. CCSF Network Management Policies and Procedures provide guidelines for all support staff involved with the configuration and maintenance of technology systems. The network and information security infrastructure is improved on an ongoing basis to incorporate vendor feature enhancements, adapt to new threats and provide the necessary capacity to meet the needs of all programs and services. CCSF has deployed industry-standard solutions for redundancy within its primary technology infrastructure which includes a ring design for the Metro Area Network to minimize the impact of a fiber cut and uninterruptable power supplies combined with emergency generators to minimize the impact of power outages.

III.C.1.d. Descriptive Summary – Ed Tech. The response to Standard III.c.1.a. includes a discussion of the decision making process specific to the use and distribution of both hardware and software resources for distance education. Software is regularly updated and new application are adopted for use by faculty teaching distance education classes (e.g., Voicethread).

The current learning management system is Moodle. Before choosing Moodle, the distance education faculty engaged in a rigorous selection process including consideration of the most-used systems by community colleges.

The College contracts with an outside provider to host the learning management system. The vendor is a well-known nationally recognized Moodle host. The contract with the outside vendor includes a 99.9 percent uptime guarantee ensuring maximum reliability for students and faculty. Additionally, the contract includes provisions for security, archiving, and restoration. CCSF conducts regular updates to Insight per the hosts recommendations. Updates are scheduled between semesters and/or during times that will not significantly impact distance education faculty and students. The College will complete migration to Moodle 2 by December 2013. With the back-end challenges to Moodle 2, CCSF has chosen to migrate more slowly to work out as many of these issues

as possible before rolling out a new version to our distance education students and faculty.

Before deciding to migrate from Moodle 1.9 to Moodle 2, the core Ed Tech staff considered other learning management systems. A decision to remain with Moodle was based on the positive impact the current learning management system has on student learning, the current knowledge base of faculty, students and staff in relation to Moodle, the significant increase in cost migrating to a different learning management system, the ability to support faculty and students, and human resources in Ed Tech. Ed Tech personnel also considered the scalability of a new learning management system. The learning management system is currently only available to faculty teaching credit courses because the noncredit positive attendance system is not automated. The process for adding students from Banner to the learning management system is not automated. There is not a stable system in place to email all students enrolled in an online class.

The Higher Education Opportunity Act of 2008 requires that higher education institutions offering distance education must use an authentication system to verify that the student enrolled in the class is the same student completing the coursework. Reading the intent of the legislation and talking with other California community colleges, the College has learned that a student login system, such as is used for Insight, is sufficient.

III.C.1.d. Self Evaluation – ITS. In past years there has not been a College-wide, systematic process for prioritizing and funding technology needs including updating and maintaining both hardware and software. Prior to Fall 2012, decision-making on the acquisition and distribution of computer lab equipment was not well coordinated. The Technology Plan includes goals for improving data gathering by expanding the use of AccuTrack and other existing software to help evaluate the efficiency of equipment distribution and utilization. Academic program needs combined with usage data and human, financial, and facilities resources to support technology will determine redistribution and consolidation decisions.

Students have requested one lab with long hours that can access all software for homework assignments. In some cases, staffing for labs limits availability of hours more than equipment or facilities. In the future, the Program Review process will provide decisions on lab consolidation when appropriate in order to effectively distribute limited staff and technology resources. The presence of only one electrician in the District has occasionally slowed the implementation and distribution of technology resources. Students have also requested wireless printing, and ITS has been engaged in an effort to evaluate how best to accomplish this. Additional efforts are needed in order to minimize the impact due to PG&E power outages. This will include redesigning key infrastructure component to leverage the capabilities of existing backup generators.

In January 2012, the press reported on suspected virus infections at CCSF. The ITS department conducted extensive virus scanning of desktop machines, educated faculty, staff, and students on the importance of utilizing up-to-date anti-virus software, and closely examined computer systems and network traffic to determine the extent of any problems. ITS determined that the virus infection was limited to the International Students computer lab which had old computer systems that had their anti-virus software disabled in order to improve their speed. In May 2012, ITPC (now ITAC) approved

Network Management and Policies Procedures which clarify District policy forbidding the disabling of anti-virus software. This incident points to one of the problems faced when computer systems are out of date: the virus protection software runs too slowly. CCSF addressed this issue now by allocating resources for desktop computer replacement on a regular five-year cycle. In addition to this, the U.S. higher education community, including CCSF, receives cyber security services from an organization called the Research and Education Networking Information Sharing and Analysis Center (REN-ISAC). This organization monitors the Internet for certain types of viruses and determines where infected systems are located. It then notifies responsible parties and provides information allowing them to take action to remove the virus and other malware. CCSF received one notice from REN-ISAC during 2012 regarding a virus on College-owned equipment. The District took immediate action to remove the virus and place the equipment back in service.

III.C.1.d. Self Evaluation – Ed Tech. Insight could be a valuable tool for noncredit students and faculty. More exploration needs to be done to determine how Insight can serve the noncredit population including costs both for the LMS and human resources for Ed Tech. Ed Tech needs to work with ITS to automate the load of students from Banner to Insight. The College needs to identify a better way to email students enrolled in distance education classes. While Insight does have a student authentication system, Ed Tech needs to continue participating in the state-wide conversation with CCCCCO regarding this important topic. As CCSF migrates to Moodle 2, it needs to support Ed Tech for both front-end and back-end transitions that will occur. Currently, the Ed Tech staff is depleted and there are concerns about this migration and the impact on distance education.

III.C.1.d. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Establish annual ITS budget for equipment acquisition and replacement using General Funds	Not applicable	July 2013	ITS	9
Implement a system to email all online students	Not applicable	Fall 2013	ITS	9
Follow 2013-2015 Technology Plan guidelines for distribution and utilization of technology resources	Not applicable	December 2015	ITS	9
Expand capabilities for measuring use of academic computer systems and include data in consolidation decisions	Not applicable	June 2014	ITS	9
Expand WiFi coverage to 30% and add printing capability	Not applicable	June 2014	ITS	9
Install additional classroom projectors	Not applicable	June 2014	ITS	9

Redesign key infrastructure to leverage existing backup generator capabilities	Not applicable	December 2014	ITS	9
Monitor information and network security systems on a daily basis to maintain acceptable levels of security and robustness	Not applicable	Permanent Ongoing	ITS	9
Evaluate and deploy new security features and functionality	Not applicable	Permanent Ongoing	ITS	9
Migrate the Learning Management System to Moodle 2.0	Not applicable	December 2013	VCFA ITS	9
Identify a system to include non-credit classes on insight	Not applicable	Fall 2014	VCFA ITS	9
Implement an automated student load process from banner to insight	Not applicable	Fall 2014	VCFA ITS	9

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III.C.2. *Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.*

III.C.2. Descriptive Summary – ITS. As the response to Standard III.C.1.c. indicates, technology planning is now integrated with institutional planning. The 2013-15 Technology Plan provides objectives for reviewing and improving the Technology Planning process, recognizing that technology resources are dynamic in nature and require ongoing assessment in order to remain effective. Representatives from multiple CCSF departments, including ITS, Ed Tech, BEMA, Student Development, and the Library, developed the Technology Plan.

The Information Technology Advisory Committee (ITAC) is part of the Participatory Governance structure and performs an advising role and assists with evaluating the effectiveness of technology resources to meet institutional needs. Planning for Banner is conducted at the BAG. BAG membership is made up of various constituency groups including Student Development, Finance, Financial Aid, Payroll and Education Technology. The Teaching, Learning and Technology Roundtable (TLTR) recommends policies for the effective use of technology in instructional support and student services programs. The College conducts an employee Technology Survey to determine the effectiveness of current technology and is a mechanism for improving future technology deployments. ITS has an online suggestion box to receive feedback from employees on an ongoing basis in order to implement improvements or incorporate new functionality to meet program needs.

Managers and staff established program-level outcomes for assessment within each ITS program area (e.g., Computer Labs) in Fall 2012. Outcomes are refined through group

review and discussion and continually reviewed and augmented as necessary based on input from assessment data. Assessment methods include: feedback from ITAC and a College-wide annual faculty and staff satisfaction survey. Informally, ITS lab managers work closely with department liaisons to address concerns related to each lab's day-to-day and long-term operation. The ITS Assessment page provides a central location for ITS assessment processes and highlights.

III.C.2. Descriptive Summary – Ed Tech. Ed Tech bases technology decisions for distance education on the results of careful evaluation. As noted in III.C.1.a-b., decisions draw on both quantitative and qualitative data. Discussions occur in Participatory Governance meetings and Ed Tech meetings. The Ed Tech Program Review identifies the decisions made regarding technology and includes evaluations of such technology. Additionally, Ed Tech uses various survey instruments. Of primary concern when making decisions to adopt new technology, migrate to a different version of an existing software application, or discontinue the use of current hardware or software, is the impact on student learning. Included in this decision-making process is the availability to provide support for the new hardware/software for both faculty and students. In the last three years, the College has based technology purchases on relevancy to distance education over tech-enhanced and traditional modes. Effectiveness of the learning management system is measured by both faculty and student surveys. Effectiveness for telecourses is measured by student entry and exit surveys. The growth in the use of Insight for face-to-face classes has been tremendous over the last three years. Faculty use the learning management system to measure SLOs creating an easily accessible repository for shared data. The student help ticket and the faculty help ticket systems both provide key feedback in determining whether the learning management system is meeting the needs of distance education.

III.C.2. Self Evaluation – ITS. Prior to FY12-13, the College did not centrally review or prioritize technology needs identified in the Program Review process. This made it difficult to evaluate the outcomes of those decisions. These critical steps are now part of the strategic planning process and will require ongoing oversight and evaluation to ensure the process functions as it is intended and results in the use of technology that enhances programs and functions of the College. Program Review now includes a rubric for ranking resource allocation requests, but the rubric itself will require evaluation and possible modification to ensure a continuous improvement process. The prioritization and allocation process will need to be transparent to the College community to allow for effective analysis and evaluation.

A systematic assessment regarding the effective use of technology resources will need to be performed based on utilization metrics. The results will be used to implement improvements to the overall process. This will have to take into account the evolving nature of technology combined with the evolving needs of CCSF programs. Technology-based services at CCSF are broad in scope and decision metrics will not necessarily be the same for all services nor will the same metrics be used for all academic programs.

III.C.2. Self Evaluation – Ed Tech. With the decrease in human resources to Ed Tech, Ed Tech has prioritized supporting Insight and distance education over general training

for educational technologies for faculty. Ed Tech tracks and monitors tickets and regularly analyze the tickets making changes to the Insight homepage, training documents, videos, and other materials in order to make certain that the system is working as effectively as possible to support student learning in distance education.

III.C.2. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
*Relationship with College planning process articulated	September 7, 2012	September 7, 2012	ITS ORP	9
Use the modified annual Program Review process to identify and prioritize near-term technology needs and to inform updates to longer-range technology planning	Not applicable	June 2014	ITS	9
Establish Annual ITS Budget for Equipment Acquisition and Replacement Using General Funds	Not applicable	July 2013	ITS	9
Implement Prioritized Technology-Related Program Review Requests	Not applicable	June 2014	ITS	9
Evaluate Technology Survey Results and Implement Effectiveness Improvements	Not applicable	June 2014	ITS	9
Expand Capabilities for Measuring Use of Academic Computer Systems and Include Data in Consolidation Decisions	Not applicable	June 2014	ITS	9
Follow 2013-2015 Technology Plan Guidelines for Distribution and Utilization of Technology Resources	Not applicable	December 2015	ITS	9
Migrate the Learning Management System to Moodle 2.0	Not applicable	December 2013	VCFA ITS	9

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III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

Prior to receiving the ACCJC determination letter in July 2012, the CCSF Board of Trustees approved a request on May 31, 2012 to the State Chancellor of California Community Colleges for the assistance of the Fiscal Crisis and Management Assistance Team (FCMAT). FCMAT delivered a report on September 18, 2012, which includes 45 recommendations.

Prior to receiving the FCMAT Report, ACCJC issued the following Recommendations:

“To meet Standard III.D Financial Resources, the team recommends that the college use its mission statement to inform its allocation of resources decisions to match annual, ongoing expenditures with ongoing financial resources. This action is needed to increase its reserves to a prudent level that will allow it to meet financial emergencies and unforeseen occurrences, to meet its operation expenses without excessive short-term borrowing, and to effectively manage the financial impact of its unfunded, long-term liabilities (III.D.1.c, III.D.2.c).”

and

“To meet Standard III.D Financial Resources, the team recommends the college use the resources necessary to provide accurate and timely reporting of financial information; and to report this information to internal users so they may effectively participate in the annual and long-term planning and budgeting processes (III.D.1.d, III.D.2.g).”

The responses to Standard III.D. and its subsections below describe how the College has prioritized and has been addressing the FCMAT recommendations, which align with those of ACCJC related to financial resources.

Progress to date includes the Board’s adoption of a long-term plan for fiscal stability that addresses the need for an adequate reserve, a plan for the employer share of funding for long-term OPEB liabilities, and improved funding for maintenance of facilities and technology. The College will begin implementation of this eight-year plan with the adoption of the tentative budget and final budgets for FY2013-14.

In addition, the College has made specific proposals in labor negotiations designed to reduce long-term personnel costs, increase operational flexibility, and address the employee share of funding long-term OPEB liabilities. These additional OPEB contributions from the College and from employees, when added to the annual pay-go allocations, would meet the College’s Annual Required Contribution (ARC).

Finally, the College made timely decisions in December 2012 to ensure that its spending does not exceed available resources during FY2012-13. Specifically, when enrollment data showed that the College would not earn all of its base apportionment, decisions were implemented to reduce personnel costs with a combination of layoffs and reductions in compensation. The current forecast for the remainder of fiscal year 2012-13 shows that these actions were necessary for maintaining a balance budget.

III.D.1. *The institution's mission and goals are the foundation for financial planning.*

III.D.1.a. *Financial planning is integrated with and supports all institutional planning.*

III.D.1./III.D.1.a. Descriptive Summary. The College's new Mission Statement adopted in Fall 2012 will improve the ability to plan the distribution of resources. The prior Mission Statement did not provide specific priorities for the College to follow in planning and budgeting. The new Mission Statement better focuses the College and is a step toward acknowledging that CCSF cannot do everything requested of it with current resources. The new Mission Statement provides guidance for the development of the 2013-14 budget. Similarly, the Annual Priorities that the Board of Trustees adopted in early Fall 2012 will also provide direction for the development of the 2013-14 final budget.

The 2012-13 budget contained an Annual Plan with many institutional goals, covering virtually all of the College's activities. However, these goals need to be fully informed by the Program Review process as part of a continuing cycle of planning, budgeting, and assessment.

The institution has other plans related to the annual planning and budget development process, such as the Technology Plan and the Sustainability Plan, but the most important of these plans, the Education Master Plan, is in need of updating. When this revision is complete, it will drive some of the goals of the other institutional plans. The priority for 2012-13 was to maintain solvency; beyond that, the College did not clearly establish priorities for competing needs. The revised Mission Statement and Board of Trustees priorities will help to address this deficiency in 2013-14.

The 2012-13 final budget document included the College's Annual Plan, but it did not provide any documentation linking the budget to planning. Annual assessments provide information to help determine if the College is making progress on institutional priorities, but also do not demonstrate the link between budget and planning. The Board of Trustees-adopted 2012-13 budget did not contain documentation linking the Annual Plan to the annual budget. An example of progress in this area is the new Technology Plan that the College will incorporate into the development of the 2013-14 budget.

III.D.1./III.D.1.a. Self Evaluation. The College redesigned its annual planning and budget cycle and documented the specific sequence of steps in an annual timeline, as captured in Standard I.B. The College began implementing this integrated planning and budgeting cycle in August 2012 and September 2012 with the review of the College's Mission and the delineation of Board Priorities. Following through with the full cycle as documented in Standard I.B. will be critical to ensuring the integration of institutional and financial planning along with continually evaluating that system.

In addition, the College must continue its efforts to ensure that data used for budgets and Program Review are accurate, accessible, and useful for all managers. A number of managers have expressed concerns that budget-related data have not always been accurate and useful; compounding this issue is confusion about which office—Finance and Administration or Research and Planning—is responsible for extracting these data. While Research and Planning will be responsible for extracting the data, Finance and

Administration needs to facilitate this by ensuring that restricted fund data are organized in a manner that departments can readily use for Program Review.

It is also critical that the College generates an updated Education Master Plan, as this is a vital piece of the overall planning process and is a document from which other plans should draw.

III.D.1./III.D.1.a. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Annual comprehensive Program Review completed by all departments All requests for additional resource allocations are derived from results of Program Review,	Not applicable	Spring 2013	VCAA VCSD VCFA	2 / 10
Implement Revised Planning and Budgeting System tied to Program Review Board Adoption of Final Budget that is a product of the revised system. Budget requests are prioritized by the Vice Chancellors and recommended to the Chancellor	Not applicable	June 2013	VCAA VCSD VCFA	2 / 10
Establish which office is responsible for meeting the need for accurate useful Program Review data and take further steps to ensure that data is accurate and useful Lead position in ITS must ensure that programming resources are available for providing improved data for departments prior to beginning their 2013 Program Reviews	Not applicable	Fall 2013	VCFA	2 / 10
The College must update and reissue its Education Master Plan. Timeline for updating this plan is in the Planning section of this Self-evaluation	Not applicable		ORP	2

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III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

III.D.1.b. Descriptive Summary. Accurate information about available unrestricted funds on a District-wide level is available to individuals involved in the planning process. These data are contained in annual budget documents and in the Annual Budget and Financial Report (“311 Report”) that the College submits to the State Chancellor’s Office.

However, the College's managers have not had regular access to accurate data for their unit-level budgets, making it hard to directly connect unit-level plans and budgets. The Budget Office led an effort to improve this for FY2013-14 by inviting each division to identify corrections related to personnel charges that need to be entered at the front end of the budget process. This work will contribute to more accurate departmental level data for FY2013-14. Departments with a significant amount of grant activity have expressed concerns that data for these restricted funds are inaccurate and incomplete; this may lead a reviewer to an unfair conclusion about a program with respect to its financial impact on the College. The new Argos system should prove useful in providing more accurate and timely financial data that will be more readily available to administrators and managers.

Program Review is now a core element for decision making with respect to planning and budgeting, and the issues surrounding the accuracy of data should be resolved with the implementation of the Argos system. Managers will be able to make sound decisions based on available resources. Data accuracy in part also requires developing a system for better tracking of costs (e.g., faculty reassigned time) so that the College bases decisions on a full understanding of the nature and scope of those data. In the past, the Program Review template only solicited information from units about the need for increases in budgets to allow for expanded staffing or activities. As of Fall 2012, the Program Review template now includes a prompt asking for each department's plans should the coming year require a budget reduction.

The annual budget details ongoing commitments such as the employer share of fringe benefits in general and the "pay-go" portion of post-retirement health benefits in particular.

The College communicated information about available resources via multiple Shared Governance bodies in the past; the College has established a new home for these types of presentations in the new Participatory Governance system. The new Planning Committee will receive information related to resource changes driven by the results of program review. The Participatory Governance Council itself will in turn receive information about the budget as a whole, including the annual update of the three-year budget model.

III.D.1.b. Self Evaluation. Data related to restricted funds need to be more readily available for College-wide planning purposes. Data for unit-level budgets need to be more accurate in 2013-14 and thereafter.

The College has at times made major budgetary and structural decisions based on the costs of faculty reassigned time using financial data that do not connect the costs of that work to the types of work that faculty performed. Better tracking is required. Cooperative work between personnel responsible for faculty assignments, and personnel records in order to adjust coding will provide information that is relevant, accurate, and timely for future decision making.

While funding priorities were not at odds with the Mission Statement or annual goals in the past, the Mission and goals were quite broad and did not provide directional focus for the budget. As a result, the College cannot easily document the level of priority student learning has received. The new Mission Statement is a step toward changing this. The College needs to fully implement the annual budget process to ensure that this occurs.

III.D.1.b. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) related to this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
* List of possible cost-saving ideas developed	September 7, 2012	September 7, 2012	Workgroup10 /11	10
* Calculation methodology for quantifying cost savings developed	September 7, 2012	September 7, 2012	VCFA	10
* FCMAT report issued	September 18, 2012	September 18, 2012	VCFA	10
* Vice Chancellor reorganization implemented	August 27, 2012	August 27, 2012	Chancellor	10
* Non-bargainable cost-saving measures selected by Trustees utilizing FCMAT findings and list of cost-saving ideas prepared by Workgroup 10	December 2012		BOT	10
* Cost-saving measures implemented	March 2013	Ongoing		10
* Compensation concessions agreed to by bargaining units/constituencies	June 28, 2012		District Bargaining Units	10
* Bargainable cost-saving measures selected by Trustees utilizing FCMAT findings and list of cost-saving ideas prepared by Workgroup 10	Ongoing		BOT	10
Create New Restricted Funds Reports Business Office to Post Restricted Funds Reports Quarterly On website	Not applicable	June 2013	VCFA	10
Core group trained to enter budget corrections Training for entry of data in Banner Budget module	Not applicable	March 2013	VCFA	10
Implement Revised Planning and Budgeting System tied to Program Review See III.D.1.a	Not applicable	See III.D.1.a	VCAA VCSD VCFA	2 / 10
Participatory governance system needs to designate appropriate group to receive ongoing information about available resources PGC decides if such information is presented to the Planning Committee, directly to the PGC, or both	Not applicable	March 2013	PGC	2 / 10 / 12 / 13
Develop methods for tracking expenses such as noninstructional costs	Not applicable	Summer 2013	VCFA OI	2 / 12 / 13

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III.D.1.c. *When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.*

III.D.1.c. Descriptive Summary. The College used a three-year model to project future costs and revenue as part of the process for monitoring the 2011-12 budget and for developing the 2012-13 budget. The priorities for the 2012-13 budget were to reduce spending sufficiently to achieve a balanced budget assuming the passage of Proposition 30, and to achieve base enrollment with that level of state funding. Another priority was to maintain resources available for instruction at about the same level on a percentage basis as in recent years.

The College has a relatively small ongoing expense that is financed in the form of a multi-year lease.

The budget for 2012-13 contains the full current-year obligation but only a modest amount for the unfunded Other Post-Employment Benefits (OPEB) liability which is the College's only significant long-term obligation.

In February 2013, the Board of Trustees adopted a long-term plan for fiscal stability that covers eight fiscal years. The plan includes funding for the employer share of long-term OPEB liabilities. The College will begin implementation of this plan with the adoption of the tentative budget and final budgets for fiscal year 2013-14. In addition the College has made specific proposals in current labor negotiations to address the employee share of funding long-term OPEB liabilities.

III.D.1.c. Self Evaluation. The College needs to distribute the three-year budget model for review through the new Participatory Governance system.

The College has budgeted \$500,000 per year for its share of the long-term OPEB liability for retiree health insurance but needs to increase this annual allocation. The eight-year plan the Board of Trustees recently adopted will increase this employer contribution in a phased-in manner from a total of \$1.5 million in 2013-14 to \$4 million in 2020-21. The College is seeking a similar phased-in contribution from its employees that will bring the total combined contribution to \$7.2 million in 2020-21. In addition to these contributions the College will continue to make annual allocations to address the "pay-go" portion of OPEB expenses. According to the College's actuary, as a whole, this strategy will fund the ARC. For this plan to be fully implemented, the College must complete negotiations on this issue with the labor unions regarding employee contributions and eligibility criteria.

III.D.1.c. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Distribute three-year budget model in Participatory Governance system and receive input from College constituencies PGC decides if such information is presented to the Planning Committee, directly to the PGC, or both	Not applicable	March 2013	VCFA PGC	2 / 10 / 12 / 13
Implement a plan for fully funding long-term OPEB liability Conclude negotiations with labor unions Independent District action as needed	Not applicable	June 2013	BOT Chancellor VCFA	10

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III.D.1.d. *The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

III.D.1.d. Descriptive Summary. The 2012-13 processes for planning and budget development did provide some opportunities for participation for constituency representatives in the early stages of its development; however, constituencies did not receive the final budget for their endorsement review prior to Board adoption.

The new planning and budgeting system that the College developed in response to ACCJC recommendations is based on greater integration between planning and budgeting. All requests for resources must now be driven by the results of Program Review.

The new Participatory Governance system establishes the processes and opportunities for constituent participation that will replace the ones that were in place under the old Shared Governance system. The former system included a College Planning and Budget Council that served as a forum for budget matters and budget development, and the new system will need to clarify how this will now take place and communicate this new process to the College community.

III.D.1.d. Self Evaluation. While the old Shared Governance system did provide opportunities for constituency representatives to participate in planning and budget development, that system was not tied to the results of Program Review. The new Participatory Governance system establishes the processes and opportunities for constituent participation that replace the ones that were in place under the old Shared Governance system, and the information it receives related to budget are now tied to

program review. In addition, under the new system representatives better understand their responsibility to communicate with the groups they represent.

III.D.1.d. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Participatory governance system establishes processes and opportunities for participation by College constituencies	Not applicable	March 2013	PGC	10 / 12 / 13
Wide spread communication of Participatory Governance Council recommendations Recommendations posted on the College website and link e-mailed to all employees	Not applicable	March 2013	PGC	10 / 12 / 13

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III.D.2. *To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.*

III.D.2.a. *Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

III.D.2./III.D.2.a. Descriptive Summary. The College employs a variety of control mechanisms to ensure responsible use of financial resources in accordance with Board policies. For example, the College uses detailed matrices to designate signature authority for contract execution and invoice payments. Financial transactions and internal controls are subject to review by external auditors. The College also had an internal auditor who performed a very limited review. The College eliminated this position in the January 2013 layoff of a number of classified employees due the limited usefulness of the position and the lack of funds.

The annual budget, the annual audit report, and all quarterly financial reports are available on the College’s website. The annual budget document reflects the cost of carrying out the District’s annual operating objectives in support of student learning programs and services and in accordance with Board of Trustees’ mandates. The final budget incorporates the availability of state and local funding and includes a summary of the activities the budget will support.

The annual audit for FY2010-11 was unacceptably late. The College added temporary staff to complete the 2012 audit report in a timely manner, but the need for a special investigation prompted by a “whistleblower’s” allegations caused delivery of the report

to occur after December 31, 2012. The special investigation concluded that the “whistleblower” allegations were not true.

The annual audit for FY2011-12 contained a total of twelve findings, one of which is a material weakness. Two of the three material weaknesses identified in the FY2010-11 audit related to fiscal year closeouts and the College’s workers compensation fund were reduced to significant deficiencies in the FY2011-12 audit. The auditors determined that one material weakness remained, the lack of adequate funding for the College’s OPEB liability. As stated previously in this section, the College now has a plan to fund its ARC, the employer share already approved by the Board of Trustees, and the employee share currently being negotiated.

III.D.2./III.D.2.a. Self Evaluation. The budget planning cycle used for FY2012-13 does not adequately document the allocation of resources in a manner that supports student learning. The annual financial statement audits conducted by the external auditors find that the College presents its financial statements fairly in all material respect and that the institution has an adequate financial management system.

The College needs to add permanent accounting staff. While the hiring process for accounting staff began in Fall 2012, the College has not yet hired anyone to fill the vacant positions. Additional detail on this appears in III.D.2.b.

III.D.2./III.D.2.a. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
* One-time, temporary measures taken to increase human resource capacity within accounting	August 2012	August 2012	VCFA	11
* Long-term staffing plan for accounting and payroll developed	August 29, 2012	August 29, 2012	VCFA	11
* 2012 Annual 311 Report completed	October 2012	October 2012	VCFA	11
* 2012 Annual 311 Report distributed	October 2012	October 2012	VCFA	11
* 2012 Annual Financial Audit Report completed	December 2012	January 2013	VCFA	11
* 2012 Annual Financial Audit Report distributed	December 2012	January 2013	VCFA	11
* Long-term staffing plan for accounting and payroll executed	January 31, 2013	June 2013 and Ongoing	VCFA	11
Address all remaining audit findings from 2010-11 and any new findings from 2012-13. Increase in number of staff in accounting department	Not applicable	Partial completion by 6/30/13, full completion by 1/1/14	VCFA	11

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Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

III.D.2.b. *Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

III.D.2.b. Descriptive Summary. The independent auditor presents all audit findings directly to the Board of Trustees or the Board's Audit Committee in an open public session. The District's Business Office responds to all audit recommendations in as timely a manner as feasible. The College identifies and implements those recommendations that the College can effectively implement within the next audit cycle. Typically, the College receives the audit findings in December; therefore some recommendations require a longer time horizon for completion than the next audit year.

The District is currently working on implementing changes related to all 12 findings identified in the FY2011-12 audit report. Several of these findings are repeated from the previous year's audit. Findings related to closing and the timeliness of reconciliations are being partially addressed but to fully address these findings additional accounting staff is needed. The Business Office attempted to fill three key positions this fiscal year, a controller and two senior level accountants. Unfortunately the only qualified candidate for the controller position declined the College's job offer, and there were no applicants for the two senior accountant positions. The College will continue to advertise these jobs and search for qualified applicants until these positions are filled.

Findings related to incorrect charges to categorical programs have been addressed. A finding related to full funding of the self-insurance fund will take more than annual cycle to fully address, but the College has completed an actuarial assessment of this fund and has adjusted its internal funding rate to ensure that the unfunded liability does not increase and is balanced over the next 25 years. Finally, a finding related to capital assets is being addressed in FY2012-13 by contracting with a firm that performs inventory counts. The College will need to either contract with this firm on an ongoing basis or add staff to continue to comply with this requirement.

III.D.2.b. Self Evaluation. During the budget planning process, the District Business Office meets with various constituent groups, the Board of Trustees, and other stakeholders to prepare the tentative and final budgets. Each year, the Vice Chancellor of Finance and Administration receives information from the State Chancellor's Office and the City and County of San Francisco about the revenues to anticipate for that fiscal year. Other restricted funding sources provide letters of funding to the District to ensure restricted programs continue to be funded and operational. During meetings with all stakeholders, the Vice Chancellor of Finance and Administration provides monthly updates on the budget and the fiscal condition of the College at public Board of Trustees' meetings.

As noted above, the institution continues to work on corrective actions recommended by its auditors in 2010-11, but needs to accelerate progress in this area. There were a total of 13 such findings in FY2010-11. Five of these findings have been fully addressed. Three findings have been partially addressed. Five findings are not yet addressed. The eight

finding that are not yet fully addressed are a subset of the 12 findings for FY2011-12 discussed above.

In the past, the College has not regularly addressed all audit findings. With the most recent audit, the College has successfully eliminated two material weaknesses and has a plan to address the third.

III.D.2.b. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
District Business Office needs to lead efforts to address audit findings and communicate progress or lack of progress to College constituencies Hire additional permanent staff in the accounting department Use College website to communicate progress addressing audit findings	Not applicable	June 2013 partial completion, ongoing effort thereafter	VCFA	11

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III.D.2.c. Appropriate financial information is provided throughout the institution in a timely manner.

III.D.2.c. Descriptive Summary. While much budget-related information is available on the College’s website, these data are generally not up to date. Monthly Board meetings include financial reports. In the past, Finance and Administration shared financial information through the Planning and Budgeting Council (PBC) of Shared Governance. The new Participatory Governance Council will serve many of the same functions as the PBC did and will serve as another venue through which Finance and Administration will share budget information.

The College has acquired Argos software to make data more usable and more useful to managers.

III.D.2.c. Self Evaluation. The College needs to continue working on providing better access to accurate and up-to-date financial data. Although the Vice Chancellor of Finance and Administration makes monthly financial reports at the Board meetings, any handouts or other presentation materials associated with those reports are not included on the Board of Trustees website where other meeting documents and details are archived. The College now has a link under the Board of Trustees website that connects to the District Business Office web page for budget documents. All monthly financial report

presentation materials will now be posted on the District Business Office website as well to increase access.

III.D.2.c. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Increase the Board Designated Reserve to ensure that College meets the minimum five per cent guideline for fund balance established by the State Chancellor's Office Transfer additional funds into the Board Designated Reserve to achieve a full five per cent of annual unrestricted expenditures	Not applicable	June 2013 for FY 2013-14 budget	VCFA BOT	10
Ensure timely informative information is available to the College constituencies regarding budget Update College business office website more frequently	Not applicable	March 2013 and Ongoing	VCFA	10
Enable managers to make data driven decisions Offer widespread training in the use of Argos software to facilitate easier use of Banner data	Not applicable	June 2013	VCFA ITS	2 / 10

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

III.D.2.d. *All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

III.D.2.d. Descriptive Summary. The College uses its financial resources, including all financial resources from short- and long-term debt instruments (such as bonds and TRAns), auxiliary activities, fundraising efforts, and grants with integrity and in a manner consistent with the intended purpose of the funding source. Oversight processes are in place and independent audits are conducted annually to ensure the integrity and compliance with those funding sources.

Grantees abide by funder guidelines and, when required, request approval from the funder when changes in the budget are required to carry out the agreed-upon scope of work.

To advocate and demonstrate honesty and integrity to the citizens of San Francisco, who voted to approve a parcel tax for specific purposes in November 2012, the College is

establishing a citizen’s oversight committee to ensure compliance with the intent and spirit of the ballot measure.

III.D.2.d. Self Evaluation. The College undergoes annual audits and takes recommendations made by its external auditors as a means to improve its fiscal management. In addition, the College’s administrators meet regularly to review their procedures and improve fiscal management when deficiencies emerge.

The external auditors, as well as the financial Program Reviews, provide guidance to senior management about fiscal management of the College through well-established guidelines and industry business practices. Auditors develop and report recommendations to the Board of Trustees when the current conditions in the District are materially different from the criteria with which the auditors compared them.

While design and implementation of internal controls are a management function, external and internal auditors test those controls and express an opinion about the efficiency and effectiveness of those controls. The College has been very slow at implementing some of the more significant recommendations made by its external auditors due to lack of resources.

To improve in this area, the College needs to add professional accountants to the District Business Office. The Business Office attempted to fill three key positions this fiscal year, a controller and two senior level accountants. Unfortunately the only qualified candidate for the controller position declined the College’s job offer, and there were no applicants for the two senior accountant positions. The College will continue to advertise these jobs search for qualified applicants until these positions are filled.

The District reviews its debt repayment obligations annually with its external auditors and sets aside funds to repay its obligations. The College has received audit findings and/or negative reviews from its external auditors and has not always managed to address those findings and recommendations in a timely manner. Resource limitations have caused a delay in implementation of addressing those audit findings.

III.D.2.d. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Address audit recommendations by adding accounting staff and by maintaining contract services for fixed assets inventories	Not applicable	June 2013 partial completion, ongoing effort thereafter	VCFA	11

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

III.D.2.e. *The institution’s internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.*

III.D.2.e. Descriptive Summary. The College’s external auditors annually test the College’s system of internal controls to evaluate and assess the validity and effectiveness of its controls, both for general (unrestricted) and special or designated (restricted) funds. Other auditors also test the system during their fieldwork. The Independent Accountants provide recommendations to senior management about the integrity of the financial management practices at the College and means to improve those controls. The Board of Trustees and the Chancellor review those recommendations. Senior management implements as many recommendations as possible, given its current resource constraints, before the next audit cycle.

External funders provide annual monitoring questionnaires to the College. The Vice Chancellor of Finance and Administration or a designee responds to these questionnaires as expeditiously as possible.

The U.S. Department of Education routinely audits the College’s Student Financial Aid systems.

Expenditures of special/designated funds meet the intended requirements of the funding agency and, in cases where exceptions are noted, the College reverses the charges and allocates the charges to its general fund. The College also seeks the advice and counsel of its General Obligations Bond Counsel as needed with respect to use of bond proceeds. The legal counsel provides direction and assistance in interpreting the bond language when a particular expenditure may be in question.

III.D.2.e. Self Evaluation. Financial integrity and sound management practices are important to the College. While senior management is responsible for ensuring that internal controls are in place, the College also benefits when relies on its independent auditors to evaluate the internal control systems and to identify weaknesses.

The District Business Office is moving towards making progress in addressing and coordinating implementation of all recommendations made by external auditors but this will take additional time will not fully address all current recommendations prior to June 30, 2013, the cut-off date for the next audit. Specifically, the Business Office needs additional staff to fully address findings related to closeouts and the timeliness of reconciliations. To address these findings, the College will need to succeed in hiring the three additional accounting staff mentioned in this section.

III.D.2.e. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Coordinate implementation of audit recommendations Chief Financial Officer will work with other	Not applicable	June 2013 partial completion,	VCFA	11

managers to address audit recommendation		ongoing effort thereafter		
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Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

III.D.3. *The institution has policies and procedures to ensure sound financial practices and financial stability.*

III.D.3.a. *The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.*

III.D.3./III.D.3.a. Descriptive Summary. Cash flow has been a significant challenge due to state deferrals of apportionment payments. The College has managed this with both Tax Revenue Anticipation Notes (TRANs) and with short-term cash provided by the City and County of San Francisco. Total TRANs issued for 2012-13 are \$49.6 million.

While the total fund balance was \$17.6 million on June 30, 2012, the usable portion of the College’s fund balance did not meet the 5 percent minimum threshold at the end of FY2011-12. Pre-audit data show the Board Designated Reserve at about \$4 million on June 30, 2012 with unrestricted general fund expenditures of \$194.6 million.

III.D.3./III.D.3.a. Self Evaluation. Although challenging, the College has managed its cash flow with a combination of TRANs and assistance from the City. This should improve in 2013-14 with the recent passage of State Proposition 30 and local Proposition A.

The College’s reserves are currently inadequate. Thus, the College must increase its reserves to meet and then exceed the 5 percent minimum threshold. The College can address this need with the adoption of the 2013-14 budget by making prudent allocations of new parcel tax revenues that the College will begin to receive in 2013-14. During 2012-13 the Board voted to direct the administration to place any additional unexpected savings from the state into the Board-designated reserve, although to date such savings have not materialized.

More recently, in February 2013, the Board of Trustees adopted a long-term plan for fiscal stability for the next eight fiscal years. The plan addresses the need for an adequate reserve, by allocating \$4.65 million for the reserve in fiscal year 2013-14. This action will bring the total amount in the reserve to \$10 million and will meet the minimum five per cent threshold. During the succeeding years of the plan additional funds will be allocated to the reserve until it grows to \$17.66 million or 8 percent of total unrestricted expenditures in 2018-19. Thereafter additional allocations would keep pace with increased spending to maintain the reserve at the 8 percent level.

In addition, the eight-year plan the Board of Trustees approved in February 2013 requires establishing a separate reserve for emergencies. This fund will receive an \$850,000

allocation in 2013-14 and an additional allocation each year until it grows to \$7.5 million in 2020-21, the last year of the College's current parcel tax.

III.D.3./III.D.3.a. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Meet State Chancellor's Office five percent minimum threshold for fund balance Allocate funds into the Board Designated Reserve in 2013-14, and in subsequent years	Not applicable	June 2013	VCFA BOT	10
Create separate reserve to provide funds for emergencies Allocate funds into the special reserve in 2013-14, and in subsequent years	Not applicable	June 2013	VCFA BOT	10
Continue to manage cash flow with the use of TRANs and borrowing authority from County No new actions are needed, participate in annual TRANs pool	Not applicable	Ongoing	VCFA BOT	10

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III.D.3.b. *The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

III.D.3.b. Descriptive Summary. The College relies primarily on the Program Review process to assess the effective use of financial resources by all departments, including the use of grants and other external funds. This review is performed at the unit level.

The College has master agreements with an independent auxiliary organization, the Bookstore, and with the Foundation of City College of San Francisco, a 501(c)3 organization. Each of these entities is subject to an independent financial audit and each has a Board of Directors responsible for direct oversight. While the Foundation selects its own audit firm, the College has selected the audit firm for the Bookstore. The Bookstore uses the results of these audits to improve operations.

More recently, the Board of Directors for the Bookstore voted to enter an agreement with the Follett Corporation to operate the enterprise. The Board of Trustees has also authorized this agreement. The final agreement has not yet been completed but should be finished by April 2013.

III.D.3.b. Self Evaluation. Until December 2012, the College had not implemented Program Review in a comprehensive manner; instead, departments typically used

Program Review to identify and advocate for additional resources. Beginning with the new Program Review cycle in Fall 2012 this has changed.

The Foundation has significant assets and recent audits have not identified any significant problems in need of correction.

Changes driven by the digital world have had a major impact on the College Bookstore. In its historical status, the Bookstore had, at best, two years before it became insolvent. As a result, both the Bookstore Board and the Board of Trustees approved a recommendation to enter a lease agreement with the Follett Corporation for operating the bookstore in December 2012 with implementation commencing in Spring 2013. The lease payments from Follett are sufficient to cover any of the Bookstore Auxiliary's remaining liabilities

III.D.3.b. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Lease Bookstore to Private Firm	Not applicable	April 2013	Bookstore Auxilliary	10
Implement comprehensive Program Review process to assess effective use of financial resources Require all cost centers to complete comprehensive Program Reviews	Not applicable	Spring 2013	VCAA VCSD VCFA	3 / 10

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III.D.3.c. *The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.*

III.D.3.d. *The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.*

III.D.3.c./III.D.3.d. Descriptive Summary. Through 2010-11, the College only allocated funds for the “pay-go” portion of OPEB. Beginning in 2011-12, the College allocated \$500,000 per year above the “pay-go” amount towards this liability.

Actuarial studies for OPEB liability are updated regularly, with the last report issued in November 2011.

Until February 2013, the College did not have an agreed-upon plan for fully funding its ARC. In February 2013, the Board of Trustees adopted a long-term plan for fiscal stability covering the next eight fiscal years. The adopted plan includes funding for the

employer share of long-term OPEB liabilities. In addition, the College has made specific proposals in current labor negotiations to address the employee share of funding long-term OPEB liabilities.

Specifically, the eight-year plan the Board of Trustees adopted will increase the employer contribution above the “pay-go” amount in a phased-in manner from a total of \$1.5 million in 2013-14 to \$4 million in 2020-21. The College is seeking a similar phased-in contribution from its employees that will bring the total combined contribution above the “pay-go” amount to \$7.2 million in 2020-21. According to the College’s actuary, in its entirety, this strategy would fund the College’s ARC. For this plan to be fully implemented, the College must complete negotiations on this issue with the labor unions regarding employee contributions and eligibility criteria.

III.D.3.c./III.D.3.d. Self Evaluation. The College performs actuarial studies to establish the long-term liability associated with post-retirement health care. That amount is currently \$180.8 million for retirements that occur at age 65 and an additional \$54.3 million if retirements occur prior to age 65, bringing the total to \$235.1 million if all retirements occur before age 65.

During FY2012-13, the College allocated \$7.5 million to cover the pay-go portion of OPEB. The College’s contribution towards its long-term liability was \$500,000. The institution recognized that this level of funding was not adequate to address its long-term OPEB liability. Specifically, this allocation was well below the ARC. The long-term plan the Board of Trustees adopted in February 2013 will dramatically change this circumstance. When combined with the contribution the College has proposed for its workforce, the phased-in plan the Board adopted will generate sufficient funds to cover the ARC within a few years. This amount needs to increase to more than \$8 million per year to reach the level needed to fully fund this liability. The goal for reaching full funding is FY2020-21.

III.D.3.c./III.D.3.d. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Address long-term OPEB liability Increase Employer Contribution	Not applicable	June 2013	VCFA BOT	10
Negotiate Employee Contribution	Not applicable	June 2013	VCFA BOT	10
Reach full funding of OPEB ARC Annual increases in both employer and employee contributions	Not applicable	Prior to 2020-21	VCFA BOT	10

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III.D.3.e. *On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

III.D.3.e. Descriptive Summary. The College’s only locally incurred debts are annual Tax Revenue Anticipation Notes (TRANs) for cash flow needs and general obligation bonds associated with local bond measures.

III.D.3.e. Self Evaluation. The College issues TRANs each year to deal with cash flow needs. For FY2012-13, the amount issued was approximately \$49 million. With the passage of Proposition 30, the College expects to be able to reduce its TRANs in the future. The College has repaid its TRANs in a timely manner without fail. The College incurs net interest costs for this borrowing of about \$500,000; the unrestricted general fund covers this cost.

General obligation bonds associated with local bond measures are repaid by the local property tax base and do not impose a cost on the College’s operating budget.

III.D.3.e. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Reduce borrowing for cash needs Increase Amount allocated to Board Designated Reserve Modify 2013-14 TRANs based on State Proposition 30 and Local Proposition A	Not applicable	June 2013	VCFA BOT	10

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III.D.3.f. *Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.*

III.D.3.f. Descriptive Summary. The College’s student loan default rate for the past three years is:

- 19.43 percent for 2011-12
- 17.6 percent for 2010-11
- 18.33 percent for 2009-10

While the most recent rate is under 20 percent, which is within federal guidelines, the College is striving to further reduce the student default rate.

III.D.3.f. Self Evaluation. The College’s default rate has stayed at about the same rate for the past three years. The College’s Financial Aid Office is seeking to further reduce this default rate.

III.D.3.f. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Develop plan for reducing default rate Reduce student liability by increasing student applications for grants	Not applicable	Spring 2014	VCSD	10

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III.D.3.g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

III.D.3.g. Descriptive Summary. The College enters into a great many contractual agreements with outside entities each year for a variety of purposes, including, but not limited to, personal services contracts, capital projects contracts, software licenses, and clinical agreements for placing students.

The majority of contractual agreements go to the Board of Trustees for advance approval. Exceptions include smaller personal services agreements that are entered into under authority granted to the Chancellor.

After Board approval, current practice requires all contracts that do not use College boiler plate language to be reviewed by legal counsel prior to sign off. The District does not pay invoices without a signed contract.

III.D.3.g. Self Evaluation. Contracts are generally consistent with the institutional Mission and goals. Appropriate controls are in place to manage contracts, although restoring the position formerly responsible for initial review and tracking of contracts is vital as this process currently experiences significant delays and has so for some time. The College adheres to federal guidelines for contracts; however, the College has not met all federal requirements for monitoring sub-recipient agreements.

III.D.3.g. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Develop plan to meet all requirements for monitoring sub recipient agreements Designate personnel responsible for monitoring sub recipient agreements	Not applicable	June 2013	VCFA	10

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III.D.3.h. *The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.*

III.D.3.h. Descriptive Summary. The College has an independent external audit conducted for each fiscal year, the results of which provide feedback on financial management practices and internal controls.

The College now reviews past fiscal planning to improve future fiscal planning. Specifically, the College now updates forecasts on a periodic basis to reassess accuracy of budget allocations and help in the planning process for the next year's budget.

III.D.3.h. Self Evaluation. Annual audits are performed by qualified CPA firms. The audit for FY2010-11 was delivered unacceptably late. The College employed multiple additional resources to generate an "on-time" audit for FY2011-12, which was nonetheless delayed as noted in the response to Standard III.D.2./II.D.2.a. The College must ensure that it continues to address the timeliness of audits going forward.

Annual budget plans are reviewed during the regular forecasting process that goes on throughout the fiscal year. Information generated in this process informs budget strategies for the succeeding fiscal year.

As noted by ACCJC in its Recommendations regarding institutional planning, previous planning and budgeting cycles have not been sufficiently integrated, nor has Program Review been sufficiently comprehensive to inform this process. The College made changes to address this issue starting with the December 2012 Program Review and by making changes to the overall budget development process initiated with the tentative budget for FY2013-14. The process for FY2013-14 now requires all requests for changes in allocations to be based on the results of Program Review.

III.D.3.h. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Submit timely independent annual audit reports	Not applicable	Controller hired in May 2013 Senior accountants June 2013	VCFA	11

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III.D.4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

III.D.4. Descriptive Summary. Financial decisions for FY2012-13 were based on the need to maintain solvency; beyond that, priorities for competing needs were not clearly established. Allocations for 2012-13 were not clearly based on an evaluation of program and service needs. The 2012-13 final budget document includes the College’s Annual Plan, but it does not provide documentation linking the budget to planning. Annual Program Review documents have provided information to help determine if the College is making progress on institutional priorities, but do not yet demonstrate the link between budget and planning.

III.D.4. Self Evaluation. The College’s 2012-13 budget process did not adequately integrate financial planning with institutional planning. The College designed its new integrated financial and institutional planning system with this deficiency in mind. It is too soon to measure the effectiveness of this new system. See also the response to Standard III.D.3.h.

III.D.4. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Improve connection between planning and budget: use Program Review and yearly assessments for future planning Implement new planning and budget cycle for the annual budget for fiscal year 2013-14	Not applicable	June 2013	VCFA ORP	2 / 10

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Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

Standard IV
Leadership and Governance

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. *Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.*

IV.A.1. Descriptive Summary. In its July 2012 determination letter, ACCJC recommended:

“that college leaders from all constituencies evaluate and improve the college’s governance structure and consequent processes used to inform decision making for the improvement of programs, practices and services. The college must ensure that the process does not create undue barriers to the implementation of institutional decisions, plans and initiative.”

CCSF’s previous Shared Governance system, while comprehensive and encouraging of College-wide participation, was assigned to the workgroup focusing on ACCJC’s Recommendations 12 and 13 for review. The workgroup discussed a number of shortcomings and barriers that impeded decision-making. The workgroup also recommended using the term “Participatory Governance” versus “Shared Governance” in that it more accurately reflects the advisory nature of college councils and committees. This process involved input from College leaders from all constituencies.

Administrators, classified managers, faculty, and trustees participated in training sessions to better understand roles and responsibilities within an advisory Participatory Governance environment. Facilitators included: Dr. Barbara Beno (President, ACCJC) and Trustee William McGinnis (Butte-Glen Community College), Scott Lay (President, Community College League of California [CCLC]), Michele Pilati (President, Academic Senate for Community Colleges), and Dr. Narcisa Polonio (Association of Community Colleges Trustees).

The workgroup responsible for Recommendations 12 and 13 reviewed sample policies on Shared Governance from other districts and established a list of the ideal criteria for a Participatory Governance system. Given the review activities taking place, the Fall 2012 CCSF Shared Governance committee meeting schedule was suspended. The review activities resulted in a proposal for a revised Participatory Governance system and draft

policies.

On November 15, 2012, the Board of Trustees established two new separate governance systems through Governance Board Policies 2.07 and 2.08:

- **Policy 2.07** established a **Participatory Governance System** that replaces the College Advisory Council (CAC) and Planning and Budgeting Council with a new Participatory Governance Council with 16 appointed members representing all College constituent groups.

The new Participatory Governance Council comprises four appointed members from each stakeholder group and allows for the provision of alternate stand-in members for the student stakeholder group. Membership to the Governance Council is for two-year terms; except for students who serve a one-year term. The Chancellor has the sole responsibility of supporting the Governance Council, and the Council has determined committees and their charge.

- **Policy 2.08** established a **Collegial Governance System** with the Academic Senate. The Academic Senate is comprised of all full-time and part-time faculty represented by a 29-member elected Executive Council.

Membership on the Executive Council is for two-year terms. The Council elects officers each Spring for the following year. The Academic Senate has term limits. After a second two-year term, faculty must sit out at least a year and then may run for election to Council again, if desired.

- The Academic Senate Executive Council reviewed the Evaluation report of the March 2012 accreditation visiting team, the July recommendations of the ACCJC, and the Participatory Governance Technical Assistance Report prepared by Pilati and Lay, discussing changes and improvements to the Academic Senate committee structure and charge at monthly Executive Council meetings throughout 2012-13. In addition, the Academic Senate Executive Council solicited input from all faculty about committee structures and roles. The Academic Senate Executive Council adopted a plan and outcomes for the restructuring of its committees on October 24, 2012, with a streamlined structure and a model for committee descriptions to include identifying committee support for Accreditation Standards. On February 6, 2013, the Academic Senate Executive Council confirmed the new structure with the approval of new committee descriptions.

IV.A.1. Self Evaluation. Since the inception of Shared Governance, the College believed it had clearly written policies that delineated roles and responsibilities of all constituents in the decision-making process with formal structures for participation by staff, faculty, administrators, and students that facilitated cross-constituent communication. However, the College had difficulty maintaining a central repository of agendas, minutes, and other records.

The process was nonetheless mysterious and cumbersome to some, and some individuals lost sight of the fact that Shared Governance was advisory and thought it was their role to make decisions rather than present recommendations to a parent committee, council, or

administrator. Confounding this, administrators did not always exercise their authority and responsibility in carrying out administrative duties.

Although there was typically representation from all stakeholders, and participants worked together and respected one another across all constituent groups, at times some stakeholder groups were outnumbered on committees. Title 5 calls for different levels of participation for different constituent groups for some types of issues. However, the difference in participation rates was experienced by some as inequitable, and students, the main beneficiaries of much of what is deliberated in Shared Governance, were confused and felt unsupported. Issues such as a lack of training and meeting notifications created a level of distrust, often resulting in delaying committee business.

The fact that students have not been participating in Shared Governance at an optimal level was of particular concern. At one time, students received stipends from Associated Students for their participation, but that was stopped a few years ago and only recently resumed. The workgroup believes that this is a major contributor to the lower participation rates and recommended reinstating this practice of providing students with stipends to boost participation. The Associated Students have reinstated the stipends as of Fall 2012 and will discuss further ways to enhance student contributions to Participatory Governance.

The College believes it has addressed the overarching concerns relating to governance structures through the development of the new Participatory Governance system, yet a number of concerns remain.

For example, the College has not clearly defined procedures for how the Participatory Governance and Collegial Governance systems will interact. Because the Participatory Governance Council includes elected leaders of each constituency, some are concerned that this continuity in membership from the previous Shared Governance system may limit the emergence of new perspectives and practices. Others point to the desirability of having top-level leaders of constituencies participate *ex officio* in a top-level governance group—regardless of who they may be—in order to attach maximum legitimacy to the advisory input received on important College decisions.

The regularly scheduled meetings of the Planning and Budgeting Council and the CAC were officially suspended during Fall 2012. This has raised concerns that the College has been out of compliance with this Standard. However, the Accreditation Steering Committee served as a *de facto* governance council during this time given the representation of all constituencies on the Committee until the Participatory Governance Council membership formed. The Accreditation Steering Committee has been an effective forum for review of most matters related to accreditation, but it did not provide Participatory Governance review or communication with constituent groups for budget or operational issues.

Given the streamlining of the Participatory Governance system, fewer individuals will have the opportunity to engage directly through participation in committees. Currently, the system encompasses the Participatory Governance Council and four subcommittees. As the Participatory Governance system becomes more established, additional committees and workgroups may emerge which will provide more opportunities to serve.

IV.A.1. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
* Merits and shortcomings of current Participatory Governance system identified along with best practices from other institutions	August 1, 2012	August 1, 2012	Workgroup 12/13	12 / 13
* Ideal criteria for Participatory Governance system developed	August 10, 2012	August 10, 2012	Workgroup 12/13	12 / 13
* Scott Lay, California Community College League President, and Michelle Pilati, Academic Senate for California Community Colleges President, presented a workshop on Participating Effectively in District and College Governance: the Law, Regulations, and Guidelines	August 23, 2012	August 23, 2012	Chancellor AS	12 / 13
* New Participatory Governance model drafted	September 2012	September 2012	Workgroup 12/13	12 / 13
* Revised Participatory Governance policy drafted	September 2012	September 2012	Workgroup 12/13	12 / 13
Get council and committee systems underway as soon as possible to ensure compliance with this standard	Not applicable	Spring 2013	PGC	12 / 13
Develop a plan to encourage student participation in Participatory Governance	Not applicable	Fall 2013	ASC	12 / 13
Identify and implement ongoing governance professional development activities such as the ASCCC Annual Faculty Leadership Institute each summer, that promotes Participatory Governance for all constituents	Not applicable	Fall 2013	PGC	12 / 13
Explore options for increasing opportunities for faculty, staff, students administrators to serve on governance councils and committees	Not applicable	Fall 2013	PGC	12 / 13
Establish and clearly describe and publicize protocol for stakeholders to introduce proposals, concerns, and new ideas	Not applicable	Spring 2013	PGC	12 / 13
Evaluate governance systems annually by conducting College-wide surveys on Participatory Governance Publish and use results for improvement	Not applicable	Spring 2014	PGC	12 / 13

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

IV.A.2. *The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.*

IV.A.2. Descriptive Summary. Board Policies 2.07 and 2.08 describe the College’s governance system. Prior to the July 2012 Show Cause determination, only Board Policy 2.07 “Shared Governance Policy” described the Shared Governance system along with then Board Policy 1.04, “Public Access Sunshine Policy,” which pertains to “providing the public with timely and wide-ranging access to its meetings, written records and information,” including meetings of any committees within the governance system.

On November 15, 2012, the Board adopted two new policies to replace the previous version of Board Policy 2.07, one that retains the number of the old policy (2.07) and a new policy numbered 2.08. These revised and new policies grew out of the work that the College undertook as described in Standard IV.A.1. above in assessing its governance system. The new version of Board Policy 2.07, now entitled “City College of San Francisco District Policy on Participatory Governance,” describes how the four constituent groups (faculty, classified staff, administrators, and students) can participate in the decision-making processes of the College. Board Policy 2.07 specifies that administration, students, classified staff, and faculty are equally represented with four members from each group on the Participatory Governance Council and that the Chancellor shall bring recommendations from the Governance Council to the Board of Trustees, including divergent views in the event of lack of substantial unanimity.

Representatives of the Academic Senate and the administration developed the new Board Policy 2.08 “City College of San Francisco Collegial Governance: Academic Senate” based on Title 5, Section 53200. The Academic Senate has reviewed and made changes to its committees and the procedures for individuals to bring forward and work collaboratively on ideas relating to the purview of the Academic Senate.

On November 15, 2012, the Board of Trustees also replaced Board Policy 1.04 with the new Board Policy 1.16 “Public Access Sunshine Policy.”

IV.A.2. Self Evaluation. Constituent groups and leaders participated in training sessions in Summer and Fall 2012 to better understand how an ideal system operates. Participants included two members of the Board of Trustees. The College designed the new and revised policies with the intention of better capturing the spirit of Participatory Governance and creating greater clarity and levels of trust, specifically addressing the operational flaws outlined in the evaluation report from the ACCJC site visit that took place March 11-15, 2012. The implementation of the new policies is currently taking place, and, over time, the College will need to evaluate their effectiveness.

IV.A.2. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
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* Policy Manual 2.07, City College of San Francisco Shared Governance System revisions reviewed by Board	October 2012 (first reading)	October 2012 (first reading)	BOT	12 / 13
* Policy Manual 2.07, City College of San Francisco Shared Governance System revisions approved by Board	November 2012	November 2012	BOT	12 / 13
* New Participatory Governance model and policy implemented	November 2012	November 2012	BOT	12 / 13
* Committee structure and guidelines developed	November 2012	November 2012	BOT	12 / 13
Complete structures and procedures to support BP 2.07. See IV.A.2.a	Not applicable	Spring 2013	PGC	12 / 13
Complete procedures to support BP 2.08: Procedure for governing board, with the assistance of senior administrative staff, to communicate when it intends to discuss or deliberate on "academic and professional matters"	Not applicable	April 2013	AS Chancellor	12 / 13
Complete procedures for Committees of the Academic Senate. See IV.A.2.b.	Not applicable	January 2013	AS	12 / 13
Examine BP 1.16 Public Access Sunshine Policy for applicability to governance structures	Not applicable	Fall 2013	AS	12 / 13

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

IV.A.2.a. *Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.*

IV.A.2.a. Descriptive Summary. The response to Standard IV.A. outlines historical issues relating to the role and voice of various constituents in institutional governance. From July 2012 through November 2012, the College developed new structures to define the roles of faculty, administrators, students, and staff in what the College now terms "Participatory Governance," as contained within Board Policy 2.07 approved on November 15, 2012. The new policy is intended to clarify the role and level of input that faculty, administrators, staff, and students have in institutional policies, planning, and budget. During Summer and Fall 2012, a time of massive transition both in the governance structure and in the leadership of the College, the Accreditation Steering Committee served as the de facto governance council until the College could fully establish the new Participatory Governance Council (no meetings took place of the CAC, the College's Planning and Budgeting Council, the Program Review Committee and several other bodies that had been the mechanisms for members of the constituent groups

to participate in institutional governance). The Accreditation Steering Committee includes the leadership of all constituencies.

During this transitional time, the Interim Chancellors also consulted with appropriate administrators, brought issues to meetings of the Chancellor's executive team and other administrative meetings, and brought issues to the Accreditation workgroups appointed by the Chancellor with input from constituent leaders. Examples include the following:

- Members of Accreditation Workgroup 3 suggested an adjustment to the Program Review Template. Academic Senate leadership and other faculty and administration had the opportunity to respond to this suggestion and provide additional input.
- Interim Chancellor Fisher and staff associated with the Research and Planning Office recommended new administrative positions for the Research and Planning Office.
- Accreditation Workgroup 7 endorsed a proposal to create new associate vice chancellor positions in Academic Affairs. Outside of Workgroup 7, the faculty leadership does not believe they had the opportunity to provide input or feedback.

In addition, the Interim Chancellors also met periodically with leadership of the Academic Senate, the Classified Senate, SEIU 1021, and Associated Students to discuss issues and receive input concerning institutional policies, planning and budget relating to their areas of responsibility and expertise.

The College has begun the initial stages of implementing Board Policy 2.07.

To encourage greater student participation in governance structures, Associated Students has reinstated student stipends. However, students who participated in training provided by the CCLC and the Academic Senate for California Community Colleges (ASCCC), facilitated by CCLC President, Scott Lay and ASCCC President, Michelle Pilati, identified "tension among the separately elected student governments for each of the campuses."

IV.A.2.a. Self Evaluation. The College intends for the new Participatory Governance system to address the issues that ACCJC and the College itself have identified.

The transition to the new Participatory Governance system, coupled with changes in College leadership, has been challenging. For example, the College closed the Office of Shared Governance and reassigned the Shared Governance Coordinator to the Downtown Center (which was in need of administrative support). Although meetings of Shared Governance committees were generally on hold, some committees continued to meet and did not know to whom agendas, minutes, and other committee information should be sent for posting online. The College needed clearer communication about expectations regarding institutional governance during the transitional time from July to November 2012, during which time there was not a designated contact for posting information online. Going forward, the Chancellor's Office will be maintaining a Participatory Governance website to post agendas, minutes, and other committee information and will need to ensure that communication about this is clear.

Moreover, the utilization of the Accreditation Steering Committee as the de facto Participatory Governance council during the transitional time was reasonable in that the Steering Committee includes leaders from all constituencies, although the Academic Senate has raised concerns that the Steering Committee and accreditation workgroups were more heavily weighted with administrators. Changes in the scheduling of the Steering Committee and its feeder workgroup meetings have at times resulted in some students and faculty being unable to attend these meetings due to conflicts with classes.

In addition, the procedures for faculty, classified staff, and students to provide input into decisions normally taking place through the governance system have been inconsistent during this transitional time. In some cases, the old systems continued to operate to provide opportunities for constituent groups to provide input, and in some cases, transitional ad hoc processes have provided appropriate opportunities for input. In other cases, however, appropriate opportunities for input have been lacking. That is, during this transitional time, the Interim Chancellors presented some significant institutional policies, planning, and budget issues to the Board of Trustees. Some constituent groups felt that they were not included in a formal review process with respect to these issues, and specifically did not have sufficient opportunity to:

- Review the revised Mission Statement draft in its entirety.
- Review the 2012-13 budget.
- Provide input into the proposal to alter all instructional departmental structures, the numbers of instructional department chairs and deans, the affiliations of departments in schools, and the duties of deans and department chairs.

While student participation should increase as a result of reinstating student stipends, Associated Students will need to assess whether this takes place. In addition, Associated Students will need to resolve issues relating to the tension that the separately elected student governments at each center are experiencing.

IV.A.2.a. Actionable Improvement Plans. The table below summarizes the actionable improvement plans associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Finish process of putting new Participatory Governance into place by setting guidelines for meeting day and times and committee conduct of business; Revise web presence for committee materials; Identify process for positing agendas, minutes, etc.	Not applicable	Spring 2013	PGC	12 /13
Write committee self-evaluation procedures and recommend timelines	Not applicable	Spring 2014	PGC	12 / 13
Implement effective student governance structures	Not applicable	Spring 2013	ASC	12 / 13

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Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

IV.A.2.b. *The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.*

IV.A.2.b. Descriptive Summary. The policy relating to this Standard has been revised. It had been a part of the old Board Policy 2.07 but is now a stand-alone policy, Board Policy 2.08, adopted by the Board of Trustees on November 15, 2012. In both the old Board Policy 2.07 and the new Board Policy 2.08, the Board elects to rely primarily on the advice and judgment of the Academic Senate in all academic and professional areas defined by Title 5, Section 53200:

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- District and College governance structures, as related to faculty roles
- Faculty roles and involvement in accreditation processes, including self-study and annual reports
- Policies for faculty professional development activities
- Processes for Program Review
- Processes for institutional planning and budget development
- Other academic and professional matters as mutually agreed upon between the governing board and the Academic Senate

In addition to the Academic Senate, the institution relies on a number of other faculty structures for recommendations about student learning programs and services. Descriptions of each appear below.

- **Academic Senate.** In accordance with the Constitution of the City College Academic Senate, all faculty members are members of the Academic Senate, including both full time and part time faculty. The faculty elect 29 members who serve two-year terms on the Executive Council, with a term limit of two terms (four years). The Executive Council elects officers who serve one-year terms and may be re-elected. The Academic Senate has committees that focus on various aspects of the academic and professional matters that are in the Senate's charge. Members of Academic Senate committees are appointed by the appropriate constituency groups. Each committee has a description and purpose statement. Information about committee purpose, membership, and activities are publicly available online.

- **Curriculum Committee.** Includes 18 faculty, six administrators, two students, and one classified member, all of whom are appointed by constituent groups. It reviews and determines the academic merit of curriculum proposals, as well as ensuring that they conform to the requirements and guidelines for form and style. Recent (Fall 2012) actions include reviewing program-level outcomes and the mapping of courses to program-level SLOs for every instructional program in both credit and noncredit offered by the College.
- **Bipartite Committee on Graduation Requirements.** Includes the Executive Council of the Academic Senate and Academic Administrators. Makes recommendations to the Board of Trustees on associate degree policies and on the addition of specific courses into area graduation requirements. Recent actions (Fall 2012) include reviewing General Education Outcomes (GEOs) and the mapping of GEOs to draft Institutional Learning Outcomes. The committee made recommendations and plans for GEO assessments.
- **Department Chairs.** Multiple roles include providing primary day-to-day responsibility for coordinating the work of other faculty; providing resources and making recommendations to foster program success and development; collaborating with groups and individuals within the College and out in the community to implement discipline-specific improvements to student learning programs and services; and serving as a resource to students and faculty to foster student success. Recent (Fall 2012) actions relating to student learning programs and services include:
 - writing and submitting plans for SLO assessment for every course being offered;
 - submitting outcome mapping for every Program SLO and GE applicable course;
 - coordinating assessment, gap analysis, and improvements for SLOs;
 - fostering SLO professional development and dialogue within and among departments;
 - documenting SLO activity online;
 - researching and correcting data for Program Review and submitted reports in accordance with new requirements; and
 - responding to a proposal approved by the Board of Trustees on October 25, 2012 to alter all departmental structures, the numbers of department chairs and deans, the affiliations of departments in schools, and the duties of deans and department chairs.

IV.A.2.b. Self Evaluation. The new Board Policy 2.08 has not changed the fundamental decision of the Board of Trustees to rely primarily on recommendations concerning the academic and professional matters articulated in Title 5 Section 53200. Instances of the misunderstanding of this policy were documented in the evaluation report of the Spring 2012 ACCJC visiting team.

In July and August 2012, members of the Board of Trustees and members of the Academic Senate participated in training opportunities provided at City College by the ACCJC, by the Association of Community Colleges Trustees, and sessions provided jointly by the CCLC and the ASCCC (facilitated by CCLC President, Scott Lay, and ASCCC President, Michelle Pilati). It is hoped that improved understanding on both sides will lead to more productive relations.

The Academic Senate has restructured its committees and adopted new “Guidelines for Academic Senate Committees” to provide clarity of committee goals and responsibilities and streamlined pathways for the development of recommendations.

An obstacle has recently been encountered in providing up-to-date information about Academic Senate committee activities online, due to the lay-off of classified staff.

The Academic Senate and the Department Chair Council remain concerned about the extent to which they have had the opportunity to provide input into the recent restructuring of the Academic Affairs Division. The following statement captures their concerns:

“A proposal for restructuring Academic Affairs was adopted by the Board of Trustees on October 25th. The proposal to alter the structure of departments and the role of chairs was made public only three days before the Board meeting. The authors of that proposal did not invite input from the Academic Senate, members of the faculty, nor from the academic deans. Although members of the Academic Senate were provided with an opportunity to speak about the proposal at 12:30 a.m. when the Board considered it, the brief discussion of the Trustees before adopting the proposal did not acknowledge concerns raised by members of the Academic Senate. Members of the Academic Senate perceive this decision of great magnitude made in three days with insufficient evidence and no input from constituent groups as an action that is out of compliance with numerous accreditation standards, including I.B.3, I.B.4, III.A.6, IV.A.1, IV.A.2, and IV.A.3.”

IV.A.2.b. Actionable Improvement Plans. The table below summarizes the actionable improvement plans associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Complete implementation of plans for restructuring Academic Senate Committees	Not applicable	January 2013	AS	12 / 13
Assess and evaluate effectiveness of restructured Academic Senate Committees and make improvements	Not applicable	Fall 2013	AS	12 / 13
Evaluate Effectiveness of Participatory Governance	Not applicable	Spring 2014	PGC	12 / 13

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

IV.A.3. Descriptive Summary. Per Board Policy 2.07, the new Participatory Governance Council has begun meeting regularly with multiple representatives from each constituent group to discuss and represent ideas from their constituents with the Chancellor. In addition, the overarching Participatory Governance Council and the Chancellor have created Standing Committees, each of which include a Chancellor-appointed Chair; constituent groups will be naming representatives for these Standing Committees. While the committees are being developed, the accreditation workgroups have taken over some of the advisory functions of discontinued committees under the previous Shared Governance structure. The new Participatory Governance structure includes the following four Standing Committees: Enrollment Management, Accreditation, Planning, and Diversity. At this time, the Accreditation Committee currently has 15 subcommittees (Steering Committee Workgroups) and the Planning Committee has seven proposed Subcommittees (Annual Plan/Budget/Program Review, Educational Master Plan, Human Resources Plan, Technology Plan/ITAC, Facilities Plan, Sustainability, and Program Review). The subcommittees are subject to change depending on the College's needs. For example, the 15 subcommittees reporting to the Accreditation Committee may evolve in the coming years as the College reorganizes itself to continue meeting the Accreditation Standards.

Feeding into the Participatory Council and its associated committees will be proposals from the Administrators' Association, Classified Senate, Academic Senate, and Associated Students Executive Board, all of which meet regularly to discuss relevant policies and issues in alignment with institutional priorities.

The Academic Senate will continue to have a number of committees reporting directly to its Executive Council, in a flatter committee structure under its new reorganization.

The Chancellor takes recommendations from the Participatory Governance Council to the Board of Trustees when necessary for the Board's discussion and approval. The Chancellor will refer recommendations not subject to Board of Trustee approval to the administrator(s) with authority over a given area for implementation.

Communication from these governance structures, including the constituent groups, to the larger CCSF audience takes place through the posting of agendas, meeting times, and other information on the appropriate sections of CCSF's website as well as through email communications and meetings with constituent stakeholders. Policies, procedures, and updates for these processes are available online as well.

The purpose underlying all activities, including discussions and communication, of the Participatory Governance entities is to continually improve the College and its impact on students.

IV.A.3. Self Evaluation. The previous Shared Governance system was large, and some felt that it was inefficient, perceiving it as holding up important issues with limited administrator authority and effectiveness. Students have been generally insufficiently informed about governance structures and process and with respect to how to get involved; some have indicated that there was not enough student representation built into the institutional governance, which the new Participatory Governance process should mitigate. Similarly, some classified staff members have felt disenfranchised in the institutional governance structure both in terms of participation and communication.

Historically and recently, many constituents feel that there is not enough communication on a College-wide level and that they are not adequately informed of the governance and future of the College. Some governance structures have not regularly posted minutes, agendas, or meetings online, further exacerbating the general concern about the lack of communication.

The current Participatory Governance system is in the early stages of implementation, and the College cannot yet analyze its effectiveness overall or with respect to how well it promotes a forum in which everyone can work together for the good of the institution.

IV.A.3. Actionable Improvement Plans. The table below summarizes the actionable improvement plans associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Create effective communication with constituents through online posting by a. Re-designing Participatory Governance website with input from all constituent groups to ensure usability b. Posting all agendas, meetings and other public documents to websites in a timely fashion	Not applicable	Fall 2013	PGC Chancellor	12 / 13
Develop effective communication mechanisms for reporting purposes targeting all constituent groups	Not applicable	Spring 2013	PGC	12 / 13
Ensure constituent participation in Participatory Governance by filling all vacancies	Not applicable	Ongoing	Constituent Leaders	12 / 13

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IV.A.4. *The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission Standards, policies, and guidelines, and Commission requirements for public disclosure, self evaluation and*

other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

IV.A.4. Descriptive Summary. Upon notice of ACCJC’s Show Cause determination, the College immediately assembled workgroups to address the ACCJC Recommendations. The October 15 Special Report captured the plans for, and in many cases, the initial progress made on, responding to the 14 Recommendations based on the activities of the workgroups. The changes the College is implementing as documented in this new Self Evaluation better address the ACCJC Eligibility Requirements, Standards, policies, and guidelines. Of particular note is the CCSF Board of Trustees’ passage of a new policy with the title, “Accreditation Eligibility Requirement 21, Standard IV.B.1.i” on October 25, 2012. The College is not only addressing the deficiencies noted by the 2006 evaluation team and those noted by the 2012 evaluation team in July 2012, but also additional deficiencies discovered during the Self Evaluation activities that have taken place since July 2012.

The College is especially concerned with honestly communicating all deficiencies relating to the Eligibility Requirements, Standards, and Policies. In that spirit, in its October 15 Special Report, the College noted a deficiency related to substantive change. Specifically, in December 2011, the College prepared a substantive change proposal for submission to ACCJC concerning a shift in the percentage of online instruction offered. The College never submitted the proposal due to administrative transitions, and it is aware that this is a requirement it must address. Per Commission policies, the College cannot submit substantive change proposals while on sanction.

With respect to the College’s accreditation status, the College immediately posted on its website the July 2012 ACCJC determination and has continued to update all accreditation information on the website, including making available the October 15 Special Report and March 15 Show Cause Report. By posting all accreditation information on its website, and given the focused media attention on the College’s accreditation status, other accrediting agencies have had access to this information. These entities include, for example, the Commission on Peace Officer Standards and Training (POST), the California Board of Registered Nursing, the Office of the State Fire Marshal, and the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoA-EMSP). The College specifically provided information directly to the American Dental Association’s Commission on Dental Accreditation, and the Joint Review Committee on Education in Radiologic Technology conducted a special site visit to CCSF in the wake of the accreditation determination having been released.

IV.A.4. Self Evaluation. To fully exhibit honesty and integrity in its relationship with the Accrediting Commission and other external agencies, the College must first be honest with itself. To that end, the College has begun to engage in honest and at times difficult, if not conflicting, assessments of its own policies, procedures, and practices. The actions the College has taken since July 2012 testify to its ability to mobilize quickly to move toward achieving a common goal of better meeting all ACCJC requirements. This Self Evaluation attempts to capture progress made as honestly as possible, acknowledging where necessary that differing perspectives remain along with work that the College must continue to carry out.

Despite the administration’s efforts at educating the College community about the Show Cause determination and the associated shortcomings, members of the College community have at times communicated misleading information in a variety of venues about ACCJC and its findings. The College recognizes that these actions undermine its efforts to maintain an honest relationship with ACCJC and the community about accreditation issues. The institution has, at times, communicated insufficiently how plans and actions will help address the shortcomings that ACCJC reported. This has caused anxiety, mistrust, and confusion. The institution recognizes the need for more transparency and has begun to invite the College community to events to provide a basis for dialogue so that all members of the College community can share perspectives and reach common understanding of the actions the College has undertaken and still needs to undertake.

IV.A.4. Actionable Improvement Plans. The table below summarizes the actionable improvement plans for this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Engage in more regular and consistent communication to the College community about accreditation and associated actions	Not applicable	Ongoing	Chancellor ALO	
Increase participation by members of the College community in ACCJC-sponsored events and trainings	Not applicable	Ongoing	Chancellor ALO	
Nominate members of the College community to participate in accreditation site visits in an ongoing manner	Not applicable	Fall 2013	Chancellor ALO	

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

IV.A.5. *The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

IV.A.5. Descriptive Summary. The College evaluated the Shared Governance system bi-annually through an online Shared Governance questionnaire. However, there was a gap from 2007 to 2012 in which the evaluation did not occur bi-annually. In prior years, CAC members reviewed the survey results, which the College also shared with the entire College community as well as the Board of Trustees.

The College conducted the most recent evaluation of its Shared Governance system in Spring 2012. This evaluation occurred after the College submitted the Self Study but prior to issuance of the Show Cause sanction.

After the Show Cause sanction, the workgroup responsible for addressing ACCJC Recommendations 12 and 13 took into consideration the results of the Spring 2012 evaluation while also gathering additional data and input. The review resulted in the new Participatory Governance system.

With respect to evaluating the role of leadership in the institution beyond Participatory Governance, the Board evaluates the Chancellor annually per Board Policy 1.24. Board Policy 1.24 pertains to the Board’s self evaluation, which will now occur annually during Summer. See also the response to Standard IV.B.1.

IV.A.5. Self Evaluation. While the College has conducted evaluations of the role of leadership and the governance system, it has struggled to conduct these evaluations regularly and to make improvements based on the evaluation results. This has been particularly true for evaluations of the governance system and the Board of Trustees. The Principles of the Participatory Governance system as detailed in Board Policy 2.07 include a focus on evaluation. Moreover, the new Participatory Governance Council is charged with regularly assessing its accomplishments and outcomes. Given that this is a new system, the College will have to assess the extent to which this takes place going forward.

IV.A.5. Actionable Improvement Plans. The table below summarizes the actionable improvement plans for this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Develop evaluation process for new Participatory Governance model	Not applicable	Spring 2014	PGC	12/13

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/ systems clearly define the organizational roles of the district/system and the colleges.

NOTE: The organization of Standards IV.B.1 and IV.B.2. begins with a descriptive summary of each subsection and then discusses all subsections within one self evaluation.

IV.B.1. *The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.*

ACCJC issued the following Recommendation in July 2012:

“To fully meet Standard IV.B Board and Administrative Organization, the team recommends that the board act in a manner consistent with its policies and by-laws, assess and develop operating procedures, develop and implement a plan for board development, and regularly evaluate the effectiveness of its policies and practices.”

The Board of Trustees has taken a number of actions to respond to Standard IV.B.1., which the response below captures.

IV.B.1.a. *The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.*

IV.B.1.a. Descriptive Summary. As described in CCSF Board Policies 1.01, 1.02, and 1.17, the CCSF Board of Trustees is an independent policy-making body that reflects the public interest in board activities and decisions and that acts as a whole once it reaches a decision.

Beginning in July 2012 and in the following months, the Board participated in various training activities and presentations on Board roles and responsibilities. Dr. Barbara Beno, ACCJC President, and William McGinnis, Butte-Glenn Community College District Trustee, facilitated a three-hour workshop on the topic of accreditation, covering its purposes, processes, and standards; the roles and responsibilities of trustees; and advice for Board excellence. Subsequently, Dr. Narcisa Polonio, Vice President of Board Services for the Association of Community College Trustees (ACCT), facilitated a two-part retreat designed to enhance Board performance. The focus was on roles and responsibilities of the Board, a Board Self-Assessment, and the drafting of Board goals. During these events, Board members expressed concerns, and at times disagreed with presenters and each other, about their role and conduct. As evidenced by the Board’s own self evaluation, the Board has begun demonstrating greater awareness about its performance. The Board President and Vice President also attended the ACCT conference in Boston during Fall 2012. Five of the seven elected trustees and the student trustee also attended the CCLC’s Board/CEO workshop in January 2013 and six trustees participated in a follow-up Board retreat in March 2013.

The Board goals for 2012-13 are:

1. Ensure appropriate responses to the recommendations of the Accrediting Commission.
2. Adopt a short- and long-term plan for acquiring fiscal stability.
3. Support the acquisition of a stable, highly qualified senior leadership team.
4. Conduct a comprehensive review of Board policies related to Board organization and operation, administrative authority, and Participatory Governance.
5. Implement a professional development plan for the Board of Trustees that leads to increased Board effectiveness and a cohesive and collegial team.

6. Do whatever it takes to save City College and best serve our students and community!

These goals are consistent with the Board's responsibility for advocating for the institution, and the Board has been working toward completing these goals.

The self-evaluation section of this Standard addresses the extent to which "the governing board advocates for and defends the institution and protects it from undue influence or pressure."

IV.B.1.b. *The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.*

IV.B.1.b. Descriptive Summary. Given ACCJC's findings that the College could not sustain its Mission statement as written at the time of the 2012 Self Study, the CCSF Board of Trustees revised the Mission Statement in Fall 2012 that now emphasizes a focus on access, student achievement, student learning outcomes, and links to resource allocation processes.

In Board Policy 1.00, the Board has also included a statement about conducting an annual review of the Mission Statement. The Board Goals and Board priorities for the Annual Plan 2012-13 focus on meeting the Accreditation Recommendations, providing quality programs, and obtaining fiscal stability, all of which are in line with the current Mission. Following the revision of Board Policy 1.00, the Board revised Section 1 of the Board Policy Manual as well as prioritizing other policies relating to governance and the role of the Academic Senate that needed to be revised to meet ACCJC's Recommendations and ultimately provide for meeting the Mission of the College. Because the revision of the Mission was the first policy that the Board of Trustees revised, the Board's subsequent revisions reflect changes to the Mission. With the guidance of Dr. Betty Inclan, the consultant assisting with Standard II, the College is continuing to review its policies within Section 6 of the Board Policy Manual (Instructional Programs), and the Board of Trustees will be adopting revisions throughout Spring 2013.

IV.B.1.c. *The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.*

IV.B.1.c. Descriptive Summary. The responsibility of the Board for educational quality, legal matters, and financial integrity is defined in Board Policy 1.02, Powers and Duties of the Board.

In September 2012, the Board began reviewing all of its policies related to Board Organization, and the Board adopted new and revised policies in October 2012. Board Policy 1.02, Powers and Duties of the Board, describes the role of the governing board as follows:

- Determine broad general policies, plans and procedures to guide its officers and employees;
- Establish administrative policies by which authority and responsibility for services will be defined and determined;

- Conduct all business in open and public meetings, except in those matters as specified by the Brown Act and the Education Code that may be dealt with in Closed Sessions;
- Select, hire and evaluate the District’s chief executive officer, the Chancellor;
- Deliberate with its chief executive officer upon matters initiated by its own members and grant or withhold its approval of proposals brought before it by its executive officer by application of the principle of pre-audit;
- Focus on deliberations on policy determination, broad District planning, hiring and evaluation of the Chancellor, and maintaining fiscal stability;
- Be responsible for developing a balanced annual budget;
- Determine and control the District’s operations and capital outlay budgets;
- Delegate authority in all administrative matters to the Chancellor, including, but not limited to, hiring or promotion of specific individuals;
- Approve construction contracts and contracts for services and equipment in conformance with the Education Code and Public Contract Code;
- Evaluate and criticize, and by veto, correct and revise policies and actions as need may arise as provided for in Section 1.05.; and
- Order elections as authorized by the Education Code.

Other policies which specifically relate to the duties of the board and their conduct include the following:

- Board Policy 1.00 District Vision and Mission Statement
- Board Policy 1.01 Election and Membership
- Board Policy 1.03 Organization of the Board
- Board Policy 1.04 Officers - Duties
- Board Policy 1.17 Governing Board Code of Ethics and Responsibilities
- Board Policy 1.18 Institutional Code of Ethics
- Board Policy 1.19 Conflict of Interest
- Board Policy 1.20 Protected Disclosure of Improper Government Activity

IV.B.1.d. *The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.*

IV.B.1.d. Descriptive Summary. The Board Policy Manual is published on the City College website, which the College updates when new policies are adopted or amended. Several sections of the Board Policy Manual are still outdated and are in need of review. The following policies specify the Board’s size, duties, responsibilities, structure, and operating procedures:

- Board Policy 1.01 Election and Membership
- Board Policy 1.02 Powers and Duties of the Board
- Board Policy 1.03 Organization of the Board

- Board Policy 1.04 Officers – Duties
- Board Policy 1.05 Regular Meetings of the Board
- Board Policy 1.06 Closed Sessions
- Board Policy 1.07 Special and Emergency Meetings
- Board Policy 1.08 Quorum and Voting
- Board Policy 1.09 Agendas
- Board Policy 1.10 Public Participation at Board Meetings
- Board Policy 1.11 Speakers at Board Meetings
- Board Policy 1.12 Decorum
- Board Policy 1.13 Minutes of Meetings
- Board Policy 1.14 Recording Meetings
- Board Policy 1.15 Policies and Administrative Procedures

IV.B.1.e. *The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary*

IV.B.1.e. Descriptive Summary. As noted in the response to Standard IV.B.1.a., the Board engaged in a variety of training workshops focused on their role and responsibilities in response to Recommendation 14 of the ACCJC that “*the board act in a manner consistent with its policies and bylaws.*” These trainings included a focus on professional codes of conduct. The self evaluation for Standard IV.B.1. addresses this further.

As described in sections above, the Board has begun the regular evaluation of its policies beginning with Board Policy Manual Section 1 on Board Organization. The College has also revised other sections that pertain directly to Accreditation Recommendations, including Board Policy 2.07 and 2.08 on Participatory Governance and Collegial Governance with the Academic Senate. As noted above, a consultant is reviewing Board Policy Manual Section 6, Instructional Programs, for its currency and effectiveness.

IV.B.1.f. *The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

IV.B.1.f. Descriptive Summary. In response to ACCJC’s recommendation that the Board of Trustees “develop and implement a plan for board development,” Board members participated in several training workshops as noted above. In addition, in October 2012, the Board adopted a new policy and a professional development plan for continuous improvement.

In January 2013, five of the seven Board members participated in the California Community College League Effective Trusteeship Workshop. The Board President and two additional trustees also participated in the League’s Board Chair Workshop as well as in an accreditation workshop organized by the California Community College League and the ASCCC in February.

The Interim Chancellors met with two new Board members to provide them with an orientation and materials published by the California Community College League as well as accreditation information from the CCSF Chancellor's Office. In the case of Trustee Rodrigo Santos, Dr. Pamela Fisher provided the orientation (the Mayor of San Francisco appointed Trustee Santos to replace the late Milton Marks; Trustee Santos served until December 31, 2012). Subsequently, Rafael Mandelman was elected to the Board in November 2012; Dr. Thelma Scott-Skillman provided his orientation.

The members of the Board of Trustees are elected at large by the voters of San Francisco. The seven publicly elected Trustees serve four-year terms; the terms are staggered so that a subset of Board members' terms expire every two years. Board members serve four-year terms with the exception of the Student Trustee, who is elected for a one-year term. Trustees are not subject to term limits.

IV.B.1.g. *The governing board's self evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.*

IV.B.1.g. Descriptive Summary. Board Policy 1.23, "Board Self Evaluation," specifies that the Board will conduct a self-assessment process every summer. In August 2012, the Board participated in a two-day retreat conducted by Narcisa Polonio in which the Board evaluated its performance and conduct with respect to its roles and responsibilities. Based on this self assessment, the Board developed its professional development plan. The purpose of the retreat was also to provide guidance on how to improve the Board's internal relationships and dialogue to better advocate for the institution.

In October 2012, the Board adopted revisions to streamline the existing Board Policy on self evaluation (Board Policy 1.23).

On March 7, 2013, the Board held another retreat during which six of the seven elected trustees participated in a second self evaluation.

IV.B.1.h. *The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.*

IV.B.1.h. Descriptive Summary. The following governing board policies pertain to a code of ethics:

- Board Policy 1.17 Governing Board Code of Ethics and Responsibilities
- Board Policy 1.18 Institutional Code of Ethics
- Board Policy 1.19 Conflict of Interest

The self evaluation for Standard IV.B.1. addresses the extent to which the Board adheres to these policies.

IV.B.1.i. *The governing board is informed about and involved in the accreditation process.*

IV.B.1.i. Descriptive Summary. When the Accreditation Steering Committee formed in July 2012, the Board President and Vice President were appointed to serve as the Board constituent representatives. Every month, the Accreditation Liaison Officer provides accreditation updates to the Board. In addition, Board members volunteered to serve on various workgroups addressing the ACCJC's 14 Recommendations; participation levels varied. All Board members have publicly expressed their desire to

ensure that the College retains its accreditation. Three Board members provided formal feedback on the Show Cause report and Standard IV. As referred to above, Dr. Barbara Beno, President of ACCJC, facilitated a workshop for Board members regarding accreditation and the Board's responsibilities in relationship to accreditation. The President and Vice President of the Board of Trustees also participated in the accreditation institute of the CCLC and ASCCC that took place in February 2013.

IV.B.1.j. *The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.*

IV.B.1.j. Descriptive Summary. Per Board Policies 1.24 and 1.25, the Board has the responsibility for selecting and evaluating the Chancellor of CCSF. Board policy specifies that the Board delegate to the Chancellor the full administrative authority to implement and administer Board policies. Most recently, the Board selected and hired Interim Chancellors Dr. Pamela Fisher and Dr. Thelma Scott-Skillman. The self evaluation for Standard IV.B.1. addresses the extent to which the Board adheres to these policies.

Note: The following self evaluation pertains to Standards IV.B.1.a-j.

IV.B.1.a-j. Self Evaluation. While the Board has sufficient policies in place that inform its conduct, roles, and responsibilities, and has received training in widely established best practices for governing boards, the Board is still struggling with the following specific aspects of its own code of ethics and responsibilities as contained within Board Policy 1.17:

- **Code of Ethics Items 1 and 2.** Board meetings provide examples of how Trustees, while clear in their commitment to providing high-quality education, at times resist fiscal limitations by favoring particular interest groups over the institution as a whole. In some cases, even after the Board has arrived at a decision, individual Board members have publicly expressed viewpoints that contradict the Board decision.
- **Code of Ethics Item 3.** The Board of Trustees generally functions better as a team since receiving the Show Cause sanction and subsequent training evidenced by unanimous voting on all issues since the August 2012 Board meeting, with the exception of the vote to request that the State Chancellor's Office place a Special Trustee on the CCSF Board. However, the tone of Board meetings is often still disrespectful. While the Board seeks to remain informed, members at times seek and rely on information from particular groups or individuals other than the Chancellor.
- **Code of Ethics Item 5.** Board members have not always maintained confidentiality of privileged information.

- **Code of Ethics Items 6 and 7.** Disrespectful communication at Board meetings continues. This is particularly true when deliberation about controversial issues takes place.
- **Code of Ethics Item 8.** Board meetings do not always follow Board Policy 1.10 with respect to time limitations and the process regarding public input.

In recognition of its challenges, the Board unanimously approved the acceptance of Dr. Robert Agrella as Special Trustee in October 2012. This individual has been working closely with the Board and the Chancellor to continue addressing the issues noted above with the goal of meeting the ACCJC Accreditation Standards and addressing the FCMAT findings.

The Board has also continued to have limited success in delegating authority for implementing and administering Board policies to the Chancellor, per Board Policy 1.25. At times, the trustees continue to undermine the Chancellor’s authority to execute Board directives by publicly questioning or not supporting the decisions that they made as a Board. In addition, individual Board members appeared to sometimes attempt to micromanage aspects of the College’s operations. Board meetings continue to focus on the implementation of policies, which draws Board members into discussing a level of detail that is neither appropriate nor effective and results in meetings continuing late into the night, and, on several occasions, into the next day.

The Board did not fully comprehend its role with respect to many of the financial implications of the decisions that were being made. The Board is currently re-examining its fiduciary responsibility in order to provide the appropriate level of oversight for the wellbeing of the institution as a whole.

By approving the plans contained within the October 15 Special Report, the Board has created a pathway to realizing the priorities it has set for 2012-13. This work is still in progress but holds promise for completion if the Board is able to withstand public pressure.

The Board had little turnover for a number of years, gained several new members in quick succession four years ago, and has had little turnover since. This led to a divided Board that has struggled to become a cohesive team. This has perpetuated an undercurrent of distrust, which sets the tone for the governance system overall.

IV.B.1.a-j. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
* ACCJC President, Dr. Barbara Beno, with Trustee William “Bill” McGinnis of Butte-Glenn Community College District, conducted Board training on accreditation’s purposes, processes, standards, and the roles and responsibilities of Trustees in accreditation	July 10, 2012	July 10, 2012	Chancellor	14
* Dr. Narcisa Polonio, President of the Association of Community Colleges Trustees,	August 6 and 7, 2012	August 6 and 7, 2012	Chancellor	14

facilitated a two-part retreat focused on roles and responsibilities of the Board, a Board Self-Assessment, and the drafting of Board goals				
* Board self-assessment completed	August 7, 2012	August 7, 2012	BOT	14
* Board goals for 2012-13 drafted	August 7, 2012	August 7, 2012	BOT	14
* Board goals for 2012-13 adopted	August 23, 2012	August 23, 2012	BOT	14
* Scott Lay, California Community College League President, and Michelle Pilati, Academic Senate for California Community Colleges President, presented a workshop on Participating Effectively in District and College Governance: the Law, Regulations, and Guidelines	August 23, 2012	August 23, 2012	BOT	14
* Request for appointment of Special Trustee approved by Board	September 11, 2012	September 11, 2012	BOT	14
* Board Policy 1200, Mission Statement revisions approved by Board	September 11, 2012	September 11, 2012	BOT	14
* First annual professional development plan created	September 27, 2012	September 27, 2012	BOT	14
* Board's first reading of revised PM Section 1 completed	September 27, 2012 (first reading)	September 27, 2012 (first reading)	BOT	14
* PM Section 1 revisions approved by Board	October 25, 2012 (second reading)	October 25, 2012 (second reading)	BOT	14
* Policy Manual 2.07, City College of San Francisco Shared Governance System revisions reviewed by Board	October 2012 (first reading)	October 2012 (first reading)	BOT	14
* Policy Manual 2.07, City College of San Francisco Shared Governance System revisions approved by Board	November 2012	November 2012	BOT	14
Continue training with external agencies such as CCLC, AACC, and ACCJC	Not applicable	Spring 2013	PGC Chancellor BOT	12/13/14
Conduct regular Board self-assessment activities	Not applicable	Spring 2013 and Ongoing	Chancellor BOT	14
Implement Board development plan including annual retreats	Not applicable	Spring 2013	Chancellor BOT	14
Continue reviewing and updating Board policies	Not applicable	Ongoing	Chancellor BOT	14

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of

IV.B.2. *The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

IV.B.2. Descriptive Summary. Per Board Policy 1.25 and as specified in the Chancellor's contract, the Chancellor has administrative authority to implement and administer Board policies. With this directive, the Chancellor is ultimately responsible for the quality of the College, which relies on effective leadership in planning, organizing, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a. *The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

IV.B.2.a. Descriptive Summary. Since April 2012, CCSF has experienced significant leadership changes. Dr. Don Q. Griffin, who had served as Chancellor for four years, retired earlier than expected due to illness. The Board of Trustees immediately moved to identify and appoint an Interim Chancellor to serve the College while it prepared for a permanent Chancellor search. In May 2012, the Board appointed Dr. Pamela Fisher as Interim Chancellor, who only agreed to stay until October 31, 2012. The Board suspended plans to continue the permanent Chancellor search after receiving the ACCJC Show Cause determination in July, with the recognition that finding a qualified candidate for the permanent Chancellor position would be challenging under the circumstances.

With Interim Chancellor Fisher's departure scheduled for the end of October, the Board appointed Dr. Thelma Scott-Skillman, who had been serving as Interim Vice Chancellor of Student Development, as Interim Chancellor for a one-year period beginning on November 1, 2012.

Confounding the turnover in Chancellors, when Interim Chancellor Fisher came on board, there were a number of interim senior-level administrators as a result of a large number of retirements of long-term administrators that occurred in 2010. Dr. Fisher hired three retired community college CEOs to help the College address the ACCJC Recommendations and to mitigate the loss of seasoned leadership. Members of the College community and leadership have been uneasy about the hiring of consultants to fulfill various roles and have questioned the underlying motives for bringing these individuals on board.

During Interim Chancellor Fisher's appointment, she began reorganizing the administration in response to the ACCJC Recommendation 7 regarding administrative capacity and FCMAT findings to ensure that an appropriate structure is in place to administer all aspects of the College to support the purpose (Mission), size, and complexity of the institution.

In carrying out the plans for administrative change as described in the October 15 Special Report, the Board approved the following organizational change:

- The Chancellor's Office direct reports now include three vice chancellor positions (Academic Affairs, Student Development, and Finance/Administration) as well as a number of deans and other administrators responsible for overarching institutional areas.
- Direct reports to the Vice Chancellor of Academic Affairs now include three associate vice chancellors. In addition, the College has separated responsibilities of school deans from center deans.
- The College will reduce FTE allocations for department chairs to incur cost savings in response to FCMAT recommendations and ACCJC's general concerns about administrative capacity and authority; in light of this, selected responsibilities will shift from the department chairs to the school and center deans.
- The Vice Chancellor of Student Development will directly oversee all four deans within the division, which include the Dean for Matriculation and Counseling Services; the Dean of Admissions, Records, and Outreach; the Dean of Financial Services and Scholarship; and the Dean of Students Affairs and Wellness.
- All counselors will report to the Dean for Matriculation and Counseling Services (until now, counselors reported to three different deans)

At the outset of Interim Scott-Skillman's appointment, she directed Human Resources to develop job descriptions with more authority and clarity of responsibility for administrators as part of the organizational restructuring. The College is undergoing a massive hiring process for all of the administrative positions within the Division of Academic Affairs and Student Development given the changes in authority and responsibility of those positions. The Board of Trustees took action during its February 28, 2013, meeting to authorize the Chancellor to issue March 15th notices of nonrenewal for 24 administrative positions in those divisions (25 in Academic Affairs and nine in Student Development). In both Divisions, the hiring process began with the posting of the vice chancellor positions. The College also posted 15 administrative positions in Academic Affairs at the associate vice chancellor and dean levels. While administrators currently serving in each Division are encouraged to apply for positions for which they qualify, the search is national in scope. A review of the Division of Finance and Administration began in Spring 2013. The College will revisit the organization of the Chancellor's Division in Summer 2013.

The Chancellor has also been working with Legal Counsel to develop contracts for administrators. Until now, the Board has granted administrators rolling three-year contracts on the basis of satisfactory annual performance evaluations, but administrators have never received a written contract detailing the terms of their employment. The College is currently reviewing practices relating to the evaluation of administrators as well.

IV.B.2.b. *The president guides institutional improvement of the teaching and learning environment by the following:*

- *Establishing a collegial process that sets values, goals, and priorities;*
- *Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;*
- *Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and*
- *Establishing procedures to evaluate overall institutional planning and implementation efforts.*

IV.B.2.b Descriptive Summary. The focus of the Interim Chancellors has, by necessity, been on resolving the fiscal crisis and College governance issues while also responding to the ACCJC Show Cause determination. This context has driven the priorities of the Interim Chancellors as they carry out their obligations as the chief administrator of the College. Doing so has included making dramatic changes within an institution that has had a long-standing, independent, and, at times, isolated, culture for over 20 years. Institutional planning has been a key focus given that integrated planning and resource allocation must serve as a foundation for all decision making and resulting actions within the College.

One of the first activities that Interim Chancellor Fisher undertook was to add resources to the Research and Planning Office to begin increasing staffing that better serves institutional needs. At the same time, the Research and Planning staff were charged with establishing an integrated, data-informed planning and budgeting system that incorporates Student Learning Outcomes. In concert with this, the Division of Academic Affairs was also charged with responding fully to the ACCJC requirements regarding the development, documentation, assessment, and evaluation of SLOs. Subsequently, Interim Chancellor Scott-Skillman assigned an SLO Coordinator to continue leading and guiding this effort.

Interim Chancellor Fisher established a new process for Participatory Governance with the goal of creating a collegial process for discussing matters pertaining to institutional priorities, policies, planning, and budget development. The Participatory Governance Council first convened under Dr. Scott-Skillman's direction.

Both Interim Chancellors have communicated College-wide on the status of the institution, its priorities, and goals to remain accredited. To ensure that administrators can carry out College priorities and in response to ACCJC Recommendations, the Interim Chancellors have implemented a series of professional development workshops on a variety of management topics for the management team which includes administrators and classified managers.

IV.B.2.c. *The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.*

IV.B.2.c. Descriptive Summary. Board Policy 1.25 and the Chancellor’s contract direct the Chancellor to carry out the Mission of the College by implementing and administering Board policies. In the recent past, the previous Chancellors did not always take action that was consistent with the Chancellor’s own role, the role of the Board, policies, and the governance structure.

The primary focus for the Interim Chancellors has been to respond to the fiscal crisis and ACCJC Show Cause determination. With this in mind, the Interim Chancellors have focused on reviewing institutional policies and procedures to ensure that actual practices align with these policies and procedures and are consistent with the Mission of the College and meet the ACCJC Standards. As pointed out in the ACCJC evaluation report and further reflected on by the accreditation workgroups, the Interim Chancellors have noted a number of cases in which the College has not complied with its own policies and procedures. Constituent groups have also raised concerns about recent Board actions they believe to be out of compliance with the governance process.

IV.B.2.d. *The president effectively controls budget and expenditures.*

IV.B.2.d. Descriptive Summary. Working with the Vice Chancellor of Finance and Administration, a key focus of the Interim Chancellors has been on addressing the fiscal crisis by implementing FCMAT and ACCJC recommendations to ensure a return to fiscal stability. The Chancellor has taken a number of steps to reduce costs as is outlined in Standard III.D., Financial Resources.

IV.B.2.e. *The president works and communicates effectively with the communities served by the institution.*

IV.B.2.e. Descriptive Summary. Historically, the Chancellor’s level of engagement with the community has varied. During the 10-year term of Chancellor Philip R. Day, Jr., there was a high level of engagement with government, business, and educational agencies at the local, state, and national levels. Chancellor Don Q. Griffin focused on developing relationships with local public, private, and community-based organizations representing neighborhoods within the San Francisco Community College District. Chancellor Griffin played a key role in developing a stronger relationship with SFUSD and the Mayor’s Office, particularly in the context of the Bridge to Success initiative.

Given the current crisis mode of the College, the Interim Chancellors have focused efforts on working closely with the San Francisco Mayor’s Office and other agencies including donors to keep them apprised of the status of the institution and to enlist their continued support. The Interim Chancellors have also engaged the support of their state-wide and national networks to assist in resolving the fiscal and accreditation issues. Given media attention on the College at this time and declining enrollments, the Interim Chancellors have contracted with two consulting firms to more effectively communicate with the public and current and prospective students. Members of the College community have consistently criticized the College’s public relations effort, indicating that public relations consultants could do more to maintain a positive image.

Note: The following self evaluation pertains to Standards IV.B.2.a-e.

IV.B.2.a-e. Self Evaluation. The College has experienced an inordinate amount of turnover in its senior leadership beginning with the departure of Chancellor Griffin in May 2012, following on the heels of substantial turnover in senior administrators due to retirements beginning in 2010. Accompanying these personnel changes have been changes in leadership styles that have yielded two-way challenges in acculturation and communication. While at the same time fulfilling the core Mission of the College, the primary focus for the Interim Chancellors has been to respond to the fiscal crisis and ACCJC Show Cause determination. This challenge and the changes that have occurred as a result of the FCMAT and ACCJC fundings have not been readily accepted by all and at times have met with resistance and distrust. The challenge also takes place in a context in which the Board has not yet fully recognized its appropriate role.

At this juncture, the Board of Trustees and Interim Chancellor's assessment is that the administrative reorganization reflects best practices elsewhere and are in the best interest of the College in order to promote administrative and fiscal soundness. Changes have occurred rapidly; the stringent timeline for enacting these changes has resulted in what some of the internal constituent groups view as insufficient communication about how the changes will yield results that demonstrate that the College meets the ACCJC Standards. For example, the Academic Senate has expressed the following:

“The Academic Senate has grave concerns about the administrative reorganization's impact on student learning. Interim Chancellor Fisher failed to seek an analysis of consequences on student learning and workplace efficiencies or to plan adequately for continuity before restructuring Academic Affairs. No advance opportunity was provided for constructive dialogue to take place concerning the radical diminishment of the role of chairs for instructional departments. Interim Chancellor Scott-Skillman has continued to state that the reorganization represents ‘best practices’ without communicating which practices are being described as best nor sharing her vision for how these practices will work at City College. The wholesale termination of administrators, the demotion of several, preference for hiring retired administrators for Vice Chancellor positions, and changes in the evaluation process raise concerns that such sweeping actions will lead to lack of continuity in the management of College operations and increasing instability at the College, such as was identified by ACCJC in their finding that CCSF had too many interim positions. The Academic Senate recognizes the authority of the Chancellor and Board of Trustees to make rash changes, but cannot agree that this reorganization is in the best interest of the students of City College.”

In sum, the goal of both Interim Chancellors has been to correct the deficiencies that the July 2012 ACCJC letter outlined. As this Show Cause Report details, these changes included:

- revising and focusing the College Mission Statement (ACCJC Recommendation 1);
- creating a more effective, integrated, data-informed planning process with the Mission Statement and Program Review as central mechanisms for decision

making that promotes institutional effectiveness (ACCJC Recommendations 2 and 3);

- engaging in a comprehensive, College-wide effort to centralize the documentation, reporting, and assessment of SLOs that informs institutional planning (ACCJC Recommendations 2, 3, 4, 5, and 6);
- identifying and implementing changes to the delivery of student services to better promote student achievement and access by all students, regardless of location (ACCJC Recommendations 2, 3, and 5);
- developing more efficient administrative structures with greater authority and accountability (ACCJC Recommendation 7);
- improving the management of physical resources, including the development of a model to determine total cost of ownership (ACCJC Recommendations 2, 3, and 8);
- creating a comprehensive plan for equipment maintenance, upgrade, and replacement (ACCJC Recommendations 2, 3, and 9);
- improving the College’s financial stability, integrity, and reporting (ACCJC Recommendations 2, 3, 10, and 11);
- developing and implementing a new Participatory Governance system that is efficient, serves an advisory function, and promotes transparency (ACCJC Recommendations 12 and 13);
- and providing the Board of Trustees with opportunities to realize fully their appropriate role and responsibilities (ACCJC Recommendation 14).

Under the direction of the Interim Chancellors, the College has accomplished many of these changes, with some still in progress but with plans for completion in as timely a manner as possible. In the process of correcting the deficiencies that ACCJC cited, additional issues became apparent, which the College also addressed and noted throughout this Show Cause Report in the responses to the ACCJC Standards.

IV.B.2.a-e. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
* Options for administrative contracts explored	November 2012	Spring 2013	Chancellor	7
Increase communications to promote respect, trust, and collaboration and to keep College on task with shared goals, values, priorities	Not applicable	Spring 2013	Chancellor	14
Hire permanent Chancellor	Not applicable	Fall 2013/Spring 2014	BOT	14

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation

Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

IV.B.3. *In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.*

Not applicable.

IV.B.3.a. *The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.*

Not applicable.

IV.B.3.b. *The district/system provides effective services that support the colleges in their missions and functions.*

Not applicable.

IV.B.3.c. *The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.*

Not applicable.

IV.B.3.d. *The district/system effectively controls its expenditures.*

Not applicable.

IV.B.3.e. *The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.*

Not applicable.

IV.B.3.f. *The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.*

Not applicable.

IV.B.3.g. *The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.*

Not applicable.

Special Focus

Centers and Sites

Special Focus: Centers and Sites

Centers and Sites Descriptive Summary. Given the references to centers and sites throughout the ACCJC Recommendations concerning cost efficiencies, quality, and equitable access in the delivery of instruction and services, Interim Chancellor Fisher formed a “special focus” workgroup (“Workgroup 15”) to look specifically at issues concerning CCSF centers and sites. The goal of the workgroup since August 2012 has been to analyze and assess the issues regarding centers and sites as referenced in the accreditation recommendations and to identify and collect data necessary for a fiscal and programmatic analysis of them.

This section of the Show Cause Report provides an overview of the centers and sites and serves as a status report on the activities of Workgroup 15.

The centers and sites offer both credit and noncredit coursework and training programs to diverse communities. Research data indicate that many of the credit students (28 percent) began their studies at one of the centers by taking a noncredit course.

To better assess the efficacy of the centers, members of Workgroup 15 engaged in the following activities, which began the process of allowing them to complete a programmatic analysis of each center:

- Reviewed the state definition for “Centers” and “Campuses” and applied those definitions to CCSF facilities accordingly, resulting in the majority of locations previously called “Campuses” now being called “Centers” with only the Ocean Avenue location termed “Campus”
- Reviewed which sites receive Foundation Grants and the amounts of funding
- Assessed the real estate value
- Collected data regarding program and course offerings/sections per center
- Collected student data by center (including zip codes)

Workgroup 15 also reviewed other information about the cost and productivity of each center, which has taken a variety of forms. As a result, the center deans produced consistent cost center reports that the workgroup has been reviewing.

The District has already taken several steps concerning CCSF sites based on analyses to date. The Board approved three recommendations related to site closures on September 27, 2012. The first was to consolidate the course offerings that the College had offered at the Castro site (approximately 20-25 sections) to other centers throughout the city. The second recommendation was to relocate classes the College offered at the two Richmond District sites to other centers. The third recommendation was to immediately begin the process of pursuing options for generating revenue from the 33 Gough Street property.

The District also implemented organizational changes to help streamline the reporting structure of the centers. The administrators responsible for centers resided within both Academic Affairs and Student Development, which created reporting inefficiencies.

Centers and Sites Self Evaluation. The College integrates and delivers instruction and student services at its centers and sites through the structures of its departments and units, which has made it difficult to track the costs and revenues associated with the centers and sites. Student Development focus groups indicated that student services have not been

equitable across all centers. Moreover, center deans have not played a role in scheduling courses or services.

The role of community colleges in and the funding mechanism for adult education are currently under study at the state level. The College has grave concerns about the potential reduction in funding.

Workgroup 15 has struggled to come to terms with the task of making recommendations about the centers and sites based on the data they have collected to date while considering the College as a whole. The goal is to make recommendations that inform the 2013-14 budget.

Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with the analysis of centers and sites:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
* Centers/Sites defined	August 17, 2012	August 17, 2012	VCFA	Cross-cutting
* Foundation Grants reviewed	August 17, 2012	August 17, 2012	VCFA	Cross-cutting
* Data regarding program and course offerings/sections per center collected	September 2012	September 2012	ORP	Cross-cutting
* Human Resources allocation examined	(TBA)	Spring 2013	Workgroup 15	Cross-cutting
* Proximity to alternative locations/transportation reviewed	August 2012	August 2012	Workgroup15	Cross-cutting
* Real estate value assessed	August 2012	August 2012	Workgroup 15	Cross-cutting
* Data on site utilization and productivity collected	September 2012	September 2012	ORP	Cross-cutting
* Data on site utilization and productivity analyzed	October 2012	October 2012	ORP	Cross-cutting
* Total Cost of Operation model completed	Being Completed by Workgroup 8	Spring 2013	Workgroup 15	Cross-cutting
* List of options for more cost-effectively and efficiently serving students generated (consolidation, elimination, property sales, property leases, etc.) and presented to Board of Trustees	December 2012	Spring 2013	Chancellor Workgroup 15	Cross-cutting
Develop a business plan for each Center	Not applicable	Spring 2013	Center Deans	Cross-cutting

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

2. Closure Report

The College is required to prepare a Closure Report in conjunction with the Show Cause Report in the event that ACCJC does not find cause to continue CCSF's accreditation. The Chancellor and the Board of Trustees are responsible for developing the Closure Report.

The ACCJC's policy on closing an institution appears on page 33 of the *Accreditation Reference Handbook*, accessible at the following link:

http://www.accjc.org/wp-content/uploads/2012/09/Accreditation-Reference-Handbook_2012.pdf

CLOSURE REPORT

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

Submitted to

The Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

March 15, 2013

Signature Page

DATE: March 15, 2013

TO: Accrediting commission for Community and Junior Colleges,
Western Association of Schools and Colleges

FROM: City College of San Francisco
50 Phelan Avenue
San Francisco, California 94112

This Accreditation School Closure Report is submitted to accompany the Show Cause Report for City College of San Francisco for the purpose of assisting in the determination of accreditation status.

We certify that there was broad participation by representatives of the campus community and we believe the plan for closure accurately reflects the nature and substance of the institution.

Signed:



Dr. Thelma Scott-Skillman, Interim Chancellor



John Rizzo, President, Board of Trustees



Dr. Robert Agrella, Special Trustee



Karen Saginor, President, Academic Senate



James Rogers, President, Classified Senate



William Walker, Student Trustee



Gohar Momjian, Accreditation Liaison Officer

Background and Preparation for Closure

In a letter dated July 2, 2012, the ACCJC placed City College of San Francisco (CCSF) on Show Cause. As a result of this sanction, the College was required to:

1. Develop and submit a Special Report – due October 15, 2012 (the overall plan describes how CCSF will address the Mission, institutional assessments, planning and budgeting issues identified in several of the 2012 evaluation team recommendations)
2. Complete a Show Cause Report – due March 15, 2013
3. Prepare for a team to conduct a comprehensive accreditation site visit of Commission representatives
4. Complete a Closure Report – due March 15, 2013

The Commission issues Show Cause when it finds an institution in substantial non-compliance with the Commission's Eligibility Requirements, accreditation Standards, or policies, or when the institution has not responded to the condition imposed by the Commission.

“CCSF failed to demonstrate that it meets the requirements outlined in a significant number of Eligibility Requirements and Accreditation Standards. It also failed to implement the eight recommendations of the 2006 evaluation team (five partially addressed, and three completely unaddressed). The college is ... expected to fully address all of the recommendations of a comprehensive evaluation team before the next comprehensive evaluation visit occurs.”⁵

The Commission has required CCSF to Show Cause as to why its accreditation should not be withdrawn. CCSF must demonstrate, through evidence, that it has corrected the deficiencies noted by the Commission and complies with the Eligibility Requirements, Accreditation Standards, and Commission Policies. The burden of proof rests on the institution to demonstrate why its accreditation should be continued. During the Show Cause period, the institution must make preparations for closure according to the Commission's Policy on Closing an Institution and submit this Closure Report with its Show Cause Report.

The District will only implement the steps associated with closure should the ACCJC determine such steps are necessary. The Commission will present its findings and determination as to the status of CCSF's accreditation in a July 2013 correspondence to CCSF. That determination will be based upon the CCSF Accreditation Show Cause Report (submittal date to AACJC is March 15, 2013); the Spring (March-April) 2013 site visit; the October 15, 2012 Special Report; and other pertinent information and data.

⁵ July 2, 2012 AACJC letter to Dr. Pam Fisher, CCSF Interim Chancellor

Sanction History

Date: March 2006

Accreditation Status: Accreditation reaffirmed

Definition of Status: The institution substantially meets or exceeds the Eligibility Requirements, Accreditation Standards and Commission policies, but has recommendations on a small number of issues of some urgency which, if not addressed immediately may threaten the ability of the institution to continue to meet the Eligibility Requirements, Accreditation Standards and Commission policies. Additional reports required: Progress Report was filed on March 15, 2007; Focused Mid-Term Report was filed on March 15, 2009.

Deficiencies Noted: Recommendation 2: Planning and Assessment; Recommendation 3: Student Learning Outcomes; Recommendation 4: Financial Planning and Stability.

Date: March 2012

Accreditation Status: Show Cause

Definition of Status: Institution is in substantial non-compliance with its eligibility requirements, accreditation standards, or commission policies or the institution has not responded to the conditions imposed by the Commission.

Deficiencies Noted: Recommendation 1: Mission Statement; Recommendation 2: Planning and Assessment; Recommendation 3: Student Learning Outcomes; Recommendation 4: Financial Planning and Stability; Recommendation 5: Physical Facilities contingency Planning; Recommendation 6: Physical Facilities Maintenance Planning; Recommendation 7: Technology Planning; Recommendation 8: Board of Trustees Evaluation.

According to the Commission,

“the accredited status of CCSF continues during the period of Show Cause and until the Commission acts to terminate accreditation or when issues that gave rise to Show Cause are fully resolved and the institution is removed from sanction. Since the loss of accreditation would likely cause CCSF to close, during the show cause period, CCSF must make preparations for closure according to the Commission’s Policy on Closing an Institution.”⁶

The loss of accreditation would likely result in a loss of state and federal funds, including all general fund and categorical apportionment revenues, financial aid, and maintenance and operations funds. The magnitude of this loss would cause all functions of the College to cease. Although the District technically could remain as a legal entity, removal of funding could have the same effect as closing the institution. CCSF is developing and implementing every step and precaution to address all ACCJC recommendations so that the institution can demonstrate why its accreditation should be continued. Tremendous progress is being made. However, given the magnitude of the deficiencies, not all deficiencies will be resolved by the

⁶ July 2, 2012 AACJC letter to Dr. Pam Fisher, CCSF Interim Chancellor

March 15, 2013 submittal date of the report, nor by the subsequent team visit in Spring 2013. Due to the parallel requirement to address the Commission’s policy on closing an institution, the College is taking this Closure Report seriously and will submit it to ACCJC by March 15, 2013.

CCSF is following ACCJC’s Policy on Closing an Institution to develop a closure plan to ensure students’ interests are protected. Therefore, the challenge is to develop a closure plan that would provide services to students and the community with the least disruption while CCSF corrects deficiencies as noted in the July 2, 2012 letter.

The ACCJC Policy on Closing an Institution stipulates that:

“Before closing, the governing board should consider carefully such alternatives as merging with another institution, forming a consortium, or participating in extensive institutional sharing and cooperation.”⁷

It is imperative that CCSF work diligently to ensure that it protects the interests of the students.

In the event the Closure Plan needs to be active by the beginning of Fall 2013, CCSF would, in advance and using a consultative process, implement the following:

DEFINED TASK	RESPONSIBILITY ENTITY	TIME FRAME
Engagement of each identified constituent group in consultation and closure planning	Special Trustee, Board of Trustees, CEO, Administration and Participatory Governance Council	By 01/24/2013
A review of State and/or National Law Relative to Legal Responsibilities: Employee entitlements	Special Trustee, Board of Trustees, CEO, and Administration, Unions	By 06/30/2013
A review of State and/or National Law Relative to Legal Responsibilities: Title to Real Property/Other Legal Responsibilities	Special Trustee, Board of Trustees, CEO, and Administration	By 09/30/2013
Alternatives to Closing (Merging, Forming Consortiums, Inter-Institutional Sharing/Corporation)	Special Trustee, Board of Trustees, CEO, Administration and Participatory Governance Council	By 06/30/2013
Instructional Services Agreement (ISA) with an accredited college to offer contracted instructional services. (A substantive change proposal would need to be approved by AACJC for this to be a viable option.)	Special Trustee, CEO, Board of Trustees, Administration, Academic Senate	By 06/30/2013
Governing Board fully informs all affected constituents	Board of Trustees, CEO, Administration	By 08/31/2013
Provisions for Student Completion of Programs and the securing of student records	Board of Trustees, CEO, Administration	By 10/31/2013

⁷ ACCJC Policy on Closing an Institution (June 2012)

In adherence to the ACCJC’s requirements identified in its Policy on Closing an Institution, the following is a list of the activities that the CCSF needs to fully address to ensure that transition for students is smooth. A complete analysis/address of the following elements will be accomplished:

	DEFINED TASKS	TIME FRAME
A	Student Completion	By 12/31/2013
B	Disposition of Academic Records and Financial Aid Transcripts	By 12/31/2013
C	Provisions for Faculty and Staff – Adhere to Appropriate Code Sections	By 03/15/2014
D	Disposition of Assets	By 12/31/2013
E	Obligation of Assets	By 12/31/2013
F	Coordination with the ACCJC	Ongoing
G	Key Governing Board Obligations	By 06/30/2013

A. Student Completion

Closure requires provisions for the academic needs of students who have not completed their degrees and educational programs.

- The College will make arrangements to permit those students who have completed 75 percent of an academic program at CCSF to complete the remainder of the program elsewhere. The student will be entitled to receive the degree and educational program from the “closed” institution (CCSF). Arrangements shall be made with the ACCJC for continuation of the College’s accreditation by the ACCJC for this purpose only.
- The College will notify neighboring districts with the goal to provide students the opportunity to complete courses at their colleges.
- Arrangements for transfers to other institutions will require complete academic records and all other related information gathered in dossiers that can be transmitted promptly to receiving institutions.
- The College will submit to the ACCJC for approval arrangements made with other institutions to receive transferring students and to accept records.
- The College will make arrangements with the appropriate federal or state grants agencies to transfer the grants to the receiving institutions. For student-held scholarships or grants or other available funds that can be legally used, the College will need to negotiate appropriate agreements or fully inform students.
- If accreditation is removed, the College will generate a list of students who have completed 75 percent of an academic degree/educational program/certificate program by the end of Spring 2013.
- The Vice Chancellor of Student Development will be responsible for notifying students who have completed 75 percent of an academic degree and educational program and/or certificate program of their potential graduation/completion status. The College will inform students of their status for a degree or certificate and their option to receive a degree or certificate under CCSF or other institutions if they are to complete the respective curriculum. After a loss of accreditation, CCSF student would have no other option except to transfer to another accredited institution.
- The College will issue a letter for each student indicating the closure of the College and to ensure the acceptance of the credits by other accredited institutions. If applicable, the Chancellor will send CCSF closure notifications to the neighboring colleges for them to accept the CCSF transfer students and their credits before any termination date.
- The College will contact the following neighboring districts: San Mateo CCD; Marin County CCD; Peralta CCD; Contra Costa CCD; San Jose-Evergreen CCD; Chabot-Las Positas CCD; Ohlone CCD.
- The District will provide *every* student with the most up-to-date transcript at the time of request as well as by mail, telephone hotlines, College website, and public and social media as to where they can retrieve a copy of their transcript.

Communication will be in English and all languages utilized by current CCSF students.

B. Disposition of Academic Records and Financial Aid Transcripts

All academic records, financial aid information, and other records must be prepared for permanent filing, including microfilming. Arrangements must be made ... to preserve the records. Notification must be sent to every current and past student indicating where the records are being stored and what the accessibility to those records will be. Where possible, a copy of a student's record should also be forwarded to the individual student. The ACCJC must be notified of the location where student permanent records will be stored.

- Digitize and microfilm all student files. Student records have been electronic since 1984.
- All student records are filed (identify location and record dates such as 1977 – 2012).
- Digitize and store ALL financial aid records, human resources records, and business office records (identify location and record dates).
- Notify ACCJC and students of the location of stored records and accessibility once the process has been completed.
- Work with the State Chancellor's Office to contract with an entity to electronically store all transcripts and provide the students with the process to order them.
- Announce the process and procedure on how students can obtain their transcripts through the news media in English and other languages commonly spoken by CCSF students.
- Make arrangements for the Admissions and Records Office to be open for pick-ups as campus closure is in effect.
- Establish a dedicated hotline and utilize other social media and the College website to provide students with instructions on how and where they can order transcripts. Continued maintenance of the website, social media and hotline will provide accurate and up-to-date information for all students.

C. Provisions for Faculty and Staff

The institution must arrange for continuation of those faculty and staff who will be necessary for the completion of the institution's work up to and after the closing date.

- The District will work in good faith to assist faculty and staff in finding alternative employment.
- The District cannot make any guarantees to future employment beyond the closure of CCSF. The District will accept early resignations and/or retirements should faculty or staff members obtain new positions outside the District or choose to retire.

- Following Commission action on the District's Show Cause Report, all faculty and staff will receive written notification immediately about the Commission's determination. In the event of closure, faculty will receive a notice as required by Ed Code and contract and classified employees will receive their layoff notices per contract.
- The College will contact neighboring districts (San Mateo CCD; Marin County CCD; Peralta CCD; Contra Costa CCD; San Jose-Evergreen CCD; Chabot-Las Positas CCD; Ohlone CCD) regarding available employment opportunities in their district for information sharing with current CCSF employees.
- The Human Resources Department would actively list job opportunities across the District and work with faculty and staff in alternate placement.

D. Disposition of Assets

Determinations must be made to allocate whatever financial resources and assets remain after the basic needs of current students, faculty, and staff are provided for.

- The District will remain as the legal entity to monitor the disposition of its assets.
- In the event the District does not have sufficient financial resources to honor obligations to creditors, the Board of Trustees will determine the necessary steps to proceed with possibility declaration of bankruptcy. Should such action be taken, the bankruptcy court judge will determine the disposition of assets.
- In the event of closure, the College will terminate all long-term off-site (credit/noncredit instruction) existing contracts/MOU's or Lease Agreement with month-to-month continuations in some locations based on summer course offerings.
- The College will review and establish all lease agreement in collaboration with any potential merger district upon notification of closure.
- The College will notify the U.S. Department of Education (USDE) upon closure with the submittal of financial reports and performance reports within 45 days. The District will notify the USDE how records will be retained and stored.
- The College will develop procedures for collecting any outstanding student loans, reconcile any over-awards, overpayments, and/or withdrawal calculations.
- The College will return all unexpended funds of all categorical programs to the respective agencies if these agencies require such action.
- The District will work with the Foundation for CCSF to ensure that the assets would honor the intentions of the original providers including endowments, donors, and grantors.
- The College will notify all donors and grantors of the College's disposition of endowments and donations.
- The District will adhere to State or federal laws regarding the disposition of funds and institutional assets.
- The District will determine the value of real and personal properties.

- The District will explore all viable options and confirm that employee long-term retiree benefits, vacation and compensation time obligations are satisfied.
- The District will satisfy vendor obligations as required by federal and State regulations.
- With the assistance of legal counsel, the District will also explore the sales of physical plan, equipment, library, special collections, art, or dispensation of other funds if necessary.

E. Obligations to Creditors

The institution must establish a clear understanding with its creditors and all other agencies involved with its activities to assure that their claims and interests will be properly processed ... All concerned federal, national and state agencies need to be apprised of the institution's situation, and any obligations relating to estate or governmental funds need to be cleared with the appropriate agencies.

- In the event of closure, the College would terminate all long-term off-site (credit/noncredit instruction) existing contracts/MOU's or Lease Agreement with month-to-month continuations in some locations based on summer course offerings.
- All lease agreements would be reviewed and established in collaboration with any potential merger district upon notification of closure.
- The District will identify all outstanding creditor obligations for all funds, including local bond fund creditors.
- The District will follow the State or federal laws regarding payments of creditors.
- The District will apprise all agencies of the institution's arrangements in order not to be subject to later legal proceedings.
- The District will process properly all claims and interests with creditors and other agencies.
- The District will develop publicly defensible policies for dividing the resources equitably among those with claims against the institution.
- In the event the District does not have sufficient financial resources to honor obligations to creditors, the Board of Trustees will determine the necessary steps to proceed with possibility declaration of bankruptcy. Should such action be taken, the bankruptcy court judge will determine the disposition of assets.

F. Coordination with the ACCJC

The ACCJC and other specialized accrediting bodies must be consulted and kept fully apprised of developments as the plan to close an institution progresses. Arrangements must be completed with the ACCJC in advance of closure in order to assure that a legally authorized and accredited institution awards degrees. A final report on the closing must be submitted to the ACCJC for its records. The ACCJC must also be notified of the location where student records will be stored.

- The Governing Board of CCSF will consult with and keep the ACCJC apprised of all matters pertaining to the closure of the College.
- Consultation with AACJC will occur to assure that students have transferred to legally authorized and accredited institutions including any partnership institutions.
- Student completion, including all records, will be provided for as detailed in section A of this document.
- The College will disclose to the ACCJC the permanent storage location of all student records.

G. Key Governing Board Obligations

The governing board must take a formal vote to terminate the institution on a specified date. ... Also, the board must identify the person or persons authorized to determine whether or not these requirements have in fact been satisfied.

- The CCSF Board of Trustees will take a formal vote to terminate the College by ACCJC's termination-of-accreditation decision and based on the progress of the closure activities.
- The Board of Trustees will ensure that the current students who are at 75 percent completion will be able to be graduated from CCSF by completing their requirements elsewhere or through any approved partnerships.
- The Board of Trustees will take legal action to set a deadline for completion of degrees and certifications, authorize the Chancellor to determine whether or not these requirements have in fact been satisfied; and make arrangements with ACCJC in advance regarding CCSF granting degrees.
- In the event of termination, CCSF will not be authorized to award accredited degrees nor enroll new students.
- The Board of Trustees will decide the date to file for bankruptcy if necessary and determine whether or not all obligations to students have been satisfactorily discharged.

H. Fruition

Should closure occur, students are to be provided appropriate and essential support services during and after the closure period.

- In the event of closure, during the final semester, CCSF will provide the students with appropriate and necessary services in academics, the business office, the financial aid office, the registrar's office, counseling, and other essential support services.
- The District will notify management, faculty, and classified staff that personnel are to be retained.
- The District will make every effort to honor long-term financial obligations (loans, debentures, etc.)

- The District will continue to operate in its legal capacity regarding relevant personnel services, fiscal services, facilities services, and other related student services during and immediately following the closure period until such time as all legal obligations are met.

Procedures Implemented to Develop Closure Report

TASK	CEO and LEAD GROUPS	DUE DATE
Review policy WASC policy on Closing an Institution.	CCSF CEO; Special Trustee	November 5, 2012
Review Show Cause Report, assessment of CCSF status (progress), and Closure Policy. Clarify role and responsibility of State Chancellor's Office with the closure of CCSF.	CCSF CEO; Special Trustee; Executive Vice Chancellor-CCCCO	December 19, 2012
Review Closure reports for: Diablo Valley College (DVC); Solano College (SC); College of the Redwoods (COR); Cuesta College (CC).	CCSF CEO; Special Trustee	December 23, 2012
Review Closure Policy and clarify role and responsibility of State Chancellor's Office with the closure of CCSF.	CCSF CEO; Special Trustee; Executive Vice Chancellor-CCCCO	January 8, 2013
Engage in dialogue with CEOs responsible for the above mentioned closure reports: Kathryn Lehner, CEO (COR); Gil Stork, CEO (CC); Bob Jensen, CEO (SC); Helen Benjamin, CEO (DVC).	CCSF CEO	January 15, 2013
Draft Closure Report – Framework. Review with Board president and vice president.	Board President & Vice President	January 17, 2013
Discuss Closure Policy, timeline, and, process with constituent leadership.	CCSF CEO; Special Trustee; PGC	January 17, 2013
1 st Reading Draft Closure Report (and Show Cause Report).	Board of Trustees	January 24, 2013
Obtain feedback on draft Closure Report (and Show Cause Report).	Open for CCSF community to submit feedback	January 24 - February 28, 2013
Submit draft Closure Report to State Chancellor's Office.	CCSF CEO	February 8, 2013
Discuss Draft Closure Report.	CCSF CEO; PGC	February 17, 2013
2 nd Reading & Action of Draft Closure Report (and Show Cause Report).	Board of Trustees	February 28, 2013
Final Closure Report (and Show Cause Report) submitted to State Chancellor's Office and the Accrediting Commission.	CCSF CEO	March 15, 2013

Developed by: Thelma Scott-Skillman, Interim Chancellor (November 5, 2012)

3. Glossary of Acronyms

3CBG	California Community College Banner Group
AA	Associate in Arts
AA-T	Associate in Arts for Transfer
ACCCA	Association of California Community College Administrators
ACCJC	Accrediting Commission for Community and Junior Colleges
ACCT	The Association of Community College Trustees
ACRL	Association of College and Research Libraries
ADA	Americans with Disabilities Act
AFT	American Federation of Teachers 2121
AIT	Argos Implementation Team
ALO	Accreditation Liaison Officer
AP	Advanced Placement
A&R	Admissions and Records
ARC	Annual Required Contribution
ARCC	Accountability Reporting for the Community Colleges
AS	Associate in Science
AS	Academic Senate
ASC	Associated Students Council
ASCCC	Academic Senate for California Community Colleges
ASCIP	Alliance for Schools Cooperative Insurance Program
ASSIST	Articulation System Stimulating Interinstitutional Student Transfer
AS-T	Associate in Science for Transfer
AV	Audiovisual
BAG	Banner Advisory Group
BDMS	Banner Document Management System
BEMA	Broadcast and Electronic Media Arts
BMS	Broadcast Media Services
BOGG	Board of Governors Grant
BOT	Board of Trustees
CAC	College Advisory Council
CAHS	Culinary Arts and Hospitality Studies
CALB	California Community College version of Banner
CASAS	Comprehensive Adult Student Assessment Systems
CBA	Collective Bargaining Agreement
CC	Cuesta College
CCCCO	California Community Colleges Chancellor's Office
CCD	Community College District
CCLC	The Community College Library Consortium
CCLC	Community College League of California

CCSF	City College of San Francisco
CCTV	Closed-Circuit Television
CD/IC	Curriculum Development/Information Competency
CEO	Chief Executive Officer
CFR	Code of Federal Regulations
C-ID	Course Identification
COR	College of the Redwoods
CPA	Certified Public Accountant
CPBC	College Planning and Budgeting Council
CPI	College Performance Indicators
CS	Computer Science
CST	California Standards Test
CSU	California State University
CTE	Career and Technical Education
CTEA	Career and Technical Education Act
CTO	Chief Technology Officer
DACUM	Developing A Curriculum
DCC	Department Chair Council
DLAC	Distance Learning Advisory Committee
DSPS	Disabled Students Programs and Services
DSS	Decision Support System
DVC	Diablo Valley College
DVD	Digital Video Disk
EATV	Educational Access Television - Channel 27, 31, 75
EEO	Equal Employment Opportunities
ENGL	English
EOC	Emergency Operation Center
EOPS	Extended Opportunities Programs and Services
ESL	English as a Second Language
ETD	Educational Technology Department
EXP	Express Classification form
EYA	End of Year Assessment
FAQ	Frequently Asked Questions
FCMAT	Fiscal Crisis and Management Assistance Team
FDIP	The Faculty Diversity Internship Program
FERPA	Family Educational Rights and Privacy Act
FIT	Facilities Infrastructure and Technology
FPAC	Faculty Position Allocation Committee
FTE	Full-time Equivalent
FTEF	Full-time Equivalent Faculty
FTES	Full-time Equivalent Student

FUSION	Facilities Utilization Space Inventory Options Net
FY	Fiscal Year
GE	General Education
GED	General Educational Development
GEOs	General Education Outcomes
GLBTQ	Gay, Lesbian, Bisexual, Transgender, & Questioning
GPA	Grade Point Average
GYO	Grow Your Own
HARTS	Homeless and At-Risk Transitional Students Programs
HCT	Health Care Technology
HP	Hewlett Packard
HR	Human Resources Department
IC	Information Competency
ICC	Associated Students/Inter Club Council
ICL	Instructional Computing Labs
ICS	Incident Command System
IDST	Interdisciplinary Studies
IGETC	Intersegmental General Education Transfer Curriculum
III	Innovative Interfaces, Inc.
ILOs	Institutional Learning Outcomes
IPEDS	Integrated Postsecondary Education Data System
IRB	Institutional Review Board
ISA	Instructional Services Agreement
IT	Information Technology
ITAC	Information Technology Advisory Committee
ITPC	Information Technology Policies Committee
ITS	Information Technology Services
JAQ	Job Analysis Questionnaire
KCSF	Local community radio station
LAC	Learning Assistance Center
LAD	Learning Assistance Department
LAS	Library Automation Services
LERN	Learning Assistance
LGBTQQI	Lesbian, Gay, Bisexual, Transgenderm Queer, Questioning, and Intersex
LIS	Library Information Skills
LLR	Library and Learning Resources
LLRC	Library & Learning Resources Center
LLSS	Library and Learning Support Services
LMS	Learning Management System
MATH	Mathematics
MIP	Multicultural Infusion Project

MIS	Management Information System
MLS	Master of Library and Information Science
MOU	Memorandum of Understanding
MRSD	Multicultural and Retention Services Department
NERT	Neighborhood Emergency Response Team
NIMS	National Incident Management System
OCLC	Online Computer Library Center
OI	Office of Instruction
OMPI	Office of Marketing and Public Information
OMSL	Office of Matriculation Services
OMSL	The Office of Mentoring and Service Learning
OPEB	Other Post-Employment Benefits
ORP	Office of Research and Planning
OSA	The Office of Mentoring and Service Learning
PBC	Planning and Budgeting Committee
PC	Personal Computer
PDF	Portable Document Format
PG&E	Pacific Gas & Electric
PGC	Participatory Governance Council
PM	Policy Manual
POST	Peace Officer Standards and Training
PRC	Program Review Committee
REN-ISAC	Technology Advisory Committee
RFP	Request for Proposal
RP	Research & Planning
RWW	Reduced Work Week
SARS	Scheduling and Reporting System
SAT	Scholastic Assessment Test
SB	Senate Bill
SBRE	Firm for expert real estate advice
SC	Solano College
SD	Student Development
SEIU	Service Employees International Union
SFCCD	San Francisco California Community College District
SFPL	San Francisco Public Library
SFUSD	San Francisco Unified School District
SLO	Student Learning Outcome
SSTF	Student Success Task Force
STEM	Standardized Emergency Management System
SWACC	Statewide Association of Community Colleges

SWASDOC	Banner Form that provides info for student transcript from another college/university
TCO	Total Cost of Ownership
TLC	Technology Learning Center
TLTR	Teaching and Learning with Technology Roundtable
TMC	Transfer Model Curriculum
TMI	Technology Mediated Instruction
TRANS	Tax Revenue Anticipation Notes
TRIO	U.S. Department of Education Grant Program
TTIP	Telecommunications and Technology Infrastructure Program
UC	University of California
UPS	Uninterruptible Power Supplies
USDE	U.S. Department of Education
VC	Vice Chancellor
VCAA	Vice Chancellor of Academic Affairs
VCFA	Vice Chancellor of Finance and Administration
VCSD	Vice Chancellor of Student Development
VIDA	Voices of Immigrants Demonstrating Achievement
VRG	Vacancy Review Group
WASC	Western Association of Schools & Colleges

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	Evidence link
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Eligibility Requirements	ACCJC Decision letter Link October 15, 2012 Special Report Link Mission Statement Board Policy 1.00 Link Internal CCSF Communication Appointment of Dr. Pamila Fisher Link Internal CCSF Communication Appointment of Dr. Thelma Scott-Skillman Link Administrative Organizational Charts (Consolidation of Vice Chancellors) Link Job Descriptions of Administrative Positions Link College Catalog Link SLO webpage Link SLO Report (submitted to the Board) Link SLO Evidence webpage Link Old College Catalog (2011-12) Link 2012-13 Addendum Link Revised College Catalog (2012- 2013) Link

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<ol style="list-style-type: none"> 1. Reflective dialogue 	<p>SLO Professional Development Activities Link</p> <p>Data Used for Mission Priorities - August 14, 2012 Link</p> <p>Minutes for WG 1 Regarding Data for Mission Priorities - August 3, 2012 Link</p> <p>Pop Quiz Email re Data Link</p>

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SLO Overview Student Counseling Programs [Link](#)

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SLO Overview Administrative and Student Service Programs [Link](#)

Professional development agendas, minutes, and related outcomes evidence (only hard copies).

Report on the Proposed Reorganization of Student Development November 26, 2012 [Link](#)

Notebook of SLO Projects and evidence prior to Fall 2006 – Spring 2012 (hard copies only)

Assessment sections of counseling departments web pages (SS website) [Link](#)

Institutional Organization and Support for Student Completion and Retention at City College of San Francisco [Link](#)

Report: "CCSF Retention Focus Groups: Summary" - Harder+ Company Community Research (hard copies).

Accountability Reporting for the California Community College (ARCC) [Link](#)

Preliminary Report on the Student Achievement Gap and Social Equity Resolution (S7) [Link](#)

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	<p>Standard III.C.1.d CCS Computer Usage Policy Link Network Management Procedures v1.2_1 Link REN-ISAC Monitoring Link</p>
<p>2. Integrated with institutional planning</p>	<p>2013-2015 CCSF Technology Plan Link Annual Assessment Planning and Budgeting Timeline Link Board Planning Priorities Link Future Fiscal Year Technology Costs Link Program Review Rubric Link</p>
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<p>3. <i>Financial Resources</i></p>	
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Updated and additional evidence available at: http://www.ccsf.edu/NEW/en/about-city-college/Accreditation_2012/accreditation_documentsforshowcausereport.html#Sites

City College of San Francisco

Internal & External Data Trends
With a Focus on Student Achievement

Office of Research & Planning
February 1, 2013

This report is broken into the following sections:

- I. San Francisco Population
- II. San Francisco Income & Employment
- III. Student and Employee Demographics
- IV. Student Opinion of CCSF
- V. Longitudinal Student Achievement

Most of this data was gathered and discussed as part of the 2010 strategic planning process, was updated in 2011 during the Accreditation process, and has been updated once again for the current Accreditation process. Additional venues to discuss this data are being determined.

You may also notice that several tables have been added since last year to provide a fuller picture. Most were added per the ACCJC Manual for Self Evaluation (September 2012, Section 5.4). See list of additions below:

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Graph 2.5 CTE Enrollments in Top 5 Sectors 2006 to 2011

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For additional data about CCSF, please go to these sites:

- ~ College-wide Reports http://www.ccsf.edu/Offices/Research_Planning/reports.htm
- ~ Centers Data [insert link]
- ~ Program Reviews http://www.ccsf.edu/program_review
- ~ SLOs <http://www.ccsf.edu/NEW/en/about-city-college/slo.html>
- ~ Decision Support System (DSS) <http://advancement.ccsf.edu> The DSS includes data by location (campus/center and delivery mode), department, subject, and course, as well as for the college overall. Success variables include course-level success, GPA, average units enrolled, persistence to next term, persistence to following year, and total attendance hours. Data can be disaggregated by several demographics (e.g., age, gender, ethnicity, full- /part-time, day/evening, zip code) as well as by selected cohort groups (e.g., basic skills placement level, prior education level, educational goal, prior high school, and new first time).

I. San Francisco Population¹

City College of San Francisco is located in the City and County of San Francisco, the fourth largest city in California with a current population of more than 800,000. The California Department of Finance projects the population will increase six percent by 2020. San Francisco is a diverse city with large and increasing Asian and Latino/a populations.

It is also an older population though newly updated Department of Finance projections show strong growth in the school age population (5-17) over the next 10 years but declining numbers of young (18-24) adults. Similarly, the Department of Education expects K8 to increase 8 percent, while the high school population is projected increase 13 percent over the next six years. Legal immigration has ranged from 9,500 to 7,600 over the last decade with the most recent figure at 8,700. Previously in the 1990s immigration was as high as 13,200.

CCSF plays an important role in facilitating economic mobility. Nearly eight percent of San Francisco residents take classes at CCSF each year. A poll of likely San Francisco voters conducted in June 2011 by Tulchin Research revealed that a majority (55 percent) had either attended CCSF in the past or were currently attending CCSF. Of likely voters with an opinion, 87 percent thought favorably of CCSF.

In 2011-2012, approximately 47 percent of credit students enrolled in at least one Career and Technical Education (CTE) course. In the past five years, the number of CCSF students that received Board of Governor (BOG) Fee Waivers increased by fourteen percent. In 2011-2012, 39 percent of students received BOG Fee Waivers.

The most recent census data (Graph 2.2 and Table 2.2) indicate that approximately 14 percent of the population of the City and County of San Francisco earns an annual income of less than \$25,000. This despite the fact that per capita income in San Francisco is 70 percent higher than the rest of California and even more when compared to the U.S as a whole. This is in part due to the educational level of the majority of its residents. In 2010, slightly more than half of residents over 25 held a bachelor's degree or higher.²

¹ This document represents data beginning in 2001 and continuing to 2011-12. Projections from external agencies to 2019 or 2020 are included to cover the accreditation cycle.

Graph 1.1

San Francisco Population Estimates and Projections 2000 to 2020

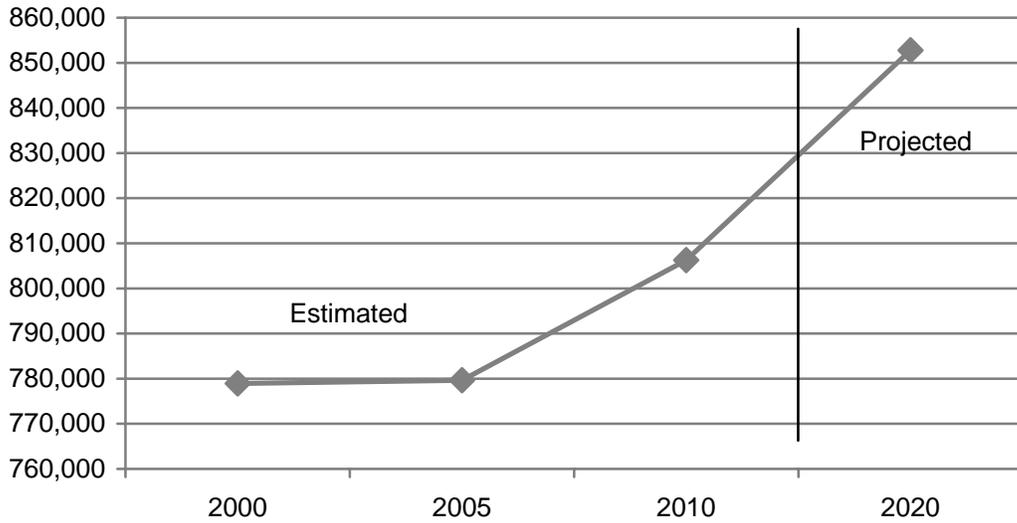


Table 1.1

San Francisco Population Estimates and Projections 2000 to 2020

Year	2000	2005	2010	2020
SF Residents	778,942	779,655	806,254	852,788

Source: CA Department of Finance
 (<http://www.dof.ca.gov/research/demographic/data/>)

Note: Estimates for all years as well as projections updated as of January 2013.

Graph 1.2

San Francisco Ethnicity/Race Estimates and Projections 2000 to 2020

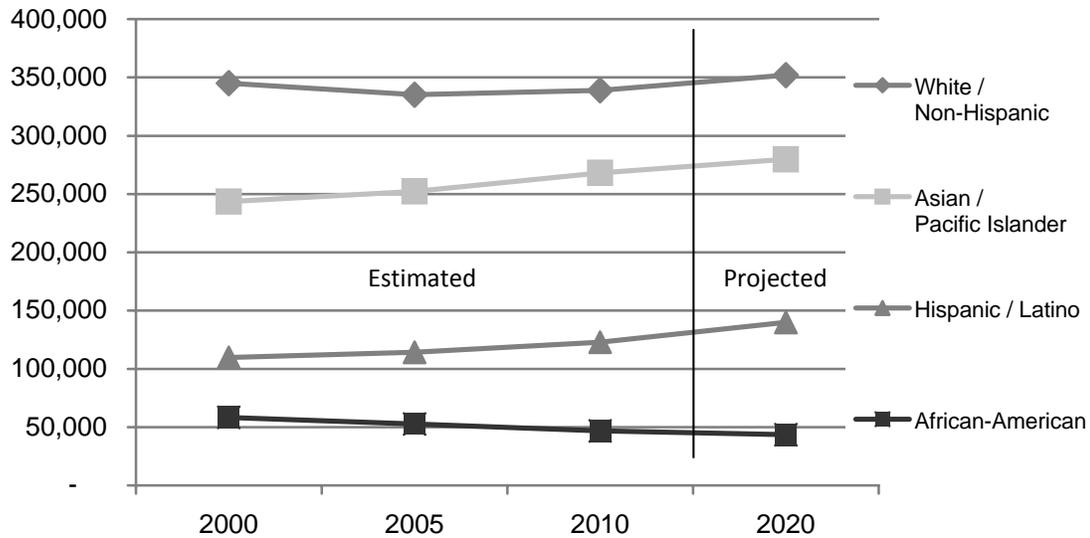


Table 1.2

San Francisco Ethnicity/Race Estimates and Projections 2000 to 2020

Ethnicity	Year	2000	2005	2010	2020
White / Non-Hisp.	Number	345,160	335,252	338,874	351,908
	Percent	44%	43%	42%	41%
Asian / Pacific Isl.	Number	243,504	252,317	268,020	279,773
	Percent	31%	32%	33%	33%
Hispanic / Latino	Number	109,848	114,240	122,869	139,917
	Percent	14%	15%	15%	16%
African-American	Number	58,381	52,672	46,758	43,516
	Percent	7%	7%	6%	5%

Source: CA Department of Finance
<http://www.dof.ca.gov/research/demographic/data/>

Note: This table does not include the 'Other' category; thus the categories presented here do not add up to the totals in Table 1.1. Percents are calculated based on the totals in Table 1.1. Estimates for all years as well as projections updated as of January 2013.

Table 1.2a

Race and Ethnicity in San Francisco Census 2010

Race	Number	Percent
Total	805,235	100%
White Alone	390,387	48%
Asian Alone	267,915	33%
Some Other Race Alone	53,021	7%
Black or African American Alone	48,870	6%
Two or More Races	37,659	5%
American Indian and Alaska Native Alone	4,024	< 1%
Native Hawaiian and Other Pacific Islander Alone	3,359	< 1%
Ethnicity	Number	Percent
Total	805,235	100%
White Alone, Not Hispanic	337,451	42%
Asian Alone, Not Hispanic	265,700	33%
Hispanic or Latino of Any Race	121,774	15%
Black or African American Alone, Not Hispanic	46,781	6%
Two or More Races, Not Hispanic	26,079	3%
Native Hawaiian and Other Pacific Islander Alone, Not Hispanic	3,128	< 1%
Some Other Race Alone, Not Hispanic	2,494	< 1%
American Indian and Alaska Native Alone, Not Hispanic	1,828	< 1%

Source: 2010 Census Summary File 1, Table PCT12 by Race/Ethnicity, California and Counties

Graph 1.3

Age Estimates and Projections in San Francisco 2000 to 2020

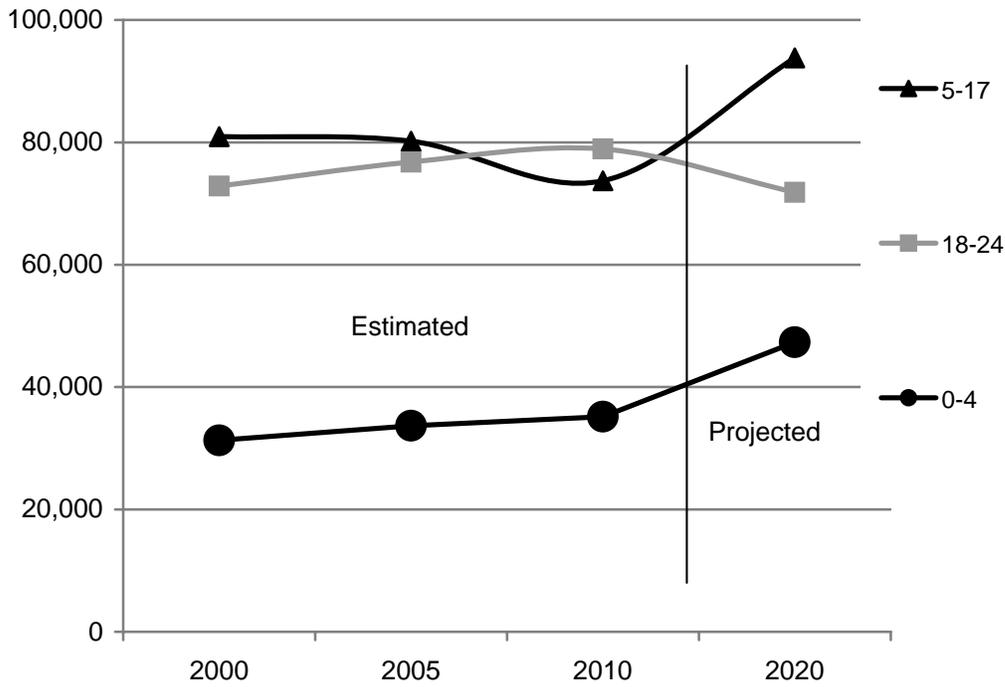


Table 1.3

Age Estimates and Projections in San Francisco 2000 to 2020

Age Group	2000	2005	2010	2020
0-4	31,294	33,673	35,170	47,321
5-17	80,949	80,167	73,722	93,810
18-24	72,853	76,781	78,935	71,834
25-64	489,026	484,773	508,910	499,667

Source: CA Department of Finance
 (<http://www.dof.ca.gov/research/demographic/data/>)

Note: Estimates for all years as well as projections updated as of January 2013.

Graph 1.4

School Age Population Estimates and Projections in San Francisco 2004 to 2019

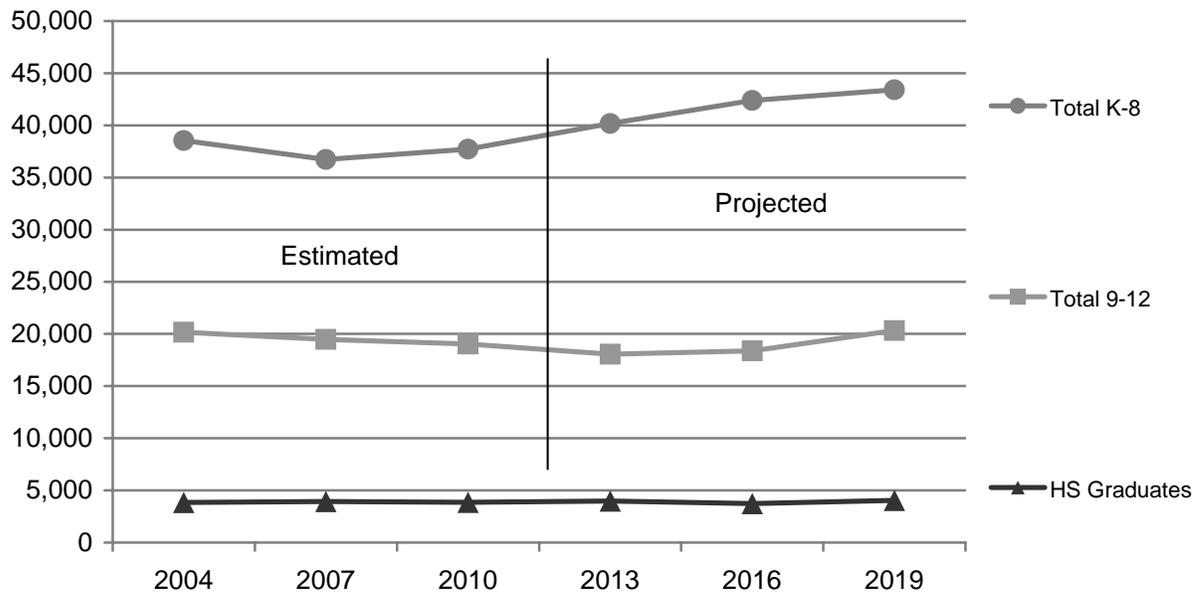


Table 1.4

School Age Population Estimates and Projections in San Francisco 2004 to 2019

School Group	2004	2007	2010	2013	2016	2019
Total K-8	38,551	36,734	37,731	40,180	42,392	43,409
Total 9-12	20,163	19,470	19,024	18,050	18,373	20,320
HS Graduates	3,848	3,934	3,864	3,973	3,740	4,044

Source: CA Department of Finance

(<http://www.dof.ca.gov/research/demographic/reports/projections/k-12/view.php>)

Note: Estimates for all years as well as projections updated as of December 2012.

Graph 1.5

Legal Immigration into San Francisco 2001 to 2011

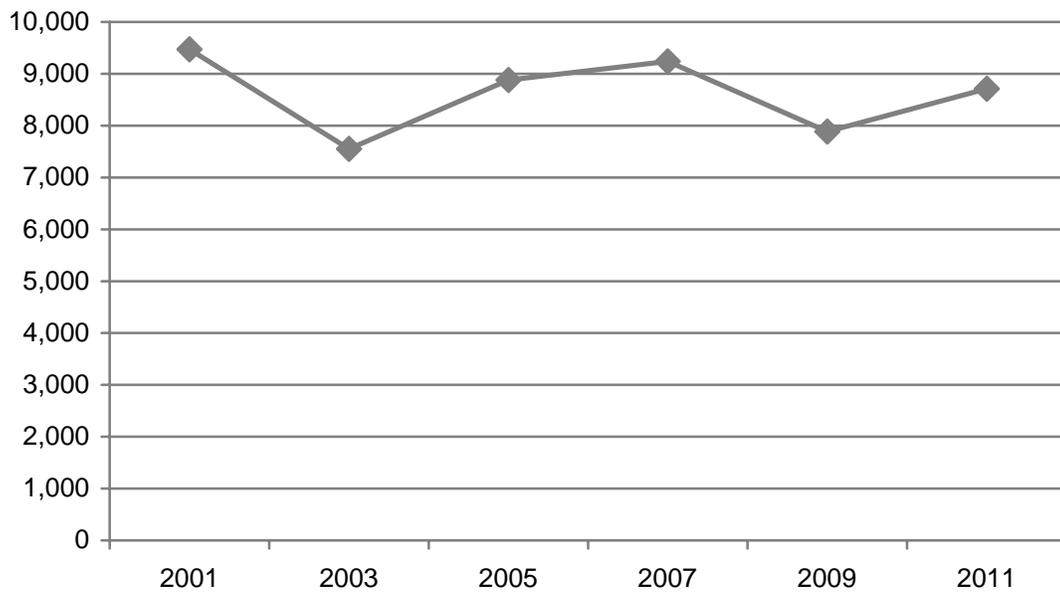


Table 1.5

Legal Immigration into San Francisco 2001 to 2011

Year	2001	2003	2005	2007	2009	2011
Legal Immigrants	9,472	7,551	8,879	9,238	7,888	8,712

Source: CA Department of Finance

(<http://www.dof.ca.gov/HTML/DEMOGRAP/repndat.htm>)

II. San Francisco Income Overview

Graph 2.1

Per Capita Income 2001-02 to 2011-12

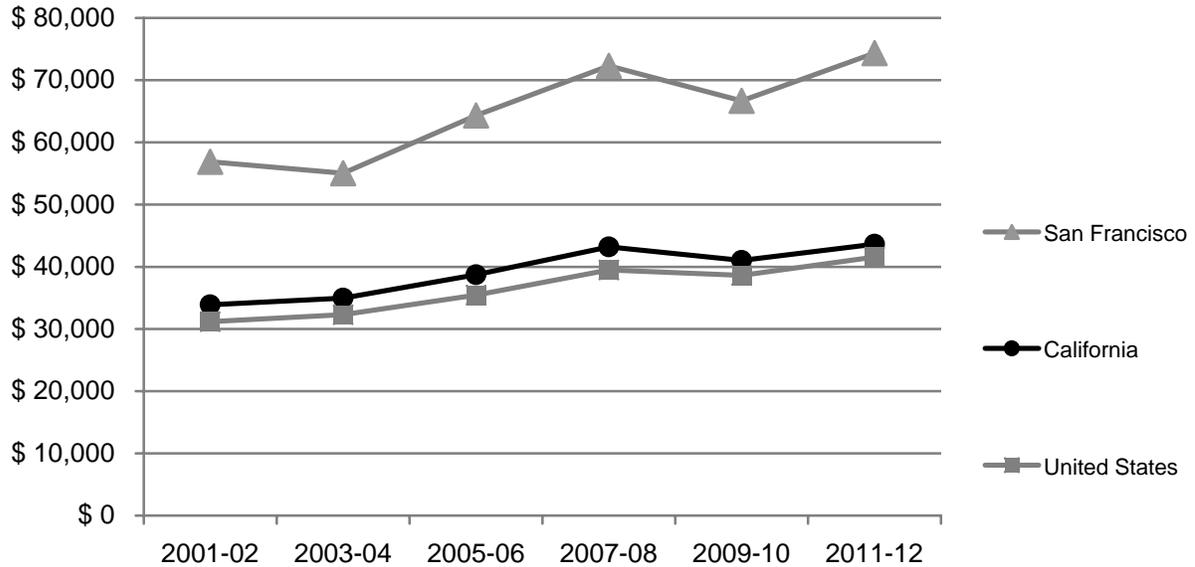


Table 2.1

Per Capita Income 2001-02 to 2011-12

Location	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
San Francisco	\$ 56,885	\$ 55,046	\$ 64,330	\$ 72,311	\$ 66,677	\$ 74,349
California	\$ 33,896	\$ 34,975	\$ 38,731	\$ 43,211	\$ 41,034	\$ 43,647
United States	\$ 31,157	\$ 32,295	\$ 35,452	\$ 39,506	\$ 38,637	\$ 41,560

Source: US Bureau of Economic Analysis
 (<http://www.bea.gov/regional/reis/drill.cfm>)

Graph 2.2

Income Distribution in San Francisco 2006-2009 Average

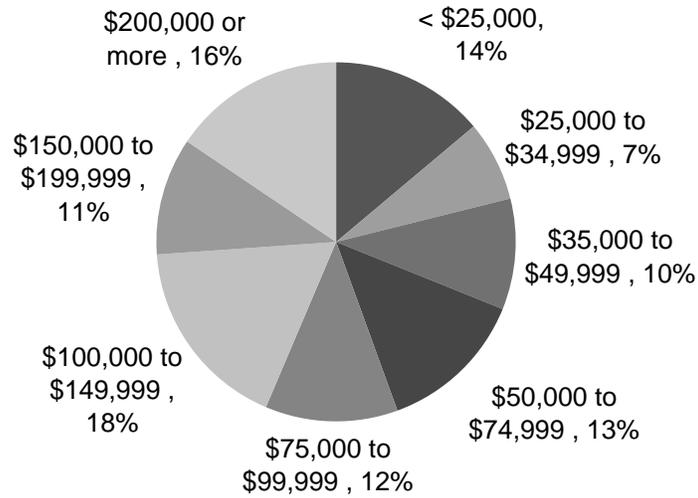


Table 2.2

Income Distribution in San Francisco 2006 2009 Average

2006-09 Estimate	
Number of Families	150,329
Less than \$25,000	14.0%
\$25,000 to \$34,999	7.2%
\$35,000 to \$49,999	10.0%
\$50,000 to \$74,999	13.3%
\$75,000 to \$99,999	11.8%
\$100,000 to \$149,999	17.6%
\$150,000 to \$199,999	10.5%
\$200,000 or more	15.6%
Median family income *	\$ 86,778
Mean family income *	\$ 122,087

* In 2009 Inflation Adjusted Dollars

Source: US Census

(<http://www.census.gov/acs/www/Products/Profiles/Chg/2003/ACS/Tabular/001/A4000US0033.htm>)

Graph 2.3

San Francisco Educational Attainment (2010) 25 + Years and Older

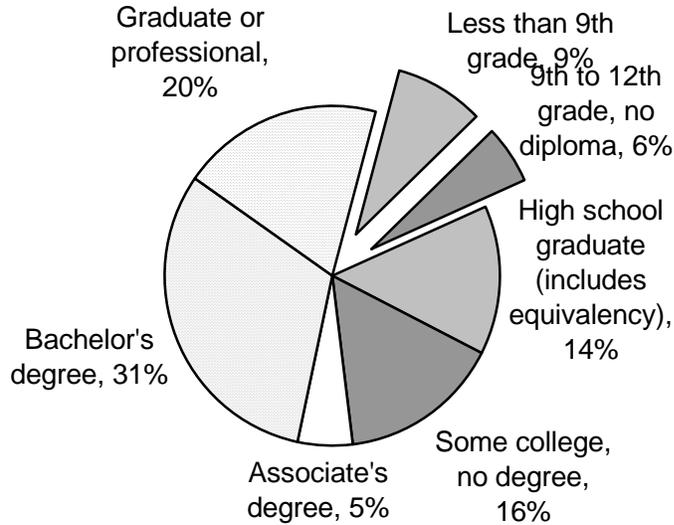


Table 2.3

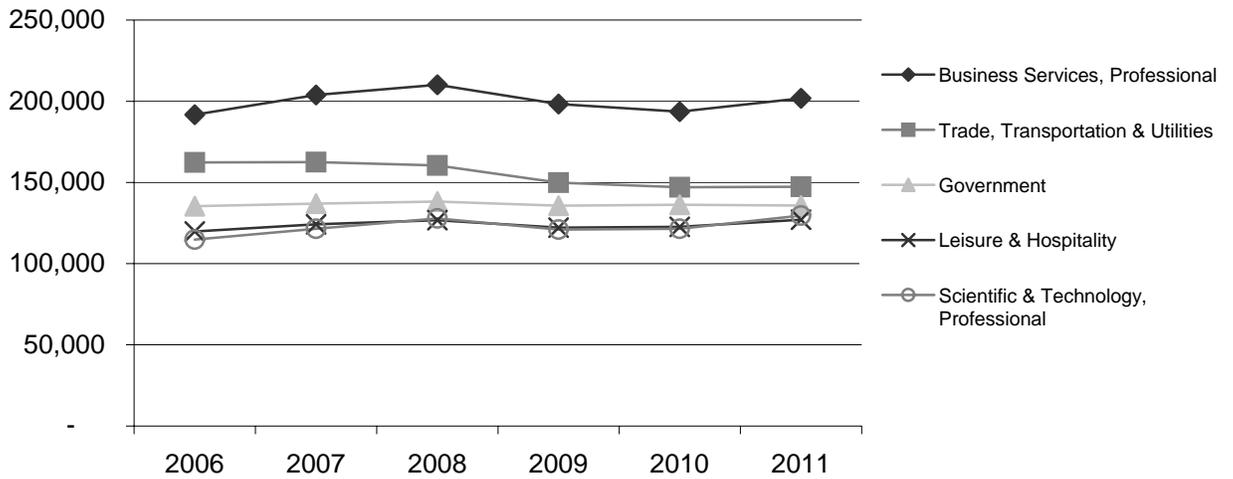
San Francisco Educational Attainment by Age Group (2010)

	18 to 24 yrs	25 to 34 yrs	35 to 44 yrs	45 to 64 yrs	65 yrs +
Less than 9th grade	2,380	2,817	5,093	20,331	24,276
9th to 12th grade, no	5,491	4,092	6,368	15,674	8,587
High school graduate, GED	15,777	16,091	14,824	34,169	22,935
Some college, no degree	32,034	19,713	19,471	40,959	16,534
Associate's degree	2,796	5,763	7,901	14,064	5,046
Bachelor's degree	18,469	85,058	47,926	44,439	17,087
Graduate or professional	921	34,410	33,214	37,292	15,876
Total in Age Group	77,868	167,944	134,797	206,928	110,341
Less than 9th grade	3%	2%	4%	10%	22%
9th to 12th grade, no	7%	2%	5%	8%	8%
High school graduate, GED	20%	10%	11%	17%	21%
Some college, no degree	41%	12%	14%	20%	15%
Associate's degree	4%	3%	6%	7%	5%
Bachelor's degree	24%	51%	36%	21%	15%
Graduate or professional	1%	20%	25%	18%	14%
Total in Age Group	100%	100%	100%	100%	100%

Source: U.S. Census Bureau, 2010 American Community Survey

Graph 2.4:

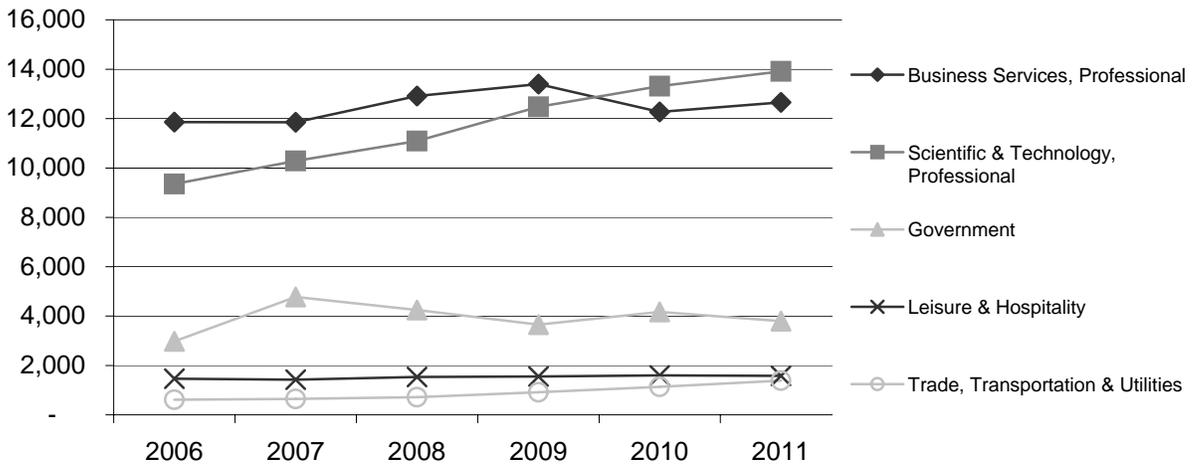
Top 5 San Francisco Sector by Total Employment 2006 to 2011



Source: California Labor Force Employment Data <www.labormarketinfo.edd.ca.gov/>

Graph 2.5

CTE Enrollments in Top 5 Sectors 2006 to 2011



Source: CCSF Office of Research and Planning

For information about how departments were mapped to sectors see this link:
http://www.ccsf.edu/Offices/Research_Planning/pdf/Top5Sectors.pdf

III. Profile of City College Students and Employees

City College of San Francisco has historically served as many as 107,000 students, but in 2011-12 the College served 91,046. Recent cuts in state funding have limited the number of students served. Academic year 2010-11 was particularly affected. Summer 2010 was cut over 90 percent. Fall 2010 sections were reduced six percent. More recently both summer 2012 and fall 2012 have seen significant section reductions. The result can, in part, be seen in Table 3.2. While credit headcount has been flat since 2007-08, noncredit has declined by nearly 20 percent.

In credit, declines in headcount were seen mostly in Asian and White populations whereas African American and Hispanic/Latino populations increased. In noncredit, the headcount decline was more uniform across all ethnic/racial groups (Table 3.4). Declines were also uniform in credit and noncredit by age and gender (Tables 3.5 and 3.6).

Nonetheless, in 2011-12, students enrolled in more credit units (Table 5.4) and this led to the slight increase in credit FTES (Table 3.3) since 2007-08 which was the last year before the funding crisis began. Noncredit FTES has declined by 10 percent in the same period of time. Career and Technical Education (CTE) has been growing strongly in headcount (Table 3.3e) but it has been falling in FTES (Table 3.3d): CTE FTES decreased 16 percent since 2007-08 while headcount increased 11 percent. CTE headcount is defined as any student who takes at least one vocational class. CTE FTES is the full time equivalent student calculation for vocational classes only.

CCSF offers both credit and noncredit classes. Noncredit classes differ from credit in that they are open enrollment and have no grade attached to them. Over the years, there has been considerable crossover by students between the two areas. In the most recent year 28 percent of credit students have previously taken a noncredit course while 17 percent of noncredit students had taken a credit course (Table 3.7).

The residency of credit students (Table 3.8) shows a slight two percent enrollment decline of California residents since 2007-08. Foreign and out-of-state enrollments have increased by 41 percent and 56 percent respectively. Also increasing over the past ten years have been the number of students receiving both financial aid and fee waivers. Since 2007-08 the number of students receiving financial aid and/or BOG Fee Waivers has increased 50 percent while the monetary award has doubled (Tables 3.9 and 3.10).

Another notable trend has been the slowly increasing percent of students in credit courses either placing in or attaining through English and mathematics sequences a collegiate level of ability. In 2001-02, collegiate level students made up about 20 percent of students (excluding unknown ability level). Now collegiate level students make up 27 percent of the population (Table 3.12). This may be in part due to a decline in lower pre-collegiate placements in mathematics and ESL.

City College has also had staffing decreases (Table 3.14). Administrators have declined 20 percent since 2008-09, part time faculty by 25 percent and classified by 14 percent. Only full time faculty employment has remained relatively constant.

Table 3.1
Participation Rate 2000-01 to 2008-09

Year	2000-01	2002-03	2004-05	2006-07	2008-09
CCSF Participation Rate	8.0%	8.4%	7.9%	7.5%	7.9%

Source: CCSF Office of Research and Planning

Note: The participation rate is the percent of the population of San Francisco that is enrolled at CCSF in any given year.

Table 3.2
Annual Student Headcount 2001-02 to 2011-12

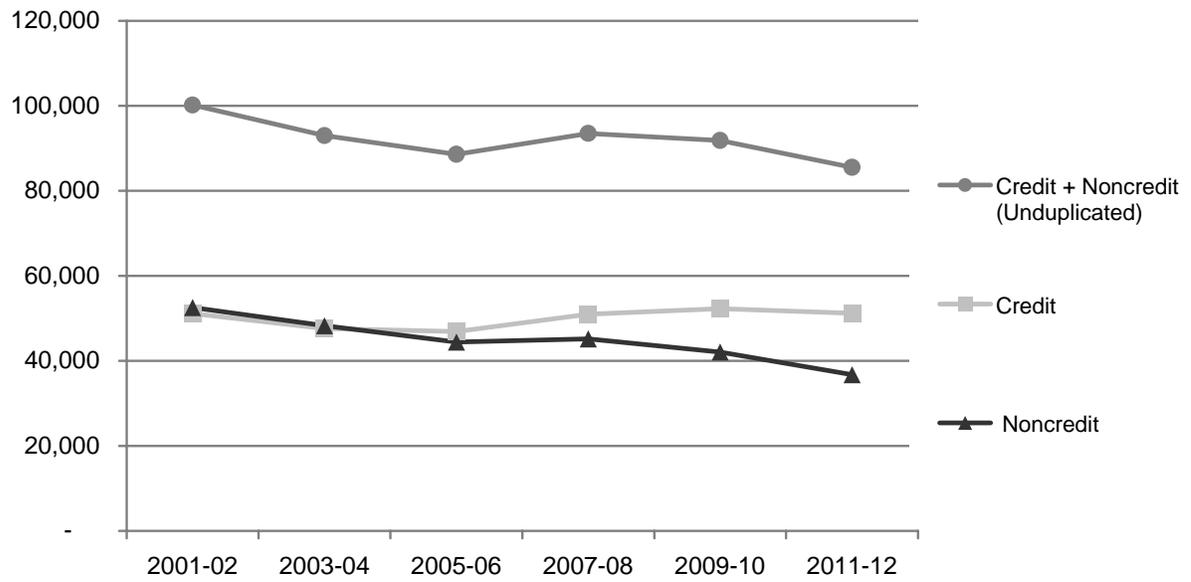
	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
Credit + Noncredit *	100,174	92,982	88,573	93,521	91,834	85,533
Credit	51,124	47,620	46,910	50,959	52,300	51,209
Noncredit	52,552	48,258	44,421	45,162	42,082	36,743
Total Other Programs	6,546	6,435	8,770	6,609	7,652	5,513
CACT/Garment 2000	528	est. 450	372	156	249	126
College for Teens		889	1,841	886	990	489
Continuing Education	4,891	4,228	3,406	3,118	3,275	2,093
Contract Ed & Title IV-E	732	686	2,900	2,008	2,909	2,486
Institute for Internat'l Students	395	182	251	441	229	319
Total Annual Headcount	106,720	99,417	97,343	100,130	99,486	91,046

Source: CCSF Office of Research and Planning

* Unduplicated, i.e. students enrolled in both Credit and Noncredit are counted only once.

Graph 3.2

Credit and Noncredit Student Headcount 2001-02 to 2011-12



Source: CCSF Office of Research and Planning

Table 3.3

FTES 2005-06 to 2011-12

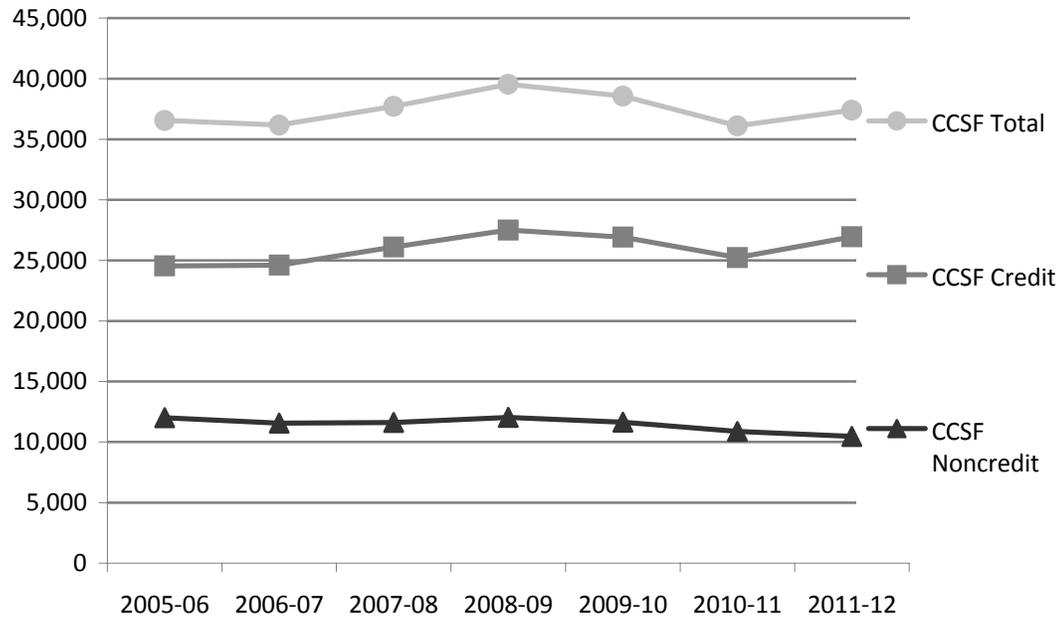
	FTES	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
CCSF	Credit	24,539	24,611	26,099	27,504	26,919	25,232	26,941
CCSF	Noncredit	12,011	11,557	11,621	12,034	11,650	10,871	10,466
CCSF	Total	36,550	36,169	37,720	39,538	38,569	36,103	37,407
California	Credit	1,028,280	1,045,492	1,129,300	1,216,152	1,232,094	1,201,110	1,113,182
California	Noncredit	86,377	90,016	94,219	98,960	83,177	78,497	70,460
California	Total	1,114,657	1,135,508	1,223,519	1,315,112	1,315,271	1,279,607	1,183,642

Sources: CCSF Office of Research and Planning and the California Community Colleges Data Mart (<https://misweb.cccco.edu/mis/onlinestat/ftes.cfm>)

Note: The data source is nearly identical to that used for 320 Report apportionment calculations, with the following clarifications:

- 1) These FTES totals include non-resident FTES, as well as resident FTES but with some nursing FTES backed out.
- 2) FTES for the prior summer is included for each academic year. For example, 2010-11 data consists of Summer 2010, Fall 2010, and Spring 2011. This differs from the methodology used for apportionment which adjusts summer each year based upon the conditions for that particular year.
- 3) Data above do not include FTES from State Flex (Day) Factor.
- 4) Statewide FTES is from the CCCCCO Data Mart whose source is the MIS upload of courses. It is calculated somewhat differently than the CCSF FTES which comes from the 320 report. Nonetheless, the trends represented by both should be congruent within their alternate means of calculation.

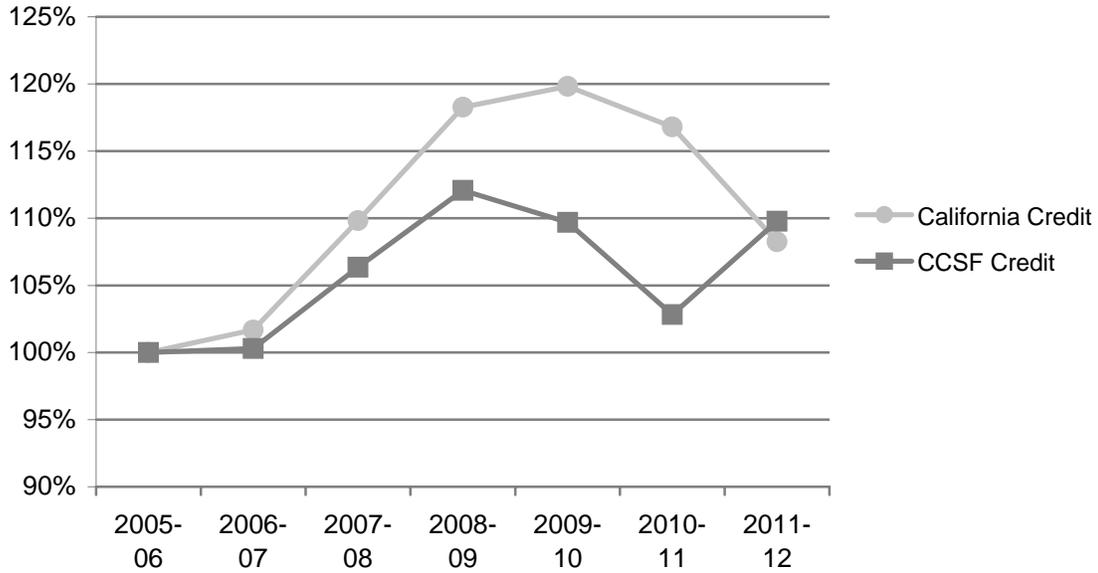
Graph 3.3
FTES 2005-06 to 2011-12



Source: CCSF Office of Research and Planning

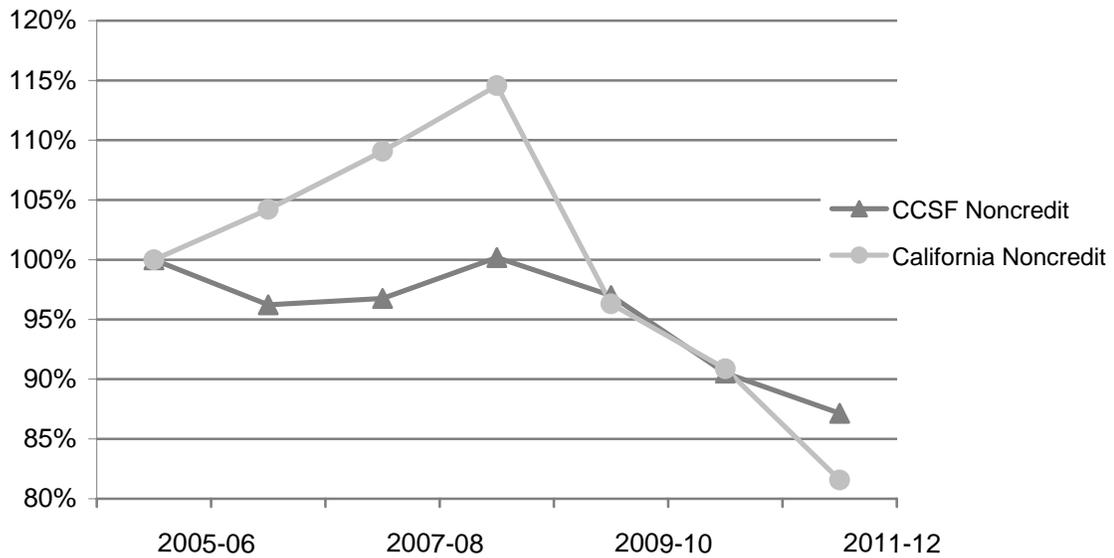
Graph 3.3a

CCSF and Statewide % Changes in Credit FTES 2005-06 – 2011-12 (2005-06, base)



Graph 3.3b

CCSF and Statewide % Changes in Non-Credit FTES 2005-06–2011-12 (2005-06, base)



Sources: CCSF Office of Research and Planning and the California Community Colleges Data Mart (<https://misweb.cccco.edu/mis/onlinestat/ftes.cfm>)

Note: Percent changes of FTES over the base year of 2005-06.

Graph 3.3c

San Francisco Unemployment Rate vs. Credit FTES 2005-06–2011-12

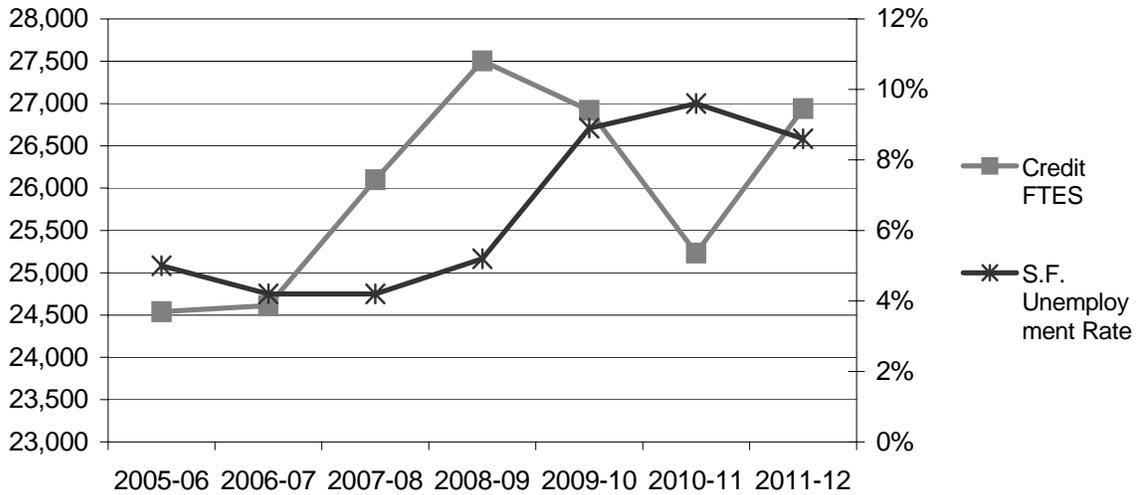


Table 3.3c

San Francisco Unemployment Rate vs. Credit FTES 2005-06–2011-12

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Credit FTES	24,539	24,611	26,099	27,504	26,919	25,232	26,941
S.F. Unemployment Rate	5%	4%	4%	5%	9%	10%	9%

Source: California Labor Force Employment Data <www.labormarketinfo.edd.ca.gov/>

Graph 3.3d

Career Technical Education (CTE) and Total Credit FTES 2001-02 to 2011-12

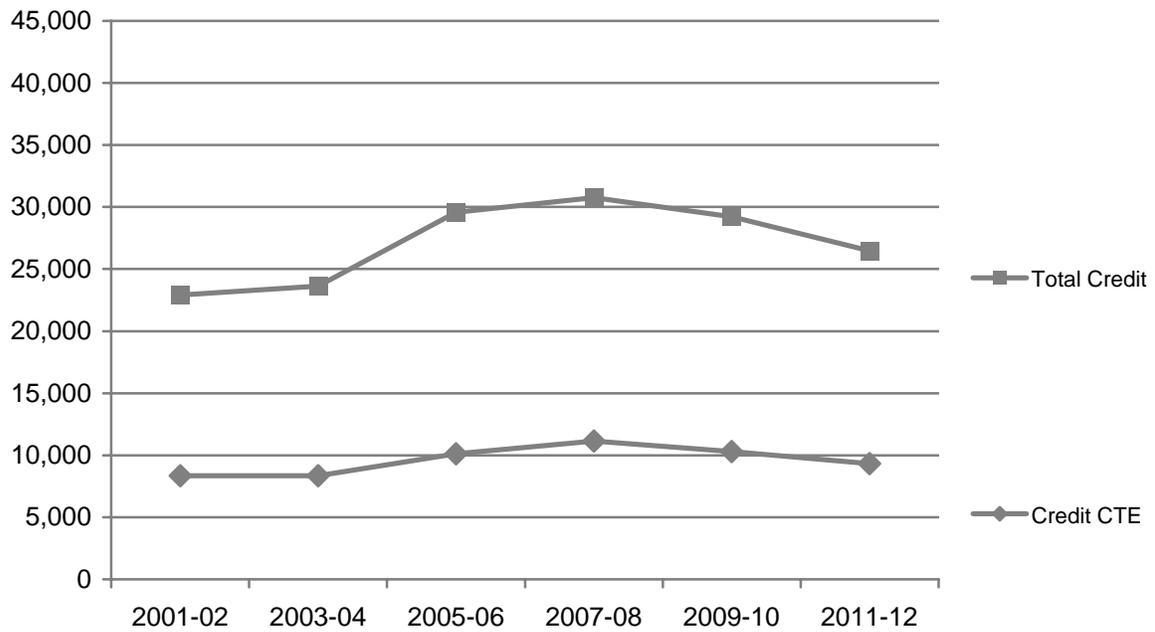


Table 3.3d

Career Technical Education (CTE) and Total Credit FTES 2001-02 to 2011-12

Area	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
Credit CTE	8,365	8,348	10,133	11,158	10,302	9,336
Total Credit	22,905	23,628	29,583	30,752	29,225	26,470

Source: California Community Colleges Data Mart
 (<https://misweb.cccco.edu/mis/onlinestat/ftes.cfm>)

Note: Data Mart FTES methodology differs from that used for the 320 Report apportionment calculations which underlie Table 3.3. See Data Mart link for more details.

Table 3.3e

Career Technical Education (CTE) Credit Student Headcount 2001-02 to 2011-12

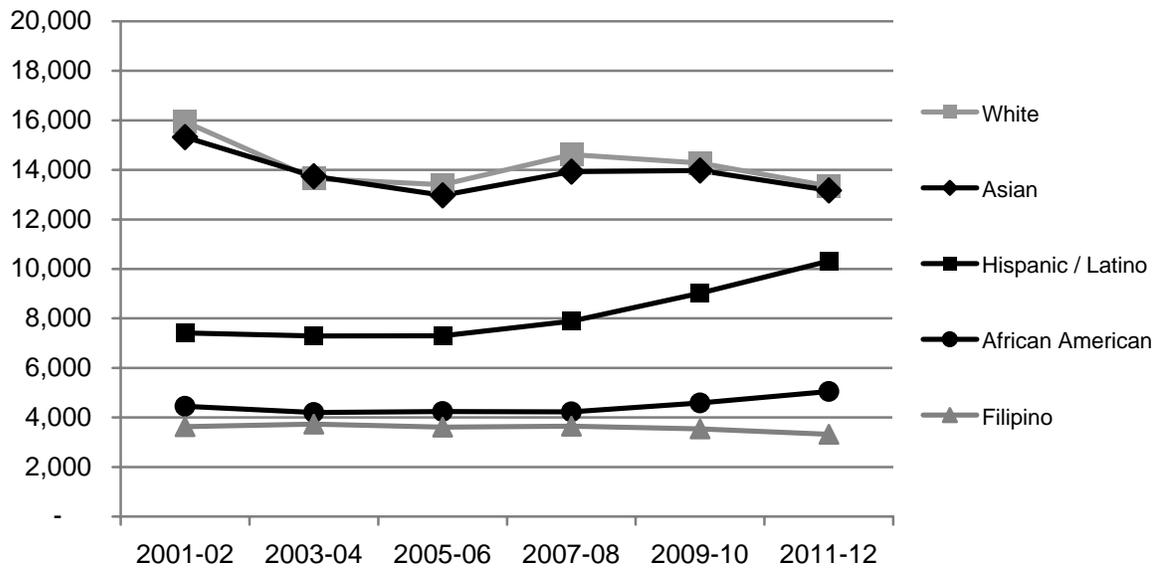
Area	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
Credit CTE	21,186	19,752	19,653	21,716	22,825	24,088
All Credit Students	51,124	47,620	46,910	50,959	52,300	51,209
CTE as Percent of Credit	41%	41%	42%	43%	44%	47%

Note: CTE students are identified as any student taking one or more courses identified as SAM code A, B, or C. Sam code A means apprenticeship, SAM B is Advanced Occupation and SAM C is Clearly Occupational. It does not mean students are taking only vocational courses.

Source: CCSF Office of Research and Planning

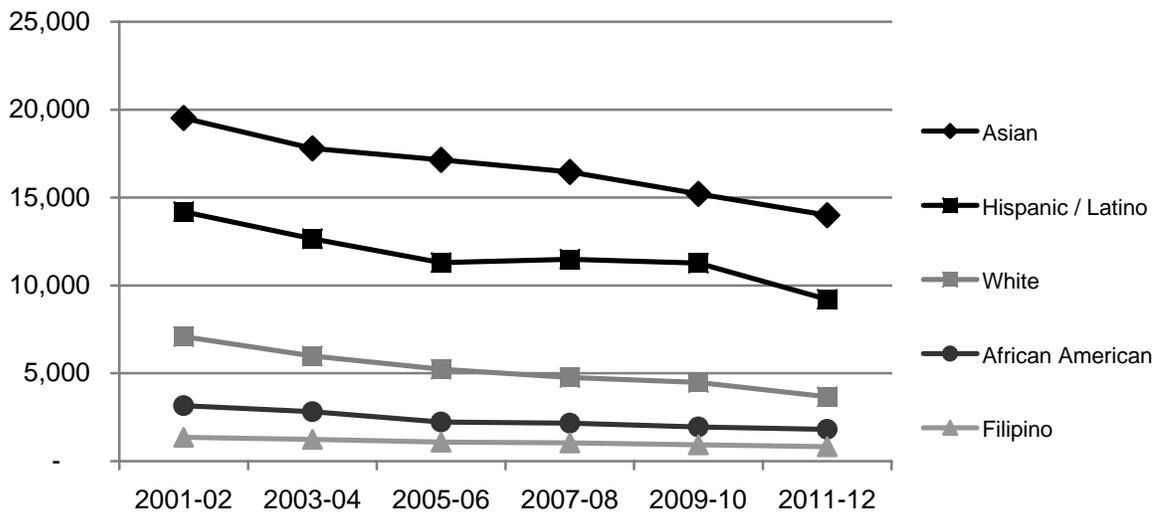
Graph 3.4a

Credit Student Headcount by Ethnicity 2001-02 to 2011-12



Graph 3.4b

Noncredit Student Headcount by Ethnicity 2001-02 to 2011-12



Source: CCSF Office of Research and Planning

Table 3.4

Credit and Noncredit Student Headcount by Ethnicity 2001-02 to 2011-12

Area	Race/Ethnicity	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
Credit	African American	4,451	4,202	4,238	4,225	4,585	5,046
	American Indian / Alaskan Native	274	260	268	292	247	204
	Asian	15,322	13,744	12,974	13,928	13,977	13,175
	Filipino	3,629	3,731	3,607	3,646	3,541	3,322
	Hispanic / Latino	7,409	7,291	7,295	7,885	9,022	10,323
	Other Non White	1,028	1,452	1,379	1,551	1,076	679
	Pacific Islander	339	381	410	485	478	448
	SouthEast Asian	1,233	1,172	1,144	1,181	1,332	1,356
	Unknown	1,499	1,740	2,189	3,151	3,765	3,312
	White	15,940	13,647	13,406	14,615	14,277	13,344
Credit Total		51,124	47,620	46,910	50,959	52,300	51,209
Noncredit	African American	3,158	2,816	2,225	2,164	1,949	1,810
	American Indian / Alaskan Native	111	117	119	100	76	64
	Asian	19,522	17,794	17,144	16,461	15,211	14,001
	Filipino	1,359	1,242	1,082	1,037	930	826
	Hispanic / Latino	14,196	12,660	11,298	11,493	11,274	9,215
	Other Non White	212	225	241	267	197	136
	Pacific Islander	143	165	148	157	111	85
	SouthEast Asian	938	938	852	782	803	815
	Unknown	5,829	6,321	6,078	7,938	7,054	6,123
	White	7,084	5,980	5,234	4,763	4,477	3,668
Noncredit Total		52,552	48,258	44,421	45,162	42,082	36,743

Source: CCSF Office of Research and Planning

Graph 3.5

Credit and Noncredit Student Headcount by Gender 2001-02 to 2011-12

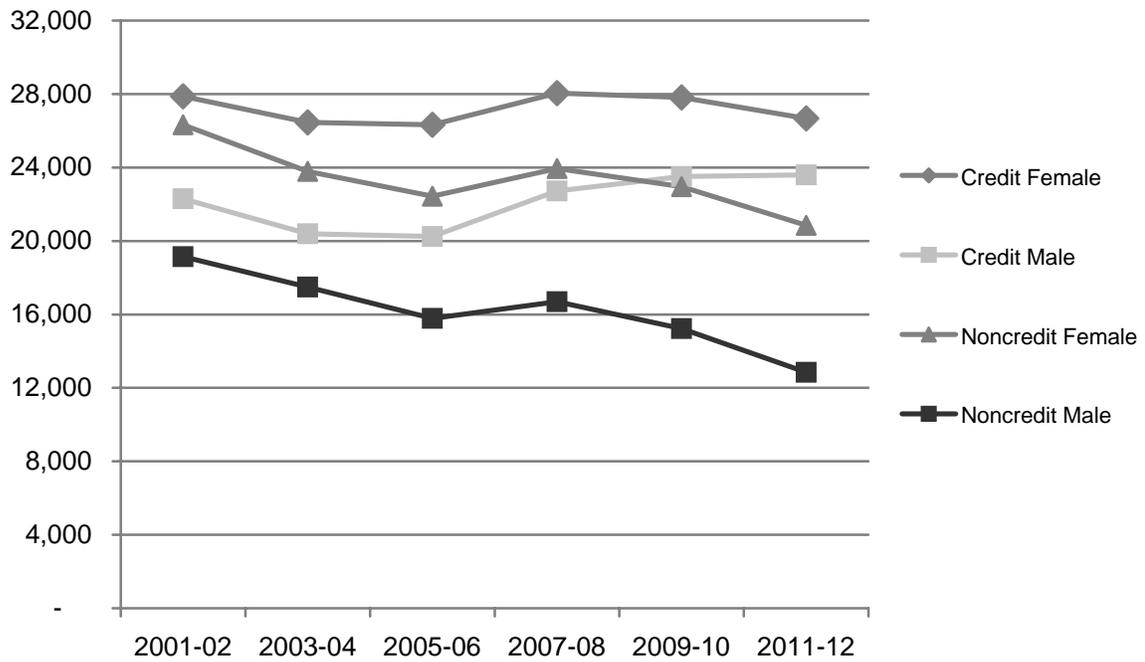


Table 3.5

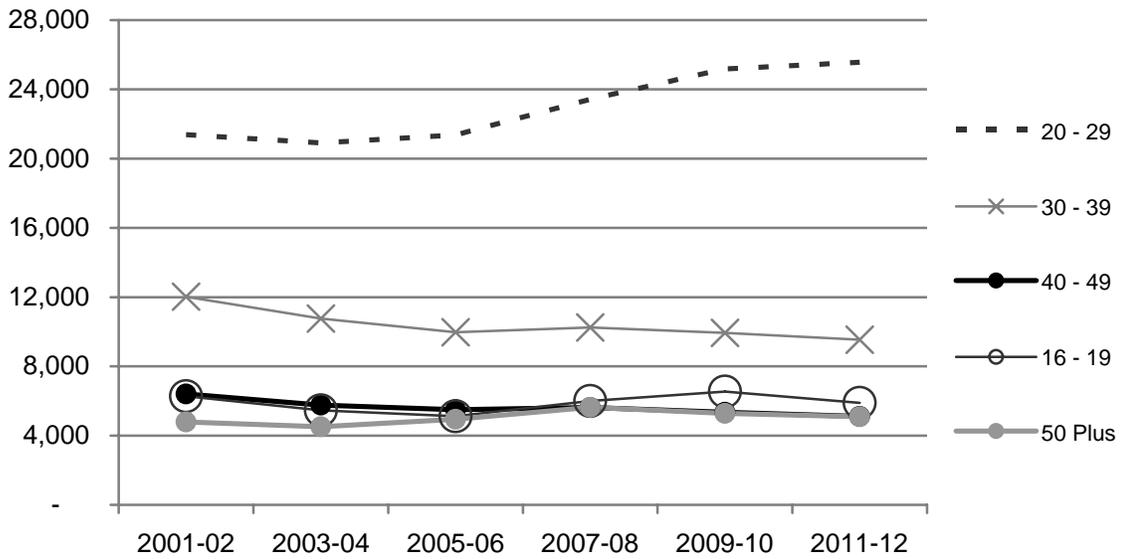
Credit and Noncredit Student Headcount by Gender 2001-02 to 2011-12

Area	Gender	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
Credit	Female	27,882	26,456	26,325	28,053	27,814	26,677
	Male	22,299	20,397	20,252	22,726	23,517	23,600
	Unknown	943	767	333	180	969	932
Credit Total		51,124	47,620	46,910	50,959	52,300	51,209
Noncredit	Female	26,330	23,791	22,435	23,943	22,958	20,853
	Male	19,151	17,490	15,789	16,701	15,233	12,840
	Unknown	7,071	6,977	6,197	4,518	3,891	3,050
Noncredit Total		52,552	48,258	44,421	45,162	42,082	36,743

Source: CCSF Office of Research and Planning

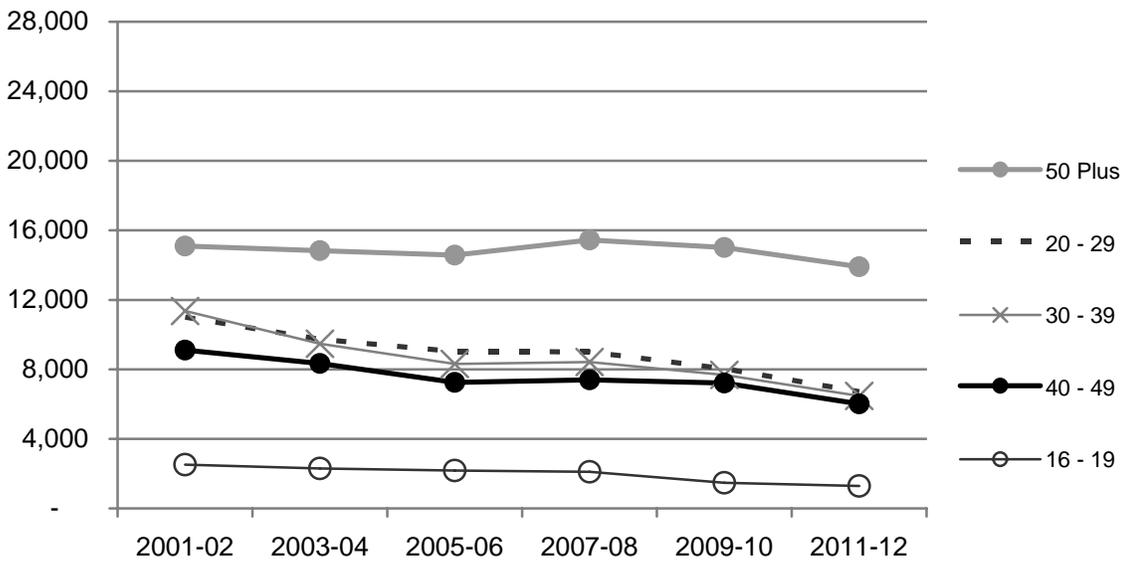
Graph 3.6a

Credit Student Headcount by Age Group 2001-02 to 2011-12



Graph 3.6b

Noncredit Student Headcount by Age Group 2001-02 to 2011-12



Source: CCSF Office of Research and Planning

Table 3.6

Credit and Noncredit Student Headcount by Age Group 2001-02 to 2011-12

Area	Age Group	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
Credit	16 - 19	6,275	5,459	5,115	5,998	6,542	5,891
	20 - 24	12,071	11,987	12,494	13,729	15,288	15,666
	25 - 29	9,316	8,917	8,871	9,696	9,894	9,902
	30 - 34	7,274	6,438	5,761	5,925	6,061	5,967
	35 - 39	4,754	4,320	4,203	4,321	3,870	3,571
	40 - 49	6,404	5,761	5,495	5,626	5,345	5,106
	50 - 69	4,511	4,289	4,701	5,341	5,002	4,747
	70 Plus	273	229	241	294	283	341
	Unknown	246	225	30	32	16	18
Credit Total		51,124	47,620	46,910	50,959	52,300	51,209
Noncredit	16 - 19	2,516	2,297	2,175	2,103	1,469	1,294
	20 - 24	5,708	4,994	4,732	4,571	4,000	3,365
	25 - 29	5,287	4,734	4,287	4,433	4,030	3,355
	30 - 34	5,821	4,947	4,205	4,204	3,882	3,330
	35 - 39	5,531	4,528	4,099	4,214	3,795	3,142
	40 - 49	9,109	8,333	7,250	7,395	7,213	6,013
	50 - 69	10,140	10,190	9,949	10,730	10,299	10,046
	70 Plus	4,958	5,281	5,042	5,202	5,257	4,893
	Unknown	3,482	2,954	2,682	2,310	2,137	1,305
Noncredit Total		52,552	48,258	44,421	45,162	42,082	36,743

Source: CCSF Office of Research and Planning

Graph 3.7

Percent of Students Enrolled in Credit Who Have Taken Noncredit, and Students Enrolled in Noncredit Who Have Taken Credit 2001-02 to 2011-12

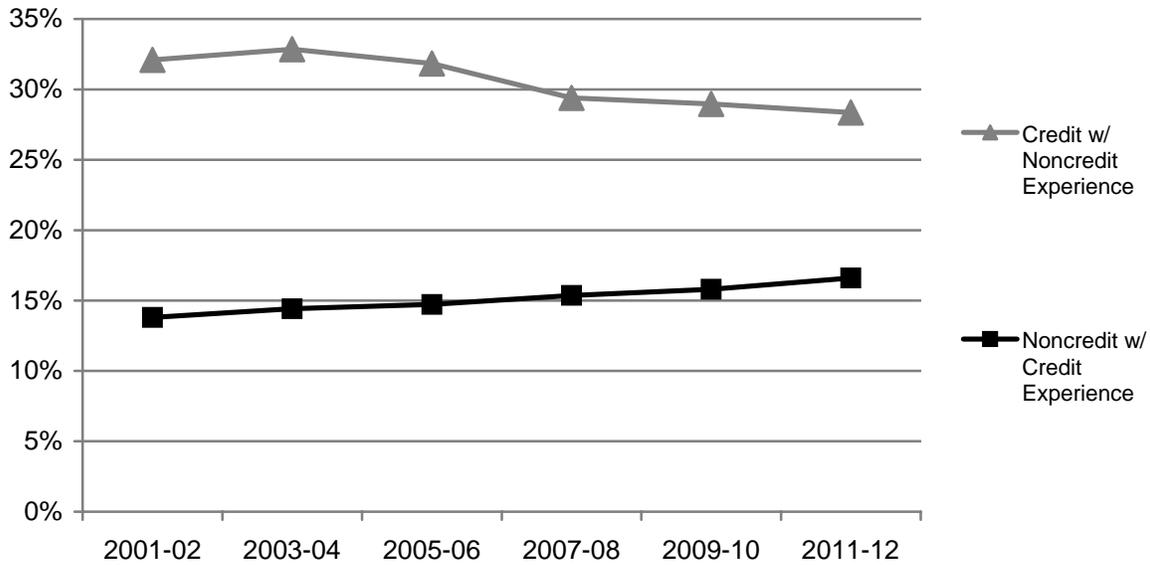


Table 3.7

Percent of Students Enrolled in Credit Who Have Taken Noncredit, and Students Enrolled in Noncredit Who Have Taken Credit 2001-02 to 2011-12

Area	Other Area Experience	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
Credit	CR + NC	32%	33%	32%	29%	29%	28%
	Credit Only	68%	67%	68%	71%	71%	72%
Credit Total		51,124	47,620	46,910	50,959	52,300	51,209
Noncredit	CR + NC	14%	14%	15%	15%	16%	17%
	Noncredit Only	86%	86%	85%	85%	84%	83%
Noncredit Total		52,552	48,258	44,421	45,162	42,082	36,743

Source: CCSF Office of Research and Planning

Table 3.8

Residency of Credit Students 2001-02 to 2011-12

Residency	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
California Resident	48,654	45,517	44,546	48,318	49,207	47,262
Foreign Non-Resident	1,613	1,391	1,086	1,117	1,401	1,571
Out-of-State	845	689	1,263	1,505	1,682	2,362
Unknown	12	23	15	19	10	14
All Credit Students	51,124	47,620	46,910	50,959	52,300	51,209

Source: CCSF Office of Research and Planning

Graph 3.8a

High School of Origin for Credit Students Under 25 Years Old 2001-02 to 2011-12

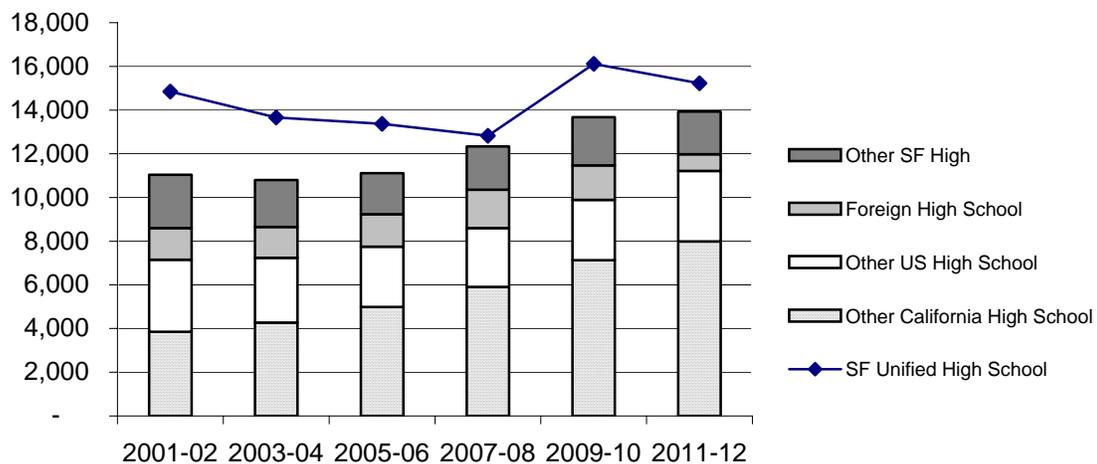


Table 3.8a

High School of Origin for Credit Students Under 25 Years Old 2001-02 to 2011-12

	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
SF Unified High School	14,851	13,660	13,373	12,824	16,114	15,229
Other California High School	3,854	4,271	4,984	5,905	7,129	7,990
Other US High School	3,294	2,964	2,768	2,700	2,760	3,226
Foreign High School	1,456	1,420	1,484	1,752	1,584	761
Other SF High	2,435	2,145	1,876	1,979	2,203	1,953
GED	13	17	36	15	31	32

Source: CCSF Office of Research and Planning

Table 3.9

Board of Governors Fee Waiver (BOGW) for Credit Students 2001-02 to 2011-12

BOG Fee Waiver	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
Received Fee Waiver	7,788	11,575	14,102	13,418	17,347	20,382
Did Not Receive Waiver	43,336	36,045	32,808	37,541	34,953	30,827
All Credit Students	51,124	47,620	46,910	50,959	52,300	51,209

Source: California Community Colleges Data Mart
<https://misweb.cccco.edu/mis/onlinestat/sfawards.cfm>

Graph 3.10

Students Receiving Financial Aid in Credit 2001-02 to 2011-12

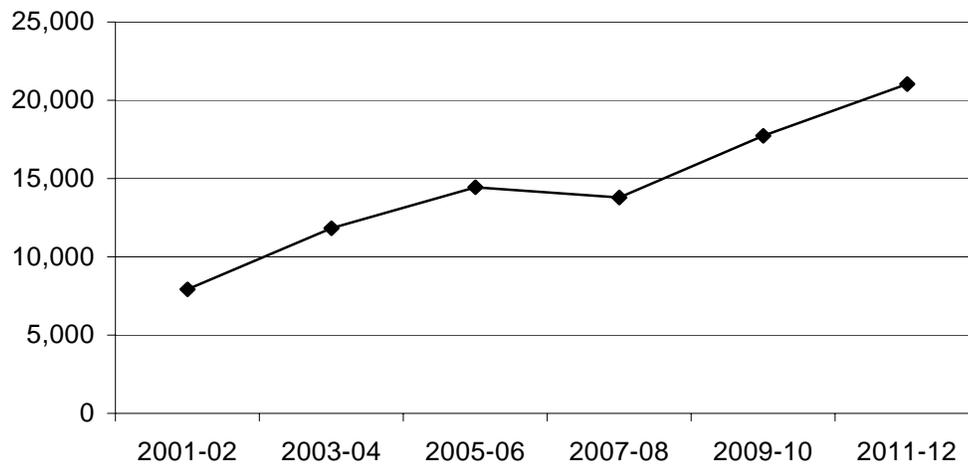


Table 3.10

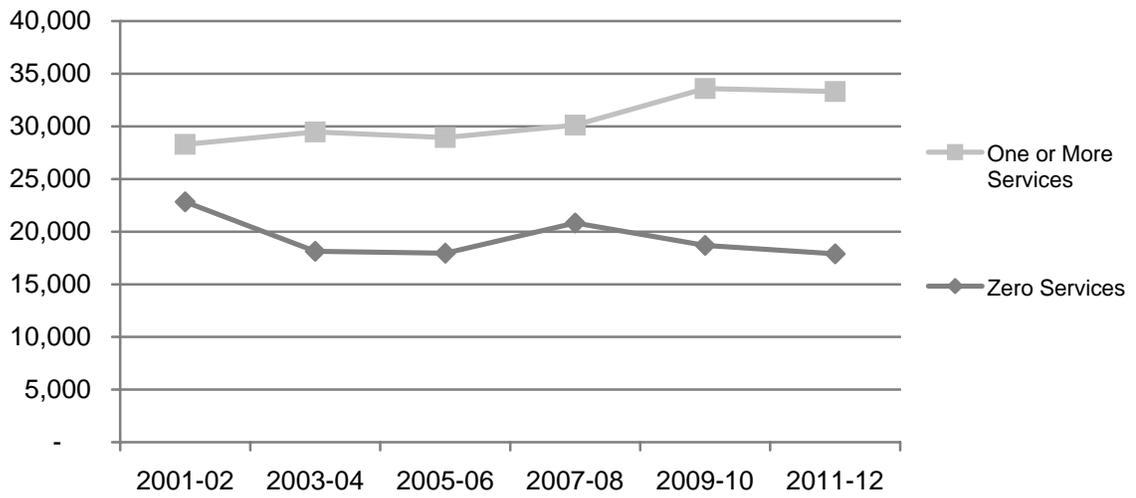
Students Receiving Financial Aid in Credit 2001-02 to 2011-12

Financial Aid	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
Total Recipients	7,923	11,827	14,444	13,788	17,731	21,039
Total Aid	\$14,579,617	\$23,369,126	\$30,353,605	\$30,724,240	\$49,948,100	\$61,428,327

Source: California Community Colleges Data Mart
<https://misweb.cccco.edu/mis/onlinestat/sfawards.cfm>

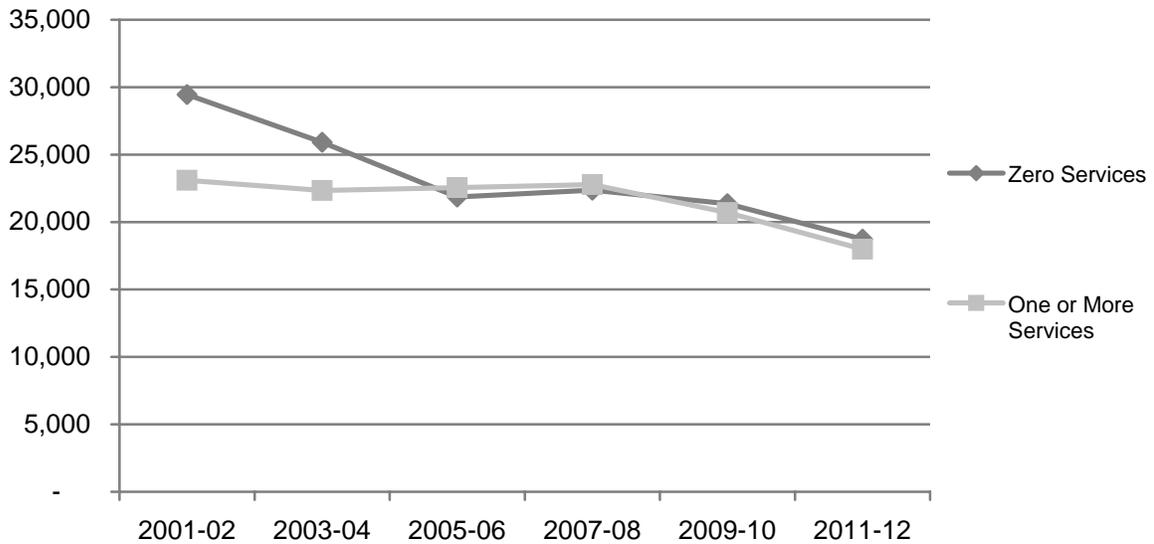
Graph 3.11a

Student Receiving Matriculation Services in Credit 2001-02 to 2011-12



Graph 3.11b

Student Receiving Matriculation Services in Noncredit 2001-02 to 2011-12



Source: CCSF Office of Research and Planning

Table 3.11

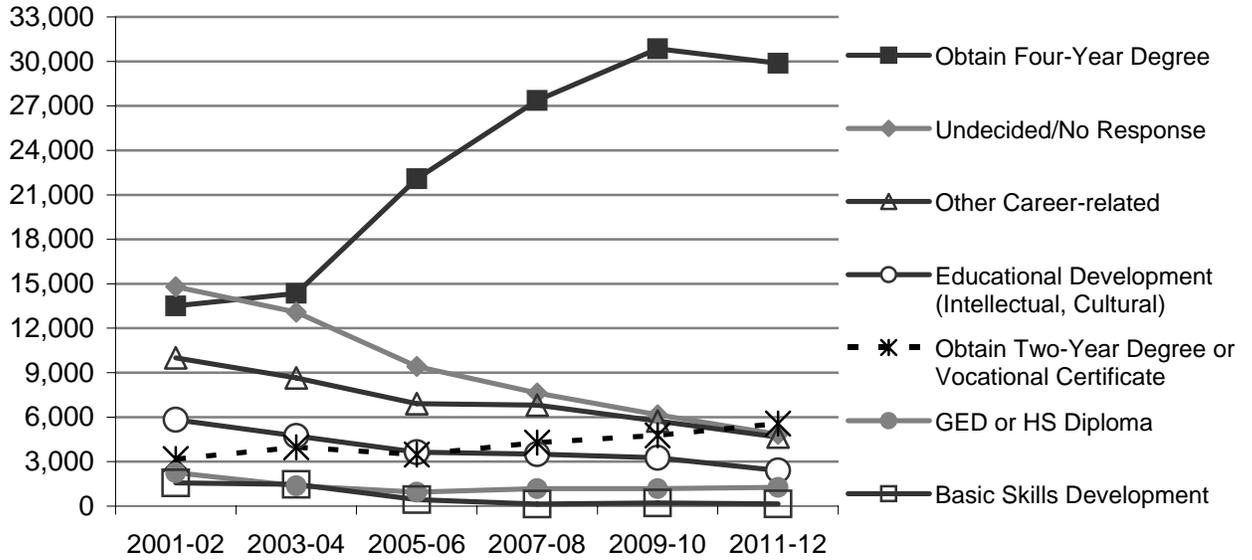
Student Receiving Matriculation Services in Credit and Noncredit 2001-02 to 2011-12

Area	Matriculation	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
Credit	0 Services	22,836	18,142	17,961	20,838	18,701	17,904
	1 Service	6,758	6,318	5,873	6,301	7,166	6,852
	2 Services	1,947	2,036	1,662	2,319	3,627	3,725
	3 Services	19,583	21,124	21,414	21,501	22,806	22,728
Credit Total		51,124	47,620	46,910	50,959	52,300	51,209
Noncredit	0 Services	29,455	25,914	21,866	22,376	21,372	18,743
	1 Service	3,506	2,764	5,022	6,385	5,258	3,078
	2 Services	3,267	3,468	4,017	4,568	4,455	4,592
	3 Services	16,324	16,112	13,516	11,833	10,997	10,330
Noncredit Total		52,552	48,258	44,421	45,162	42,082	36,743

Source: CCSF Office of Research and Planning

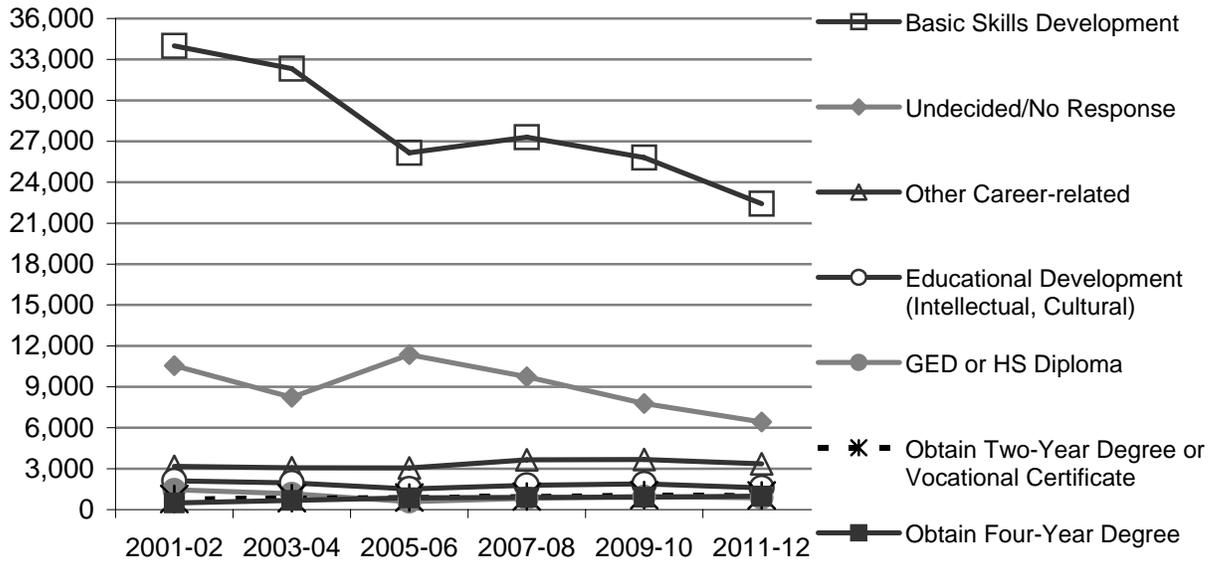
Graph 3.11c

Educational Goals of Students in Credit 2001-02 to 2011-12



Graph 3.11d

Educational Goals of Students in Noncredit 2001-02 to 2011-12



Source: CCSF Office of Research and Planning

Graph 3.12

Basic Skills Placed or Attained Level of All Students in Credit 2001-02 to 2011-12

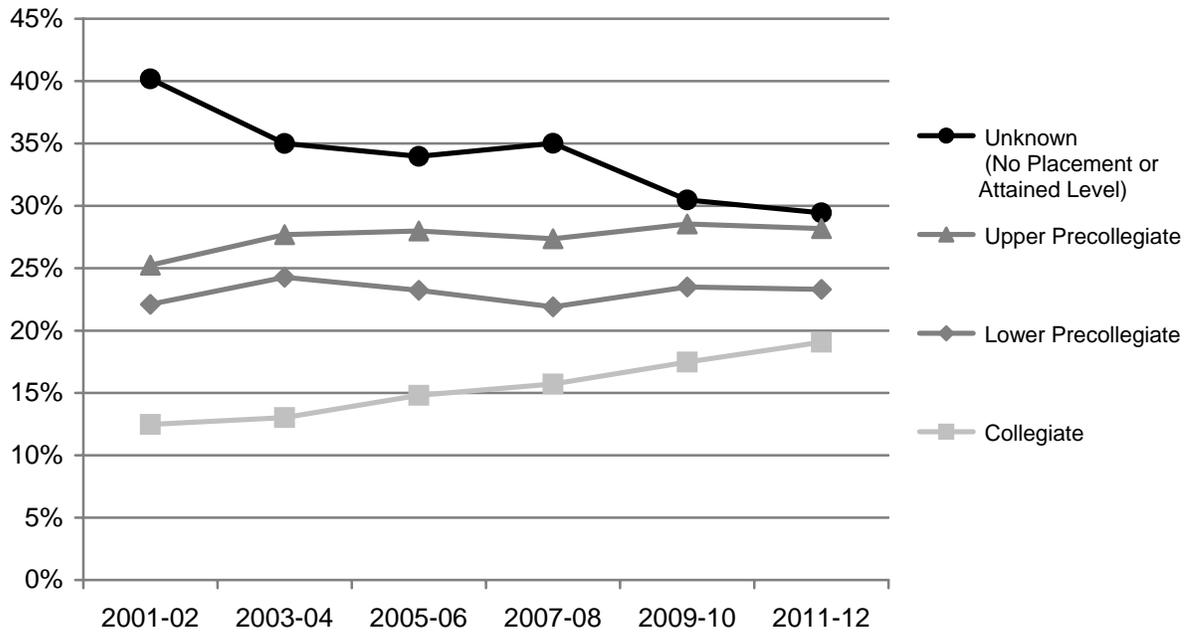


Table 3.12

Basic Skills Placed or Attained Level of All Students in Credit 2001-02 to 2011-12

Level	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
Collegiate	12%	13%	15%	16%	17%	19%
Upper Precollegiate	25%	28%	28%	27%	29%	28%
Lower Precollegiate	22%	24%	23%	22%	23%	23%
Unknown (No Placement or Attained Level)	40%	35%	34%	35%	30%	29%
Total Number of Credit Students	51,124	47,620	46,910	50,959	52,300	51,209

Source: CCSF Office of Research and Planning

Table 3.13

Number and Percent of Students Taking Placement Tests 2001-02 to 2011-12

Year		2001	2003	2005	2007	2009	2011
English Placement	Collegiate English	28%	26%	28%	29%	28%	29%
	Upper Precollegiate English	18%	18%	16%	16%	14%	13%
	Lower Precollegiate English	53%	56%	56%	56%	58%	58%
	Students Tested in English	8,646	9,457	9,239	10,752	13,060	11,553
Math Placement	Collegiate Math	28%	27%	32%	35%	34%	34%
	Upper Precollegiate Math	35%	36%	36%	39%	38%	37%
	Lower Precollegiate Math	37%	37%	33%	26%	28%	29%
	Student Tested in Math	7,184	10,449	10,521	11,731	13,779	12,813
ESL Placement	Upper Precollegiate ESL	62%	70%	71%	73%	66%	68%
	Lower Precollegiate ESL	38%	30%	29%	27%	34%	32%
	Students Tested in ESL	5,367	4,465	3,580	3,638	3,605	3,410

Source: CCSF Office of Research and Planning

Table 3.14

Administrators, Faculty, and Classified Staff for Fall Terms 2004 to 2012

Administrators	2004	2006	2008	2010	2012
African American	20%	19%	15%	16%	17%
American Indian / Alaskan Native	2%	2%	0%	0%	0%
Asian / Pacific Islander	18%	19%	17%	19%	16%
Filipino	0%	0%	2%	0%	0%
Hispanic / Latino	11%	13%	15%	21%	21%
White	48%	46%	46%	37%	38%
Unknown / No Response / Other	0%	0%	4%	7%	7%
Total Number	44	52	52	43	42
Full-Time Faculty	2004	2006	2008	2010	2012
African American	8%	6%	8%	7%	7%
American Indian / Alaskan Native	1%	1%	1%	1%	1%
Asian / Pacific Islander	17%	16%	17%	17%	18%
Filipino	3%	3%	3%	3%	4%
Hispanic / Latino	10%	11%	12%	11%	11%
White	58%	59%	54%	56%	55%
Unknown / No Response / Other	2%	4%	5%	5%	5%
Total Number	726	729	769	795	757
Part-Time Faculty	2004	2006	2008	2010	2012
African American	9%	8%	7%	7%	7%
American Indian / Alaskan Native	0%	0%	0%	0%	0%
Asian / Pacific Islander	15%	17%	17%	17%	17%
Filipino	2%	2%	2%	3%	4%
Hispanic / Latino	8%	8%	9%	8%	9%
White	61%	61%	59%	59%	58%
Unknown / No Response / Other	5%	4%	5%	6%	5%
Total Number	1,013	1,186	1,202	1,185	896
All Classified Staff	2004	2006	2008	2010	2012
African American	12%	11%	10%	11%	10%
American Indian / Alaskan Native	0%	0%	0%	0%	0%
Asian / Pacific Islander	34%	36%	37%	38%	34%
Filipino	13%	12%	11%	10%	10%
Hispanic / Latino	15%	15%	15%	16%	16%
White	23%	23%	22%	20%	20%
Unknown / No Response / Other	2%	3%	4%	5%	4%
Total Number	934	865	893	831	769

Table 3.15

Full- and Part-Time Classified Staff for Fall Terms 2004 to 2012

Full-Time Classified Staff	2004	2006	2008	2010	2012
African American	13%	12%	11%	11%	11%
American Indian / Alaskan Native	0%	0%	0%	0%	0%
Asian / Pacific Islander	34%	35%	36%	38%	38%
Filipino	14%	14%	12%	11%	11%
Hispanic / Latino	14%	14%	15%	16%	16%
White	23%	23%	21%	20%	20%
Unknown / No Response / Other	2%	3%	4%	5%	4%
Total Number	651	650	718	663	612
Part-Time Classified Staff	2004	2006	2008	2010	2012
African American	12%	10%	10%	10%	8%
American Indian / Alaskan Native	1%	0%	1%	1%	1%
Asian / Pacific Islander	34%	39%	37%	37%	43%
Filipino	10%	7%	9%	10%	7%
Hispanic / Latino	18%	17%	14%	14%	16%
White	23%	22%	23%	23%	20%
Unknown / No Response / Other	3%	4%	6%	5%	5%
Total Number	283	215	175	168	157
All Classified Staff	2004	2006	2008	2010	2012
African American	12%	11%	10%	11%	10%
American Indian / Alaskan Native	0%	0%	0%	0%	0%
Asian / Pacific Islander	34%	36%	37%	38%	34%
Filipino	13%	12%	11%	10%	10%
Hispanic / Latino	15%	15%	15%	16%	16%
White	23%	23%	22%	20%	20%
Unknown / No Response / Other	2%	3%	4%	5%	4%
Total Number	934	865	893	831	769

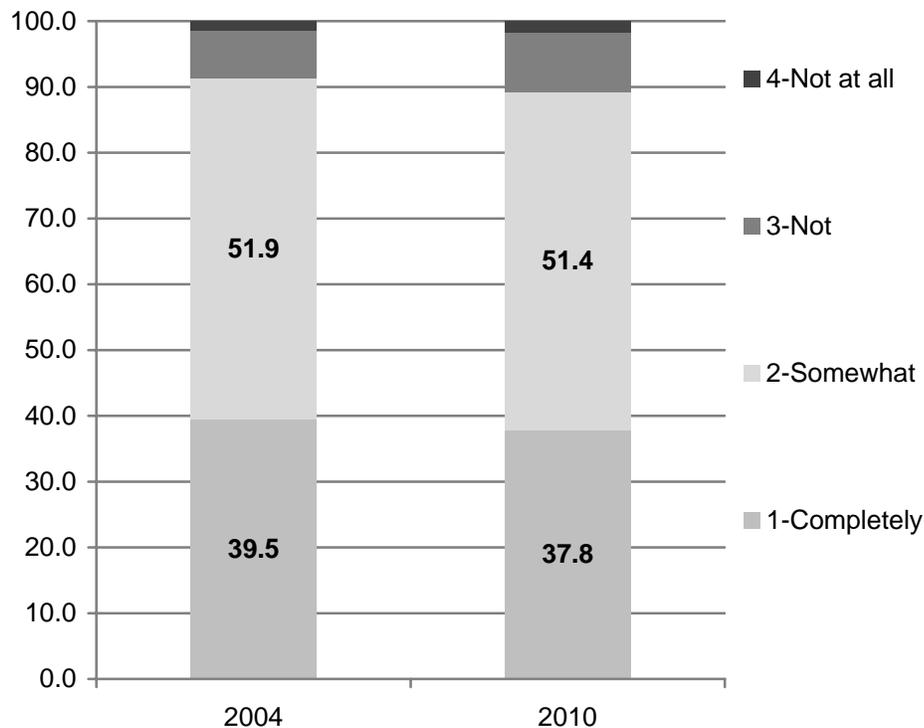
Source: CCSF Human Resources. (For Tables 3.14 and 3.15)

IV. Student Opinion of CCSF

Two surveys have been performed that are very similar—enough to compare changes in credit students’ perception of CCSF from 2004 to 2010. Graph 4.1 presents the percentage of credit students who think they have accomplished their goals at CCSF. This graph shows the positive percentages to have declined slightly. Similarly the percentage of credit students who would recommend CCSF to a friend has declined. Table 4.3 presents percentage change in ratings from 2004 to 2010 on a host of specific variables. Here the view of CCSF is much more positive. In many counseling departments excellent ratings increased ten percent or more while good, fair, and poor ratings declined. Similar increases can be seen in child care, food services, parking, student activities, job placement, and the student health center.

Graph 4.1

How successful have you been so far achieving at CCSF what you wanted to do at CCSF? 2010 Compared to 2004

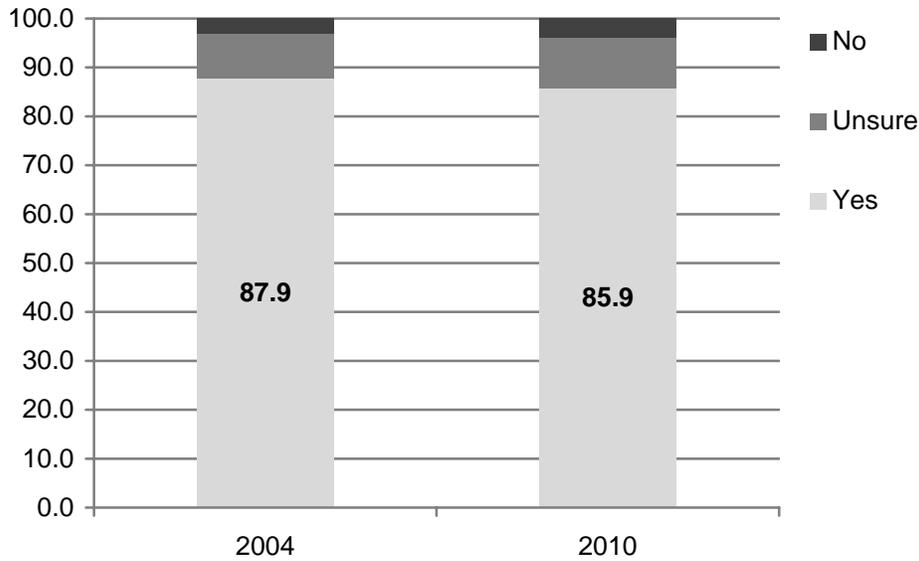


Source: CCSF Office of Research and Planning

Note: Results are based on 3,071 credit respondents in 2004 and 4,376 in 2010.

Graph 4.2

Would you recommend CCSF to a friend? 2010 Compared to 2004



Source: CCSF Office of Research and Planning

Note: Results based on 3,034 credit respondents in 2004 and 4,292 in 2010.

Note for Table 4.3 (next page): Respondent groups vary by question. Overall, there were 3,095 credit respondents in 2004, and 4,493 respondents in 2010.

Table 4.3

Ratings from Credit Student Opinion Survey 2010 Compared to 2004

Quality of instruction	Poor	Fair	Good	Excellent	New Student Counseling	Poor	Fair	Good	Excellent
2010	2.9	11.9	45.2	40.1	2010	16.2	23.3	35.1	25.4
2004	1.7	12.2	49.9	36.2	2004	18.3	28.7	39.0	14.1
Change	1.2	-0.3	-4.7	3.8	Change	-2.1	-5.4	-3.9	11.4
Content of courses	Poor	Fair	Good	Excellent	Continuing Student Counseling	Poor	Fair	Good	Excellent
2010	1.8	12.2	48.7	37.2	2010	13.8	18.9	37.9	29.5
2004	1.1	12.6	54.7	31.6	2004	16.3	26.8	38.9	18.1
Change	0.7	-0.4	-6.0	5.7	Change	-2.5	-7.9	-1.0	11.4
Availability of courses	Poor	Fair	Good	Excellent	Transfer Counseling / Transfer Center	Poor	Fair	Good	Excellent
2010	20.5	29.0	33.5	17.1	2010	14.0	22.3	37.9	25.8
2004	16.8	34.6	35.3	13.4	2004	13.7	25.2	39.5	21.7
Change	3.7	-5.6	-1.8	3.7	Change	0.4	-2.8	-1.6	4.1
Convenience of class scheduling (times available)	Poor	Fair	Good	Excellent	Career Development & Placement Center	Poor	Fair	Good	Excellent
2010	14.4	31.5	36.5	17.6	2010	12.3	18.4	41.6	27.7
2004	13.0	36.3	36.4	14.3	2004	13.4	26.8	42.3	17.6
Change	1.4	-4.8	0.2	3.3	Change	-1.1	-8.4	-0.6	10.1
Size of classes	Poor	Fair	Good	Excellent	Childcare Center	Poor	Fair	Good	Excellent
2010	7.3	25.1	46.0	21.6	2010	5.6	16.4	45.1	32.9
2004	9.1	30.5	47.3	13.1	2004	7.1	22.3	49.8	20.8
Change	-1.9	-5.3	-1.3	8.5	Change	-1.5	-5.9	-4.7	12.0
CCSF application process	Poor	Fair	Good	Excellent	Food Services / Cafeteria	Poor	Fair	Good	Excellent
2010	3.5	14.7	46.9	35.0	2010	11.1	27.2	39.5	22.2
2004	4.6	17.9	52.4	25.2	2004	15.4	29.3	39.0	16.3
Change	-1.1	-3.2	-5.5	9.7	Change	-4.2	-2.2	0.5	5.9
Placement testing	Poor	Fair	Good	Excellent	Job placement assistance	Poor	Fair	Good	Excellent
2010	6.7	20.9	47.2	25.2	2010	21.2	22.6	35.8	20.5
2004	5.8	24.4	51.8	18.1	2004	19.2	30.4	37.2	13.2
Change	0.9	-3.5	-4.5	7.1	Change	2.0	-7.8	-1.4	7.2
Online Course Time Schedule	Poor	Fair	Good	Excellent	Parking	Poor	Fair	Good	Excellent
2010	4.5	17.8	43.2	34.5	2010	20.8	30.0	31.4	17.8
2004	3.7	17.3	51.3	27.7	2004	34.2	31.3	26.6	7.9
Change	0.8	0.5	-8.1	6.8	Change	-13.4	-1.3	4.8	9.9

V. Longitudinal Student Achievement Data

Tables in this section address not only student course success, but also units per year and persistence to the following year, all of which underlie long-term goal achievement. For students to achieve their long-term goals they must not only pass their classes, they must also persist to following semesters and years. Taking higher unit loads reduces the time students must spend in the educational process and since a certain percent of the population drops out with every additional term, shorter time spans to completion increase the likelihood of goal attainment. Edgecombe (2011) in a recent paper on accelerated programs senses the issue when she says her “analysis illuminates a major structural deficiency in the traditional sequence—a multitude of exit points available to and taken by students—that seriously undermines academic achievement.”¹ While her focus is on development sequences, the same rationale can be applied to achievement in general. Many tables in this section allow examination of these issues.

Course success at CCSF has been increasing since 2001-02. In comparison to statewide averages, CCSF has had somewhat higher course success (Tables 5.1) and a greater increase. Table 5.1b shows increasing course success rates amongst most Asian populations but decreasing course success rates for African American students and relatively flat rates for Latino/a students. Table 5.2 transfer course success rates are relatively flat. Basic skills course success rates have decreased slightly (Table 5.3a). Table 5.3b shows a mostly flat trend in Credit Career Technical Education course success rates.

The number of units taken per year by students has been steadily increasing. From 2001-02 to 2011-12, the average number of units taken has increased by 2.5 (Table 5.4) which is a 25 percent increase. The increase has been at all ability levels but most noticeably at the collegiate level. Persistence to the following year has also increased. In the last year available (2010-11), persistence jumped by six percentage points. This occurred most strongly in the collegiate and upper pre-collegiate populations (Table 5.5).

Since 2007-08, there has been a steady increase in the number of certificates awarded in credit (Table 5.6). Licensure pass rates are high (Table 5.6b). The number of transfers to CSU has also increased (Table 5.7). Current figures for UC were not available at the time of this report. Graduation and transfer numbers are, of course, related to enrollment, course success, units per term and year, and persistence to following terms and years. In addition, transfer numbers can also be related to the availability of spots at the CSU and UC systems and cost of attendance there. The fall off in transfers in 2009-10 was due to the CSU system not accepting mid-year transfers. They made up for that in fall 2010 and consequently the number of CSU transfers increased from 648 in 2009-10 to 1,118 in 2011-12.

Once students get to the CSU system, CCSF transfer students do very well both in absolute terms and in relation to other CCC students (Table 5.8).

¹ Edgecombe, Nicki. (2011) Accelerating the Academic Achievement of Students Referred to Developmental Education. CCRC Working Paper.

Table 5.6c presents new data on CTE completers and leavers. This data is positive both in terms of full time employment and hourly wages following CTE coursework. In some cases program-specific data is available for these new metrics and that will be reviewed and shared during spring 2013.

Table 5.9 presents the time it takes for a student to get a degree or certificate (of those students who got a degree or certificate). That number has risen slightly but steadily over time. On average, it takes students more than eight semesters to achieve a degree. For those students who get a certificate, it takes approximately six semesters.

Table 5.10 presents for students in development sequences the rates for one-year persistence and advancement, as well as for four-year transfer course completion (i.e. sequence completion). The percentage of students who start in the development sequence and then take a higher level course within a year has increased over time. In English and ESL that percent has increased 12 percentage points since 2001-02 while in mathematics the increase has been eight percentage points. The percentage of students who completed a transfer level course within four years also increased markedly in ESL (12 percentage points) and English (10 percentage points) but in mathematics there has been no increase.

Tables 5.11 and 5.12 present race/ethnicity data for developmental sequences in mathematics, English and ESL. English sequence completion rates have increased for all groups. For Asian students has increased from 33 percent to 55 percent, and for SouthEast Asian from 26 percent to 49 percent. ESL sequence completion rates have also increased substantially for most groups. Changes in mathematics sequence completion rates are generally much smaller with comparatively flat trend lines.

Table 5.13 presents achievement gap data for students enrolling from SFUSD high schools upon entry and after two semesters of enrollment at CCSF. This data is part of the ongoing High School Report series shared with SFUSD and within the college.

Table 5.14 presents data on online course taking. "Online" includes both fully online and hybrid. When online courses started in 2001-02 they were less than one percent of the CCSF total in both offerings and enrollment. By 2011-12 they comprised 3.5 percent of offerings and 5.3 percent of enrollments. Moreover, when the passing rate is examined across the years, it has increased from 51 percent in 2001-02 to 61 percent in 2011-12. This is a consequence of a declining withdrawal rate. Withdrawals fell from 30 percent in 2001-02 to 23 percent in 2011-12.

Table 5.1a

Success in All Credit Courses 2001-02 to 2011-12

Institution	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
CCSF	66.7%	70.9%	69.7%	71.1%	71.6%	70.5%
Statewide	67.6%	67.3%	66.4%	66.9%	68.6%	69.4%

Source: California Community Colleges Data Mart

(<http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx>)

Note: Success is defined as courses grades of A, B, C, CR and P divided by grades of A, B, C, D, F, W, I*, NP, P, CR, NC and DR.

Table 5.1b

Success in All Credit Courses by Ethnicity 2001-02 to 2011-12

Ethnicity	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
African American	60.6%	60.4%	57.0%	59.1%	59.0%	57.1%
American Indian / Alaskan Native	62.5%	64.7%	62.2%	63.0%	67.0%	63.4%
Asian	76.6%	78.0%	77.6%	76.5%	77.8%	78.5%
Filipino	65.7%	68.1%	66.9%	66.7%	68.9%	68.8%
Hispanic / Latino	65.0%	67.9%	65.3%	65.2%	65.6%	64.5%
Other Non White	68.7%	70.8%	68.8%	68.3%	70.1%	70.3%
Pacific Islander	66.2%	61.9%	61.8%	64.1%	60.5%	61.3%
SouthEast Asian	70.5%	71.9%	69.7%	71.4%	75.4%	75.4%
Unknown / No Response	69.3%	71.1%	67.9%	69.4%	71.9%	68.1%
White	74.1%	74.8%	74.6%	72.9%	73.7%	74.1%
All Students	71.4%	72.4%	70.9%	70.7%	71.6%	70.7%

Source: Office of Research and Planning.

Note: The averages for all students differ slightly from averages in Tables 5.1a due to different sources. Passing is defined as grades of A, B, C, CR, P divided by all other grades except RD and blank grades.

Table 5.2

Success in Transfer Courses 2001-02 to 2011-12

Institution	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
CCSF	71.8%	72.9%	71.5%	72.1%	72.7%	71.8%
Statewide	67.8%	67.6%	66.6%	66.7%	68.8%	69.8%

Source: California Community Colleges Data Mart
 (<http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx>)

Note: Success is defined as courses grades of A, B, C, CR and P divided by grades of A, B, C, D, F, W, I*, NP, P, CR, NC and DR.

Table 5.3a

Success in Credit Basic Skills Courses 2001-02 to 2011-12

Institution	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
CCSF	*	64.0%	64.7%	64.4%	61.7%	61.8%
Statewide	57.8%	59.3%	58.0%	58.6%	60.8%	62.8%

* 2001-02 is not comparable due to coding issues.

Source: California Community Colleges Data Mart
 (<http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx>)

Note: Basic Skills courses are defined by the State of California to receive special funding. To be a basic skills course in credit, the course must be non-degree applicable and in certain subject matter areas including English, ESL, mathematics, and DSPS.

Table 5.3b

Success in Credit Career Technical Education (CTE) Courses 2001-02 to 2011-12

Area	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
CTE	73.0%	75.6%	75.1%	75.6%	76.1%	75.0%

Source: Office of Research and Planning

Note: Statewide averages are not available for comparison.

Table 5.4

Average Units Taken Per Student 2001-02 to 2011-12

Level	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
Collegiate	11.00	12.19	12.21	12.06	13.23	13.63
Upper Pre-Collegiate	13.77	14.56	14.73	14.20	14.86	15.80
Lower Pre-Collegiate	12.18	12.75	12.90	12.64	12.82	13.75
Unknown Level	5.37	5.73	5.76	5.73	6.26	6.66
All Students	9.75	10.78	10.92	10.60	11.50	12.27

Source: CCSF Office of Research and Planning

Table 5.5

Persistence to the Following Academic Year 2001-02 to 2011-12

Level	2001-02	2003-04	2005-06	2007-08	2009-10	2010-11*
Collegiate	49%	51%	49%	51%	49%	58%
Upper Pre-Collegiate	62%	62%	62%	64%	62%	68%
Lower Pre-Collegiate	60%	60%	58%	60%	59%	62%
Unknown Level	36%	36%	37%	38%	36%	41%
All Students	50%	51%	51%	52%	51%	57%

Source: CCSF Office of Research and Planning

* Data for 2011-2012 is not yet available.

Table 5.6a

Degrees and Certificates Earned 2001-02 to 2011-12

Award	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
Degrees	1,053	1,151	1,172	1,192	1,145	999
Certificates	1,123	1,285	1,251	993	1,196	2,170
Total	2,176	2,436	2,423	2,185	2,341	3,169

Source: California Community College Data Mart
(<https://misweb.cccco.edu/mis/onlinestat/awards.cfm>)

Note: The increase in degrees and certificates in 2010-11 is in part due to a new method of reporting awards to the state Chancellor's Office that includes awards earned in prior years but granted in the current year.

Table 5.6b

Licensure Pass Rates 2001-02 to 2011-12

Licensure	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
Health Care Related Areas						
CVT/Echocardiography Tech	100%	100%	100%	100%	100%	N/A
Diagnostic Medical Imaging	N/A	91%	100%	100%	100%	100%
EMT	93%	96%	97%	N/A	81%	100%
Health Information Tech	100%	89%	86%	100%	92%	83%
LVN	65%	82%	86%	81%	94%	93%
Medical Assisting	87%	N/A	94%	N/A	100%	100%
Paramedic Program	N/A	100%	97%	98%	100%	100%
Pharmacy Tech	100%	100%	100%	100%	100%	100%
Phlebotomy	N/A	N/A	96%	90%	92%	88%
Radiation Therapy Tech	100%	100%	100%	100%	86%	100%
RN	81%	85%	91%	84%	89%	93%
Other Areas						
Automotive General	50%	53%	N/A	N/A	N/A	N/A
Overall Average Pass Rate	86%	90%	95%	95%	94%	96%

Source: Collected by the Office of Research and Planning from Program Coordinators and Department Chairs

Table 5.6c

CTE Survey on Completers and Leavers' Employment and Hourly Wage Fall 2012

	Leavers	Completers
Percent Employed Full Time		
Before CTE Training	45%	55%
After CTE Training	57%	63%
Hourly Wage		
Before CTE Training	\$17.88	\$19.28
After CTE Training	\$24.14	\$23.35
Percent Change	35%	21%

Source: RP Group CTE Employment Outcomes, 2012 Survey of Completers and Leavers

Completers: https://www.ccsf.edu/NEW/en/educational-programs/career-and-technical-education/_jcr_content/contentparsys/documentlink_0/file.res/2012%20San%20Francisco%20Completers%20Report.pdf

Leavers: https://www.ccsf.edu/NEW/en/educational-programs/career-and-technical-education/_jcr_content/contentparsys/documentlink_1/file.res/2012%20San%20Francisco%20Leavers%20Report.pdf

Table 5.7

Transfers to CSU and UC from CCSF 2001-02 to 2011-12

Transfer	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
UC System	255	311	357	344	324	n/a
CSU System	1,248	1,084	1,063	1,072	648	1,118
Total	1,503	1,395	1,420	1,416	972	n/a

Source: California Post Secondary Commission
(<http://www.cpec.ca.gov/>)

Note: The decline in 2009-10 and increase in 2010-11 to CSU transfers is due to the CSU system not accepting spring transfers, but adding them to the following fall. See Table 1, "CCSF Student Transfer Data" in Section II.A.1 for information on transfers to private and out of state institutions.

Table 5.8

Performance of CCSF Students in Their First Year of Transfer to CSU 2001-02 to 2011-12

Location	Measure	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
CCSF to CSU	Number of Students	764	718	620	687	618	740
	Pre-Admission GPA	2.94	2.99	2.98	2.95	3.02	3.01
	Post-Admission GPA	2.96	3.03	3.04	3.05	3.15	NA
All CCC to CSU	Post-Admission GPA	2.92	2.93	2.92	2.93	2.98	NA

Source: CSU Analytic Studies

(<http://www.asd.calstate.edu/performance/ccc/ccc0001/index.shtml>)

Table 5.9

Average Semesters to Degree or Certificate 2001-02 to 2011-12

Semesters to Award	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
Average to Degree	7.90	7.76	7.84	8.21	8.34	8.61
Average Semesters to Certificate	6.10	5.92	5.81	5.98	5.63	5.72

Source: CCSF Office of Research and Planning

Table 5.10

**Advancement and Transfer Course Completion in Developmental Credit Sequences
2001-02 to 2010-11**

of Students in Developmental Credit Sequences

Subject	2001-02	2003-04	2005-06	2007-08	2009-10	2010-11*
English	3,484	3,506	3,777	3,901	4,107	3,844
Math	3,168	3,014	3,126	3,323	3,672	3,410
ESL	2,285	1,868	1,636	1,685	1,504	1,463

% Enrolling in a Higher Level Class in the Sequence within One Year

Subject	2001-02	2003-04	2005-06	2007-08	2009-10	2010-11*
English	37%	44%	44%	46%	44%	49%
Math	25%	27%	29%	31%	26%	33%
ESL	55%	58%	58%	61%	60%	67%

% Completing a Transfer Level Class within Four Years**

Subject	2001-02	2003-04	2005-06	2007-08	2009-10	2010-11
English	27%	31%	32%	37%	37%	*
Math	23%	22%	22%	22%	21%	*
ESL	9%	10%	14%	17%	21%	*

Source: CCSF Office of Research and Planning

* 2010-11 included where possible because 2011-12 not yet available

** In ESL and English a transfer level class is English 1A or higher. In mathematics a transfer level class is any class above Intermediate Algebra.

Table 5.11

Number of Students Enrolled in English, Mathematics or ESL for the First Time (i.e. Initial Year of Enrollment in Sequence) by Race/Ethnicity, 2001-02 to 2009-10

Race/Ethnicity	English					
	2001-02	2003-04	2005-06	2007-08	2008-09	2009-10
African American/Non Hispanic	13.1%	13.5%	12.5%	11.2%	11.2%	12.4%
American Indian/Alaskan Native	0.5%	0.5%	0.5%	0.8%	0.5%	0.2%
Asian	29.1%	28.1%	28.0%	29.9%	29.1%	25.9%
Filipino	11.5%	12.4%	11.8%	9.9%	9.6%	8.7%
Hispanic/Latino	19.9%	19.3%	21.1%	20.1%	21.5%	23.3%
Other Non White	2.5%	2.7%	3.0%	2.4%	2.5%	1.3%
Pacific Islander	1.0%	1.9%	1.6%	1.7%	1.5%	1.0%
SouthEast Asian	3.9%	3.0%	2.8%	2.9%	3.6%	3.6%
Unknown/No Response	2.1%	2.0%	3.1%	5.2%	5.1%	8.2%
White Non Hispanic	16.4%	16.6%	15.6%	15.8%	15.3%	15.4%
Grand Total	3,484	3,506	3,777	3,901	3,980	4,107

Race/Ethnicity	Mathematics					
	2001-02	2003-04	2005-06	2007-08	2008-09	2009-10
African American/Non Hispanic	12.4%	13.6%	15.7%	14.0%	15.0%	14.9%
American Indian/Alaskan Native	0.6%	0.5%	1.1%	0.8%	0.9%	0.6%
Asian	22.8%	20.3%	19.6%	21.2%	17.8%	17.2%
Filipino	11.6%	13.5%	10.9%	9.6%	10.7%	8.6%
Hispanic/Latino	22.4%	21.3%	21.7%	21.1%	24.1%	24.2%
Other Non White	2.6%	3.2%	3.6%	2.6%	2.9%	1.7%
Pacific Islander	1.4%	1.6%	1.8%	1.9%	1.5%	1.5%
SouthEast Asian	3.1%	3.2%	2.3%	2.7%	2.4%	2.2%
Unknown/No Response	2.2%	2.8%	3.2%	5.9%	6.4%	8.9%
White Non Hispanic	20.9%	20.1%	20.1%	20.3%	18.4%	20.2%
Grand Total	3,168	3,014	3,126	3,323	3,509	3,672

Race/Ethnicity	ESL					
	2001-02	2003-04	2005-06	2007-08	2008-09	2009-10
African American/Non Hispanic	0.9%	0.9%	1.3%	1.5%	1.1%	1.3%
Asian	61.7%	57.9%	63.1%	62.0%	59.5%	56.1%
Filipino	3.8%	6.8%	4.9%	4.0%	4.7%	3.9%
Hispanic/Latino	17.2%	17.0%	15.5%	14.6%	14.8%	13.4%
Other Non White	0.9%	1.9%	1.6%	1.4%	1.4%	0.8%
Pacific Islander	0.4%	0.5%	0.3%	0.4%	0.2%	0.1%
SouthEast Asian	3.1%	4.3%	4.2%	4.4%	6.2%	5.1%
Unknown/No Response	0.5%	0.7%	0.6%	2.5%	3.1%	10.8%
White Non Hispanic	11.6%	10.0%	8.5%	9.3%	9.1%	8.6%
Grand Total	2,285	1,868	1,636	1,685	1,699	1,504

Source: CCSF Office of Research and Planning

Table 5.12

Percent of Each Race/Ethnicity Group Completing a Transfer Level Course in the Developmental Sequence within Four Years of Initial Enrollment in the Sequence

Race/Ethnicity	English					
	2001-02	2003-04	2005-06	2007-08	2008-09	2009-10*
African American/Non Hispanic	14.5%	15.9%	18.6%	19.6%	21.3%	17.6%
American Indian/Alaskan Native	11.8%	18.8%	11.1%	28.1%	15.0%	22.2%
Asian	32.8%	39.6%	41.8%	53.8%	55.3%	55.3%
Filipino	28.3%	23.9%	27.9%	29.3%	33.5%	32.5%
Hispanic/Latino	23.1%	28.1%	25.6%	26.7%	29.3%	28.0%
Other Non White	36.4%	39.6%	40.9%	38.9%	38.6%	39.6%
Pacific Islander	19.4%	16.9%	20.3%	16.4%	26.2%	23.3%
SouthEast Asian	25.7%	29.2%	33.0%	48.2%	52.4%	49.3%
Unknown/No Response	19.2%	31.4%	30.5%	34.8%	31.7%	37.1%
White Non Hispanic	32.3%	37.4%	34.6%	39.6%	37.7%	35.8%
Total	27.2%	30.9%	31.6%	37.5%	38.7%	37.0%

Race/Ethnicity	Mathematics					
	2001-02	2003-04	2005-06	2007-08	2008-09	2009-10*
African American/Non Hispanic	8.6%	7.6%	8.5%	7.7%	10.8%	8.1%
American Indian/Alaskan Native	20.0%	18.8%	17.1%	11.5%	16.1%	17.4%
Asian	35.2%	32.9%	32.1%	36.9%	35.2%	34.5%
Filipino	16.1%	13.5%	12.4%	17.2%	15.5%	21.5%
Hispanic/Latino	17.4%	16.8%	16.7%	13.9%	17.7%	14.3%
Other Non White	28.0%	24.2%	30.1%	26.4%	24.8%	28.6%
Pacific Islander	6.8%	12.5%	14.5%	9.7%	13.7%	16.1%
SouthEast Asian	21.6%	21.1%	15.3%	34.8%	22.6%	29.6%
Unknown/No Response	27.5%	34.5%	25.7%	21.8%	23.2%	24.8%
White Non Hispanic	30.2%	28.9%	32.0%	26.0%	32.5%	25.2%
Total	23.4%	21.6%	21.8%	21.9%	22.9%	21.2%

Race/Ethnicity	ESL					
	2001-02	2003-04	2005-06	2007-08	2008-09	2009-10*
African American/Non Hispanic	4.8%	35.3%	23.8%	3.8%	5.6%	21.1%
Asian	7.4%	8.7%	15.3%	18.1%	20.0%	21.8%
Filipino	10.3%	9.4%	10.0%	13.4%	10.0%	15.5%
Hispanic/Latino	8.2%	8.8%	9.8%	10.6%	9.2%	9.0%
Other Non White	15.0%	17.1%	7.7%	13.0%	4.3%	41.7%
Pacific Islander	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SouthEast Asian	9.9%	8.8%	20.3%	28.4%	34.3%	23.7%
Unknown/No Response	16.7%	23.1%	10.0%	7.1%	13.5%	27.6%
White Non Hispanic	14.0%	12.3%	15.8%	23.6%	15.5%	20.8%
Total	8.7%	9.6%	14.4%	17.2%	17.8%	20.6%

* Some decrease in 2009-10 rates may be due to reduction of 4-year time period to 3.5 years.

Table 5.13

The Achievement Gap of New SFUSD Graduates at CCSF, Fall 2011 Cohort

Ethnicity	Fall 2011 Incoming Cohort	GPA in Fall Semester	Units Passed in Fall Semester	Percent Persisting from Fall to Spring	GPA in Spring Semester	Units Passed in Spring Semester
African American	92	1.87	45%	68%	1.67	41%
American Indian / Alaskan Native	1	0.00	0%	100%	0.30	0%
Asian	388	2.45	72%	91%	2.39	69%
Filipino	81	2.32	64%	77%	2.35	66%
Hispanic/Latino	314	1.95	53%	81%	1.97	52%
Pacific Islander	12	2.23	69%	75%	2.29	67%
SouthEast Asian	40	2.53	79%	88%	2.55	76%
Unknown / No Response	108	2.18	57%	85%	2.12	59%
White Non Hispanic	64	2.73	72%	91%	2.41	66%
Achievement Gap	N/A	0.57	27%	22%	0.71	28%

Source: CCSF Office of Research and Planning

Note: The achievement gap calculation is between Asian and African American students. Although whites scored highest in fall 2011, in general, white students do not score the highest on any of the above measures.

For more information scroll to The High School Report series at this link
http://www.ccsf.edu/Offices/Research_Planning/reports_success.htm

Table 5.14

Online Sections, Enrollments, and Success Rates 2001-02 to 2011-12

Online Sections and Enrollments	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
Online Sections	37	86	185	299	317	348
Total Credit Sections	10,146	9,273	9,868	10,380	9,687	9,945
Online as % of Total	0.4%	0.9%	1.9%	2.9%	3.3%	3.5%
Online Enrollments	1,127	2,580	5,447	9,189	11,640	12,683
Total Credit Enrollments	208,689	204,709	207,988	217,849	246,898	238,918
Online as % of Total	0.5%	1.3%	2.6%	4.2%	4.7%	5.3%

Online Success Rates	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
Pass (C or Better)	51%	56%	58%	58%	62%	61%
Fail (D, F, NC)	18%	17%	15%	16%	16%	17%
Withdrawal (W)	30%	27%	27%	26%	22%	23%
Total Enrollments*	1,045	2,388	5,236	8,641	11,156	12,230

Source: CCSF Office of Research and Planning

* Blank and RD grades have been excluded from the calculation of Success Rates.

Note: "Online" includes fully online as well as hybrid courses.