

**STANDARD I.C. DRAFT – 8/30/22**

**Standard I.C. Institutional Integrity**

- 1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)**

**Evidence of Meeting the Standard**

**Ensuring Clear and Accurate Information about the Mission and Vision.** The College posts its Mission and Vision statements on its website under “About City College” and includes these statements in the College Catalog and printed Class Schedule. When the College makes changes to these statements, it updates the statements in all locations where they appear per AP 1.00 (the Office of Institutional Effectiveness ensures the posting of any changes). (IC1-1, IC1-2, IC1-3)

**Ensuring Clear and Accurate Information about Student Learning Outcomes.** Student Learning Outcomes (SLOs) appear on all course outlines and syllabi, and the online class schedule links to the course outline of record so that students can view the SLOs when searching and registering for classes. To ensure that course outlines include clear, accurate, and current SLOs, departments must submit all programs and courses for review by the Curriculum Committee at least once every six years per AP 6.03. Faculty store syllabi in Canvas where Department Chairs check for the inclusion and accuracy of SLOs. (IC1-4, IC1-5, IC1-6, IC1-7, IC1-8)

**Ensuring Clear and Accurate Information about Educational Programs and Student Support Services.** The College provides information about its educational programs and student support services in the print and online versions of its Catalog and on its website. The Office of Instruction facilitates the annual Catalog development process which ensures that the Catalog contains clear and accurate information. Specific entities are responsible for ensuring that College website content is up to date and accurate:

- Department chairs and program coordinators are responsible for department and program web pages with support and coordination by the Office of Workforce Development
- Student Affairs administrators are responsible for student support services
- The Dean of Online Programs, Educational Technology, Library and Learning Resources, and Academic Tutoring is responsible for those areas that fall within that individual’s supervision

In addition, the public can report an issue by clicking the “Report a Website Issue” on the bottom of each CCSF web page. (IC1-9, IC1-10, IC1-11, IC1-12, IC1-13, IC1-14, IC1-15, IC1-16)

**Ensuring Accurate Information about the College’s Accreditation Status.** CCSF communicates its accreditation status to students and the public on the College’s accreditation web page and in the College Catalog. The Accreditation Liaison Officer is responsible for maintaining and updating information related to the College’s accreditation status. (IC1-17, IC1-18/p. 2)

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## Analysis and Evaluation

The College assures the clarity, accuracy, and integrity of information related to its Mission and Vision, learning outcomes, educational programs, and student support services provided to students and prospective students, personnel, and all other individuals and organizations affiliated with the College.

While individual departments and offices of the College ensure that website content is clear and accurate, the College needs to clarify website responsibilities and institute a regular, centralized review of content.

## **2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” (ER 20)**

### Evidence of Meeting the Standard

The College provides a print and online catalog that contains all required elements and updates the catalog annually online and in print (*note: all page numbers below refer to catalog page numbers*). (IC2-1, IC2-2)

#### General Information

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution (p. II)
- Educational Mission (p. III)
- Representation of accredited status with ACCJC, and with programmatic accreditors if any (p. 2)
- Course, Program, and Degree Offerings (p. 67)
- Student Learning Outcomes for Programs and Degrees (p. 67)
- Academic Calendar and Program Length, (p. 11)
- Academic Freedom Statement (p. 484)
- Available Student Financial Aid (p. 29)
- Available Learning Resources (p. 33)
- Names and Degrees of Administrators (p. IX) and Faculty (p. 498)
- Names of Governing Board Members (p. VI)

#### Requirements

- Admissions (p. 15)
- Student Tuition, Fees, and Other Financial Obligations (p. 18)
- Degrees, Certificates, Graduation (p. 45) and Transfer (p. 55)

#### Major Policies and Procedures Affecting Students

- Academic Regulations, including Academic Honesty (p. 467)
- Nondiscrimination (p. XI)
- Acceptance and Transfer of Credits (p. 17)
- Transcripts (p. 489)
- Grievance and Complaint Procedures (p. 479)
- Sexual Harassment (p. 478)
- Refund of Fees (p. 19)

Locations or Publications Where Other Policies may be Found (pp. 476-486)

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The Office of Instruction ensures that all information is accurate and up to date through the annual Catalog development process. (IC2-3)

### **Analysis and Evaluation**

The College Catalog is precise, accurate, and current, and it contains all Catalog Requirements.

- 3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)**

### **Evidence of Meeting the Standard**

**Documented Assessment of Student Learning.** The College's Outcomes and Assessment web page provides access to assessment data and reports that include course section-level outcomes, Institutional Learning Outcomes (ILOs), and General Education Learning Outcomes (GELOs). (IC3-1, IC3-2)

**Documented Assessment of Student Achievement.** The College posts data related to the College's Mission and operations on an Institutional Metrics web page, which includes a section on student enrollment, support, and success within which the College presents Student Equity and Success data as well as access to workforce metrics and adult education metrics. In addition, the College posts its Annual Reports to ACCJC on the Accreditation web page; these reports include course completion data, degree and certificate completion data, transfer data, licensure examination pass rates, and employment rates for Career and Technical Education students. (IC3-3, IC3-4, IC3-5)

### **Analysis and Evaluation**

Collectively, the reports and data available on the College's various web pages communicate matters of academic quality to appropriate constituencies. During the self-evaluation process, the College recognized that it could make this information more accessible by providing a link to the Institutional Metrics web page on the College website home page; this link now appears under "Public Information."

- 4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes**

### **Evidence of Meeting the Standard**

CCSF describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes as the following evidence demonstrates:

- The College's print and online catalog contains a section on "Degree and Certificate Requirements" and a section on "Programs and Courses." (IC4-1, IC4-2)
- Through a CurriQūnet public search feature, the public can access course outlines that include the purpose, content, and expected learning outcomes. They can also access program descriptions that include course sequence, unit or credit hours, and admission requirements, if different from college admission requirements. This information is also

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accessible through the listing of “Courses and Majors by Program/Department” on the Catalog website. (IC4-3, IC4-4)

- Departments and programs also describe their specific programs on department and program web pages. (IC4-5, IC4-6)

### **Analysis and Evaluation**

A complete listing of all certificates and degrees, including expected program learning outcomes is available in the online and print catalog. Both online and in print, program descriptions include course sequence, units or credit hours, prerequisites, expected learning outcomes, and admission requirements, if different from college admission requirements.

### **5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.**

### **Evidence of Meeting the Standard**

CCSF regularly reviews institutional policies and procedures to assure integrity in all representations of its mission, programs, and services. (IC5-1, IC5-2, IC5-3, IC5-4)

The annual catalog update process engages the appropriate individuals (department chairs, administrators, and others as necessary) in reviewing and updating the portions of the Catalog within their area(s) of oversight (Mission and Vision Statements, program information, and information about services). (IC5-5, IC5-6, IC5-7)

As noted in Standard IC1, specific entities are responsible for ensuring that content on the College website is up to date and accurate as well as for ensuring integrity in representations of the College mission, programs, and services:

- The Office of Institutional Effectiveness is responsible for the Mission and Vision Statements
- Department chairs and program coordinators are responsible for department and program web pages with support and coordination by the Office of Workforce Development
- Student Affairs administrators are responsible for student support services
- The Dean of Online Programs, Educational Technology, Library and Learning Resources, and Academic Tutoring is responsible for those areas that fall within that individual’s supervision

### **Analysis and Evaluation**

Although the College has structures and processes in place for reviewing Board Policies and Administrative Procedures, keeping up with a 5-year cycle for review has been challenging, particularly given senior leadership transitions over the past few years. The College has been improving upon the process by adopting informal procedures that it plans to convert to an official Administrative Procedure to accompany BP 1.15 - Board Policy and Administrative Procedure. The College is also considering whether to expand the 5-year BP/AP review cycle and is in the process of identifying an individual to coordinate the BP/AP review process.

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- 6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.**

### **Evidence of Meeting the Standard**

CCSF accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials, through a variety of means, including:

- BP 5.27 - Student Fees (IC6-1)
- “Tuition and Fees” section of College catalog (IC6-2)
- Tuition and Fees website (IC6-3)
- Total Cost of Attendance website and video (IC6-4, IC6-5)
- CCSF Bookstore textbook searches, which allow students to see the cost of required textbooks for specific courses (IC6-6)

### **Analysis and Evaluation**

In both the online and print versions of the College catalog, the College publishes information on the total cost of education, including tuition, fees, and other required expenses, including textbooks and other instructional materials. The Admissions and Registration website lists Tuition and Fees, which also appear in the College catalog. The Financial Aid Office offers a comprehensive website with information for students regarding the total cost of education, including tuition, fees, and other required expenses, such as off-campus housing costs, parking fees, and other costs. Tuition is consistent for all courses regardless of program.

- 7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)**

### **Evidence of Meeting the Standard**

The institution uses and publishes governing board policies on academic freedom and responsibility that make clear CCSF’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. CCSF has memorialized this through Board policy, the faculty collective bargaining agreement, the Faculty Handbook, and the College Catalog. (IC7-1, IC7-2, IC7-3, IC7-4)

### **Analysis and Evaluation**

The College has a Board Policy on academic freedom and responsibility and reinforces this policy through the collective bargaining agreement, the College catalog, and Faculty Handbook. These publications communicate the policies on academic freedom and responsibility that make clear CCSF’s commitment to the free pursuit and dissemination of knowledge, and its support

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for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

- 8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.**

### **Evidence of Meeting the Standard**

The institution has established and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity that apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty. Pertinent policies include Board Policy 1.18 - Institutional Code of Ethics and Board Policy 5.16 - Code of Student Conduct. (IC8-1, IC8-2)

Procedures and/or consequences related to enforcement of these policies appear in the employee handbooks, the College Rules and Regulations section of the College catalog, and on the Office of Student Conduct and Discipline website. (IC8-3, IC8-4, IC8-5, IC8-6, IC8-7)

### **Analysis and Evaluation**

Board policies and administrative procedures ensure that CCSF maintains an institutional code of ethics that applies to all constituent groups. The College clearly states the conditions of and consequences for violations of the codes are clearly stated on the College's website and in student materials and employee handbooks.

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

### **Evidence of Meeting the Standard**

Faculty distinguish between personal conviction and professionally accepted views in their discipline and present data and information fairly. CCSF has memorialized this through Board policy, the faculty collective bargaining agreement, the Faculty Handbook, and the College Catalog. The faculty evaluation process, which includes student evaluations, and a student grievance process, also speak to these distinctions, ensuring that faculty maintain the highest standards. (IC9-1, IC9-2, IC9-3, IC9-4, IC9-5, IC9-6, IC9-7)

### **Analysis and Evaluation**

The College establishes a clear expectation that faculty distinguish between personal conviction and professionally accepted views. Board policies, the collective bargaining agreement, the College Catalog, and the Faculty Handbook communicate the responsibility of faculty to teach fairly and objectively, while supporting the right of faculty to express diverse viewpoints. Faculty evaluations, which include student evaluations, and the student complaint process provide mechanisms to ensure faculty meet the standard in their teaching to distinguish between personal conviction and professionally accepted views in a discipline.

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**10. 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 and student handbooks.**

### **Evidence of Meeting the Standard**

The College gives clear prior notice regarding its codes of conduct through its employee handbooks, the College Rules and Regulations section of the College catalog, and on the Office of Student Conduct and Discipline website, as noted in Standard IC8. (IC10-1, IC10-2, IC10-3, IC10-4, IC10-5)

As a public institution, the College does not seek to instill specific beliefs or world views.

### **Analysis and Evaluation**

Students and employees receive prior notice regarding the College's codes of conduct. The College is a public institution and does not promote or seek to instill specific worldviews.

**11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.**

### **Evidence of Meeting the Standard**

Not applicable to CCSF.

### **Analysis and Evaluation**

Not applicable to CCSF.

**12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)**

### **Evidence of Meeting the Standard**

The College agrees to comply with all Eligibility Requirements, Accreditation Standards, and Commission Policies. Per Board Policy 1.33, "The Chancellor shall ensure the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and of other District programs that seek special accreditation." (IC12-1)

The College also complies with requirements for public disclosure, ensuring, for example, that accreditation information is accessible within one click of the College's website homepage. (IC12-2)

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The College's accreditation website publicly discloses the College's accredited status and provides access to accreditation reports and communications. (IC12-3, IC12-4, IC12-5, IC12-6, IC12-7)

The College seeks prior approval for substantive changes as demonstrated in ACCJC responses to the College's substantive change inquiries. (IC12-8, IC12-9)

As required by ACCJC, the College will post information about the upcoming ACCJC peer review visit. The Accreditation web page currently includes a link to the ACCJC Third Party Comment form, and the College will deactivate this link 35 days before the first day of the visit. A placeholder web page currently announces the timeline for the peer review process with details forthcoming. (IC12-10)

A press release will announce the upcoming peer review team visit and notify interested parties that they can provide third-party comments.

The College responds to ACCJC directives within the time period set by the Commission. Recent examples include the College's timely response to ACCJC after being placed on enhanced fiscal monitoring. (IC12-11, IC12-12)

### **Analysis and Evaluation**

Through Board Policy and actions, the College agrees to comply with all ACCJC Eligibility Requirements, Accreditation Standards, and Commission Policies. In addition, the College follows all guidelines and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the College responds to meet requirements within a time period set by the Commission and discloses information required by the Commission to carry out its accrediting responsibilities.

**13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)**

### **Evidence of Meeting the Standard**

**Honesty and Integrity with External Agencies.** The College advocates and demonstrates honesty and integrity in its relationship with external agencies, including its programmatic accreditors and the California Community Colleges Chancellor's Office (CCCCO), and complies with regulations and statutes. (IC13-1, IC13-2, IC13-3, IC13-4, IC13-5)

**The College Describes Itself in Consistent Terms to all Accrediting Agencies.** The deans with oversight of the areas that have additional accreditors review all documents that the programs prepare for those accreditors and ensure that the description of the College (including the College's accreditation status) is consistent. (IC13-6, IC13-7, IC13-8)

**Communicates Changes in Accreditation Status.** The College informs external agencies, students, and the public of changes in its accreditation status through its accreditation website and in the College catalog. (IC13-9, IC13-10)

### **Analysis and Evaluation**



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The College demonstrates integrity, honesty, and consistency in its communications with other agencies and complies with the policies of those agencies.

**14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

### **Evidence of Meeting the Standard**

City College of San Francisco is a public institution of higher learning that has no financial investors or a parent organization. Its commitment to high quality education, student learning, and student achievement is paramount to supporting external interests.

Ensuring that student achievement and a focus on the quality of education provided to students is at the core of the College's mission and are reflected in the Board Goals and College Priorities. (IC14-1, IC14-2)

A number of Board Policies demonstrate the College's commitment to putting high-quality education, student achievement, and student learning above any larger financial gain. These policies describe and define both a commitment to student learning and a prohibition of a range of behaviors including conflict of interest activities and financial, ethical, behavioral, and personal workplace activities that constitute violation. (IC14-3, IC14-4, IC14-5, IC14-6, IC14-7)

Employee handbooks and negotiated contracts include references to both prohibited behavior and conflicts of interests. (IC14-8, IC14-9)

### **Analysis and Evaluation**

The College is committed to ensuring that the provision of a high-quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

### **Conclusions on Standard I.C. Institutional Integrity**

The College demonstrates integrity in its policies, information, and communications. College personnel and Board members behave ethically in carrying out their responsibilities. When necessary, the College revises its policies and documents to ensure that they are up to date and accurate.

### **Improvement Plan(s)**

While individual departments and offices of the College ensure that website content is clear and accurate, the College needs to clarify website responsibilities and institute a regular, centralized review of content.

In addition, although the College has structures and processes in place for reviewing Board Policies and Administrative Procedures, staying on track with a 5-year cycle for review has been challenging, particularly given senior leadership transitions over the past few years. The College has been improving upon the process by adopting informal procedures that it plans to convert to

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an official Administrative Procedure to accompany BP 1.15 - Board Policy and Administrative Procedure. The College is also considering whether to expand the 5-year BP/AP review cycle and is in the process of identifying an individual to coordinate the BP/AP review process.

### **Evidence List**

IC1-1 CCSF Mission & Vision Web Page (see [IA1-2](#))

IC1-2 CCSF Mission & Vision in Catalog (see p. III) (see [IA1-3](#))

IC1-3 AP 1.00 District Vision and Mission Statement (see [IA4-12](#))

[IC1-4 Curriculum Handbook](#) (contains requirements for including SLOs on course outlines and requirements for renewal)

[IC1-5 Syllabus Guidelines](#)

[IC1-6 AP 6.03 - Program and Course Development](#) (includes 6-year curriculum review requirement)

[IC1-7 Academic Senate Resolution 2020.12.16.6B requiring storage of syllabi in Canvas](#)

[IC1-8 Sample Access to SLOs in Schedule - Child Growth & Development](#)

[IC1-9 Catalog Development Process](#)

[IC1-10 Programs and Courses Section of Catalog](#)

[IC1-11 Degrees, Certificates, and Transfer web page](#)

[IC1-12 Sample Program Page – Construction Management](#)

[IC1-13 Student Services web page](#)

[IC1-14 Student Resources and Virtual Help Counters web page](#)

[IC1-15 Student Financial Resources Section of Catalog](#)

[IC1-16 Learning Resources and Student Services Section of Catalog](#)

[IC1-17 Web Page Containing College's Accreditation Status](#)

[IC1-18 Accreditation Status in Catalog](#), see page 2

IC2-1 College Catalog (see [IB2-1](#))

[IC2-2 Screenshot of College Catalog Update](#)

IC2-3 Catalog development process (see [IC1-9](#))

[IC3-1 Outcomes and Assessment Web Page](#)

IC3-2 Institutional Assessment Data and Reports (see [IA2-2](#))

IC3-3 Institutional Metrics web page (see [IA2-1](#))

[IC3-4 Web page containing ACCJC Annual Reports](#)

<https://www.ccsf.edu/about-ccsf/accreditation/other-reports>

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[IC3-5 Sample ACCJC Annual Report](#)

<https://www.ccsf.edu/sites/default/files/2021/document/2021-ACCJC-Annual-Report.pdf>

[IC4-1 Degree and Certificate Requirements \(ccsf.edu\)](#)

IC4-2 Programs and Courses Section of Catalog (see [IC1-10](#))

IC4-3 Public Search Tool for Program Reviews (see [IB9-7](#))

IC4-4 [Courses and Majors by Program/Department | CCSF](#)

[IC4-5 Sample Department Webpage: Registered Nursing](#)

[IC4-6 Sample Department Webpage: Culinary Arts](#)

[IC5-1 BP 1.15 Board Policy and Administrative Procedure](#) (see [IB7-2](#))

[IC5-2 BP/AP Review Process](#)

[IC5-3 BP/AP Review Accountability and Schedule](#)

IC5-4 Sample Board Agenda with BP Reviews

IC5-5 Catalog Development Process (see [IC1-9](#))

[IC5-6 Sample email re Review of program information](#)

[IC5-7 Sample email re Review of services information](#)

[IC6-1 BP 5.27 - Student Fees](#)

[IC6-2 “Tuition and Fees” Section of College Catalog](#)

[IC6-3 Tuition and Fees Website](#)

[IC6-4 Total Cost of Attendance Website](#)

[IC6-5 Total Cost of Attendance Video](#)

[IC6-6 CCSF Bookstore Textbook Search – Sample Result](#)

[IC7-1 Board Policy 6.06 - Academic Freedom](#)

[IC7-2 Collective Bargaining Agreement \(see Section 8\)](#)

Note: the AFT CBA expired in June 2021; check on status of update

[IC7-3 Faculty Handbook \(see Section 4.1\)](#)

[IC7-4 College Catalog \(see p. 476\)](#)

[IC8-1 Board Policy 1.18 - Institutional Code of Ethics and Board Policy](#)

[IC8-2 Board Policy 5.16 - Code of Student Conduct](#)

[IC8-3 Classified Staff Handbook](#)

[IC8-4 Faculty Handbook Sections 1.6, 2.1, 2.11, 2.12, 2.13, App. G](#)

[IC8-5 Faculty Handbook Section 9.6 - Student Rights and Responsibilities](#)

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[IC8-6 College Rules and Regulations in the College Catalog \(p. 460\)](#)

[IC8-7 Office of Student Conduct and Discipline Web Page](#)

IC9-1 Board Policy 6.06 Academic Freedom(see [IC7-1](#))

IC9-2 Collective Bargaining Agreement (see Section 8) (see [IC7-2](#))

Note: the AFT CBA expired in June 2021; check on status of update

IC9-3 Faculty Handbook (see Section 4.1) (see [IC7-3](#))

IC9-4 College Catalog (see p. 476) (see [IC7-4](#))

[IC9-5 Faculty Evaluation](#)

[IC9-6 Student Evaluation](#)

[IC9-7 Student Complaint and Grievance Process](#)

IC10-1 Classified Staff Handbook (see [IC8-4](#))

IC10-2 Faculty Handbook Sections 1.6, 2.1, 2.11, 2.12, 2.13, App. G (see [IC8-5](#))

IC10-3 Faculty Handbook Section 9.6 - Student Rights and Responsibilities (see [IC8-6](#))

IC10-4 College Rules and Regulations in the College Catalog (p. 460) (see [IC8-7](#))

IC10-5 Office of Student Conduct and Discipline Web Page (see [IC8-8](#))

[IC12-1 Board Policy 1.33 - Accreditation Eligibility Requirement](#)

[IC12-2 Screenshots of Accreditation Link on CCSF Home Page](#)

[IC12-3 Screenshot of Accreditation Status on Accreditation Web Page](#)

[IC12-4 Screenshot of 2016 ISER posted on accreditation website](#)

[IC12-5 Screenshot of 2020 midterm report posted on accreditation website](#)

[IC12-6 Annual reports posted on accreditation website](#)

[IC12-7 Screenshot of CCSF-ACCJC communications posted on accreditation website](#)

[IC12-8 ACCJC AMT Subchange Communication January 2021](#)

[IC12-9 ACCJC DE Subchange Communication December 2020](#)

[IC12-10 Screenshot of web page with general formative summative review timeline](#)

[IC12-11 ACCJC Enhanced Fiscal Monitoring Letter](#)

[IC12-12 CCSF Response to Enhanced Fiscal Monitoring Letter](#)

[IC13-1 List of Programmatic Accreditors](#)

[IC13-2 Sample Programmatic Accreditation Letter - JRCERT](#)

[IC13-3 Sample Programmatic Accreditation Letter – MAERB](#)

[IC13-4 Sample Programmatic Accreditation Letter – CODA](#)

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IC13-5 Sample Communication with CCCCCO

[IC13-6 Sample Programmatic Accreditation Report – JRCERT](#)

[IC13-7 Sample Programmatic Accreditation Report – CAHS](#)

[IC13-8 Sample Programmatic Accreditation Report – MAERB](#)

[IC13-9 Screenshot of Accreditation Website Prior to 2017](#)

[IC13-10 Accreditation Description from 2016-17 Catalog](#)

IC14-1 Mission (see [IA1-2](#))

[IC14-2 Board Goals / Institutional Goals](#)

[IC14-3 Board Policy 1.17A - Governing Board Code of Ethics](#)

[IC14-4 Board Policy 1.17B - Governing Board Responsibilities](#)

[IC14-5 Board Policy 1.18 - Institutional Code of Ethics](#)

[IC14-6 Board Policy 1.19 Statement on Conflict of Interest](#)

[IC14-7 Board Policy 1.22 Audit Committee Guidelines](#)

IC14-8 Faculty Handbook (see Section 4.1) ([IC7-3](#))

IC14-9 Classified Staff Handbook (see [IC8-4](#))