

STANDARD I.B. DRAFT – 9/16/22

Standard I.B. Assuring Academic Quality and Institutional Effectiveness

- 1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

Evidence of Meeting the Standard

CCSF engages in substantive and sustained college-wide dialog about student learning, student achievement, and institutional effectiveness with an emphasis on diversity, equity, inclusion, anti-racism, academic quality, and continuous improvement. Dialog about achievement takes place within and across units of the College, and the primary systems that create space for collegial and ongoing dialog about student learning and achievement are via (1) outcomes assessment, (2) program review, (3) participatory governance, (4) professional development, and (5) diversity, equity, inclusion and anti-racist practices initiatives.

Dialog about Student Outcomes Assessment. Departments assess student learning at the course, program, service, and institutional levels according to the Institutional Assessment Plan. At the institutional level, the Student Learning Outcomes faculty coordinator team prepares reports for General Education Learning Outcomes (GELOs) and Institutional Learning Outcomes (ILOs) each year and convenes groups of faculty and student services professionals for dialog and input used to shape the final report. In Spring 2021, a team completed assessment of CCSF GE Area H. Their process began with quantitative data (course success and SLO mastery), and faculty who teach in Area H received an invitation to discuss and offer their qualitative input to illuminate what the numbers might mean. (IB1-1, IB1-2)

Course aggregate reports must now precede course outline and program updates, which requires dialog about student learning as a formal step in the regular 6-year review cycle. Disaggregated SLO data can inform the dialog that informs course outline and program updates, but this has not been a standardized approach. Departments have different approaches to planning and facilitating dialog about course-level assessment. To help support conversations that utilize disaggregation at the course level, the Office of Student Equity, Student Equity Strategies Committee, and Office of Research and Planning developed the “Equity Roadshow” which invites departments and programs to engage in dialog about disaggregated college-, department- and course-level studentsuccess data. (IB1-3, IB1-4, IB1-5, IB1-6)

During Summer and Fall of 2020, the SLO coordination team completed a report on how COVID impacted outcomes assessment entitled “Assessing Learning in the Time of COVID” using survey data. Subsequent discussions during an August 14th, 2020, Flex Day workshop pointed to ways instructors have faced challenges and adapted. (IB1-7)

Dialog through Program Review. Program review offers a significant framework for meaningful, transparent, and ongoing reflection and dialog about student learning, resource allocation, and planning to meet programmatic and institutional goals. Specifically, program review involves dialog that links programmatic outcomes and needs with resource requests, and every unit must have a process of sharing draft plans and inviting input. Additionally,

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CurriQūnet allows departments to link needs identified in CRN-level assessment reports to program review resource requests, allowing the work of individual instructors to substantiate collective needs. Program review involves an approval process with deans/administrators that also involves dialog. Program review reports are public and available for perusal by every unit of the College. (IB1-8)

Dialog through Collegial and Participatory Governance. Academic Senate (collegial governance) committees and participatory governance committees engage in dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Often this dialog centers on the development of college-wide plans such as the Adult Education Plan, Strong Workforce Plan, and the Technology Plan. The Planning Committee works to ensure that development of these plans fully engages governance processes, as well as connecting to the College’s Education Master Plan (EMP) which prioritizes institutionalizing equity with a goal of improving the student experience. For example, the 2021-2025 Technology Plan development began with the Technology Committee workgroup, gathered substantial input beyond the workgroup, and connected to EMP goals before being further vetted and discussed through collegial and participatory governance. (IB1-9)

In addition, SLO Coordinators lead and facilitate dialog about student learning through the Academic Senate’s SLO Committee, which includes in its purpose statement to “Review and refine plans, models, timelines, and reporting methods for assessing course, instructional program, general education, and institutional outcomes (for final approval by Academic Senate Executive Council)” and “assist with campus-wide dialog that demonstrates that assessment results are being used to evaluate effectiveness and improve practices.” (IB1-10)

Dialog through Professional Development. A college-wide Professional Development committee representing administrators, classified staff, and faculty members collaboratively plan Flex themes and activities. This requires extensive dialog in and of itself to ensure that professional development activities promote achievement of the College’s goals identified in the EMP. In addition, the committee analyzes Flex day survey results to gather input and discern the most urgent and impactful professional development activities to inform the planning of future Flex days accordingly. For 2020-2021, the Professional Development committee selected three EMP goals as its focus, all of which are relevant to Standard IB1: institutionalizing equity, improving communication, and improving operation of the college. The Flex day theme for that year was “Building a Thriving ECO-system,” where “ECO” referred to equity, communication, and operations. The Flex day theme for AY 2021-2022 was “Reaching-Out, Reaching-In” and focused on improving the communication, climate, and dynamics at the College. Past Flex themes such as “Re-imagine the Student Experience” in 2019-2020 (which focused on the College’s Guided Pathways efforts) also emphasized improvement through dialog. (IB1-11, IB1-12)

Dialog through CCSF’s Equity Initiatives. CCSF’s Student Equity Plan (2019-2022) provides a snapshot of the demographics and opportunity gaps for students at CCSF, highlighting areas in which the College can improve its student-readiness. The plan promotes strategies and venues for dialog around access, persistence, completion of transfer level math and English, graduation, and transfer. The plan also indicates that CCSF will “establish processes of shared communication” and “collaborative/integrated” responses to professional development to meet the needs of students inside and outside the classroom. (IB1-13)

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Implementation of this plan includes communities of practice that bring together CCSF employees and students to develop relationships for in-depth and ongoing dialog about specific equity-focused needs at the college, such as Racial Microaggressions (Spring 2021), Supporting Men of Color (Spring 2021), Best Practices of Teaching in the Community College (Fall 2021), and Course Design for Racial Equity (Spring 2022). (IB1-14)

The Office of Student Equity hosted Equity Roundtables during 2021-2022 to share draft plans and seek broad input from all stakeholders at the College to craft the 2022-2025 Student Equity and Achievement Program plan. (IB1-15)

In addition, the College's equity-focused Guided Pathways work (locally referred to as Re-imagining the Student Experience, or "RiSE") built a Leadership Team along with a number of other teams that engaged in regular dialog about serving student's needs based on data, focus group results, and the input of RiSE student advisors and other students participating in various RiSE activities. (IB1-16, IB1-17, IB1-18)

Finally, the Equitable Access to Services Emergency (EASE) taskforce formed in 2015 and generated an implementation plan to ensure that students had equitable access to services at all college centers. The College has institutionalized EASE and in 2020-2021 an evaluation team reflected on the implementation in a 5-year retrospective report, prioritizing needs during the fiscal crisis, sharing highlights with the College community. (IB1-19, IB1-20)

Analysis and Evaluation

The College promotes substantive and sustained dialog through multiple venues, inviting broad participation from constituents across the College, aspiring to center student voices, and continue to seek ways to incorporate students into college-wide conversations. Venues include program review, participatory governance, professional development, and a variety of equity initiatives.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

The College defines student learning outcomes at the program level (program-level student learning outcomes, or PSLOs) for all degrees and certificates, both credit and noncredit, and lists these in the CCSF catalog. Individual departmental web pages also link to their programs' descriptions (including the program-level student learning outcomes). (IB2-1)

Assessment of PSLOs is a regular part of the Curriculum Committee's process each time departments revise or renew a program (on a cycle of no more than six years), for both majors and certificates. This assessment includes a multi-semester aggregation of course section-level assessments for all courses included in that program, as well as other relevant information (industry standards, advisory board minutes, transfer requirements, etc.). Program aggregate reports are available to all faculty and administrators in CurriQūnet. (IB2-2, IB2-3, IB2-4, IB2-5,

The College defines student services outcomes (SSOs) for student support services and learning support services across approximately 20 areas, spanning from Admissions & Records, Counseling, and Financial Aid office to Learning Assistance and Library services. The SSO workgroup supports collaborative assessment and improvement projects. Assessment methods

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and results for SSOs are documented within CurriQūnet, centrally tracked for easy review, and further developed through SSO Workgroup per the SSO Progress Report 2022. (IB2-8, IB2-9, IB2-10)

Analysis and Evaluation

The College defines learning outcomes for all courses, programs, and academic and support services. Faculty regularly assess outcomes and use the results of assessment for program improvement.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

The College has established institution-set standards for student achievement including transfer, associate degrees, and certificates of achievement. These standards directly pertain to the first three bullets of the College's "primary mission." In addition, the College has established an institution-set standard for course completion and program-specific standards for Career and Technical Education (CTE) areas. (IB3-1)

The College's Planning Committee reviews and discusses assessment of progress on these student achievement metrics annually. When the Planning Committee proposes changes to college-wide standards, it seeks a recommendation from the Academic Senate before bringing proposed changes to the Participatory Governance Council (PGC).

The Planning Committee's most recent review and discussion of institution-set standards highlights that, for the last few years, the College substantially exceeded not only its institution-set standards but also its stretch goals for certificates. Despite this increase in achievement outcomes, the College continues to observe opportunity gaps among student equity populations. This awareness is reflected in one of the Planning Committee's Objectives for 2021-2022 which identifies the need to recalibrate the College's institution-set standards and stretch goals with an emphasis on student equity. Recalibration work is pending availability of updated State Chancellor's Office data created to inform the upcoming Student Equity and Achievement Plan; receipt of this data is anticipated in May 2022. (IB3-2, IB3-3, IB3-4)

In addition to institution-level standards, CCSF sets program-specific standards for CTE areas pertaining to employment rates and licensure placement rates. The CTE Steering Committee receives these data annually, and departments incorporate these data into their Annual Plans. Further, during Comprehensive Program Review, instructional departments assess achievement of course completion, transfer, degree, and certificate attainment, as relevant, with awareness of institution-set standards and opportunity gaps pertaining to each. (IB3-5)

The College publishes its institution-set standards online each year as part of the ACCJC Annual Report. The Annual Report also includes the extent to which the College achieves the standards. (IB3-6)

Analysis and Evaluation

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The College has established institution-set standards for student achievement appropriate to its mission, and it maintains and uses these standards. The College seeks to deepen its use of institution-set standards and accompanying stretch goals through explicit and intentional incorporation of diversity, equity, inclusion, belonging and anti-racism.

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The College maintains an organized assessment system as described in its Institutional Assessment Plan. Faculty use assessment results in curriculum development and program improvement. Institutional assessment results for student learning and student achievement inform conversations about the mission and larger college planning processes. (IB4-1)

The Institutional Assessment Plan and Curriculum Committee materials describe how course- and program-level aggregate assessment data is integral to curriculum development. Aggregate assessment is necessary for completing the curriculum process for new and modified courses and programs. Student services follow a similarly robust process as outlined in the CCSF SSO Handbook. (IB4-2, IB4-3)

Assessment and achievement data are both required components of Comprehensive Program Review (CPR). For instructional departments, the Program Review Data Dashboard includes a Student Learning Outcomes (SLO) tab showing assessment results at the department and subject level, along with the ability to disaggregate by demographics. The 2022 CPR Guide includes a section with guidance for using SLO data. This along with direct assistance provided by the College's SLO Coordinators supports grounded use of assessment data, coupled with achievement data, for program improvement. Similarly, the 2022 CPR Guide also includes instructions and support for using achievement data, including course completion and persistence, program completion through degrees and certificates, CTE completion of nine or more units, and transfer. (IB4-4, IB4-5, IB4-6)

Institution-level assessments include General Education learning outcomes (GELOs) and Institutional student learning outcomes (ILOs). The College conducts these assessments annually through an inclusive process that addresses not only learning outcomes but also related achievement outcomes. Faculty SLO Coordinators publish and share findings with the Academic Senate, Curriculum Committee, Planning Committee, and other areas of the College when appropriate to inform improvement efforts and planning. As indicated in an April 2020 Academic Senate resolution regarding GELO reports, the College continues to find ways to build the use of these data even more deeply into ongoing, systematic institutional processes, such as the data-informed work of the Curriculum Committee. (IB4-7, IB4-8)

Analysis and Evaluation

The College uses assessment data at the course, program, and institution levels to support student learning and achievement. The College continues to seek ways to further integrate the use of

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assessment findings into institutional processes including, for example, program review and professional development, and in which all processes continue to intentionally center diverse, equitable, inclusive, and anti-racist practices. .

- 5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

Evidence of Meeting the Standard

CCSF engages in a regular and comprehensive program review process as outlined in the updated 2022 CPR Guide. (IB5-1)

The Guide emphasizes that departments must address the following:

- Explicit connection between programs and the College’s mission statement as solicited within the first CPR prompt: “How does this department or program support the mission of the College?” (IB5-2, IB5-3, IB5-4)
- Evaluation of goals and objectives as solicited by the second and third CPR prompts. (IB5-2, IB5-3, IB5-4)
- Examination and use of data for student learning outcomes and student achievement to inform program plans, with an emphasis on supporting student success, promoting equity, and connecting to budget considerations. (IB5-5, IB5-6)

Departments receive data designed to promote inclusive department-level reflections and for use during the program review process:

- The College disaggregates both learning and achievement data by student demographics for all program types, including general education, CTE, and noncredit, in the Program Review Data Dashboard. (IB5-7)
- Qualitative data are formally collected for many programs, especially among student services via focus groups and other means, and as part of institutional-level outcomes assessment. (IB5-8)
- In addition, departmental and programmatic discussions include qualitative data as part of the inclusive reflection process. For example, departments were encouraged to use equity data from the Program Review Data Dashboard to inform structured Flex Day Program Review Planning exercises. (IB5-9)
- The Office of Online Learning and Educational Technology regularly reviews data by mode of delivery. General Education Outcomes Assessment also includes analysis by mode of delivery. (IB5-10, IB5-11)

Analysis and Evaluation

The College engages in an inclusive, data-informed, and reflective program review process to evaluate department and program goals and objectives.

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- 6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

Evidence of Meeting the Standard

In the College's program review process, departments receive disaggregated data on learning outcomes and achievement for subpopulations of students by race/ethnicity, gender, and other demographics. Departments analyze this data, with a focus on disproportionate impacts in learning and achievement and relate it to their departmental goals for improvement and requests for resources. The Fall 2022 Program Review Data Dashboard expressly highlights disproportionate impacts ("DI") to assist with the DI focus. Fall 2022 CPR is currently in progress, but 2018 Comprehensive Program Review reports also include analysis of disaggregated data and indicate specific plans for addressing achievement gaps. To promote greater consistency in how departments assess student learning outcomes and to address the complexity of generating disaggregated student learning outcomes reports for specific courses, programs, and departments, the College has begun providing additional guidance to assist departments in utilizing disaggregated SLO data. (IB6-1, IB6-2, IB6-3, IB6-4, IB6-5, IB6-6)

The College also uses disaggregated achievement data extensively in the Student Equity and Achievement (SEA) Plan, both in developing the plan and assessing its impacts. Specifically, disaggregated data have informed planning, implementation, and evaluation of accelerated English, Math, and ESL pathways under AB 705, one of the most successful initiatives at CCSF to date for closing opportunity gaps. Disaggregated achievement data have also informed the plans for expanded and embedded tutoring at the College, one of the high-value strategies from the SEA Plan. (IB6-7, IB6-8, IB6-9, IB6-10)

In addition, the Office of Student Equity (OSE) and the Student Equity Strategies Committee (SESC) have brought disaggregated achievement data at the department level directly to department meetings in the "Equity Roadshow," to support analysis and dialog at the practitioner level to address opportunity gaps. The OSE has also shared suggestions for promising practices during these Equity Roadshow meetings. (IB6-11)

Frequently, keynote presenters at Flex Days have used CCSF disaggregated data to highlight the need for improvement in equity practices and pedagogy in general. (IB6-12, IB6-13, IB6-14, IB6-15, IB6-16)

Analysis and Evaluation

The College integrates disaggregated data on student achievement and learning outcomes into key processes of reflection and decision-making, including Program Review and the Student Equity & Achievement (SEA) Plan. The College uses achievement data effectively to plan for and monitor specific actions to address gaps, including those implemented under the SEA Plan.

The program review process utilizes disaggregated student learning outcome data and those data have influenced the setting of goals and requests for resources at the departmental level. The College has begun providing additional guidance to assist departments in maximizing the use of disaggregated SLO data to promote diversity, equity, inclusion, belonging and anti-racism.

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- 7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

Evidence of Meeting the Standard

Board policies and administrative procedures cover all areas of the College, including instructional programs (Chapter 6), support services (Chapter 5), resource management (Chapters 3, 4, 5, and 8) and policies and procedures for governance (Chapters 1 and 2). The College's timeline for reviewing board policies and their accompanying administrative procedures is reflected in Board Policy 1.15. The Roles, Responsibilities, and Processes (RRP) Handbook, section D4, further outlines the inclusive and robust governance processes used to review and update policies and procedures. Governance processes seek to ensure opportunities for input from all College constituencies, including input on effectiveness, prior to adoption or ratification. (IB7-1, IB7-2, IB7-3)

The College also evaluates its processes for governance and decision-making. These include the RRP Handbook itself, participatory governance, and program review:

- The RRP Handbook outlines the development of college-wide initiatives, plans, and program review, along with resource allocation. The College initially published the RRP Handbook in 2016 and recently completed an extensive review that incorporated substantial input to improve clarity and effectiveness. Each constituent group formally endorsed and adopted the revised version. (IB7-4)
- The College evaluates its participatory governance system annually. A workgroup of the PGC leads the evaluation process and solicits input regarding effectiveness from all constituencies. (IB7-5)
- The Program Review Committee has further evaluated program review processes during the lead-up to the Fall 2022 Comprehensive Program Review implementation and identified and effectuated multiple improvements. (IB7-6)

See also Standards IVA and IVC.

Analysis and Evaluation

The College reviews policies and procedures following an articulated, inclusive process. Evaluation of governance processes and program review leads to system improvements to better support and continually improve institutional effectiveness and academic quality.

- 8. The institution broadly communicates the results of all its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.**

Evidence of Meeting the Standard

The College regularly communicates assessment and evaluation reports to the campus community and to constituent groups through its web site, at Board meetings, during governance

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meetings, during Flex day activities, through planning processes, and at other venues, with an emphasis on areas for improvement and priorities. Specific examples include:

- The CCSF website homepage link to “Institutional Metrics.” In addition to being accessible from the main page of the CCSF web site, various Board of Trustees meetings have highlighted these published metrics. Institutional Metrics feature the assessment and evaluation of learning outcomes along with achievement outcomes, e.g., ILO reports and summary overview, GELO reports and summary overview, and the annual Student Equity and Success report with disaggregated achievement data that shows disproportionate impacts and highlights the areas with the greatest need for improvement (i.e., most marked gaps) for focused institutional improvement through the Student Equity Plan 2022-2025 and other institutional plans. (IB8-1, IB8-2, IB8-3)
- CCSF broadly circulated and presented its Guided Pathways Scale of Adoption Assessment (SOAA), as noted in these PGC minutes. The SOAA assesses the College’s success with implementing a variety of guided pathways practices and highlights remaining priorities. (IB8-4)
- The College frequently uses Flex day convocations to broadly communicate overall evaluation results (i.e., achievement metrics) with the entire campus community, such as Dr. Ramona Coates’ presentation “Good Trouble by Every Educational Means Necessary: Championing Student Success using A Social Justice Pedagogy.” (IB8-5)
- Other presentations and reports to the College communities and stakeholders include the Equity Roadshow and the town halls, feedback forums, and listening sessions held across the College’s locations (including all centers) during multiple stages of development of the updated 2018-2025 EMP, which led to the adoptions, publication, and ongoing use of eight broad goals that frame priority areas for resource plans such as the College Professional Development Plan - 2020-2023 and the Technology Plan - 2021-2025. These institutional priorities also anchor the setting of annual priorities delineated via Board Goals. (IB8-6, IB8-7, IB8-8, IB8-9, IB8-10, IB8-11)

Analysis and Evaluation

The College has established, and will continue to build upon, an Institutional Metrics web page to centralize and broadly communicate assessment and evaluation results for both learning and achievement that invites reflection on institutional preparedness for student success. Assessment and evaluation results inform the setting of appropriate institutional priorities, both longer-term priorities articulated through published college-wide plans and annual priorities identified through the process of setting Board Goals.

- 9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)**

Evidence of Meeting the Standard

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The College's system for evaluation and planning incorporates these key assessment- and data-informed components: comprehensive program review, annual planning and resource allocation, and long-range plans as depicted in the College's integrated planning cycle. The College further formalizes this integrated system through BP 2.18 and AP 2.18 on Institutional Planning. (IB9-1, IB9-2, IB9-3)

The RRP Handbook describes how long-range planning incorporates broad-based input, including information about how various plans connect to the College's governance structures to ensure constituency group input and identify leadership roles and workflow. (IB9-4)

Program review provides an opportunity for departments and programs to identify requests for staffing, facilities, and technology associated with desired improvements. These are considered on an individual basis (by department/program) and also institutionally (through analysis that informs college-wide plans such as the recently adopted CCSF Technology Plan 2021-2025). All College-wide plans are accessible on the Planning Web page, and all Comprehensive Program Reviews and annual plans are available through a public search interface on the College Web site (via CurriQūnet). (IB9-5, IB9-6, IB9-7, IB9-8)

The College's system for evaluation and planning leads to resource allocation that supports program improvements. Categorical priorities and resource allocations involve an integrated process through "Fan 5" with annual reports to Academic Senate, the Planning Committee, and PGC.¹ Examples of resource allocation to support improvements (listed in Fan 5 reports) include several English and mathematics initiatives such as the Online Writing Resources for English and the Introductory Data Science Course Academic Tool Kit. Other examples highlight CTE areas such as shared classroom technology for the Photography and Visual Media Design departments. (IB9-9, IB9-10)

Planning Committee work emphasizes both college-wide plans and evaluation, with attention to the College's mission. Participation in the Planning Committee is broad-based (including all constituent groups) with reports at least once per semester to the overarching Participatory Governance Council and regular communication with Academic Senate leadership. (IB9-11, IB9-12, IB9-13)

Analysis and Evaluation

The College has systematic planning cycles for annual and long-range plans. The cycles integrate evaluation, program planning, institutional planning, and resource allocation, leading to resource allocation that supports improvement. Regularly reviewed and updated written procedures define roles and responsibilities and calendars that outline timelines.

Improvement Plans

There are no improvement plans at this time.

Evidence List

¹ Fan5 is a workgroup composed of the Lead Managers and Faculty Coordinators associated with the Collegewide Plans along with the Academic Senate President or their designee, the Classified Senate President or their designee, and the lead administrator for Professional Development.

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[IB1-1 Institutional Assessment Plan](#)

[IB1-2 Assessment of CCSF GE Area H](#)

[IB1-3 Curriculum Handbook Section 2.1 - Subsection on Revising and Existing Course](#)

[IB1-4 Curriculum Handbook Section 4.3: Revising a Major](#)

[IB1-5 SLO Handbook - Aggregate Assessment of Courses and Programs](#)

[IB1-6 Equity Roadshow Scheduling Form](#)

[IB1-7 Assessing Learning in the Time of COVID Report](#)

[IB1-8 Comprehensive Program Review Prompts](#)

[IB1-9 Technology Plan Overview and Next Steps](#)

[IB1-10 SLO Committee Description](#)

[IB1-11 Professional Development Committee Rolling Agenda Fall 2022](#)

[IB1-12 Professional Development Committee Rolling Agenda Spring 2022](#)

[IB1-13 2019-2022 Student Equity Plan \(see \[IA3-14\]\(#\)\)](#)

[IB1-14 Sample Communities of Practice Invitation Contained within Equity Times](#)

[IB1-15 Equity Roundtable Slides](#)

[IB1-16 RiSE Teams Web Page](#)

[IB1-17 RiSE Leadership Team Agendas](#)

[IB1-18 RiSE Advisory Team Agendas](#)

[IB1-19 EASE 5-Year Retrospective Report](#)

[IB1-20 EASE Report to the Accreditation Steering Committee 2020-21](#)

[IB2-1 CCSF Catalog \(see \[CP-25\]\(#\)\)](#)

[IB2-2 Curriculum Committee Handbook - Chapter 4: Majors or Degrees \(see \[CP-5\]\(#\)\)](#)

[IB2-3 Curriculum Committee Handbook Chapter 5: Certificates](#)

[IB2-4 Sample Program Aggregate Report - Biology](#)

[IB2-5 Sample Program Aggregate Report - Studio Arts](#)

[IB2-6 Sample Program Aggregate Report - Paramedic](#)

[IB2-7 Sample Program Aggregate Report - ESL Beginning High.](#)

[IB2-8 SSO unit list as of Spring 2022](#)

[IB2-9 SSO Outcomes Reporting Dates](#)

[IB2-10 SSO Progress Report 2022](#)

[IB3-1 BP 1.00 - District Vision and Mission Statement \(see \[IA1-1\]\(#\)\)](#)

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[IB3-2 April 2022 Planning Committee Meeting Minutes - Review and Discussion of Institution-Set Standards](#)

[IB3-3 Equity Plan Goals](#)

[IB3-4 Planning Committee 2021-2022 Objectives](#)

[IB3-5 CTE Steering Committee Minutes - February 8 2022](#)

IB3-6 ACCJC Annual Report - 2022 (see [CP-2](#))

IB4-1 Institutional Assessment Plan (see [IB1-1](#))

[IB4-2 Aggregate Assessment Data](#)

[IB4-3 CCSF SSO Handbook](#)

[IB4-4 Program Review Data Dashboard](#)

[IB4-5 Comprehensive Program Review Guide – Section on Student Outcomes and Assessment Data](#)

[IB4-6 Comprehensive Program Review Guide – Section on Use of Research Data](#)

[IB4-7 Report to Planning Committee – ILO 4 \(Personal and Career Development\)](#)

[IB4-8 April 2020 Academic Senate Resolution Regarding GELO Reports](#)

[IB5-1 2022 Comprehensive Program Review Guide](#)

[IB5-2 CPR Guide Template for Instructional Department or Program](#)

[IB5-3 CPR Guide Template for Student Services and Academic Services](#)

[IB5-4 CPR Guide Template for Administrative Services](#)

IB5-5 Comprehensive Program Review Guide – Section on Student Outcomes and Assessment Data (see [IB4-5](#))

IB5-6 Comprehensive Program Review Guide – Section on Use of Research Data (see [IB4-6](#))

IB5-7 Program Review Data Dashboard (see [IB4-4](#))

[IB5-8 Report on Assessment of Institutional Learning Outcome 4: Personal and Career Development](#)

[IB5-9 Flex Day Program Review Planning](#)

[IB5-10 Research Brief: Comparison of Course Success by Instructional Mode \(2017-2019\)](#)

[IB5-11 GE Area A Assessment, 2018](#)

IB6-1 Program Review Data Dashboard (see [IB4-4](#))

[IB6-2 Sample Comprehensive Program Review - Behavioral Sciences, 2018](#)

[IB6-3 Sample Completed Comprehensive Program Review - Health Education, 2018](#)

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[IB6-4 Sample Completed Comprehensive Program Review - Child Development, 2018](#)

[IB6-5 Comprehensive Program Review Guide - Questions to Ask re. SLO Data \(see \[IB4-5\]\(#\)\)](#)

[IB6-6 Comprehensive Program Review Guide - Section on Student Equity Assessment Tool for College-wide Equity Conversations](#)

[IB6-7 2019-2022 SEA Plan](#)

[IB6-8 2019-2022 SEA Plan Executive Summary](#)

[IB6-9 Spring 2022 Student Equity and Success Data](#)

[IB6-10 AB 705 Update and Progress Report](#)

[IB6-11 Equity Roadshow Scheduling Form \(see \[IB1-6\]\(#\)\)](#)

[IB6-12 January 5, 2021 Flex Day Keynote - Dr. Cecilia Rios-Aguilar](#)

[IB6-13 March 2, 2021 Flex Day Keynote - Dr. Mary Wardell Ghirarduzzi](#)

[IB6-14 August 11, 2021 Flex Day Keynote - Dr. Gregoria Cahill](#)

[IB6-15 October 12, 2021 Flex Day Keynote - Dr. Ramona I. Coates](#)

[IB6-16 August 16, 2022 Flex Day Keynote - Dr. Regina Stanback Stroud](#)

[IB7-1 CCSF Policies and Administrative Procedures Web Page](#)

[IB7-2 Board Policy 1.15 - Board Policy and Administrative Procedure](#)

[IB7-3 Roles, Responsibilities, and Processes \(RRP\) Handbook](#)

[IB7-4 Summary of RRP Evaluation Activities](#)

[IB7-5 Participatory Governance Evaluation 2022](#)

[IB7-6 The state of program review at CCSF \(January 2020\), Comprehensive Program Review Summary Report \(2020-2021\)](#)

[IB8-1 Institutional Metrics Web Page \(see \[IA2-1\]\(#\)\)](#)

[IB8-2 Spring 2022 Student Equity and Success Data \(see \[IB6-9\]\(#\)\)](#)

[IB8-3 Student Equity Plan 2022-2025](#)

[IB8-4 PGC Minutes with Guided Pathways Scale of Adoption Assessment March 17 2022](#)

[IB8-5 Flex Day Presentation by Dr. Ramona I. Coates - Good Trouble by Every Educational Means Necessary: Championing Student Success using A Social Justice Pedagogy](#)

[IB8-6 Equity Roadshow Scheduling Form \(see \[IB1-6\]\(#\)\)](#)

[IB8-7 List of Education Master Plan Town Halls, Feedback Forums, and Listening Sessions](#)

[IB8-8 Education Master Plan \(2018-2025\) \(see \[IA2-7\]\(#\)\)](#)

[IB8-9 College Professional Development Plan - 2020-2023](#)

[IB8-10 Technology Plan - 2021-2025 \(see \[IA3-9\]\(#\)\)](#)

[IB8-11 \[2022-2023 Board Goals\]\(#\)](#)

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[IB9-1 CCSF Integrated Planning Cycle](#)

IB9-2 Board Policy 2.18 - Institutional Planning ([undergoing modification – will include new versions](#))

IB9-3 Administrative Procedure 2.18 Institutional Planning ([undergoing modification – will include new versions](#))

IB9-4 Roles, Responsibilities, and Processes (RRP) Handbook (see [IB7-3](#))

[IB9-5 Annual Planning & Budget Development Calendar](#)

IB9-6 Technology Plan 2021-2025 (see [IA3-9](#))

[IB9-7 College Planning Web Page](#)

[IB9-8 Public Search Tool for Program Reviews](#)

[IB9-9 Fan 5 Fall 2020 Status Update](#)

[IB9-10 Fan 5 2020-21 Retrospective Report](#)

[IB9-11 Sample April 4, 2022 Planning Committee Meeting Minutes, updates to PGC](#)

[IB9-12 Sample May 3, 2021 Planning Committee Meeting Minutes, updates to PGC](#)

[IB9-13 Sample November 2, 2020 Planning Committee Minutes, updates to PGC](#)