

## **STANDARD II.A. DRAFT – 8/30/22**

### **Standard II.A. Instructional Programs**

- 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

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

The College's Curriculum Committee review processes ensure that degree and certificate programs and their included courses, regardless of modality or location, are consistent with CCSF's mission, appropriate to higher education, and result in attainment of student learning outcomes (SLOs). As shown in the College catalog, these processes culminate in a wide range of credit, noncredit, Career and Technical Education (CTE), local degree, and transfer options for students, including general education courses. (IIA1-1, IIA1-2, IIA1-3, IIA1-4, IIA1-5, IIA1-6, IIA1-7, IIA1-8)

The College manages the approval of instructional programs in CurriQūnet and ensures appropriateness through a clear approval workflow from chair and dean approval to committee and California Community Colleges Chancellor's Office (CCCCO) approval to catalog processing. Program descriptions, which appear in the catalog and on the College website (via CurriQūnet reports accessible through the CCSF Catalog web page), include statements of transfer and career objectives. Moreover, CTE programs cannot receive approval without labor market information and annual advisory notes from professionals in the field. (IIA1-9, IIA1-10, IIA1-11, IIA1-12, IIA1-13)

The College's Institutional Learning Outcomes (ILOs) appear in the College's mission. All program outlines also include Program Student Learning Outcomes (PSLOs) that map to these ILOs, as well as course-level SLOs. This mapping goes through Curriculum Committee review. Learning outcomes and outcomes assessment also play a key role in the ongoing improvement of programs since faculty must launch an assessment in CurriQūnet prior to launching a revised program outline or making program modifications, as is also the case with course modifications. To ensure continuous quality improvement, the Curriculum Chair and SLO Coordinators monitor the completion of aggregate assessments. Outcomes assessment not only helps to inform outline revision but adheres to the College's mission, as course and program outcomes feed into ILOs expressly stated in the mission. (IIA1-14, IIA1-15, IIA1-16, IIA1-17)

In CurriQūnet, departments specify the percentage of courses in that program that students can complete through distance education. CityOnline, CCSF's online portal, provides an easily accessible listing of programs that students can complete 100% online. (IIA1-18, IIA1-19)

#### **Analysis and Evaluation**

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All instructional programs are appropriate to higher education, meet identified student learning outcomes, and culminate in the achievement of degrees, certificates, employment, or transfer to other higher education programs. The College has well-defined processes to ensure that all new and modified programs meet this standard, for both programs offered in-person at the various College locations and those offered through distance education.

- 2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

### Evidence of Meeting the Standard

Faculty engage regularly in creating and modifying course and program outlines. Discussions embrace critical reflection on the active outline, student centeredness, cultural responsiveness, changes in the field, current outline standards, learning outcomes and course completion results, programmatic needs, resources, and facilities. Discussions also include whether or not to deactivate courses and programs. Curriculum development is a social act, and several departments have their own curriculum committees that review and discuss curricula before items go to the college-wide Curriculum Committee. Members of the Curriculum Committee, as well as SLO Coordinators, provide guidance during all steps in the process, including during the drafting stages prior to the Curriculum Committee Chair assigning an official tech reviewer. Tech reviewers engage faculty in even more dialogue and documentation to ensure that the curriculum in question meets standards and expectations, culminating with Curriculum Committee review for approval. (IIA2-1, IIA2-2, IIA2-3, IIA2-4)

Departments review curriculum on a six-year cycle to ensure currency and to ensure that teaching and learning standards and strategies are promoting student success. Before faculty upload an outline into CurriQūnet for review, an aggregate assessment of the student learning outcomes is required. All faculty, whether full-time or part-time, complete the aggregate assessments which launch data-informed discussions about teaching and learning. These assessments inform modifications to the course outline of record to improve teaching and learning strategies that promote student success.

Faculty dialogue drives the Curriculum Committee, and committee members receive training or re-training at the start of every fall semester, with additional training mixed into bi-monthly meetings throughout the academic year. Besides compliance issues, training includes close attention to the relationship between learning outcomes, content, and methodology, as well as equity considerations. Technical reviews of outlines, then, become student-centered dialogues on the continuous improvement of teaching and learning strategies. (IIA2-5, IIA2-6, IIA2-7, IIA2-8, IIA2-9, IIA2-10, IIA2-11, IIA2-12, IIA2-13, IIA2-14)

For Career and Technical Education departments, industry advisory committees review curricula every year. The advisory committees comprise industry representatives, faculty, and students. Advisory committee members make suggestions for changes to meet the evolving needs of their industry, and departments modify curricula accordingly and submit those changes to the

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Curriculum Committee. When submitting CTE programs for approval, departments must include CTE advisory committee notes and labor market data to show that the course meets the needs of the workforce and the students. The College's workforce team provides access to this information through the Career Education Resources and Materials web page. (IIA2-15, IIA2-16, IIA2-17, IIA2-18, IIA2-19, IIA2-20)

The assessment and curriculum work that faculty produce on a regular basis also connects to Program Review (which consists of Annual Plans and Comprehensive Program Reviews every three years) through CurriQūnet, connecting curriculum, assessment, and Program Review. Through Annual Plans and Comprehensive Program Reviews, departments analyze the curriculum for currency. These reports, in conjunction with other Curriculum Committee reports, help bring faculty together to look critically at their offerings by reflecting on the programming within the department, identifying improvements, and developing plans for those improvements. (IIA2-21, IIA2-22, IIA2-23, IIA2-24)

### Analysis and Evaluation

All faculty routinely engage in assessing course content and methods of instruction. The College's curriculum review process is systematic, includes a review of program currency and instructional methodologies, and refers to student achievement data to inform course and program updates with a focus on the implementation of diverse, inclusive, equitable and anti-racist practices.

- 3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**

### Evidence of Meeting the Standard

The process of identifying learning outcomes for courses and programs, as well as revising these outcomes, is an integral part of the curriculum review process. The integration between curriculum review and learning outcome development is evident in the Curriculum Committee Chair's participation as a member of the SLO Committee. In addition, an SLO Coordinator serves as a resource member of the Curriculum Committee. (IIA3-1, IIA3-2, IIA3-3, IIA3-4, IIA3-5)

CCSF has cultivated a robust SLO assessment culture supported by an SLO team. Each time an individual section of each course is taught, faculty are expected to assess at least one current SLO listed on the course outline. The College tracks SLO submissions on a semester-by-semester basis to ensure that faculty are completing assessments. In a typical semester, faculty complete assessments for over 90% of course sections taught. Faculty receive comprehensive support for SLO assessments in the form of CurriQūnet Guides and ongoing SLO Coordinator drop-in support all semester. (IIA3-6, IIA3-7, IIA3-8, IIA3-9, IIA3-10)

The analysis of learning outcome assessment data is an integral part of the course and program revision process, which includes revising learning outcomes based on prior assessments. An automated process in CurriQūnet compiles all section-level assessment data for a course or

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mapped program level data. Using these data, faculty must produce an aggregate or summary assessment report sometime during the eighteen months prior to completing a course/program outline revision. Curriculum Review does not occur unless faculty submit this report. (IIA3-11, IIA3-12, IIA3-13)

The requirement that faculty include SLOs in every syllabus for every course section is a long-standing practice at CCSF. After extensive collaboration with subcommittees representing credit, non-credit and distance education, the CCSF Academic Senate Executive Council approved an updated set of syllabi elements in Spring 2021, and these elements are available on the CCSF website to support faculty with syllabus development. (IIA3-14)

To ensure inclusion and accuracy of SLOs in course syllabi, department chairs and division deans collect, review, and store syllabi. As a part of this process, chairs review syllabi to ensure that SLOs are current, matching the course outline of record (COR). Recently, after the College moved the vast majority of its face-to-face courses to the Canvas learning management system, along with existing online courses, the CCSF Academic Senate passed a resolution to make Canvas the official repository of all CCSF syllabi. A “ReadyGO” plug in to Canvas allows department chairs and division deans to more easily audit whether syllabi are in Canvas and complete, particularly with respect to ensuring that they contain accurate SLOs. (IIA3-15)

### Analysis and Evaluation

Identification and assessment of student learning outcomes is fully institutionalized at CCSF. Assessment of learning outcomes at the course level is mapped to program-level outcomes including General Education Learning Outcomes (GELO) and Institutional Learning Outcomes (ILO). CCSF has a well-defined process to ensure the regular update of course outlines and these updates connect to student learning outcome data.

All syllabi contain current course SLOs, and CCSF uses Canvas as a repository for all course syllabi. All CCSF course sections have an assigned Canvas shell, regardless of the course instructional modality.

- 4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

### Evidence of Meeting the Standard

CCSF offers pre-collegiate (credit/non-degree applicable, and noncredit) and collegiate (credit/degree-applicable) courses. Collegiate-level courses (those that are baccalaureate in nature and carry transfer credit) are distinguished from those that are not (Non-Credit and Credit, non-degree applicable or foundational). The Transfer information & Program and Courses sections of the catalog makes these distinctions clear. (IIA4-1, IIA4-2, IIA4-3)

The course catalog distinguishes between types of classes (e.g., ESL credit and noncredit), and the College enforces those distinctions in course outline of record footers and CurriQūnet Proposal Types. Credit and noncredit distinctions are also clear on the class schedule page, providing further clarification of departments’ course sequences from pre-collegiate through transfer level. (IIA4-4, IIA4-5, IIA4-6, IIA4-7)

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Determinations of the appropriate level for courses are made in accordance with applicable Board Policy 6.03 which describes the role that the Curriculum Committee plays in the development and revision of programs and courses. (IIA4-8)

CCSF's Assessment Center provides students with clear self-assessment criteria comprising multiple measures to ensure that students are placed in the appropriate collegiate-level courses whenever possible. (IIA4-9)

**Helping Students Advance to and Succeed in College-Level Curriculum.** Students seeking to advance to college-level curriculum receive academic support in various spaces, including the College's writing centers, libraries, and learning assistance programs. In addition, an extensive number of Student Services programs support student success. These entities include, but are not limited to, Disabled Students Programs and Services (DSPS), the Guardian Scholars Program, Multicultural Retention Services Department, Project Shine, and many others. Additionally, the course catalog includes a section on "Learning Resources and Student Services." (IIA4-10, IIA4-11, IIA4-12)

Beginning in 2018, California Assembly Bill (AB) 705 required Colleges to "maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe."

To that end, the Success in Math, ESL, and English (SMEE) Committee (formerly the Basic Skills committee) has worked to implement AB 705 and improve student success in Math, ESL, and English. As a result, CCSF has successfully developed and implemented accelerated pathways in English, ESL, and Math, expediting transition to collegiate level coursework. These accelerated pathways have resulted in throughput increases of 39% of one-term completion of transfer-level English, and 15% in transfer-level math over the period from 2017-2019. The results of this work were reported in the Quality Focus Essay section of the 2020 Midterm Report. (IIA4-13, IIA4-14)

The Office of Student Equity has supported much of this work as one of its major goals. The CCSF Student Equity Plan details how equity funding is distributed to best support students and to support CCSF constituencies' work across departments and programs to ensure the College is meeting students' needs, grounded in specific state metrics. (IIA4-15)

### **Analysis and Evaluation**

While pre-collegiate level courses are identified in the College Catalog, the College does not consistently use course numbers that distinguish between degree-applicable and non-degree-applicable credit courses. AB1111 will require the College to implement a common course numbering system, which will facilitate a review of course numbers across the curriculum. In the meantime, the College is working on more clearly identifying pre-collegiate courses in the class schedule.

For those students who need support to transition to collegiate-level work, the College provides a variety of support services and resources and has developed accelerated pathways to expedite students' transition to collegiate-level work, with funding and support from the Office of Student Equity.

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- 5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

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

Through the curriculum review process, the College adheres to all federal and California Education Code regulations related to appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. All degrees are at least 60 semester credits. (IIA5-1, IIA5-2, IIA5-3, IIA5-4, IIA5-5)

The Curriculum Committee receives annual training on the CCCCCO course and program approval processes, as outlined in the Course and Program Approval Handbook (PCAH) and Title 5 regulations, to think critically about and deepen the significance of local processes. Regular meetings include additional training as well. The College uses CurriQūnet to manage all degrees and certificates and has designed the review and approval workflows to maintain regulatory compliance and curricular appropriateness. (IIA5-6, IIA5-7, IIA5-8, IIA5-9, IIA5-10)

Another critical component for reviewing depth, breadth, and appropriateness is program learning outcomes mapping, which involves aligning degree and certificate learning outcomes with both course learning outcomes and institutional-level outcomes. Similarly, all general education (GE) courses include mappings of course-level student learning outcomes to general education learning outcomes. This better ensures that students who are completing their work at the College having truly engaged in a GE Area. The Articulation Officer plays a significant role throughout the curriculum review process to ensure the integrity of not just GE standards and mapping but Associate Degrees for Transfer (AD-Ts) and all associate degrees. The Articulation Officer also chairs the local GE Breadth Committee, which reviews and recommends local GE courses for California State University (CSU) GE-Breadth requirements and Intersegmental General Education Transfer Curriculum (IGETC) requirements for the California State University (CSU) and University of California (UC) systems. All learning outcomes mapping takes place through curriQūnet. (IIA5-11, IIA5-12, IIA5-13, IIA5-14)

### **Analysis and Evaluation**

The College has well-defined curriculum approval processes that ensure all degree and certificate programs follow practices common to higher education and California Community College standards.

- 6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)**

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

Department chairs recommend the semester schedule of classes based on the requirements of the programs under their purview, student demand, and instructional budgets. In addition to program-specific course requirements, the College offers a robust selection of General Education

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courses each semester to support students pursuing Associate Degrees. (IIA6-1, IIA6-2, IIA6-3, IIA6-4)

Some certificate and degree programs use a cohort system, in which students follow a prescribed sequence of courses across several semesters. The College schedules those courses based on how frequently new cohorts start; for example, Registered Nursing enrolls a new cohort each fall and spring whereas Dental Assisting enrolls a new cohort each fall. (IIA6-5, IIA6-6, IIA6-7, IIA6-8)

### **Analysis and Evaluation**

Relying on Department Chair expertise of their programs, the College schedules courses for certificate and degree programs so that students can complete these programs in accordance with the stated time to completion.

While the College meets this standard, there is room for improvement. Budget pressures at the College have necessitated significant changes in the College's schedule of classes in the last few years, which has impacted the frequency of course offerings and the flexibility for students to complete programs. The College is developing more specific course offering and sequencing plans to support its certificate and degree programs, which will inform instructional budget development and schedule development.

The College also needs to monitor these impacts to ensure that it is not inadvertently discontinuing programs without engaging the Program Revitalization, Suspension, and Discontinuation (PRSD) process.

### **7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.**

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

**Monitoring the Needs of Students.** CCSF faculty develop course offerings to reflect the diverse experiences and changing needs of its students by following established Curriculum Committee policies and processes. (IIA7-1, IIA7-2, IIA7-3)

The Equitable Access to Services Evaluation (EASE) Taskforce continuously assesses student access to core learning support services at each of the College's Centers. (IIA7-4)

When circumstances change, the College monitors student needs as it did in response to the COVID-19 pandemic by directly surveying students to identify emerging challenges and needs. (IIA7-5, IIA7-6)

**Delivery Modes that Reflect the Needs of Students.** The college's fall, spring, and summer schedules include day, evening, and weekend courses. Full-term, late-start, and short-term offerings in face-to-face, online, hybrid and tech-enhanced formats accommodate widely different student needs and availability. (IIA7-7, IIA7-8, IIA7-9, IIA7-10)

Recent examples of the College's responsiveness to the need for more short-term courses include the development of short-term career technical training courses and programs and the streamlining of transfer-level math and English sequences as part of the College's AB 705 implementation through support sections. (IIA7-11, IIA7-12, IIA7-13, IIA7-14)

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The College also reviews and adapts programs of study to make them available in a variety of modalities to support student needs; as result, some programs are available entirely or partially online. (IIA7-15, IIA7-16)

The College's response to the COVID pandemic included reviewing the definition of different teaching modalities through the Curriculum Committee and entire Academic Senate. (IIA7-17)

**Teaching Methodologies that Reflect the Needs of Students.** Faculty have opportunities to participate in professional development (PD) activities throughout the semester. Flex Day workshops cover a range of topics, including curriculum enrichment and classroom instruction strategies. The Office of Online Learning offers weekly workshops on Canvas and related tools to support both online and face-to-face instruction. The Office of Student Equity also provides regular synchronous and asynchronous trainings and enrichment programming throughout the academic year. (IIA7-18, IIA7-19, IIA7-20)

With most sections during the pandemic offered remotely, faculty have integrated innovative teaching methodologies and strategies to respond to students' needs. Faculty have improved student engagement in online platforms, used Canvas to highlight resources available outside the classroom, and creatively integrated software applications to improve student engagement and supplement activities that would have otherwise occurred in person. (IIA7-21, IIA7-22, IIA7-23, IIA7-24)

**Learning Support Services that Reflect the Needs of Students.** NetTutor provides remote 24/7 tutoring to students unable to come to campus. During the pandemic, the College expanded remote tutoring through Pisces, consolidating access to NetTutor tutors, peer tutors, and staff tutors in one application. (IIA7-25)

In addition, as part of the College's AB 705 implementation before the pandemic, a librarian or tutor is now embedded in all sections of ENGL 1A. These embedded learning support responses are a direct response to support the College's equity populations. (IIA7-26)

As a result of the pandemic, students can now access learning support services through virtual counters for the Learning Assistance Department, Library, and the Writing Success Project. (IIA7-27)

**Assessing Effectiveness.** Disaggregation of attainment of student learning outcomes and achievement across course offerings by modality demonstrates equitable achievement of student learning outcomes by modality. (IIA7-28, IIA7-29, IIA7-30)

In response to the pandemic, the SLO coordination team systematically explored challenges and innovations in assessment of learning outcomes during the pandemic. (IIA7-31)

### **Analysis and Evaluation**

The College offers courses and programs using delivery modes and teaching methodologies that reflect student needs. The College reviews and updates these modes, methodologies, and instructional support services based on the changing needs of students and evaluates them for effectiveness, as exemplified by the College's response to the COVID-19 pandemic.



- 8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

**Evidence of Meeting the Standard**

With the full implementation of AB 705 (see IIA4), the College is currently placing all students into transfer-level English and Math classes and no longer requires placement assessments in English, Math, and ESL. In credit and noncredit ESL, students have the option to use a placement tool if they would like guidance in finding ESL courses that would best support their learning. (IIA8-1, IIA8-2)

Noncredit ESL also utilizes department wide exams to assess learning and for promotion to selected noncredit ESL levels. These include external validated exam instruments as well as instructor-generated assessments. (IIA8-3, IIA8-4)

The Curriculum Committee requires that department wide exams undergo review for effectiveness, test bias, and reliability. (IIA8-5)

**Analysis and Evaluation**

The College no longer uses key placement exams due to AB 705. When departments wish to use department-wide exams the Curriculum Committee requires that those exams undergo review for effectiveness, test bias, and reliability.

- 9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

**Evidence of Meeting the Standard**

To successfully attain course credit, students must demonstrate that they meet the course student learning outcomes (SLOs). Course SLOs directly map to the Program Learning Outcomes (PLOs). When developing/revising a course outline, departments must reference the learning outcomes in the evaluation section of each outline. This ensures that the evaluations for the course are appropriate for the assessment of the specific course learning outcomes. (IIA9-1, IIA9-2)

All CCSF degree and certificate programs have Program Learning Outcomes (PLO). These learning outcomes must be appropriate for an associate-level degree or a certificate program. The verbs used in the outcomes must describe what skills students will be able to demonstrate upon successful completion of the coursework needed for the degree/certificate. (IIA9-3, IIA9-4)

The Curriculum Committee proposes, and the Academic Senate recommends, criteria for the award of course credit based on the number and type of hours for each credit course in accordance with Title 5 and other state and federal regulations and guidelines. (IIA9-5, IIA9-6)

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All program (degree and certificate) outlines must go through several levels of approval including the Curriculum Committee, Academic Senate Executive Council, the Board of Trustees, Regional Consortium for CTE degrees (if appropriate), and the State Chancellor's office for academic degrees, thereby ensuring that the programs meet norms and equivalencies in higher education. (IIA9-7)

The CCSF Articulation Office ensures that current and new courses intended to apply to degree and certificate programs are transferable to other learning institutions. Transferability is an important mechanism for ensuring that units of credit are awarded based on generally accepted norms in higher education. (IIA9-8)

### Analysis and Evaluation

All degree and certificate programs outcomes map to individual student learning outcomes from the courses that are part of those programs. In the evaluation section of each course outline, course assessments directly link to the course student learning outcomes.

The Curriculum Committee reviews all courses, which ensures that the units assigned to courses comply with college standards; those standards in turn comply with Federal and State requirements. The College does not offer clock hour programs.

**10. 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. (ER 10)**

### Evidence of Meeting the Standard

The College catalog's section on Academic Policies clearly lays out transfer of credit policies. (IIA10-1, IIA10-2)

CCSF is committed to a policy of comprehensive articulation of all instructional programs with both secondary and post-secondary educational institutions. Articulation ensures that there is equivalency in credit granted between institutions. A full-time articulation officer is responsible for developing and maintaining articulation agreements with other institutions. (IIA10-3, IIA10-4)

CCSF offers many Associate Degrees for Transfer which guarantee admission to a California State University Campus and other participating universities with junior standing. (IIA10-5)

Students enrolling at CCSF can request a transcript evaluation to determine if CCSF will accept the classes. This is often done in conjunction with the degree petition process. Counselors use C-ID and Assist when approving course equivalency when students are transferring to CCSF.

When students submit a degree petition form, counselors and department chairs sign off on prior coursework, as needed. Course descriptions from other university or college catalogs and syllabi are usually enough for counselors to sign off. When counselors are not able to find articulation agreements on Assist or C-ID they forward the petition form to the relevant department chair, who reviews the course content based on their subject matter expertise. Formal evaluations for

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final approval for course equivalency substitution waiver comparability are completed by Admissions and Records staff during the degree petitioning process. This evaluation will determine how many transfer units CCSF will accept and whether they fulfill general education areas for AA or AS degrees. (IIA10-6, IIA10-7, IIA10-8)

### **Analysis and Evaluation**

The College catalog clearly states transfer-of-credit policies. The College has well-defined processes to certify courses used for transfer credit. The College has a dedicated articulation officer who develops and maintains agreements with other institutions of higher education.

**11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.**

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

CCSF has four institutional learning outcomes (ILOs) that encompass critical thinking and information competencies, communication, cultural, social and environmental awareness, and personal and career development. Also at the institutional level are the general education learning outcomes (GELOs) covering areas of critical thinking, oral communication, written communication, physical and life science, humanities, social sciences and lifelong learning. An ILO that maps specifically to the California State University covers American institutions and U.S. History. These ILOs and GELOs and their subsections collectively cover communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. (IIA11-1, IIA11-2)

The curriculum review process includes the alignment of learning outcomes to program- and institutional-level outcomes. (IIA11-3)

All GE courses must include learning outcomes that “map” to GELOs, and for a course to be appropriate for inclusion in a GE area, it must contain outcomes that map to each GELO subsection. All programs (degrees and certificates) must map “up” to at least one Institutional Learning Outcome (ILO). Program SLOs are mapped down to course SLOs meaning that individual programs are always undergoing assessment. The curriculum review process ensures that these mappings take place during development and revision of course and program outlines and that the mappings are valid and meaningful. (IIA11-4, IIA11-5)

### **Analysis and Evaluation**

All programs have identified learning outcomes that map to the institution’s learning outcomes. CCSF’s institutional learning outcomes include communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives.

**12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise,**

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**determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)**

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

CCSF's philosophy is that all students seeking an associate degree should study a variety of general breadth courses in addition to those courses that are required by a student's major. Consistent with this philosophy, it is the intent of the College to involve students in the various disciplines in such a way that students will develop an interest in learning that will continue and expand throughout their lives. The course catalog shows the degree requirements for all associates degrees, including the general education requirements. (IIA12-1, IIA12-2, IIA12-3, IIA12-4)

In addition to CCSF's local general education requirements for AA/AS degrees, CCSF students have the option in many cases to complete the general education pattern for the California State University (CSU) or Intersegmental General Education Transfer Curriculum (IGETC) and earn an AA-T or AS-T degree which are designed to transfer directly to California universities. (IIA12-5)

The curriculum review process illustrates faculty primacy in determining whether courses are appropriate for inclusion in the GE curriculum. Departments update all general education courses on a six-year cycle. The Curriculum Committee comprises diverse faculty members from each school/division who review each new and revised course to determine whether GE inclusion is appropriate. Curriculum Committee members are organized into "squads" to focus their expertise in specific GE areas when reviewing course outlines. The Curriculum Committee then submits its recommendation to the Board of Trustees for approval. (IIA12-6, IIA12-7, IIA12-8, IIA12-9, IIA12-10)

Each general education area at CCSF, as well as CSU and IGETC GE areas, has associated learning outcomes that describe the measurable skills that students should have upon completion of any course that is part of the graduation requirement. Each course that satisfies a GE area must have at least one learning outcome that authentically maps to each general education learning outcome. The curriculum review process verifies this mapping and the validity of the mapping. (IIA12-11, IIA12-12)

The general education outcomes were developed to allow for the regular assessment of General Education courses and assess a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (IIA12-13)

### **Analysis and Evaluation**

All degree programs require students to complete a series of general education courses. The College has a well-defined, faculty-led process to consider courses for inclusion in these General

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Education areas. General Education areas are defined consistent with California Community College standards.

**13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.**

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

The College's degree programs allow students to develop knowledge and skills in specific areas of study, or, in the case of liberal arts, within an interdisciplinary core. (IIA13-1)

All programs have Program Student Learning Outcomes (PSLOs) that outline the discipline-specific knowledge and skills that students obtain when earning a degree or certificate. The Curriculum Committee reviews PSLOs for appropriateness prior to approving programs. In addition, programs going through modification must undergo a program assessment to help ensure continuous improvement. (IIA13-2, IIA13-3, IIA13-4)

CCSF also offers a wide variety of Career and Technical Education (CTE) programs through which students develop skills needed for specific career opportunities. Every program convenes annual CTE advisory committee meetings. Advisory committee membership includes industry representatives, faculty, staff, and students. Program outcomes and improvements are in the minutes of each of these meetings. The advisory committee also discusses the students' mastery of key theories and practices within the field of study. (IIA13-5, IIA13-6, IIA13-7, IIA13-8)

### **Analysis and Evaluation**

All degree programs include a focused area of study tied to the learning outcomes of the program. The program learning outcomes map to the learning outcomes of the included courses.

**14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.**

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

All CCSF CTE programs require an advisory committee that meets at least once a year. Each committee includes employers, students, and faculty. The advisory committee advises the department on future trends of the employment area and on any impending changes in licensure and certification. The advisory committees routinely give feedback on the curriculum, review student learning and achievement outcomes, and provide suggestions for future directions. See also Standard II.A.13. (IIA14-1, IIA14-2, IIA14-3, IIA14-4)

Departments must upload advisory committee meeting minutes and labor market data into CurriQūnet before the Curriculum Committee can approve a certificate or degree. In addition, CCSF participates in the Career and Technical Education Outcomes Survey (CTEOS) every year to monitor the success of our programs. (IIA14-5, IIA14-6)

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CCSF's Associate Dean of Workforce Development serves as a resource member of the Curriculum Committee to ensure that the programs and degrees meet all the applicable standards. (IIA14-7)

The BACCC (Bay Area Community College Consortium) approves all new CTE programs and requires labor market data and a narrative description. (IIA14-8)

Each program has Program Learning Outcomes (PLO) that faculty assess and map to both the institutional learning outcomes and course student learning outcomes. The Curriculum Committee reviews and approves this mapping. CTE departments review courses on a regular (two-year) cycle and must do an aggregate assessment of the SLOs as a part of the course update. If warranted by the aggregate assessment, departments then modify the courses. (IIA14-9, IIA14-10)

Certain college programs must meet additional programmatic accreditors' requirements related to these industries. The College catalog contains a list of the programs that have outside accreditation and their accreditors. (IIA14-11)

Licensure pass rates indicate that the majority of students are attaining the knowledge and skills they need to be successful in their chosen field. (IIA14-12, IIA14-13)

### **Analysis and Evaluation**

The College has well-defined processes to work with industry experts to ensure the currency of career-technical programs. Faculty in career-technical areas assess program learning outcomes annually to ensure graduates are meeting technical and professional competencies.

**15. 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.**

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

The College's Catalog Rights Policy insulates students who are part-way through degree and certificate programs from department-initiated changes to those programs, including the removal of programs from the catalog. This policy allows students to use program requirements as they were published when the student began their program of study. When the College no longer offers a required course that a student needs to complete a program, the student can work with the appropriate department chair to identify an appropriate course substitution for the required course. (IIA15-1, IIA15-2)

Occasionally, circumstances arise where the College may need to consider eliminating a program outside of the normal Curriculum Committee process. The College has a Program Revitalization, Suspension, and Discontinuation (PRSD) Board Policy and Administrative Procedure to manage these situations. This procedure involves the creation of a committee, which gathers evidence and makes a recommendation about the future of the program. If the committee makes a recommendation of suspension or discontinuation, their report must include provisions for the students to either complete the program at the College or transfer to another college. (IIA15-3, IIA15-4)

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The College followed the PRSD process with our degree and certificate programs in Aircraft Maintenance Technology and suspended instruction in this program in March 2020 due to the COVID pandemic. This suspension was extended when the College's request for a lease extension for the program's lease at the San Francisco International Airport was denied, and the College was required to vacate the premises. The College formed the PRSD committee called for by AP 6.17, and the committee completed its work in November 2021 with a set of recommendations, and the Board of Trustees recommended suspension of the program at its June 2022 meeting. During this time, the College has facilitated transfer of students that were part-way through the program to other local programs at the College of Alameda and Gavilan College, and the College has supported students who have wanted to transfer to other programs. (IIA15-5)

### **Analysis and Evaluation**

When the College modifies or discontinues programs, it provides opportunities to students who were enrolled in such programs to complete their education.

Although we have a clear PRSD policy and procedure, budget pressures at the College have necessitated significant changes in the College's schedule of classes in the last few years, which has impacted the frequency of course offerings and the flexibility for students to complete programs. The College is developing more specific course offering and sequencing plans to support its certificate and degree programs, which will inform instructional budget development and schedule development. The College is also developing stronger requirements for the approval of new and modified certificate and degree programs, to consider the impact of these programs on instructional budgets.

**16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.**

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

The College regularly evaluates and improves the quality and currency of all credit and noncredit instructional courses and programs through several integrated processes: learning outcomes assessment, curriculum review, and program review. All utilize CurriQūnet for reporting purposes.

Learning outcomes assessment plays a critical role in the continuous improvement of all courses and programs. (IIA16-1)

To ensure currency and cultural relevance, faculty revise courses and programs, along with addenda, a minimum of one time every six years through the curriculum review process. The Curriculum Committee reviews all new and revised courses and programs: credit and noncredit, collegiate and pre-collegiate, and Career Technical Education (CTE), including oversight of General Education courses. The Committee also considers the quality and currency of curricula

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in the contexts of diversity, equity, inclusion and anti-racism. (IIA16-2, IIA16-3, IIA16-4, IIA16-5)

The College's program review process requires departments to submit comprehensive program reviews every three years and annual plans during the intervening years. Annual plans include curriculum currency, assessment currency, and resource requests. In addition to what annual plans include, comprehensive program reviews include unit description, data trends, progress on prior plans, and planning objectives for the next three years. This is a reflective process that promotes continuous improvement. (IIA16-6, IIA16-7)

The College develops continuing education offerings through City Extension based on proposals from faculty and industry or community partners. Students who participate in these offerings complete surveys about their experiences, and the College updates these offerings based on survey results. (IIA16-8, IIA16-9)

### **Analysis and Evaluation**

Faculty evaluate and improve courses and programs through an intertwined system of assessment, curriculum review, and program review. This ensures the quality and currency of the College's instructional programs.

### **Conclusions on Standard II.A.: Instructional Programs**

CCSF offers programs that are consistent with its mission and are appropriate to higher education. By completing these programs, students earn certificates and/or degrees, gain employment, or transfer to four-year institutions. The College offers noncredit and credit programs and distinguishes pre-collegiate coursework from collegiate coursework. Credit degree programs require a general education component and an area of focused study.

Faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations and follow practices common to American higher education. Course outlines include student learning outcomes (SLOs). and the College awards course credit, degrees, and certificates based on student attainment of SLOs. General Education Learning Outcomes (GELOs) and Institutional Learning Outcomes (ILOs) collectively include communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. Career and Technical Education programs support students' accessibility to and knowledge of technical and professional competencies that meet employment and licensing standards. Systematic and regular evaluation of courses and programs through SLO assessment, curriculum review, and program review ensures quality and currency.

When students transfer to CCSF from other institutions, the College has established procedures to accept completed coursework as well as articulation agreements that ensure the transferability of coursework completed at CCSF.

Finally, the College strives to effectively use delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of students in support of diversity, equity. Inclusion and anti-racism toward successful outcomes for all.

### **Improvement Plans**



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The College is working on more clearly identifying pre-collegiate courses in the class schedule and anticipates completing this work by Spring 2023. (IIA4)

The College will continue to monitor the effects of budget cuts and ensure that students are not adversely affected and still have the ability to complete programs. (IIA6, IIA15)

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IIA1-8 Programs & Courses Section of Catalog (see [IC1-10](#))

[IIA1-9 Curriculum Approval Workflow](#)

[IIA1-10 CTE supplemental docs](#) on Curriculum Committee site

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[IIA1-12 Sample Program Description in Catalog – Fire Science Technology Major](#)

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IIA1-14 Institutional Assessment Plan (see [IB1-1](#))

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[IIA2-24 Annual Plan Guidance on Program Review Web Page](#)

[IIA3-1 Curriculum Handbook Section 2.2.3 Integrated Course Outline](#)

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