



The Academic Senate

CITY COLLEGE OF SAN FRANCISCO
50 Phelan Avenue, Box E-202, San Francisco, CA 94112 • (415) 239-3611 • Fax (415) 452-5115
www.ccsf.edu/academic-senate • email: asenate@ccsf.edu

Curriculum • Degree Requirements • Grading Policies • Program Development • Student Prep & Success • Governance
Accreditation • Professional Development • Program Review • Planning & Budgeting Processes • Others as agreed

CCSF Academic Senate Executive Council Official Minutes Wednesday, 2014 February 05, 2:30–5:00pm Ocean Campus, Arts A218

2013–2014 Council Members Present: Monica Bosson, Steven Brown, Venette Cook, Dayo Diggs, Matthew Duckworth, Beth Ericson, Donna Hayes, Vivian Ikeda, Lancelot Kao, Wendy Kaufmyn, Kimberly Keenan, Suzanne Lo, Lillian Marrujo-Duck, Carole Meagher, Madeline Mueller, Francine Podenski, Suzanne Pugh, Carol Reitan, Lisa Romano, Lou Schubert, Fred Teti, Rosario Villasana, Ellen Wall, Laura Walsh, Debra Wilensky

2013–2014 Council Members Absent: Anna Asebedo, Kitty Moriwaki, Karen Saginor,

Other Senate Members Present: Dana Jae Labrecque

Guests: Kristin Charles, Susan E. Lamb, Gohar Momjian

- I. Call to Order (2:34)
- II. Adoption of Revised Agenda

Resolution 2014.2.05.01 Resolution to Revise the Agenda to Include New Business Item D: Substantive Change Proposals

Resolved, that the CCSF Academic Senate amend the Agenda to add a discussion of the revised Substantive Change Proposals.

Moved: Fred Teti; Seconded: Suzanne Lo; MCU

Revised Agenda adopted.

- III. Approval of Minutes
Minutes approved from 15 January 2014.
- IV. Public Comment
 - Concern was expressed that the rules for revising Course Outlines are not clear enough.
 - The annual Spring advanced video class is producing a segment on class cancellations. This segment will be available on the web and aired on EATV.
 - The impact of limited bookstore hours on student access to course materials is causing concern. Noncredit students are experiencing difficulty obtaining needed books. Not enough books are purchased for all students in a class to purchase a copy.

V. Officers' Reports

President Teti reported: (see Appendix A for full report)

- Chancellor Tyler has proposed that the Academic Senate develop a budget in order to facilitate managing our own spending priorities.
- Following the procedures in the new draft of the Collegial Consultation agreement, the Academic Senate's approval of the Equity Resolution has been forwarded to Susan Lamb and Pam Mery for implementation.
- We continue to pursue keeping in Board Policy 2.07 the original language of "review and recommend," instead of the more limited "review."
- At the February 4th Visioning Exercise a team of Anthropologists and Organizational Behavioral specialists led members of multiple CCSF constituencies through a series of 6 exercises. Exercises included brainstorming answers to questions such as: How do you envision CCSF 5 to 10 years in the future? Sample Vision Statements were created. Materials from the Visioning Exercise will be made public. There will be future additional meetings.

First Vice President Karen Saginor provided a written report: (see Appendix B for full report)

Second Vice President Rosario Villasana reported:

- Work on the Education Master Plan continues. Karen Saginor has provided an excellent summary of the concerns that have arisen. In addition to the shortened time frame for developing a comprehensive plan, the environmental scan created by the Voorhees Group contains often-contradictory data derived from less than credible sites.

Secretary Marrujo-Duck reported:

- Some of the positive outcomes from the Visioning Exercise on Feb. 4th include an emphasis on identifying future potential for CCSF based on the large size of the College, the diversity of its student population, and location in a large city with diverse economic interests and opportunities.

VI. Committee Appointments

Resolution 2014.02.05.02 Resolution Appointing Donna Hayes to the Faculty Position Allocation Committee

Resolved, that the CCSF Academic Senate appoint Donna Hayes as a resource member to the Faculty Position Allocation Committee

Moved: Ellen Wall; Seconded: Steven Brown; MC Abstaining: Donna Hayes
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VII. Unfinished Business

A. Accreditation Update

1. Presentation from Accreditation Liaison Gohar Momjian

Accreditation Liaison Officer Gohar Momjian:

- The Accreditation Committee, a Committee of the Participatory Governance Council, ideally meets every two weeks and may have to meet more frequently in order to conduct the planned self-evaluation.
- CCSF remains in the "review process" stage of its response to the ACCJC "show cause" finding. The ACCJC met in January. If they considered CCSF's request for a review of the "show cause" finding, the decision will be announced next week.
- Should the request for review be denied, CCSF will enter the appeal process.
- As long as CCSF is in the review or appeal process CCSF remains an accredited institution on "show cause" status.
- ACCJC published new policy definitions including clarifications of procedures and definitions of terms. The next Accreditation Committee meeting will spend some time looking at these new policy clarifications and definitions.
- CCSF is also pursuing the Substantive Change process. CCSF is putting forth three Substantive Change Proposals: 1. Change in the mode of delivery, 2. Change in location of a center, 3. Change in control or legal status of an institution. The goal is to obtain a re-visit from ACCJC so that CCSF can demonstrate that it deserves to be taken off of show cause.
- The most promising Substantive Change report describes a change in control. CCSF now has a Special Trustee, a permanent Chancellor, a new set of Administrators that have greater control over the institution, and two new proposed positions: a President of Ocean Campus and Centers and a Vice President of Business and Facilities.
- As part of CCSF's continuous quality improvement process we are coordinating a self-study. Many items on the Road Map have been completed. Now it is time to see where we are in relation to the accreditation standards. This self-study will become the basis of a fuller evaluation in preparation for a new ACCJC team visit.

2. Clarifying CCSF's Accreditation Status

Resolution 2014.02.05.03 Resolution on CCSF Forward Website Language

Whereas, the CCSF Forward website says, in its second body paragraph, "In July, the Accrediting Commission for Community and Junior Colleges (ACCJC) announced its decision to terminate City College of San Francisco's accreditation, effective July 31, 2014.", and

Whereas, the CCSF Forward website says, in its third body paragraph, "The Commissions' decision, however, is not final."; and

Whereas, students and others might find this confusing; therefore be it

Resolved, that the CCSF Academic Senate ask that the second body paragraph be edited to read

In July, the Accrediting Commission for Community and Junior Colleges (ACCJC) announced its *preliminary* decision to terminate City College of San Francisco's accreditation, effective July 31, 2014.

Moved: Kimberly Keenan; Seconded: Monica Bosson; MCU

B. Discussion: Area C General Education Learning Outcomes (GELO)
Recommendations

Resolution 2014.02.05.04 Resolution on Forming a Workgroup to Recommend Actions on Area C GELO Recommendations

Whereas, the Area C GELO preliminary results highlighted issues of significance regarding student success, be it therefore

Resolved, that a workgroup be established to prioritize recommendations to the SLO Committee to develop potential policies to further student success.

Moved: Steven Brown; Seconded: Carole Meagher; MCU

- Steven Brown is collecting names of people interested in being part of the workgroup.

C. Discussion: Education Master Plan (EMP) process

- See ppt at:
http://www.ccsf.edu/NEW/content/dam/Organizational_Assets/Department/Research_Planning_Grants/EMP/CCSF_First_Round_Strategy_Sessions_26Jan14_Final_pm2.pdf.

Council Concerns:

- The Voorhees Group's environmental scan includes inconsistent information from noncredible sources. The San Francisco Mayor's office has created an environmental scan that could help the Voorhees group improve the environmental scan they are currently working with.
- The SOAR survey is an insufficient tool to use as a basis for developing an Education Master Plan.
- The Education Master Plan might be intended to subsume the Strategic Plan.
- The accelerated time line for creating the Education Master Plan might weaken the final product.
- The EMP process could benefit from examining past EMP planning processes and outcomes.

D: Substantive Change Proposals

Resolution 2014.02.05.05 Resolution to authorize President Teti to request Chancellor Tyler to Correct Errors of Fact in the Substantial Change Proposal: Change in the Control or Legal Status of the Institution

Whereas, the Executive Council recognizes some errors of fact in the Substantial Change Proposal: Change in the Control or Legal Status of the Institution, specifically:

(1) The paragraph entitled "Changes in the Administrative Structure" on page 3 ends with the parenthetical "for example, within Academic Affairs, the restructuring shifted a significant amount of authority and responsibility from Department Chairs to the School Deans, which is evident in the new Deans' job descriptions".

(2) The second-to-last paragraph on page 4 refers twice to "Department Chairs", one time as filling a

void and the other as having responsibilities removed and given to the proposed new President and Vice President.

Both of these are references to department chair duties that are currently the subject of negotiation (as noted within the Proposal itself in the 3rd paragraph of p.4) and do not reflect the actual state of affairs at this time. The department chairs' responsibilities and duties have not changed, only their compensation [stipends and re-assigned time]. The new deans' job announcements were cleared with the DCC leadership to ensure that they did *not* overlap or conflict with the DCC contract. If indeed it is your intention to transfer to the new President or Vice President some of the chairs' duties, that, too, will have to be brought to union negotiations. It is our understanding that publication by management of a negotiable item as if it were a "done deal" might be construed as an unfair labor practice.

Thus, the Senate is requesting that the Administration delete from page 3 the parenthetical comment referenced above and delete from the second-to-last paragraph on page 4 the two references to department chairs.

Be it therefore

Resolved, that the CCSF Academic Senate authorize President Teti to inform the CCSF Administration of the above requested change in the wording of the Substantial Change Proposal: Control is desired.

Resolved, if the Administration does not, at the request of the Executive Council change the wording of the Substantial Change Proposal: Control as specified in Resolution 2014.02.05.05, that the CCSF Academic Senate authorize President Teti to write a letter to the ACCJC informing them of the errors.

Moved: Wendy Kaufmyn; Seconded: Steven Brown; MCU. 4 Members Abstained on the 2nd Resolved.

VIII. New Business

A: Guidance sought on CalWORKs Job Announcement

Resolution 2014.2.05.06 Resolution to Request the Removal of "Counselor" from the CalWORKS Job Announcement

Whereas, the new CalWORKs job announcement describes a "counselor" position without placing that "counselor" within a department, and thus placing that employee outside of the normal governance structure of Participatory Governance, therefore be it

Resolved, that unless the current job description removes the word "counselor," President Teti is not authorized to approve the job announcement.

Moved: Lisa Romano; Seconded: Carole Meagher; MC Abstained: Steven Brown

B: Council Election Items

1. Appoint Election Commissioners

Resolution 2014.2.05.07 Resolution to Appoint Election Commissioners

Resolved, that the CCSF Academic Senate appoint James Armstrong, Alan D'Souza, and Lorraine Leber as the 2014 Senate Election Commissioners.

Moved: Francine Podenski; Seconded: Suzanne Lo; MCU

2. Approve Election calendar and any other materials (Appendix C)

Resolution 2014.02.05.08 Resolution to Accept the Election Materials

Resolved, the Academic Senate Executive Council approve the election materials.

Moved: Monica Bosson; Seconded: Beth Ericson; MCU

C. Accept 1st V.P. Committee Evaluation Report (Appendix D)

Resolution 2014.02.05.09 Resolution to accept the report on the Academic Senate Committee Evaluation Report.

Resolved, the Academic Senate Executive Council accept the First Vice President's report on the Academic Senate Committee Evaluation Report.

Moved: Steven Brown; Seconded: Debra Wilensky; MCU

Resolution 2014.02.05.10 Resolution to commend Karen Saginor for work on the Academic Senate Committee Evaluation Report

Resolved, the Academic Senate Executive Council commend First Vice President Karen Saginor for her work on the report on the Academic Senate Committee Evaluation Report.

Moved: Monica Bosson; Seconded: Donna Hayes; MCU

D. Enrollment Visibility: Update from Workgroup

- Department Chairs are requested to meet to further discuss this issue.

E. Update on Collegial Consultation Agreement

- Please read through the supplement packet with the new Collegial Consultation Agreement and send comments to Fred Teti or Karen Saginor.

IX. Open Forum

- Concern was expressed that ACCJC has increased their fees statewide to cover regular annual accreditation expenses and to cover ACCJC's legal fees.
- Concern was expressed that monies spent on the CCSF marketing campaign may have been in the form of loans, thus increasing CCSF's liabilities.

- Concern was expressed that, though CCSF is a public agency, important decisions are being made without sufficient faculty input.

X. Adjournment (5:00)

President's Report

2014-02-05

Don't Get Me Started

Past Meetings/Events include

- 2014-01-22: Executive Council meeting
- 2014-01-23: Participatory Governance Council
- 2014-01-24: Several Impromptu meetings with James Rogers
- 2014-01-24: AFT protest
- 2014-01-27: Crisis Management Team
- 2014-01-27: Officers meeting with Vice Chancellors Naples and Lamb
- 2014-01-29: Meeting with Special Trustee Agrella and 1st V.P. Saginor
- 2014-01-29: Education Master Plan Strategy Session
- 2014-02-03: Officers meeting
- 2014-02-03: Meeting with the Chancellor, V.C. Lamb, and the officers
- 2014-02-03: Meeting with the Chancellor and faculty attending the Accreditation Institute
- 2014-02-04: Meeting with the Chancellor, Carole Meagher, and Lillian Marrujo-Duck
- 2014-02-04: Faculty Association lunch
- 2014-02-04: Chancellor's visioning exercise
- 2014-02-05: Impromptu meeting with Joanne Low to sign the Basic Skills report

Draft Job Announcements reviewed (some with suggested changes)

- none at this time because of one of today's agenda items

FPAC Update

Once again, we think we've managed to get the top administration to agree that FPAC *must* approve all full-time faculty requests, even temporary, categorical ones. Meanwhile, the FAO "advisor/counselor" positions are in stasis. We await notice from a vice chancellor convening that meeting.

Academic Senate Budget

The Chancellor has proposed that, instead of my making successive requests from his office for travel funds, that the Senate be allocated its own budget. We are not averse to this but it is a—dare I write it?—a substantive change. I have asked other CCC senates how they manage budgets. (Many of them do it through a program review.)

Substantive Change Proposals

The final drafts of the three substantive change proposals are available on the Accreditation Committee website. Two of the three no longer show signature pages, which seems to indicate that they will seek signatures from the constituency leaderships.

Collegial Consultation items

- Student Equity Data: The Chancellor delegated follow-up to VC Lamb, who will contact Dean Mery to discuss implementation.

- Board Policy 2.07: Recall that we recommended against a change that delete from the PGC's charge recommendation of the annual budget. The Chancellor has not yet made up his mind whether to accept our recommendation.

Appendix B:

January 22, 2014

Report of First Vice President of the Academic Senate

Karen Saginor ksaginor@ccsf.edu 415-860-4173

Past Meetings and Events

January 21. Academic Senate Executive Council.

January 23. Participatory Governance Council.

January 24. FACCC Policy Forum.

January 27. Officers meeting with VC Lamb.

January 28. Meeting with VC Lamb regarding Collegial Consultation.

January 29. Brief meeting with Special Trustee Agrella regarding Academic Senate support for meeting standards.

February 3. Officers meeting with Chancellor Tyler.

February 3. Chancellor Tyler's briefing of faculty who will attend Accreditation Institute.

February 4. Visioning Exercises.

Notes, Reports, Drafts

February 3 Draft of Collegial Consultation. (in packet)

Second Draft Report on Self Evaluations of Committees of the Academic Senate.

<http://tinyurl.com/1l22zue>

First Reading Accreditation Standards compared with Current Standards.

<http://tinyurl.com/ACCJCCompareStandards>

Educational Master Plan -- Observations on the Environmental Scan -- External Trends Report created by Voorhees Group. <http://www.tinyurl.com/commentvoorhees>

Committee Wrangling Activities

Finished draft of Self Evaluations of Committees of the Academic Senate

Educational Master Plan Activities –

PLEASE PARTICIPATE AND ENCOURAGE COLLEGUES!

Strategy sessions – Go to these sessions prepared to provide feedback about data and assumptions.

Best to prepare by reading EMP materials. Take students, community members, and colleagues with you.

Wednesday, February 19 Civic Center, R201, 3-4, and 5:30-6:30 pm

John Adams Center, R139, 3-4, and 5:30-6:30 pm

Ocean Campus, MUB140, 3-4, and 5:30-6:30 pm

Tuesday, March 11 Downtown Center, R725, 3-4, and 5:30-6:30 pm

Mission Center, R453, 3-4, and 5:30-6:30 pm

Southeast Center, R413, 3-4, and 5:30-6:30 pm

Public forums – Go to a Forum to receive information about the process with an opportunity to ask questions.

- Friday, February 21, **Ocean Campus**, MUB140, 5-6:15 pm
- Thursday, March 13, **Chinatown/North Beach**, Annex Auditorium (628 Washington St.), 5-6:15 pm

- **We need a new Educational Master Plan (last one was written in 2006).**
- **We need an Educational Master Plan that supports our students' learning.**

PLEASE TAKE THE SOAR SURVEY: <https://www.surveymonkey.com/s/2K2622W>

Find links to EMP materials at <http://www.ccsf.edu/EMP>

Find my observations on EMP data at <http://www.tinyurl.com/commentvoorhees>

Coming soon – opportunities to apply your research and critical thinking skills to improving EMP data.

2014 ACADEMIC SENATE EXECUTIVE COUNCIL ELECTION INFORMATION

Who are Academic Senate Members?

ALL FACULTY MEMBERS – part-time, full-time, credit and noncredit – in the College are members of the Senate.

What is the Executive Council?

The Executive Council of the Academic Senate is a group of 29 faculty members elected by the Senate at large whose primary function is to make recommendations with regard to academic and professional matters that include: 1) curriculum; 2) degree and certificate requirements; 3) grading policies; 4) program development; 5) standards and policies regarding student preparation and success; 6) college governance structures; 7) faculty roles and involvement in accreditation; 8) professional development; 9) program review; 10) institutional planning and budget; 11) other academic and professional matters as mutually agreed upon.

Who may nominate you?

ANY three faculty members: part-time, full-time, credit, or noncredit (not necessarily Council members) may nominate you by signing the “Petition for Nomination” form.

Please note: On the Petition for Nomination, the words “three undersigned Senate members” refers to ANY three faculty members.

Who may run?

ALL FACULTY MEMBERS – part-time, full-time, credit and noncredit. Council members may serve two consecutive two-year terms, and then must sit out for one year.

Candidate’s Statement

Candidate’s statements must be 200 words or fewer.

Executive Council’s commitment

Nomination is for a two-year term. However, under certain circumstances, terms may be one year only.

Meetings are held every other Wednesday, 2:30pm – 5pm, at various campuses.

Benefits

- Help make recommendations with regard to academic and professional matters (for more details or information see “What is the Executive Council?”);
- Become more knowledgeable about Shared Governance issues;
- Learn about CCSF’s culture;
- Develop your ability to engage in collegial discussion;
- Become acquainted with parliamentary procedures;
- Participate in collective decision-making; and
- Vote on a broad range of important issues that affect the future of faculty and students.

Who may vote?

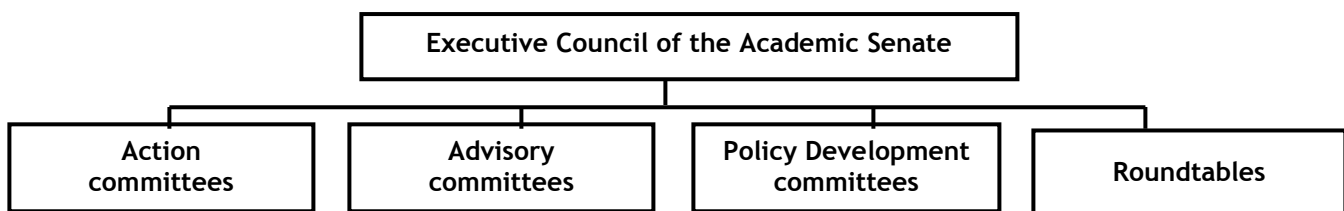
ALL FACULTY MEMBERS – part-time, full-time, credit and noncredit – may vote.

How do I vote?

All voting will be conducted online. Voting instructions will be publicized via email, posted on the Academic Senate website and included in the online ballot.

Discrepancies will be settled by the Election Commissioners

COLLEGIAL GOVERNANCE SYSTEM



Appendix D:

DRAFT Report on Self Evaluations of
Committees of the Academic Senate
Compiled Karen Saginor
Revised January 25, 2014

Summary

In Fall 2013, The Academic Senate of City College of San Francisco asked its committees to provide information for a self-evaluation. Information provided indicated that Committees of the Academic Senate generally experience effectiveness in accomplishing their goals and in supporting accreditation standards. Obstacles to effectiveness encountered by some committees include inadequate resources, inadequate staff, lack of regular communication with members of constituent groups, or a need for committee members or committee chairs. Follow up by the committee chairs and members and the officers of the Academic Senate will be needed to make improvements in these areas and for specific difficulties identified by particular committees.

This is the first time this evaluation has been conducted. Twenty-four committees were asked to participate – all but one provided self-evaluations. We hope this initial report will provide useful information for the Academic Senate and its committees to improve their effectiveness, and we are confident that future evaluation of the committees of the Academic Senate will build on and improve the effectiveness of this effort.

Responses to Selected Questions

All the responses given by each committee are recorded in the following section of this report. This section provided graphs and analysis comparing answers to selected questions. Because the survey allowed for more than one answer to be submitted for each question, the numbers attached to each answer represent the prevalence of each answer, but not the proportion of committees that gave that answer.

Collaboration with other groups in processes and/or decisions

The majority of committees collaborate formally or informally with other groups. Additional responses described plans for collaboration, or, in one case, described obstacles to collaboration.

Dissemination of information to constituents:

Although only three committees indicated a lack of a regular mechanism for the dissemination of information, this is of concern. We recommend the exploration of means to support regular communication

from committees to constituents. Other responses provided particulars of communication routes for specific committees.

Types of improvements made

The range of answers to this question and the examples given in the next question of improvements made reflect the diversity of committee goals. The next time this survey is used, it would be helpful to add “improvements to the effectiveness of the committee” as one of the multiple choice answers.

Qualitative/quantitative data used as basis for improvements

In addition to providing detail for the multiple choice answers selected, the other responses identified data from CCSF reports and plans, data published by the state or by other colleges, and data gathered by enquiries to colleagues at other community colleges.

Adequacy of committee processes

Some committees that responded that processes were adequate, nonetheless used this question to identify changes planned. The particulars provided to this question will be very helpful to the committees and to the officers of the Academic Senate for follow up to assist those committees.

Committee work supporting accreditation standards

Although the Responses by Committee section lists the work in support of standards described by each committee, here are collected those responses organized by Standard number. For this first iteration of the committee evaluation process, committees were asked only to provide some indication of this work, not a full list of their contributions. Especially for committees that contribute extensively to building and documenting compliance with standards, those are documented elsewhere and not duplicated in this evaluation.

Standard I: Nearly all of this standard directly relates to the issues in SLOs, [the domain of the Student Learning Outcomes Committee].

Standard IIA. Nearly all of this standard directly relates to the issues in SLOs, [the domain of the Student Learning Outcomes Committee].

I.B.1: Nearly all the [Education Policies] Committee's activities are part of the College's ongoing self-reflective dialogue. All of the activities described above are intended to improve student success or improve institutional processes (e.g., scholarship awarding).

II.A.1.a--The BSC drafted campus-wide basic skills goals and a rubric for Program Review. The BSC also drafted a Basic Skills Action Plan for the State Chancellor's Office.

II. A. 1. a and II. A. 1. b. [International Education Advisory Committee] recommends policies and discusses issues related to international education for both international students who come to CCSF as well as domestic students who plan to study abroad. Representatives from Intensive English Program, International Students Program, Study Abroad, Foreign Languages Department and International Student Counseling collaborate on best ways to promote the success of the students by

making them become effective, confident speakers of English in academic institutions and professional settings as well as in everyday life.

- II.A.1.b. This [Distance Learning Advisory] committee helps CCSF meet this standard ... with the upgrade of Insight and faculty professional development to use the new system. New features include rubrics, learning outcomes, selective release, tools for student collaboration such as VoiceThread and Big Blue Button and groupings feature that facilitates online group work.
- II A 2 h. This [Student Grade and File Review] committee helps to ensure that "The institution awards credit based on student achievement of the course's stated learning outcomes." When a student feels that they have achieved the outcomes and met expectations, but have not received a fair grade, they can appeal their grade. If the issue is not resolved with a Department Chair or dean, the student has the opportunity for his or her case to be heard.
- II.A.4. The SES Committee has facilitated user access to more meaningful CCSF student success data, with demographic information that sheds more light on the achievement gap.in all CCSF courses.
- II.A.5. The CTE Steering Committee, and the Perkins Allocation Subcommittee annually award funds to CTE department. These funds are used by CTE departments to improve their programs, course offerings, technology, equipment, and faculty knowledge. The committee's activities help insure that students are acquiring industry-responsive skills and competencies, and having the most up-to-date and effective educational experience.
- II.A.6. The [CSU-UC Breadth] Committee's work directly impacts this standard since it is a significant part of the process for students to receive clear and accurate information about the transferability of CCSF courses.
- II.A.6 & II.B.2 (they're related) The [Education Policies] Committee contributes to both by developing or improving Catalog language for the College's policies. We try to ensure that policy language is both rigorous and accessible to students.
- II.A. The Curriculum Committee worked with the chairs to update Course Outlines of Record (CORs) from pre-2000. Strong, assessable SLOs were included in all CORs. All Programs were required to include Program-Level SLOs.
- II.B: The Learning Community and Career Pathway Advisory committee is working to identify programs and classes that would benefit from cohort-modeled contextualized learning pathways. The pathway model has been shown to increase student success and retention. The committee is also working to develop a web presence for existing learning pathways at CCSF for students to easily access.
- II.B.1., II.B.3.a., II.B.3.e. The [Registration and Enrollment] Committee is an advisory body to the Dean of Admission and Records and now we report directly to the Executive Council of the Academic Senate. We have made some recommendations over the last year; among them were: a) Recommended that the Speech Team be added to the list for Priority registration; b) Recommended that students be informed that if their class is closed, they should be encouraged to see the instructor on the first day of class; c) Recommended that explicit instructions be given about the time limit with which to register for a class if a wait-listed position opens up. All these recommendation address something in the accreditation standards above.
- II.B.2.c. Major Policies Affecting Students •Academic Regulations, including Academic Honesty. The [Transfer Issues] committee discussed Academic Renewal, an academic policy. The committee discussed roadblocks to student success and considered recommendations to increase the options for academic renewal.
- II.B.3.e. The Matriculation Advisory Committee has been involved with forming workgroups, including an assessment and orientation workgroup. These workgroups developed the scripts and plans for various updates to online orientations that will include closed captioning and be translated into different languages.

- III.A.5. The BSC chairs held a workshop on Flex Day The workshop focused on improving instructor's use of texts, in particular, Reading Apprenticeship Strategies. The BSC is currently developing further opportunities for professional development in the Spring.
- III. A. 5. [The Faculty Professional Development Activities] committee asked the administration what the current policy and procedures are for applying for professional development funding with the intention of reviewing this policy, comparing it with research-based best practices and improving it as necessary. Then we intend to disseminate it more widely as there is some confusion on campus as to what the policy and procedures are. We are also researching best practices.
- III.C.1. [The Information Technology Advisory Committee] helped ITS select an e-mail system to meet the needs of faculty and staff. We worked with ITS and Administration to make sure faculty can access any sites they need for research, while still taking steps to limit inappropriate activities at work.
- III.C.1.b. and d. TLTR focused on providing quality training to instructors. We are planning four workshops focusing on training faculty in educational technologies for the spring. Additionally, the spring workshops will enhance the classroom experiences for students and faculty (programs and services).
- IV.A.1. The CTE Steering Committee, and the Perkins Allocation Subcommittee are led by faculty and department-chairs. Ideas for innovation and improvement in CTE programs are shared freely in committee meetings. The Perkins fund allocation process is transparent, and is based on an RFP. Departments or collaborations can apply for funds for program improvements or innovative program ideas, and these proposals are scored by the subcommittee (elected from the entire membership on a rotating basis).
- IV.A.2.a The [Student Grade and File Review] committee--faculty, student and administrative representatives--take very seriously our role in providing a thorough and objective review of student petitions for change of grade which enables the college to effectively process these petitions according to stated college policy and consistent with the CA Education Code 76224.

Responses by Committees

Responses were primarily submitted via SurveyMonkey, with edits and some additions supplied through email.

1. Basic Skills Committee

2. Survey completed by: Andrew King (co-chair)

3. Collaboration with other groups:

This committee did not collaborate with other groups

Other (please specify) - Discussion about working with the professional development committee occurred, but this committee will not be meeting next semester. Also, collaboration between the BSC meeting and the Student Equity was supposed to occur, but the Student Equity Committee never met.

4. Dissemination of information:

Meeting agendas and minutes were posted on a public website.

Members held somewhat formal, broadly advertised, open meetings with others.

Members sent email updates to others.

Other (please specify) - Agenda items were sent via email, but never posted on the website.

5. The committee acted to improve:

Program (including curriculum)

Student Learning (for example: addressed an equity gap)

Other (please specify) - Program Review; Survey of Faculty's Use of Texts; BSC Website

6. Example(s) of improvements made:

Fall 2013: The Committee drafted campus-wide basic skills goals; developed a rubric and criteria for Program Review; drafted an Action Plan for the Basic Skills Report (State Chancellor's Office); is developing sub-goal, using data from various CCSF and State sources (e.g., Scorecard, Data Mart).

The BSC developed a website to house its minutes and other important documents. Spring-Fall 2013

The BSC is also completing a final report of its survey findings (use of text across the disciplines)

7. Data as the basis for the improvements:

Data collected/assessed by a college program or service (e.g., HR)

Data collected/assessed through program review

A survey of students and/or employees

Other (please specify) - The BSC used Survey Monkey to conduct a survey of faculty members' use of texts.

8. The committee's processes were adequate to achieve its intended outcomes this year

9. Accreditation standards to which committee contributes:

II.A.1.a--The BSC drafted campus-wide basic skills goals and a rubric for Program Review. The BSC also drafted a Basic Skills Action Plan for the State Chancellor's Office.

III.A.5. The BSC chairs held a workshop on Flex Day The workshop focused on improving instructor's use of texts, in particular, Reading Apprenticeship Strategies. The BSC is currently developing further opportunities for professional development in the Spring.

10. Correction needed to description:

Location of Website address: <https://sites.google.com/a/mail.ccsf.edu/basic-skills-committee-ccsf/>

Language: Language about its participation in Program Review (connections to Accreditation Standards) Type of Committee: Quasi Roundtable-Advisory

11. Other: None

1. CTE Steering Committee [subgroup of the Career Technical Education Committee]

2. Survey completed by: Wendy L. Miller, Perkins Coordinator
3. Collaboration with other groups:
 - The committee had joint meetings with another group.
 - There was informal collaboration or consultation with other groups
 - Other (please specify) - Collaboration with Planning & Research, coordination with Program Review
4. Dissemination of information:
 - Meeting agendas and minutes were posted on a public website.
 - Members held somewhat formal, broadly advertised, open meetings with others.
 - Members held informal or selective meetings with others.
 - Members sent email updates to others.
5. The committee acted to improve:
 - Policy
 - Program (including curriculum)
 - Student Learning (for example: addressed an equity gap)
6. Example(s) of improvements made:
 - Added Ed. Code language to Perkins Application for 2014-15 funds.
 - Integrated Perkins & program review.
 - Perkins funds used to improve CTE programs & benefit students.
7. Data as the basis for the improvements:
 - Data collected/assessed through program review
 - A survey of students and/or employees
 - Data provided by the Research and Planning Office
8. The committee's processes were adequate to achieve its intended outcomes this year
9. Accreditation standards to which committee contributes:
 - II.A.5. The CTE Steering Committee, and the Perkins Allocation Subcommittee annually award funds to CTE department. These funds are used by CTE departments to improve their programs, course offerings, technology, equipment, and faculty knowledge. The committee's activities help insure that students are acquiring industry-responsive skills and competencies, and having the most up-to-date and effective educational experience.
 - IV.A.1. The CTE Steering Committee, and the Perkins Allocation Subcommittee are led by faculty and department-chairs. Ideas for innovation and improvement in CTE programs are shared freely in committee meetings. The Perkins fund allocation process is transparent, and is based on an RFP. Departments or collaborations can apply for funds for program improvements or innovative program ideas, and these proposals are scored by the subcommittee (elected from the entire membership on a rotating basis).
10. Correction needed to description: None
11. Other: The committee functions well, and members/ CTE departments are satisfied with the fairness and effectiveness of the allocation process. Program improvements with Perkins funds happen in a timely manner, because of the requirement to spend allocations within the program year.

1. Concert and Lecture Series Committee

2. Survey completed by: Stephanie M. Lyons
3. Collaboration with other groups:
 - Presentation(s) by other groups at this committee's meetings.
 - There was informal collaboration or consultation with other groups
 - Other (please specify) - proposals submitted by interested parties
4. Dissemination of information:

- Members sent email updates to others.
- Other (please specify) - flyers distributed by mail, e-mail, posting on campuses, media contact
- 5. The committee acted to improve:
 - Other (please specify) - Evaluation of programs presented through surveys
- 6. Example(s) of improvements made:
 - More programs received surveys to distribute to, and collect from, attendees. Surveys were tallied and summarized and provided to committee members at committee meetings
- 7. Data as the basis for the improvements:
 - Data collected/assessed for student learning outcomes at the course/program/ institutional level
 - Data collected/assessed for program level outcomes
 - A survey of students and/or employees
- 8. The committee's processes were adequate to achieve its intended outcomes this year
- 9. Accreditation standards to which committee contributes: [No response]
- 10. Correction needed to description: [No response]
- 11. Other: Staff cuts in hours and salary; student employee cuts; and program budget cuts have rendered this program unsustainable. The program has suffered irreparable harm if not fully funded and staffed.

1. CSU-UC Breadth Committee

- 2. Survey completed by: Deanna Abma
- 3. Collaboration with other groups:
 - This committee provided updates or presentations at meeting of another college-wide group.
 - There was informal collaboration or consultation with other groups
- 4. Dissemination of information:
 - Members held informal or selective meetings with others.
 - Members sent email updates to others.
 - Other (please specify) - Results of committee work are incorporated into advising sheets that are mass produced and distributed to counselors, department chairs, students, administrators, etc. They are also added to the college catalog and posted on the CCSF Articulation website.
- 5. The committee acted to improve:
 - Program (including curriculum)
 - Student Service
- 6. Example(s) of improvements made:
 - Transferability was expanded for a number of courses.
- 7. Data as the basis for the improvements:
 - Other (please specify) - We review the results/success of previous decisions to guide us in current decisions regarding potential transferability of courses.
- 8. The committee's processes were adequate to achieve its intended outcomes this year
- 9. Accreditation standards to which committee contributes:
 - II.A.6. The Committee's work directly impacts this standard since it is a significant part of the process for students to receive clear and accurate information about the transferability of CCSF courses.
- 10. Correction needed to description: None
- 11. Other. [No response]

1. Curriculum Committee

- 2. Survey completed by: Melinda L. Weil, Astronomy Faculty & Curriculum Committee Chair
- 3. Collaboration with other groups:

- This committee provided updates or presentations at meeting of another college-wide group.
4. Dissemination of information:
 - Meeting agendas and minutes were posted on a public website.
 - Members sent email updates to others.
 5. The committee acted to improve:
 - Policy
 - Policy Language
 - Program (including curriculum)
 - Student Learning (for example: addressed an equity gap)
 6. Example(s) of improvements made:

You may peruse our archives at the CCSF Curriculum Committee website: www.ccsf.edu/cc
 7. Data as the basis for the improvements:
 - Data collected/assessed by a college program or service (e.g., HR)
 - Data collected/assessed for student learning outcomes at the course/program/ institutional level
 - Data collected/assessed for program level outcomes
 8. The committee's processes were not adequate to achieve its intended outcomes this year:
 - We are seeking program/service improvements, changes to Resource allocation, and changes to technology Planning.
 9. Accreditation standards to which committee contributes:
 - II.A. The Curriculum Committee worked with the chairs to update Course Outlines of Record (CORs) from pre-2000. Strong, assessable SLOs were included in all CORs. All Programs were required to include Program-Level SLOs.
 10. Correction needed to description:
 - Looks more or less ok; we are in flux to deal with the huge volume of items that come before us.
 11. Other: The Curriculum Committee Members are action heroes! They completed far more actions in the past year than all other committees combined. They voted themselves more work and responsibility in order to help save this college.

1. Distance Learning Advisory Committee

2. Survey completed by: Maura Devlin-Clancy, DLAC Chair
3. Collaboration with other groups:
 - This committee provided updates or presentations at meeting of another college-wide group.
 - There was informal collaboration or consultation with other groups
4. Dissemination of information:
 - Meeting agendas and minutes were posted on a public website.
 - Members held somewhat formal, broadly advertised, open meetings with others.
 - Members held informal or selective meetings with others.
 - Other (please specify) - DLAC worked with Ed Tech Dept. and Onliners to test drive virtual meeting in new version of Insight.
5. The committee acted to improve:
 - Program (including curriculum)
 - Student Learning (for example: addressed an equity gap)
6. Example(s) of improvements made:
 - Program improvement due to approval of new online courses by DLAC. Student learning improvements from Insight upgrade, including ability to tailor rubrics to align with SLOs.
 - Professional development for Online instructors in areas of online teaching and learning, including

regular and effective contact. Creation of a new online resource center for online instructors.
Trained over 100 faculty in new version of Insight.

7. Data as the basis for the improvements:

Data collected/assessed by an instructional or student service program

A survey of students and/or employees

Other (please specify) - Use of Technology Survey distributed in Spring 2013

8. The committee's processes were adequate to achieve its intended outcomes this year

9. Accreditation standards to which committee contributes:

This committee helps CCSF meet the standard II.A.1.b. "The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students." with the upgrade of Insight and faculty professional development to use the new system. New features include rubrics, learning outcomes, selective release, tools for student collaboration such as VoiceThread and Big Blue Button and groupings feature that facilitates online group work.

10. Correction needed to description: None

11. Other: Due to retirements and promotions, DLAC has openings for 1 faculty and an Administrator. This committee would greatly benefit from representation by Student Services, in particular Counseling, in order to better meet accreditation standards and strengthen the connection between Student Services and our distance learning students.

1. Education Policies Committee

2. Survey completed by: Fred Teti (in consultation with committee members)

3. Collaboration with other groups:

Presentation(s) by other groups at this committee's meetings.

This committee provided updates or presentations at meeting of another college-wide group.

There was informal collaboration or consultation with other groups

4. Dissemination of information:

Meeting agendas and minutes were posted on a public website.

Members held informal or selective meetings with others.

Other (please specify) - Reports to the Academic Senate

5. The committee acted to improve:

Policy

Policy Language

Student Service

6. Example(s) of improvements made:

The Committee recommended a new Course Repetition Policy, suggested improved wording for the Curriculum Handbook regarding the use of attendance in a participation requirement, proposed a new Residence Requirement for graduation, and provided the Scholarship Committee a resource for streamlining the delivery of awards. We also helped develop this very survey instrument.

7. Data as the basis for the improvements:

Data collected/assessed by an instructional or student service program

Other (please specify) - Members frequently survey other colleges to collect information on policies and practices across the State.

8. The committee's processes were adequate to achieve its intended outcomes this year

9. Accreditation standards to which committee contributes:

I.B.1: Nearly all the Committee's activities are part of the College's ongoing self-reflective dialogue. All of the activities described above are intended to improve student success or improve institutional processes (e.g., scholarship awarding).

II.A.6 & II.B.2 (they're related) The Committee contributes to both by developing or improving Catalog language for the College's policies. We try to ensure that policy language is both rigorous and accessible to students.

10. Correction needed to description: None

11. Other: What a magnificent survey instrument this is!

1. Faculty Professional Development Activities Committee

2. Survey completed by: Erin Denney

3. Collaboration with other groups:

There was informal collaboration or consultation with other groups

4. Dissemination of information:

The committee had no regular mechanism for disseminating information to constituents.

5. The committee acted to improve: [No response]

6. Example(s) of improvements made: [No response]

7. Data as the basis for the improvements: [No response]

8. The committee's processes were adequate to achieve its intended outcomes this year

9. Accreditation standards to which committee contributes:

III. A. 5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs. ----- Our committee asked the administration what the current policy and procedures are for applying for professional development funding with the intention of reviewing this policy, comparing it with research-based best practices and improving it as necessary. Then we intend to disseminate it more widely as there is some confusion on campus as to what the policy and procedures are. We are also researching best practices.

10. Correction needed to description: [No response]

11. Other. Our committee is brand new. We have just chosen a chair and are determining priorities for our work. It's off to a good start, but we hope to have more substantive answers for these self-evaluation surveys in the future.

1. Honors Advisory Committee

2. Survey completed by: Bibit Traut

3. Collaboration with other groups:

This committee did not collaborate with other groups

4. Dissemination of information:

Members sent email updates to others.

5. The committee acted to improve: [No response]

6. Example(s) of improvements made: [No response]

7. Data as the basis for the improvements: [No response]

8. The committee's processes were not adequate to achieve its intended outcomes this year:

We plan to alter, change the scheduling/planning of meetings.

9. Accreditation standards to which committee contributes:

Our Fall 2013 meeting advised the Honors Program to clarify to faculty/counselors/students the opportunities for students and to clarify the transfer advantages and opportunities for students.

10. Correction needed to description: [No response]
11. Other. [No response]

1. Information Technology Advisory Committee

2. Survey completed by: Craig Persiko
3. Collaboration with other groups:
This committee provided updates or presentations at meeting of another college-wide group.
There was informal collaboration or consultation with other groups
4. Dissemination of information:
Members held informal or selective meetings with others.
Members sent email updates to others.
5. The committee acted to improve:
Policy
Student Service
Employee Service
6. Example(s) of improvements made:
Helped students get computers in Student Union Helped determine which new e-mail system to use for
faculty Raised concerns and facilitated resolution regarding Internet Content Blocking (faculty/staff
access to "adult" web sites)
7. Data as the basis for the improvements:
Data collected/assessed by a college program or service (e.g., HR)
Other (please specify) - Comparisons to practices at other colleges
8. The committee's processes were adequate to achieve its intended outcomes this year.
Other (please specify) - We do, however, need to find our place in the Participatory Governance
structure, probably under the PGC. The Academic Senate is not quite the right fit for us.
9. Accreditation standards to which committee contributes:
III.C.1.: We helped ITS select an e-mail system to meet the needs of faculty and staff. We worked with
ITS and Administration to make sure faculty can access any sites they need for research, while still
taking steps to limit inappropriate activities at work.
10. Correction needed to description: [No response]
11. Other. [No response]

1. International Education Advisory Committee

2. Survey completed by: Ana Rita Garcia and Kimiyoshi Inomata
3. Collaboration with other groups:
There was informal collaboration or consultation with other groups
4. Dissemination of information:
Members sent email updates to others.
5. The committee acted to improve:
Policy Language
6. Example(s) of improvements made:
We revised
7. Data as the basis for the improvements: [No response]
8. The committee's processes were not adequate to achieve its intended outcomes this year:
We plan to alter or modify our decision making process.
Other (please specify) - We are in the process of selecting new Chair.

9. Accreditation standards to which committee contributes:
 - II. A. 1. a and II. A. 1. b. IEAC recommends policies and discusses issues related to international education for both international students who come to CCSF as well as domestic students who plan to study abroad. Representatives from Intensive English Program, International Students Program, Study Abroad, Foreign Languages Department and International Student Counseling collaborate on best ways to promote the success of the students by making them become effective, confident speakers of English in academic institutions and professional settings as well as in everyday life.
10. Correction needed to description:

There will be a new chair nominated for spring 2014.
11. Other: None at this moment.

1. Learning Communities and Career Pathways

2. Survey completed by: Michelle L. Simotas
3. Collaboration with other groups:

There was informal collaboration or consultation with other groups
4. Dissemination of information:

Meeting agendas and minutes were posted on a public website.
 Members held somewhat formal, broadly advertised, open meetings with others.
 Members sent email updates to others.
5. The committee acted to improve:

Other (please specify) - Fall 2013 was dedicated to researching current and past learning communities and career pathways at CCSF as well as first year students and courses they struggle to successfully complete.
6. Example(s) of improvements made:

The committee's Fall 2013 report is posted on the academic senate website at:
<https://sites.google.com/a/mail.ccsf.edu/ccsf-academic-senate-committees/learning-communities-and-career-pathways> .
7. Data as the basis for the improvements:

Data provided by the Research and Planning Office.
8. The committee's processes were adequate to achieve its intended outcomes this year
9. Accreditation standards to which committee contributes:

II.B: The Learning Community and Career Pathway Advisory committee is working to identify programs and classes that would benefit from cohort-modeled contextualized learning pathways. The pathway model has been shown to increase student success and retention. The committee is also working to develop a web presence for existing learning pathways at CCSF for students to easily access.
10. Correction needed to description: N/A
11. Other. [No response]

1. Matriculation Advisory Committee

2. Survey completed by: Margaret Sanchez
3. Collaboration with other groups:

The committee had joint meetings with another group.
 Presentation(s) by other groups at this committee's meetings.
 This committee provided updates or presentations at meeting of another college-wide group.
 There was informal collaboration or consultation with other groups

4. Dissemination of information:
 - Members held somewhat formal, broadly advertised, open meetings with others.
 - Members sent email updates to others.
 - Other (please specify) - Meeting agendas and Minutes were emailed to members and other interested parties.
5. The committee acted to improve:
 - Student Service
 - Student Learning (for example: addressed an equity gap)
6. Example(s) of improvements made:
 - Provided updates to orientations, clarity on SARS codes, updates to assessment multiple measures
7. Data as the basis for the improvements:
 - Data collected/assessed by an instructional or student service program
 - Data collected/assessed through program review
 - Data collected/assessed for student learning outcomes at the course/program/ institutional level
 - Data collected/assessed for program level outcomes
 - A survey of students and/or employees
 - Data provided by the Research and Planning Office
8. The committee's processes were adequate to achieve its intended outcomes this year
 - We are seeking program/service improvements
 - We are seeking changes via student learning outcomes at the course/program/institutional level
9. Accreditation standards to which committee contributes:
 - II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. - The Matriculation Advisory Committee has been involved with forming workgroups, including an assessment and orientation workgroup. These workgroups developed the scripts and plans for various updates to online orientations that will include closed captioning and be translated into different languages.
10. Correction needed to description: None
11. Other. [No response]

1. Noncredit Issues Advisory Committee

2. Survey completed by: Robert Fitch
3. Collaboration with other groups:
 - This committee provided updates or presentations at meeting of another college-wide group.
 - There was informal collaboration or consultation with other groups
4. Dissemination of information:
 - Meeting agendas and minutes were posted on a public website.
 - Members sent email updates to others.
5. The committee acted to improve:
 - Other (please specify) - Requested that CCSF designate representatives from CCSF to the Regional Consortium on Adult Education
6. Example(s) of improvements made:
 - Susan Lopez notes on the first consortium meeting were sent in an earlier email
7. Data as the basis for the improvements:
 - Other (please specify) - Committee members, lead by Susan Lopez, researched cost of noncredit classes to CCSF, income generated by NC classes, number of students served, number of students who move from NC to Credit, number of community sites where classes are held, etc. We are still collecting and reviewing data.

8. The committee's processes were adequate to achieve its intended outcomes this year
9. Accreditation standards to which committee contributes:
 XI.IIA.1.a.b., II.B.1
10. Correction needed to description:
 Revised description sent in December 2013
11. Other:
 I presented to numerous community groups about the issue of Adult Education. In addition to updates on accreditation, I reported on the Student Success Task Force, The Legislative Analyst Office Report, SB 173 and AB 86, all efforts to ration noncredit classes, starting with CCSF dropping "lifelong learning" from it's mission. I presented to Senior Disability Action, The Mayor's Office on Disabilities, the 7th Ave Senior Center, Lighthouse for the Blind and Supervisors Mar and Avalos.

1. Registration and Enrollment Committee

2. Survey completed by: Darlene Alioto
3. Collaboration with other groups:
 Presentation(s) by other groups at this committee's meetings.
4. Dissemination of information:
 Members held informal or selective meetings with others.
 Other (please specify) - Agenda and Minutes sent to Academic Senate President and Student Association
5. The committee acted to improve:
 Policy
 Student Service
6. Example(s) of improvements made:
 Recommended language for Dean Leyba to use in communicating with students regarding registration and regarding being dropped for non-payment of fees; recommended that the Speech Team be given registration priority; recommended that students be alerted to the waitlist process; recommended that students be encouraged to go to class the first day if they are dropped for non-payment of fees; etc.
7. Data as the basis for the improvements:
 Data collected/assessed by an instructional or student service program
 Other (please specify) - Members of the committee have experience helping students register to some extent, therefore, some of our recommendations are based on A&R staff, faculty, counselor, and librarian reports of direct experience helping students through the process.
8. The committee's processes were adequate to achieve its intended outcomes this year
9. Accreditation standards to which committee contributes:
 II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution. II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.
 The Committee is an advisory body to the Dean of Admission and Records and now we report directly to the Executive Council of the Academic Senate. We have made some recommendations over the last year; among them were: a) Recommended that the Speech Team be added to the list for Priority registration; b) Recommended that students be informed that if their class is closed, they should be encouraged to see the instructor on the first day of class; c) Recommended that explicit instructions

be given about the time limit with which to register for a class if a wait-listed position opens up. All these recommendation address something in the accreditation standards above.

10. Correction needed to description: [No response]

11. Other. [No response]

1. Scholarship Committee

2. Survey completed by: Carole Toebe

3. Collaboration with other groups:

The committee had joint meetings with another group.

This committee provided updates or presentations at meeting of another college-wide group.

4. Dissemination of information:

Meeting agendas and minutes were posted on a public website.

Members held somewhat formal, broadly advertised, open meetings with others.

Members sent email updates to others.

5. The committee acted to improve:

Student Service

Employee Service

6. Example(s) of improvements made:

Improvement via gathering current information of scholarship pathways, account managers and communication between scholarship, accounting and faculty

7. Data as the basis for the improvements: [No response]

8. The committee's processes were not adequate to achieve its intended outcomes this year.

We are seeking program/service improvements; and we are seeking changes to human resource planning

To function effectively the Scholarship office needs more staff and IT support to update and maintain a functional website. The scholarship committee and by de facto departments are directly impacted by lack of staffing and information about process by the administration

9. Accreditation standards to which committee contributes: Will be sent separately by email

10. Correction needed to description: [No response]

11. Other: Google site established by committee for dissemination of information for all interested parties.

This is not intended to serve as a replacement or instead of a much needed functional website for the Scholarship office.

1. Student Equity Strategies Committee

2. Survey completed by: Kitty Moriwaki

3. Collaboration with other groups:

This committee provided updates or presentations at meeting of another college-wide group.

Other (please specify) - Steve Spurling, Director of Research, added student background variables re diversity to his student success (in course) pivot tables, at the request of the SES Committee. He presented and provided training on use of the pivot tables to SES members in Sp13 & F13.

4. Dissemination of information:

Members sent email updates to others.

The committee had no regular mechanism for disseminating information to constituents.

Other (please specify) - Invited members of Basic Skills Committee to the Sp13 training on use of student success pivot tables.

5. The committee acted to improve:

- Other (please specify) - User access to student access & achievement data for Program Review.
6. Example(s) of improvements made:

With the help of Steve Spurling, Director of Research, the SES Committee improved user access to student access & achievement data for use in all reporting re student equity of access & achievement, and the "achievement gap." The committee's primary interest is in use of this data in Program Review.
 7. Data as the basis for the improvements:

Data collected/assessed for student learning outcomes at the course/program/ institutional level
 Data collected/assessed for program level outcomes
 Data provided by the Research and Planning Office
 8. The committee's processes were adequate to achieve its intended outcomes this year

We plan to alter, change the scheduling/planning of meetings.
 9. Accreditation standards to which committee contributes:

II.A.4. "The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity." The SES Committee has facilitated user access to more meaningful CCSF student success data, with demographic information that sheds more light on the achievement gap.in all CCSF courses.
 10. Correction needed to description: None
 11. Other. [No response]

Student Grade and File Review Committee

2. Survey completed by: Mary Adams, Tracy Burt
3. Collaboration with other groups: This committee did not collaborate with other groups
4. Dissemination of information:

Meeting agendas and minutes were posted on a public website.
 Members sent email updates to others.
 Other (please specify) - Since our case work is confidential, minutes and agendas are non-specific when it comes to particular cases.
 Other (please specify) - Members met on an as-needed basis when it was necessary to discuss cases.
5. The committee acted to improve:

Policy Language
 Other (please specify) - Collectively we worked on refining the committee's description for the new website. The committee also discussed and reached a consensus that we believe that Student Affairs should be given responsibility for working with students who wish to petition, rather than Admissions and Records which is where this responsibility was placed after the reorganization.
6. Example(s) of improvements made:

See the Academic Senate Committee's website for our refined committee description. No decision (to my knowledge) has been made regarding shifting our committee back to Student Affairs.
7. Data as the basis for the improvements:

Other (please specify) - As we received grade review petitions this semester it was evident that there needed to be more oversight of the process to make sure that each petition was submitted with the requisite supporting documentation and that multiple copies of the case file were forwarded to the committee.
8. The committee's processes were adequate to achieve its intended outcomes this year
9. Accreditation standards to which committee contributes:

IV.A.2.a "Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies.... The committee--faculty,

student and administrative representatives--take very seriously our role in providing a thorough and objective review of student petitions for change of grade which enables the college to effectively process these petitions according to stated college policy and consistent with the CA Education Code 76224.

II A 2 h. This committee helps to ensure that "The institution awards credit based on student achievement of the course's stated learning outcomes." When a student feels that they have achieved the outcomes and met expectations, but have not received a fair grade, they can appeal their grade. If the issue is not resolved with a Department Chair or dean, the student has the opportunity for his or her case to be heard.

10. Correction needed to description: None at this time.

11. Other. The union sent us a letter this year questioning the institution's right to change a grade over an instructor's objections and asking us to submit a list of all suggested grade changes in the past. I think that there needs to be a mechanism for this to happen, and this process seemed to give each party a fair chance to present his or her case.

1. Student Learning Outcomes Committee

2. Survey completed by: Kristina Whalen

3. Collaboration with other groups:

This committee provided updates or presentations at meeting of another college-wide group.
There was informal collaboration or consultation with other groups

4. Dissemination of information:

Meeting agendas and minutes were posted on a public website.
Members held somewhat formal, broadly advertised, open meetings with others.
Members held informal or selective meetings with others.
Members sent email updates to others.
Other (please specify) - Reported regularly at Academic Senate Executive Council

5. The committee acted to improve:

Policy
Policy Language
Employee Service
Student Learning (for example: addressed an equity gap)

6. Example(s) of improvements made:

Improved Assessment Annual Plan and shaped reporting policies and procedures. Subcommittee of group worked on Area C GE Assessment final report and made recommendations to address the number of student with no evidence of outcome acquisition. Most recently the SLo Coordinators and members of the committee reviewed Assessment software, including attending about 4 webinars on software.

7. Data as the basis for the improvements:

Data collected/assessed for student learning outcomes at the course/program/ institutional level
Data collected/assessed for program level outcomes
Data provided by the Research and Planning Office

8. The committee's processes were adequate to achieve its intended outcomes this year

9. Accreditation standards to which committee contributes:

Standard I: Institutional Mission and Effectiveness The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and reevaluation

to verify and improve the effectiveness by which the mission is accomplished. Standard IIA. Nearly all of this standard directly relates to the issues in SLOs. See yellow highlighted sections of standards at:

http://www.ccsf.edu/NEW/content/dam/Organizational_Assets/About_CCSF/Accreditation/Accreditation-Standards-Annotated-for-CQI-and-SLOs_Revised-June-2012.pdf

10. Correction needed to description: None

11. Other. [No response]

1. Sustainability

2. Survey completed by: Carla Grand and Michelle Gorthy

3. Collaboration with other groups:

The committee had joint meetings with another group.

There was informal collaboration or consultation with other groups

4. Dissemination of information:

Members held somewhat formal, broadly advertised, open meetings with others.

Members held informal or selective meetings with others.

Members sent email updates to others.

5. The committee acted to improve:

Other (please specify) - There were discussions about improvement to policies and student learning, but no formal implementation of changes. We did write "committee learning outcomes" for our group.

6. Example(s) of improvements made: [No response]

7. Data as the basis for the improvements: [No response]

8. The committee's processes were not adequate to achieve its intended outcomes this year: We plan to alter, change the scheduling/planning of meetings.

9. Accreditation standards to which committee contributes:

Our committee is not listed on the document.

10. Correction needed to description: We don't have any information because we are not listed, but we can work with you to formulate a description of our committee.

11. Other. We have developed "committee learning outcomes" for our committee though I don't see where to list them here. Also, we have forwarded our meeting information several times and it has not been updated properly. Can the Academic Senate help us to disseminate that information?

1. Teaching and Learning with Technology Roundtable

2. Survey completed by: Cynthia Dewar

3. Collaboration with other groups:

Other (please specify) - We will be joining with the Ed Tech Department to talk about educational technologies to use in the distance learning classroom. We collaborate with Library and Learning Resources. We collaborate with the Technology Learning Center.

4. Dissemination of information:

Meeting agendas and minutes were posted on a public website.

Members held somewhat formal, broadly advertised, open meetings with others.

Members sent email updates to others.

5. The committee acted to improve:

Other (please specify) - We are in the planning phases and in the spring will be focusing on educational technologies that can be used in the online classroom. Such technologies can also be used in the

face-to-face classroom and in the Library. The goal is to improve regular effective contact with students (Federal Policy for Distance Learning Classes).

6. Example(s) of improvements made:

The spring meetings will focus on web-based tools for faculty to use in the online and face-to-face classroom.

7. Data as the basis for the improvements:

Data provided by the Research and Planning Office

Other (please specify) - We looked at data from the College-wide Technology Survey. Feedback from librarians, distance learning faculty, and face-to-face classroom instructors.

8. The committee's processes were adequate to achieve its intended outcomes this year

9. Accreditation standards to which committee contributes:

TLTR meets Standard III.C.1.b. and d. TLTR focused on providing quality training to instructors. We are planning four workshops focusing on training faculty in educational technologies for the spring. Additionally, the spring workshops will enhance the classroom experiences for students and faculty (programs and services).

10. Correction needed to description: None

11. Other: Thanks!

Transfer Issues

2. Survey completed by: Donna Hayes

3. This committee did not collaborate with other groups.

Other (please specify) - The committee is working on a proposal to the Education Policies Committee

4. The committee had no regular mechanism for disseminating information to constituents.

5. The committee acted to improve:

Policy

6. Example(s) of improvements made:

The committee is working on a proposal to broaden the options for Academic Renewal

7. Data as the basis for the improvements: Qualitative/quantitative data not used

8. The committee's processes were adequate to achieve its intended outcomes this year

9. Accreditation standards to which committee contributes:

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

II.B.2.c. Major Policies Affecting Students •Academic Regulations, including Academic Honesty The committee discussed Academic Renewal, an academic policy. The committee discussed roadblocks to student success and considered recommendations to increase the options for academic renewal.

10. Correction needed to description: [No response]

11. Other: The committee had a great deal of turnover this semester. We are working toward developing new committee processes and interests.

Works of Art Committee

2. Survey completed by: Julia Bergman

3. Collaboration with other groups:

There was informal collaboration or consultation with other groups

Other (please specify) - Committee members worked with Art Dept. faculty, especially Nancy Elliott, Parking & Transportation representative Sean Yee, and Graphic Designer Mark Albright, to design a new image for the College parking placard, which will be valid until fall 2015. The art work is by

former CCSF student Barry McGee. Committee members met with the CCSF Associated Student President Shanell Williams, and Christine Godinez from Lick Wilmerding High School, who also serves on the Board of the Ocean Avenue Association. They offered a proposal for a collaborative effort to create a welcoming mural on the large concrete retaining wall on Ocean Avenue. Members consulted with the S.F. Art Commission and other art professionals on policies regarding public art projects On Hold.

The history of the Missing Student Project and Student Success Project was documented by English Dept. faculty Jeff Goldthorpe, with assistance from Art Dept. faculty Anna Asebedo and Fred Kling. Statues in the Ocean Cafeteria, Rosenberg Library/LRC and the Recycling Yard were photographed and documented. Consultation with Art Dept. faculty determined the final disposition of the statues – transport, disposal, restoration, use for individual student projects; final installation options were reviewed and recommended.

Anthropology faculty member Barbara Lass worked with faculty and staff at the Evans Campus to have the large tapa cloth framed and moved to a prominent location in the Lobby. Students in John McNees' carpentry class manufactured the frame. The Associated Students at Evans funded the project.

4. Dissemination of information:

Members sent email updates to others.

Other (Please Specify): Agendas and Minutes are distributed to a long email list (current and former committee members, administrators, retirees, interested community) and to the Executive Council of the Academic Senate.

The committee promoted exhibitions in the Art Dept. Gallery, John Adams Center Library, 33 Gough Street, and the Rosenberg Library/LRC. The Rosenberg exhibitions program was initiated by and is coordinated by librarian and artist Kate Connell. She maintains a blog to record collaboration with disciplines throughout the College, student comments, exhibit-related assignments, and comments on the integration of visual literacy into the curriculum. <http://ccsfexhib.wordpress.com/>

Original hard copy of the CCSF Art Guide, originally created by faculty Patricia Arack, Library Technician and artist Mary Marsh, and student Lisa Velarde, is being transformed into a website, accessible to all. Primary work has been undertaken by Art Dept. faculty Inna Razumova and Mary Marsh. The map structure was created by GIS Education Center faculty Mono Simeone. The website will highlight and promote art in all CCSF District locations. Current version: <http://www.ccsf.edu/Departments/Art/private/WOA/artworklist.html>

5. The committee acted to improve:

Program (including curriculum)

Other (please specify) - Online and print materials to support curriculum Facilities -- Signage

6. Example(s) of improvements made:

After permission was received from several authors, print materials about the Diego Rivera mural were digitized so students enrolled in various sections of English 93 and LALS 14 can access the materials as e-books via the Library System Reserve Book module.

Patricia Arack, ESL, provided copies of the CCSF Art Guide to English ESL, Art and Social Science faculty for curriculum enrichment activities.

Signage for the Ocean Avenue Campus, correctly leading visitors and guests to the Diego Rivera Mural, is near completion. Thanks to the persistence of Will Maynez (a fifteen year project!), former Dean Ms. Bob Davis, current Dean Doug Bish, and other former CCSF employees, the signs should be in place sometime in the spring. Funding came from the Rivera Accommodation Account.

7. Data as the basis for the improvements: [No response]

8. The committee's processes were adequate to achieve its intended outcomes this year

Other (please specify) Morgan Wilson, a student taking a Metal Arts Class, offered to restore the valuable sundial by artist August Tisselink. In consultation with Art Dept faculty Suzanne Pugh, and retired Art Dept. Metal Arts faculty Roger Baird, and research conducted by Morgan, the sundial gnomon was restored in the summer of 2013 at cost of \$57, funded by the W/A Accommodation account.

Given the uncertain status of the College, and lack of funding for art restoration and conservation projects, goals and objectives were more modest than in previous years. Because of lack of consensus (one Board Trustee) the necessity to return Robert Howard's Whale Fountain to the S.F. Art Commission was a great heartbreaker.

9. Accreditation standards to which committee contributes:

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

10. Correction needed to description: Description of purpose and goals: The Works of Art Committee encourages and supports the integration of artistic and cultural resources into the institutional life of the College. It operates in conjunction with facilities-related committees and Buildings & Grounds (example: Gardeners) to obtain, maintain, and enhance the many works of art associated with the College. Maintaining and promoting the public works of art owned by or on permanent loan to CCSF brings new visitors to the College and are opportunities to work with other organizations to promote CCSF as a destination.

11. Other: [No response]

The Survey Instrument

Unfortunately, the survey instrument was finalized rather late in the semester, affording inadequate time for the committee chairs and members to discuss its questions, and inadequate time for thoughtful answers to be submitted. To mitigate this somewhat, the instrument was offered in a choice of two formats: as a Word document or through SurveyMonkey. Since almost all respondents chose to submit it through SurveyMonkey, it is recommended that format be used in the future.

The instrument in Word format:

Fall 2013 Collegial Governance Committees Self-Evaluation Survey

1. Name of Committee:

2. Person completing this survey:

3. Did the committee collaborate with other groups to inform their processes and/or decisions this year?

Yes No

If yes, what was the process for collaboration? Please choose from the following options; select all that apply.

- Joint meetings.
- Presentations by other groups at this committee's meetings.
- Providing updates at other College-wide meetings.
- Informal collaboration/consulting with other groups.
- Other (Please tell us about it)

4 Did committee members disseminate information to constituents?

Yes No

If yes, how did the committee ensure information was being shared? Please choose from the following options; select all that apply.

- Meeting agendas and minutes were posted on a public website.
- Members held somewhat formal, broadly advertised, open meetings with others.
- Members held informal or selective meetings with others.
- Members sent email updates to others.
- Other (Please tell us about it)

5. Did the committee improve a policy, clarify the language for a policy, improve a program, a service, or student learning this year? Select all that apply:

- Policy
- Policy Language
- Program (including curriculum)
- Student Service
- Employee Service
- Student Learning (for example: addressed an equity gap)
- Other (Please tell us about it)

6. If yes to any item in Question 5, please provide examples of improvements made. (Committees with large volumes of output may reference posted minutes.)

7. If yes to any item in Question 5, did the committee use qualitative or quantitative data as the basis for the improvements?

- Data collected/assessed by an instructional or student service program
- Data collected/assessed by a college program or service (e.g., HR)
- Data collected/assessed through program review
- Data collected/assessed for student learning outcomes at the course/program/institutional level
- A survey of students and/or employees
- Data provided by the Research and Planning Office
- Qualitative/quantitative data not used
- Other (Please tell us about it)

8. Were the committee's processes adequate to achieve its intended outcomes this year?

Yes No

If no, for which of the following are you seeking changes? Please choose from the following list; select all that apply.

- Decision making
- Meeting scheduling/planning
- Program/service improvements
- Student learning outcomes at the course/program/institutional level
- Resource allocation
- Human resource planning
- Physical resources/facilities planning
- Technology Planning
- Other (Please tell us about it)

Consult your committee's official description, available from <http://tinyurl.com/AcadComm>.

9. Find the accreditation standards to which your committee contributes (section IX). Pick at most two and describe how your committee's actions this past academic year helped the College meet those standards.

10. Does your committee wish to correct or change its official description?

Yes No

If yes, please describe the desired change(s).

11. Any additional responses or comment about your committee or this evaluation process?

The questions in SurveyMonkey:

Collegial Governance Committees Self-Evaluation

1. Name of Committee?

2. Person completing this survey?

3. Please tell us about collaboration with other groups to inform the processes and/or decision of this committee. Choose all answers that apply.

The committee had joint meetings with another group.

Presentation(s) by other groups at this committee's meetings.

This committee provided updates or presentations at meeting of another college-wide group.

This committee did not collaborate with other groups.
Other (please specify)

4. Please tell us how committee members disseminated information to constituents and ensured information was being shared. Choose all answers that apply.

Meeting agendas and minutes were posted on a public website.

Members held somewhat formal, broadly advertised, open meetings with others.

Members held informal or selective meetings with others.

Members sent email updates to others.

The committee had no regular mechanism for disseminating information to constituents.

Other (please specify)

5. Did the committee improve a policy, clarify the language for a policy, improve a program, a service, or student learning this year? Please choose all answers that apply.

Policy

Policy Language

Program (including curriculum)

Student Service

Employee Service

Student Learning (for example: addressed an equity gap)

Other (please specify)

6. If yes to any item in Question 5, please provide examples of improvements made. (Committees with large volumes of output may reference posted minutes, please identify web site.)

7. If yes to any item in Question 5, did the committee use qualitative or quantitative data as the basis for the improvements?

Data collected/assessed by an instructional or student service program

Data collected/assessed by a college program or service (e.g., HR)

Data collected/assessed through program review

Data collected/assessed for student learning outcomes at the course/program/
institutional level

Data collected/assessed for program level outcomes

A survey of students and/or employees

Data provided by the Research and Planning Office

Qualitative/quantitative data not used

Other (please specify)

8. Were the committee's processes adequate to achieve its intended outcomes this year?

Yes, the committee's processes were adequate to achieve its intended outcomes this year.

No, and we plan to alter or modify our decision making process.

No, and we plan to alter, change the scheduling/planning of meetings.

No, and we are seeking program/service improvements

No, and we are seeking changes via student learning outcomes at the course/program/institutional level
No, and we are seeking changes to Resource allocation
No, and we are seeking changes to human resource planning
No, and we are seeking changes to physical resources/facilities planning
No, and we are seeking changes to technology Planning
Other (please specify)

Consult your committee's official description, available from <http://tinyurl.com/AcadComm>.

- 9. Find the accreditation standards to which your committee contributes (section IX). Pick at most two and describe how your committee's actions this past academic year helped the College meet those standards.**
- 10. Please tell us about any corrections or changes that should be made to the official description of this committee at <http://tinyurl.com/AcadComm>**
- 11. Any additional responses or comment about your committee or this evaluation process?**