Mission

Standard I.A

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

Descriptive Summary

All California community colleges are subject to the System’s mission as described in California Education Code §66010.4(a). In addition, CCSF has two local statements, a Vision Statement and a Mission Statement, which define the institution’s educational purposes, its intended student population, and its commitment to achieving student learning:

Our Vision

City College of San Francisco values and fosters superior levels of educational participation and academic success among all students. Reaching out to and including all populations, we strive to provide an affordable and unparalleled learning experience in a supportive and caring environment that leads students to successfully complete their goals.

**A Teaching and Learning Community**

Our principal distinction will be the high quality of instruction. The educational experience will feature successful learning in areas as varied as basic skills, academic courses, advanced honors, career and technical courses, retooling of job skills, and preparation for transfer to other educational institutions. Learning opportunities will extend to a broad array of courses and programs to offer any student a pathway to educational and career success.

**An Inclusive Community**

We will continue to reach out to all people, especially to those communities that encounter barriers to education; develop sustainable campuses and sites to better serve students and neighborhoods; diversify and improve programs and services for the benefit of the community; build partnerships with public, private, and community-based agencies to better respond to educational, economic, environmental, and societal needs; foster the participation of our students and employees in community life; and welcome students from around the world.Committed to lifelong educational opportunities for all, we will exchange expertise and innovation with colleagues in the state, the nation and the world.

**A Diverse Community**

In our community, respect and trust are common virtues, and all people are enriched by diversity and multicultural understanding. We will maintain a supportive, positive, and productive working environment for our diverse faculty and staff, as well as a responsive environment in which student needs are met in a friendly, timely, and caring manner.

Mission Statement

CCSF provides educational programs and services to meet the following needs of our diverse community:

* Preparation for transfer to baccalaureate institutions
* Achievement of Associate Degrees in Arts and Science
* Acquisition of certificates and career skills needed for success in the workplace
* Active engagement in the civic and social fabric of the community, citizenship preparation, and English as a Second Language
* Completion of requirements for the Adult High School Diploma and GED
* Promotion of economic development and job growth
* Lifelong learning, life skills, and cultural enrichment

To enhance student success, the college provides an array of academic and student development services that support students’ intellectual, cultural, and civic achievements. City College of San Francisco belongs to the community and continually strives to provide an accessible and affordable education as a part of its commitment to serve as a sustainable community resource [I A-1, p. iii].

CCSF’s Vision Statement is a narrative that describes the students that the College strives to serve and how their education will help improve themselves and their communities. It also describes the learning environment that CCSF wishes to foster. The elements of the Vision Statement (e.g., the benefits of an informed electorate through civic participation) inform the components of the Mission Statement (e.g., citizenship). The Mission Statement’s seven components describe in broad terms the programs CCSF offers: transfer, degree, certificate, workplace skills, civic engagement/citizenship, GED/adult education, and lifelong learning. The State mandates that California community colleges serve state residents who have graduated high school or who are at least 18 and capable of profiting from the instruction offered. Thus, the components of the Mission Statement are intended to meet the needs of a diverse student body including young adults fresh out of high school, re-entry students, older adults, workers needing retraining, and immigrants. Because the College community feels each component is equally important, it often presents the components in two columns to minimize the appearance of a prioritized order.

Self Evaluation

The College meets this standard.

CCSF has well-developed Mission and Vision statements. Together, these form a robust articulation of the educational philosophy of the College, its intended student population, and its commitment to achieving student learning. CCSF’s Vision Statement informs the seven components of the Mission Statement and nearly all decisions can be traced to at least one and often more than one of those components.

Planning Agenda

None.

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

Descriptive Summary

CCSF goes to great lengths to align its offerings with its purposes, character, and student needs. The College’s purposes as defined in the Mission Statement are common among the California community colleges. The San Francisco Community College District is a large urban district, which has historically served as many as 107,000 students, but served 91,700 students in 2010-11 in both credit and noncredit modes at many neighborhood campuses and at numerous sites.

For 2010-11, the mean age of the students in credit was 31, with the largest number of students in the 20-24 age range. The mean age of the students in noncredit was 46, with the largest number of students in the over 50 age range, CCSF serves slightly more women than men [I A-2]. Many CCSF students are immigrants or children of immigrants, which helps drive the number of course sections in ESL and citizenship. An entire department, Transitional Studies, eases the way into the collegiate credit curriculum for many precollegiate students. In addition, the College has developed noncredit certificate programs focused on career development and college preparation. These noncredit certificate programs are listed on pages 4-8 of the 2011-12 Catalog. They are particularly important for students with limited financial resources who need academic preparation for credit programs or to increase their employability. Our nearly 15,000 transfer-seeking students take courses that articulate with not only the California State University and the University of California but also with other destination institutions across the country [I A-3, I A-4]. Each year, degree-seeking students choose from among nearly 60 AA and AS options. About half of the credit students choose from among the career and technical education certificates. The College offers more than 100 certificates, both in credit and noncredit modes. The English and Mathematics departments have significantly increased the number of their pre-transfer sections to accommodate an ever-growing constituency of students requiring developmental education.

Student demographics and student needs vary among the neighborhoods. The neighborhood campuses usually focus on specific components of the Mission Statement. For example, the Downtown Campus focuses on noncredit business, the Evans Campus on career and technical education, John Adams on allied health, and Castro on lesbian, gay, bisexual, and transgender studies and foreign languages. The Adult Learning and Tutorial Center at the Gough Street site offers adult literacy and GED preparation. The Ocean Campus, the largest, has the full spectrum of CCSF offerings. Lifelong learners benefit from the College’s continuing education and older adult offerings. Students interested in biotechnology can enter the Bridge-to-Biotech programs at the Mission and Southeast campuses; students interested in college-level biotechnology can take courses at the Mission and the Ocean campuses. Math Bridge at the Ocean Campus serves a cohort of students with basic mathematics skills needs who enroll together in Elementary and Intermediate Algebra [I A-5 p.65].

The District’s services are organized so as to be responsive to students’ diverse needs. The College offers high school outreach, matriculation, financial aid services, an Extended Opportunity Programs and Services (EOPS) Department, and a Disabled Students Programs and Services (DSPS) Department. CCSF also offers five specialized counseling departments (four for new, continuing, transferring, and international students and one for career development and placement), and four retention centers: the African American Scholastic Center, the Latino Services Network, the Asian Pacific American Student Success Center and, new since the last accreditation cycle, the TULAY: Filipino American Success Program. These retention centers establish a cultural context for academic support services; participation is open to all students who believe they can benefit. Students who want to demonstrate academic distinction may enroll in the Honors Program. Furthermore, the College has an entire department, Learning Assistance, to help students achieve college success skills. Learning Assistance offerings include the Writing Success Project, designed specifically to promote students’ composition skills [I A-1 p.33-44].

Many specific student populations have access to additional programs and resources, listed below, which are assessed in multiple ways depending on where they are housed and how they are funded:

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| --- | --- |
| **Program or Student Resource** | **Student Group** |
| Dr. Betty Shabazz Family Center | Students managing families |
| Guardian Scholars Program | Emancipated foster youth |
| HARTS program | Homeless students |
| Multicultural Resource Center | Various student groups |
| Project SAFE | Students at risk for HIV |
| Project SHINE | Elders seeking naturalization |
| Project SURVIVE | Domestic violence or sexual assault survivors |
| Puente Program | Future community leaders |
| Queer Resource Center | Lesbian, gay, bisexual, transgender, queer, questioning, and intersex students |
| EOPS-Second Chance | Formerly incarcerated students |
| STEM/MESA Center | Future scientists/engineers |
| Veterans Educational Transition Services Center | Veterans |
| Women’s Resource Center | Female students |

CCSF students also utilize many programs and services online. Prospective students can learn about the College before setting foot on campus through the Outreach and Recruitment Office’s CCSF Facebook page [I A-6]. They can then use the free “CCSF Guest” WiFi at over 50 hot spots, apply for admission online (with CCCApply), register or waitlist themselves online, and monitor their educational progress in their student accounts. All incoming credit students now receive CCSF email accounts. CCSF’s online course offerings have more than doubled from 85 sections   
in Fall 2005 to 174 sections in Spring 2011, giving students access to distance learning and scheduling flexibility [I A-7]. See also II.A.1.b and II.A.2.d for further information about CCSF programs and resources designed to meet students’ needs and III.C.1.a for a list of technology-driven developments, almost all of which enhance the College’s service to students.

Self Evaluation

The College meets this standard.

To fulfill the College’s Mission, CCSF offers a tremendous variety of programs and services, all developed to meet students’ needs and promote their future success.

Planning Agenda

None.

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

Descriptive Summary

The Board approved the most recent version of the CCSF Mission and Vision statements on April 29, 2010 (resolution P4, amending Board Policy 1200), as recommended by the Board’s Policy Implementation Committee on March 3, 2010 [I A-8]. All three Shared Governance councils reviewed the draft statements several times before the committee’s action. This review is part of the College’s regular evaluation and planning cycle, roughly every six years.

The College publishes the Mission and Vision statements in various places. They occur in the front matter of each year’s Catalog (e.g., the 2011-12 Catalog lists them on page iii) and usually before page 5 in each semester’s Class Schedule. Typically, the College mails schedules to nearly all San Francisco households, thus communicating the District’s mission to the primary service area. Various forms of the Mission Statement appear in other places, (for example, on a placard above the Board of Trustees’ meeting table at 33 Gough Street and in the front of the Student Handbook and Planner that is given to new students at orientation). They appear on the College website on the drop-down menu for the “About City College” tab that is part of the standard banner for most College webpages.

Self Evaluation

The College meets this standard.

The Mission and Vision statements are approved by the governing board and published in a variety of places.

Planning Agenda

None.

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

Descriptive Summary

CCSF has a six-year evaluation and strategic planning cycle, driven by the six-year accreditation cycle. The College’s evaluation and planning cycle is steered by the Shared Governance Council now known as the College’s Planning and Budgeting Council (College’s PBC). In advance of each Strategic Planning process, the College’s PBC calls for the various Shared Governance and other District groups, such as the collective bargaining agents, to review the Mission and Vision statements and propose appropriate modifications [I A-9]. In the most recent review, the entire College community, including students, was invited in November of 2008 to fill out a two-part survey addressing both the Mission and Vision statements, intended to determine appropriate focus and language for each component [I A-10]. Survey input from 792 respondents resulted in significant modifications to the Vision Statement in particular, as well as some modifications to the Mission Statement. These modifications were proposed by the Office of Research and Planning based upon the survey results, discussed within Shared Governance, then verified with the College community via a second survey, before being formally adopted through the final Shared Governance review and Board adoption [I A-8, I A-11, I A-12, I A-13, I A-14, I A-15]. Further explanation on the evaluation and planning cycle can be found in the Standard I.B and IV responses.

Self Evaluation

The College meets this standard.

The institution’s governance and decision-making bodies review the Mission and Vision statements on a regular basis and revise them as necessary.

Planning Agenda

None.

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

Descriptive Summary

A brief overview of the CCSF planning process will provide context. Approximately every six years, the College reviews the Mission and Vision statements as noted above. These statements then drive the District’s Strategic Planning, a large-scale process involving a team of coordinators, listening sessions, presentations, drafting and redrafting, and the search for consensus. The Strategic Plan, once complete, articulates priorities for the College’s focused improvement and innovation efforts—as well as major objectives associated with these priorities—designed to move the College toward fulfilling its Mission and Vision [I A-16, I A-17]. The Strategic Plan is explicitly connected to all other College wide plans, including the College’s Annual Plan; this is one way by which all plans are continually linked back to the Mission and Vision statements. (Hereafter, “Mission” refers to both the Mission and Vision.)

Concurrently, each College unit prepares a Program Review (annually from 2009-11, biennially thereafter) that reports on the extent to which it has achieved the goals from the previous year and outlines its future goals. From 2006-09, CCSF suspended its formal Program Review process as areas of the College reviewed the previous format and designed a more appropriate process and templates that would align with annual planning and budgeting while displaying information and measuring success in a more meaningful way. The hiatus in the Program Review process was time well spent, in that the resulting new process is perceived to link up effectively with annual planning and budgeting. The Program Review reports are shorter, more readable and more memorable, and much more focused on the data.With the new templates, units explicitly associate goals with specific references to College wide plans.

The College’s Planning and Budgeting Council (College’s PBC), a Shared Governance council, and the Office of Research and Planning use the elements of the Strategic Plan and the results of the Program Review reports to prepare the Institutional Annual Plan for the upcoming year. Other College wide plans that inform the Annual Plan are the Education Master Plan, the Facilities Master Plan, the Student Equity Plan, the Sustainability Plan, and the Technology Plan. In addition, after each academic year the College’s PBC and the Office of Research and Planning evaluate the District’s progress on the Annual Plan, publishing the outcomes of this evaluation in an End-of-Year Assessment, which also informs the development of the next Annual Plan [I A-18, I A-19].

The role of the Mission is central to this process. All of the most important CCSF plans and various other structural documents that are part of the cycle described above cite the Mission Statement. For example, there are citations in the 2003-08 Strategic Plan [I A-16 p. 7 and A-12], the draft Strategic Plan [I A-17], the 2010-11 Institutional Annual Plan ([I A-20 p. 2], the 2009-11 Technology Plan [I A-21], the Education Master Plan [I A-22], the Faculty Handbook [I A -23 p. 5], the 2010 Shared Governance Handbook [I A-24 p. 36], where committees are urged to read the Mission Statement each year, and the School Plans. In effect, whenever a Program Review item cites a link to an element of any of these plans, that link can be traced to some component of the Mission Statement.

Self Evaluation

The College meets this standard.

The Mission and Vision statements drive the development of the institution’s Strategic Plan. This Plan articulates priorities for the College’s focused improvement and innovation efforts. The Strategic Plan is also connected to all other College wide plans, including the College’s Annual Plan, which is how all plans are continually linked back to the Mission and Vision statements.

Planning Agenda

None.

Standard I.A Evidence

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| **Reference** | **Title** | **Web Address** |
| I A-1 | College Catalog, 2011-12 | <http://www.ccsf.edu/NEW/en/educational-programs/ccsf-catalog.html> |
| I A-2 | Student Demographics for CCSF | <http://www.ccsf.edu/Offices/Research_Planning/pdf/CCSFStudentDemographics.pdf> |
| I A-3 | CCSF Articulation Website – Out-of-State - Private | <http://www.ccsf.edu/NEW/en/employee-services/office-of-instruction/ccsf_articulation/Other_Colleges/articulation_withccsf/out-of-state_privatecollegesanduniversities.html> |
| I A-4 | CCSF Articulation Website – Out-of-State -Public | <http://www.ccsf.edu/NEW/en/employee-services/office-of-instruction/ccsf_articulation/Other_Colleges/articulation_withccsf/out-of-state_publiccollegesanduniversities.html> |
| I A-5 | Class Schedule, Fall 2011 | <http://www.ccsf.edu/Schedule/> |
| I A-6 | City College of San Francisco [Facebook] | <http://www.facebook.com/pages/City-College-of-San-Francisco/52854829754> |
| I A-7 | Online Class Growth | <http://www.ccsf.edu/Offices/Research_Planning/pdf/IA5_DEgrowth.pdf> |
| I A-8 | Policy Manual, BP 1200 District Vision and Mission Statement | <http://www.ccsf.edu/Policy/Manuals/1/bp1200.doc> |
| I A-9 | Planning and Budgeting Council Minutes, September 3, 2008 | <http://www.ccsf.edu/Offices/Shared_Governance/pdf/mpbc0908.pdf> |
| I A-10 | Mission / Vision Survey, 2008-09 | <http://www.ccsf.edu/Offices/Research_Planning/pdf/MissionVisionSurvey-Fall2008.pdf> |
| I A-11 | Planning and Budgeting Council Minutes, February 1, 2009 | <http://www.ccsf.edu/Offices/Shared_Governance/pdf/mpbc0209.pdf> |
| I A-12 | Mission / Vision Statements, Responses, August 2009 | <http://www.ccsf.edu/Offices/Research_Planning/pdf/MissionVisionSurvey-August2009.pdf> |
| I A-13 | Planning and Budgeting Council Minutes, September 1, 2009 | <http://www.ccsf.edu/Offices/Shared_Governance/pdf/mpbc090109.pdf> |
| I A-14 | Academic Senate Executive Council Minutes, November 11, 2009 | <http://www.ccsf.edu/NEW/content/dam/ccsf/images/academic_senate/AS_Docs/listofmeetings_f09/ASminutes20091111.pdf> |
| I A-15 | College Advisory Council Minutes, September 3, 2009 | <http://www.ccsf.edu/Offices/Shared_Governance/pdf/mcac0909.pdf> |
| I A-16 | Strategic Plan 2003-08 | <http://www.ccsf.edu/Offices/Research_Planning/pdf/strpln3.pdf> |
| I A-17 | Strategic Plan 2011-16 Draft, October 6, 2011 | <http://www.ccsf.edu/Offices/Research_Planning/pdf/SPDraft_FinalNewX.pdf> |
| I A-18 | End-of-Year Assessment 2008-09 | <http://www.ccsf.edu/Offices/Research_Planning/pdf/eya0809.pdf> |
| I A-19 | End-of-Year Assessment 2007-08 | <http://www.ccsf.edu/Offices/Research_Planning/pdf/eya0708.pdf> |
| I A-20 | Institutional Annual Plan, 2010-l1 | <http://www.ccsf.edu/Offices/Research_Planning/planning_budget.htm> |
| I A-21 | Technology Plan, 2009-11 | <http://www.ccsf.edu/Offices/ETO/TechnologyPlanUpdateApril2010.pdf> |
| I A-22 | Education Master Plan, 2006 | <http://www.ccsf.edu/Offices/Research_Planning/pdf/edplan06.pdf> |
| I A-23 | Faculty Handbook | <http://www.ccsf.edu/Offices/Human_Resources/handbookpdf/FHandbook.pdf> |
| I A-24 | Shared Governance Handbook | <http://www.ccsf.edu/content/dam/ccsf/images/shared_governance/hbook10.pdf> |