

Eligibility Report – Certification Page

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From:

Dr. Arthur Q. Tyler, Chancellor

(Name of Chief Executive Officer)

City College of San Francisco

(Name of Institution)

50 Phelan Avenue, San Francisco, California 94112

(Address)

I certify that there was broad participation by the campus community, and I believe the Eligibility Report

In July 2012, the ACCJC issued a Show Cause sanction to CCSF. In October 2012, CCSF submitted the first of two required reports (the “Special Report”¹²) to the ACCJC to demonstrate progress toward resolving the issues raised by the ACCJC contained within four of the Eligibility Requirements and within 14 Recommendations regarding the Standard Institutional Self Evaluation Report, along with its enclosed Closure Report, collectively constituted the “Show Cause Report,” the second of the two required reports, which the College submitted in March 2013.¹³ The ACCJC conducted a follow-up visit and took action to terminate CCSF’s accreditation in July 2014. CCSF appealed the termination action pursuant to the ACCJC Bylaws and the ACCJC Appeals Manual. On June 13, 2014, the Hearing Panel of the Accrediting Commission of Community and Junior Colleges issued its decision remanding the case back to the Commission for further evaluation.¹⁴ On July 21, 2014, the Commission confirmed that it would uphold its prior decision.¹⁵ The College remains an accredited institution.

City College of San Francisco meets Eligibility Requirement 1.

Eligibility Requirement 2. Mission

The institution’s educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

The educational mission is clearly defined.

In keeping with Education Code Section 66010.1,¹⁶ the Mission Statement of the San Francisco Community College District is as follows:¹⁷

Consistent with our Vision, City College of San Francisco provides educational programs and services that promote successful learning and student achievement to meet the needs of our diverse community:

Our primary mission is to provide programs and services leading to

- ” Transfer to baccalaureate institutions;
- ” Achievement of Associate Degrees in Arts and Sciences;
- ” Acquisition of certificates and career skills needed for success in the workplace;

¹² [CCSF Special Report to ACCJC, October 15, 2012](#)

¹³ [Show Cause and Closure Report](#)

¹⁴ [Decision of the Hearing Panel issued June 13, 2014](#)

¹⁵

” Basic Skills, including learning English as a Second Language and Transitional Studies.

In the pursuit of their educational goals, students will learn critical thinking and information competency; effective communication skills; ~~cults~~ social, and environmental awareness; and personal and career development skills.

In addition, the college offers other programs and services consistent with our primary

CCSF has drafted an administrative procedure governing the annual review of the Mission Statement, and the Participatory Governance Council conducted a first reading in July²³ 2014.

The San Francisco Community College District (SFCCD or “the District”) reviews its Vision and Mission Statements annually. The review process occurs each year at the outset of the annual planning and budgeting cycle. Annual indices pertaining to the Vision and Mission Statements include a summary assessment of learning outcomes, a dashboard of key performance indicators, an assessment of annual objectives, Program Review results, and other relevant data.²³ College wide discussion is fostered through Participatory Governance, forums, listening sessions, and other venues. Annual indices are presented to the Participatory Governance Council (PGC), posted online, and announced college-wide to encourage full participation and input. Suggestions for modifications to the Vision and Mission Statements are collected electronically and assembled for PGC and Chancellor’s review. Constituent groups are also encouraged to solicit input, particularly through their regular meetings. Because the Mission Statement commits the institution to accomplish goals that fall under faculty purview, the Academic Senate also reviews and approves revisions to the Mission Statement. Options for affirmation or amendment are discussed by the PGC. Following these discussions, the Chancellor presents a recommendation for affirmation or amendment of the Vision and Mission Statements. The annual review process concludes upon Board approval of the Mission Statement.

The educational mission is published.

The Mission Statement is published on the College website²⁴ and in the College Catalog²⁵, and in the class schedule. As an anchor and foundation for all College plans, the Mission is at the forefront of all planning processes.

The educational mission is appropriate to a degree granting institution and constituency it seeks to serve.

The current Mission is aligned with California Education Code Section 66010.4, which defines the primary mission of California Community Colleges as follows:

The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in

The educational mission statement defines institutional commitment to achieving student learning.

The current Mission Statement explicitly references measuring student learning outcomes (SLOs) to enhance student success and equity where it states: "To enhance student success and close equity achievement gaps, the college identifies and regularly assesses student learning outcomes to improve institutional effectiveness."

educational mission. Members are elected for four year, staggered terms.³⁴ A non-voting student member elected by the students of the District serves on the governing board.³⁵ While the Board of Trustees' membership is sufficient in size and composition, at this time, as explained above, the Board's powers have been removed by the California Community Colleges Board of Governors and (t)-2 (he)4 09uni (m)-6 (r)3 (d.)JTJ EMC eemr(r)3 (d.)JTv(s)-3 (d.)JT5he d.

body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.³⁹

To ensure adherence to Board policy regarding conflicts of interest, Board members including the Special Trustees must disclose whether they have any financial interest (employment, family, ownership, or personal) in the College or the District. None of the current Board members have such interest in the College or District. All candidates standing for election to the San Francisco Community College District Board of Trustees must file a Form 700 (Statements of Economic Interests) with the San Francisco Department of Elections no later than the final filing date for a declaration of candidacy.⁴⁰ Members of the Board recuse themselves from voting on matters which may create a conflict of interest or the appearance of a conflict of interest.⁴¹

City College of San Francisco meets Eligibility Requirement 3.

Eligibility Requirement 4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-responsibility is to the institution, and who possesses the prerequisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The institution has a chief executive officer.

The District complies with Education Code Section 70902. CCSF's chief executive office (Chancellor) is Dr. Arthur Q. Tyler.⁴² Dr. Tyler served as Deputy Chancellor and Chief Operating Officer of the Houston Community College System from 2007 until 2013; President of Sacramento City College from 2005 to 2007; Special Trustee of Compton Community College District from 2004 to 2005; and Vice President of Administration for Los Angeles City College from 1997 to 2004. Prior to that, he had been a President, Chief Operating Officer, and Chief Financial Officer for several electronic engineering and manufacturing companies. He served for more than 20 years in the United States Air Force and with Joint Military Commands.

The chief executive officer is appointed by the governing board.

After a national search using a consultant to recruit the most qualified candidates, and a rigorous interview process with input from constituent groups, individuals, and College constituent

³⁹ [Board Policy 1.19, Conflict of Interest](#)

CCSF is operational, with 79,728 students enrolled in 2012-9.0 3 dn712 (l)l23 -1.82 Td ()Tj 8.25 -2.17

- " Culinary Arts Management
- " Dental Assisting
- " Diagnostic Medical Imaging
- " Earth Sciences
- " Electronic Engineering Technology
- " Engineering
- " Environmental Studies and Sciences
- " Fashion Design
- " Fashion Merchandising
- " Finance
- " Fire Science Technology
- " Floristry
- " Food Service Management
- " General Business
- " Geology
- " Health Education
- " Health Information Technology
- " Hotel Management
- " Interior Design
- " Labor and Community Studies
- " Landscape Gardening and Contracting
- " Liberal Arts: Science and Mathematics
- " Liberal Arts: Social and Behavioral Sciences
- " Library Information Technology
- " Marketing
- " Mechanical Engineering Technology
- " Medical Administrative Assisting
- " Medical Office Assisting
- " Motorcycle Technician
- " Nursery and Garden Center Operations
- " Oceanography
- " Paralegal/Legal Studies
- " Paramedic
- " Photography
- " Physics
- " Radiation Therapy Technology
- " Registered Nursing
- " Travel and Tourism

Associate in Arts for Transfer

- " Anthropology

outcomes maps. For example, Diagnostic Medical Imaging program is accredited by the Joint Review Committee on Education in Radiologic Technology.⁷¹

The institution's principal degree programs culminate in identified student outcomes.

Faculty develop SLOs for all degree and certificate programs. These ~~single~~ outcomes are reviewed and approved by the Curriculum Committee, which also requires a mapping of required and elective courses to the program level learning outcomes.⁷² These SLOs appear in the College Catalog⁷³ and on Department SLO websites.⁷⁴

At least one degree program must be of two academic years in length.

All degree programs are two academic years in length. The College's degree programs are established in accordance with Title 5 Section 55063, which requires a minimum of 60 semester units of credit, degree applicable coursework.

City College of San Francisco meets Eligibility Requirement 8.

Eligibility Requirement 9. Academic Credit

The institution awards academic credits based on generally accepted practices in degree-

The relationship between hours and units is detailed in the College's Curriculum Handbook, Chapter 2, Section 2.3.⁷⁶

The College also utilizes alternative methods for awarding credit, in accordance with Title 5 Section 55050 et seq. Specifically:

- " The College has processes to award Credit by Examination.
- " The College has processes to award credit for Advanced Placement examinations

Policies for both of these processes are detailed in the College Catalog.⁷⁷

In addition, students may use coursework completed at other institutions to fulfill program, general education, and/elective unit requirements for the Associate Degree or certificate programs. Policies and procedures for the evaluation of incoming coursework are detailed in the College Catalog (see "Transfer of Coursework to City College").⁷⁸

competencies and learning outcomes for each college program. Skills are assessed through the Student Learning Outcomes developed for the individual courses, and reported through program review and SLO processes. General Education Outcomes have been mapped to the individual course student Learning Outcomes and are comprehensively evaluated. Students must demonstrate general education competencies through course SLO assessment in order to successfully complete an academic and vocational degree program.

The various college departments annually conduct program reviews and evaluate course and program Student Learning Outcomes (SLOs), which include General Education Learning Outcomes (GELOs).

Students completing the Associate Degree have two different options for satisfying General Education (GE) requirements:

- ” Those completing the Associate in Arts (AA) or Associate in Science (AS) degrees follow the College’s locally developed GE pattern. The Associate Degree Graduation Requirements section of the College Catalog provides a list of the General Education courses for the local GE pattern.¹⁰⁰
- ” Those completing the Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AST) follow either the California State University (CSU) General Education (GE) or Intersegmental General Education Transfer Curriculum (IGETC) patterns. The “Transfer Information” section of the College Catalog lists the courses for the CSU GE and IGETC patterns.¹⁰¹

The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge.

In accordance with Title 5 Section 550063 (Minimum Requirement 1

music and present information about the issues of the day while preparing for country-employment.¹¹⁷

IDTV (Identity Television) is a student-produced video magazine program distributed on EATV Channels 27 and 75 and on the Internet focused on topics of interest to the San Francisco community.¹¹⁸

City Shorts is an annual student film festival presenting outstanding CCSF student films on a variety of topics and in a multitude of styles to the San Francisco community. The cinema students also produce, promote, and present the festival.¹¹⁹

Within the venues listed above and within the classroom, the institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Overall, the institution maintains an atmosphere in which intellectual freedom and independence exist.

The College is deeply committed to protecting students' academic freedom. To that end, many instructors include statements in their syllabi that encourage all students to express their views freely and fearlessly. An example of one such syllabus is for POLS 45, "Government and Politics of Middle East," which is a political science course containing potentially contentious content. It covers political developments and changes in the Middle East, with emphasis on the Arab states and Israel. The syllabus includes the statement:

At times the class will take up controversial issues and students will be encouraged to ask questions and engage in respectful discussion. The class will maintain an atmosphere of respect and tolerance at all times.¹²⁰

If students feel that they have been unfairly treated or that their grade has suffered because of an instructor's bias, they can challenge the grade by following the grievance procedure.¹²¹

The faculty evaluation form that students complete also provides students with the opportunity to indicate when an instructor does not respect a student's point of view.¹²²

City College of San Francisco meets Eligibility Requirement 12.

¹¹⁷ [KCSF Radio website](#)

¹¹⁸ [IDTV YouTube website](#) [IDTV Facebook page](#)

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- ” Community Outreach includes providing information about the College at community events (e.g., various street fairs), in locations such as BART stations, and through partnerships with local community-based organizations.

Placement Assessment To ensure that students enroll in classes that appropriately meet their learning needs, the College provides placement assessment services that include:

- ” Noncredit Placement Assessments ESL (for placement into levels 8) and Adult Basic Education Reading and Math testing for placement into GED, CTE, and Transitional Studies courses.
- ” Credit Placement Assessments ESL (Reading, Grammar, Listening, Writing), English, Math (Basic Skills to 0 (l)-2 (10 (m)-1 (e)]T)tt, CTET2 (s)-1hlangl (ous)-1-7(t)-2 (e) [(nt) -”appr-vad A0.7740 Tc 0 Tw -e(a)-6 puee4 (t) (ppr)3 (o)z4 6Td1-10 (a6 pue)4 (e4 (t)M6 pue (ng)10 (

The Multicultural Retention Services Department includes four retention programs that provide academic support services, including culturally relevant and bilingual academic, career and personal counseling, classes (English, Math, and other subjects), tutoring, and computer lab/study centers.¹³³ While each targets a specific population, students of any background may receive their services. These programs and their unique features include: the African American Scholastic Programs,¹³⁴ the Asian Pacific American Student Success Program,¹³⁵ the Latino Services Network,¹³⁶

- " The Homeless and At-Risk Transitional Students Programs (HARTS) addresses challenges faced by students who are homeless, formerly homeless, and at-risk students.¹⁴²
- " The College's nationally recognized and award winning Veterans Resource Center serves veteran students to help them transition from military life into a chosen field or career through education.¹⁴³
- " The Gender Diversity Project (GDP) works with students, staff, and faculty to address the unique needs and experiences of transgender and gender variant students at CCSF and beyond.

- ” Health and Wellness. Student Health Services provides services that address students’ physical and emotional health needs.¹⁵¹
- ” The Student Activities Office supports student participation in the life, governance and success of the College. The office provides resources, support and training to eight Associated Student Councils and to more than 60 clubs, student organizations, and resource centers (the Family Resource Center, the Multi Cultural Resource Center, the Queer Resource Center, the Women’s Resources Center, and Voices of Immigrants Demonstrating Achievements).

The College continues to evaluate and assess student services at all ~~Student services~~ faculty and classified staff receive ongoing cross training and information in the areas of credit, noncredit, specialty program counseling services, educational planning, graduation, certificate and other petition forms, etc. To improve services to the diverse students, classified staff receive customer service training.

Additional support services focused on the needs of ~~credit~~ students at the Centers include bilingual orientation and counseling sessions to place students into non-credit courses and programs, such as English as a Second Language (ESL), business, and other ~~Classes~~. Centers also provide special counseling programs and support services including bilingual staffing and materials, topical workshops on areas of interest to ~~students~~ such as career and technical education programs available at the College, financial aid and scholarships, health fairs, high school diploma/GED programs and services, and steps to credit (a program that facilitates the “transfer” of students from ~~noncredit~~ to credit), non-credit educational planning and certificate petitions, Single Stop (assisting students to receive Federal and local benefits such as food stamps, health care, child care, and legal services), and the Welcome Back Initiative (helping immigrant health care professionals enter the health care sector in the U.S.). Academic counselors at the Centers also provide information and referrals to various community resources.

All student services programs, courses, and services have completed student learning outcomes and Program Review to maintain continuous quality improvement¹⁵² and incorporate information from student satisfaction surveys. Each semester, each student services department or program completes a student learning outcome progress report online. Student services faculty and classified staff participate in an annual SLO professional development¹⁵³ day.”

The College has

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Unique to City College, the Governor approved special provisions (Senate Bill 860) within the overall state budget that provides the College with three additional years of stability funding due to significant reductions in enrollment. This additional stability does not provide additional revenue to the College but averts what would otherwise be significant reductions to the unrestricted general fund and likely significant cuts to personnel budgets and sections offered. The College will use the resources provided under this extended stability window to support student learning programs and services, improve institutional effectiveness, and assure financial stability.¹⁶⁵

City College of San Francisco meets Eligibility Requirement 17.

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Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

As previously noted, no federal audit findings (including Title IV eligibility requirements) were noted during the College's most recent fiscal end audit report. Further, within the last 12 months, the College has been audited or reviewed by both the United States Department of

The College makes all assessments of learning outcomes available to the public through the

College regularly evaluates and updates its Program Review process and template, which continue to include information about SLO assessment.¹⁷⁸ The Program Review website provides guidelines for writing Program Review documents, a resource allocation rubric, data links, key college planning documents and Board Priorities that must be cited in the reviews.¹⁷⁹ Integrating College plans and Board Priorities in departmental Program Reviews aligns College units with broader District goals. The resource allocation rubric assists administrators in prioritizing department requests in a systematic way.¹⁸⁰ The College makes adjustments to the process based on assessment results.¹⁸¹

The Program Review process informs the Annual Plan and budget. The Annual Plan documents the strengthened college processes of the previous year, identifies areas to improve in the next cycle, and provides the list of consolidated recommendations for resource allocations based on Program Reviews.¹⁸² The Annual Assessment, Planning, and Budgeting Timeline describes the steps in planning and budgeting for the upcoming year and has strengthened the planning process by providing a framework which clarifies roles and expectations.¹⁸³

The College has a new Education Master Plan that sets a unified direction for CCSF's future over the next five years. The plan outlines the College's most important priorities and goals, thereby providing a continuing guide to CCSF's integrated planning, future actions, and decisions about the allocation of resources.

The College Planning Committee's overall purpose is to improve institutional effectiveness in all areas of the College and ensure integration of all College plans. It supports the integration of unit planning activities, institutional planning processes and structures, and the College budget. The Committee also determines standard data reports for use in supporting effective planning for all College units; recommends systematic processes to set College benchmarks and assess the progress toward meeting them;¹⁸⁴ evaluates the processes, tools, and mechanisms in place to determine whether improvements are being made to programs and services; and facilitates documentation to track and monitor institutional effectiveness efforts.¹⁸⁵ Committee activities are recorded on the Participatory Governance website.¹⁸⁶ The anticipated implementation of CurricUNET will provide even more detailed documentation at the programmatic and institutional levels.

City College of San Francisco meets Eligibility Requirement 19.

¹⁷⁸ [Annual Assessment, Planning, and Budgeting Timeline](#); [Program Review form \(Questions 7\); Program Review form \(Question 8\)](#)

¹⁷⁹ [Program Review website](#)

¹⁸⁰ [Worksheet with Scoring Criteria for Program Review Resource Requests](#)

¹⁸¹ [Program Review website](#)

Eligibility Requirement 20. Integrity in Communication with the Public

The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following (34 C.F.R. § 668.41-43; § 668.71-75.):

General Information

§ Official Name, Address(es), Telephone Number(s), and Website Address of the Institution

§ Educational Mission

§ Course, Program, and Degree Offerings

§ Academic Calendar and Program Length

§ Academic Freedom Statement

§ Available Student Fees

[illegible]

