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BOARD OF TRUSTEES

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DR. NThe Accrediting Commission for Community and Junior Colleges (ACCJC)
Western Association of Schools and Colleges
10 Commercial Boulevard, Suite 204
Novato, CA 94949

Dear Dr. Beno:

Enclosed please find City College of San Francisco's March 15 Show Cause Report inclu

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Airport Center
San Francisco International Airport, Bldg. 928
http://www.ccsf.edu/NEW/en/our-campuses/airport.html

Civic Center
750 Eddy Street
http://www.ccsf.edu/NEW/en/our-campuses/civic-center.html

Chinatown/Northbeach Center
808 Kearny Street
http://www.ccsf.edu/NEW/en/our-campuses/chinatown-north-beach.html

Downtown Center
88 Fourth Street
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John Adams Center
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http://www.ccsf.edu/NEW/en/our-campuses/john-adams2.html

Evans Center
1400 Evans Avenue
http://www.ccsf.edu/NEW/en/our-campuses/evans.html

Mission Center
1125 Valencia Street
http://www.ccsf.edu/NEW/en/our-campuses/mission.html

Southeast Center
1800 Oakdale Avenue
http://www.ccsf.edu/NEW/en/our-campuses/southeast.html

District Business Office
33 Gough Street
http://www.ccsf.edu/NEW/en/our-campuses/gough.html

The document accompanying this Show Cause Report entitled, “Internal & External Data

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") 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 Standards. This Institutional Self Evaluation Report, along with the enclosed Closure Report, collectively constitute the "Show Cause Report," the second of the two required reports.

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 Board of Trustees publicly affirms the College's educational Mission Statement and, per Board Policy 1.00 (revised in October 2012), will review it annually in light of internal and external 10 (r)3 (t)-9lualln (ude)4.h it 2seessar-22 (y) (pu)--2 (2)3 (s)-1 (e) tln (u)-2 (r)3 (e

Student Development. Changes in the job descriptions of the administrative positions within these divisions include greater administrative accountability and authority to provide oversight to instructional programs and student services. As a result, the College has begun a hiring process to fill those positions with July 1, 2013 start dates.

With the assistance of FCMAT and CCCCO, a review of Finance and Administration began in Spring 2013. A review of the Chancellor's direct reports will take place thereafter, with the exception of Research and Planning, which already underwent a reorganization resulting in the establishment of a Dean of Institutional Effectiveness position (for which the hiring process is nearing completion). Immediate and one-time solutions to meet shortcomings identified by ACCJC within Finance and Administration included the return of one retiree who has historical and in-depth knowledge of District operations as well as contracting with a private firm for part-time consulting services. An examination of evaluation procedures and professional development has accompanied each of the restructuring activities.

Eligibility Requirement 6. Operational Status

The institution is operational, with students actively pursuing its degree programs.

CCSF is operational, with more than 85,000 students actively pursuing degrees or certificates in noncredit, credit, and not-for-credit programs.

Eligibility Requirement 7. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.

The following figures from Fall 2012 use the state's definition to determine which courses are degree applicable:

Section Count. Of credit sections, 89.5 percent are program applicable; of noncredit sections, 69.5 percent are program applicable. Overall, 84.3 percent of course sections are program applicable.

Enrollments. Of the enrollments in credit courses, 92 percent are in program-applicable courses; 62 percent of enrollments in noncredit courses are in program-applicable courses. Overall, 78 percent of enrollments in credit and noncredit courses are program applicable.

FTES. Of the total FTES generated in credit, 95 percent is in program-applicable courses; 72 percent of noncredit FTES is in program-applicable courses. Overall, 91 percent of the credit and noncredit FTES is from program-applicable courses.

Eligibility Requirement 8. Educational Programs

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. At least one degree program must be of two academic years in length.

Eligibility Requirement 14. Student Services

The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

To fully meet this Eligibility Requirement and its related Standards, the College engaged in a comprehensive review and assessment of all student support services across the entire District to ensure that students have access to the appropriate level of student

classified staff layoffs;

attrition; and

the closure of four rented sites for Spring 2013.

Although the College has made progress, some of these measures are still evolving. The noted reductions, fiscal management review process, the passage of a local parcel tax, Proposition A (November 2012), and the development and Board approval (in February 2013) of a long-term financial plan through 2020 assures stability of the College's finances.

Eligibility Requirement 18. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an

submission of critical reports. This increase in staffing resulted in the on-time completion of the Annual 311 Report in October 2012; however, the Annual Financial Audit Report, which was due in December 2012, was completed instead on January 15, 2013, and publicly reviewed and accepted by the Board of Trustees on January 29, 2013. The delay was due to a whistle-blower allegation that ultimately proved to be untrue (see also Standard III.D.). To ensure ongoing adherence to reporting timelines and the implementation of corrective actions in response to audit findings, the Business Office attempted to fill three key positions this fiscal year, a controller and two senior-level accountants. Unfortunately, the only qualified candidate for the controller position declined the College's job offer, and there were no applicants for the two senior accountant positions. The College will continue to advertise these jobs and search for qualified applicants until these positions are filled.

Eligibility Requirement 19. Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

To better meet the ACCJC Accreditation Standards and July 2012 Recommendations, CCSF has reinvigorated its annual assessment, planning, and budgeting process, with Program Review serving as a central mechanism for data-informed decision making for the improvement of institutional structures and processes, student achievement of educational goals, and student learning. In alignment with the planning process, the College has updated its Program Review process and template, which continues to include information about SLOs. Rubrics and guidelines now guide Program Review development and prioritization, along with a Program Review website. The Academic Senate drafted Institutional Learning Outcomes (ILOs); the Chancellor's Executive Team and the Participatory Governance Council reviewed the ILOs and presented them to the Board of Trustees for its review on February 28, 2013. The College website now houses a section dedicated to SLOs, thereby providing a centralized repository for posting the SLOs themselves, assessment of the SLOs, and changes made as a result of SLO assessment, all of which support institutional evaluation and decision making. Given that the planning and budgeting system is new, the College has not fully implemented the cycle and thus has not had a chance to assess the effectiveness of the process but has plans in place to do so on a continuous basis.

Eligibility Requirement 21. Integrity in Relations with the Accrediting Commission

The institution provides assurance that it adheres to the Eligibility Requirements and Accreditation Standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (34 C.F.R. § 668 - misrepresentation.)

In July 2012, ACCJC found CCSF to be out of compliance with Eligibility Requirements 5, 17, 18, and 21, and issued a Show Cause determination to the College. These findings of ACCJC are also related to a number of the Accreditation Standards and policies. This new Self Evaluation (contained within this Show Cause report) documents the activities that the College has been undertaking since July 2012 to re-establish compliance.

The College fully understands the gravity of the Commission's Show Cause determination, and it believes that the changes it is implementing as documented in this new Self Evaluation (as outlined primarily in Section G which responds to the Standards) address Eligibility Requirement 21. Of particular note is the CCSF Board of Trustees' passage of a new policy with the title, "Accreditation Eligibility Requirement 21, Standard IV.B.1.i" on October 25, 2012. The College is not only addressing the deficiencies noted by the 2006 evaluation team and those noted by the 2012 evaluation team, but also additional deficiencies discovered during the Self Evaluation activities that have taken place since July 2012.

The College is especially concerned with fully disclosing all deficiencies relating to the Eligibility Requirements, Standards, and Policies. In that spirit, in its October 15 Special Report, the College noted a deficiency related to substantive change. Specifically, in December 2011, the College prepared a substantive change proposal for submission to ACCJC concerning a shift in the percentage of online instruction offered. The College never submitted the proposal due to administrative transitions, and it is aware that this is a requirement it must address. Per Commission policies, the College cannot submit substantive change proposals while on sanction.

With respect to the College's accreditation status, the College immediately posted on its website the July 2012 ACCJC determination and has continued to update all accreditation information on the website, including making available the October 15 Special Report and March 15 Show Cause Report. By posting all accreditation information on its website, and given the focused media attention on the College's accreditation status, other accrediting agencies have had access to this information. These entities include, for example, the Commission on Peace Officer Standards and Training (POST), the California Board of Registered Nursing, the Office of the State Fire Marshal, and the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoA-EMSP). The College specifically provided information directly to the American Dental Association's Commission on Dental Accreditation, and the Joint Review Committee on Education in Radiologic Technology conducted a special site visit to CCSF in the wake of the accreditation determination having been released.

E. Certification of Continued Institutional Compliance with Commission Policies

CCSF continues to comply with ACCJC policies listed in the July 2012 *Accreditation Reference Handbook* with two interrelated exceptions. As the College described in its October 15 Special Report, the College prepared a substantive change proposal in December 2011 for submission to ACCJC concerning a shift in the percentage of online instruction offered that had already taken place. The College never submitted the proposal due to administrative transitions and because the Policy on Substantive Change prohibits the submission of substantive change proposals in the six-month period preceding a site visit. The College is aware that ACCJC also will not accept substantive change proposals from institutions while on sanction. Given that the substantive change proposal relates to distance education, the College recognizes that it is not only out of compliance with the ACCJC Policy on Substantive Change but also out of compliance with the ACCJC Policy on Distance Education and on Correspondence Education. The College will proceed with submitting the substantive change proposal once it is off sanction or when ACCJC directs otherwise.

F. Responses to Recommendations from the Most Recent Educational Quality and Institutional Effectiveness Review

The most recent ACCJC educational quality and institutional effectiveness review of CCSF took place in March 2012. ACCJC issued 14 Recommendations to improve the College's compliance with the ACCJC Standards. Six of those Recommendations repeated items that ACCJC brought to the College's attention in 2006.

The College has focused its attention on responding to all 14 current Recommendations over

improving the College's financial stability, integrity, and reporting (ACCJC Recommendations 2, 3, 10, and 11);

developing and implementing a new Participatory Governance system that is efficient, serves an advisory function, and promotes transparency (ACCJC Recommendations 12 and 13);

and providing the Board of Trustees with opportunities to realize fully their appropriate role and responsibilities (ACCJC Recommendation 14).

Under the direction of the Interim Chancellors, the College has accomplished many of these changes, with some still in progress but with plans for completion in as timely a manner as possible. In the process of correcting the deficiencies that ACCJC cited, additional issues became apparent, which the College also addressed and noted throughout this Show Cause Report in the responses to the ACCJC Standards.

G. Institutional Analysis of the ACCJC Standards

Standard I

Institutional Mission and Effectiveness

Through the annual evaluation of the planning and budgeting system, assess viability of Mission and Vision statements as drivers of decision-

approved a new staffing structure for that office consistent with Research and Planning staffing at other colleges.

I.B.1.

Priorities and Approved College Plans, Cost/Benefit, Data Based Rationale, and Measurable Outcomes.

The End of Year Assessment (EYA) has been the primary mechanism for evaluating achievement of Annual Plan goals. However, in recent years, the College did not

Winter 2012, the College began engaging in work sessions to verify or correct the data with representatives from units who had access to Banner.

Aside from the Annual Plan, the College has not adhered to a regular schedule to update longer-range plans.

The College does not have a current Education Master Plan to guide departments toward specified, longer-range goals. The College has nonetheless examined data and trends, completed Program Reviews, and developed Annual Plans. Once created, the Education Master Plan must explicitly integrate with the Strategic Plan.

I.B.2. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)

Program Review due to a lack of funding and because the College had no system in place for prioritizing needs. Moreover, until Fall 2012, the Program Review process included only augmentations; it excluded reductions.

As an example of the lack of connection to resource allocation, the 2012-13 budget contained no direct connections to Program Review. Shared Governance committees did not review the final budget in Fall 2012 before the Board adopted it, given the transition at that time to a new Participatory Governance model. The Board adopted the final budget in September 2012 with the following changes: a larger summer session in 2013, a reduction in wages for all employees ranging from 2.85 percent to 5.26 percent,

Data for instructional units also include five-year trend lines for student enrollments, student headcounts, FTES, FTEF, FTES per FTEF ratio, student demographics, course success by student demographics, and degree and certification totals by program

consistently practiced data-informed decision making in which the institution ranked needs College-wide.

The 2013-14 budget developed during Spring 2013 will demonstrate some strong, transparent connections given a successful implementation of the new process. However, some department chairs and other faculty have not found the process so far to be transparent, largely because the process of ranking priorities based on Program Review is still in the administrative stage; it will enter the Participatory Governance stage in early March 2013.

Via the Program Review form, individual units identify requests as related to facilities, staffing, or technology. However, requests have not been subsequently arrayed and aggregated by category for appropriate review by relevant offices and Participatory Governance processes. The College will use such information to prioritize facilities, staffing, and technology needs. For example, it will be used to modify and update the initial draft of the Technology Plan (drafted Fall 2012, scheduled for review and approval in Spring 2013). Similarly, categorized priorities will inform and be clearly integrated into the update of the Education Master Plan during 2013-14.

The prompt requesting units to cite progress in the current Program Review is as follows: "Summarize your department's progress to date on the major planning objectives identified in the last Program Review." Some units respond with summaries, others clearly delineate progress on each objective. The College will fully devise and implement a system that tracks individual objectives and will identify funded objectives and monitor them for impact and related outcomes.

Although Program Review incorporates several pages of data, the College needs to generate more data. For example, instructional units have long received data about course completion rates—including data disaggregated by various demographics. However, there is scant data tracking student progress beyond the course level. The provision of additional data tracking students through to a longer-term outcome such as certificate, transfer, or employment would greatly enhance discussions about program effectiveness.

The implementation of Argos provides an opportunity to investigate how this newer, modern tool might expand the provision of data to units. To inform this investigation, the Office of Research and Planning, as a member of the Argos Implementation Team (AIT), will poll Program Review units to find out what additional data would best inform their Program Reviews. During Spring 2013, AIT will evaluate the feasibility of responding to these requests via the new Argos tool.

The College will review the integrity of some of the Program Review data and make appropriate corrections. Argos will be a useful tool in this process since it can allow units to see more detailed data. For example, Argos allows for the creation of detailed "exception reports" that will make it easier to identify errors.

The College will need to ensure that departments become familiar the ARCC data used in the dashboard (see I.B.2.), understand how it relates to measures for their individual units, and know how to use related components of the CCCCO Data Mart.

I.B.4. *The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*

I.B.4. Descriptive Summary. One primary mechanism for participation in planning is Participatory Governance (previously Shared Governance). During Fall 2012, this occurred via several work groups including those responsible for planning and Program Review. These workgroups included all constituents—faculty, administrators, staff, and students—although student attendance and participation has varied. Board members were also included in work groups.

Unit-level planning, which takes place through Program Review, includes all units of the College (student services, instructional, and administration).

The new annual timeline will ensure that the College's Annual Plan and related plans (e.g., Technology Plan updates) are directly informed by unit-level planning. In the annual Program Review form, units must "certify that faculty and staff in your unit discussed the unit's major planning objectives." In Fall 2012 a new "Key Dates" document outlined intermediate deadlines to further facilitate dialogue within and across departments.

Various constituencies provided feedback on long-range plans such as the Strategic Plan, Technology Plan, and Sustainability Plan, and these plans went through extensive governance processes.

The CCSF Board of Trustees formally adopts the College's Annual Plan each year which provides an opportunity for public comment.

As noted in the response to Standard I.B.3., annual budget allocations to date have not been made on the basis of Program Review.

For the past several years, the budgeting process was centralized in such a way that unit-level budgets were rendered less meaningful. This will change with the 2013-14 budget development process.

Each year within Program Review, units reflect upon their effectiveness vis-à-vis the prior year's objectives, quantitative and qualitative data, and the results of SLO

Unit-level objectives in Program Review should be reported more clearly so that the College "closes the loop" on each funded objective. (See I.B.3.) As administrative restructuring goes forward, it is necessary to ensure the quality and continuity of this oversight.

The College recognizes that the changes it is making are occurring in the context of developing new structures for College-wide engagement. This is a time o

Information about programs and departments is also online. Program reviews have been publicly available online since 2009 at the Research and Planning website. Previously only hardcopies were available—and only upon request.

SLO information is now available online. An "Outcomes & Assessment" link has been prominently placed within the "About City College" menu. Departmental websites include SLO information and the most recent Program Review.

Internally, the locally developed DSS query tool (soon to be Argos) contains information about course and program achievement outcomes. See I.B.3. for more information about internal data.

The College complies with required reporting (75/25, IPEDS, various categorical programs, Student Right To Know, MIS).

In 2009 the College implemented a systematic and sustainable process for regularly reviewing all MIS data submitted to the CCCCO for quality and completeness. MIS data populate the CCCCO Data Mart and are the basis for ARCC Reports.

The Accreditation website will remain active as a communication vehicle and central location to inform internal and external constituencies about the quality of the institution in the context of the Accreditation Standards.

I.B.5. Self Evaluation. Overall the website has become more student-focused with more "public information" readily available, particularly with the development of the Accreditation and SLO websites.

The College-wide factsheet available under Marketing and Public Information is outdated. The College will not only update it but also include the dashboard (see I.B.2.) as a mechanism for more transparent quality assurance for the general public.

I.B.5. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Develop targeted communications to internal and external constituencies from the				

I.B.6. *The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.*

I.B.6. Descriptive Summary.

responses from a range of units (instructional, student services, administrative). Similarly, a checklist for school deans and vice chancellors will help them ensure that units addressed key areas. (See I.B.3. for more information on the guidelines.)

The institution actively evaluates the overall Program Review process to assess its effectiveness. The evaluation instrument includes questions about "transparent and rational planning," and "unit-level [self] reflection." The revised evaluation instrument will include questions about the guidelines and the new role of the supervisor to help determine whether these changes have been useful and in particular whether they have resulted in more uniform quality.

Also, the current

Standard II

Student Learning Programs and Services

Bipartite Committee has also approved larger changes, including the major structural changes to its associate degree in 2007-08.

The application process for State Chancellor's Office approval of appropriate degrees and certificates addresses five main areas: appropriateness to mission, need, curriculum standards, adequate resources, and compliance.

Within Career and Technical Education (CTE) programs, industry advisory boards regularly review these programs to ensure breadth, depth, and rigor. Certain CTE programs such as Nursing, Diagnostic Medical Imaging, Dental Assisting, Drug and Alcohol Studies, Administration of Justice and Fire Science Technology (police and fire training), and Emergency Medical Technician and paramedic training must meet additional industry-specific accreditation standards.

Departments report on the quality of their programs in Program Review and on their assessment websites using SLO data as evidence.

Selecting Fields of Study. With respect to choosing the fields of study in which the College offers programs, departments review their course and program offerings continually, and make programmatic changes to reflect shifts in student interest and shifts within the discipline. Career and technical programs hold regular industry advisory meetings to get feedback about their curriculum. These departments make regular adjustments to course and program offerings to reflect current industry needs.

The student achievement outcomes of the institution's programs appear in the document accompanying this Show Cause Report entitled, "Internal & External Data Trends with a Focus on Student Achievement." Within that document, Section V provides longitudinal data related to student achievement, including persistence, course success rates, transfer rates, degree and certificate completion, and licensure pass rates, among other indicators.

Assessing Currency, Teaching and Learning Strategies, and SLOs. With respect to assessing currency, discipline faculty are largely responsible for assessing the College's non-as CTE prog(a)-1c(pr)]TJ(A)-5-(4)[]TJ-3 0 12 (e)4 (d t)- (r)bo0 (g)6v (l)-,-2 (nc)4dus (a)1t (2)-1 -7

Program Review requires departments to report on how they have used the results of course and/or program SLO assessment to make curricular and program improvements.

The institution ensures program currency by requiring departments to report on the assessment of SLOs in Program Review. In addition, course outlines cannot be more than six years old.

II.A./II.A.1. Self Evaluation. While the Mission and Vision Statements provide overall guidance, the College will need to continue to make sure that it is making decisions based explicitly on the Mission and Vision. The College will enhance the linkage between the Mission and Vision Statements and College programs and courses when the College completes the process of developing Institutional Learning Outcomes (ILOs) and develops and implements methods of assessing those outcomes.

CTE programs and some other departments, notably English, have engaged in exemplary practices for ensuring that programs and services are high quality for some time. The College is making significant progress on extending those models to all programs.

Although the decentralized approach to deciding fields of study works well, the linkage between the Annual Program Review system and planning and budgeting has been weak. As a result, the resources for developing new fields of study have typically been at the expense of other programs within a department. The College's new, more tightly integrated Assessment, Planning, and Budgeting system should provide better results, but this remains to be assessed.

The current student achievement data are good; in particular, the number of certificates issued has been increasing. For purposes of better comparison, the College needs to be more systematic in the use of external assessment methods (e.g., transfer rates, job placement rates) and other student achievement data (e.g., persistence and success in subsequent courses) in the assessment of programs.

As of Fall 2012, the College has instituted promising processes for ensuring College-wide assessment of course and program SLOs, which will also assist in assessing teaching and learning strategies, with the promise of yielding data that will inform program improvements. In Fall 2012, faculty

Internal and External Scans inform the Strategic Plan and support the development of specific strategic priorities. They also inform the Educational Master Plan (scheduled to be updated) and support program planning priorities.

Over the last several years, ongoing faculty research of educational needs led to joint efforts with local community and industry advisory committees. Other avenues to investigate how College curriculum reflects industry employment needs are available through advisory meetings and DACUM (Developing A Curriculum) research groups.

In addition, Perkins has funded student focus groups in certain areas (Architecture, Computer Science) to assist in curriculum design for those areas.

Many courses across 14 disciplines integrate Service Learning into their curriculum, connecting students to their communities, promoting experiential learning, and, at times, becoming the springboard for future employment.

Assessing Students' Educational Preparedness for Program Planning. As part of the Matriculation process preceding enrollment in credit and noncredit courses, students participate in mathematics, English, or ESL placement assessment. Determination of the appropriate levels of courses to take is a "multiple measures" process, which is based on a number of factors, including the placement testing, standardized test scores (e.g., SAT college admission test, Advanced Placement [AP] test), other college coursework completed, and counselor assessment of relevant indicators during individual interviews. Student course placement data are also useful to basic skills departments in determining the schedule of classes for these departments. In noncredit ESL, whose students often have very limited education, Comprehensive Adult Student Assessment Systems (CASAS) testing provides data used to identify students' most urgent basic skills needs so that faculty can tailor the curriculum to address these areas.

Through the orientation and counseling components of the matriculation process, students receive valuable assistance in identifying their educational goals and the student services and academic resources available to them. Students are encouraged to meet regularly with a counselor to review their progress within their current courses as well as their progress towards certificate, graduation, transfer, and other educational goals.

Joint efforts with the San Francisco Unified School District (SFUSD) enable the Research and Planning Office to prepare an annual high school report outlining the readiness of incoming students in the areas of English and mathematics. The College shares this report with various SFUSD administrators, including principals at each of the high schools and distributes the report electronically to CCSF personnel. CCSF's English and Mathematics Departments use this report when making decisions regarding curriculum development, course design and revision, their basic skills programs, their accelerated course sequences, and the types of student support services needed. Additionally, the Gates Foundation recently funded a data-driven initiative to assess the preparedness of incoming high school graduates. The initiative convenes Mathematics and English faculty at CCSF with their respective counterparts in the SFUSD to discuss any gaps in educational preparedness among high school graduates.

Research on the Achievement of Student Learning Outcomes. Discipline faculty assess learning outcomes. While there has been some support from the Research and Planning

Office for faculty interested in assessing how well students achieve stated learning outcomes, the College has relied primarily on a decentralized approach to this assessment.

The College has not historically engaged in significant broader, multi-disciplinary approaches to assessing SLOs. However, as of Fall 2012, the approach to documenting and planning the assessment of SLOs for program improvement is now centralized. The SLO website displays the wealth of results that faculty gathered during Fall 2012.

II.A.1.a. Self Evaluation. The College has good research practices in place to inform the College of broad student learning needs through environmental scans and assessments of internal and external data. In addition, the College has good processes for assessing educational preparedness for English, mathematics, and ESL, particularly through the use of multiple measures. Nonetheless, faculty find it difficult to acquire noncredit research data.

Total number of hours of instruction

Type of instruction (lecture, conference, laboratory, work experience)

Student Learning Outcomes

Instructional methodology, including in-class and out-of-class assignments and evaluation methods

While the College's Curriculum Committee relies primarily on the subject matter expertise of discipline faculty in determining learning outcomes and the instructional methodology, Committee members are charged with examining the integration of these items as documented in the Course Outline of Record. As noted in Chapter 9 of the Curriculum Handbook, Curriculum Committee members examine a number of aspects of the course, including:

Does the content justify the hours/units?

Do assignments give students sufficient practice in achieving the learning outcomes of the course?

Evaluation of Delivery Methods to Ensure Student Needs Are Met. The College relies primarily on the subject matter expertise of discipline faculty to evaluate the delivery methods used. Faculty are engaged in the assessment of SLOs for courses, and they update the Course Outline of Record as a means of adjusting the delivery methods to enhance student learning. In the case of distance education offerings, the Educational Technology Department routinely compares the effectiveness of these offerings against the effectiveness of traditional offerings of the same courses.

Dialogue about Delivery Systems and Modes of Instruction. The College's Curriculum Committee routinely discusses modes of instruction. Departments proposing new courses, or substantial revisions to courses, present their course outlines to the Curriculum Committee, and in the ensuing discussion, departments answer any questions that Curriculum Committee members raise. While department chairs are required to attend Curriculum Committee meetings to support their proposals, chairs will often bring lead faculty to the meetings as support, further enhancing College-wide dialogue.

Departments wishing to make distance education versions of courses must submit a Distance Education Addendum to the College's Curriculum Committee for approval. Part of the Distance Education Addendum asks the department to justify how the learning outcomes of the course can be supported and/or enhanced in the distance education format. As with course outlines, there is ensuing discussion at the Curriculum Committee meeting.

The College also holds professional development days where faculty engage in workshops to learn about and discuss modes of instruction. For example, the January 2013 FLEX day included workshops on:

Improving Student Retention, Success and Persistence with Contextualized Basic Skills Courses

Finding Student Voices Through Pedagogy: College Student Development

"the college identify the intended student learning outcomes at the course, program, general education, certificate and degree levels, develop and implement assessments of student learning, and analyze the results of assessment to improve student learning. The results of ongoing assessment of student learning outcomes should foster robust dialogue and yield continuous improvement of courses, programs and services and the alignment of college practices for continuous improvement."

In Fall 2012, the College responded by engaging in a massive effort to ensure that all disciplines, certificates, and majors have defined SLOs. Faculty now explicitly identify and report on ongoing assessment plans and have mapped all courses to program SLOs. Faculty also mapped all General Education (GE)-courses to existing GE outcomes. In Spring 2013, a follow-up report reviewed completed Fall activities for course and program assessment and asked for Spring 2013 assessment plans for all courses and programs. A GE outcome-assessment pilot is underway for Area C (natural science). The current online catalog contains program-level outcomes. Course-level outcomes, results, and assessment plans are available online at www.ccsf.edu/slo and on department assessment websites.

Identifying, Measuring, and Using the Results of SLOs. The development of curricula is a faculty-initiated and controlled process, which includes the development of new courses, majors, programs, certificates, degrees, and the revision of existing ones. This can be an individual or collective activity. Course-level learning outcomes and strategies for attaining them are stated in the course outline; outcomes appear in the Major Learning Outcomes section and strategies appear in the Content and Instructional Methodology sections.

Faculty write course outlines; in some cases, a department-specific curriculum group reviews course outlines. Further review occurs by the respective department chairs and school deans prior to submission to the Curriculum Committee. Majors, programs, certificates, and degrees also identify learning outcomes on their respective documentation for the Curriculum Committee. By mandate, accredited programs in the career and technical education area hold industry advisory meetings. Programs that receive Perkins funding are also required to hold meetings with their advisory group to assure that curricula reflect current industry needs. The College holds noncredit course outlines to the same standard as credit courses 5.76 -1.15 Td 2 (e)4 (s)-1 ((ub)-10 (.)-2 (e)4 (ge)0 (al)(e)

Discipline faculty assess course and program SLOs in many ways. For courses, faculty indicate content-specific assessment methods in course outlines and descriptions of SLO-specific extra assessments appear on department websites and in College-wide reports. Department websites describe program SLO assessment methods. All program SLOs map to component courses.

Results inform course and program improvement. Examples include changes in course instructional methodology, creation of new courses, changes in the structure of certificates and majors, and even the deletion of certificates/majors.

Verification of the Appropriateness of SLOs. As noted above, the Curriculum Committee vets SLOs, which ensures that the outcomes are appropriate to the level of the course (credit degree-applicable, credit nondegree-applicable, and noncredit).

Dialogue about SLOs. Department meetings during FLEX days and throughout the semester include sessions devoted to SLO discussions. The department websites describe these events. In Fall 2012, for example, faculty participated in three significant workshops on August 14, September 12, and November 21.

Departments have begun using departmental websites to facilitate dialogue among discipline faculty and across the College through regular meetings.

II.A.1.c. Self Evaluation. SLOs are now well defined for courses, programs, certificates, and degrees. The College has good processes in place to define these SLOs and ensure they are at the collegiate level. Some course outlines are old, but the College established a process by which it will ensure that all outlines for currently-offered courses will be no more than six years old.

The College engaged in a major effort in Fall 2012 to develop program-level learning outcomes for all disciplines, certificates, and majors. In Spring 2013, the focus is on carrying that energy forward into establishing routines of program learning outcome assessment.

Over the last year, the College has been refining a reporting system for course and program SLO assessment activities. The quality of reporting and level of commitment to the new system varies. In order to maintain momentum, the College needs to continue to pursue buy-in at all levels, create further opportunities for dialogue, increase the engagement of part-time faculty, and increase opportunities to share best examples and ideas. Refinement must continue and incorporate GE outcomes assessment and ILO assessment, using lessons learned from the pilot GE outcomes assessment happening in Spring 2013.

The College has realized significant improvements within the last year in the understanding among faculty about the assessment of learning outcomes. As a result, the College has more broad-based participation among faculty who now share ideas online. Moreover, the College has appointed a College-wide SLO Coordinator (currently an interim appointment). A College

* Comprehensive Assessment Report completed	By end of Fall 2012	February 2013	VCAA	4
* Alignment of course and program SLOs documented	By end of Fall 2012	By end of Fall 2012	VCAA	4
* Program SLOs published in online catalog	February 1, 2013	February 1, 2013	[redacted]	4
* Initial assessment completed for institutional learning outcomes	March 2013	Spring 2013 (GEOs) Fall 2013 (ILOs)	VCAA	45 Tm (5(0.481 27 re f BT /P <

discusses changes with individual faculty and/or the head of the program where they teach (for example, the Academic Director at the Scuola Leonardo da Vinci in Florence, or the Director of the Cours de Civilisation Française at the Sorbonne in Paris). If the evaluation indicates that the program itself is no longer well suited to its students, the College may seek another academic partner overseas.

In addition, academic center directors overseas continually evaluate the academic courses they offer based on both student feedback and their own observations. CCSF also forwards revised syllabi to the overseas academic directors and faculty to review, discuss, and implement the curricular changes.

Process for Establishing and Evaluating Each Type of Course and Program. Before a department can offer a new course or program, the Curriculum Committee and the Board of Trustees must review and approve the new course or program. The State Chancellor's Office must also approve all new noncredit courses and some credit courses and programs. When departments wish to make changes to courses or programs, the Curriculum Committee also reviews those changes.

The Curriculum Committee ensures that all courses and programs meet the standards of Title 5, California Code of Regulations, for credit and 4 Tw 8.19 w 4 Tw 8.19 w (t)-2 (c)4 (our)3 (s)-1 (e

The Curriculum Committee conducts a rigorous peer-review process of every proposed course and program. The Committee consists of 18 faculty, six administrators, one classified staff, and two students. After a course and/or program receives Curriculum

the College needs to sustain momentum in this new required process. The new SLO Coordinator position will aid this.

The College has not yet developed a way to evaluate whether these processes relating to assessing SLOs effectively promote program improvement, but it is tracking improvements that departments have made through current reports.

The College had not done well at ensuring that departments update all course outlines on a regular basis; however, a new timeline and policy will resolve this.

The College's required reporting on a summary of annual assessment of learning outcomes in its Annual Program Review system is another helpful method in ensuring that programs and courses are routinely reviewed. The College needs to integrate more specific review requirements for CTE certificate and degree programs, including current and future labor market information, emerging sectors, core indicators, and RP Group completer and leaver survey data.

II.A.2.a. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Hire a permanent SLO Coordinator	Not applicable	Fall 2013	Chancellor	4

II.A.2.b. *The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.*

II.A.2.b. Descriptive Summary. Discipline faculty have the primary responsibility for determining the competency levels and SLOs for courses and programs. In the process of reviewing new courses and programs, the College's Curriculum Committee also reviews the associated SLOs. CTE programs rely on advisory committees to perform a regular review of their programs, including the learning outcomes.

The Curriculum Committee process for submitting certificates and majors for approval requires departments to map the learning outcomes of the program to the courses contained within that program. The mapping document asks departments to identify whether the course addresses the learning outcome at an introductory, developmental, or mastery level for program completion. (See Chapters 4 and 5 of the Curriculum Handbook.) Curriculum Committee guidelines for approval require that students are able to obtain the mastery level of every program learning outcome regardless of elective course options.

Students have a clear path of achieving the SLOs required of courses and programs:

> All courses are taught in accordance with a course outline of record. The Curriculum Committee expectations for course outlines, as documented in the Curriculum Handbook, require integration between the learning outcomes of the course, the content, and the instructional methodology. This integration ensures students have a clear path to achieving the SLOs of the course.
>
> For certificate and degree programs, the Curriculum Committee expects an identification of the SLOs for the program and a mapping of SLOs to the required courses of the program. Curriculum Committee expectations state that students should be able to master the learning outcomes of the program regardless of any course options they may take.

The College has established a centralized system by which it reports the assessment of learning outcomes, including the progress that faculty are making in using the assessment of learning outcomes to improve courses and programs.

II.A.2.b. Self Evaluation. The College has a long-standing mechanism for determining the competency levels and SLOs for courses and programs. The College relies primarily on the subject matter expertise of discipline faculty, and the College's Curriculum Committee provides a sound means of ensuring quality.

The College also has a mechanism for integrating the learning outcomes expected at the course level with those expected of students completing certificate or degree programs.

Finally, the College has made great strides in establishing institutional ways of reporting on the assessment of learning outcomes work that is necessarily done at the faculty level. The centralized reporting system, begun in Fall 2012 and improved upon in Spring 2013, promotes dialogue among and across discipline faculty and provides the administration

The College relies primarily on the subject matter expertise of discipline faculty to decide the breadth, depth, rigor, sequencing, time to completion, synthesis of learning, and breadth of each program it offers. See also the response to Standard II.A.2.

The Curriculum Committee uses the requirements of Title 5 Section 55002 when reviewing courses. This section sets different standards for different types of courses (and, by extension, programs), and provides several criteria to identify depth and rigor.

For degree-applicable courses, the Curriculum Committee uses the following:

> **Intensity.** The course treats subject matter with a scope and intensity that requires students to study independently outside of class time. 55002(a)(2)(c)
>
> **Difficulty.** The coursework calls for critical thinking and the understanding and application of concepts determined by the Curriculum Committee to be at college level. 55002(a)(2)(F)
>
> **Level.** The course requires learning skills and vocabulary that the Curriculum Committee deems appropriate for a college course. 55002(a)(2)(g)

For non-degree applicable courses, the Curriculum Committee uses the following:

> **Intensity.** The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such courses or sequence of required courses will have acquired the skills necessary to successfully complete degree-applicable coursework. 55002(b)(2)(C)

For non credit courses, the Curriculum Committee uses the following requirements of Title 5 Section 55002(c)(2):

> number of contact hours
>
> objectives in terms of a specific body of knowledge
>
> instructional methodology
>
> examples of assignments and/or activities
>
> methods of evaluation

The Curriculum Committee review of programs involves reviewing the courses in a particular program. Nearly all credit programs (certificates and degrees) consist solely of degree-applicable coursework.

The Curriculum Committee review of courses compares the learning outcomes, content, and methodology to the Title 5 requirements for courses, as noted above.

II.A.2.c. Self Evaluation. The College has a Curriculum review and approval process that ensures that all courses and programs have appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. The Curriculum Committee derives its criteria from various sources, including Title 5.

The College relies primarily on faculty to make specific determinations based on their subject matter expertise. The judgment of the faculty is balanced with the review of the College's Curriculum Committee.

While the Curriculum Committee process is robust, there is limited evidence of institutional dialogue that has "occurred to enhance understanding and agreement about the quality and level of its programs." The dialogue that occurs at Curriculum Committee meetings is good, but focuses on the matters at hand, and is insufficient to ensure broad, cross-disciplinary dialogue.

II.A.2.c. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date

In addition, when a department wishes to explore a Distance Education delivery mode, it is subject to separate review and approval by the Curriculum Committee via the Distance Education Addendum. This addendum requires the department to (a) justify why the Distance Education mode is appropriate for the course, (b) detail the changes in the instructional methodology including the frequency and mechanisms of student-instructor contact, and (c) detail how it will maintain evaluation integrity.

Teaching Methodologies. Courses vary in their main delivery mechanism, including lecture, laboratory, practicum, field work, internships, work experience, and conference. Within the general category of lecture or conference, there is latitude for the use of in-class discussions and small group work. The College offers a small number of internship/work experience courses as well. Teaching methodologies vary by department and instructor and include a range of techniques from 100 percent lecture to 100 percent hands-on projects and activities. Faculty share practices at FLEX events and in informal brown bag lunch discussions, such as this past semester's start of the "Teaching Sustainability across the Curriculum" brown bag series, a monthly series on Educational Technology Tools, and a series on "Flipping, Not Flopping," supporting inverted course design (students cover content—through readings, research, and/or online lecture—outside class and complete homework and group projects, discussion, and activities inside the classroom).

Discipline faculty determine the methodologies they deem appropriate for the discipline and the content of the courses they are teaching, and they document these methodologies in the Course Outline of Record, which the Curriculum Committee reviews and approves.

Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

II.A.2.e. *The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.*

II.A.2.e. Descriptive Summary. The responsibility for course and program assessment lies with discipline faculty, who determine appropriate learning outcomes, develop assessment methods and criteria, administer assessments, evaluate the results, and plan and implement curricular changes.

Course assessment methods include assessments that are part of the instructional methodology of the course and used for student evaluation (e.g., exams, papers, quizzes) and other in-class assessments used solely for learning outcomes assessment (e.g., SLO-specific end-of-semester exams, pre and post tests, student surveys). Faculty also use external assessments, such as licensure examination pass rates, job placement data, and transfer data.

Plans for outcome assessment and overall results are now available on departmental websites. The use of departmental websites also helps promote dialogue among discipline faculty, across disciplines, and College-wide. The College monitors outcomes assessment through the use of a centralized reporting system, which the College first piloted in Fall 2012, and for which it has implemented an updated system for Spring 2013. The updated system requires faculty to report on plans for assessment activities for courses and programs in the coming semester, and to review the activities completed the previous semester. Reporting is mandatory for all courses offered in a given year and for all programs. Prior to Fall 2012, there was no centralized requirement for documentation. As such, there was a lot of variety in documentation of and progress on how faculty assessed SLOs to evaluate courses and programs with an eye toward program improvement. With the new centralized, online reporting system, the institution as a whole has a more comprehensive sense of shared effort, collaborative ongoing quality improvement, and commitment to student learning.

Moreover, the College's Annual Unit-level Program Review, followed by all units at the College, requires units to:

- Reflect on data trends (Program Review form, Question #2)
- Reflect on internal and external trends (Program Review form, Question #3)
- Summarize overall directions taken as a result of the assessment of learning outcomes (Program Review form, Question #4)
- Set planning objectives for the coming year (Program Review form, Question #6)

To respond to these Program Review prompts, units with courses receive the following data:

- Student success data, including grade point average and percentage of units passed. These data are reported for departments as a whole, and are also

disaggregated by age, ethnicity, Board of Governors Grant (BOGG) waiver status, and gender.

Program Award data (number of certificates and degrees issued by the College).

Demographic Data, again by age, ethnicity, BOGG waiver status, and gender.

Enrollment data, including the demand for courses and sections.

Note: while the data on student success noted above are reported for the department as a whole, the data noted here allow departments to drill down on the same data to subjects and courses. In addition, the student success data are available for drill down via the College's Decision Support System, which will soon be replaced 9 306 38. down8Bsmd2 (e)4

Reporting on the processes for course and program assessment (i.e., Program Review) are

Assuring Course and Program Currency through Integrated Planning. The unit-level Program Review process asks units to reflect on overall department directions that have occurred as a result of the assessment of learning outcomes. While reporting on major directions taken as a result of the assessment of learning outcomes has been included in the annual Program Review process since 2008-09, and while the assessment of learning outcomes has taken place since before then, the College has more recently (Fall 2012) embarked on a more thorough centralized system of planning and reporting on SLO assessment work. The College uses the SLO website to centralize information about this process, to collect data, and to report on the results.

The Fall 2012 centralized reporting system asked departments to report on planned learning outcomes assessment activities for every course. The Spring 2013 system is more widespread, and requires reporting on both efforts that occurred in Fall 2012 and plans for efforts in Spring 2013:

> Academic Departments report on every course being offered and every program, including certificates, majors, and disciplines that do not have a major or certificate.
>
> In General Education, the College embarked on a more widespread assessment plan in the Spring 2013 semester with assessment of one of the SLOs for CCSF General Education Area C.
>
> The expanded reporting system also involves student development and other services. It is truly the College's one central system, and it is helping to develop a College-wide culture in which everyone plays a role in promoting student achievement.

Improving Outcomes and Making Results Available. The College systematically strives to improve outcomes by requiring reporting on assessment work, both in a macro sense through the annual Program Review system, and on a more micro sense through the every-semester reporting and planning system. Much of the work for improvement occurs at the unit level, and does not require additional resources. For those improvements that require additional resources, the integration of the reporting on major directions taken into the annual Program Review process affords units the opportunity to tie resource requests to those improvement efforts. The SLO website and the departmental websites are the central locations for making the results of learning outcomes assessment available to appropriate constituencies.

II.A.2.f. Self Evaluation. The College now has a more integrated system of assessment, planning, and budgeting. The annual Program Review process is the centerpiece of the annual cycle, and has been going on in its current form since 2008-09. Throughout Summer and Fall 2012, the College has further refined the planning and budgeting system along with the Program Review template to ensure that it is a fully integrated system.

While the College has asked about learning outcomes assessment in the annual Program Review system since 2008-09, it was not an effective way of ensuring that learning outcomes assessment was widespread. The College has made great strides in the last year in creating a separate centralized reporting system. In addition to ensuring that

outcomes assessment is widespread, this system has been very effective in making outcomes assessment work visible, educating everyone on expectations and methodologies, and promoting intra- and inter-departmental dialogue.

The annual Program Review system is the main vehicle by which departments can request resources. While this system provides the framework for funding outcomes improvement efforts that require additional resources, it is too early to determine how effective this will be.

II.A.2.f. Actionable Improvement Plans. There are no actionable improvement plan(s) associated with this Standard.

II.A.2.g. *If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.*

II.A.2.g. Descriptive Summary. During Fall 2010, the College surveyed all instructional departments to assess which departments were using common examinations and assessments. The following courses reported the use of common exams or common assessments:

Broadcasting 119, 120

Chemistry 101A, 101B

Fire Science 111

English 90, 91, 93, 95X, 96, 961A

English as a Second Language 110, 120, 130, 140, 150, 160, 170; Noncredit Levels 2, 4, 6

Spanish 1, 1A and French 1, 1A, 1B, 2, 2B

The survey asked departments making use of cross-section assessments how they had established the validity of these measures and how they avoided cultural and linguistic biases in the creation and administration of the tests. Departments have approached these questions in different ways, as outlined in the document entitled “Sample Approches to the Use of Common Exams.”

Many departments responding to the survey indicated some reliance upon nationally vetted textbook question banks written by experts in the respective fields, or norming to

In the case of degrees:

> Students getting an Associate Degree must satisfy a set of requirements, as outlined in the "Associate Degree Graduation Requirements" section of the College Catalog. These requirements include General Education requirements and Major requirements.
>
> For General Education:
>
> - Students completing the Associate in Arts (AA) or Associate in Science (AS) degrees meet local CCSF GE requirements, which have a set of learning outcomes determined by the College. Each of the courses that meet CCSF local GE requirements has been mapped to those outcomes.
> - Students completing the Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T) degrees meet the GE requirements by satisfying the CSU GE or IGETC patterns. While learning outcomes have not been identified in the College for these patterns, the inclusion of courses into these areas is determined by the UC and CSU systems, using the courses' SLOs as noted in the course outlines.
>
> For majors:
>
> - Regardless of the type of degree pursued (AA/AS vs. AA-T/AS-T), students must also satisfy the major requirement.
> - For majors specified by a department or for the Areas of Emphasis of the Liberal Arts and Sciences Degree, learning outcomes have been identified and mapped to the required courses, in accord with Chapter 4 of the Curriculum Handbook.
> - As with certificates, students must show mastery of the stated program learning outcomes regardless of course options used in satisfying the major requirements.

In Fall 2012, the College reviewed all of its certificates and majors, and departments were required to show how the courses required for these programs mapped to the program learning outcomes. The College's Curriculum Committee reviewed the mapping documents. In its review, the Curriculum Committee developed an initial set of institutional expectations for the learning expected of students completing certificate or major requirements.

The College first established the learning outcomes for its local General Education pattern in 2008. In Fall 2012, the College reviewed all of the courses applicable to the General Education areas, mapping them to the learning outcomes. This process spurred plans for discussion about the learning outcomes, some updates to the outcomes themselves, and updated processes regarding the inclusion of courses in the General Education areas (see minutes of October 2012 Bipartite Committee meeting).

Identification of Learning Outcomes. For certificates and majors, the College relies on discipline faculty to determine the learning outcomes. Faculty present these learning outcomes along with the required courses when presenting a certificate or major to the Curriculum Committee for approval.

II.A.2.i. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Urd:

respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

II.A.3. Descriptive Summary. Students completing the Associate Degree have two different options for satisfying General Education requirements:

Those completing the AA or AS degrees follow the College's locally developed General Education pattern.

Those completing the AA-T or AS-T follow either the CSU GE or IGETC patterns.

See the "Associate Degree Graduation Requirements" section of the College Catalog for details.

As the General Education pattern for the Associate Degrees for Transfer have been dictated by legislation, there is not a *local* faculty-developed rationale for that pattern per se, but the areas largely overlap the College's local areas. The legislation for the Associate Degrees for Transfer (SB 1440) prevents the College from establishing additional graduation requirements beyond what is stated in the Catalog. As such, it is somewhat difficult to show certain elements of the accreditation standards (e.g., II.A.3.c, regarding ethics and citizenship).

The local General Education requirements have been developed in accord with Title 5 Section 55061 et seq., which requires some of the elements noted in the Accreditation Standards.

Evidence for a faculty-developed rationale for the local General Education pattern includes:

Page 46 of the 2012-13 College Catalog contains "Goals of the General Education Program" that the Academic Senate developed.

In addition, each of the General Education areas has its own set of learning outcomes, also printed in the Catalog.

The procedures of the Bipartite Committee on Graduation Requirements require departments submitting courses for inclusion in a General Education area to show how the course meets the goals and the learning outcomes of the requested area.

New rules that the Bipartite Committee on Graduation Requirements adopted in Fall 2012 require departments submitting courses for inclusion in General Education to show how the course maps to the area under consideration.

The Catalog includes not only the local General Education goals but also information about the inclusion of courses, which is also part of other student publications, including

II.A.3.a. Descriptive Summary. Discipline faculty, who are subject matter experts in their fields, develop courses in these areas. The College relies on these discipline faculty to determine the basic content and methodology of these areas. Before the College includes a course in one of the General Education areas, the College's Curriculum Committee and the Bipartite Committee on Graduation Requirements must review and approve it.

Departments submit courses to the Bipartite Committee on Graduation Requirements. The submission process requires departments to show how the course meets the goals of the General Education program, the related inclusion criteria, and the learning outcomes of that area. The members of the Bipartite Committee review the application and the approved Course Outline of Record to make their determination about course inclusion.

In Fall 2012, the College reviewed all courses applicable to General Education, mapping the learning outcomes of the courses to the learning outcomes for the applicable GE area and assessing the fit between them. With this mapping process completed, a more robust effort at assessing the GE SLOs is planned for Spring 2013.

Students evaluate faculty, both for tenure and in three-year cycles, for, among other abilities, how well faculty connect course material to other courses and disciplines, which speaks to the College's concern that students make connections between disciplines and learn to recognize and acquire knowledge through a variety of means. Many faculty also take this feedback and adjust their course designs for improvement based on student feedback.

At this time, the College does not have a system for evaluating how well students who have completed General Education coursework are able to apply their understanding to subsequent coursework, employment, or other endeavors.

II.A.3.b. Descriptive Summary. The assumption is that, by requiring GE students to complete coursework in different GE areas where achievement of these capabilities and skills is assessed, they will attain the skills to be productive individuals and life-long learners.

The College's local General Education Program includes required coursework in areas that are applicable to becoming a productive and life-long learner:

Area A: Communication and Analytical Thinking

Area B: Written Composition

Area C: Natural Sciences, which includes a learning outcome on communicating scientific ideas and theories effectively

Area D: Social and Behavioral Sciences

Area E: Humanities

Area G: Health Knowledge and Physical Skills

Area H: Ethnic, Women's, and Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, and Intersex (LGBTQQI) Studies

For quantitative reasoning, there is also a MLh0tt>>BDCite inBT . The College's Written Composition requirement is satisfied by taking English 1A. This

English course requires students to take workshops in the library, developing student's information competency and their ability to acquire knowledge through a variety of means.

Each of the A-H GE areas above has its own inclusion criteria and learning outcomes. The same Curriculum Committee and Bipartite processes are used for these courses as well, assuring that the skill levels meet collegiate standards and are included in course outlines.

Measurement of student skills varies from course to course, and is reflected in the Evaluation section of the approved Course Outline of Record. The College's Curriculum Committee processes ensure that the measures are effective.

The College continues to develop comprehensive approaches to evaluating how well students who have completed General Education coursework are able to apply their understanding to subsequent coursework, employment, or other endeavors. The Research and Planning Office has compiled data (from the CSU Analytic Studies) measuring the Performance of CCSF students in their first year of transfer to the CSU System. Those data show that the mean Post-Admission GPAs of CCSF transfer students for every year in 2000-01 to 2009-10 surpass the GPAs of all California community college transfer students.

The Research and Planning Office provides student-success data for every course CCSF offers, based on prior Math, English, or ESL course taken or course level placed into. These serve as useful tools to evaluate how well students apply GE coursework in subsequent courses. For years, the Math, English, and ESL Department chairs; other department chairs; and the Matriculation Office have accessed these data regularly to evaluate the relationship between math, English, and ESL preparation and success in subsequent courses (including courses within those programs). The College identified valid course and program prerequisites on the basis of these data. The Research and Planning Office data cover the most recent five years, and are thus always up to date. This is an example of the available, relevant student data that the College uses to evaluate course and program effectiveness, make decisions about curriculum, and examine how well basic skills courses prepare students for content-area coursework.

II.A.3.c. Descriptive Summary The College included learning outcomes related to ethics and effective citizenship with the creation of GE areas that went beyond the requirements of Title 5 Section 55063:

> The College's local General Education pattern includes Area F, United States History and Government. As noted in the learning outcomes for this area, courses satisfying this requirement allow students to "examine and understand the importance of participating in civic duties and responsibilities based on historical and political precedent."
>
> In addition, the College's local GE pattern includes Area H, Ethnic/Women's/LGBTQQI studies. This local requirement reflects the College's commitment to graduating students that have an appreciation and understanding of the history, culture, and perspective of diverse groups.

It is noteworthy that faculty hiring and tenure evaluation (also by the students) include questions regarding how well they demonstrate sensitivity in working with students, faculty, and staff from diverse backgrounds and how well their curricula represent contributors of various perspectives and backgrounds.

II.A.3.-II.A.3.c. Self Evaluation. The College has a faculty-developed rationale for GE that serves as the basis for course inclusion. The College has a well-defined process for course inclusion in General Education that takes learning outcomes into account. The rationale for GE is well communicated, and accurately reflected in degree requirements for those students pursuing the Associate Degree.

Those students pursuing the Associate Degree for Transfer satisfy their General Education requirements by completing either the CSU GE or IGETC patterns. While there is no faculty-developed rationale for this GE pattern per se, there is much overlap in the structure of these GE patterns. The legislation that created the Associate Degrees for Transfer prohibits the College from including any other requirements. As a result, there are elements of the local philosophy of GE that are not reflected in these requirements.

The College has a clear process to determine the basic content and methodology of traditional areas of knowledge and to ensure that all GE courses include this content and methodology. The College needs to build upon the SLO work underway in Spring 2013 and develop sustainable assessments of GE outcomes. This process needs to also capture external assessments of how well students apply their understanding to subsequent coursework, employment, or other endeavors.

Students following the College's local GE pattern have a well-defined path to learning about ethics and effective citizenship. Those students pursuing an Associate Degree for Transfer do not necessarily take courses in these areas, as explained previously.

II.A.3.-II.A.3.c. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Continue College-wide efforts at assessing the learning outcomes associated with traditional areas of knowledge, and being a productive individual and life-long learner	Not applicable	Fall 2013	VCFA	4
Follow ongoing CTE program models and expand all program assessments to include subsequent coursework, employment, and other endeavors	Not applicable	Fall 2013 and ongoing	VCFA	4
Gather data on CCSF student persistence and performance from some of the local popular transfer institutions such as SFSU and UCB (process started already for SFSU – see data in evidence section)	Not applicable	Spring 2013 – data from SFSU. UCB – Fall 2013	ORP	4

majors include both focused study in one area of inquiry and an established disciplinary core.

II.A.4. Actionable Improvement Plans. There are no actionable improvement plan(s) associated with this Standard

II.A.5. *Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.*

II.A.5. Descriptive Summary. The Research and Planning Office collects data for licensure pass rates for individual CCSF departments. The Office must rely upon licensing agencies for the data and in some instances has experienced difficulty retrieving data. However, the Office was able to obtain licensure exam data for 2009-10 and found the following pass rates for CCSF students: Radiation Therapy Technology (86 percent); Diagnostic Medical Imaging (100 percent); Licensed Vocational Nursing (94 percent); Registered Nursing (89 percent); Cardiovascular Tech/Echocardiography (100 percent); Emergency Medical Technician (81 percent); Pharmacy Technician (100 percent); Health Information Technology (92 percent); Medical Assisting (100 percent); Paramedic (100 percent); and Phlebotomy (92 percent). Students completing the Real Estate program are eligible to sit for the Real Estate Salesperson and Broker exams and students who complete the Aeronautics program are eligible to sit for the Federal Aviation Administration's

The College’s particip

The Research and Planning website presents information on student achievement, both recent and archival reports. It posts Program Review reports, which contain current student achievement data for each academic department. Other posted reports include Accountability Reporting for the California Community College, College Performance Indicators, Basic Skills Accountability, The High School Report, and additional focused reports on student performance.

In addition to the information published on the Research and Planning website, the College publishes information required by Federal Gainful Employment requirements for certain CTE certificate programs. This information includes the number of program completers and the number of students that complete the program within the normal time to completion. This information is published in the online section of the College Catalog near the relevant certificate programs.

After receiving the Show Cause determination from ACCJC, the College immediately posted the ACCJC letter and College response to the accreditation website. Given the resulting media attention on the College, the College has proactively provided information about its accreditation status and its impact on students in addition to responding to the negative press and media attention. For example, the College mailed a postcard to all residents of San Francisco highlighting that City College's doors are still open. Shortly after hiring Interim Chancellor Fisher, the College also hired a public spokesperson to centralize media communications in anticipation of the negative news that would ensue as a result of the fiscal crisis and accreditation findings. This was necessary given that the Dean of Public Information and Marketing position had been vacant since Summer 2010. In late Fall 2012, the College also hired a consulting firm, 25th Hour Communications, to reverse its declining enrollment given concerns that the College would not make base for 2012-13. This firm has concentrated its efforts on print and online advertising and social media, including Facebook and Twitter.

II.A.6.-II.A.6.c. Self Evaluation. The College has made significant strides in the development of program-level SLOs, helping to ensure that students receive clear and accurate information about programs.

The College policies and practices in place to assure students receive syllabi with information regarding course outcomes and that individual course sections adhere to those learning outcomes. Professional development workshops (during the FLEX day in January 2013) focused on increasing student awareness of SLOs, including developing online faculty resources (and examples).

The College utilizes a robust system for working with incoming and outgoing transfer of coursework, including the development and implementation of articulation agreements.

The College policy on Catalog rights helps to ensure students are able to complete work towards program completion in the face of program modification. The College updated and clarified this policy in recent years, addressing, for example, students who begin their studies in a summer session. However, the College needs to complete its work on developing a program discontinuance policy.

Time Schedule, but should adopt better practices for ensuring the accuracy of other elements of its web presence. With respect to representing itself in statements, individuals affiliated with the institution have at times made statements in the wake of the Show Cause determination that have been captured in news articles and other media and have not accurately represented the College's status or activities. The College instituted a media protocol when media attention increased; this protocol required that any individual contacted by the media channel communications to the Office of Marketing and Public

In response to this recommendation, the Student Development Division conducted a comprehensive review and assessment of all student support services across the entire District, including the Ocean Campus and all centers. Some of the findings are as follows:

Student services are not generally offered after 2 p.m. on Fridays or after business hours. During business hours, services are available and wait times generally are acceptable except during registration periods.

Students often do not access student services due to a lack of awareness and knowledge about student services and are often unable to locate information about student services on the CCSF website due to poor layout and over-complexity stemming from the variety of services and counseling available. Despite the fact that materials are available in multiple languages, some ESL students have difficulty understanding what services are available to them.

When students do access services, some students receive incorrect or confusing information from student services staff members, which can result in disuse of the services and student frustration. The Board has approved a reorganization of Student Development in order to better integrate and consolidate services where appropriate. Regular professional development opportunities are available to counseling faculty, and staff will also have access to customer service training.

Research and Planning reports about student services do not reflect current outcomes and demographics.

II.B./II.B.1. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Create new research and planning reports including relevant data not currently available for student services	Not applicable	Fall 2014	ORP	5
Distribute staff to have at least limited service at Centers throughout the CCSF system. Explore use of one-stop teams	Not applicable	Spring 2013; pilot in 2013-14	VCSD	5
Create a system of extended hours for services during the beginn.64 259.d [(t)1 (he begi)39 re f 461.38.399 re f 543 232.44 0.481 38.399 re f /P <</MCID 39 >>BDC 7 n BT q pri4 232				

Conduct outreach and marketing of Student Services throughout the College	Not applicable	Ongoing; Begin in Spring 2013	OMPI	5

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

II.B.2.

learning resources; names and degrees of administrators and faculty; and names of its Board of Trustees members.

Requirements include admissions requirements; student fees and other financial obligations; and degree, certificate, graduation, and transfer requirements.

Major policies affecting students include those related to academic regulations, such as academic honesty; nondiscrimination; acceptance of transfer credits; grievance and complaint procedures; sexual harassment; and refund of fees.

Locations or publications where other policies may be found include the College website.

The Office of Instruction produces the College Catalog in conjunction with the Catalog workgroup. In addition, the Office of Instruction produces the online Class Schedule, which also includes the detailed information about course offerings for a given semester and contains links to important information about admissions, registration, course fees, and materials fees. It also includes telephone numbers, web addresses, and maps to guide students to additional sources of policies and other information. Given financial limitations, residents of San Francisco have not received the Class Schedule in the mail for the past three semesters. In lieu of mailing the Class Schedule, the College has in recent years sent postcards to San Francisco residents as a reminder that the Class Schedule is available online. For Summer 2013, the College will distribute printed schedules on campus and throughout the Centers. The College also sends flyers to former students that highlight Continuing Education opportunities and places ads in San Francisco newspapers, including neighborhood publications, to publicize programs.

II.B.2. Self Evaluation. Administrative units review Catalog information for accuracy and relevancy annually. In addition, agenda items approved by the Curriculum Committee form the basis for updates to the Programs and Courses section of the Catalog. Given the centralized production of both the Catalog and Class Schedule by the Office of Instruction, updates to the Catalog inform updates to the Class Schedule. As a result of the review activities, both the College Catalog and Class Schedule contain accurate, current, comprehensive, and essential information. The College is in the process of reviewing whether to continue to provide a printed class schedule.

The Academic Senate has noted that many San Francisco residents are confused by the online catalog and find it particularly difficult to browse. It may be important to examine the impact of having no printed schedules on enrollment and to consider alternative, low-cost means of distributing schedules through public locations such as libraries, high schools, Beacon Centers, and other community centers.

II.B.2. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Review the print catalog for usability and accessibility	Not applicable	Fall 2013	OI	Not applicable

Review the online catalog for usability and accessibility	Not applicable	Fall 2013	OI	Not applicable
Review demographics of users	Not applicable	Fall 2013	OI	Not applicable
Review and assess demographics of users (current and potential students) and impact of not having a printed schedule	Not applicable	February 2013	OI	Not applicable
Review the print and online time schedule for usability and accessibility	Not applicable	Spring 2013	OI	Not applicable

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II.B.3. *The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.*

II.B.3. Descriptive Summary. In Fall 2012, the Office of the Vice Chancellor of

Specifically, it is difficult to access data stored in Banner, and what is stored is not clearly defined. In addition, the Banner system does not currently allow for updating data nor for sharing data between various educational units. As a result, data and reports may not be accurate or as useful as they should be.

To address these data issues, the College purchased, and is in the process of installing, a new data management tool (Argos) that will provide easily produced, accurate reports for enrollment management and educational planning.

While all service units completed a Program Review, this process does not address the quality of service delivered. In the focus groups, students raised several issues, including poor customer service that is in need of a student-centered approach, delays in processing applications, and closed offices, all of which result in student frustration. Students also requested improved online services and easier access to accurate information and electronic educational plans. The College has not conducted surveys that ask students to detail concerns with service delivery and issues with customer service.

Not all College centers provide comprehensive student services to address the large number of noncredit students at the centers. Although Steps-to-Credit activities occur at some centers, the District does not have a consistent method to ensure noncredit Adult Education students receive an educational plan and inquiry of interest to matriculate to credit programs. As a result, these students are not matriculating into credit programs as hoped for. The implementation of SB1456 and other Student Sw [(s)notsC -12 (i)-6 (t14 (g)(t14 (g)(t14T

Student Development personnel		continue each term thereafter		
Implement Argos data management tool	Not applicable	February 2013 and follow-up with regular reports each term	ITS	2
Explore new student service delivery models such as active online help and online interactive solutions for common problems	Not applicable	Spring 2013	VCSD	5
Develop a plan to survey students' attitudes as to the quality of service delivered by each student service on campus	Not applicable	Fall 2013; Implement 2014	VCSD	5

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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.a. Descriptive Summary. The College faces challenges in providing student services equitably regardless of location and delivery method given that the communities servc a

students at the centers have systematically been left out of the equity

Form a team to initiate plans to meet full compliance with the student success and legislation (SB1456) law	Not applicable	Initiate team in Spring 2013 Complete by Spring 2014	VCSD	5
Form a team to work on the implementation programming and notice to students of the enrollment priorities to comply with the enrollment priorities (Title 5, Section 58108)	Not applicable	Initiate in February 2013 Implement for Fall 2013 Registration	VCSD	5
Form a team to develop a concerted plan to increase the number of noncredit students with an ed plan and enrollment in credit programs	Not applicable	Initiate in Spring 2013 Implement by Fall 2014	VCSD	5

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology

Work with the Associate Dean of Student Activities to host a meeting at the Ocean Campus and the Centers to help students become aware of the services that are offered	Not applicable	Begin in Spring 2013 with process in place by Spring 2014	VCSD	5
Work with Office of Mentoring & Service Learning (OMSL) Coordinator to pursue developing a new certificate option for students interested in careers in the non-profit industry and service learning	Not applicable	Begin in Spring 2013 with process in place by Fall 2013		

The Dean of Counseling's Professional Development Seminar Series takes place two to four times a semester and is available to all counseling faculty. Individual departments also hold separate trainings for their faculty and staff focusing on issues unique to each department.

The Multicultural Infusion Project (MIP) offers stipends to a small number of selected faculty each semester to engage in specialized projects and then share the results in a professional development activity.

The Bridge to Success Initiative has provided a professional development program since 2010 through joint activities with CCSF counselors, counselors from San Francisco Unified School District, and employees from community-based organizations who work in education-related areas.

II.B.3.c. Self Evaluation. Prior to Fall 2012, existing evidence substantiating SLO work lacked quality, rigor, analysis, and subsequent application to programmatic improvements. Different units displayed multiple approaches to their SLOs—particularly in the rigor of their assessment, data collection, analysis, discussion, and integration into a cycle of continuous quality improvement. Beginning with the Fall 2012 semester, all Student Service counseling areas participated in coordinated, consistent, and sustained SLO work and activities.

While Program Review has been a standard departmental function, few, if any, counseling departments used the Program Review process as a vehicle to involve department membean <</MCID(( )-10 (ThT* [(s)-1 ( )-10 (a)4 (aj4 (pa)1 (a)E-2 (e)4 (nd s)-1 ()-2 (c)4

activities and other initiatives as well as through robust dialogue analyzing collected data, including the recently released retention/completion studies and the annual high school reports.

II.B.3.c. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Create training models for counseling to utilize SKYPE and other on-line counseling methods and implement data-driven services for distance learners	Not applicable	Spring 2013. Go live Fall 2013	VCSD	5
Consolidate counseling programs under the Dean of Matriculation & Counseling Services and reorganize administrative duties and reporting lines. Sustain and expand professional development opportunities for all counseling faculty through the Dean's Professional Development Seminar Series	Not applicable	Fall 2012/Spring 2013 Ongoing	VCSD	5
Standardize reporting methods and timelines to ensure consistency across counseling programs Increase opportunities for robust dialogue through staff development activities and include discussion of SLOs, Program Review, and institutional planning documents	Not applicable	Spring 2013/Fall 2013	VCSD	5
Create inclusive counseling teams to address new initiatives and requirements, participate in counseling activities aligned with these goals, analyze and discuss collected data, and make recommendations for counseling service improvements	Not applicable	Spring 2013 through Spring 2014	VCSD	5

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II.B.3.d. Actionable Improvement Plans. The table below summarizes the actionable

well as Accuplacer assessment instruments in Mathematics—arithmetic, elementary algebra, and college-level math.

Several course placement tests are locally developed, locally managed assessment instruments. In April and November 2012, the College completed CCCCO-mandated test-validation studies for three placement instruments to obtain renewal of approval for their use in CCSF course placement processes.[4] Those instruments included the credit English Placement Test, the credit ESL Writing Sample, and the noncredit ESL Placement Test. The English Department, the Research and Planning Office, and the Matriculation Office conducted a study of Fall 2012 student data to examine the effects of the cut-score changes on student success in English courses. The CCSF English Placement Test received CCCCO approval for continued use from July 1, 2012 until July 1, 2018.

CCSF submitted the test-validation studies for the CCSF ESL Writing Sample Test and the CCSF Non-credit ESL Placement Test to the CCCCO, which the CCCCO reviewed in February 2013. The College expects full, six-year approval for continued use of both assessment instruments. CCCCO has approved the CCSF ESL Grammar and Reading Placement Test for use through March 2014. For mathematics placement assessment, the College administers the College Board Accuplacer tests, which have received CCCCO approval through June 2013.

As part of the Bridge to Success Partnership grant, San Francisco Unified School District (SFUSD), the CCSF Math Department, and the Office of Matriculation implemented a new math placement pilot project. Using this alternate placement process, graduating seniors enrolling at the College in Fall 2012 had the opportunity to enhance their test placement by meeting two of the following criteria: a GPA of 2.7 or higher; high school attendance rate of 90 percent or greater; a score on the CST test of “pattenll a

The College has made considerable progress in this arena, but given the emergent nature of the various activities that aim to resolve the challenges the College faces, it is too soon to evaluate the results.

II.B.4. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report

Strengthen links among SLOs, Program Review, budget and planning	Not applicable	Ongoing	VCSD	4 / 5

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II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The

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Reference, research, and information assistance to individuals in person or by phone, email, or instant messaging

Print collections of books, periodicals, and audiovisual resources serving specific courses (over 800 through Course Reserves) and the entire curriculum in general

Online books and periodicals, which are also available 24/7 online

Programs, events, and exhibitions that reflect and enrich the creative, intellectual, and cultural diversity of the College community

Copying, printing, scanning, and faxing facilities

Computers with Internet access and Microsoft Office applications

A quiet study environment, with group study rooms available at the Rosenberg, Mission, John Adams, and Chinatown/North Beach libraries

Audiovisual learning materials and software applications for across-the-curriculum support and independent learning, particularly for Foreign Language courses in the Language Center locations at the Ocean and Mission

ESL and Basic Skills course-related learning materials

**Note: The Distance Learning and Electronic Services Librarian provides instructional support to faculty and students at College sites without libraries.*

Library Exhibitions and Programs support CCSF's Mission by creating opportunities for all styles of learning, engaging students in curricular and co-curricular subjects, increasing understanding of diversity and differing perspectives, and bringing students together with faculty, staff, and the broader San Francisco community. Events and exhibitions are co-sponsored with District departments and programs as well as community organizations. To enhance the curriculum, each program and exhibition has specific SLOs and emphasizes the scope, breadth, and depth of related library resources.

The Language Center supports the curriculum for all languages taught by the Foreign Language Department with Language Labs at multiple campuses and the Electronic Classroom.

The Media Center provides audio, visual, and multimedia materials and equipment for academic and vocational programs on the Ocean Campus.

adopted by the Academic Senate for California Community Colleges (ASCCC) in 2011. These standards state that California community College library leadership should meet the minimum qualifications of the library profession and have administrative status, so as to effectively advocate for the library. An informal review of websites, organizational charts, College catalogs, and the Council of Chief Librarians – California Community Colleges directory, found that all of the largest 20 community colleges in the state (of which CCSF is the largest) have leadership with Master of Library Science degrees, 10 with administrative status.

Leadership with a strong understanding of libraries and the evolution of the information landscape is essential to initiate and guide collaborative processes that reexamine and improve workflows throughout the department to incorporate emerging developments in library modalities (e.g., operations, functions, services, units) and ensure effective, current, relevant offerings. A professional background in libraries is also essential in effectively communicating the evolving role of libraries to District stakeholders.

Other Library and Learning Support Services. LAD recognizes the importance of variety and means of delivery to address diverse learning styles and provide more equitable access for students. Following an extensive SLO assessment research process, LAD implemented a new Successful Online Learning course and a new Supplemental Instruction small group program. LERN 50 College Success course students persisted to the next term at a rate on average of 7 percent more than other students over the period 1998-2010. The Learning Assistance Center's 98 open-access lab computers are now seven years old and also receive heavy use. Monitors malfunction at a rate of about one to two per month due to age, and the headphones accompanying each computer are in need of replacement due to age.

II.C.1. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Work toward full alignment with ASCCC Standards of Practice for California Community College Libraries and ACRL Standards for Academic Libraries	Not applicable	ongoing	VCAA	Not applicable
Consider state and national library standards in the reorganization of Academic Affairs and advocate for dedicated library leadership with administrative status and which meets the minimum professional qualifications for library administration as outlined in ASCCC standards	Not applicable	Spring 2013, ongoing	VCAA	Not applicable

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classrooms in 2012; however, multimedia equipment at other locations throughout the District is old and needs replacement.

II.C.1.a. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Continue to build Chinatown/North Beach and Mission collections Resume e-book acquisitions	Not applicable		VCAA	Not applicable
Replace all old LLSS workstations that meet the replacement cycle specifications Advocate for the maintenance of Library equipment and District multimedia equipment as scheduled in the 2012-15 Technology Plan	Not applicable		VCAA ITS	9

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In addition to teaching library skills workshops, Library faculty, collaborating with District faculty, teach IC skills in course-specific and course-integrated instruction sessions as well as in orientations at all center libraries. IC instruction is also available via the one-credit, transfer-level LIS 10 course, which enrolls approximately 160 students each year. Additionally, a Self-Guided Walking Tour and "Workshop G: Introduction to Library Services and Resources," address the needs of new and Basic Skills students.

All librarians conduct instruction-based reference work by using active learning techniques to engage students in the research process.

hours, Southeast 32 hours, Downtown 41.25 hours, and Statler Library remains open 33 hours per week. The newest location, the Chinatown/North Beach Center Library, is open 33 hours per week.

Reference and circulation services facilitate access to library collections and are available at each library location during all open hours.

Electronic Access. The Library website provides 24/7 access to the online catalog and electronic collections, including article databases and electronic books, as well as research, writing, and subject guides, tutorials and more.

Equitable Access. The Library continues to (br)3 (a)4 1o0pen 3-4 (n)-4y coroni.

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AV unit provides equipment and materials to centers and sites without their own AV

The department is investigating how to incorporate the online workshops into Insight, the online learning platform, and thus automate much of the initial work of grading without losing the instructional opportunities inherent in manual grading. In 2011-12 alone, 7,931 students took the library skills workshops online rather than in person. In spite of these efforts and gains, there is still room to increase access to collections and services for vocational and technical students, as well as students who do not currently utilize the physical locations. In the Spring 2011 LLR Student Survey of all credit and noncredit students, almost 29 percent of respondents (*N*=2,126) reported visiting a library location once or twice a semester or less (12.3 percent never and 16.6 percent once or twice a semester). Only about 3 percent reported only using library resources online.

Other Library and Learning Support Services Units. Media Center hours paralleled those of Rosenberg Library until Spring 2011, when the Media Center could not restore the evening hours along with the library. Departments that consistently utilize Media Center services include Music, ESL, English, Health Education, Physical Education, and telecourses. Since the AV unit serves only faculty, the Media Center now takes student requests for AV materials to use in the Media Center.

BMS and Audiovisual have coordinated to provide clear information. Each department's hours, services, equipment, deliveries, and process for making service requests can be found on a one-stop shared media services website, in the Facultervi-10 (g)10 (a)3ar m-6 (ve)4 (. (w)-2
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Restore library hours to fully serve course offerings at all centers	Not applicable	As funding permits	VCAA	4 /5
Explore additional avenues to serve student populations not currently utilizing library resources and to investigate more ways to reach students at centers without libraries	Not applicable	Ongoing	VCAA	4 /5

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II.C.1.d. *The institution provides effective maintenance and security for its library and other learning support services.*

II.C.1.d. Descriptive Summary. CCSF provides effective maintenance and security for its library and other learning support services. Each Library location employs a 3M® security system to secure materials within the facility and the District contracts with Sonitrol® to alarm all facilities. Video cameras record activity on the three floors of Rosenberg Library for security purposes, as well as at the rear entrance to Rosenberg LLRC and adjacent parking lot. Video cameras also monitor the Mission Campus Library. Campus Police respond quickly when called for emergency situations or disturbances.

All LLSS locations rely upon District maintenance and janitorial services. The Buildings and Grounds Department makes general repairs, while Pinnacle contracts with the District to provide printer and photocopier maintenance. Library Automation Services (LAS) is responsible for Millennium, the integrated library system, including maintenance and upgrades. ITS supports all open access labs and some department and program multi-purpose labs District-wide.

Broadcast and Electronic Media Arts (BEMA) facilities are closely monitored by staff. All equipment is locked and physically secured and students must sign an Open Lab Use Agreement regarding equipment and facility security.

II.C.1.d. Self Evaluation. The College effectively maintains and secures its library and other learning support services, although there are areas where improvement is possible. Strengths include the collaborative relationship with Campus Police in support of a safe and secure learning environment and the responsiveness of LAS and ITS in keeping student computers operational and available.

The 2011 Library Student Survey revealed that 84.5 percent of respondents (*N*=1994) rated the library as a place to study as very important (68.6 percent) or important to their studies and coursework. The Library anticipates that the District's integration of facilities maintenance into planning will help produce allocations to accomplish building maintenance goals that have been unmet, such as replacing carpeting and resolving ongoing problems with the Rosenberg building's climate control systems Despite these issues, in the same survey, 79.4 percent of students (*N*=1928) are very satisfied (42.1 percent) or satisfied with the library as a place to study. In Spring 2012, LAS was unable to acquire a significant upgrade to the library system at a discounted price, despite

EBSCO*host*® and Gale®. The District contracts with Pinnacle for copier and printer service and maintenance.

Services provided by III, EBSCO, Gale, and Pinnacle are all integral to library use. Usage statistics for searches in both the library catalog and article databases are maintained in a shared server directory for use as needed. Student surveys assess user satisfaction with the computers and photocopy machines.

Database licensing agreements are reviewed annually prior to renewal by the Acquisitions Librarian, and product changes are reviewed by subject liaisons, with input from their subject area departments, before approval by Library faculty and administration.

Library administration consults with Library Automation Services and ITS regarding purchases of new equipment. CCSF approved computer vendors offers a five-year warranty on each system.

II.C.1.e. Self Evaluation. The College has no formal or contractual agreements with outside vendors to directly provide library or learning support services. However, for the agreements which do exist, adequate evaluation and oversight mechanisms are in place.

II.C.1.e. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Work with College on implementing College wide access management system in Library, if necessary or investigate alternatives to PCCop access management	Not applicable	Fall 2014	VCAA	Not applicable

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

II.C.2. *The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

II.C.2. Descriptive Summary.

Assessment cycles evaluate SLOs, services, resources, and facilities usage and access. Types of assessments include: statistical data analysis, student and faculty surveys, focus groups, faculty and student evaluation of workshops, pre and post testing within specific programs, and informal anecdotal feedback from the College community. College-wide surveys rate overall satisfaction with all of the library and learning support service units. Regular goals outlined in Program Review include increasing collaborative efforts with

District faculty, maximizing staffing and open hours equitably throughout all centers, and improving and expanding services to all students. Unit goals are aligned with College plans and priorities.

Library & Learning Resources. For the past nine years, the Library Instructional Services program has conducted research skills workshop assessment, since the Library's role in teaching information competency directly supports the College's General Education learning goals and many of the academic SLOs. The workshops have had SLOs and assessment strategies since 2004.

To facilitate assessment, LLR centralized and streamlined statistical data collection for resources, services, and facilities usage, as well as developed program SLOs and a comprehensive assessment plan addressing non-instructional services and facilities. The Library Assessment website provides a central location for all LLR assessment information. In Fall 2012, a review of the Library mission statement was added to the assessment timeline, and will be repeated every three years.

Assessment results are the foundation of continuous quality improvement in meeting student needs in the Library. Recommendations identified through assessments are brought to the appropriate LLR committee for planning and implementation. Ongoing, informal faculty dialogue between librarians and the College community help shape library services and collections and focus on specific student learning and curricular needs.

more upgraded computers. A significant student perception revealed 87 percent found the use of Library services and resources to improve academic success in College to be important or very important.

The survey results informed several library initiatives. In outreach efforts to department faculty, subject librarians are placing more emphasis on online and hybrid courses, and promoting databases, reserves and workshops. The Distance and Electronic Services Librarian is collaborating with the Education Technology Chair to provide a larger library presence in the College's online course management system; this objective is in the planning stages. The embedded librarian pilot is part of this initiative; however lack of adequate staffing has slowed down progress.

Also, data received from both the student and faculty surveys confirm the need to increase course reserves. As a result, subject librarians are promoting both print and electronic reserves with department faculty, especially for online and hybrid courses.

In Fall 2012, the library re-evaluated its program level outcomes (PLOs) and revised them to better align with the library's mission and services. The outcomes were mapped to library service areas and measurements have been identified. Both library faculty and classified staff gave input into the PLOs and are working on measurements.

Computer Labs. LLR and LAC have accumulated usage data in recent years to aid in assessment, planning and budgeting. ITS has supported usage data gathering in selected other labs, but statistics to do a comparison of labs across the District have not been available. ITS is expanding its data-gathering capabilities with the intent to more effectively use District resources to meet student needs. (See also Standard III.C.1.d.) In a 2010 College-wide student survey, students rated computer labs 44 percent good and 37 percent excellent. In 2012, faculty and staff analyzed and discussed computer lab program outcome assessment data. These data, together with student and faculty input, are providing a better picture as to the relationship of computer lab usage to student learning.

II.C.2. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Use more hard data to accompany findings from student and faculty perception surveys when assessing program outcomes	Not applicable	Ongoing	VCAA	3
Create benchmarks for program-level outcomes for library facilities, collections, services and organization structure, based on ACRL and ASCCC standards	Not applicable	Fall 2014	VCAA	3

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Standard III

Resources

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. *The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.*

III.A.1.a. *Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are*

For faculty hiring, each department develops regular, democratic procedures for forming search committees. Upon notification of approval of a position, the department chair follows the established procedure.

The composition of search committees for all employee categories is consistent with federal and state guidelines on race and sex. Furthermore, in accordance with faculty hiring procedures, the background of search committee members should reflect the diversity, range of interests, philosophies, and programs in the department.

The HR Academic Hiring unit and Dean, along with the Title 5/EEO/ADA Compliance Office, ensure that search committee members are oriented on the hiring procedures, fair employment practices and procedures, equal opportunity and non-discrimination, and relevant sections of the Collective Bargaining Agreement (Article 12).

To recruit large and diverse numbers of applicants, HR places job announcements in various local, state, and national mediums, including newspapers, publications, trade journals, employment websites, and internet job boards. HR contracts with Jobelephant, a recruitment advertising agency recognized globally as an authorized agent for employment advertising. Examples of ad placement include the *Chronicle of Higher Education, Community College Week, Outlook in Higher Education, Women in Higher Education,* cccregistry.org, Insidehighered.com, Higheredjobs.com, sfbay.craigslist.org, AisansinHigherEd.com, IMDiversity.com, BlacksinHigherEd.com, HispanicsinHigherEd.com, communitycollegejobs.com, and ACCCA.org (the website for the Association of California Community College Administrators).

Prospective candidates for administrative and faculty positions must provide evidence of their qualifications and experience in their application materials and show their potential for contributing to the institution's Mission. Application materials include copies of transcripts verifying the degree required by the state-mandated minimum qualification, a letter of interest, a diversity statement, letters of recommendation, and, in some instances, a portfolio of work and additional department-specific questionnaires.

Hiring processes are rigorous and nearly all departments hiring faculty require a teaching demonstration and a portfolio of work as part of the interview process. Search committees paper screen the applicants and interview candidates based on stated criteria agreed upon by all committee members and certified by the HR department.

For academic positions, the Human Resources hiring units are responsible for ensuring that applicants meet the state-mandated minimum qualifications and CCSF minimum qualifications, including verification of degrees from accredited institutions and relevant work experiences. For classified positions, HR verifies the minimum qualifications, including verification of degrees from accredited institutions and relevant work experience. Procedures are in place for determining equivalency through the Academic Senate Equivalency Committee as outlined in the Faculty Hiring Procedures, through the Administrative Equivalency Committee as outlined in the Administrative Hiring Procedures, and for evaluating foreign degrees where applicable.

These processes yield faculty and administrators who are highly qualified professionals chosen for their qualifications and competence. The College employs 757 full-time faculty and 896

master’s degrees and

Changes Addressing ACCJC Findings. As a result of Board direction at the August 27, 2012 special Board of Trustees meeting, the College reduced the number of Vice Chancellors from five to three and eliminated

III.A.1./III.A.1.a. Actionable Improvement Plans. The table below summarizes the actionable improvement plans associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
* Hiring policies, procedures, and practices reviewed	Completed September 2012	Completed September 2012	HR	7
* Observations regarding barriers to administrative authority documented	Completed September 2012	Completed September 2012	HR	7
* Options for more effective and efficient reporting lines and structures identified	September 27, 2012	September 27, 2012	HR	7
* New procedures for hiring interim positions developed	November 2012	Not applicable	HR	7
* Administrators Handbook reviewed and revised, including provisions for administrative hiring and evaluation	November 2012	Fall 2013	HR	7
Complete implementation of reorganization *Summary of actions to date:* *-Eliminated 2 Vice Chancellors* *-Eliminated Office of Governmental Affairs* *-Eliminated Office of Shared Governance* *-Moved Research & Planning under Chancellor* *-Opened & Recruited 2 Administrative positions (Dean of Institutional Effectiveness; Director of Research)* *-Moved Grants Office under Chancellor* *-Moved Development Office under Chancellor* *-Board adopted Academic Affairs Reorganization (October 2012)* *-Academic Affairs Deans & Associate Vice Chancellor jobs recruitment (February/March 2012)* *-Board adopted Student Services Reorganization (December 2012)* *-Open recruitment targeted start mid-March* *-Classified Recruitment for Classified Manager for Buildings & Grounds – open recruitment targeted 1st week March*	Not applicable	July 2013	Chancellor HR	7
Job Descriptions for all employee groups emphasize clearly defines roles, responsibilities, expectations, and authority	Not applicable	Started February 2013 and ongoing	HR	7
After the Administrative Reorganization is completed (July 1, 2013), review the classified personnel structure to better assess the effective use of staffing resources	Not applicable	Begin Summer 2013	HR	7

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III.A.1.b. *The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.*

III.A.1.b. Descriptive Summary. The institution has established systems for evaluating all personnel to ensure the effectiveness of its human resources. The SFCCD/AFT 2121 Collective Bargaining Agreement defines the criteria for evaluating faculty. District policies and procedures outline criteria for evaluating administrators. For classified staff, the District follows the City and County of San Francisco Department of Human Resources' established process; however, the District's HR Department develops the Performance and Planning Appraisal form.

The purpose of evaluation for all employee groups is to identify strengths and special qualities of the evaluatee and to define areas for improvement when needed. At all levels, the evaluations incorporate a criterion that effectively measures and evaluates an employee's work performance. The evaluation process includes performance indicators that link to institutional effectiveness and improvement. The respective employee evaluation processes include steps for employees receiving less than a satisfactory evaluation rating.

Faculty Evaluation. The Dean of Curriculum and Instruction administers the faculty evaluation process, in accordance with the SFCCD/AFT 2121 Collective Bargaining

forms available online. HR staff prompt the supervisor via an email notice about the need for an evaluation, and sends reminders to the employee's department head prior to evaluation due dates. HR also sends reminders if supervisors do not meet the deadline. The HR Classified Unit monitors this process. Prior to Fall 2010, supervisors only evaluated permanent classified employees, the College now requires evaluations for all classified employees.

Administrator Evaluations. The College evaluates administrators on their performance related to program planning, problem solving, professional relationships, job knowledge and application, human resource skills, communication skills, organizational leadership skills, personal leadership skills, and teamwork. The College first implemented the current Administrative Evaluation and Contract Renewal Procedures during FY2003-04.

by all constituencies				
* Approval of SLO evaluation components in faculty performance evaluation instruments approved by Board of Trustees	September 27, 2012	September 27, 2012	HR	6
* All applicable performance evaluation instruments for faculty, department chairs, classified staff, and administrators with direct responsibility for student progress toward achieving the stated SLOs contain SLO components	Early Spring 2013	Spring 2013	HR	6
* Performance evaluation instruments containing SLO components implemented	Spring 2013	Spring 2013	HR	6
* Faculty and Administrator Handbooks contain language regarding the inclusion of SLOs in performance evaluation instruments	Early Spring 2013	Spring 2013	HR	6
* Relevant job announcements contain language regarding SLOs	Ongoing	Began Spring 2013 and ongoing	HR	6

* Professional development activities, including new hisAofessiona

The SFCCD/SEIU 1021 Collective Bargaining Agreement (SFCCD/SEIU 1021 Collective Bargaining Agreement) Article 9 – Discipline covers the discipline process for represented SEIU classified employees. Article 9.C – Causes for Discipline outlines circumstances under which unit members may be disciplined for cause.

The Board of Trustees adopted a Workplace Violence Policy on June 10, 2004. A Workplace Violence Policy and Procedure brochure for distribution to all employees was developed by the HR Department with input from Employee Relations and Legal Counsel, reviewed through the formerly Shared Governance procedure during the Spring 2004 semester, and adopted by the Board of Trustees as Policy 1.16 on June 10, 2004. The policy is included in the latest versions of the Faculty and Classified Handbooks, which all new employees receive during new-hire processing along with the Workplace Violence Policy brochure.

The Title 5/EEO/ADA Compliance Office disseminates information to all employees pertaining to the District's Sexual Harassment and Unlawful Discrimination policies and procedures for filing complaints. This includes a review by the District's Police Department to address any criminal violations. Additional information is available on their website. The Classified and Faculty Handbooks also address the aTJ -14.191 (.ot)s1 (nfo)-14 (d)the (s)-1 (s)2 (he)4 (f)3 (n)-1 (i)-6(n
Siate Chlor'sn-2 (f)-11 (f)-1 (i)-6 (ccaTd [(,)-4 (t)-6 (h)-4 (e T)-3 (i)-6 (t)-6 (l)-6 (e 5)-4 (/)-6 (E)-3 (E)-3 ((n-2 (/

"Writing new job announcements for every administrative position and hiring all administrative personnel through open hiring processes is likely to further exacerbate the lack of administrative stability identified as a serious concern by both ACCJC and FCMAT."

Staffing plans are not sufficiently linked to institutional planning. Better linkages will help the College assess more effectively the adequacy of staffing and how the institution's personnel work to support its programs and services.

III.A.2. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s)

laws, and personnel policies. The Human Resources Committee comprises the Vice Chancellor of Finance and Administration, Legal Counsel, the Employee Relations Officer, the Dean and Associate Dean of Human Resources (currently a vacant position), the Title 5/EEO/ADA Compliance Officer, and the Human Resources Supervisors. The Board of Trustees considers and approves recommendations for adopting new and/or amending personnel policies. All policy manual amendments and additions go through two readings before the Board of Trustees prior to adoption.

HR communicates updates and new personnel policies, procedures, and/or laws by disseminating the information to employees through institutional mailings and via the HR Department website. Moreover, employment policies and procedures are stated in the Policy Manual, the SFCCD/AFT 2121 Collective Bargaining Agreement, the SFCCD/SEIU 1021 Collective Bargaining Agreement, contracts with other recognized

HR satisfactorily communicates updates and new personnel policies, procedures, and/or laws by disseminating the information to employees through institutional mailings, employee handbooks, and making the information available via the Department website.

III.A.3./III.A.3.a. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with these Standards:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Participatory Governance Committee formed and meeting – February – April 2013 EEO Plan – Policy readings: March & April 2013 Adoption by the Board – May or June 2013	Not applicable	June 2013	Title 5/ EEO/ADA Compliance Officer	7

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The District may add similar categories of routine personnel recordkeeping as long as both AFT 2121 and SEIU 1021 receive notification as described in the contracts. The College secures and files medical records and investigative reports separately in the same manner as previously noted records.

An online, password-protected database called Web4 allows employees access to certain types of information. Employees are able to access and update some of their personal information, such as payroll information, benefits and deductions, sick days credited and used, and tax withholding, via their online account on Web4.

Additionally, the ITS Department secures employment records in the CCSF Banner information system. Each user has a unique Oracle logon and password. Within CCSF Banner, each user is given limited permissions to view or update only specific areas appropriate for his or her job duties. Moreover, only select staff members in the administrative area of the College are granted access to the CCSF Banner information system.

The College implemented an exit interview process in Spring 2011 including an exit interview and employee exiting checklist, supervisory and/or key departmental sign-offs, and an employee acknowledgement. The next stage, scheduled for implementation by Summer 2013, is automation of the exit checklist, including electronic routing and electronic sign-offs.

III.A.3.b. Self Evaluation. The College ensures security and confidentiality of personnel records, primarily through locked files of paper-copy documents in HR with only authorized personnel allowed viewing rights. Employee access is provided by appointment, and limited information is available online via password protection. The College has implemented a clearly documented exit interview procedure for resignations and retirements, including an exit interview and is automating employee exiting checklist and employee acknowledgment. For classified employee lay-offs, the College follows civil service guidelines and the SEIU 1021 Collective Bargaining Agreement.

III.A.3.b. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Automation of the exit interview is scheduled for Summer 2013	Not applicable	Summer 2013	HR	7

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

in Fall 2012. The other individual was hired as a part-time faculty member in Asian American Studies in Fall 2012.

The Faculty Diversity Internship Program (FDIP) was established at CCSF in 1990 in response to a recognized need for the College to better represent California's increasing cultural diversity. The program was on hiatus from 2007 to 2011 and welcomed its first incoming class in years during the Fall 2011 semester. The purpose of the program is to identify and assist members of underrepresented groups who are in graduate degree programs, have no experience in a community college classroom, and are interested in community college faculty careers. Interns learn and practice teaching and interaction techniques appropriate for community college students from a veteran CCSF faculty member, which helps to make them more competitive when applying for regular community college faculty positions. Four FDIP interns joined in Fall 2011, and two have completed the program and were offered faculty positions. One was offered a part-time position in Spring 2012 in the Health Education Department and the other was offered a full-time position in Spring 2013 in Mathematics.

III.A.4./III.A.4.a. Self Evaluation. The College has been focused on making dramatic changes with fewer staff and has not been able to focus on supporting the diversity of its current personnel as much as it has in the past. With the new Participatory Governance system now in place, the Diversity Committee will be active once again and can serve as a venue for reinstating this focus throughout the College.

III.A.4./III.A.4.a. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Continue work in this area	Not applicable		HR	7

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III.A.4.b. *The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

III.A.4.b. Descriptive Summary. In compliance with Title 5 and at the request of the Board of Trustees, HR prepares an annual Employee and Hiring Data Report (see also Section III.A.2). This document provides an extensive summary of the institution's hiring record and is used as a reference and educational tool for the institution's hiring needs and goals. The historical data in these reports show that the institution is committed to hiring people with varied backgrounds and experiences. This is reflected across the District as indicated in the chart the below.

Admini-strators

Faculty and staff are also diverse with respect to their age.

HR, in conjunction with appropriate College groups, has made a concerted effort through

As stated in Section III.A.4.a, FLEX LEX [(

Another issue related to offering an extensive array of FLEX Day programs is the reduction in the number of programmed days devoted to professional development. Prior to 2003, the fall semester FLEX event took place over three days, and the spring semester events were two days. This allowed for a varied and quality offering of workshops in areas such as computer technology, diversity, in-service training/instructional improvement, program and course curriculum improvement, and learning resources. Negotiations between the College and Collective Bargaining Units have reduced the programmed FLEX Days down to one day each semester. Faculty received the other four days as independent FLEX Days to attend conferences or pursue individual developmental activities. However, due to severely limited travel budgets, it is increasingly difficult for faculty to attend conferences or off-site workshops.

These changes have directly affected the Flex Day events by reducing overall attendance, constraining the College's ability to solicit and contract with outside presenters, and limiting the number of quality workshops that could be offered. Negotiations are underway to restore one of the programmed FLEX Days to the fall semester.

Other outlets available for faculty professional development include the Basic Skills Faculty Colloquia, the Technology Learning Center's (TLC) technology training sessions (see also the response to Standard III.C.1.b.), the Department Chairpersons Council-sponsored Student Learning Outcomes Workshops, the Multicultural Infusion Project activities, and individual department workshops.

Funding for staffing of the Professional Development Office including a faculty on 80 percent release, to handle the increased workload resulting from tracking of faculty professional development credits and grants processing due to $150,000 allocation for employee professional development	Not applicable	July 2013	HR	7

III.A.5.b. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)

III.B.1. *The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.*

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.*

III.B.1.b. *The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

III.B.1.-III.B.1.b. Descriptive Summary. The Office of Facilities Planning, which reports to the Vice Chancellor of Finance and Administration, is responsible for directing and coordinating all projects relating to physical resources. These projects include planning new facilities, as well as undertaking major maintenance and renovation projects each year. The Vice Chancellor for Finance and Administration also oversees the Buildings, and Grounds Department, which is responsible for maintaining facilities and undertaking minor repair projects. Custodial Services, which is responsible for keeping the facilities clean and operational, is also part of the Maintenance, Buildings, and Grounds Department. Due to retirements, the lead positions in these two departments are currently vacant. At the same time, the College is not presently moving forward with any major projects; as a result, the Vice Chancellor of Finance and Administration will reorganize these departments under a single Superintendent of Building and Grounds position. The College will fill this position during Spring 2013.

The Campus Police Department ensures College-wide security.

CCSF appointed an ADA Compliance Director to coordinate and resolve issues regarding access, safety, and security to ensure a healthful learning and working environment.

Centers and Sites. CCSF offers most of its classes at the following District-owned locations: Ocean Campus, John Adams Center, Chinatown Center, Downtown Center, Alemany Center (Civic Center), Evans Center, and 33 Gough Street. The College also offers classes at the following leased locations: Mission Center, Southeast Center, Fort Mason, and the Airport. In total, the College offers classes at over 100 sites.

On September 27, 2012, the Board took action to direct the Interim Chancellor to actively pursue options for generating revenue from the 33 Gough Street property and to relocate class offerings at the Castro Center and two Park Presidio sites to other appropriate centers. The College has taken action accordingly, and is now working with the firm of CBRE for expert real estate advice.

Public Safety. A Chief of Police heads the College's full-time Public Safety Department that works closely with the San Francisco Police Department. The District's Public Safety Department is a state Peace Officer Standards and Training (POST)-certified department under 830.32 (a) of the California Penal Code and provides onsite law enforcement and/or security services at the main Ocean Campus, as well as designated centers and sites. CCSF's Public Safety Department uses many sources to evaluate the safety of the District's facilities, including, but not limited to, assessing data on calls for service and type, campus population, and hours of operation, as well as monitoring crime

In 2003, the District Facility Condition Assessment Report indicated that existing District facilities were in generally poor condition, and only limited improvement has taken place since then. While the College now has an up-to-date FUSION database that it can use to assess, prioritize, and implement facility improvements, during the current fiscal year there are no funds available to address these needs..

While the College has been able to rely on bond initiative ( )]TJ 0 Tc 0 Twn(e)4 (n a)4 -n able to r

Resources for purchasing equipment have been relatively scarce in recent years with the exception of Perkins funds for CTE departments.

III.B.2.-III.B.2.b. Self Evaluation. Since the last evaluation (Fall 2012), the College convened a workgroup to examine the physical resources of the College. The workgroup made recommendations on how to include physical resources as part of the College-wide planning process. The College needs to continue developing an effective process that includes a regular review and evaluation of classrooms, equipment, and other physical resources. Now that the 2012 facilities inventory is complete, the College is in a good position to develop this regular review.

Starting in December 2012, departments use the Program Review process as a way to inform the College community on departmental facilities needs. The new protocols and process of prioritization regarding Program Review builds in an annual process for allowing these needs to compete for resources with other College needs. The Education Master Plan is outdated; and the College needs to update it and link it to other College

III.C.

support by this organization in the form of systems design, management, operations, and capacity planning.

In addition to ITS, the following CCSF departments and units employ an additional 21 technology support staff: Admissions and Records, DSPS, Educational Technology Department ("Ed Tech"), Financial Aid, Finance and Administration, Human Resources, Matriculation, and the Library. In order to directly meet their technology needs, the managers of the departments in which these technology support staff are located determine the priorities and direction of activities. The Library supports an integrated library system, Millennium, which allows for resource management and access to library materials, services, equipment and Library and Learning Resource (LLR) room use. (

III.C.1./III.C.1.a. Descriptive Summary – Ed Tech. The Educational Technology Department ("Ed Tech") provides services to faculty and staff for the use of educational technologies to promote student learning in face-to-face classrooms and via distance education (online and telecourses). The Educational Technology Department includes the Technology Mediated Instruction (TMI) unit and the Technology Learning Center (TLC).

The Department is currently responsible for funding, training, and managing the development of all distance learning classes (between 8-10 new online classes developed each academic year); funding and managing the delivery and support of all existing distance learning classes (averaging 300 sections an academic year and generating $6.02 million in academic year 2011-12); training and support in educational technologies relevant to face-to-face and distance education; and funding and managing the delivery of all telecourses.

Consistent with the College's Mission, the Educational Technology Department strives to provide programs and services that achieve the following major program objectives: first to successfully teach and learn through CCSF's learning management system, and, second, to promote the use of educational technologies to enhance teaching and learning including innovative hardware and software.

CCSF identifies and evaluates its technology needs for both distance learning and the general use of educational technologies in the classroom in a variety of ways: Program Review, the Employee Technology Survey (February 21, 2013), TLC Surveys, Surveys for both distance education students and faculty, the Teaching and Learning with Technology Roundtable

might have in their distance learning class. Additionally, the Ed Tech computer lab was upgraded in Summer 2010. This lab is a valuable resource for faculty teaching both distance education and traditional modes.

III.C.1./III.C.1.a. Self Evaluation –

The College has selected Office 365, a hosted email service for Faculty and Staff from Microsoft, Office 365, for future use at CCSF. Migration will begin in January 2013 with completion scheduled for June 2013.

III.C.1./III.C.1.a. Self Evaluation – Ed Tech. Given the rapid pace of change in educational technology, it is vital that Ed Tech staff receive training in the most up-to-date hardware and software. Given the recent budget situation both at the College and state-wide, funding for such professional development has been non-existent. Realizing that the College must keep up with changes in technology, both the Ed Tech Chair and the TLC Coordinator have used personal funds to attend conferences related to distance learning and educational technology.

III.C.1./III.C.1.a. Actionable Improvement Plans.

III.C.1.b. Descriptive Summary – Ed Tech. The Educational Technology Department provides faculty training on educational technologies and distance learning. Ed Tech faculty and staff support online documentation and tutorials. TLC staff work with faculty to decide on the most appropriate training to conduct each semester given the budget allowance. Discussions and suggestions concerning the needs for educational technology and training also emerge from the Teaching, Learning, and Technology Roundtable (TLTR), the purpose of which is to recommend policies for the use of technology for instructional support and student services. Training in all these areas has decreased with the recent and ongoing budget cutbacks. Ideas for training also emerge from discussions that take place at Distance Learning Advisory Committee (DLAC) and Ed Tech FLEX Meetings and through surveys and workshop feedback.

The TLC organizes the Technology Professional Development Training Program, which provides training for faculty and staff on a variety of educational software through a schedule of ongoing workshops and FLEX Day activities each semester. Since the ITS reorganization, the creation of the Educational Technology Department, and the significant loss in human resources within TMI, the TLC has shifted its focus to educational technology applications. The TLC delivers training in a veduaining inons4 ( )]TJ pctionadu

III.C.1.b. Descriptive Summary – Library and Learning Resources. Students receive training in the use of information technology in classrooms, via in-person and online workshops, and individually. Library and Learning Resources (LLR) course offerings and workshops cover basic use of information technology and in-depth information competency. Faculty and staff in open computer labs provide individual instruction in using hardware and software on computers, accessing network resources and more. Specialized instruction in technology use is available through the Disabled Students' Programs and Services department. Finally, specific course offerings through Computer Science, Computer Networking and Information Technology, Business and other departments provide technology training, and many departmental labs extend these offerings through individual instruction.

III.C.1.b. Self Evaluation – ITS. A current priority for ITS is preparing for the transition to the new email system, Office 365. ITS is providing training to employees for this system via weekly sessions that are scheduled throughout the District. Focused Banner training supports units' specific functions, such as Finance and Purchasing. Student Development also conducts training for Staff and Faculty on the use of Banner for accomplishing designated tasks, but overall there is a need for a broader scale approach to this important issue. In January 2013, the primary person responsible for training in ITS was laid off as part of the classified staff reduction. In light of this and in line with industry trends, ITS will begin posting more materials online for self-paced training.

III.C.1.b. Self Evaluation – Ed Tech. The Ed Tech Department continues to function with fewer human resources yet with increased responsibilities and continued growth while working within its allotted budget. With retirements and classified reassignments, staff and faculty within Ed Tech have taken on additional duties and responsibilities to ensure that all Insight users are fully supported, which has been Ed Tech's focus since the last Program Review. Staff are now cross-trained and have a back-up member trained as needed. While a shortage of staff has prompted Ed Tech to become more efficient, the decrease in human resources (both faculty and classified) is not sustainable. The additional decrease of the release time for the TLC Coordinator in Spring 2013 jeopardizes the ability of Ed Tech to serve both the educational technology needs of the faculty and the needs of distance learning.

With the ITS re-organization, the then-newly hired CTO re-allocated the $5,000 budget that Ed Tech had been using to hire peer trainers for the TLC. Previously, Ed Tech used these funds to award grants to faculty so they could provide professional development workshops related to educational technologies. This loss in funds has significantly impacted the amount of professional development in teaching and learning with technology that Ed Tech can provide. The College has still not hired a faculty Distance Learning and Teaching Specialist position and, in Spring 2013, the reassigned time of the TLC Coordinator position was reduced to 0.4 from 0.8 FTE. This is a significant loss in support for distance learning faculty as all staff in Ed Tech are cross-trained.

The lack of a Dean of Educational Technology has been a significant factor in increasing the workload for existing staff. Ed Tech has the potential to significantly increase enrollment if it were to receive additional human resources and if the online development

budget were restored. A full-time Distance Learning and Teaching Specialist position needs to be filled. Additionally, provisions need to be made given the administrative re-organization potentially resulting in an additional loss of staffing for Ed Tech.

III.C.1.b. Self Evaluation – Library and Learning Resources. Students have many choices for training in information technology, both in-person and online. Communication among units about available instruction for students is generally available through the CCSF website. Lack of staff in certain areas sometimes limits hours of availability and matching appropriate expertise with student needs.

III.C.1.b. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) a1a1a1a

III.C.1.c. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
* Guiding principles identified	August 7, 2012	August 7, 2012	ITS	9
* Sources of equipment usage data identified	August 31, 2012	August 31, 2012	ITS	9
* Replacement models developed	September 4, 2012	September 4, 2012		

Network Management and Policies Procedures which clarify District policy forbidding the disabling of anti-virus software. This incident points to one of the problems faced when computer systems are out of date: the virus protection software runs too slowly. CCSF addressed this issue now by allocating resources for desktop computer replacement on a regular five-year cycle. In addition to this, the U.S. higher education community, including CCSF, receives cyber security services from an organization called the Research and Education Networking Information Sharing and Analysis Center (REN-ISAC). This organization monitors the Internet for certain types of viruses and determines where infected systems are located. It then notifies responsible parties and provides information allowing them to take action to remove the virus and other malware. CCSF received one notice from REN-ISAC during 2012 regarding a virus on College-owned equipment. The District took immediate action to remove the virus and place the equipment back in service.

III.C.1.d. Self Evaluation – Ed Tech. Insight could be a valuable tool for noncredit students and faculty. More exploration needs to be done to determine how Insight can serve the noncredit population including costs both for the LMS and human resources for Ed Tech. Ed Tech needs to work with ITS to automate the load of students from Banner to Insight. The College needs to identify a better way to email students enrolled in distance education classes. While Insight does have a student authentication system, Ed Tech needs to continue participating in the state-wide conversation with CCCCO regarding this important topic. As CCSF migrates to Moodle 2, it needs to support Ed Tech for both front-end and back-end transitions that will occur. Currently, the Ed Tech staff is depleted and there are concerns about this migration and the impact on distance education.

III.C.1.d. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Establish annual ITS budget for equipment acquisition and replacement using General Funds				

review and discussion and continually reviewed and augmented as necessary based on input from assessment data. Assessment methods include: feedback from ITAC and a College

for educational technologies for faculty. Ed Tech tracks and monitors tickets and regularly analyze the tickets making changes to the Insight homepage, training documents, videos, and other materials in order to make certain that the system is

Administration needs to facilitate this by ensuring that restricted fund data are organized in a manner that departments can readily use for Program Review.

It is also critical that the College generates an updated Education Master Plan, as this is a vital piece of the overall planning process and is a document from which other plans should draw.

III.D.1./III.D.1.a. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Annual comprehensive Program Review completed by all departments All requests for additional resource allocations are derived from results of Program Review,	Not applicable	Spring 2013	VCAA VCSD VCFA	2 / 10
Implement Revised Planning and Budgeting System tied to Program Review Board Adoption of Final Budget that is a product of the revised system. Budget requests are prioritized by the Vice Chancellors and recommended to the Chancellor	Not applicable	June 2013	VCAA VCSD VCFA	2 / 10
Establish which office is responsible for meeting the need for accurate useful Program Review data and take further steps to ensure that data is accurate and useful Lead position in ITS must ensure that programming resources are available for providing improved data for departments prior to beginning their 2013 Program Reviews	Not applicable	Fall 2013	VCFA	2 / 10
The College must update and reissue its Education Master Plan. Timeline for updating this plan is in the Planning section of this Self-evaluation	Not applicable		ORP	2

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

III.D.1.b. *Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

III.D.1.b. Descriptive Summary. Accurate information about available unrestricted funds on a District-wide level is available to individuals involved in the planning process. These data are contained in annual budget documents and in the Annual Budget and Financial Report ("311 Report") that the College submits to the State Chancellor's Office.

However, the College's managers have not had regular access to accurate data for their unit-level budgets, making it hard to directly connect unit-level plans and budgets. The Budget Office led an effort to improve this for FY2013-14 by inviting each division to identify corrections related to personnel charges that need to be entered at the front end of the budget process. This work will contribute to more accurate departmental level data for FY2013-14. Departments with a significant amount of grant activity have expressed concerns that data for these restricted funds are inaccurate and incomplete; this may lead a reviewer to an unfair conclusion about a program with respect to its financial impact on the College. The new Argos system should prove useful in providing more accurate and timely financial data that will be more readily available to administrators and managers.

Program Review is now a core element for decision making with respect to planning and budgeting, and the issues surrounding the accuracy of data should be resolved with the implementation of the Argos system. Managers will be able to make sound decisions based on available resources. Data accuracy in part also requires developing a system for better tracking of costs (e.g., faculty reassigned tim

III.D.1.b. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) related to this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
* List of possible cost-saving ideas developed	September 7, 2012	September 7, 2012	Workgroup10 /11	10
* Calculation methodology for quantifying cost savings developed	September 7, 2012	September 7, 2012	VCFA	10
* FCMAT report issued	September 18, 2012	September 18, 2012	VCFA	10
* Vice Chancellor reorganization implemented	August 27, 2012	August 27, 2012	Chancellor	10
* Non-bargainable cost-saving measures selected by Trustees utilizing FCMAT findings and list of cost-saving ideas prepared by Workgroup 10	December 2012		BOT	10
* Cost-saving measures implemented	March 2013			

Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

III.D.1.c. *When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.*

III.D.1.c. Descriptive Summary. The College used a three-year model to project future costs and revenue as part of the process for monitoring the 2011-12 budget and for developing the 2012-13 budget. The priorities for the 2012-13 budget were to reduce spending sufficiently to achieve a balanced budget assuming the passage of Proposition 30, and to achieve base enrollment with that level of state funding. Another priority was to maintain resources available for instruction at about the same level on a percentage basis as in recent years.

The College has a relatively small ongoing expense that is financed in the form of a multi-year lease.

The budget for 2012-13 contains the full current-year obligation but only a modest amount for the u [illegible]

to occur after December 31, 2012. The special investigation concluded that the "whistleblower" allegations were not true.

The annual audit for FY2011-12 contained a total of twelve findings, one of which is a material weakness. Two of the three material weaknesses identified in the FY2010-11 audit related to fiscal year closeouts and the College's workers compensation fund were reduced to significant deficiencies in the FY2011-12 audit. The auditors determined that one material weakness remained, the lack of adequate funding for the College's OPEB liability. As stated previously in this section, the College now has a plan to fund its ARC, the employer share already approved by the Board of Trustees, and the employee share currently being negotiated.

III.D.2./III.D.2.a. Self Evaluation. The budget planning cycle used for FY2012-13 does not adequately document the allocation of resources in a manner that supports student learning. The annual financial statement audits conducted by the external auditors find that the College presents its financial statements fairly in all material respect and that the institution has an adequate financial management system.

The College needs to add permanent accounting staff. While the hiring process for accounting staff began in Fall 2012, the College has not yet hired anyone to fill the vacant positions. Additional detail on this appears in III.D.2.b.

III.D.2./III.D.2.a. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
* One-time, temporary measures taken to increase human resource capacity within accounting	August 2012	August 2012	VCFA	11
* Long-term staffing plan for accounting and payroll developed	August 29, 2012	August 29, 2012	VCFA	11

finding that are not yet fully addressed are a subset of the 12 findings for FY2011-12 discussed above.

In the past, the College has not regularly addressed all audit findings. With the most recent audit, the College has successfully eliminated two material weaknesses and has a plan to address the third.

III.D.2.b. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)

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presentation materials will now be posted on the District Business Office website as well to increase access.

III.D.2.c. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Increase the Board Designated Reserve to ensure that College meets the minimum five per cent guideline for fund balance established by the State Chancellor's Office Transfer additional funds into the Board Designated Reserve to achieve a full five per cent of annual unrestricted expenditures	Not applicable	June 2013 for FY 2013-14 budget	VCFA BOT	10
Ensure timely informative information is available to the College constituencies regarding budget Update College business office website more frequently	Not applicable	March 2013 and Ongoing	VCFA	10
Enable managers to make data driven decisions Offer widespread training in the use of Argos software to facilitate easier use of Banner data	Not applicable	June 2013	VCFA ITS	2 / 10

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

III.D.2.d. *All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

III.D.2.d. Descriptive Summary. The College uses its financial resources, including all financial resources from short- and long-term debt instruments (such as bonds and TRANs), auxiliary activities, fundraising efforts, and grants with integrity and in a manner consistent with the intended purpose of the funding source. Oversight processes are in place and independent audits are conducted annually to ensure the integrity and compliance with those funding sources.

Grantees abide by funder guidelines and, when required, request approval from the funder when changes in the budget are requir r

III.D.2.e. *The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.*

III.D.2.e. Descriptive Summary. The College's external auditors annually test the College's system of internal controls to evaluate and assess the validity and effectiveness of its controls, both for general (unrestricted) and special or designated (restricted) funds. Other auditors also test the system during their fieldwork. The Independent Accountants provide recommendations to senior management about the integrity of the financial management practices at the College and means to2 (y)4 (pt.72 -1050t)-2 (o)-10k4 (2 (nt)-2t)-2td I(t)-6

managers to address audit recommendation		ongoing effort thereafter		

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

III.D.3. *The institution has policies and procedures to ensure sound financial practices and financial stability.*

III.D.3.a. *The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.*

III.D.3./III.D.3.a. Descriptive Summary. Cash flow has been a significant challenge due to state deferrals of apportionment payments. The College has managed this with both Tax Revenue Anticipation Notes (TRANs) and with short-term cash provided by the City and County of San Francisco. Total TRANs issued for 2012-13 are $49.6 million.

While the total fund balance was $17.6 million on June 30, 2012, the usable portion of the College's fund balance did not meet the 5 percent minimum threshold at the end of FY2011-12. Pre-audit data show the Board Designated Reserve at about $4 million on June 30, 2012 with unrestricted general fund expenditures of $194.6 million.

III.D.3./III.D.3.a. Self Evaluation. Although challenging, the College has managed its cash flow with a combination of TRANs and assistance from the City. This should improve in 2013-14 with the recent passage of State Proposition 30 and local Proposition A.

The College's reserves are currently inadequate. Thus, the College must increase its reserves to meet and then exceed the 5 percent minimum threshold. The College can address this need with the adoption of the 2013-14 budget by making prudent allocations of new parcel tax revenues that the College will begin to receive in 2013-14. During 2012-13 the Board voted to direct the administration to place any additional unexpected savings from the state into the Board-designated reserve, although to date such savings have not materialized.

More recently, in February 2013, the Board of Trustees adopted a long-term plan for fiscal stability for the next eight fiscal years. The plan addresses the need for an adequate reserve, by allocating $4.65 million for the reserve in fiscal year 2013-14. This action will bring the total amount in the reserve to $10 million and will meet the minimum five per cent threshold. During the succeeding years of the plan additional funds will be allocated to the reserve until it grows to $17.66 million or 8 percent of total unrestricted expenditures in 2018-19. Thereafter additional allocations would keep pace with increased spending to maintain the reserve at the 8 percent level.

In addition, the eight-year plan the Board of Trustees approved in February 2013 requires establishing a separate reserve for emergencies. This fund will receive an $850,000

allocation in 2013-14 and an additional allocation each year until it grows to $7.5 million in 2020-21, the last year of the College's current parcel tax.

III.D.3./III.D.3.a. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Meet State Chancellor's Office five percent minimum threshold for fund balance Allocate funds into the Board Designated Reserve in 2013-14, and in subsequent years	Not applicable	June 2013	VCFA BOT	10
Create separate reserve to provide funds for emergencies Allocate funds into the special reserve in 2013-14, and in subsequent years	Not applicable	June 2013	VCFA BOT	10
Continue to manage cash flow with the use of TRANs and borrowing authority from County No new actions are needed, participate in annual TRANs pool	Not applicable	Ongoing	VCFA BOT	10

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

III.D.3.b. *The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

III.D.3.b. Descriptive Summary. The College relies primarily on the Program Review process to assess the effective use of financial resources by all departments, including the use of grants and other external funds. This review is performed at the unit level.

The College has master agreements with an independent auxiliary organization, the Bookstore, and with the Foundation of City College of San Francisco, a 501(c)3 organization. Each of these entities is subject to an independent financial audit and each has a Board of Directors responsible for direct oversight. While the Foundation selects its own audit firm, the College has selected the audit firm for the Bookstore. The Bookstore uses the results of these audits to improve operations.

More recently, the Board of Directors for the Bookstore voted to enter an agreement with the Follett Corporation to operate the enterprise. The Board of Trustees has also authorized this agreement. The final agreement has not yet been completed but should be finished by April 2013.

III.D.3.b. Self Evaluation. Until December 2012, the College had not implemented Program Review in a comprehensive manner; instead, departments typically used

Program Review to identify and advocate for additional resources. Beginning with the new Program Review cycle in Fall 2012 this has changed.

The Foundation has significant assets and recent audits have not identified any significant problems in need of correction.

Changes driven by the digital world have had a major impact on the College Bookstore. In its historical status, the Bookstore had, at best, two years before it became insolvent. As a result, both the Bookstore Board and the Board of Trustees approved a recommendation to enter a lease agreement with the Follett Corporation for operating the bookstore in December 2012 with implementation commencing in Spring 2013. The lease payments from Follett are sufficient to cover any of the Bookstore Auxiliary's remaining liabilities

III.D.3.b. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s)
(Outcomes from October 15 report
indica (y)20 e(o (ithl)-3 (2 (co)-3 (m)-4 g3)-4Qmu(n)-3 (d)-3 (i 108.129)4ol)-2 (ve)4 (nt)-2 (. 3 (7g. (i 108.129)4ol)-2.5u7 (o).((es f)

III.D.3.f. Self Evaluation. The College's default rate has stayed at about the same rate for the past three years. The College

III.D.3.g. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	RRer 15

III.D.3.h. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

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.*

IV.A.1. Descriptive Summary. In its July 2012 determination letter, ACCJC recommended:

> *"that college leaders from all constituencies evaluate and improve the college's governance structure and consequent processes used to inform decision making for the improvement of programs, practices and services. The college must ensure that the process does not create undue barriers to the implementation of institutional decisions, plans and initiative."*

CCSF's previous Shared Governance system, while comprehensive and encouraging of College-wide participation, was assigned to the workgroup focusing on ACCJC's Recommendations 12 and 13 for review. The workgroup discussed a number of shortcomings and barriers that impeded decision-making. The workgroup also recommended using the term "Participatory Governance" versus "Shared Governance" in that it more accurately reflects the advisory nature of college councils and committees. This process involved input from College leaders from all constituencies.

Administrators, classified managers, faculty, and trustees participated in training sessions to better understand roles and responsibilities within an advisory Participatory Governance environment. Facilitators included: Dr. Barbara Beno (President, ACCJC) and Trustee William McGinnis (Butte-Glen Community College), Scott Lay (President, Community College League of California [CCLC]), Michele Pilati (President, Academic Senate for Community Colleges), and Dr. Narcisa Polonio (Association of Community Colleges Trustees).

The workgroup responsible for Recommendations 12 and 13 reviewed sample policies on Shared Governance from other districts and established a list of the ideal criteria for a Participatory Governance system. Given the review activities taking place, the Fall 2012 CCSF Shared Governance committee meeting schedule was suspended. The review activities resulted in a proposal for a revised Participatory Governance system and draft

administrator. Confounding this, administrators did not always exercise their authority and responsibility in carrying out administrative duties.

Although there was typically representation from all stakeholders, and participants worked together and respected one another across all constituent groups, at times some stakeholder groups were outnumbered on committees. Title 5 calls for different levels of participation for different constituent groups for some types of issues. However, the

* Policy Manual 2.07, City College of San Francisco Shared Governance System revisions reviewed by Board	October 2012 (first reading)	October 2012 (first reading)	BOT	12 / 13
* Policy Manual 2.07, City College of San Francisco Shared Governance System revisions approved by Board	November 2012	November 2012	BOT	12 / 13
* New Participatory Governance model and policy implemented	November 2012	November 2012	BOT	12 / 13
* Committee structure and guidelines developed	November 2012	November 2012	BOT	12 / 13
Complete structures and procedures to support BP 2.07. See IV.A.2.a	Not applicable	Spring 2013	PGC	12 / 13
Complete procedures to support BP 2.08: Procedure for governing board, with the assistance of senior administrative staff, to communicate when it intends to discuss or deliberate on "academic and professional matters"	Not applicable	April 2013	AS Chancellor	12 /13
Complete procedures for Committees of the Academic Senate. See IV.A.2.b.	Not applicable	January 2013	AS	

to participate in institutional governance). The Accreditation Steering Committee includes the leadership of all constituencies.

During this transitional time, the Interim Chancellors also consulted with appropriate administrators, brought issues to meetings of the Chancellor's executive team and other administrative meetings, and brought issues to the Accreditation workgroups appointed by the Chancellor with input from constituent leaders. Examples include the following:

> Members of Accreditation Workgroup 3 suggested an adjustment to the Program Review Template. Academic Senate leadership and other faculty and administration had the opportunity to respond to this suggestion and provide additional input.
>
> Interim Chancellor Fisher and staff associated with the Research and Planning Office recommended new administrative positions for the Research and Planning Office.
>
> Accreditation Workgroup 7 endorsed a proposal to create new associate vice chancellor positions in Academic Affairs. Outside of Workgroup 7, the faculty leadership does not believe they had the opportunity to provide input or feedback.

In addition, the Interim Chancellors also met periodically with leadership of the Academic Senate, the Classified Senate, SEIU 1021, and Associated Students to discuss issues and receive input concerning institutional policies, planning and budget relating to their areas of responsibility and expertise.

The College has begun the initial stages of implementing Board Policy 2.07.

To encourage greater student participation in governance structures, Associated Students has reinstated student stipends. However, students who participated in training provided by the CCLC and the Academic Senate for California Community Colleges (ASCCC), facilitated by CCLC President, Scott Lay and ASCCC President, Michelle Pilati, identified "tension among the separately elected student governments for each of the campuses."

IV.A.2.a. Self Evaluation. The College intends for the new Participatory Governance system to address the issues that ACCJC and the College itself have identified.

The transition to the new Participatory Governance system, coupled with changes in College leadership, has been challenging. For example, the College closed the Office of Shared Governance and reassigned the Shared Governance Coordinator to the Downtown Center (which was in need of administrative support). Although meetings of Shared Governance committees were generally on hold, some committees continued to meet and did not know to whom agendas, minutes, and other committee information should be sent for posting online. The College needed clearer communication about expectations regarding institutional governance during the transitional time from July to November 2012, during which time there was not a designated contact for posting information online. Going forward, the Chancellor's Office will be maintaining a Participatory Governance website to post agendas, minutes, and other committee information and will need to ensure that communication about this is clear.

Moreover, the utilization of the Accreditation Steering Committee as the de facto Participatory Governance council during the transitional time was reasonable in that the Steering Committee includes leaders from all constituencies, although the Academic Senate has raised concerns that the Steering Committee and accreditation workgroups were more heavily weighted with administrators. Changes in the scheduling of the Steering Committee and its feeder workgroup meetings have at times resulted in some studC

Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

IV.A.2.b. *The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.*

IV.A.2.b. Descriptive Summary. The policy relating to this Standard has been revised. It had been a part of the old Board Policy 2.07 but is now a stand-alone policy, Board Policy 2.08, adopted by the Board of Trustees on November 15, 2012. In both the old Board Policy 2.07 and the new Board Policy 2.08, the Board elects to rely primarily on the advice and judgment of the Academic Senate in all academic and professional areas defined by Title 5, Section 53200:

Curriculum, including establishing prerequisites and placing courses within disciplines

Degree and certificate requirements

Grading policies

Educational program development

Standards or policies regarding student preparation and success

District and College governance structures, as related to faculty roles

Faculty roles and involvement in accreditation processes, including self-study and annual reports

Policies for faculty professional development activities

Processes for Program Review

Curriculum Committee. Includes 18 faculty, six administrators, two students, and one classified member, all of whom are appointed by constituent groups. It reviews and determines the academic merit of curriculum proposals, as well as ensuring that they conform to the requirements and guidelines for form and style. Recent (Fall 2012) actions include reviewing program-level outcomes and the mapping of courses to program-level SLOs for every instructional program in both credit and noncredit offered by the College.

Bipartite Committee on Graduation Requirements. Includes the Executive Council of the Academic Senate and Academic Administrators. Makes recommendations to the Board of Truste0 (d)-1is (e)4 (6MS-4-2 (h (t)-6 (r)-1 (at)-6 (o)-6 (o)i2 (n)

In July and August 2012, members of the Board of Trustees and members of the Academic Senate participated in training opportunities provided at City College by the ACCJC, by the Association of Community Colleges Trustees, and sessions provided jointly by the CCLC and the ASCCC (facilitated by CCLC President, Scott Lay, and ASCCC President, Mic5 (o)he bgrilt C.M0 Tc 0 Tw [(()3 (a)4 (I)232 (L)11 (de)4 (pr)3 hopd byhe(a)4 (

IV.A.3. *Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.*

IV.A.3. Descriptive Summary. Per Board Policy 2.07, the new Participatory Governance Council has begun meeting regularly with multiple representatives from each constituent group to discuss and represent ideas from their constituents with the Chancellor. In addition, the overarching Participatory Governance Council and the Chancellor have created Standing Committees, each of which include a Chancellor-appointed Chair; constituent groups will be naming representatives for these Standing Committees. While the committees are being developed, the accreditation workgroups have taken over some of the advisory functions of discontinued committees under the previous Shared Governance structure. The new Participatory Governance structure includes the following four Standing Committees: Enrollment Management, Accreditation, Planning, and Diversity. At this time, the Accreditation Committee currently has 15 subces under the

Despite the administration's efforts at educating the College community about the Show Cause determination and the associated shortcomings, members of the College community have at times communicated misleading information in a variety of venues about ACCJC and its findings. The College recognizes that these actions undermine its efforts to maintain an honest relationship with ACCJC and the community about accreditation issues. The institution has, at times, communicated insufficiently how plans and actions will help address the shortcomings that ACCJC reported. This has caused anxiety, mistrust, and confusion. The institution recognizes the need for more transparency and has begun to invite the College community to events to provide a basis for dialogue so that all members of the College community can share perspectives and reach common understanding of the actions the College has undertaken and still needs to undertake.

IV.A.4. Actionable Improvement Plans. The table below summarizes the actionable improvement plans for this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
Engage in more regular and consistent communication to the College community about accreditation and associated actions	Not applicable	Ongoing	Chancellor ALO	
Increase participation by members of the College community in ACCJC-sponsored events and trainings	Not applicable	Ongoing	Chancellor ALO	
Nominate members of the College community to participate in accreditation site visits in an ongoing manner	Not applicable	Fall 2013	Chancellor ALO	

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

IV.A.5. *The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

IV.A.5. Descriptive Summary. The College evaluated the Shared Governance system bi-annually through an online Shared Governance questionnaire. However, there was a gap from 2007 to 2012 in which the evaluation did not occur bi-annually. In prior years, CAC members reviewed the survey results, which the College also shared with the entire College community as well as the Board of Trustees.

The College conducted the most recent evaluation of its Shared Governance system in Spring 2012. This evaluation occurred after the College submitted the Self Study but prior to issuance of the Show Cause sanction.

After the Show Cause sanction, the workgroup responsible for addressing ACCJC Recommendations 12 and 13 took into consideration the results of the Spring 2012 evaluation while also gathering additional data and input. The review resulted in the new Participatory Governance system.

With respect to evaluating the role of leadership in the institution beyond Participatory Governance, the Board evaluates the Chancellor annually per Board Policy 1.24. Board Policy 1.24 pertains to the Board's self evaluation, which will now occur annually during Summer. See also the response to Standard IV.B.1.

IV.A.5. Self Evaluation. While the College has conducted evaluations of the role of leadership and the governance system, it has struggled to conduct these evaluations regularly and to make improvements based on the evaluation results. This has been particularly true for evaluations of the governance system and the Board of Trustees. The Principles of the Participatory Governance system as detailed in Board Policy 2.07 include a focus on evaluation. Moreover, the new Participatory Governance Council is charged with regularly assessing its accomplishments and outcomes. Given that this is a new system, the College will have to assess the extent to which this takes place going forward.

IV.A.5. Actionable Improvement Plans. The table below summarizes the actionable improvement plans for this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)

ACCJC issued the following Recommendation in July 2012:

> *"To fully meet Standard IV.B Board and Administrative Organization, the team recommends that the board act in a manner consistent with its policies and by-laws, assess and develop operating procedures, develop and implement a plan for board development, and regularly evaluate the effectiveness of its policies and practices."*

The Board of Trustees has taken a number of actions to respond to Standard IV.B.1., which the response below captures.

IV.B.1.a. *The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.*

IV.B.1.a. Descriptive Summary. As described in CCSF Board Policies 1.01, 1.02, and 1.17, the CCSF Board of Trustees is an independent policy-making body that reflects the public interest in board activities and decisions and that acts as a whole once it reaches a decision.

Beginning in July 2012 and in the following months, the Board participated in various training activities and presentations on Board roles and responsibilities. Dr. Barbara Beno, ACCJC President, and William McGinnis, Butte-Glenn Community College District Trustee, facilitated a three-hour workshop on the topic of accreditation, covering its purposes, processes, and standards; the roles and responsibilities of trustees; and advice for Board excellence. Subsequently, Dr. Narcisa Polonio, Vice President of Board Services for the Association of Community College Trustees (ACCT), facilitated a two-part retreat designed to enhance Board performance. The focus was on roles and responsibilities of the Board, a Board Self-Assessment, and the drafting of Board goals. During these events, Board members expressed concerns, and at t (t)-2 Fe-1 (s.h)-14 (es)-2 (on, c)4 ()-5 (

Conduct all business in open and public meetings, except in those matters as specified by the Brown Act and the Education Code that may be dealt with in Closed Sessions;

Select, hire and evaluate the District's chief executive officer, the Chancellor;

Deliberate with its chief executive officer upon matters initiated by its own members and grant or withhold its approval of proposals brought before it by its executive officer by application of the principle of pre-audit;

Focus on deliberations on policy determination, broad District planning, hiring and evaluation of the Chancellor, and maintaining fiscal stability;

Be responsible for developing a balanced annual budget;

Determine and control the District's operations and capital outlay budgets;

Delegate authority in all administrative matters to the Chancellor, including, but not limited to, hiring or promotion of specific individuals;

Approve construction contracts and contracts for services and equipment in conformance with the Education Code and Public Contract Code;

Evaluate and criticize, and by veto, correct and revise policies and actions as need may arise as provided for in Section 1.05.; and

Order elections as authorized by the Education Code.

Other policies which specifically relate to the duties of the board and their conduct include the following:

Board Policy 1.00 District Vision and Mission Statement

Board Policy 1.01 Election and Membership

Board Policy 1.03 Organization of the Board

Board Policy 1.04 Officers - Duties

Board Policy 1.17 Governing Board Code of Ethics and Responsibilities

Board Policy 1.18 Institutional Code of Ethics

Board Policy 1.19 Conflict of Interest

Board Policy 1.20 Protected Disclosure of Improper Government Activity

IV.B.1.d. *The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

IV.B.1.d. Descriptive Summary. The Board Policy Manual is published on the City

Board Policy 1.04 Officers – Duties

Board Policy 1.05 Regular Meetings of the Board

Board Policy 1.06 Closed Sessions

Board Policy 1.07 Special and Emergency Meetings

Board Policy 1.08 Quorum and Voting

Board Policy 1.09 Agendas

Board Policy 1.10 Public Participation at Board Meetings

Board Policy 1.11 Speakers at Board Meetings

Board Policy 1.12 Decorum

Board Policy 1.13 Minutes of Meetings

Board Policy 1.14 Recording Meetings

Board Policy 1.15 Policies and Administrative Procedures

IV.B.1.e. *The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary*

IV.B.1.e. Descriptive Summary. As noted in the response to Standard IV.B.1.a., the Board engaged in a variety of training workshops focused on their role and responsibilities in response to Recommendation 14 of the ACCJC that "*the board act in a manner consistent with its policies and bylaws."* These trainings included a focus on professional codes of conduct. The self evaluation for Standard IV.B.1. addresses this further.

As described in sections above, the Board has begun the regular evaluation of its policies beginning with Board Policy Manual Section 1 on Board Organization. The College has also revised other sections that pertain directly to Accreditation Recommendations, including Board Policy 2.07 and 2.08 on Participatory Governance and Collegial Governance with the Academic Senate. As noted above, a consultant is reviewing Board Policy Manual Section 6, Instructional Programs, for its currency and effectiveness.

IV.B.1.f. *The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

IV.B.1.f. **Descriptive Summary.** In response to ACCJC's recommendation that the Board of Trustees "develop and implement a plan for board development," Board members participated in several training workshops as noted above. In addition, in October 2012, the Board adopted a new policy and a professional development plan for continuous improvement.

In January 2013, five of the seven Board members participated in the California Community College League Effective Trusteeship Workshop. The Board President and two additional trustees also participated in the League's Board Chair Workshop as well as in an accreditation workshop organized by the California Community College League and the ASCCC in February.

The Interim Chancell

ensure that the College retains its accreditation. Three Board members provided formal feedback on the Show Cause report and Standard IV. As referred to above, Dr. Barbara Beno, President of ACCJC, facilitated a workshop for Board members regarding accreditation and the Board's responsibilities in relationship to accreditation. The President and Vice President of the Board of Trustees also participated in the accreditation institute of the CCLC and ASCCC that took place in February 2013.

IV.B.1.j. *The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.*

IV.B.1.j. Descriptive Summary. Per Board Policies 1.24 and 1.25, the Board has the responsibility for selecting and evaluating the Chancellor of CCSF. Board policy specifies that the Board delegate to the Chancellor the full administrative authority to implement and administer Board policies. Most recently, the Board selected and hired Interim Chancellors Dr. Pamila Fisher and Dr. Thelma Scott-Skillman. The self evaluation for Standard IV.B.1. addresses the extent to which the Board adheres to these policies.

Note: The following self evaluation pertains to Standards IV.B.1.a-j.

IV.B.1.a-j. Self Evaluation. While the Board has sufficient policies in place that inform its conduct, roles, and responsibilities, and has received training in widely established best practices for governing boards, the Board is still struggling with the followinces for governio these e

Code of Ethics Items 6 and 7. Disrespectful communication at Board meetings continues. This is particularly true when deliberation about controversial issues takes place.

Code of Ethics Item 8. Board meetings do not always follow Board Policy 1.10 with respect to time limitations and the process regarding public input.

In recognition of its challenges, the Board unanimously approved the acceptance of Dr. Robert Agrella as Special Trustee in October 2012. This individual has been working closely with the Board and the Chancellor to continue addressing the issues noted above with the goal of meeting the ACCJC Accreditation Standards and addressing the FCMAT findings.

The Board has also continued to have limited success in delegating authority for implementing and administering Board policies to the Chancellor, per Board Policy 1.25. At times, the trustees continue to undermine the Chancellor's authority to execute Board directives by publicly questioning or not supporting the decisions that they made as a Board. In addition, individual Board members appeared to sometimes attempt to micromanage aspects of the College's operations. Board meetings continue to focus on the implementation of policies, which draws Board members into discussing a level of detail that is neither appropriate nor effective and results in meetings continuing late into the night, and, on several occasions, into the next day.

The Board did not fully comprehend its role with respect to many of the financial implications of the decisions that were being made. The Board is currently re-examining its fiduciary responsibility in order to provide the appropriate level of oversight for the wellbeing of the institution as a whole.

By approving the plans contained within the October 15 Sp 8s a(hi)-21Qv2 (e)4 f0d2 Tc (i)-2 (c)-6 (y)2

IV.B.2. *The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

IV.B.2. Descriptive Summary. Per Board Policy 1.25 and as specified in the Chancellor's contract, the Chancellor has administrative authority to implement and administer Board policies. With this directive, the Chancellor is ultimately responsible for the quality of the College, which relies on effective leadership in planning, organizing, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a. *The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

IV.B.2.a. Descriptive Summary. Since April 2012, CCSF has experienced significant leadership changes. Dr. Don Q. Griffin, who had served as Chancellor for four years, retired earlier than expected due to illness. The Board of Trustees immediately moved to identify and appoint an Interim Chancellor to serve the College while it prepared for a permanent Chancellor search. In May 2012, the Board appointed Dr. Pamila Fisher as Interim Chancellor, who only agreed to stay until October 31, 2012. The Board suspended plans to continue the permanent Chancellor search after receiving the ACCJC Show Cause determination in July, with the recognition that finding a qualified candidate for the permanent Chancellor position would be challenging under the circumstances.

With Interim Chancellor Fisher's departure scheduled for the end of October, the Board appointed Dr. Thelma Scott-Skillman, who had been serving as Interim Vice Chancellor of Student Development, as Interim Chancellor for a one-year period beginning on November 1, 2012.

Confounding the turnover in Chancellors, when Interim Chancellor Fisher came on board, there were a number of interim senior-level administrators as a result of a large number of retirements of long-term administrators that occurred in 2010. Dr. Fisher hired three retired community college CEOs to help the College address the ACCJC Recommendations and to mitigate the loss of seasoned leadership. Members of the College community and leadership have been uneasy about the hiring of consultants to fulfill various roles and have questioned the underlying motives for bringing these individuals on board.

During Interim Chancellor Fisher's appointment, she began reorganizing the administration in response to the ACCJC Recommendation 7 regarding administrative

IV.B.2.b. *The president guides institutional improvement of the teaching and learning environment by the following:*

Establishing a collegial process that sets values, goals, and priorities;

Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;

Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and

Establishing procedures to evaluate overall institutional planning and implementation efforts.

IV.B.2.b Descriptive Summary. The focus of the Interim Chancellors has, by necessity, been on resolving the fiscal crisis and [illegible] issues while also [illegible]

IV.B.2.c. Descriptive Summary. Board Policy 1.25 and the ChancelaC>'s(C)-3o Q BC>

IV.B.2.a-e. Self Evaluation. The College has experienced an inordinate amount of turnover in its senior leadership beginning with the departure of Chancellor Griffin in May 2012, following on the heels of substantial turnover in senior administrators due to retirements beginning in 2010. Accompanying these personnel changes have been changes in leadership styles that have yielded two-way challenges in acculturation and communication. While at the same time fulfilling the core Mission of the College, the primary focus for the Interim Chancellors has been to respond to the fiscal crisis and ACCJC Show Cause determination. This challenge and the changes that have occurred as a result of the FCMAT and ACCJC fundings have not been readily accepted by all and at times have met with resistance and distrust. The challenge also takes place in a context

making that promotes institutional effectiveness (ACCJC Recommendations 2 and 3);

engaging in a comprehensive, College-wide effort to centralize the documentation, reporting, and assessment of SLOs that informs institutional planning (ACCJC Recommendations 2, 3, 4, 5, and 6);

identifying and implementing changes to the delivery of student services to better promote student achievement and access by all students, regardless of location (ACCJC Recommendations 2, 3, and 5);

developing more efficient administrative structures with greater authority and accountability (ACCJC Recommendation 7);

improving the management of physical resources, including the development of a model to determine total cost of ownership (ACCJC Recommendations 2, 3, and 8);

creating a comprehensive plan for equipment maintenance, upgrade, and replacement (ACCJC Recommendations 2, 3, and 9);

improving the College's financial stability, integrity, and reporting (ACCJC Recommendations 2, 3, 10, and 11);

developing and implementing a new Participatory Governance system that is efficient, serves an advisory function, and promotes transparency (ACCJC Recommendations 12 and 13);

and providing the Board of Trustees with opportunities to realize fully their appropriate role and responsibilities (ACCJC Recommendation 14).

Under the direction of the Interim Chancellors, the College has accomplished many of these changes, with some still in progress but with plans for completion in as timely a manner as possible. In the process of correcting the deficiencies that ACCJC cited, additional issues became apparent, which the College also addressed and noted throughout this Show Cause Report in the responses to the ACCJC Standards.

IV.B.2.a-e. Actionable Improvement Plans. The table below summarizes the actionable improvement plan(s) associated with this Standard:

Outcome(s)/Action(s) (Outcomes from October 15 report indicated by asterisk *)	October 15 Estimated Completion Date	Actual/ Revised/New Completion Date	Responsible Unit(s)	ACCJC Recommendation Number(s)
* Options for administrative contracts explored	November 2012	Spring 2013	Chancellor	7
Increase communications to promote respect, trust, and collaboration and to keep College on task with shared goals, values, priorities	Not applicable	Spring 2013	Chancellor	14
Hire permanent Chancellor	Not applicable	Fall 2013/Spring 2014	BOT	14

Key to Responsible Unit(s): ALO=Accreditation Liaison Officer, A&R=Admissions & Records, AS=Academic Senate, ASC=Associated Students Council, BOT=Board of Trustees, HR=Human Resources, ITS=Information Technology Services, OI=Office of Instruction, OMPI=Office of Marketing and Public Information, OMS=Office of Matriculation

Services, ORP=Office of Research and Planning, PGC=Participatory Governance Council, VCAA=Vice Chancellor of Academic Affairs, VCFA=Vice Chancellor of Finance and Administration, VCSD=Vice Chancellor of Student Development

IV.B.3. *In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and*

Special Focus

Centers and Sites

Special Focus: Centers and Sites

Centers and Sites Descriptive Summary. Given the references to centers and sites throughout the ACCJC Recommendations concerning cost efficiencies, quality, and equitable access in the delivery of instruction and services, Interim Chancellor Fisher formed a "special focus" workgroup ("Workgroup 15") to look specifically at issues concerning CCSF centers and sites. The goal of the workgroup since August 2012 has been to analyze and assess the issues regarding centers and sites as referenced in the accreditation recommendations and to identify and collect data necessary for a fiscal and programmatic analysis of them.

This section of the Show Cause Report provides an overview of the centers and sites and serves as a status report on the activities of Workgroup 15.

The centers and sites offer both credit and noncredit coursework and training programs to diverse communities. Research data indicate that many of the credit students (28 percent) began their studies at one of the centers by taking a noncredit course.

To better assess the efficacy of the centers, members of Workgroup 15 engaged in the following activities, which began the process of allowing them to complete a programmatic analysis of each center:

- Reviewed the state definition for "Centers" and "Campuses" and applied those definitions to CCSF facilities accordingly, resulting in the majority of locations previously called "Campuses" now being called "Centers" with only the Ocean Avenue location termed "Campus"
- Reviewed which sites receive Foundation Grants and the amounts of funding
- Assessed the real estate value
- Collected data regarding program and course offerings/sections per center
- Collected student data by center (including zip codes)

Workgroup 15 also reviewed other information about the cost and productivity of each center, which has taken a variety of forms. As a result, the center deans produced consistent cost center reports that the workgroup has been reviewing.

The District has already taken several steps concerning CCSF sites based on analyses to date. The Board approved three recommendations related to site closures on September 27, 2012. The first was to consolidate the course offerings that the College had offered at the Castro site (approximately 20-25 sections) to other centers throughout the city. The second recommendation was to relocate classes the College offered at the two Richmond District sites to other centers. The third recommendation was to immediately begin the process of pursuing options for generating revenue from the 33 Gough Street property.

The District also implemented organizational changes to help streamline the reporting structure of the centers. The administrators responsible for centers resided within both Academic Affairs and Student Development, which created reporting inefficiencies.

Centers and Sites Self Evaluation. The College integrates and delivers instruction and student services at its centers and sites through the structures of its departments and units, which has made it difficult to track the costs and revenues associated with the centers and sites. Student Development focus groups indicated that student services have not been

2. Closure Report

The College is required to prepare a Closure Report in conjunction with the Show Cause Report in the event that ACCJC does not find cause to continue CCSF's accreditation. The Chancellor and the Board of Trustees are responsible for developing the Closure Report.

The ACCJC's policy on closing an institution appears on page 33 of the *Accreditation Reference Handbook,*

CLOSURE REPORT

Signature Page

DATE: March 15, 2013

TO: Accrediting commission for Community and Junior Colleges,
Western Association of Schools and Colleges

FROM: City College of San Francisco
50 Phelan Avenue
San Francisco, California 94112

This Accreditation School Closure Report is submitted to accompany the Show Cause Report for City College of San Francisco for the purpose of assisting in the determination of accreditation status.

We certify that there was broad participation by representatives of the campus community and we believe the plan for closure [illegible]

Background and Preparation for Closure

Sanction History

Date: March 2006

Accreditation Status: Accreditation reaffirmed

Definition of Status:

In adherence to the ACCJC's requirements identified in its Policy on Closing an Institution, the following is a list of the activities that the CCSF needs to fully address to ensure that transition for students is smooth. A complete analysis/address of the following elements will be accomplished:

	DEFINED TASKS	TIME FRAME
A	Student Completion	By 12/31/2013
B	Disposition of Academic Records and Financial Aid Transcripts	By 12/31/2013
C	Provisions for Faculty and Staff – Adhere to Appropriate Code Sections	By 03/15/2014
D	Disposition of Assets	By 12/31/2013
E	Obligation of Assets	By 12/31/2013
F	Coordination with the ACCJC	Ongoing
G	Key Governing Board Obligations	By 06/30/2013

A. Student Completion

Closure requires provisions for the academic needs of students who have not completed their degrees and educational programs.

The College will make arrangements to permit those students who have completed 75 percent

Communication will be in English and all languages utilized by current CCSF students.

B. Disposition of Academic Records and Financial Aid Transcripts

All academic records, financial aid information, and other records must be prepared for permanent filing, including microfilming. Arrangements must be made … to preserve the records. Notification must be sent to every current and past student indicating where the records are being stored and what the accessibility to those records will be. Where possible, a copy of a student's record should also be forwarded to the individual student. The ACCJC must be notified of the location where student permanent records will be stored.

Digitize and microfilm all student files. Student records have been electronic since 1984.

All student records are filed (identify location and record dates such as 1977 – 2012).

Digitize and store ALL financial aid records, human resources records, and business office records (identify location and record dates).

Notify ACCJC and students of the location of stored records and accessibility once the process has been completed.

Work with the State Chancellor's Office to contract with an entity to electronically store all transcripts and provide the students with the process to order them.

Announce the process and procedure on how students can obtain their transcripts through the news media in English and other languages commonly spoken by CCSF students.

Make arrangements for the Admissions and Records Office to be open for pick-ups as campus closure is in effect.

Establish a dedicated hotline and utilize other social media and the College website to provide students with instructions on how and where they can order

Following Commission action on the District's Show Cause Report, all faculty and staff will receive written notification immediately about the Commission's determination. In the event of closure, faculty will receive a notice as required by Ed Code and contract and classified employees will receive their layoff notices per contract.

The College will contact neighboring districts (San Mateo CCD; Marin County CCD; Peralta CCD; Contra Costa CCD; San Jose-Evergreen CCD; Chabot-Las Positas CCD; Ohlone CCD) regarding available employment opportunities in their district for information sharing with current CCSF employees.

The Human Resources Department would actively list job opportunities across the District and work with faculty and staff in alternate placement.

D. Disposition of Assets

Determinations must be made to allocate whatever financial resources and assets remain after the basic needs of current students, faculty, and staff are provided for.

The District will remain as the legal entity to monitor the disposition of its assets.

In the event the District does not have sufficient financial resources to honor obligations to creditors, the Board of Trustees will determine the necessary steps to proceed with possibility declaration of bankruptcy. Should such action be taken, the bankruptcy court judge will determine the disposition of assets.

In the event of closure, the College will terminate all long-term off-site (credit/noncredit instruction) existing contracts/MOU's or Lease Agreement with month-to-month continuations in some locations based on summer course offerings.

The College will

The District will explore all viable options and confirm that employee long-term retiree benefits, vacation and compensation time obligations are satisfied.

The District will satisfy vendor obligations as required by federal and State regulations.

With the assistance of legal counsel, the District will also explore the sales of physical plan, equipment, library, special collections, art, or dispensation of other funds if necessary.

E. Obligations to Creditors

The institution must establish a clear understanding with its creditors and all other agencies involved with its activities to assure that their claims and interests will be properly processed … All concerned federal, national and state agencies need to be apprised of the institution's situation, and any obligations relating to estate or governmental funds need to be cleared with the appropriate agencies.

In the event of closure, the College would terminate all long-term off-site (credit/noncredit instruction) existing contracts/MOU's or Lease Agreement with month-to-month continuations in some locations based on summer course offerings.

All lease agreements would be reviewed and established in collaboration with any potential merger district upon notification of closure.

The District will identify all outstanding creditor obligations for all funds, including local bond fund creditors.

The District will follow the State or federal laws regarding payments of creditors.

The District will apprise all agencies of the institution's arrangements in order not to be subject to later legal proceedings.

The District will process properly all claims and interests with creditors and other agencies.

The District will develop publicly defensible policies for dividing the resources equitably among those with claims against the institution.

In the event the District does not have sufficient financial resources to honor obligations to creditors, the Board of Trustees will determine the necessary steps to proceed with possibility declaration of bankruptcy. Should such action be taken, the bankruptcy court judge will determine the disposition of assets.

F. Coordination with the ACCJC

The ACCJC and other specialized accrediting bodies must be consulted and kept fully apprised of developments as the plan to close an institution progresses. Arrangements must be completed with the ACCJC in advance of closure in order to assure that a legally authorized and accredited institution awards degrees. A final report on the closing must be submitted to the ACCJC for its records. The ACCJC must also be notified of the location where student records will be stored.

The Governing Board of CCSF will consult with and keep the ACCJC apprised of all matters pertaining to the closure of the College.

Consultation with AACJC will occur to assure that students have transferred to

CCSF	City College of San Francisco
CCTV	Closed-Circuit Television
CD/IC	Curriculum Development/Information Competency
CEO	Chief Executive Officer
CFR	Code of Federal Regulations
C-ID	Course Identification
COR	College of the Redwoods
CPA	Certified Public Accountant
CPBC	College Planning and Budgeting Council
CPI	College Performance Indicators
CS	Computer Science
CST	California Standards Test
CSU	California State University
CTE	Career and Technical Education
CTEA	Career and Technical Education Act
CTO	Chief Technology Officer
DACUM	Developing A Curriculum
DCC	Department Chair Council
DLAC	Distance Learning Advisory Committee
DSPS	Disabled Students Programs and Services
DSS	Decision Support System
DVC	Diablo ValleyLearl0 (L)b(y)2 Lea-S2 L Q 89.04 410.04 0.404 0.404 0.4

SWASDOC	Banner Form that provides info for student transcript from another college/university
TCO	Total Cost of Ownership
TLC	Technology Learning Center
TLTR	Teaching and Learning with Technology Roundtable
TMC	Transfer Model Curriculum
TMI	Technology Mediated Instruction
TRANs	Tax Revenue Anticipation Notes
TRIO	U.S. Department of Education Grant Program
TTIP	Telecommunications and Technology Infrastructure Program
UC	University of California
UPS	Uninterruptible Power Supplies
USDE	U.S. Department of Education
VC	Vice Chancellor
VCAA	Vice Chancellor of Academic Affairs
VCFA	Vice Chancellor of Finance and Administration
VCSD	Vice Chancellor of Student Development
VIDA	Voices of Immigrants Demonstrating Achievement
VRG	Vacancy Review Group
WASC	Western Association of Schools & Colleges

	Evidence link
Organizational Evidence	Accreditation Response Team webpage Link Calendar Link Timeline Link Steering Committee Members Link Workgroup Members Link Chart of Responsibility Link Show Cause Evidence webpage Link October 15 Report webpage (with agendas, notes, handouts) Link Accreditation Pop Quiz webpage Link Accreditation Updates Link Student Trustee Report Link
Eligibility Requirements	ACCJC Decision letter Link October 15, 2012 Special Report Link Mission Statement Board Policy 1.00 Link Internal CCSF Communication Appointment of Dr. Pamkscn 0 Tc 0 Tw 12 0 0 12 416.5

	SLO website Link Internal MIS Data Quality Procedures Link
6. Effectiveness of planning processes	Program Review Evaluation - 2011 versus 2009 Link Minutes reflecting PRC discussion of evaluation results - Fall 2011 Link Employee Survey Results - Spring 2011 (See page 4) Link
7. Assessment of evaluation mechanism	Program Review Guidelines - Fall 2012 Link Program Review Checklist for Deans & VCs - Fall 2012 Link 2012-2013 Program Review SLO-Impacts Summary Report Link
Standard II: Learning Programs and Services	
A. Instructional Programs	
1. Meeting the mission; integrity	Updated Curriculum Handbook Link Curriculum Committee Agendas Link Course outline for SOC 3 Link Ed Tech Assessment Page Link Bipartite Committee Handbook, Spring 2013 Draft Update Link
2. Quality and improvement	Study Abroad web page Link International Student Program Link Contract Ed Link Continuing Ed Link Curriculum Committee Link Curriculum Committee Link Course Outlines of Record Link Distance Education Agenda Link Technology Mediated Instructions Link Schedule of Classes Link Ed Tech Assessment Link
3. General education	

4. Degree programs	
5. Technical and professional competencies	CTE outcomes survey – completers and leavers report Link
6. Clear information; SLOs	College Catalog Link Articulation Web Site Link Online Policy Update Link Schedule of Classes Link City Currents Link
7. Policies; academic freedom; student conduct	Results of student evaluations available on Faculty Evaluation and Tenure Link
8. Curricula in foreign locations	
Basic Reference documents used throughout Standard II. A	Curriculum Handbook, version 3.5.1 Link Program and Course Approval Handbook, fifth edition draft Link District/AFT Collective Bargaining Agreement Link Faculty Handbook Link
B. Student Services	
1. Quality; achievement of mission; regardless of location/delivery mode	

II.B.3.b

Appendix 1 Multicultural Retention Services Link

Appendix 2 Office of Mentoring and Service-Learning Link

Puente Program Link

Ambassador Program Link

Office of Student Affairs Link

Concert and Lecture Series Link

Inter Club Council Link

	II.B.3.d African American Scholastic Program (AASP) Link Asian Pacific American Student Success Program Link Recognized Clubs – Spring 2013 Link Disabled Students Programs and Services Link Diversity Collaborative Link Extended Opportunity Programs and Services Link Gender Diversity Project Link Interdisciplinary Studies Link International Student Counseling Program (ISCP) Link Family Resource Center Link Latino Services Network Link Multicultural Infusion Project Link Multi-Cultural Resource Center Link Project Survive Link Queer Resource Center Link OSA DiverCITY Festival and Program Link Multicultural Retention Services Link Veterans Services Office Link AB540 Dream Act Link Women's Resource Center Link II.B.3.e Gardner Center Link 2011 CCCApply Annual Updates Link 2010 CCCApply Annual Updates Link Pre-2010 CCCApply Annual Updates Link II.B.3.f CCSF Imaging Server and Banner (SWASDOC) individually by student record
4. Evaluation of services; SLOs	SLOs webpage Link

	Employee Survey, 2011 Link Flex Workshops brochures Fall 2012 Link Spring 2013 Link Technology Learning Center webpage Link
6. Integrated with institutional planning	Institutional Annual Plan 2012-2013 Link
Others	Workgroup 7 notes 3/7/2013 Link
B. Physical Resources	
1. Safe and sufficient	Appendix A: San Francisco Community College District Police Department Organization Chart Link Appendix B: San Francisco Community College District 2012 Annual Security Report & Crime Statistics 2009, 2010, 2011 Link Appendix C: Life cycle of physical resources and replacement costs for each building at individual campus, centers, and sites. Airport Center Chinatown Center Civic Center Downtown Center Evans Center Gough Center John Adams Center Mission Center Ocean Campus Southeast Center Appendix G: The capacity to load ratio at CCSF for 2012 Link Appendix H: List of Emergency Call Boxes Link Appendix I: List of Alarm Systems for San Francisco City College and Campuses Link Appendix M: Emergency Procedure Form Link Appendix N: San Francisco Community College District Emergency Response Plan Link Appendix O: Number of Personnel Trained for Emergency Response Team Link
2. Integrated with institutional	

planning

3. Financial Resources	
1. Institutional mission and goals for planning	Participatory Governance Review Link New/Old Mission Statements Link 2013-

2.	Integrity; sound decision making	Signature Matrix Link District Business Office webpage Link 2013-13 Final Budget Link 2010-11 Audit Link 2011-12 Audit Link Job posting for 1670 Link 3ob posting for 16r40C/Span <</MCID65 ( )11 (pano1 n <)BDC /CS1 cs 0 0 1 scn -0.01 Tc 0.

	TRANS repayment schedule Link EDD Example Link 2011 Audit Link 2012 Audit Findings Link

3. Policies & procedures

2012-

B. Board and Administrative Organization	
1. Board responsibilities, roles, policies	BP Policy 1.00 District Vision and Mission Link BP Policy 1.01 Election and Membership Link BP Policy 1.02 Powers and Duties of the Board Link BP Policy 1.03 Organization of the Board Link BP Policy 1.04 Officers - Duties Link BP Policy 1.05 Regular Meetings of the Board Link BP Policy 1.06 Closed Sessions Link BP Policy 1.07 Special and Emergency Meetings Link BP Policy 1.08 Quorum and Voting Link BP Policy 1.09 Agendas Link BP Policy 1.10 Public Participation at Board Meetings Link BP Policy 1.11 Speakers at Board Meetings Link BP Policy 1.12 Decorum Link BP Policy 1.13 Minutes of Meetings Link BP Policy 1.14 Recording Meetings Link BP Policy 1.15 Policies and Administrative Procedures Link BP Policy 1.17 Governing Board Code of Ethics and Responsibilities Link BP Policy 1.18 Institutional Code of Ethics Link BP Policy 1.19 Conflict of Interest Link BP Policy 1.20 Protected Disclosure of Improper Government Activity Link BP Policy 1.24 Evaluation of the Chancellor Link BP Policy 1.25 Chief Administrator: Authority, Selection, and Term of Office, Link Three-hour workshop on the topic of Accreditation Link Two-part retreat for the Board of Trustees members Link Board Self-Assessment – Hard copy available in team room & Chancellor's office BOT formal feedback on the Show Cause report and Standard IV - Hard copy available in team room & Chancellor's office
2.	

<table>
<tr>
<td>roles</td>
<td>Internal CCSF Communication Appointment of Dr. Pamila Fisher Link
Internal CCSF Communication Appointment of Dr. Thelma Scott-Skillman Link

Sample Communications from the Chancellor:
February 28, 2013 Link
February 5, 2013 Link
January 18, 2013 Link
December 14, 2012 Link
December 8, 2012 Link
October 15, 2012 Link
October 3, 2012 Link
August 14, 2012 Link
July 23, 2012 Link
July 13, 2012 Link</td>
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<tr>
<td>Special Focus: Centers and Sites</td>
<td>CCSF Center Cost Report Summary Link
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<tr><td>Chinatown North Beach</td><td>Link</td></tr>
<tr><td>Civic Center</td><td>Link</td></tr>
<tr><td>Downtown</td><td>Link</td></tr>
<tr><td>Evans</td><td>Link</td></tr>
<tr><td>John Adams</td><td>Link</td></tr>
<tr><td>Mission</td><td>Link</td></tr>
<tr><td>Southeast</td><td>Link</td></tr>
<tr><td>Library</td><td>Cost</td></tr>
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City and College Data

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Table 1.3 Age Estimates and Projections in San Francisco 2000 to 2020
Graph 1.4 School Age Population Estimates and Projections in San Francisco 2004 to 2019
Table 1.4 School Age Population Estimates and Projections in San Francisco 2004 to 2019
Graph 1.5 Legal Immigration into San Francisco 2001 to 2011
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I. San Francisco Population[1]

City College of San Francisco is located in the City and County of San Francisco, the fourth largest city in California with a current population of more than 800,000. The California Department of Finance projects the population will increase seven percent by 2020. San Francisco is a diverse city with large and increasing Asian and Latino/a populations.

It is also an older population though newly updated Department of Finance projections show strong growth in the school age population (5-17) over the next 10 years but declining numbers of young (18-24) adults. Similarly, the Department of Education expects K8 to increase 8 percent, while the high school populat

Graph 1.1

San Francisco Population Estimates and Projections 2000 to 2020

Graph 1.2

San Francisco Ethnicity/Race Estimates and Projections 2000 to 2020

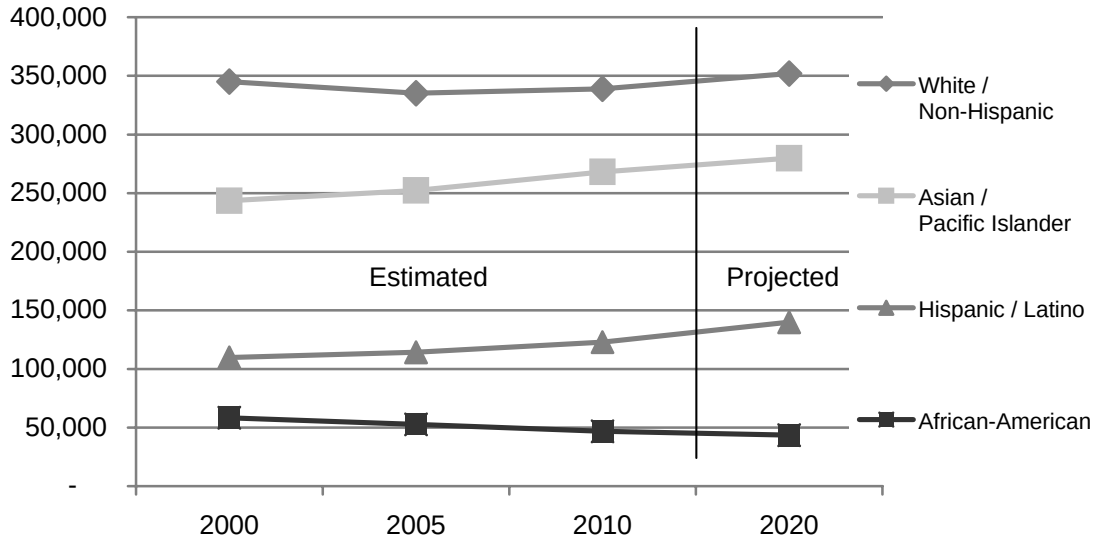


Table 1.2

San Francisco Ethnicity/Race Estimates and Projections 2000 to 2020

Ethnicity	Year	2000	2005	2010	2020
White / Non-Hisp.	Number	345,160	335,252	338,874	351,908
	Percent	44%	43%	42%	41%
Asian / Pacific Isl.	Number	243,504	252,317	268,020	279,773
	Percent	31%	32%	33%	33%
Hispanic / Latino	Number	109,848	114,240	122,869	139,917
	Percent	14%	15%	15%	16%
African-American	Number	58,381	52,672	46,758	43,516
	Percent	7%	7%	6%	5%

Source: CA Department of Finance
(http://www.dof.ca.gov/research/demographic/data/)

Note: This table does not include the 'Other' category; thus the categories presented here do not add up to the totals in Table 1.1. Percents are calculated based on the totals in Table 1.1. Estimates for all years as well as projections updated as of January 2013.

Table 1.2a

Race and Ethnicity in San Francisco Census 2010

Race	Number	Percent
Total	805,235	100%
White Alone	390,387	48%
Asian Alone	267,915	33%
Some Other Race Alone	53,021	7%
Black or African American Alone	48,870	6%
Two or More Races	37,659	5%
American Indian and Alaska Native Alone	4,024	< 1%
Native Hawaiian and Other Pacific Islander Alone	3,359	< 1%
Ethnicity	**Number**	**Percent**
Total	805,235	100%
White Alone, Not Hispanic	337,451	42%
Asian Alone, Not Hispanic	265,700	33%
Hispanic or Latino of Any Race	121,774	15%
Black or African American Alone, Not Hispanic	46,781	6%
Two or More Races, Not Hispanic	26,079	3%
Native Hawaiian and Other Pacific Islander Alone, Not Hispanic	3,128	< 1%
Some Other Race Alone, Not Hispanic	2,494	< 1%
American Indian and Alaska Native Alone, Not Hispanic	1,828	< 1%

Source: 2010 Census Summary File 1, Table PCT12 by Race/Ethnicity, California and Counties

Graph 1.3

Age Estimates and Projections in San Francisco 2000 to 2020

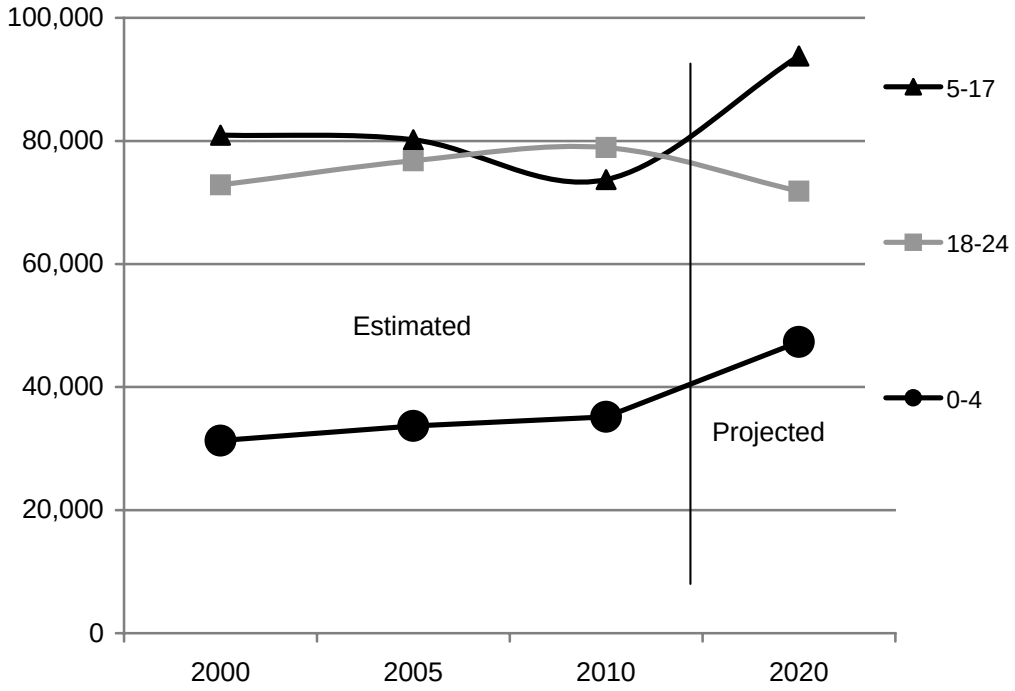


Table 1.3

Age Estimates and Projections in San Francisco 2000 to 2020

Age Group	2000	2005	2010	2020
0-4	31,294	33,673	35,170	47,321
5-17	80,949	80,167	73,722	93,810
18-24	72,853	76,781	78,935	71,834
25-64	489,026	484,773	508,910	499,667

Source: CA Department of Finance
(http://www.dof.ca.gov/research/demographic/data/)

Note: Estimates for all years as well as projections updated as of January 2013.

Graph 1.4

School Age Population Estimates and Projections in San Francisco 2004 to 2019

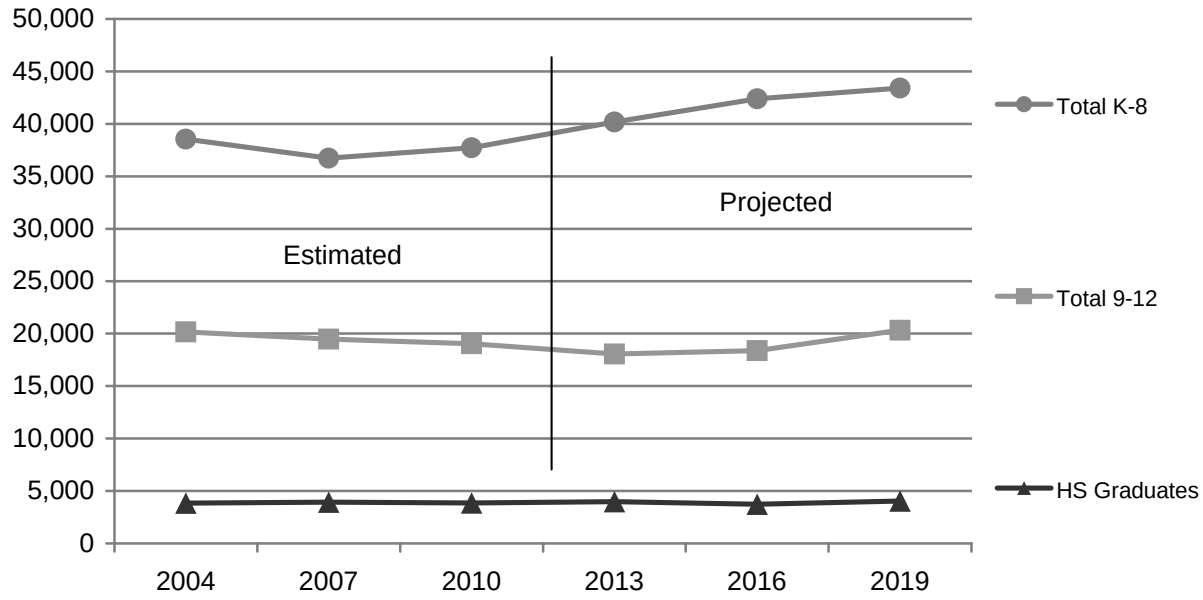


Table 1.4

School Age Population Estimates and Projections in San Francisco 2004 to 2019

School Group	2004	2007	2010	2013	2016	2019
Total K-8	38,551	36,734	37,731	40,180	42,392	43,409
Total 9-12	20,163	19,470	19,024	18,050	18,373	20,320
HS Graduates	3,848	3,934	3,864	3,973	3,740	4,044

Source: CA Department of Finance (http://www.dof.ca.gov/research/demographic/reports/projections/k-12/view.php)

Note: Estimates for all years as well as projections updated as of December 2012.

Graph 1.5

Legal Immigration into San Francisco 2001 to 2011

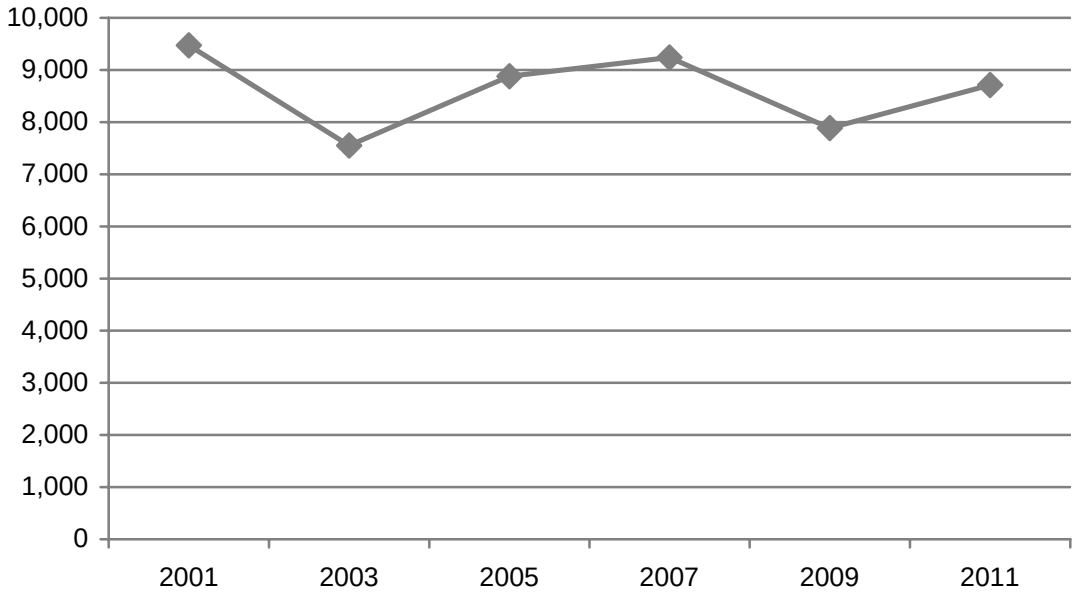


Table 1.5

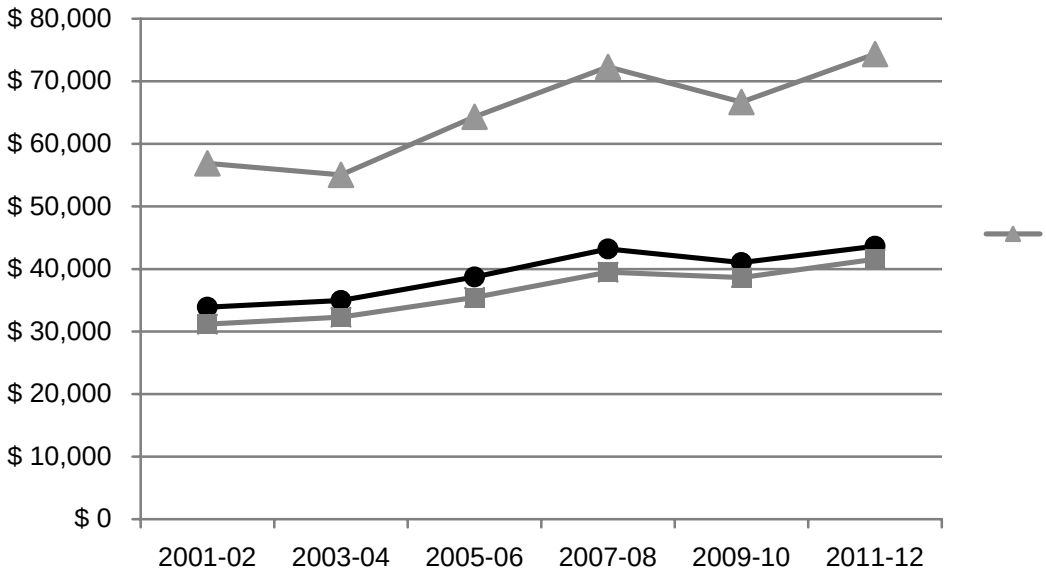
Legal Immigration into San Francisco 2001 to 2011

Year	2001	2003	2005	2007	2009	2011

II. San Francisco Income Overview

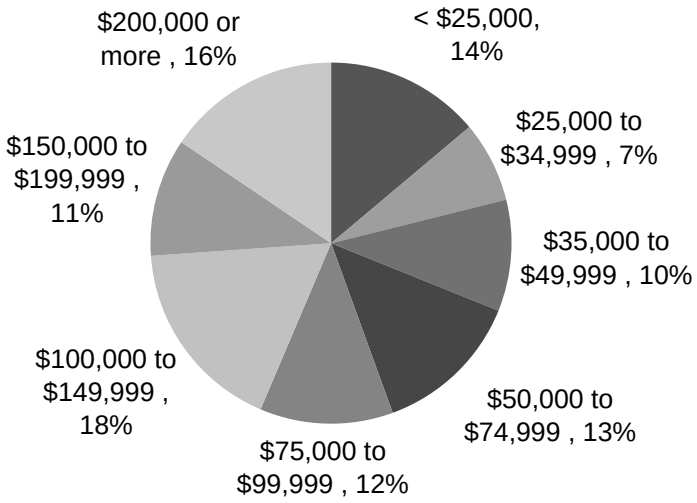
Graph 2.1

Per Capita Income 2001-02 to 2011-12



Graph 2.2

Income Distribution in San Francisco 2006-2009 Average



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Graph 2.3

San Francisco Educational Attainment (2010) 25 + Years and Older

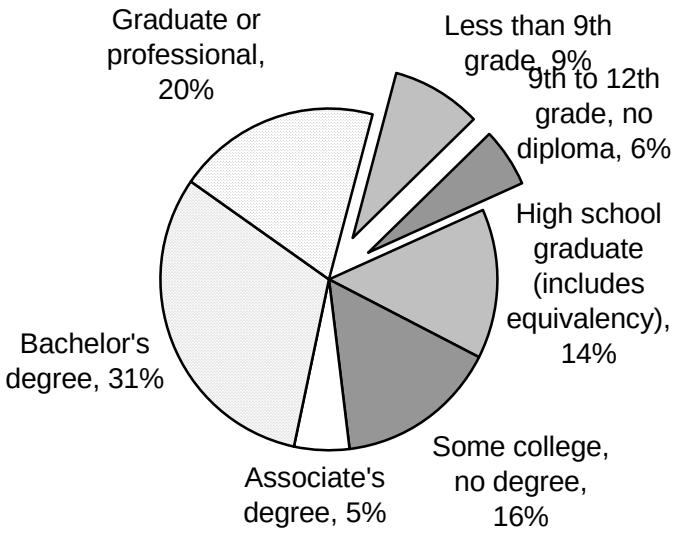


Table 2.3

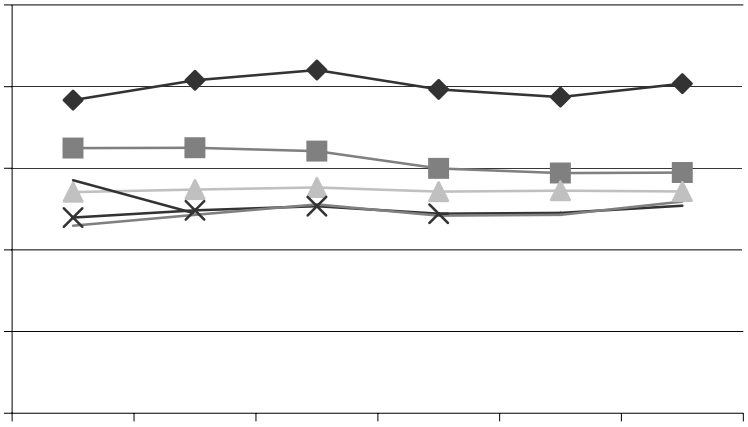
San Francisco Educational Attainment by Age Group (2010)

	18 to 24 yrs	25 to 34 yrs	35 to 44 yrs	45 to 64 yrs	65 yrs +
Less than 9th grade	2,380	2,817	5,093	20,331	24,276
9th to 12th grade, no	5,491	4,092	6,368	15,674	8,587
High school graduate, GED	15,777	16,091	14,824	34,169	22,935
Some college, no degree	32,034	19,713	19,471	40,959	16,534
Associate's degree	2,796	5,763	7,901	14,064	5,046
Bachelor's degree	18,469	85,058	47,926	44,439	17,087
Graduate or professional	921	34,410	33,214	37,292	15,876
Total in Age Group	77,868	167,944	134,797	206,928	110,341
Less than 9th grade	3%	2%	4%	10%	22%
9th to 12th grade, no	7%	2%	5%	8%	8%
High school graduate, GED	20%	10%	11%	17%	21%
Some college, no degree	41%	12%	14%	20%	15%
Associate's degree	4%	3%	6%	7%	5%
Bachelor's degree	24%	51%	36%	21%	15%
Graduate or professional	1%	20%	25%	18%	14%
Total in Age Group	100%	100%	100%	100%	100%

Source: U.S. Census Bureau, 2010 American Community Survey

Graph 2.4:

Top 5 San Francisco Sector by Total Employment 2006 to 2011



III. Profile of City College Students and Employees

City College of San Francisco has historically served as many as 107,000 students, but in 2011-12 the College served 91,046. Recent cuts in state funding have limited the number of students served. Academic year 2010-11 was particularly affected. Summer 2010 was cut over 90 percent. Fall 2010 sections were reduced six percent. More recently both summer 2012 and fall 2012 have seen significant section reductions. These cuts can, in part, be seen in Table 3.2. While credit headcount has been flat since 2007-08, noncredit has declined by nearly 20 percent.

In credit, declines in headcount were seen mostly in Asian and White populations whereas African American and Hispanic/Latino populations increased. In noncredit, the headcount decline was more uniform across all ethnic/racial groups (Table 3.4). Declines were also uniform in credit and noncredit by age and gender (Tables 3.5 and 3.6).

Nonetheless, in 2011-12, students enrolled in more

Graph 3.2

Table 3.3

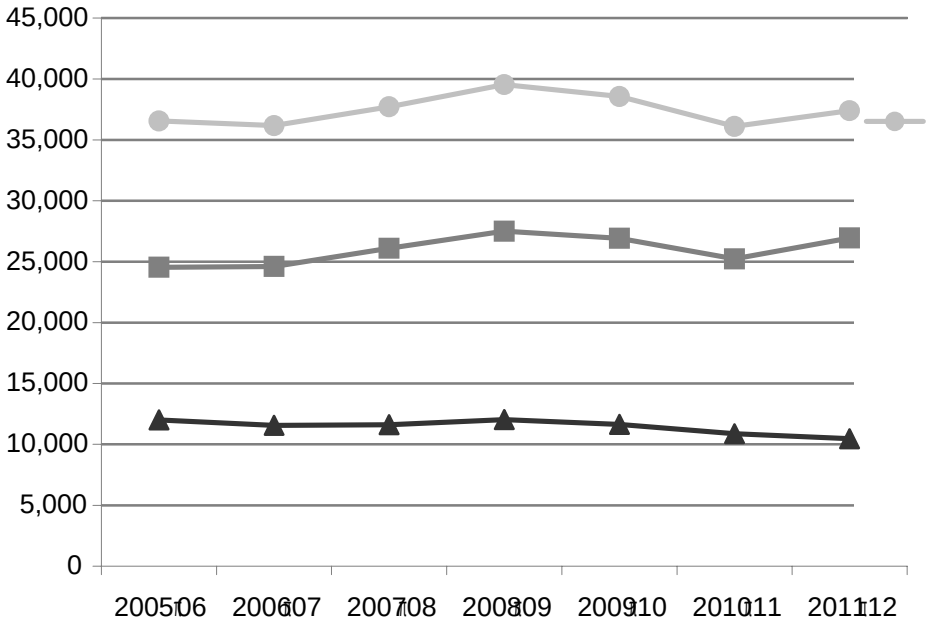
FTES 2005-06 to 2011-12

	FTES	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
CCSF	Credit	24,539	24,611	26,099	27,504	26,919	25,232	26,941
CCSF	Noncredit	12,011	11,557	11,621	12,034	11,650	10,871	10,466
CCSF	Total	36,550	36,169	37,720	39,538	38,569	36,103	37,407
California	Credit	1,028,280	1,045,492	1,129,300	1,216,152	1,232,094	1,201,110	1,113,182
California	Noncredit	86,377	90,016	94,219	98,960	83,177	78,497	70,460
California	Total	1,114,657	1,135,508	1,223,519	1,315,112	1,315,271	1,279,607	1,183,642

Sources: CCSF Office of Research and Planning and the California Community Colleges Data Mart (

Graph 3.3

FTES 2005-06 to 2011-12



Graph 3.3c

San Francisco Unemployment Rate vs. Credit FTES 2005-06–2011-12

Graph 3.3d

Career Technical Education (CTE) and Total Credit FTES 2001-02 to 2011-12

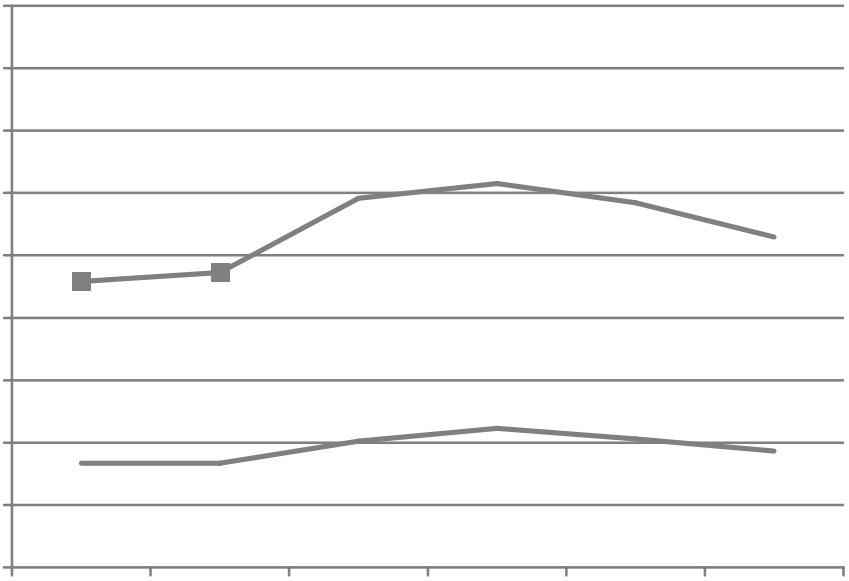


Table 3.3e

Career Technical Education (CTE) Credit Student Headcount 2001-02 to 2011-12

Area	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
Credit CTE	21,186	19,752	19,653	21,716	22,825	24,088
All Credit Students	51,124	47,620	46,910	50,959	52,300	51,209
CTE as Percent of Credit	41%	41%	42%	43%	44%	47%

Note: CTE students are identified as any student taking one or more courses identified as SAM code A, B, or C. Sam code A means apprenticeship, SAM B is Advanced Occupation and SAM C is Clearly Occupational. It does

Graph 3.4a

Credit Student Headcount by Ethnicity 2001-02 to 2011-12

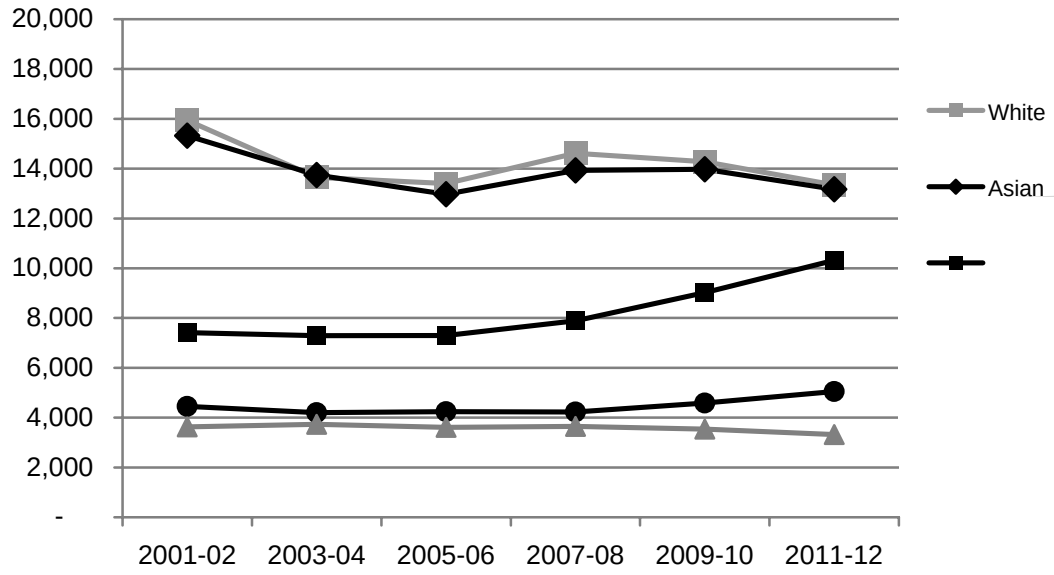


Table 3.4

Credit and Noncredit Student Headcount by Ethnicity 2001-02 to 2011-12

Area	Race/Ethnicity	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
	African American	4,451	4,202	4,238	4,225	4,585	5,046
	American Indian / Alaskan Native	274	260	268	292	247	204
	Asian	15,322	13,744	12,974	13,928	13,977	13,175
	Filipino	3,629	3,731	3,607	3,646	3,541	3,322
	Hispanic / Latino	7,409	7,291	7,295	7,885	9,022	10,323
	Other Non White	1,028	1,452	1,379	1,551	1,076	679
	Pacific Islander	339	381	410	485	478	448
	SouthEast Asian	1,233	1,172	1,144	1,181	1,332	1,356
	Unknown	1,499	1,740	2,189	3,151	3,765	3,312
	White	15,940	13,647	13,406	14,615	14,277	13,344
		51,124	47,620	46,910	50,959	52,300	51,209
	African American	3,158	2,816	2,225	2,164	1,949	1,810
	American Indian / Alaskan Native	111	117	119	100	76	64
	Asian	19,522	17,794	17,144	16,461	15,211	14,001
	Filipino	1,359	1,242	1,082	1,037	930	826
	Hispanic / Latino	14,196	12,660	11,298	11,493	11,274	9,215
	Other Non White	212	225	241	267	197	136
	Pacific Islander	143	165	148	157	111	85
	SouthEast Asian	938	938	852	782	803	815
	Unknown	5,829	6,321	6,078	7,938	7,054	6,140.0007 T4/86,3216,

Graph 3.5

Credit and Noncredit Student Headcount by Gender 2001-02 to 2011-12

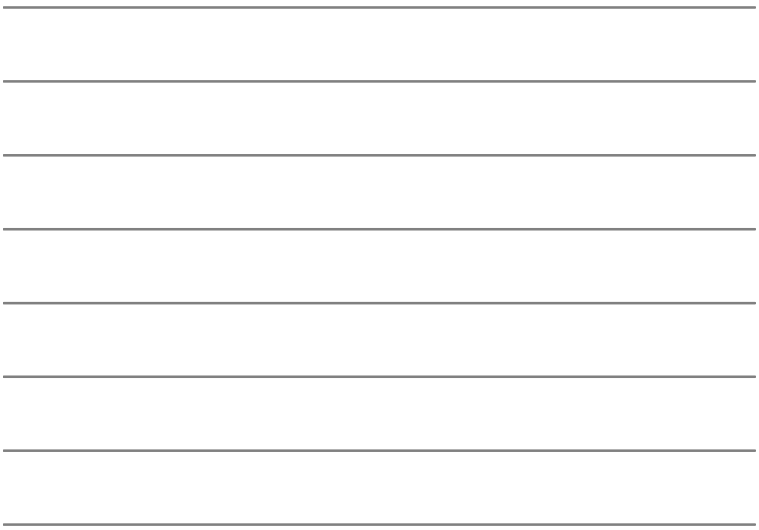


Table 3.6

Credit and Noncredit Student Headcount by Age Group 2001-02 to 2011-12

Area	Age Group	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
Credit	16 - 19	6,275	5,459	5,115	5,998	6,542	5,891
	20 - 24	12,071	11,987	12,494	13,729	15,288	15,666
	25 - 29	9,316	8,917	8,871	9,696	9,894	9,902
	30 - 34	7,274	6,438	5,761	5,925	6,061	5,967
	35 - 39	4,754	4,320	4,203	4,321	3,870	3,571
	40 - 49	6,404	5,761	5,495	5,626	5,345	5,106
	50 - 69	4,511	4,289	4,701	5,341	5,002	4,747
	70 Plus	273	229	241	294	283	341
	Unknown	246	225	30	32	16	18
Credit Total		51,124	47,620	46,910	50,959	52,300	51,209
Noncredit	16 - 19	2,516	2,297	2,175	2,103	1,469	1,294
	20 - 24	5,708	4,994	4,732	4,571	4,000	3,365
	25 - 29	5,287	4,734	4,287	4,433	4,030	3,355
	30 - 34	5,821	4,947	4,205	4,204	3,882	3,330
	35 - 39	5,531	4,528	4,099	4,214	3,795	3,142
	40 - 49	9,109	8,333	7,250	7,395	7,213	6,013
	50 - 69	10,140	10,190	9,949	10,730	10,299	10,046
	70 Plus	4,958	5,281	5,042	5,202	5,257	4,893
	Unknown	3,482	2,954	2,682	2,310	2,137	1,305
Noncredit Total		52,552	48,258	44,421	45,162	42,082	36,743

Source: CCSF Office of Research and Planning

Graph 3.7

Percent of Students Enrolled in Credit Who Have Taken Noncredit, and Students Enrolled in Noncredit Who Have Taken Credit 2001-02 to 2011-12

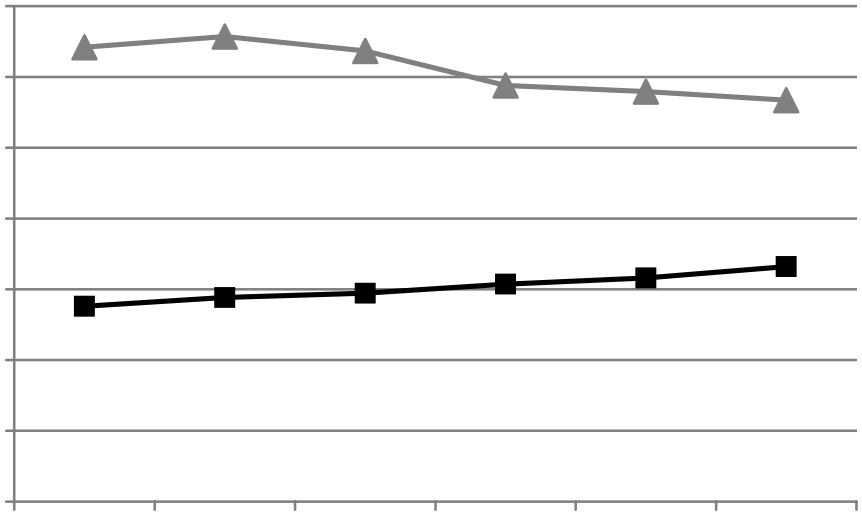


Table 3.8

Residency of Credit Students 2001-02 to 2011-12

Residency	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
California Resident	48,654	45,517	44,546	48,318	49,207	47,262
Foreign Non-Resident	1,613	1,391	1,086	1,117	1,401	1,571
Out-of-State	845	689	1,263			

Graph 3.11a

Student Receiving Matriculation Services in Credit 2001-02 to 2011-12

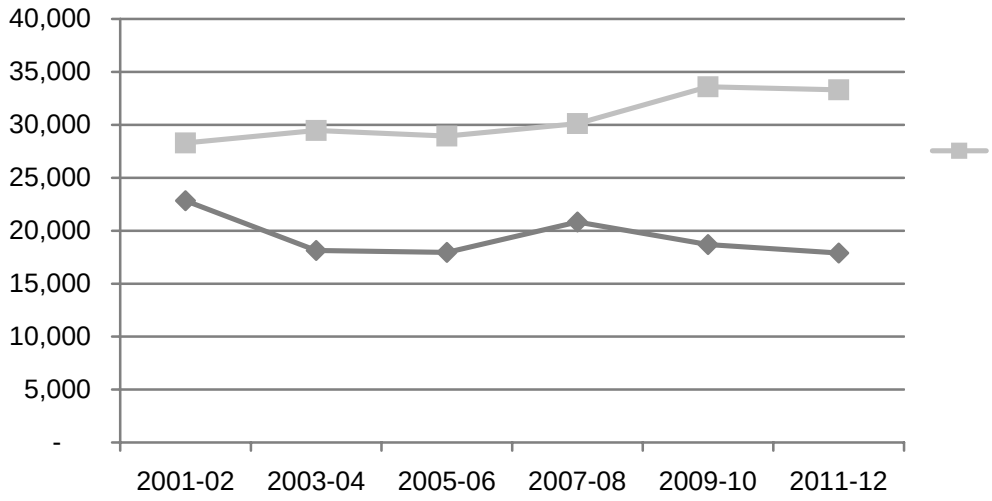


Table 3.11

Student Receiving Matriculation Services in Credit and Noncredit 2001-02 to 2011-12

Graph 3.11c

Graph 3.12

Basic Skills Placed or Attained Level of All Students in Credit 2001-02 to 2011-12

Table 3.13

Number and Percent of Students Taking Placement Tests 2001-02 to 2011-12

	Year	2001	2003	2005	2007	2009	2011
English Placement	Collegiate English	28%	26%	28%	29%	28%	29%
	Upper Precollegiate English	18%	18%	16%	16%	14%	13%
	Lower Precollegiate English	53%	56%	56%	56%	58%	58%
	Students Tested in English	8,646	9,457	9,239	10,752	13,060	11,553
Math Placement	Collegiate Math	28%	27%	32%	35%	34%	34%
	Upper Precollegiate Math	35%	36%	36%	39%	38%	37%
	Lower Precollegiate Math	37%	37%	33%	26%	28%	29%
	Student Tested in Math	7,184	10,449	10,521	11,731	13,779	12,813
ESL Placement	Upper Precollegiate ESL	62%	70%	71%	73%	66%	68%
	Lower Precollegiate ESL	38%	30%	29%	27%	34%	32%
	Students Tested in ESL	5,367	4,465	3,580	3,638	3,605	3,410

Source: CCSF Office of Res(t)]TJ 10.2.64 432(t)]Td .6tpf.2 Tm ( )Tj EMC /P <44gShape <</MCID

Full- and Part-Time Classified Staff for Fall Terms 2004 to 2012

Full-Time Classified Staff	2004	2006	2008	2010	2012
African American	13%	12%	11%	11%	11%
American Indian / Alaskan Native	0%	0%	0%	0%	0%
Asian / Pacific Islander	34%	35%	36%	38%	38%
Filipino	14%	14%	12%	11%	11%
Hispanic / Latino	14%	14%	15%	16%	16%
White	23%	23%	21%	20%	20%
Unknown / No Response / Other	2%	3%	4%	5%	4%
Total Number	651	650	718	663	612
Part-Time Classified Staff	**2004**	**2006**	**2008**	**2010**	**2012**
African American	12%	10%	10%	10%	8%
American Indian / Alaskan Native	1%	0%	1%	1%	1%
Asian / Pacific Islander	34%	39%	37%	37%	43%
Filipino	10%	7%	9%	10%	7%
Hispanic / Latino	18%	17%	14%	14%	16%
White	23%	22%	23%	23%	20%
Unknown / No Response / Other	3%	4%	6%	5%	5%
Total Number	283	215	175	168	157
All Classified Staff	**2004**	**2006**	**2008**	**2010**	**2012**
African American	12%	11%	10%	11%	10%
American Indian / Alaskan Native	0%	0%	0%	0%	0%
Asian / Pacific Islander	34%	36%	37%	38%	34%
Filipino	13%	12%	11%	10%	10%
Hispanic / Latino	15%	15%	15%	16%	16%
White	23%	23%	22%	20%	20%
Unknown / No Response / Other	2%	3%	4%	5%	4%
Total Number	934	865	893	831	769

Source: CCSF Human Resources. (For Tables 3.14 and 3.15) A>94C 63f m 181.38 0 l S Q 90.48

IV. Student Opinion of CCSF

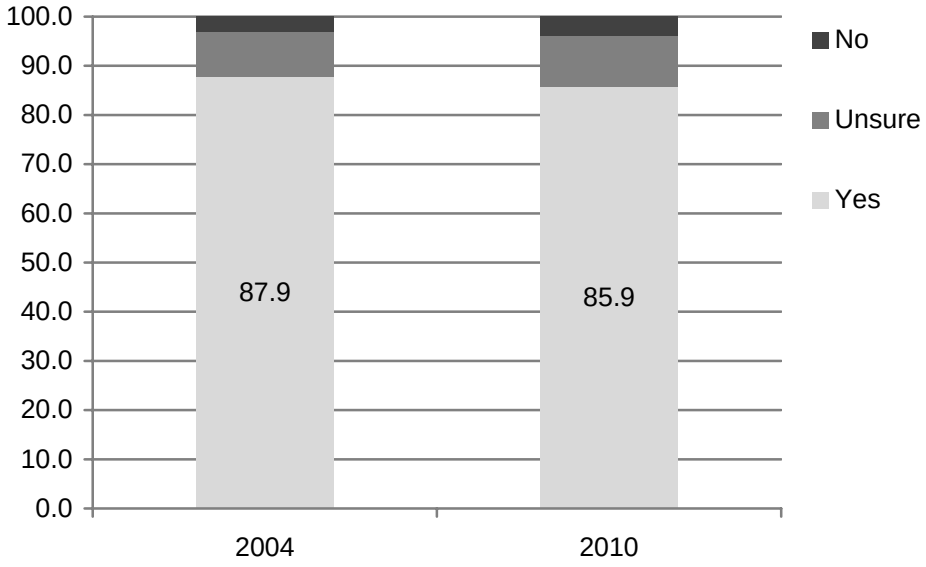
Two surveys have been performed that are very similar enough to compare changes in credit students' perception of CCSF from 2004 to 2010. Graph 4.1 presents the percentage of credit students who think they have accomplished their goals at CCSF. This graph shows the positive percentages to have declined slightly. Similarly the percentage of credit students who would recommend CCSF to a friend has declined. Table 4.3 presents percentage change in ratings from 2004 to 2010 on a host of specific variables. Here the view of CCSF is much more positive. In many counseling departments excellent ratings increased ten percent or more while good, fair, and poor ratings declined. Similar increases can be seen in child care, food services, parking, student activities, job placement, and the student health center.

Graph 4.1

How successful have you been so far achieving at CCSF what you wanted to do at CCSF? 2010 Compared to 2004

Graph 4.2

Would you recommend CCSF to a friend? 2010 Compared to 2004



Source: CCSF Office of Research and Planning

Note: Results based on 3,034 credit respondents in 2004 and 4,292 in 2010.

Note for Table 4.3 (next page): Respondent groups vary by question. Overall, there were 3,095 credit respondents in 2004, and 4,493 respondents in 2010.

Table 4.3

Ratings from Credit Student Opinion Survey 2010 Compared to 2004

Quality of instruction	Poor	Fair	Good	Excellent
2010	2.9	11.9	45.2	40.1
2004	1.7	12.2	49.9	36.2
Change	1.2	-0.3	-4.7	3.8

Content of courses	Poor	Fair	Good	Excellent
2010	1.8	12.2	48.7	37.2
2004	1.1	12.6	54.7	31.6
Change	0.7	-0.4	-6.0	5.7

Availability of courses	Poor	Fair	Good	Excellent
2010	20.5	29.0	33.5	17.1
2004	16.8	34.6	35.3	13.4
Change	3.7	-5.6	-1.8	3.7

Convenience of class scheduling (times available)	Poor	Fair	Good	Excellent
2010	14.4	31.5	36.5	17.6
2004	13.0	36.3	36.4	14.3
Change	1.4	-4.8	0.2	3.3

Size of classes	Poor	Fair	Good	Excellent
2010	2.5	8.0	42.7	46.8
2004	1.9	8.2	45.0	44.9
Change	0.6	-0.2	-2.3	1.9

New Student Counseling	Poor	Fair	Good	Excellent
2010	16.2	23.3	35.1	25.4
2004	18.3	28.7	39.0	14.1
Change	-2.1	-5.4	-3.9	11.4

Continuing Student Counseling	Poor	Fair	Good	Excellent
2010	13.8	18.9	37.9	29.5
2004	16.3	26.8	38.9	18.1
Change	-2.5	-7.9	-1.0	11.4

Transfer Counseling / Transfer Center	Poor	Fair	Good	Excellent
2010	14.0	22.3	37.9	25.8
2004	13.7	25.2	39.5	21.7
Change	0.4	-2.8	-1.6	4.1

Career Development & Placement Center	Poor	Fair	Good	Excellent
2010	12.3	18.4	41.6	27.7
2004	13.4	26.8	42.3	17.6
Change	-1.1	-8.4	-0.6	10.1

Transfer Center Effectiveness	Poor	Fair	Good	Excellent
2010	3.1	11.5	49.0	36.4
2004	2.0	8.7	49.0	40.3
Change	1.1	2.8	0.0	-3.9

V. Longitudinal Student Achievement Data

Tables in this section address not only student course success, but also units per year and persistence to the following year, all of which underlie long-term goal achievement. For students to achieve their long-term goals they must not only pass their classes, they must also persist to following semesters and years. Taking higher unit loads reduces the time students must spend in the educational process and decreases the certain percent of the population drops out with every additional term, s

Table 5.6c presents new data on CTE completers and leavers. This data is positive both in terms of full time employment and hourly wage following CTE coursework. In some cases program-specific data is available for these metrics and that will be reviewed and shared during spring 2013.

Table 5.9 presents the time it takes for a student to get a degree or certificate (of those students who got a degree or certificate). That number has risen slightly but steadily over time. On average, it takes students more than eight semesters to achieve a degree. For those

Table 5.1a

Success in All Credit Courses 2001-02 to 2011-12

Institution	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
CCSF	66.7%	70.9%	69.7%	71.1%	71.6%	70.5%
Statewide	67.6%	67.3%	66.4%	66.9%	68.6%	69.4%

Source: California Community Colleges Data Mart (http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx)

Note: Success is defined as courses grades of A, B, C, CR and P divided by grades of A, B, C, D, F, W, I*, NP, P, CR, NC and DR.

Table 5.1b

Success in All Credit Courses by Ethnicity 2001-02 to 2011-12

Ethnicity	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
African American	60.6%	60.4%	57.0%	59.1%	59.0%	57.1%
American Indian / Alaskan Native	62.5%	64.7%	62.2%	63.0%	67.0%	63.4%
Asian	76.6%	78.0%	77.6%	76.5%	77.8%	78.5%
Filipino	65.7%	68.1%	66.9%	66.7%	68.9%	68.8%
Hispanic / Latino	65.0%	67.9%	65.3%	65.2%	65.6%	64.5%
Other Non White	68.7%	70.8%	68.8%	68.3%	70.1%	70.3%
Pacific Islander	66.2%	61.9%	61.8%	64.1%	60.5%	61.3%
SouthEast Asian	70.5%	71.9%	69.7%	71.4%	75.4%	75.4%

U.P2262 (75.4%n5 (%)-226(kan Nativ2]TJ13.6%)-2263 (70.1%)-%)-es-2263 prta-5 2538ape <</MCID 4 >>BDC9(

Table 5.2

Success in Transfer Courses 2001-02 to 2011-12

Institution	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
CCSF	71.8%	72.9%	71.5%	72.1%	72.7%	71.8%
Statewide	67.8%	67.6%	66.6%	66.7%	68.8%	69.8%

Source: California Community Colleges Data Mart (http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx)

Note: Success is defined as courses grades of A, B, C, CR and P divided by grades of A, B, C, D, F, W, I*, NP, P, CR, NC and DR.

Table 5.3a

Success in Credit Basic Skills Courses 2001-02 to 2011-12

Institution	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
CCSF	*	64.0%	64.7%	64.4%	61.7%	61.8%
Statewide	57.8%	59.3%	58.0%	58.6%	60.8%	62.8%

* 2001-02 is not comparable due to coding issues.

Source: California Community Colleges Data Mart (http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx)

Note: Basic Skills courses are defined by the St

Table 5.3b

Success in Credit Career Technical Education (CTE) Courses 2001-02 to 2011-12

Area	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
CTE	73.0%	75.6%	75.1%	75.6%	76.1%	75.0%

Source: Office of Research and Planning
Note: Statewide averages are not available for comparison.

Table 5.4

Average Units Taken Per Student 2001-02 to 2011-12

Level	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
Collegiate	11.00	12.19	12.21	12.06	13.23	13.63
Upper Pre-Collegiate	13.77	14.56	14.73	14.20	14.86	15.80
Lower Pre-Collegiate	12.18	12.75	12.90	12.64	12.82	13.75
Unknown Level	5.37	5.73	5.76	5.73	6.26	6.66
All Students	9.75	10.78	10.92	10.60	11.50	12.27

Source: CCSF Office of Research and Planning

Table 5.5

Persistence to the Following Academic Year 2001-02 to 2011-12

Level	2001-02	2003-04	2005-06	2007-08	2009-10	2010-11*
Collegiate	49%	51%	49%	51%	49%	58%
Upper Pre-Collegiate	62%	62%	62%	64%	62%	68%
Lower Pre-Collegiate	60%	60%	58%	60%	59%	62%
Unknown Level	36%	36%	37%	38%	36%	41%
All Students	50%	51%	51%	52%	51%	57%

Source: CCSF Office of Research and Planning

* Data for 2011-2012 is not yet available.

Table 5.6a

Degrees and Certificates Earned 2001-02 to 2011-12

Table 5.6c

CTE Survey on Completers and Leavers' Employment and Hourly Wage Fall 2012

	Leavers	Completers
Percent Employed Full Time		
Before CTE Training	45%	55%
After CTE Training	57%	63%
Hourly Wage		
Before CTE Training	$17.88	$19.28
After CTE Training	$24.14	$23.35
Percent Change	35%	21%

Source: RP Group CTE Employment Outcomes, 2012 Survey of Completers and Leavers

Completers https://www.ccsf.edu/NEW/en/educational-programs/career-and-technical-education/_jcr_content/contentparsys/documentlink_0/file.res/2012%20San%20Francisco%20Completers%20Report.pdf

Leavers https://www.ccsf.edu/NEW/en/educational-programs/career-and-technical-education/_jcr_content/contentparsys/documentlink_1/file.res/2012%20San%20Francisco%20Leavers%20Report.pdf

Table 5.7

Transfers to CSU and UC from CCSF 2001-02 to 2011-12

Transfer	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
UC System	255	311	357	344	324	n/a
CSU System	1,248	1,084	1,063	1,072	648	1,118
Total	1,503	1,395	1,420	1,416	972	n/a

Source: California Post-Secondary Commission (http://www.cpec.ca.gov/)

Note: The decline in 2009-10 and increase in 2010-11 to CSU transfers is due to the CSU system not accepting spring transfers but adding them to the following fall. See Table 1, "CCSF Student Transfer Data" in Section II.A for information on transfers to private and out of state institutions.

Table 5.10

Advancement and Transfer Course Completion in Developmental Credit Sequences 2001-02 to 2010-11

# of Students in Developmental Credit Sequences

Subject	2001-02	2003-04	2005-06	2007-08	2009-10	2010-11*
English	3,484	3,506	3,777	3,901	4,107	3,844
Math	3,168	3,014	3,126	3,323	3,672	3,410
ESL	2,285	1,868	1,636	1,685	1,504	1,463

% Enrolling in a Higher Level Class in the Sequence within One Year

Subject	2001-02	2003-04	2005-06	2007-08	2009-10	2010-11*
English	37%	44%	44%	46%	44%	49%
Math	25%	27%	29%	31%	26%	33%
ESL	55%	58%	58%	61%	60%	67%

% Completing a Transfer Level Class within Four Years**

Subject	2001-02	2003-04	2005-06	2007-08	2009-10	2010-11
English	27%	31%	32%	37%	37%	*
Math	23%	22%	22%	22%	21%	*
ESL	9%	10%	14%	17%	21%	*

Source: CCSF Office of Research and Planning

* 2010-11 included where possible because 2011-12 not yet available

** In ESL and English a transfer level class is English 1A or higher. In Mathematics a transfer level class is any class above Intermediate Algebra.

Table 5.12

Percent of Each Race/Ethnicity Group Completing a Transfer Level Course in the Developmental Sequence within Four Years of Initial Enrollment in the Sequence

English

Race/Ethnicity	2001-02	2003-04	2005-06	2007-08	2008-09	2009-10*
African American/Non Hispanic	14.5%	15.9%	18.6%	19.6%	21.3%	17.6%
American Indian/Alaskan Native	11.8%	18.8%	11.1%	28.1%	15.0%	22.2%
Asian	32.8%	39.6%	41.8%	53.8%	55.3%	55.3%
Filipino	28.3%	23.9%	27.9%	29.3%	33.5%	32.5%
Hispanic/Latino	23.1%	28.1%	25.6%	26.7%	29.3%	28.0%
Other Non White	36.4%	39.6%	40.9%	38.9%	38.6%	39.6%
Pacific Islander	19.4%	16.9%	20.3%	16.4%	26.2%	23.3%
SouthEast Asian	25.7%	29.2%	33.0%	48.2%	52.4%	49.3%
Unknown/No Response	19.2%	31.4%	30.5%	34.8%	31.7%	37.1%
White Non Hispanic	32.3%	37.4%	34.6%	39.6%	37.7%	35.8%
Total	27.2%	30.9%	31.6%	37.5%	38.7%	37.0%

Mathematics

Race/Ethnicity	2001-02	2003-04	2005-06	2007-08	2008-09	2009-10*
African American/Non Hispanic	8.6%	7.6%	8.5%	7.7%	10.8%	8.1%
American Indian/Alaskan Native	20.0%	18.8%	17.1%	11.5%	16.1%	17.4%
Asian	35.2%	32.9%	32.1%	36.9%	35.2%	34.5%
Filipino	16.1%	13.5%	12.4%	17.2%	15.5%	21.5%
Hispanic/Latino	17.4%	16.8%	16.7%	13.9%	17.7%	14.3%
Other Non White	28.0%	24.2%	30.1%	26.4%	24.8%	28.6%
Pacific Islander	6.8%	12.5%	14.5%	9.7%	13.7%	16.1%
SouthEast Asian	21.6%	21.1%	15.3%	34.8%	22.6%	29.6%
Unknown/No Response	27.5%	34.5%	25.7%	21.8%	23.2%	24.8%
White Non Hispanic	30.2%	28.9%	32.0%	26.0%	32.5%	25.2%
Total	23.4%	21.6%	21.8%	21.9%	22.9%	21.2%

ESL

Race/Ethnicity	2001-02	2003-04	2005-06	2007-08	2008-09	2009-10*
African American/Non Hispanic	4.8%	35.3%	23.8%	3.8%	5.6%	21.1%
Asian	7.4%	8.7%	15.3%	18.1%	20.0%	21.8%
Filipino	10.3%	9.4%	10.0%	13.4%	10.0%	15.5%
Hispanic/Latino	8.2%	8.8%	9.8%	10.6%	9.2%	9.0%
Other Non White	15.0%	17.1%	7.7%	13.0%	4.3%	41.7%
Pacific Islander	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SouthEast Asian	9.9%	8.8%	20.3%	28.4%	34.3%	23.7%
Unknown/No Response	16.7%	23.1%	10.0%	7.1%	13.5%	27.6%
White Non Hispanic	14.0%	12.3%	15.8%	23.6%	15.5%	20.8%
Total	8.7%	9.6%	14.4%	17.2%	17.8%	20.6%

* Some decrease in 2009-10 rates may be due to reduction of 4-year time period to 3.5 years.

Table 5.13

Table 5.14

Online Sections, Enrollments, and Success Rates 2001-02 to 2011-12

Online Sections and Enrollments	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
Online Sections	37	86	185	299	317	348
Total Credit Sections	10,146	9,273	9,868	10,380	9,687	9,945
Online as % of Total	0.4%	0.9%	1.9%	2.9%	3.3%	3.5%
Online Enrollments	1,127	2,580	5,447	9,189	11,640	12,683
Total Credit Enrollments	208,689	204,709	207,988	217,849	246,898	238,918
Online as % of Total	0.5%	1.3%	2.6%	4.2%	4.7%	5.3%

Online Success Rates	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
Pass (C or Better)	51%	56%	58%	58%	62%	61%
Fail (D, F, NC)	18%	17%	15%	16%	16%	17%
Withdrawal (W)	30%	27%	27%	26%	22%	23%
Total Enrollments*	1,045	2,388	5,236	8,641	11,156	12,230