Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard I.A. Mission

I.A.1. *The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.*

I.A.1. Evidence of Meeting the Standard

Student learning and success are the College's pledge to the community it serves and the basis for all of the College's efforts. Two foundational statements capture the College's commitment: the College vision and mission.[1] The vision communicates the aspirations of the institution. The role of the vision is to inspire and give direction to faculty, staff, and administration and is written in future tense:

> CCSF shall provide a sustainable and accessible environment where we support and encourage student possibilities by building on the vibrancy of San Francisco and where we are guided by the principles of inclusiveness, integrity, innovation, creativity, and quality. Empowered through resources, collegiality, and public support, the college will provide diverse communities with excellent educational opportunities and services. We will inspire participatory global citizenship grounded in critical thinking and an engaged, forward thinking student body.

The Mission Statement, on the other hand, is written in present tense and provides the framework for all institutional goals and activities. The mission is the foundation for all of CCSF's programs and services and describes the College's broad educational purposes, the students it serves, and the degrees, certificates, and awards it offers. The College closes the loop by linking its policies, procedures, and processes to the ultimate goal of the College: student learning and achievement.

The CCSF Board of Trustees has reviewed and approved both the Vision and the Mission Statements, as contained within Board Policy 1.00 (District Vision and Mission Statement).[2] As express policy of the district, the vision and mission guide the programs and services the College

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[1] Mission and Vision Statement
[2] Board Policy 1.00 - November 2014

offers. Procedures are in place for the periodic review and update of the statements for currency and relevance as Standard I.A.4. discusses at length.[3]

Broad Educational Purposes. As an open access, public, post-secondary institution under the California Community College system of higher education, CCSF's mission includes a broad range of functions to meet the needs of its intended population, including:

- the first two years of a baccalaureate study (transfer pathway) (see Standards II.A.1. and II.A.10.)

- the attainment of Associate Degrees as milestones, including degrees in career and technical education fields (see Standards II.A.1. and II.A.13.)

- career and technical education and contract education for local businesses and employers (see Standard II.A.14.)

- pre-collegiate, basic skills education for the diverse population of students in San Francisco, including first-generation students, second language learners and those who enroll unready to produce college-level work (see Standard II.A.4. and II.A.7.)

- noncredit and community education services, such as life-long learning and second language acquisition (see Standard II.A.1. and II.A.16.)

CCSF's mission, therefore, aligns with the mission of California community colleges as set by the state legislature in California Education Code 66010.4.[4] The College's mission is clearly defined, formally adopted by the governing board, and published appropriately to the College constituencies via the web and in college literature to the community the College serves.[5]

Intended Student Population. The College considers its educational purposes in the mission in light of the wide range of student educational objectives in pursuing higher education including:

- high school graduates seeking pre-collegiate or general education curriculum for degree completion or to transfer to baccalaureate institutions,

- students returning to school after raising families or long absences,

- individuals entering or re-entering the workforce pursuing certificates or skills to prepare for the emerging economy,

- second language learners seeking functional and academic English skills, and

- life-long learners expanding their personal learning boundaries.

Importantly, CCSF's service area includes the entire City and County of San Francisco, one of the most ethnically diverse cities in the country. Thus, the College also reflects on this diversity

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[3] Administrative Procedures 1.00

[4] Ed. Code 66010.4

[5] Eligibility Requirement 6 Compliant. *Appropriate to Higher Education and the Constituency It Seeks to Serve.*

when offering instructional programs and providing student support services. As set forth in the "Introduction," the College population reflects this diversity, often with those groups most impacted by language barriers, poverty, and transportation needs.

For example, many of the students who attend the College are second language learners, and CCSF has extensive noncredit and credit courses to meet these students' needs. The College specifically tailors student programs to the needs of its most impacted ethnic communities (see Standard II.C.3.). The College also actively pursues external funding to bolster general funds to address student needs and employs additional state funding for targeted programs. Through its Equity Plan and Student Success and Support Program (SSSP) Plan, the College considers the issues of access, course and program completion, transfer, and basic skills success (see Standard II.C.3.).

As an open access, postsecondary institution in a large urban area, CCSF accepts students needing assistance with basic skills such as pre-collegiate level reading and writing or mathematics as well as students looking to enter the workforce as soon as possible (see Standard II.C.6.). The College offers programs and services to help these students (see Standard II.C.1. and II.C.5.). Finally, the College is committed to adult education through California AB86 (see Standard II.C.6.).

The balance of the Institutional Self Evaluation discusses in great detail the instructional programs offered, the student supports provided, and the processes and systems that review learning and achievement data in a constant cycle of improvement.

Student Learning. At the heart of the mission is the commitment to examining learning and success to inform the College's improvement efforts. To promote fulfillment of its mission, the College assesses knowledge and competencies in all segments of study or activity through measurable learning outcomes at the institutional, program, degree, and course levels.[6]

The College also looks at learning beyond and outside of the classroom in its student services programs, grants, and initiatives. Faculty and instructional support and student services professionals look at both qualitative and quantitative data in their learning outcomes assessment analyses (see Standard II.C.2.). The Library assesses its own student learning outcomes, as do the individual student services programs. The College is also committed to equity in student learning and achievement. As a result, the College disaggregates learning and success data to discover areas of disproportionate impact and lack of educational opportunity.[7]

Student Achievement. In addition to student learning, the College looks at student achievement measured at recognized points of completion including successful course completion, certificates and degrees, licensure examination passage, post-program employment, and other similar

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[6] Screenshot of ACCJC Glossary, Definition of Student Learning page 12, (Source: ACCJC Glossary, Definition of Student Learning)
[7] Directions to access disaggregated SLO data via Argos, page 1

measures.[8] The College collects and shares student success data in a variety of ways, including as a part of Program Review, the California Student Success Scorecard, the aspirational ("stretch") goals of the Institutional Effectiveness Partnership Initiative (IEPI), in the institution-set standards, in strategic planning metrics, through the strategic initiatives, and as a part of the College's grants and other initiatives (see Standard I.B.3.).

Explicit, fundamental connections between the mission and institutional planning occur through Program Review. The Program Review process prompts all College units to address their relationship to the Mission Statement in their unit-level planning.[9] Similarly, College-wide plans cite the Mission Statement at their inception, throughout planning processes, and in final documents.[10]

Moreover, institutional planning highlights a commitment to equity as cited in the Mission Statement. Using Argos and publicly accessible Tableau dashboards, the College analyzes and disaggregates achievement outcomes by various student populations.[11] Faculty, staff, and administrators discuss the results and incorporate them into Program Review.[12] An example of the College's ongoing work in this regard is the October 20, 2015, Flex Day.[13] On this day, faculty took part in a day-long exploration of the Institutional Learning Outcome of "Cultural, Social and Environmental Awareness" and the collective review of disaggregated achievement and assessment data at the course and department level. The March 8, 2016, Flex Day[14] event focused on taking action on recommendations from previous Institutional Learning Outcome (ILO) and General Education Learning Outcome (GELO) assessments. Both of these events, and similar ones held in previous years, tied the College's Mission Statement directly to its work in the classroom and with student support services.

The responses to Standards I.A.2., I.A.3., and I.A.4. discuss the relationship between planning and the mission in more detail.

I.A.1. Analysis and Evaluation

CCSF has a well-developed Mission Statement, enhanced by a Vision Statement, that defines the College's broad educational purposes, its intended student population, the types of degrees and credentials it offers, and its commitment to student learning and student achievement. The Mission Statement features ILOs, it strongly articulates the College's commitment to supporting student learning and attainment of students' diverse goals, and it emphasizes diversity and

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[8] Screenshot of ACCJC Glossary, Definition of Student Achievement page 12, (Source: ACCJC Glossary, Definition of Student Achievement)

[9] Screenshot of 2015-2016 Program Review question about "unit description" and mission alignment (Source: Program Review Website)

[10] Screenshot of Vision and Mission on EMP (Source: 2014-2020 Education Master Plan, page 6); Screenshot of Vision and Mission on Technology Plan (Source: 2015-2017 Technology Plan, page 2); Screenshot of RFP for Facilities Master Plan (Source: RFP for Facilities Master Plan, page 3)

[11] Tableau access to College and department trends in Credit Course Success by demographics

[12] Annual Program Review

[13] October 20th, 2015 Flex Day

[14] March 8, 2016 Flex Day

inclusivity in providing broad educational opportunities. The types of degrees, certificates, and other awards are in line with State of California regulations and part of the traditional multi-function purpose of a community college. Importantly, CCSF studies its intended population, creates academic programs, and provides support services that help students reach their educational objectives. Analysis of learning occurs at the course, program, and institutional levels as well as in student support services, including the Library and related instructional support services. The College coordinates all of its mission efforts on both the skills and competencies needed in college and after completion (student learning) but also on the attainment of recognized educational milestones which form the basis of success after college (student achievement).

Conclusion. The College meets Standard I.A.1.

I.A.2. *The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.*

I.A.2. Evidence of Meeting the Standard

Institutional Commitment to Using Data. CCSF has made significant strides in access to, use of, and satisfaction with the use of evidence to inform decision making, measuring progress on the mission, and setting College Priorities based on student needs. The College has an Office of Research and Planning that provides useful data and analysis, reports, presentations, and facilitations to administrators, staff, faculty and students. The office provides data and information relevant to short- and long-range planning and decision making, institutional effectiveness and academic quality, student learning outcomes and student achievement, Program Review, grant reporting, and federal and state-mandated data requirements (see Standards I.B.3. and I.B.4.).

For several years now, CCSF has engaged in an annual review of its Vision and Mission Statements based upon data. This annual, institutional process—conducted in accordance with Administrative Procedures 1.00 (District Vision and Mission Statement)[15]—promotes College conversations about institutional priorities and institutional effectiveness. Each year, the College improves the process. Improvements in Fall 2015 featured a newly developed SLO dashboard[16] designed to summarize assessments of ILOs[17] and GELOs[18] across multiple semesters. In addition to the new SLO dashboard, Research and Planning staff updated, summarized, and employed multiple data sources in a line-by-line analysis of the Mission Statement presented in a

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[15] Administrative Procedures 1.00
[16] SLO dashboard
[17] Institutional SLOs
[18] General Education Learning Outcomes

PowerPoint to ground the discussion of how effectively the College is accomplishing its mission.[19]

Institutional commitment is underscored by data discussions that occur across the College and at the highest levels of the institution. In addition to being available online and circulated College wide by email, the Board of Trustees discussed the Mission Statement data, and the Academic Senate, Planning Committee, and Participatory Governance Council held agendized discussions about these data.[20]

Direct Connection between Institutional Priorities and Mission. The College regularly and systematically analyzes how well it achieves the priorities explicitly delineated in the Mission Statement. The line-by-line analysis of the mission during Fall 2015 highlighted each component of the Mission Statement. Key data for reviewing the mission included:

- longitudinal metrics associated with "primary mission" vis-a-vis institution-set standards
- institution-level outcomes assessment including ILOs and GELOs
- a compendium of community collaborations and partnerships
- a review of additional key metrics associated with critical words within the Mission Statement (i.e., accessibility, affordability, quality)
- a focus on data available for equity
- an outline of how decision-making processes address the mission[21]

Student Learning Results. In support of the primary mission, CCSF's Mission Statement explicitly incorporates the College's Institutional Learning Outcomes (ILOs). To address this aspect of the mission, the Office of Research and Planning used the SLO dashboard during the Mission Statement review process to summarize assessment results for ILOs. The SLO dashboard also provided information about General Education (GE) Areas. Proficiency for GE Areas varies from 65 percent proficiency for Natural Sciences to 83 percent proficiency for Humanities. Overall, ILO proficiency averaged 73 percent.**[22]**

The College maintains an ongoing SLO cycle as described in Standard I.B.2. Both ILO and GELO assessments pull data directly from course section-level assessments completed by faculty each semester. Faculty assess all courses at least once every three years. Course Coordinators aggregate section-level SLO data across multiple semesters and SLOs, then consult with fellow faculty to complete course-level assessments.[23] All majors and certificates link their Program

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[19] Vision and Mission Annual Review Part A: Mission Data

[20] Indices Page

[21] Vision and Mission Annual Review Part A: Mission Data, see slides 8 - 11.

[22] SLO dashboard

[23] SLO website: assessment frequency guidelines

SLOs (PSLOs) up to ILOs and down to course SLOs.[24] [25] [26] Faculty update these mappings every six years at a minimum through review by the Curriculum Committee. At least once every three years, Program Coordinators aggregate section-level SLO data pulled in through these mappings and conduct a program-level assessment for all Program SLOs. All courses that satisfy a particular General Education Area map their SLOs to all GELOs in that area.[27] When GELOs and ILOs are assessed, they pull in section-level assessment data that correspond to these mappings.

As identified in the mission, the College also provides a wide array of student services to meet students' needs and thereby support learning and achievement. Student Development units assess these services through Student Services Outcomes (SSOs) which map to ILOs.[28]

Data Analysis of Institutional Values. The Fall 2015 Mission Statement review emphasized three key values of accessibility, affordability, and high-quality education for all students. Data and artifact analysis included:

1. Course and program availability as evidenced by students enrolled at Ocean Campus and at eight Centers located throughout San Francisco.[29] [30]
2. EASE Task Force work to review and ensure equitable access to services across locations.[31]
3. Enrollment and health fees total an affordable $799 per semester for a full time student.[32]
4. Student Success Scorecard Metrics: Completion - 55.4 percent; Persistence - 80.4 percent; 30 Units - 73.7 percent; CTE - 44.9 percent.[33]
5. Student Success Scorecard Information: Median credit size class - 24; Full time Faculty - 74.3 percent; Student to Counselor ratio is 531:1.[34]
6. Benchmarks from the Community College Survey of Student Engagement (CCSSE).[35]

An area of increased focus over the last few years is the Centers. As noted and affirmed during the Fall 2015 review of the Vision and Mission Statements, accessibility of City College classes occurs via Ocean Campus plus eight Centers situated throughout San Francisco. Having multiple locations expands access given that most students enroll at only one location. For example, in

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[24] CurricUNET User manual: PSLOs and mapping
[25] SLO website: mappings explained as an image
[26] SLO website: mappings guidelines
[27] CurricUNET User Manual: Mapping course SLOs to GELOs
[28] SSO matrix with ILO mappings
[29] Locations website
[30] Headcount by Ocean and Centers
[31] EASE webpage
[32] Screenshot of Cost of Attendance (Source: 2015-2016 Student Expense Budget)
[33] Student Success Scorecard, Spring 2015, see page 2
[34] Student Success Scorecard, Spring 2015, see page 1
[35] CCSSE reports

Fall 2013, the vast majority of students enrolled only at one location: 47,000 unduplicated student headcount. A sizable minority enrolled at multiple locations: 6,000.[36]

While the eight Centers are individually smaller than Ocean, together they comprise more than half of the College's unduplicated headcount enrollment. In total 29,000 students enrolled at one or more Centers—but not simultaneously at the Ocean Campus. Mission Center has the largest enrollment of any Center; each fall semester it serves approximately 10,000 students, of whom roughly 1,000 also take classes at Ocean. In addition to enrollment at Ocean and Centers, approximately 1,000 students enrolled exclusively online.[37]

To further promote accessibility and affordability, the College engages in community outreach. The College offers some programs and services consistent with its primary mission in collaboration with partnering agencies and community-based organizations. The Mission Statement validation process cited these collaborations, including these examples: San Francisco Unified School District (SFUSD), San Francisco State University (SFSU), the University of California San Francisco (UCSF), Trades Unions, Mission Hiring Hall, the San Francisco Department of Public Health, the San Francisco Department of Children Youth and their Families, Jewish Vocational Services, the San Francisco Office of Economic and Workforce Development, the California Life Sciences Institute, and the Bay Area Video Coalition.

Provision of services is an explicitly stated component of fulfilling the College's mission which promotes accessibility and high quality. For some students, services determine whether they can successfully attend college. The Community College Survey of Student Engagement (CCSSE) results, Centers Survey results, and other data have informed EASE Task Force conversations about equitable access to services. For example, counselors at various Centers discussed the College's need for a system or planning tools for developing noncredit education plans and that "paper educational plans are not in compliance with SSSP mandates."[38] EASE is currently addressing this type of concern as described in Standard II.C.2. While the College is working to address some specific concerns associated with the Centers, it is worth noting that respondents generally indicated high satisfaction with the Centers. Overall, more than 92 percent of respondents from all Centers would recommend their Centers to their friends or relatives.[39]

Qualitative and Quantitative. The College's effectiveness in providing high-quality education as promised in the Mission Statement is also evidenced by CCSSE survey results compared to a national comparison group of community colleges and compared longitudinally. The following were summarized in a two-page overview of CCSSE results:[40]

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[36] Students Attending Multiple Centers, Fall 2013 data available during Mission Statement review.
[37] Students Attending Multiple Centers, Fall 2013
[38] EASE Task Force 2015 Implementation Plan, see Core Service 3 at various Centers
[39] Screenshot of Center Survey 2014 page 9, (Source: Center Survey 2014, page 9)
[40] CCSSE Highlights

- 40 percent of credit respondents rated their entire educational experience as "excellent," noticeably higher than the 29 percent for the extra-large colleges comparison group.
- 70 percent indicated that instructors were available, helpful, and sympathetic.
- 55 percent indicated that other students were friendly, supportive, and inclusive.
- All five benchmarks of effective education practices in community colleges indicated improvement; in 2007, CCSF scored 2.1 points below comparably sized institutions but in 2014 CCSF scored 2.4 points higher than comparably sized institutions. The greatest improvements were in active and collaborative learning, student-faculty interaction, and support for learners.

Along with accessible, affordable, and high quality, another value cited within the Mission Statement is equity:

> To enhance student success and close equity achievement gaps, the college identifies and regularly assesses student learning outcomes to improve institutional effectiveness.[41]

The College has long analyzed achievement gap data at the institutional level through tools such as the Student Success Scorecard and the Decision Support System that the College developed in 1998 and is now modernizing with Argos. Institutionally, achievement gap data informed the Education Master Plan and a focus on equity is highlighted in the College Priorities (formerly Board Priorities).[42] [43] Support plans such as Student Equity and SSSP focus on addressing achievement gaps. Disaggregated data also figure prominently in unit-level Program Review.

The Equity Lens. The College embeds its commitment to equity within the College's Mission Statement, its broadest institutional plan which is the Education Master Plan, and unit-level Program Review. With regard to planning, the last component of the Mission Statement reads as follows:

> As a part of its commitment to serve as a sustainable community resource, our CCSF mission statement drives institutional planning, decision making and resource allocation.[44]

Through Program Review and College-wide planning, the mission directs institutional priorities in meeting the educational needs of students. The College assesses unit-level quality and effectiveness via Program Review. All College Centers, departments, programs, and offices participate in the process. The first Program Review question prompts reviewers to address how the activities provided by their area align with the CCSF Mission Statement.[45] Reviewers then

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[41] Mission and Vision Statement

[42] Education Master Plan 2014-2020, starting at p.44

[43] 2014-15 College Priorities (formerly Board Priorities)

[44] Mission and Vision Statement

[45] Screenshot of 2015-2016 Program Review question about "unit description" and mission alignment (Source: Program Review Website)

use disaggregated achievement and assessment results, analysis of educational needs and other data, guidance from College Priorities (set by the Board and formerly referred to as Board Priorities), and approved College-wide plans to identify potential improvements in effecting and accomplishing the CCSF mission.

Data to Set Institutional Priorities. Program Review informs the Annual Budget and is a primary means by which the Annual Budget is responsive to institutional priorities connected to the Mission Statement. The process for prioritizing resource requests and incorporating priorities into the Budget has undergone changes in the past three years. The College continually refines rubrics and processes it uses for prioritization and makes them increasingly transparent. In 2012-13, all requests were on one spreadsheet; the next year requests were divided into subsections; and, finally, this last year's requests are divided into the following subsections: Classified Staff, Facilities, Faculty Position Allocation Committee (FPAC), Professional Development, and Technology. College employees are now able to establish clear priority rankings of resource allocations for projects designed to support the institution in meeting the educational needs of students per the Mission Statement.[46]

I.A.2. Analysis and Evaluation

CCSF uses data, in both quantitative and qualitative form, to set College-wide priorities, create program plans, and make determinations about requests for resource allocations for improvement to practice. The College identifies key programs to reduce learning and success gaps and uses data from quantitative and qualitative sources. The College regularly reviews data vis-a-vis the Mission Statement during the annual validation of the Mission Statement in accordance with Administrative Procedures 1.00.

The College has identified three action items related to the annual review of the Mission Statement, two of which remain in progress.

Conclusion. The College meets Standard I.A.2.

I.A.3. *The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

I.A.3. Evidence of Meeting the Standard

Alignment of Programs and Support Services with the Mission. City College engages in a robust Program Review process that considers the Mission and Vision Statements and prompts programs and services to demonstrate how they support the College's mission.[47] [48] All college

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[46] Program Review Guidelines -- Resource Requests
[47] Screenshot of Integrated Planning Flowchart (Source: College Plans)
[48] Screenshot of 2015-2016 Program Review question about "unit description" and mission alignment (Source: Program Review Website)

employees participate in Program Review. Using the prompts provided by the Program Review and Planning Committee, participants consider program performance program performance in terms of student learning and student success, including attention to key student subpopulations given the college's diversity (see Standard I.B.5). These considerations flow from the mission's goals of improving lives, inspiring success, and providing a supportive and excellent learning environment for the College's students. Professionals in every department, program, and service area consider how to improve the connections between their impact and effectiveness and the mission set by the College. Alignment with the mission extends to all programs and departments, instruction, student services, and administrative services (see Standards II.B.3, II.C.2, III.A., III.B., III.C., and III.D.).

Making Decisions, Planning, and Allocating Resources. The College's mission guides College-wide decision making, planning, and resource allocation, and informs institutional goals for student learning and achievement. As explained in the integrated planning model, CCSF has a robust integrated planning cycle (see Standard I.B.9.). The Board sets College Priorities at the outset of each year's Program Review. The Board frames these annual College Priorities around adopted, long-term institutional goals that flow directly from the mission and Board policy.[49]

Similarly, all College plans explicitly reference the Mission Statement at the outset (and throughout) the planning process. Examples of this can be seen in the Education Master Plan, Technology Plan, and the Request for Qualifications (RFQ) for the Facilities Master Plan.[50] In addition, the schedule of classes is another major reflection of resource allocation and the mission is stated explicitly at the beginning of the Class Schedule.[51] Further details in Standards I.B.4. and III.D.4. will demonstrate that the mission directs allocation of resources for institutional change.

The mission informs institutional goals for student learning and achievement. CCSF's ILOs[52] express a commitment to student learning. A statement summarizing the ILOs is included in the Mission Statement, and the College has created an SLO dashboard[53] to summarize findings. The College's Institution-Set Standards address primary aspects of the mission vis-a-vis student achievement in terms of degrees, certificates, and transfer.[54] Aspirational goals for these areas are captured through the Institutional Effectiveness Performance Indicators (IEPIs) as well as in the Student Equity Plan.[55] [56]

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[49] Board Values, Board Goals, and College Priorities

[50] Screenshot of Vision and Mission on EMP (Source: 2014-2020 Education Master Plan, page 6); Screenshot of Vision and Mission on Technology Plan (Source: 2015-2017 Technology Plan, page 2); Screenshot of RFP for Facilities Master Plan (Source: RFP for Facilities Master Plan, page 3)

[51] Screenshot of 2016 Fall Schedule on Vision and Mission Statement, page 27, (Source: Fall 2016 Schedule page 27)

[52] Institutional SLOs

[53] SLO dashboard

[54] Institution-Set Standards

[55] Institutional Effectiveness Performance Indicators (Source: Goal-Setting webpage)

[56] Screenshot of CCSF Student Equity Report, December 2015, page 8 (Source: CCSF Student Equity Report, December 2015 - page 8)

I.A.3. Analysis and Evaluation

The programs and services CCSF offers are directly connected to the educational purposes of the College and the intended student population. Program Review assures alignment with the College's mission. There are programs that address the needs of first-generation students, English language learners, traditional transfer pathway students, and those needing support to transition to college-level work. The mission drives all institutional-level planning and resource allocation. The College has regular and ongoing processes in place to ensure the programs and services are in alignment with the mission. The College's Program Review processes bring together all College constituents in the evaluation of its departments, programs, and services in a manner that addresses the needs of all students, and, as appropriate, regional needs.

Conclusion. The College meets Standard I.A.3.

I.A.4. *The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.*

I.A.4. Evidence of Meeting the Standard

Widely Published Statement. The College widely publicizes its Vision and Mission Statements. They are published in the College Catalog, prominently placed on the College website (second item on "About City College" menu), and posted throughout the District. In addition, the Mission Statement is in the Schedule of Classes and visible within all College plans and planning processes—either directly or as insertions.[57] [58] [59] [60] Examples of these references include the Education Master Plan, Technology Plan, and development materials for the revision of the Facilities Master Plan. Students are made aware of the mission via the Catalog, the Class Schedule, and related literature about the programs and services offered.

Regular Mission Review for Currency and Relevance. The College reviews the Mission and Vision Statements annually and updates them as necessary through a process that culminates with Board approval. The current Mission and Vision Statements were approved on November 20, 2014 (Board Policy 1.00) and affirmed without changes on November 12, 2015.[61] [62] Administrative Procedures 1.00 clearly articulate the review processes for the Mission and

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[57] Screenshot of Vision and Mission 2016-17 College Catalog (Source: 2016-2017 College Catalog, page III)

[58] Screenshot of Mission and Vision Statement prominent on College website (Source: City College of San Francisco's website)

[59] Screenshot of Vision and Mission, Fall 2016 Class Schedule (Source: Fall 2016 Class Schedule, page 27)

[60] Screenshot of Vision and Mission on EMP (Source: 2014-2020 Education Master Plan, page 6); Screenshot of Vision and Mission on Technology Plan (Source: 2015-2017 Technology Plan, page 2); Screenshot of RFP for Facilities Master Plan (Source: RFP for Facilities Master Plan, page 3)

[61] Board Policy 1.00

[62] Board Resolution Validating Mission and Vision, November 2015

Vision Statements, and review involves all constituents of the College. Previous annual reviews followed a similar process (e.g., Process for Annual Vision and Mission Review - 2013).[63] [64]

The annual review process is data informed and inclusive. It begins each year at the outset of the planning and budgeting cycle.[65] Annual indices include a summary assessment of learning outcomes, a dashboard of key performance indicators, an assessment of annual objectives, Program Review results, and other relevant data. A College-wide discussion encourages full participation and input. Following these discussions, the Chancellor presents a recommendation for affirmation or amendment of the Mission and Vision Statements for the Board's consideration.

The following list of all approved Vision and Mission Statements since 2010 reflect the process of adjusting and updating the statements. In 2014, the College revised and made the vision more concise; in 2013, the College added ILO language; and in 2012, the College clarified the "primary" mission.[66] [67] [68] [69]

An even more extensive process ensues when massive changes are undertaken, as exemplified by this list of materials from the Spring 2014 Vision Statement process:

- Summary of CCSF's Strategic Visioning Session I - February 4, 2014[70]
- Summary of CCSF's Strategic Visioning Session II - March 27, 2014[71]
- Summary of CCSF's Strategic Visioning Session III - May 6, 2014[72]
- Vision statement Survey Results and Feedback - May to September, 2014[73]

The Special Trustee approved the current Mission and Vision Statements on November 20, 2014, and the Board of Trustees affirmed them on November 12, 2015.[74]

I.A.4. Analysis and Evaluation

The College widely shares the mission with students, faculty, staff, administration, and the community it serves via the internet and literature about programs and services. The approved Vision and Mission Statements are published in Board Policy 1.00 and available prominently on the website. The College displays the Mission Statement throughout the College, and important

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[63] Administrative Procedures 1.00

[64] Process for Annual Vision and Mission Review - process prior to AP 1.00

[65] Integrated Planning Flowchart, screenshot with highlight of mission review in annual cycle

[66] Board Policy 1.00 - April 2010 - previously referred to as BP 1200

[67] Board Policy 1.00 - October 2012

[68] Board Policy 1.00 - October 2013 - tracked changes shows proposed wording changes - subsequently adopted

[69] Board Policy 1.00 - November 2014

[70] Summary of CCSF's Strategic Visioning Session I

[71] Summary of CCSF's Strategic Visioning Session II

[72] Summary of CCSF's Strategic Visioning Session III

[73] Vision statement Survey Results and Feedback

[74] Board Resolution Validating Mission and Vision, November 2015

College documents such as the Catalog, Class Schedule, and College-wide plans contain the Mission Statement.

The College has reviewed the Vision and Mission Statements annually and has made updates as appropriate. Constituent groups were involved in this process through the College's Participatory Governance structure and the entire College community was invited to participate via survey. This process results in modifications, when necessary, stimulates dialogue about the statements, and promotes visibility.

Conclusion. The College meets Standard I.A.4.

Standard I.A. Changes and Plans Arising out of the Self Evaluation Process

Standard I.A. Changes Arising Out of the Self Evaluation Process				
Goal	**Associated Action(s)**	**Person(s) Responsible**	**Completion Date**	**Expected Outcome**
Disaggregate SLO data to better inform Equity (Standard I.A.2.)	Implement CurricUNET, collect SLO data by student, assemble reports	Director of Research, CurricUNET administrator	Fall 2015	Incorporated SLO disaggregation into college-wide planning and assessment
Create a more sustainable and flexible technological system to collect program review and assessment data (Standard I.A.3.)	Implement CurricUNET, collect program reviews	Dean of Institutional Effectiveness, CurricUNET administrator	Fall 2015	Increased ability to analyze across program reviews, More explicit connections to assessments and plans
Track decisions about resource allocation resulting from program review (Standard I.A.3.)	Use CurricUNET to identify approved requests and flag those areas for subsequent reporting on improvements after requests have been funded and implemented	Director of Planning	Initiated in Fall 2015 and ongoing (closing first loop in Fall 2016)	Better clarity on what has been funded and implemented More information about improvements occurring throughout the College

Standard I.A. Plans Arising Out of the Self Evaluation Process				
Goal	**Associated Action(s)**	**Person Responsible**	**Expected Completion Date**	**Expected Outcome**
Create additional institution-set standards to use when assessing mission effectiveness (Standard I.A.2.)	Translate Equity goals into institution-set standards for basic skills sequence completion and transition from noncredit to credit	Director of Research, Assessment Planning Team, Academic Senate	Fall 2016	Full frame of standards for discussing effectiveness in accomplishing all components of the primary mission
Ensure access to all data points used to review and validate the Mission Statement (Standard I.A.2.)	Use Argos to provide "drill downs" from college-wide to department, program, course, and section levels	Director of Research	August 2016	Deepened integration between mission and program review
Demonstrate program and service alignment with mission (Standard I.A.3.)	Use CurricUNET to extract fall 2015 program review responses, then analyze and summarize	Director of Planning	Fall 2016	Model examples to increase clarity and consistency (if necessary) in next program review cycle