CITY COLLEGE OF SAN FRANCISCO | DECEMBER 2022

INSTITUTIONAL SELF-EVALUATION REPORT

IN SUPPORT OF AN APPLICATION FOR REAFFIRMATION OF ACCREDITATION

Credits:
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Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

City College of San Francisco
50 Frida Kahlo Way
San Francisco, CA 94112

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

December 2022

Certification

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

From: Dr. David Martin, Chancellor
City College of San Francisco
50 Frida Kahlo Way
San Francisco, CA 94112

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

David Martin
David Martin (Dec 12, 2022 09:20 PST)

12/12/2022

Dr. David Martin, Chancellor — Date

12/13/2022

Dr. Brigitte Davila, President, Board of Trustees — Date

Mitra Sapienza (Dec 12, 2022 11:04 PST)

12/12/2022

Mitra Sapienza, Academic Senate President — Date

Maria Salazar-Colon
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Maria Salazar-Colon, Classified Senate President — Date

Juan "Malinalli" Villalobos
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12/12/2022

Malinalli Villalobos, Student Trustee — Date

Kristin Charles (Dec 12, 2022 13:57 PST)

12/12/2022

Kristin Charles, Accreditation Liaison Officer — Date

Contents

A. Introduction 1
College History 1
Student Enrollment Data 2
Labor Market Data 3
Demographic Data 6
Socio-economic Data 11
Sites 12
Specialized or Programmatic Accreditation 13
B. Presentation of Student Achievement Data and Institution-Set Standards 15
C. Organization of the Self-Evaluation Process 19
D. Organizational Information 20
E. Certification of Continued Compliance with Eligibility Requirements 27
F. Certification of Continued Institutional Compliance with Commission Policies 30
G. Institutional Analysis 34
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity 34
A. Mission 34
B. Assuring Academic Quality and Institutional Effectiveness 40
C. Institutional Integrity 52
Standard II: Student Learning Programs and Support Services 65
A. Instructional Programs 65
B. Library and Learning Support Services 86
C. Student Support Services 97
Standard III: Resources 111
A. Human Resources 111
B. Physical Resources 126
C. Technology Resources 132
D. Financial Resources 139
Standard IV: Leadership and Governance 158
A. Decision-Making Roles and Processes 158
B. Chief Executive Officer 165
C. Governing Board 172
H. Quality Focus Essay 184

INTRODUCTION

A. Introduction

College History

City College of San Francisco (CCSF) was founded in 1935 in response to demand for a public institution to serve both academic and vocational needs of students as an integral part of San Francisco Unified School District (SFUSD). The College was first housed in temporary facilities with an enrollment of 1,074 students and 74 faculty members. The College rapidly expanded and held classes in 22 locations. In 1937, the San Francisco Board of Education approved a building plan for the College which included a 56-acre site of what is now the Ocean Campus.

Beginning with the opening of Science Hall in 1940, and with federal and state grants, the College expanded and built many new buildings during the 1950s and 1960s. In 1970, the College separated from SFUSD, and formed a new entity, the San Francisco Community College District (SFCCD)—an entity that still included neighborhood programs offered through the Adult and Occupational Education Division of SFUSD. The College maintained these neighborhood education programs, then composed primarily of noncredit courses. With rapid growth, the College District subsequently formed two separate divisions: one for credit courses on the Ocean Campus and another for noncredit courses offered throughout San Francisco. The two divisions merged in 1990 into a single City College of San Francisco.

With approved bond measures in 1997, 2001, and 2005, totaling $491.3 million, the College renovated, expanded, and developed new buildings and facilities throughout San Francisco. Today, the College provides programming and services through one main Campus (Ocean) and five active Centers.

Major Events or Developments Since the Last Comprehensive Review. Immediately following the last comprehensive review, the College, in partnership with the City and County of San Francisco, launched "FreeCity," a program that provides San Francisco residents free tuition (or grants for financial aid recipients) to City College. FreeCity complements the College's later implementation of the California Community Colleges Chancellor's Office (CCCCO) "California Promise" (AB19) through "Full-Time Incentive Grants" for students who enroll in 12+ units.

The College has also responded to a number of other CCCCO initiatives, including, for example, Guided Pathways, beginning in 2017-18. Highlights include clustering the College's programs into Academic and Career Communities (essentially meta-majors), clearly mapping programs so that students can understand the optimal sequencing of the required courses, and the development of Success Networks for each of the Academic and Career Communities (currently in progress). The Office of Student Equity has been a key partner to ensure that equity is at the center of this work.

On March 3, 2020, the voters approved an $845 million bond for the College, which the College is currently deploying for new and replacement buildings and for renovations in line with its Facilities Master Plan.

Later in March 2020, as was the case for all colleges, CCSF pivoted to remote instruction and operations in response to the coronavirus (COVID-19) pandemic. To minimize the disruption to students' learning and access to services, the College took a variety of actions, such as providing the following for students: Chromebooks and Wi-Fi hot spots; emergency aid (private and federal sources); and access to student support services through virtual counters.

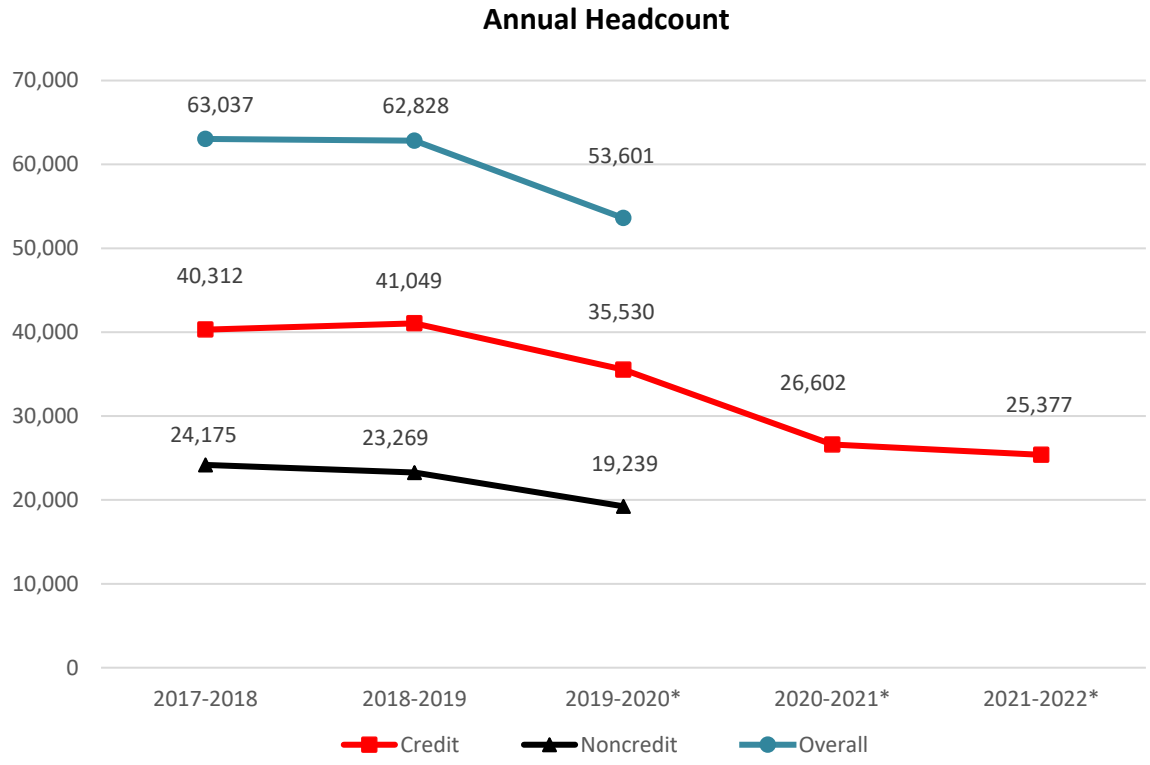
Another development was the College's closure of the Fort Mason site after Fall 2019 and the Airport Center in December 2020 due to a variety of factors.

Finally, in November 2021, the Board of Trustees appointed Dr. David Martin as the new permanent chancellor—following the seating of two interim chancellors after the departure of the last permanent chancellor in Spring 2020. As a former CCSF administrator (Associate Vice Chancellor and Interim Vice Chancellor of Finance and Administration from 2015-2017), Dr. Martin brings focused attention to stabilizing the College's finances and has grounded, historical knowledge of the College paired with a commitment to innovation; diversity, equity, and inclusion; and ongoing quality improvement College wide.

A Note on College Data in the Following Sections. *The Office of Research and Planning assembled the College data that follows using record-level data pulled from the Banner Student Information System (SIS), unless otherwise specified.*

Student Enrollment Data

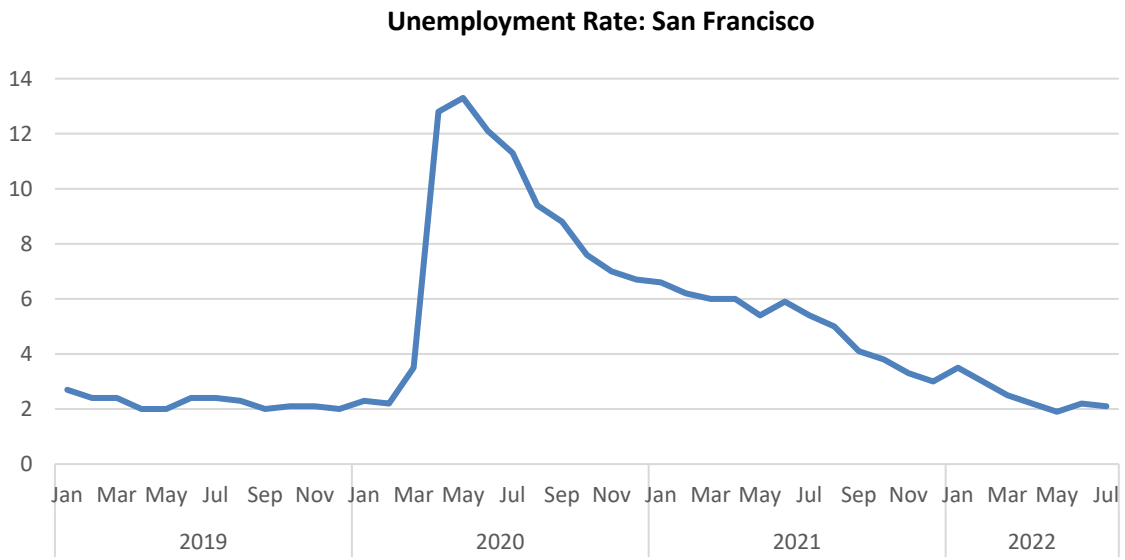
Annual headcount represents the number of individuals served in classrooms during an academic year. The College counts credit students in attendance on Census Day and noncredit students with at least eight hours of positive attendance.



* Noncredit attendance data are collected differently during remote instruction and cannot be reported the same way as prior years.

Labor Market Data

Community college enrollment levels typically drop when job markets are strong, but recent years have not followed this pattern. Unemployment rates spiked abruptly with the onset of the pandemic, then declined steadily until resuming a low unemployment level of 2 percent as of May 2022. According to employment estimates, the top areas with the most openings for students with certificates or Associate Degrees are in medical areas (medical assistants, nursing assistants) and in Web development.



Source: US Bureau of Labor Statistics, BLS Data Viewer. Extracted 8/31/22

Labor Market Demand: San Francisco

Entry Level Education: Associate Degree

Rank (by # annual job openings)	Occupational Title	Estimated Annual Job Openings 2018 - 2028 (top 20)	Average Annual Earnings (2021)
1	Web Developers	473	120,690
2	Preschool Teachers, Except Special Education	438	48,789
3	Paralegals and Legal Assistants	382	79,057
4	Computer Network Support Specialists	183	89,334
5	Dental Hygienists	145	119,412
6	Architectural and Civil Drafters	123	72,237
7	Human Resources Assistants, Except Payroll and Timekeeping	113	58,237
8	Electrical and Electronics Engineering Technicians	82	69,580
9	Radiologic Technologists	67	121,625
10	Respiratory Therapists	62	101,061
11	Life, Physical, and Social Science Technicians, All Other	58	61,358
12	Engineering Technicians, Except Drafters, All Other	52	82,783
13	Veterinary Technologists and Technicians	48	51,608
14	Chemical Technicians	46	52,765
15	Broadcast Technicians	45	60,242
16	Medical Equipment Repairers	33	69,136
17	Environmental Science and Protection Technicians, Including Health	32	70,572
18	Diagnostic Medical Sonographers	28	125,230
19	Physical Therapist Assistants	25	75,344
20	Mechanical Engineering Technicians	22	59,797

Entry Level Education: Postsecondary non-degree award (i.e., certificates)

Rank (by # annual job openings)	Occupational Title	Estimated Annual Job Openings 2018 – 2028 (top 20)	Average Annual Earnings (2021)
1	Medical Assistants	704	54,755
2	Nursing Assistants	513	52,716
3	Hairdressers, Hairstylists, and Cosmetologists	427	35,235
4	Heavy and Tractor-Trailer Truck Drivers	371	58,226
5	Manicurists and Pedicurists	346	31,235
6	Automotive Service Technicians and Mechanics	290	67,771
7	Dental Assistants	286	58,119
8	Massage Therapists	271	50,204
9	Licensed Practical and Licensed Vocational Nurses	189	74,640
10	Audio and Video Equipment Technicians	168	65,159
11	Barbers	147	56,266
12	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	123	76,062
13	Aircraft Mechanics and Service Technicians	122	83,101
14	Firefighters	119	100,215
15	Health Technologists and Technicians, All Other	107	66,307
16	Emergency Medical Technicians and Paramedics	83	81,179
17	Medical Records and Health Information Technicians	81	66,307
18	Surgical Technologists	74	75,028
19	Library Technicians	72	63,590
20	Phlebotomists	47	54,269

Sources *(citation required per Center for Excellence Data documentation):*

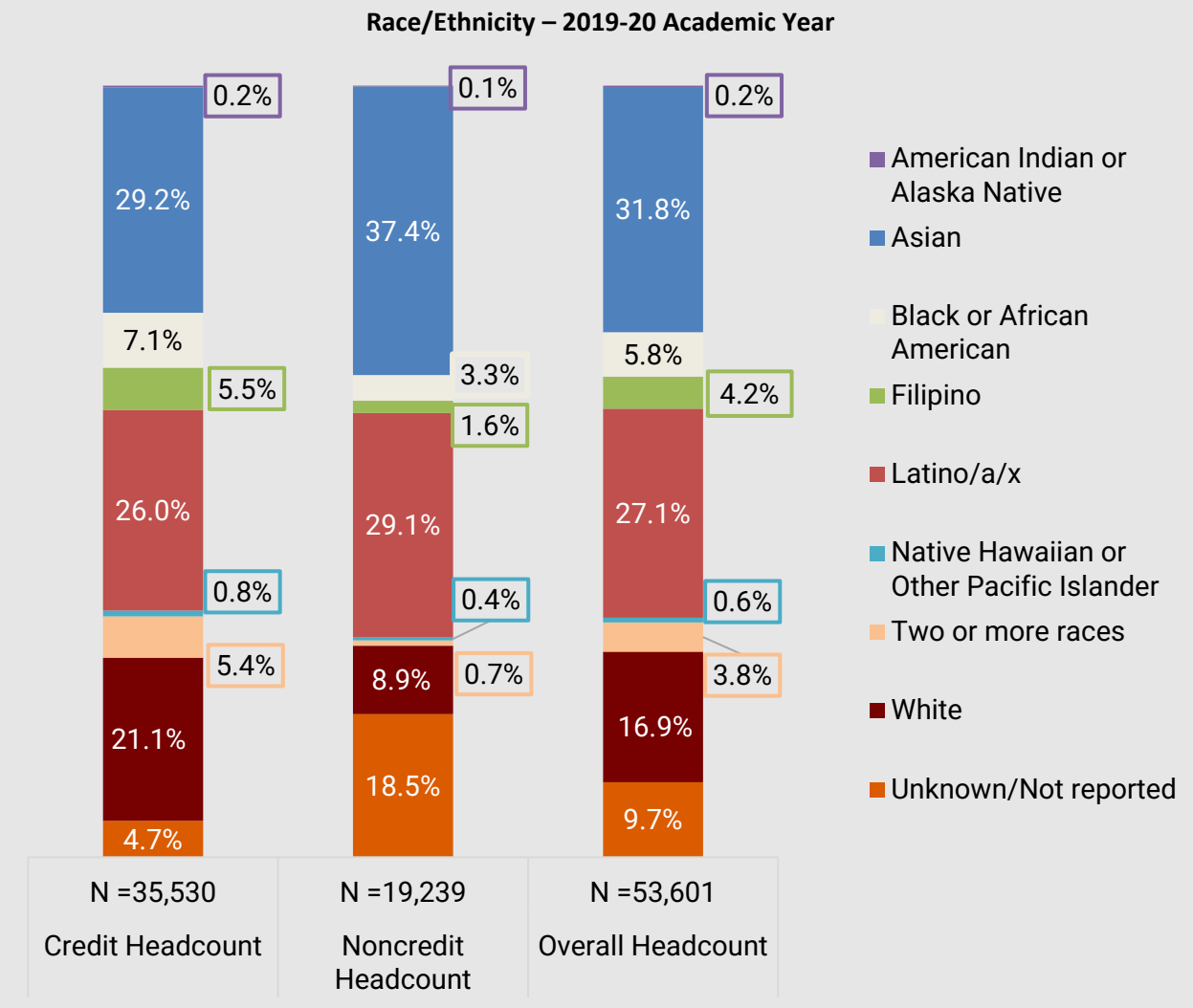
Employment estimates: California Employment Development Department, Labor Market Information Division, Long-Term Occupational Projections for San Francisco, 2018-2028; Online at: www.labormarketinfo.edd.ca.gov

Wage estimates: California Employment Development Department, Labor Market Information Division, 2020 First Quarter Wages; Online at: www.labormarketinfo.edd.ca.gov

For more information about education and training requirements by occupation, see: https://www.bls.gov/emp/documentation/education-training-system.htm

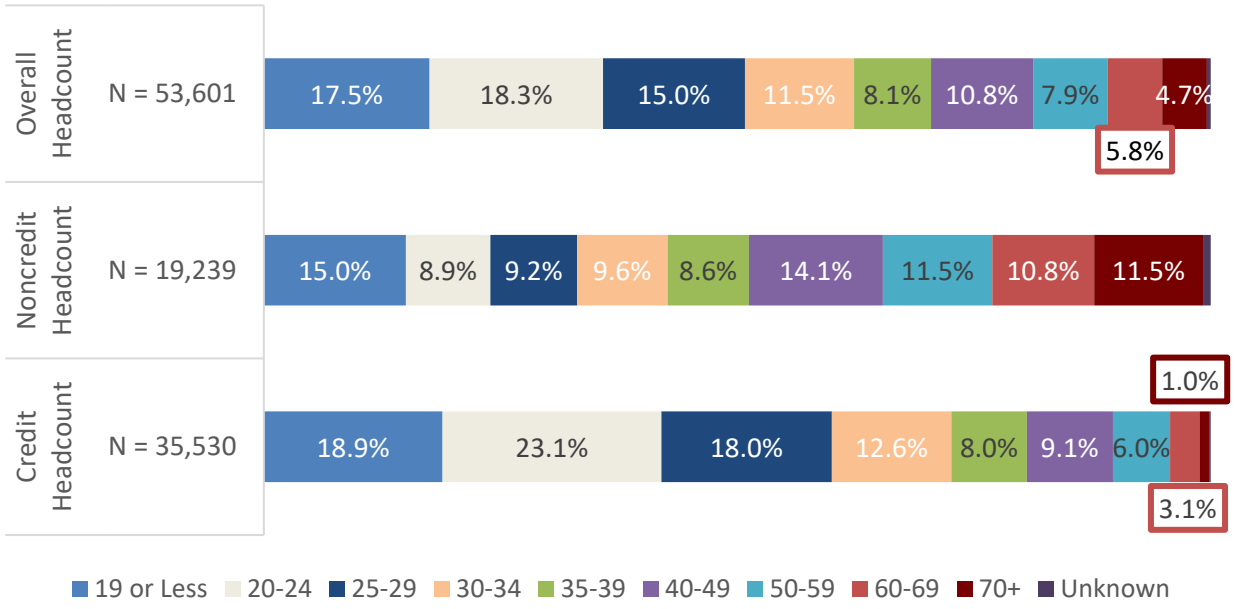
Demographic Data

It is useful to examine demographics of CCSF students by looking at credit and noncredit students separately, as well as looking at overall figures. The demographic data below is for 2019-20 to best represent all students, including noncredit. Proportionately more Asian and Latinx students enroll in noncredit, largely related to the College's sizeable noncredit English as a Second Language (ESL) program and its service to immigrant communities. In both credit and noncredit, the diverse nature of the CCSF student body is readily apparent.

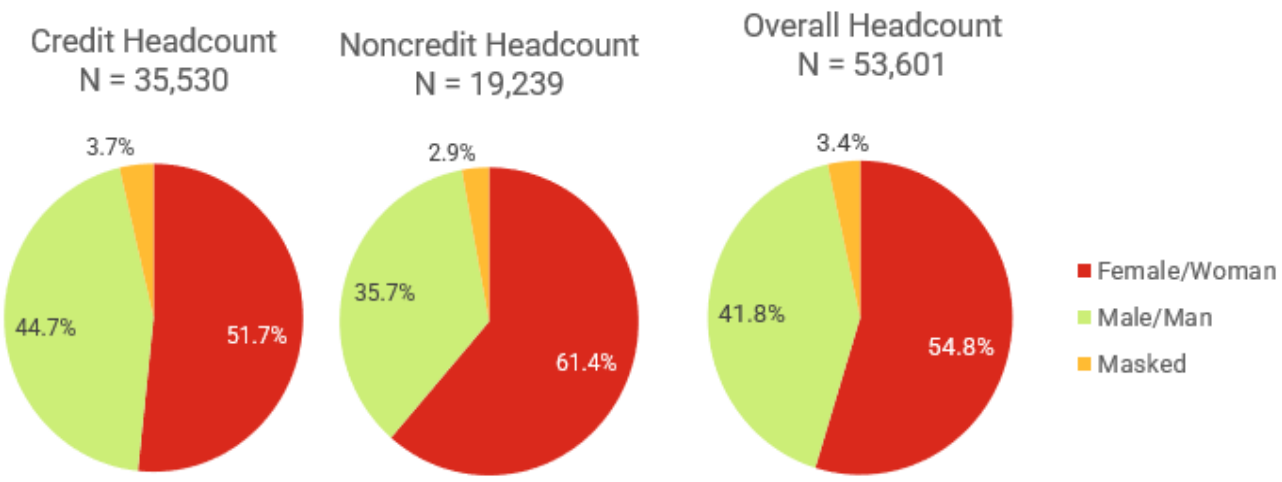


In terms of age, a large percentage of credit students are in their 20s, in contrast to noncredit students, whose ages are more evenly distributed. Students aged 40 and above attend noncredit courses in large numbers. Females outnumber males in credit, with about 52 percent of total headcount, and even more so in noncredit, where females constitute over 61 percent of students.

Age Group - 2019-20 Academic Year

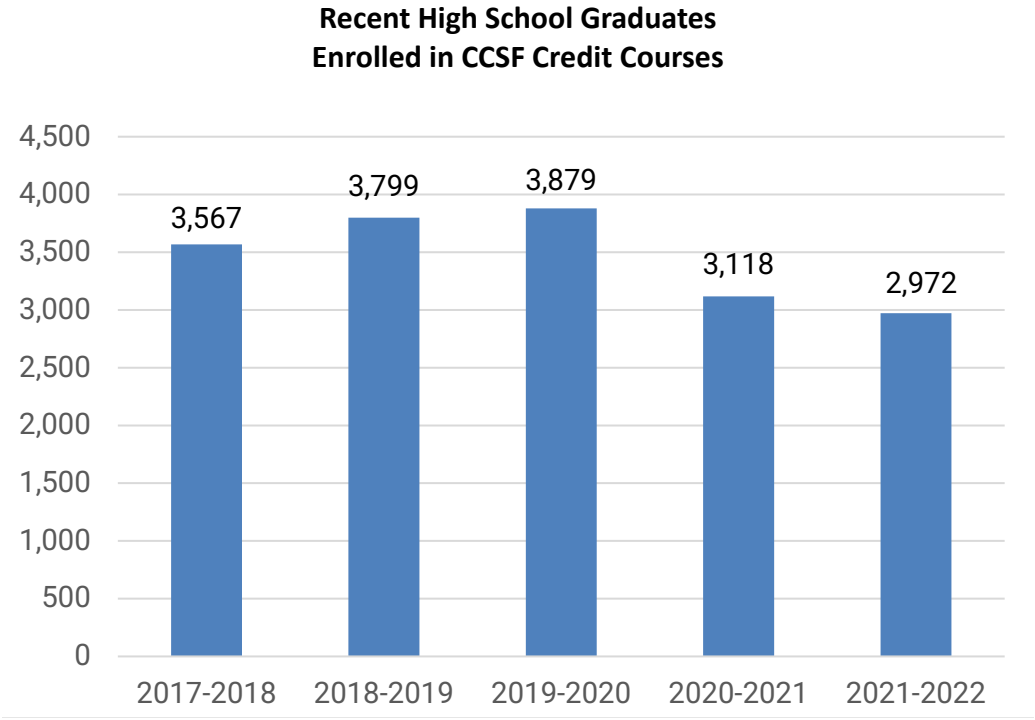


Gender – 2019-20 Academic Year



Note: The masked percentage combines nonbinary, not reported, and unknown.

Roughly 3,000 to 4,000 students enrolled in credit classes have recently graduated from high school.



Note: Recent high school graduates enrolled at CCSF are students who are 19 years old or less, graduated from high school within 2 years of enrolling at CCSF, and not enrolled in any dual enrollment programs.

CCSF students mainly reside in the city and county of San Francisco. Over 70 percent of credit students and over 80 percent of noncredit students are residents of the city. In addition, the College attracts students from nearby areas, particularly from the south (Peninsula) and the East Bay. Noncredit students are less likely to come from outside San Francisco.

Percentage of CCSF Students by Bay Area Region of Residence

Bay Area Residence	Credit Headcount by Academic Year				
	2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**
San Francisco	74.0%	74.5%	75.0%	72.3%	72.7%
East Bay	8.3%	8.1%	7.5%	8.2%	8.1%
Marin	0.9%	1.0%	0.9%	1.1%	1.3%
Peninsula	8.4%	7.8%	7.3%	7.2%	6.8%
South Bay	1.1%	1.1%	1.1%	1.2%	1.4%
Other - Non Bay Area	3.7%	3.6%	3.5%	4.8%	5.7%
Unknown	3.5%	3.9%	4.7%	5.2%	4.1%
Total Credit Headcount	**40,312**	**41,048**	**35,530**	**26,601**	**25,399**

Bay Area Residence	Noncredit Headcount by Academic Year				
	2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**
San Francisco	83.9%	82.8%	81.9%	*	*
East Bay	4.4%	4.5%	3.9%	*	*
Marin	0.4%	0.4%	0.3%	*	*
Peninsula	6.0%	6.1%	6.2%	*	*
South Bay	0.4%	0.5%	0.4%	*	*
Other - Non Bay Area	0.5%	0.6%	0.6%	*	*
Unknown	4.4%	5.1%	6.8%	*	*
Total Credit Headcount	**21,174**	**23,268**	**19,239**	*	*

* Noncredit positive attendance data are collected differently during remote instruction and cannot be reported the same way as prior years.

CCSF students are more diverse by race/ethnicity than our service area of San Francisco City and County. The table below shows the credit student population for the purposes of comparing additional student groups; as shown previously, noncredit is even more diverse in terms of race and ethnicity. CCSF also serves a substantial portion of low-income residents.

SF County Adult Population (2019) and CCSF Headcount (2019-20 Academic Year)

Demographics	SF County Counts	SF County %	CCSF Counts	CCSF %
American Indian or Alaska Native	1,401	0.2%	79	0.2%
Asian	261,004	34.3%	10,376	29.2%
Black or African American	39,125	5.1%	2,531	7.1%
Filipino	--		1,945	5.5%
Latino/a/x	111,051	14.6%	9,237	26.0%
Native Hawaiian or Other Pacific Islander	2,673	0.4%	271	0.8%
Two or more races	31,667	4.2%	1,904	5.4%
Unknown/Not reported	5,194	0.7%	1,677	4.7%
White	308,623	40.6%	7,509	21.1%
Female/Woman	374,535	49.2%	18,361	51.7%
Male/Man	388,768	51.1%	15,867	44.7%
Foster Youth	--		506	1.4%
DSPS	43,362	5.7%	2,321	6.5%
Low Income (CCPG/Pell recipients)	72,270	9.5%	15,495	43.6%
Veterans	23,619	3.1%	1,660	4.7%
Total	760,738		35,529	

Source: SF County data drawn from U.S. Census; Filipino is included in Asian for SF County.

A substantial number of CCSF students enroll in Career and Technical Education (CTE) courses. In addition to students whose concentrations are on CTE, many students enroll in a CTE class during their time at CCSF. Nearly all CTE courses are transferable (to the University of California [UC] or California State University [CSU] systems), and many transfer-bound students use introductory-level CTE courses to fulfill general education requirements.

Students Enrolled in Career Technical Education (CTE)

	2017-18	2018-19	2019-20
Number of Students Enrolled in CTE*	24,040	25,059	23,308
Students Completing 9+ CTE Units**	4,298	4,450	3,720

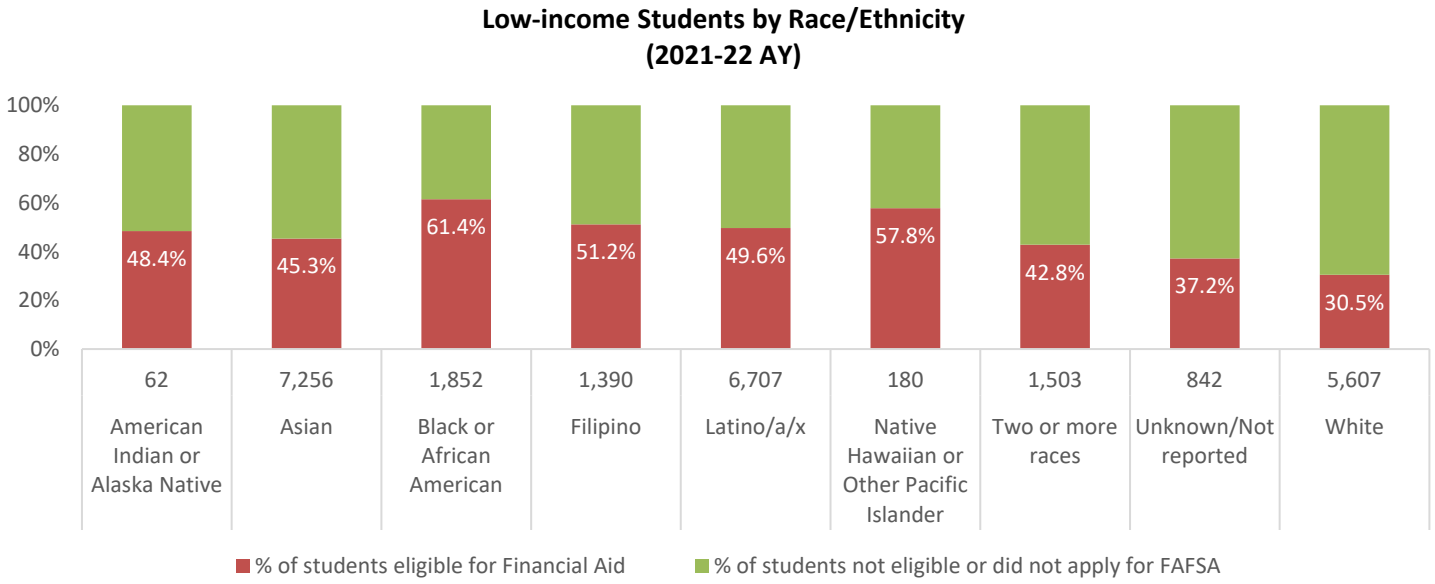
*All students who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year.

**Among all Strong Workforce Program students, the proportion who successfully completed nine or more career education semester units in the selected year within a single district.

Source: https://www.calpassplus.org/Launchboard/SWP.aspx; Filter: San Francisco District

Socio-economic Data

In the graph below, low-income students are credit students who qualify for California College Promise Grant (CCPG) or Pell at any point during their enrollment at CCSF and who are eligible for financial aid. As shown below, the percentage of each race/ethnic group identified as eligible ranges from a high of 61.4 percent to as low as 30.5 percent. Approximately 29 percent of credit students overall complete the Free Application for Federal Student Aid (FAFSA).



As previously noted, San Francisco's diversity is reflected in the race/ethnicity percentages. Other socio-economic data shows additional aspects of the San Francisco population, including relatively high income, high proportion of Bachelor's Degree attainment, and high proportion of technology availability as indicated by households with a computer. Of note, more than 34 percent of San Francisco residents are foreign born, and an even higher percentage speak a language other than English at home.

Additional Socio-Economic Data for San Francisco

Indicator	Value
Households	362,141
Persons per household	2.36
Owner-occupied housing unit rate	38.0%
Median value of owner-occupied housing units	$1,152,300
Median gross rent	$ 2,010
Median household income (2020 dollars)	$ 119,136
Persons in poverty, percent	10.1%
Language other than English spoke at home, % of persons age 5 years+	42.6%
Foreign born persons	34.2%
High School graduate or higher, % of persons age 25+	88.6%
Bachelor's degree or higher, % persons age 25+	58.8%
Households with a computer	94.3%

Source: United States Census Quick Facts for San Francisco (published July 2021)

Sites

Students may complete 50 percent or more of a program, certificate, or degree at the following sites:

- Ocean Campus, 50 Frida Kahlo Way
- Chinatown/North Beach Center, 808 Kearny Street
- Downtown Center, 88 Fourth Street
- Evans Center, 1400 Evans Avenue
- John Adams Center, 1860 Hayes Street
- Mission Center, 1125 Valencia Street
- CityOnline allows students to take classes via distance education in San Francisco and from anywhere in California.

Specialized or Programmatic Accreditation

The following programs are subject to additional accreditation and certification standards:

- Addiction and Recovery Counseling Certificate
  Accredited by the California Consortium of Addiction Programs and Professionals
- Administration of Justice Department
  Accredited by the California Commission on Peace Officer Standards and Training
- Aircraft Maintenance Technology Program
  Certified by the Federal Aviation Administration
- Culinary Arts Program
  Accredited by the American Culinary Federation American Culinary Federation Education Foundation
- Dental Assisting Program
  Accredited by the Commission on Dental Accreditation
  Approved by the Dental Board of California
- Diagnostic Medical Imaging Program
  Accredited by the Joint Review Committee on Education in Radiologic Technology
  Accredited by the Radiologic Health Branch of the California State Department of Public Health
  Approved by the American Registry of Radiologic Technologists
- Emergency Medical Technician Program
  Approved by the State of California Emergency Medical Services (EMS) Authority and local approving EMS agency
- Fire Science Technology Program
  Accredited by the California State Fire Marshal's Office of State Fire Training
- Health Information Management Program (Associate Degree)
  Accredited by the Commission on Accreditation for Health Informatics and Information Management
- Licensed Vocational Nursing Program
  Accredited by the Board of Vocational Nursing and Psychiatric Technicians
- Medical Assisting Program
  Accredited by the Commission on Accreditation of Allied Health Education Programs on recommendation of the Medical Assisting Education Review Board
- Nursing Assistant and Home Health Aide Program
  Accredited by the California Department of Public Health Licensing and Certification Program Aide and Technician Certification Section Training Program Review Unit
- Paramedic Program
  Accredited by the Commission on Accreditation of Allied Health Education Programs under the recommendation of the Committee on Accreditation of Educational Programs for the EMS Profession
- Pharmacy Technician
  Accredited by the American Society of Health-System Pharmacists

- Radiation Therapy Technology Program
  Accredited by the Joint Review Committee on Education in Radiologic Technology
- Registered Nursing Program
  Approved by the California State Board of Registered Nursing

DATA

B. Presentation of Student Achievement Data and Institution-Set Standards

The College monitors institution-set standards and stretch goals for institutional metrics related to completion of credit coursework, awards, and transfer. To inform College-wide priorities and planning, the College presents and reports on these achievement data annually.

A Note on Data in This Section: *Final figures for completions during 2021-22 are still pending as of October 2022; the final draft ISER will ideally include these data wherever possible. The Office of Research and Planning assembled the College data that follows using record-level data pulled from the Banner Student Information System (SIS), unless otherwise specified.*

Institutional Metrics with Institution-Set Standards and Stretch Goals

Course Completion Rates	**2018-19**	**2019-20**	**2020-21**
Institution-Set Standard	70%	70%	70%
Stretch Goal	73%	73%	73%
Course Success Rates for Fall Terms	72%	71%	69%

Note: Course completion rates show fall term data. For 2020-21, i.e., Fall 2020, the decline in course success is attributable to an increase in Excused Withdrawals (EWs) during the COVID-19 pandemic.

Certificates	**2018-19**	**2019-20**	**2020-21**
Institution-Set Standard	737	737	737
Stretch Goal	818	818	818
Students Earning Certificates of Achievement	1,180	1,268	1,584

Note: Certificates of Achievement are state-approved, credit certificates.

Associate Degrees	**2018-19**	**2019-20**	**2020-21**
Institution-Set Standard	1,218	1,218	1,218
Stretch Goal	1,331	1,331	1,331
Students Earning Associate Degrees	1,317	1,327	1,312

Note: Associate Degrees includes AA, AS, and ADTs.

Transfers	**2018-19**	**2019-20**	**2020-21**
Institution-Set Standard	1,804	1,804	1,804
Stretch Goal	2,125	2,125	2,125
Students Who Transferred to a 4-Year Institution	2,258	2,168	*

Source: Counts of Students Who Transferred come from the Student Success Metrics LaunchBoard, maintained by the State Chancellor's Office and last updated in August 2022; due to the definition of transfer, figures for 2020-2021 will be available in 2023.

Disaggregation of Institutional Metrics for Student Achievement

As shown in the prior tables, the College has consistently exceeded its institution-set standards for all College-wide metrics (i.e., course completion, credit certificates, associate degrees, and transfer). The only exception was in 2020-21 for course completion which fell slightly below the institution-set standard

of 70 percent due to pandemic-related policy changes that have temporarily allowed Excused Withdrawals (EWs). Other achievement metrics have not only exceeded institution-set standards but have also exceeded the College's stretch goals. This includes metrics such as numbers of students achieving degree or certificate completion, both of which had been anticipated to decline due to decreased enrollments. To date, degree completion numbers have held steady, transfer numbers have also been steady, and certificate completions have continued to increase.

Despite these overall positive trends, analysis of disproportionate impact data shows that not all students are benefiting equally. Opportunity gaps persist, including for those areas where the College exceeds its stretch goals. The College reports on disaggregated achievement data annually and includes these data in the College's Institutional Metrics Web page. The most recent Student Equity and Achievement Data Tables (Spring 2022) shows the disproportional impact (DI) by race/ethnicity and for other focus populations. Notably, DI does vary by group and by metric. The following are some overarching observations (ISS-1):

- For course success rates, opportunity gaps exist for several groups, most markedly for Native Hawaiian or Other Pacific Islander, Black or African American, and foster youth.
- For graduation (defined as degree or certificate completion), Black or African American is the group experiencing the largest opportunity gap, particularly in terms of certificates.
- For transfer, Latino/a/x is the group experiencing the largest opportunity gap.

The disaggregated data tables provide additional insights for milestone metrics that students generally need to reach in order to achieve graduation and transfer. Milestone metrics notably include completion of college-level math and English, as well as persistence from fall to spring terms. Additionally, within the Program Review Data Dashboard, course success, persistence, and attainment of student learning outcomes are disaggregated for all instructional departments and subject areas, with disproportional impacts automatically highlighted for clear reference. (ISS-2)

Moreover, the dashboard includes the noncredit metric of progress indicators, alongside noncredit metrics of persistence, completion of Career Development and College Preparation (CDCP) certificates, and attainment of student learning outcomes. Note that progress rates in noncredit and course completion rates in credit are not directly comparable to each other. However, each respective rate provides insight into programmatic trends, as well as revealing disproportionate impacts that departments and the College have been working to address.

Other portions of the ISER present more information about the College's focus on equity, including Standard I.B.3., which notes work underway to explicitly incorporate an equity lens into the College's institution-set standards and stretch goals for course success and completion of associate degree, certificate, or transfer.

CTE Programs with Institution-Set Standards and Stretch Goals

The College monitors individual Career and Technical Education (CTE) programs with licensure exams, along with job placement data (see tables below). Programs include both credit and noncredit as noted in the Job Placement Rates table. The College primarily monitors programmatic standards and stretch goals through annual planning, program review, and the Academic Senate's CTE Steering Committee.

Beyond these two metrics (licensure and job placement), which have formally adopted institution-set standards and stretch goals specific to CTE, the Program Review Data Dashboard also includes the metric of completion of nine or more units of CTE (for credit) or 48 hours of more of CTE (for noncredit). (ISS-3)

Licensure Examination Pass Rates

Program	Institution-Set Standard	Stretch Goal	2018-19	2019-20	2020-21
Diagnostic Medical Imaging	75%	100%	100%	100%	100%
Licensed Vocational Nursing (LVN)	72%	85%	*	79%	85%
Registered Nursing (RN)	90%	95%	92%	92%	94%
CVT/Echocardiography Tech	85%	95%	100%	*	*
Emergency Medical Tech (EMT)	80%	90%	79%	81%	77%
Health Information Tech	85%	95%	100%	100%	100%
Medical Assisting	85%	100%	80%	100%	100%
Paramedic Program	85%	100%	86%	88%	100%
Phlebotomy	85%	95%	76%	91%	94%
Dental Assisting	75%	91%	86%	81%	80%
Fire Officer	85%	100%	100%	100%	*
Firefighter One (Ff1)	100%	100%	100%	*	100%
Certified Professional Coder	85%	100%	100%	100%	*

Source: Licensure data are collected from individual programs each year.
* Asterisk indicates no test takers for that particular year or data not available.

Job Placement Rates

Program	Institution-Set Standard	Stretch Goal	2016-17	2017-18	2018-19
Accounting - Credit	80.7%	92.0%	86%	89%	86%
Business Administration	80.7%	89.0%	67%	46%	75%
Real Estate	80.7%	100.0%	100%	100%	100%
Radio and Television	80.7%	90.0%	80%	64%	63%
Computer Software Development	80.7%	93.0%	82%	85%	88%
Computer Infrastructure and Support	80.7%	88.0%	85%	86%	90%
Graphic Art and Design	80.7%	90.0%	100%	86%	100%
Nursing	80.7%	100.0%	92%	100%	100%
Community Health Care Worker	80.7%	95.0%	79%	90%	100%
Other Health Occupations	80.7%	95.0%	71%	70%	100%
Child Development/Early Care and Education	80.7%	90.0%	87%	92%	90%
Nutrition, Foods, and Culinary Arts - Credit	80.7%	100.0%	92%	100%	89%
Nutrition, Foods, and Culinary Arts - Noncredit	80.7%	100.0%	***	100%	100%
Human Services	80.7%	95.0%	100%	43%	100%
Other Commercial Services (Custodial) - Noncredit	80.7%	100.0%	***	100%	87%

Source: CTE Employment Outcomes Survey 2021.
*** Noncredit employment outcomes first collected and reported in 2020 for the 2017-18 award year.

Evidence List

ISS-1 Student Equity and Achievement Data Tables

ISS-2 Program Review Data Dashboard

ISS-3 Program Review Data Dashboard (see ISS-2)

SELF-EVALUATION PROCESS

C. Organization of the Self-Evaluation Process

The College's Accreditation Steering Committee organizes and monitors the self-evaluation process. It is a standing committee of the Participatory Governance Council and consists of student, classified staff, faculty, and administrator representatives. The Accreditation Liaison Officer and an Academic Senate-appointed faculty member serve as co-chairs.

To kick off the development of the Institutional Self Evaluation Report (ISER), the Accreditation Steering Committee co-chairs hosted a session in April 2021, during which the College's ACCJC Staff Liaison (at that time the ACCJC President) provided an overview of the new formative-summative accreditation process to CCSF leaders representing the Academic Senate, Department Chairs, Classified Senate, administrators, and the Accreditation Steering Committee.

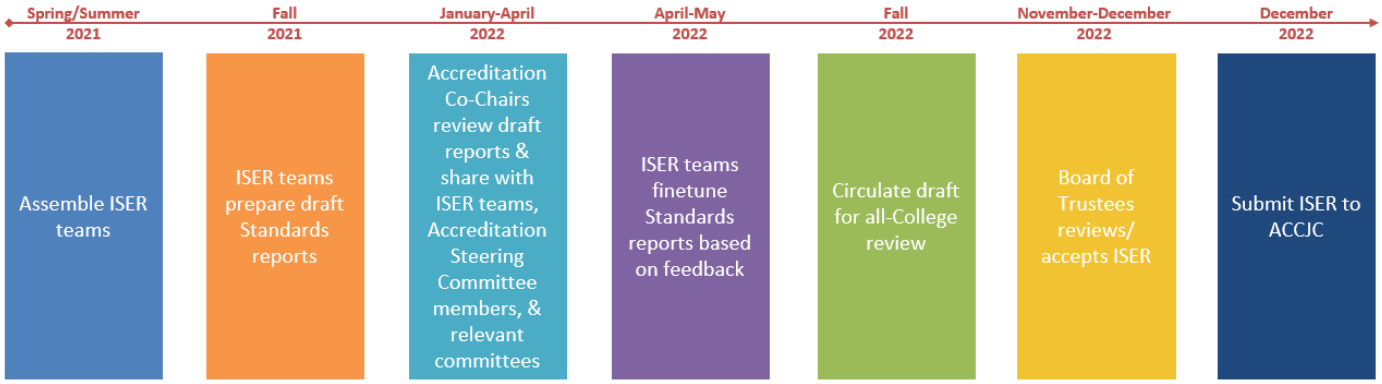
Following that training, the Accreditation Steering Committee co-chairs designated administrators, along with faculty co-leads in several cases, to serve as Lead Team Facilitators for each of the 13 Standards based on their expertise and responsibilities and issued a call for volunteers to serve on the ISER teams. To support this work, the ACCJC Staff Liaison returned in June 2021 to facilitate a training session for those faculty, classified staff, and administrators who volunteered. The session focused on interpreting the Standards within the context of CCSF.

In August 2021, the Lead Team Facilitators and co-leads participated in an orientation session which included a review of the ISER development timeline; a review of roles, team tasks, and tools (each team had a designated Microsoft Teams site for collaboratively working on documents and storing evidence); and a list of next steps, which included reaching out to their teams to begin scheduling meetings. As the ISER teams began interpreting the Standards and collecting and analyzing evidence during Fall 2021, additional individuals joined the teams.

During October 2021, with the help of the Director of Student Activities and Associated Students, the College held a series of information sessions to introduce students to the accreditation process and encourage them to participate on ISER Teams.

The ISER teams completed their first drafts in December 2021, and the Accreditation Steering Committee co-chairs reviewed the initial drafts, provided feedback, and shared their findings with the ISER teams and the Accreditation Steering Committee members. Accreditation Steering Committee members also had the opportunity to provide feedback on the drafts along with selected governance committees whose work is closely aligned with specific Standards. During Fall 2022, the edited drafts were available on the Accreditation Web page for college-wide review and subsequent recommendation.

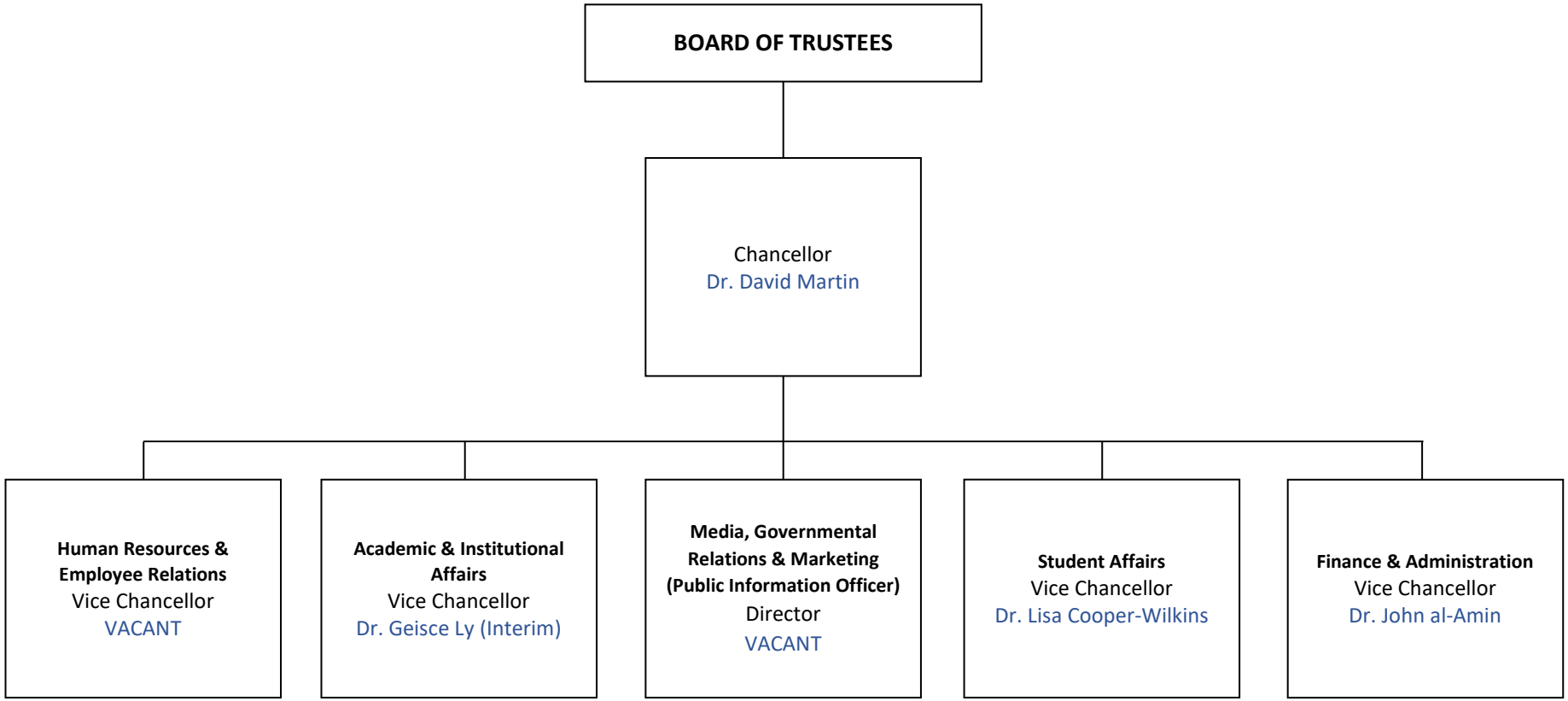
The graphic below provides an overview of the ISER development timeline.



ORGANIZATIONAL INFORMATION

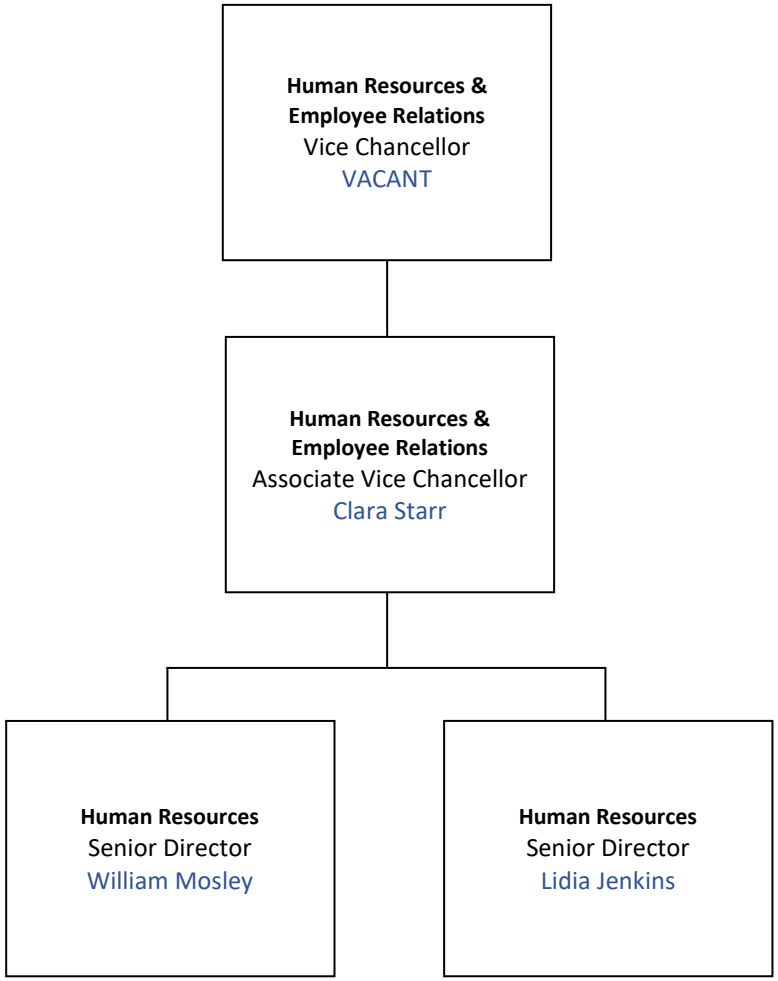
D. Organizational Information

The organizational charts on the following pages capture each major function/division of the College and list the names of administrators overseeing each area.



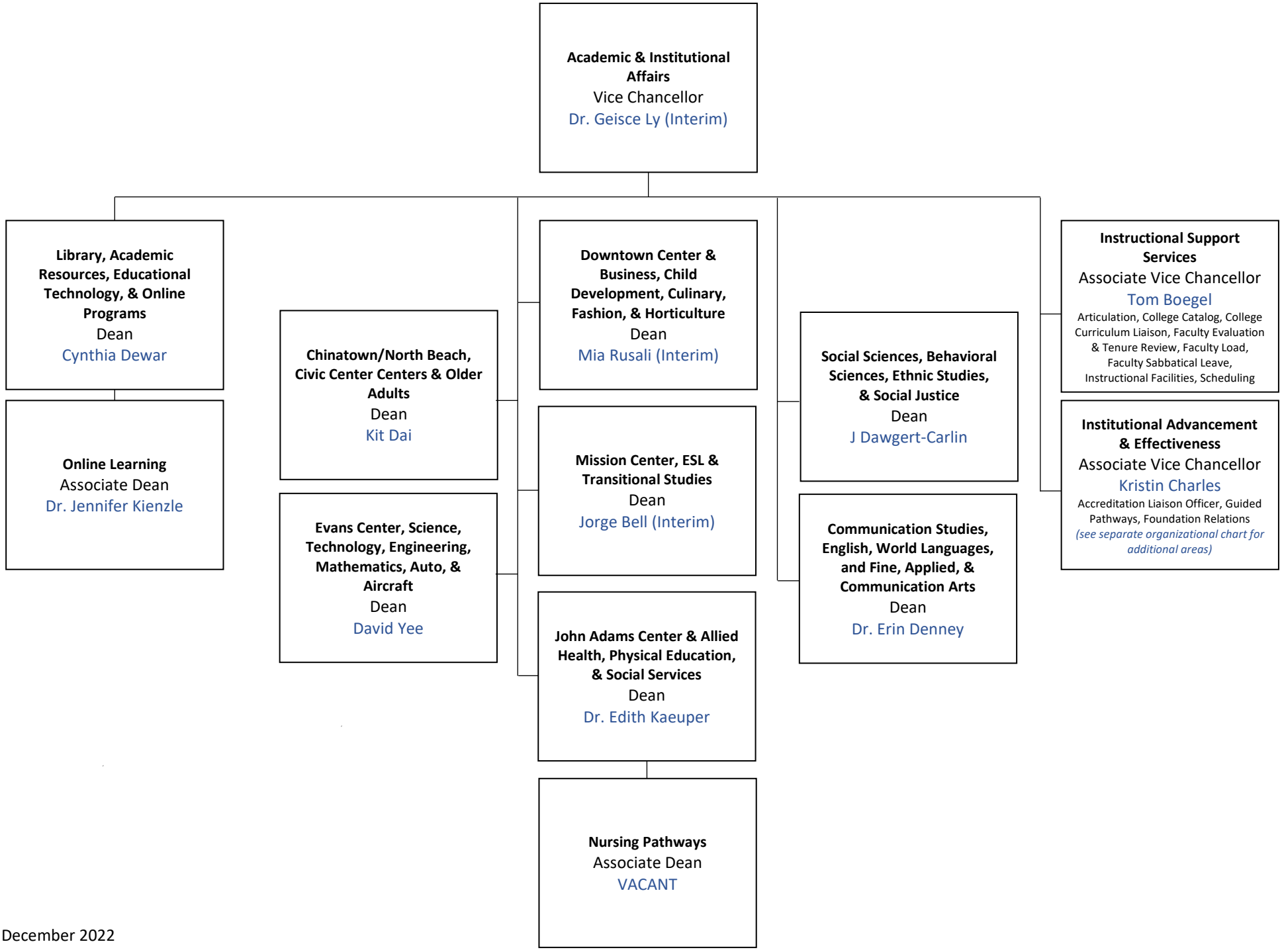
December 2022

HUMAN RESOURCES & EMPLOYEE RELATIONS



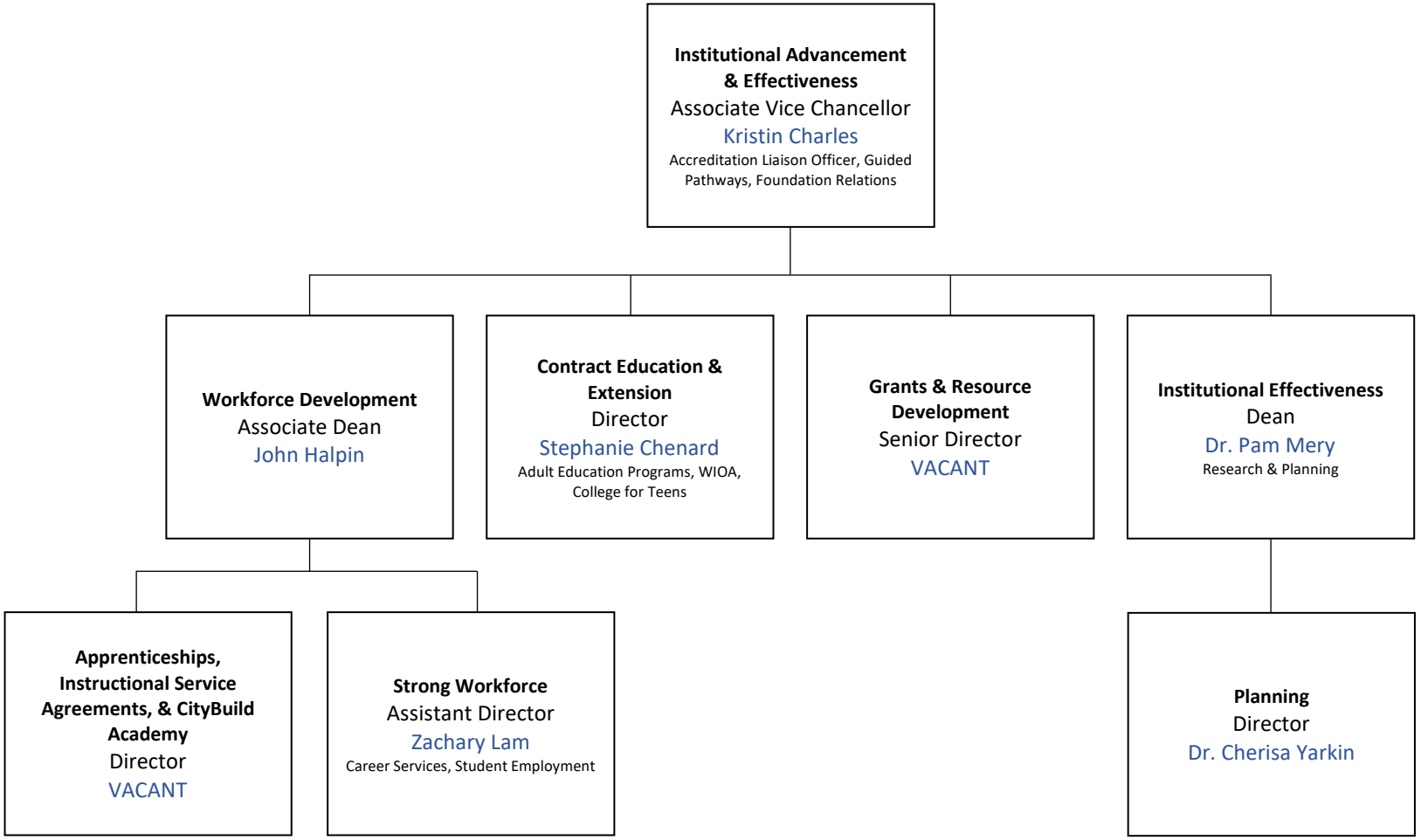
December 2022

ACADEMIC & INSTITUTIONAL AFFAIRS



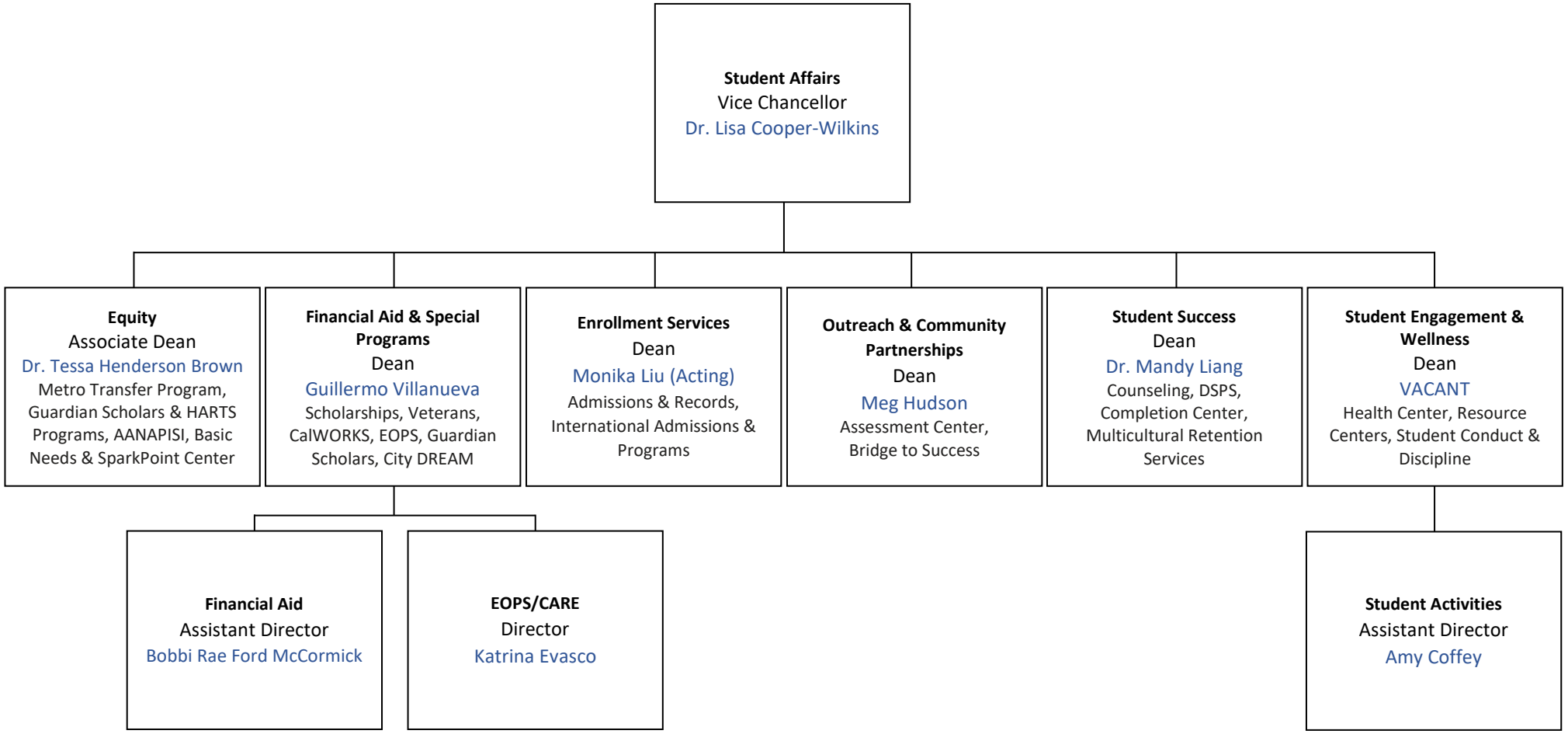
December 2022

ACADEMIC & INSTITUTIONAL AFFAIRS: INSTITUTIONAL ADVANCEMENT & EFFECTIVENESS



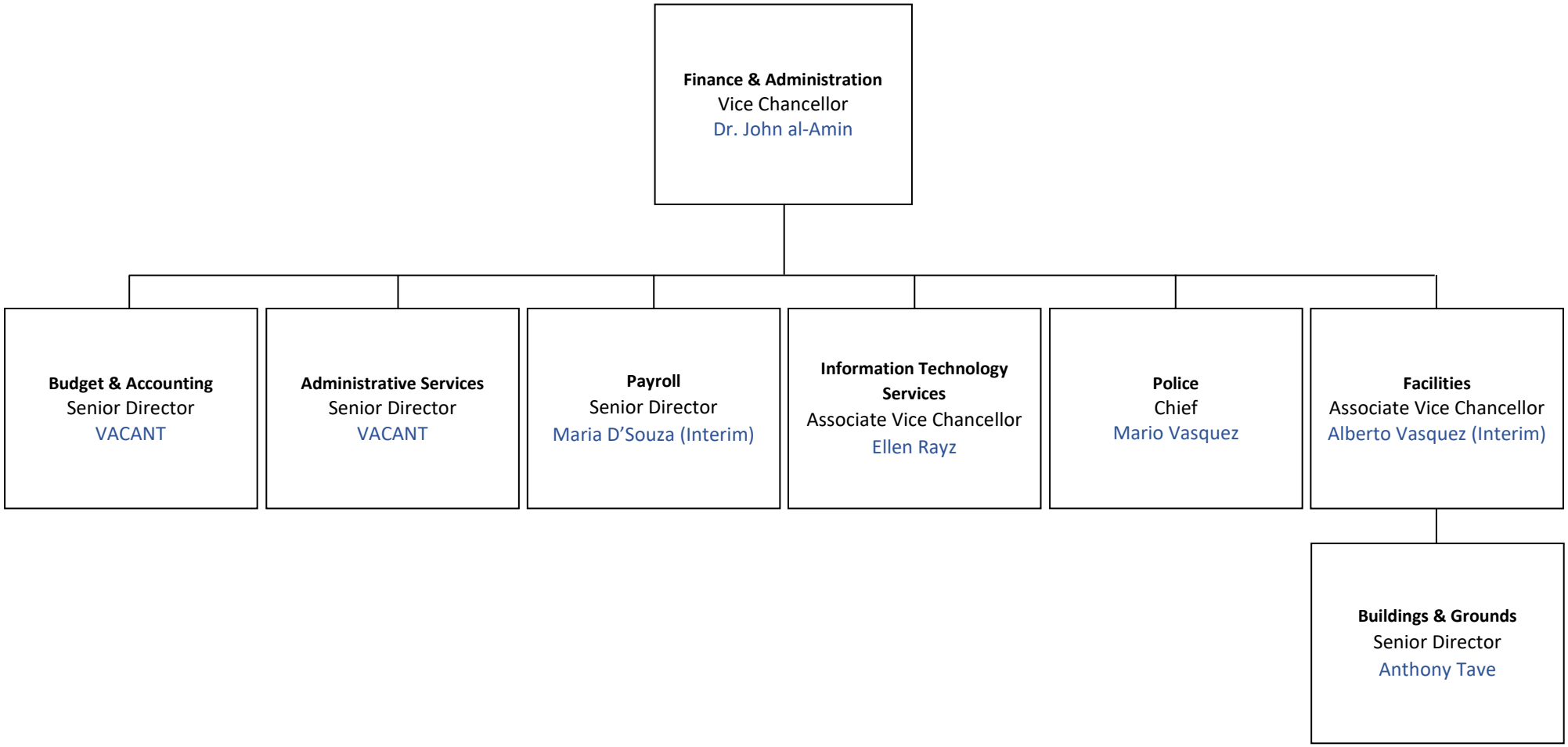
December 2022

STUDENT AFFAIRS



December 2022

FINANCE & ADMINISTRATION



December 2022

ELIGIBILITY REQUIREMENTS

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority
The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

CCSF is a public two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the San Francisco Community College District. CCSF is authorized to award degrees pursuant to Title 5 Code of Regulations 55060 et seq. (ER1-1, ER1-2, ER1-3)

Eligibility Requirement 2: Operational Status
The institution is operational, with students actively pursuing its degree programs.

CCSF is operational, with 25,377 credit students and an estimated 12,500 noncredit students[1] enrolled in 2021-22. Of credit students with a stated educational goal, 65 percent indicated they were actively pursuing degrees or certificates, with most of the remainder indicating other career-related or developmental goals. The section entitled "Student Enrollment Data" (see Introduction) contains annual headcount over a five-year period. (ER2-1, ER2-2, ER2-3, ER2-4)

Eligibility Requirement 3: 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. At least one degree program must be of two academic years in length.

As of Fall 2022, the College offers 121 two-year Associate Degrees (including 36 Associate Degrees for Transfer) and 179 primarily Career and Technical Education (CTE)-focused Certificates of Achievement approved by the California Community Colleges Chancellor's Office. The College also offers 41 locally approved credit Certificates of Accomplishment, 37 noncredit certificates, and a high school diploma. All degrees are at least 60 semester credits. (ER3-1, ER3-2, ER3-3)

Eligibility Requirement 4: Chief Executive Officer
The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

In compliance with Education Code Section 70902.52, the District's Board of Trustees appoints the Chancellor as a full-time employee with the authority to administer board policies.

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[1]As noted in the Introduction, noncredit attendance data are collected differently during remote instruction and cannot be precisely compared to prior years. The figure presented here is an estimate based on the number of students who were registered for noncredit classes. In prior years, students would need to meet a minimum hours of attendance threshold before being counted in enrollment figures. Changes in attendance reporting means that the College does not have a comparable way to apply that same standard.

The Board of Trustees appointed CCSF's current Chancellor, Dr. David Martin, in September 2021 (with a November 1, 2021, start date). Chancellor Martin's office is located on CCSF's Ocean Campus at 50 Frida Kahlo Way. (ER4-1, ER4-2)

The Chancellor serves as the ex-officio Secretary for the Board of Trustees. An elected member of the Board serves as the President (chair) of the Board. (ER4-3)

The District communicates leadership transitions to ACCJC. (ER4-4)

Eligibility Requirement 5: 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. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Annual External Financial Audits. City College annually undergoes external audits, presents those audits publicly to the Board of Trustees during Budget and Audit Committee meetings and regular Board meetings, and publishes the audited financial statements in its publicly accessible online system for posting agendas and materials (BoardDocs). The auditor provides the annual audits directly to ACCJC. (ER5-1, ER5-2, ER5-3, ER5-4, ER5-5, ER5-6, ER5-7)

Title IV Compliance with Federal Requirements. The College is in compliance with the federal expectations and requirements under Title IV and has maintained its default rates below the maximum permitted by the U.S. Department of Education as described in Standard III.D.15. (ER5-8)

Evidence List

ER1-1 Education Code Sections 70900-70902

ER1-2 CCCCO Map of CA Community Colleges

ER1-3 Screenshot Showing CCSF as a CA Community College

ER2-1 Enrollments by Educational Goal, 2021-2022

ER2-2 Mission Accomplishment Review Presentation to the Board of Trustees July 2022

ER2-3 Fall 2022 Schedule of Credit Classes

ER2-4 Fall 2022 Schedule of Noncredit Classes

ER3-1 List of CCCCO-Approved Degrees and Certificates of Achievement, including length of study for each

ER3-2 List of Locally Approved Certificates of Accomplishment

ER3-3 List of Noncredit Certificates

ER4-1 BP 1.25 - Chief Administrator: Authority, Selection and Term of Office

ER4-2 Announcement of Board Appointment of Dr. Martin as Chancellor

ER4-3 BP 1.04 - Officers – Duties

ER4-4 Sample CCSF Leadership Transition Email

ER5-1 2021-22 Adoption Budget

ER5-2 2022-23 Adoption Budget

ER5-3 District Audit Prepared by External Auditor FY Ending 6/30/2021

ER5-4 District Audit Prepared by External Auditor FY Ending 6/30/2020

ER5-5 District Audit Prepared by External Auditor FY Ending 6/30/2019

ER5-6 Board Budget and Audit Committee Agenda Item Containing District Audit 2/10/22

ER5-7 Regular Board Meeting Agenda Item Containing District Audit 2/24/22

ER5-8 USDE Student Loan Default Rate Report

COMMISSION POLICIES

F. Certification of Continued Institutional Compliance with Commission Policies

City College of San Francisco certifies that it continues to be in compliance with the federal regulations noted below and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institutional Advertising and Student Recruitment; Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

As required by ACCJC and detailed in the response to Standard I.C.12, the College has posted preliminary information about the upcoming ACCJC peer review visit and will update this information closer to October 2023. The Accreditation Web page currently includes a link to the ACCJC Third Party Comment form, which the College will deactivate 25 days before the first day of the visit. (CP-1)

A press release will announce the upcoming peer review team visit and will also notify interested parties that they can provide third-party comments with a link to the ACCJC Third Party Comment Form (https://accjc.org/forms/third-party-comments/).

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

The College has defined elements of student achievement performance across the institution, namely through institution-set standards and stretch goals for student achievement including transfer, associate degrees, and certificates of achievement. These standards directly pertain to the first three bullets of the College's "primary mission." In addition, the College has established an institution-set standard for course completion and program-specific standards for Career and Technical Education areas (licensure examination pass rates and employment rates). (CP-2; see also Section B, Presentation of Student Achievement Data and Institution-Set Standards.)

The responses to Standards I.B.3, I.B.4, and I.B.9 detail how the College defines institution-set standards, circulates data regarding the achievement of institution-set standards, analyzes that data, and utilizes the results for improvement.

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

The Curriculum Committee proposes, and the Academic Senate recommends, criteria for the award of course credit based on the number and type of hours for each credit course in accordance with Title 5 and other state and federal regulations and guidelines. (CP-3, CP-4)

As stated in the response to Standard II.A.9, all program (degree and certificate) outlines must go through several levels of approval including the Curriculum Committee, the Board of Trustees, Regional Consortium for CTE degrees (if appropriate), and the State Chancellor's office for academic degrees ensuring that norms and equivalencies in higher education are met for program length and credit requirements. (CP-5)

Tuition is consistent across degree programs and only varies based on residence (FreeCity waives tuition fees for San Francisco residents; out-of-state residents and foreign students pay higher fees). (CP-6, CP-7)

The College does not offer clock hour programs as noted in Standard II.A.9.

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

CCSF adheres to this policy by publicly disclosing its transfer credit policies in the College catalog and online. In the 2022-23 College catalog, the policy information clearly outlines procedures, deadlines, and documents needed from sending institutions when attempting transfer of credit as well as essential academic factors that are involved in transfer of credit decisions (such as existing course equivalencies, content and/or student learning outcomes, grades, course level and applicability toward a degree, certificate, or program prerequisite). (CP-8, CP-9, CP-10)

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Distance education courses require separate review and approval by the Curriculum Committee, which considers factors such as course suitability for distance education, regular and effective student-instructor contact, and distance evaluation integrity. The Curriculum Committee reviews and approves distance education addenda separately from the rest of the course outline. To ensure overall quality of distance education courses, faculty who wish to teach a course online participate in District-mandated training. (CP-11, CP-12, CP-13, CP-14, CP-15)

Students enrolled in online courses and programs can access learning support services (library services, tutoring) and student support services through a Student Success Hub in Canvas. Many of these services have virtual counters accessible through the College's Web site. (CP-16; see also Standards II.B. and II.C.)

The College's Board Policy and Administrative Procedure 6.28 (Student Authentication), provide guidance for verifying the identity of students enrolled in a distance education course or program to ensure that the student who enrolls is the same person who participates and completes the course or program to earn credit. (CP-17, CP-18)

The College utilizes the Canvas learning management system for its online courses and programs along with a variety of integrated applications. (CP-19)

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

CCSF provides complaint policies and information in its catalog and on its Web site; this includes information about ACCJC. In addition, the College provides a link on its Accreditation Web page for individuals to register a formal complaint with ACCJC. The Accreditation Web page also includes a list of its programmatic accreditors, along with contact information. CCSF maintains student complaint files for a minimum of seven years, as required, in the office of the Vice Chancellor of Student Affairs. (CP-20, CP-21, CP-22, CP-23, CP-24)

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1))(vii); 668.6.

As noted in Standard I.C.2, the College provides a print and online catalog that contains all required elements, including appropriately detailed information about the College's programs, locations, and policies. An annual update process ensures that the information is both current and accurate. (CP-25)

The College's catalog also includes information about the College's accredited status, which also appears on the College's Web site. (CP-26, CP-27)

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

As noted in Standard III.D.15, the College has maintained its default rates below the maximum permitted by the U.S. Department of Education. The College has a practice in place to monitor and manage student loan default rates and the overall student loan program to ensure compliance with all applicable requirements. (CP-28, CP-29, CP-30)

Standard III.D.16 describes how the College ensures that contract agreements are in line with board policy and the College mission and goals. This involves a standardized review process that administrators lead along with purchasing staff. Each contract agreement includes provisions that allow the termination of contracts with or without cause within specified timeframes. (CP-31, CP-32, CP-33)

Evidence List

CP-1 CCSF Accreditation Web Page

CP-2 ACCJC Annual Report - 2022

CP-3 AP 6.03 - Program and Course Development

CP-4 Hours to Units for 17.5 Week Semester Worksheet

CP-5 Curriculum Committee Handbook - Chapter 4: Majors or Degrees

CP-6 Board Policy 5.27 - Student Fees

CP-7 Tuition and Fees Web Page

CP-8 Course Catalog – Academic Policies

CP-9 Course Catalog – Transfer Information

CP-10 Board Policy 6.16 - Articulation

CP-11 Curriculum Handbook Section 3.2 - Distance Education Addenda

CP-12 Definitions for Modes of Instruction

CP-13 About Online Courses Web Page

CP-14 Online Teaching and Learning Training at CCSF Web Page

CP-15 Substantive Interaction for Distance Learning Courses

CP-16 Student Success Hub

CP-17 Board Policy 6.28 - Student Authentication

CP-18 Administrative Procedure 6.28 - Student Authentication

CP-19 Educational Technologies Web Page

CP-20 College Catalog - College Rules and Regulations

CP-21 Student Complaints and Grievances Web Pages

CP-22 CCSF Accreditation Web Page (see CP-1)

CP-23 Programmatic Accreditors Web Page

CP-24 College Catalog - Overview (pp 2-3)

CP-25 College Catalog 2022-23

CP-26 College Catalog - Overview (pp 2-3) (see CP-24)

CP-27 CCSF Accreditation Web Page (see CP-1)

CP-28 USDE Student Loan Default Rate Report (see ER5-8)

CP-29 2020-2021 ACCJC Financial Report

CP-30 CCSF Default Prevention Plan

CP-31 Board Policy 8.06 Purchasing

CP-32 Board Policy 8.06a - Procurement of Supplies, Equipment, and Services

CP-33 Administrative Procedure 8.06a - Procurement of Supplies, Equipment, and Services

INSTITUTIONAL ANALYSIS

G. Institutional Analysis

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.

A. Mission

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. (ER 6)

Evidence of Meeting the Standard

Together, CCSF's Mission and Vision Statements describe the College's:

- broad educational purposes;

  "City College of San Francisco provides educational programs and services that promote student achievement and life-long learning to meet the needs of our diverse community." [CCSF Mission Statement]

  "Our primary mission is to provide programs and services leading to: Transfer to baccalaureate institutions; Associate Degrees in Arts and Sciences; Certificates and career skills needed for success in the workplace; Basic Skills, including learning English as a Second Language and Transitional Studies." [CCSF Mission Statement]

- intended student population;

  "Empowered through resources, collegiality, and public support, the college will provide diverse communities with excellent educational opportunities and services." [CCSF Vision Statement]

  "City College of San Francisco provides educational programs and services that promote student achievement and life-long learning to meet the needs of our diverse community." [CCSF Mission Statement]

- types of degrees and other credentials it offers;

  "Our primary mission is to provide programs and services leading to: Transfer to baccalaureate institutions; Associate Degrees in Arts and Sciences; Certificates and career skills needed for success in the workplace; Basic Skills, including learning English as a Second Language and Transitional Studies." [CCSF Mission Statement]

- and commitment to student learning and student achievement.

  CCSF "provides educational programs and services that promote student achievement and life-long learning" [CCSF Mission Statement]

  "In the pursuit of individual educational goals, students will improve their critical

thinking, information competency, communication skills, ethical reasoning, and cultural, social, environmental, and personal awareness and responsibility."
[CCSF Mission Statement]

"The College is committed to providing an array of academic and student development services that support students' success in attaining their academic, cultural, and civic achievements. To enhance student success and close equity achievement gaps, the college identifies and regularly assesses student learning outcomes to improve institutional effectiveness." [CCSF Mission Statement] (IA1-1, IA1-2, IA1-3)

Analysis and Evaluation

The College's 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.

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.

Evidence of Meeting the Standard

The College uses data to determine how effectively it accomplishes its mission as follows:

- CCSF's Institutional Metrics Web page includes student success and achievement metrics for use by the Board, the Chancellor, and others at the College and in the community. (IA2-1)
- The College regularly analyzes data on student learning and makes these data available on the Institutional Assessment Web page. (IA2-2)
- The Board of Trustees reviews data related to accomplishing the College's mission during its annual summer retreat and subsequent meetings as needed. (IA2-3, IA2-4)

The mission directs institutional priorities as evidenced by the College's Roles, Responsibilities, and Processes (RRP) Handbook. Section D1 of that document describes the process for program review which is central to the College's integrated planning and budgeting system. (IA2-5)

Moreover, the development of the Education Master Plan (EMP)—the overarching plan in the College's integrated planning, budgeting, and assessment process—includes extensive review of data related to the various components of the college mission. (IA2-6/pp. 11-43)

Analysis and Evaluation

The College regularly evaluates how well it is accomplishing its mission by reviewing relevant data. The College mission directs institutional priorities by serving as the basis for the EMP, which contains data addressing how well the College fulfills its mission. The College mission and EMP both drive Board goals. Annual Plans/Comprehensive Program Reviews engage all instructional and student affairs programs in identifying, and, where possible, implementing plans related to fulfilling the College's mission, the EMP, and Board goals.

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.

Evidence of Meeting the Standard

The College's programs and services align with its mission to "promote student achievement and life-long learning to meet the needs of our diverse community" and align with the "primary mission … to provide programs and services leading to: Transfer to baccalaureate institutions; Associate Degrees in Arts and Sciences; Certificates and career skills needed for success in the workplace; Basic Skills, including learning English as a Second Language and Transitional Studies." (IA3-1)

Further, the Comprehensive Program Review systematically requires program leads to articulate how the work of their departments support the College mission. (IA3-2)

The mission guides institutional planning as evident in the following items:

- The Assessment, Planning, and Budgeting Integrated Cycle diagram, which the College developed through a consultative and participatory process and shares broadly via CCSF's Planning Web site. (IA3-3)
- The Roles, Responsibilities, and Processes Handbook, section D1, which describes the process for program review, central to the College's integrated planning and budgeting system. (IA3-4)
- The Education Master Plan (EMP), the overarching plan in the College's integrated planning, budgeting and assessment process, provides the framework for assuring CCSF's mission guides institutional decision-making, planning, and resource allocation. (IA3-5)
- The Implementation Plan for Board Goals 2020-2021, in which the Goal Fulfillment Summary column demonstrates mapping to the EMP. (IA3-6)
- The Multi-Year Budget and Enrollment (MYBE) Plan (2020), which states that the plan, "[r]elies on the participatory governance process to focus on programs designed to stabilize and grow enrollment at a reasonable rate consistent with the College's Vision and Mission." (IA3-7; p. 2)
- The Facilities Master Plan (2019), which "provides a plan for facilities development to support the goals and strategies of the City College's Education Master Plan" and maps to the EMP goals. (IA3-8)
- The Technology Plan (2021), which maps technology goals and strategic priorities to the EMP goals. (IA3-9)

In addition, the mission informs institutional goals for student learning and achievement.

Four Institutional Learning Outcomes (ILOs) for students appear in the mission: "In the pursuit of individual educational goals, students will improve their critical thinking, information competency, communication skills, ethical reasoning, and cultural, social, environmental, and personal awareness and responsibility." (IA3-10, IA3-11)

The College also establishes student achievement goals directly related to the mission in the following forms:

- Institution Set Standards and Stretch Goals, as required by ACCJC (IA3-12)
- Vision for Success Goals, as required by the California Community Colleges Chancellor's Office (IA3-13)
- Student Equity Goals, as required by (CCCCO) in the Student Equity Plan (IA3-14)
- Adult Education Program goals, described in the San Francisco Adult Education Three-Year Plan (IA3-15)

Analysis and Evaluation

CCSF's programs and services are aligned with the mission:

- The catalog presents the programs and services offered, and all are clearly aligned with the mission and designed to "support and encourage student possibilities" as articulated in the vision. Further, as part of program review, programs are required to articulate how they align with the College mission.

The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement:

- The Education Master Plan provides the framework for assuring the mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
- Major college-wide plans including the Multi-Year Budget and Enrollment Plan, Facilities Master Plan, and Technology Plan all clearly cite the College mission as foundational and map goals and strategies to the EMP, illustrating that the mission guides institutional decision-making, planning, and resource allocation.
- Student learning goals are evident in the Institutional Learning Outcomes, which are expressly mentioned in the mission.
- Student achievement goals, including Institution Set Standards and Stretch goals, Vision for Success goals, Student Equity goals, and Adult Education goals, collectively illustrate that the mission informs institutional goals for student learning and achievement.

  These goals overlap to a great extent, and are informed by the commitment stated in the mission to "provide educational programs and services that promote student achievement and life-long learning to meet the needs of our diverse community," and to the primary mission areas of "programs and services leading to Transfer to baccalaureate institutions; Associate Degrees in Arts and Sciences; Certificates and career skills needed for success in the workplace; Basic Skills, including learning English as a Second Language and Transitional Studies."

  Collectively these goals include access, connection, and entry; progress toward educational and career goals (e.g., course completion, persistence from fall to spring, certificates and degrees awarded, transition to post-secondary education and employment [noncredit students], transfers to four-year institutions [credit students]); and licensure examination pass rates and job placement rates for Career and Technical Education students.

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. (ER 6)

Evidence of Meeting the Standard

Board Policy 1.00 articulates the College Mission Statement along with a Vision Statement that elaborates on the College's commitment to student learning and achievement. (IA4-1)

The College widely publishes its Mission Statement in numerous locations, including the College Web site, the College catalog, and in college-wide plans such as the Multi-Year Budget and Enrollment (MYBE) Plan, the Facilities Master Plan, and the Technology Plan. (IA4-2, IA4-3, IA4-4/p. 2, IA4-5/p. 8, IA4-6/p. 3)

The Board of Trustees periodically reviews the mission and vision, and the College most recently updated its mission in November 2014. (IA4-7, IA4-8, IA4-9/see footer)

CCSF recently revised the process for mission and vision review and update in Administrative Procedure 1.00 that accompanies Board Policy 1.00 to bring it into clearer alignment with this Standard. (IA4-10, IA4-11, IA4-12)

Analysis and Evaluation

The College publishes the Mission and Vision Statements in a widely accessible manner through BP 1.00, on the CCSF Web site, in the CCSF catalog, and in other publicly shared College documents and plans.

The College periodically reviews and updates the mission as necessary and recently improved the process for reviewing these statements by revising AP 1.00 (District Mission and Vision Statement). This revision brought the mission review process into clearer alignment with this Standard. The College is currently reviewing the language of the Mission and Vision Statements.

Conclusions on Standard I.A: Mission

City College of San Francisco provides educational programs and services that promote student achievement and life-long learning to meet the needs of our diverse community. The College is committed to this mission, which directs institutional priorities, planning, and goals for student learning and achievement. The College analyzes data to determine how well it is accomplishing its mission, and the College periodically reviews and updates the language of the mission as necessary.

Improvement Plan(s)

There are no improvement plans at this time.

Evidence List

IA1-1 BP 1.00 - District Mission & Vision

IA1-2 CCSF Mission & Vision Web Page

IA1-3 CCSF Mission & Vision in Catalog

IA2-1 Institutional Metrics Web Page

IA2-2 Institutional Assessment Data and Reports (SLO Dashboard)

IA2-3 Mission Accomplishment Review Presentation to the Board of Trustees July 2022 (see ER2-2)

IA2-4 Implementation Plan for Board Goals 2020-21

IA2-5 RRP Handbook Section D1

IA2-6 CCSF Education Master Plan 2018-25

IA3-1 Catalog Overview of CCSF 2022-23

IA3-2 Fall 2022 Program Review Prompts

IA3-3 Integrated Planning Chart

IA3-4 RRP Handbook Section D1 (see IA2-5)

IA3-5 CCSF Education Master Plan 2018-25 (see IA2-6)

IA3-6 Implementation Plan for Board Goals 2020-21 (see IA2-4)

IA3-7 Multi-Year Budget & Enrollment Plan 2020

IA3-8 Facilities Master Plan 2019

IA3-9 Technology Plan 2021-2025

IA3-10 BP 1.00 - District Mission & Vision (see IA1-1)

IA3-11 Institutional Assessment Data and Reports (SLO Dashboard) (see IA2-2)

IA3-12 ACCJC Annual Report 2022 (see CP-2)

IA3-13 Vision For Success Goals

IA3-14 Student Equity Plan 2022-2025

IA3-15 SF Adult Education Plan 2022

IA4-1 BP 1.00 - District Mission & Vision (see IA1-1)

IA4-2 CCSF Mission & Vision Web Page (see IA1-2)

IA4-3 CCSF Mission & Vision Catalog (see IA1-3)

IA4-4 Multi-Year Budget & Enrollment Plan 2020 (see IA3-7)

IA4-5 Facilities Master Plan 2019 (see IA3-8)

IA4-6 Technology Plan 2021 (see IA3-9)

IA4-7 BoT Mission Vision Review 2021

IA4-8 BoT Mission Vision Review 2019

IA4-9 BP 1.00 - District Mission & Vision (see IA1-1)

IA4-10 Planning Committee Minutes 11-1-21

IA4-11 Chancellor PGC Report 5-19-22

IA4-12 AP 1.00 District Vision and Mission Statement

B. Assuring Academic Quality and Institutional Effectiveness

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

CCSF engages in substantive and sustained college-wide dialog about student learning, student achievement, and institutional effectiveness with an emphasis on diversity, equity, inclusion, anti-racism, academic quality, and continuous improvement. Dialog about achievement takes place within and across units of the College, and the primary systems that create space for collegial and ongoing dialog about student learning and achievement are via (1) outcomes assessment, (2) program review, (3) participatory governance, (4) professional development, and (5) diversity, equity, inclusion, and anti-racist practices initiatives.

Dialog about Student Outcomes Assessment. Departments assess student learning at the course, program, service, and institutional levels according to the Institutional Assessment Plan. At the institutional level, the Student Learning Outcomes faculty coordinator team prepares reports for General Education Learning Outcomes (GELOs) and Institutional Learning Outcomes (ILOs) each year and convenes groups of faculty and student services professionals for dialog and input used to shape the final report. In Spring 2021, a team completed assessment of CCSF GE Area H. Their process began with quantitative data (course success and SLO mastery), and faculty who teach in Area H received an invitation to discuss and offer their qualitative input to illuminate what the numbers might mean. (IB1-1, IB1-2)

Course aggregate reports must now precede course outline and program updates, which requires dialog about student learning as a formal step in the regular six-year review cycle. Disaggregated SLO data can inform the dialog that informs course outline and program updates, but this has not been a standardized approach. Departments have different approaches to planning and facilitating dialog about course-level assessment. To help support conversations that utilize disaggregation at the course level, the Office of Student Equity, Student Equity Strategies Committee, and Office of Research and Planning developed the "Equity Roadshow" which invites departments and programs to engage in dialog about disaggregated college-, department-, and course-level student success data. (IB1-3, IB1-4, IB1-5, IB1-6)

During Summer and Fall of 2020, the SLO coordination team completed a report on how COVID impacted outcomes assessment entitled "Assessing Learning in the Time of COVID" using survey data. Subsequent discussions during an August 14, 2020, Flex day workshop pointed to ways instructors have faced challenges and adapted. (IB1-7)

Dialog through Program Review. Program review offers a significant framework for meaningful, transparent, and ongoing reflection and dialog about student learning, resource allocation, and planning to meet programmatic and institutional goals. Specifically, program review involves dialog that links programmatic outcomes and needs with resource requests, and every unit must have a process of sharing draft plans and inviting input. Additionally, CurriQūnet allows departments to link needs identified in CRN-level assessment reports to program review resource requests, allowing the work of individual instructors to substantiate collective needs. Program review involves an approval process with deans/administrators that also involves dialog. Program review reports are public and available for perusal by every unit of the College. (IB1-8)

Dialog through Collegial and Participatory Governance. Academic Senate (collegial governance) committees and participatory governance committees engage in dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Often this dialog centers on the development of college-wide plans such as the Adult Education Plan, Strong Workforce Plan, and the Technology Plan. The Planning Committee works to ensure that development of these plans fully engages governance processes, as well as connecting to the College's Education Master Plan (EMP) which prioritizes institutionalizing equity with a goal of improving the student experience. For example, the 2021-2025 Technology Plan development began with the Technology Committee workgroup, gathered substantial input beyond the workgroup, and connected to EMP goals, including Goal II (Institutionalize Equity), before undergoing further vetting and discussion through collegial and participatory governance. (IB1-9)

In addition, SLO Coordinators lead and facilitate dialog about student learning through the Academic Senate's SLO Committee, which includes in its purpose statement to "Review and refine plans, models, timelines, and reporting methods for assessing course, instructional program, general education, and institutional outcomes (for final approval by Academic Senate Executive Council)" and "assist with campus-wide dialog that demonstrates that assessment results are being used to evaluate effectiveness and improve practices." (IB1-10)

Dialog through Professional Development. A college-wide Professional Development committee representing administrators, classified staff, and faculty members collaboratively plans Flex themes and activities. This requires extensive dialog in and of itself to ensure that professional development activities promote achievement of the College's goals identified in the EMP. In addition, the committee analyzes Flex day survey results to gather input and discern the most urgent and impactful professional development activities to inform the planning of future Flex days accordingly. For 2020-2021, the Professional Development committee selected three EMP goals as its focus, all of which are relevant to Standard IB1: institutionalizing equity, improving communication, and improving operation of the college. The Flex day theme for that year was "Building a Thriving ECO-system," where "ECO" referred to equity, communication, and operations. The Flex day theme for AY 2021-2022 was "Reaching-Out, Reaching-In" and focused on improving the communication, climate, and dynamics at the College. Past Flex themes such as "Re-imagine the Student Experience" in 2019-2020 (which focused on the College's Guided Pathways efforts) also emphasized improvement through dialog. (IB1-11, IB1-12)

Dialog through CCSF's Equity Initiatives. CCSF's Student Equity Plan (2022-2025) provides an overview of the demographics and opportunity gaps for students at CCSF, highlighting areas in which the College can improve its student-readiness. The plan promotes strategies and venues for dialog around access, persistence, completion of transfer level math and English, graduation, and transfer. The plan also indicates that CCSF will "establish processes of shared communication" and "collaborative/integrated" responses to professional development to meet the needs of students inside and outside the classroom. (IB1-13)

Implementation of this plan includes communities of practice that bring together CCSF employees to develop relationships for in-depth and ongoing dialog about specific equity-focused needs at the College, such as Racial Microaggressions (Spring 2021), Supporting Men of Color (Spring 2021), Best Practices of Teaching in the Community College (Fall 2021), and Course Design for Racial Equity (Spring 2022). (IB1-14)

The Office of Student Equity hosted Equity Roundtables during 2021-2022 to share draft plans and seek broad input from all stakeholders at the College to craft the 2022-2025 Student Equity and Achievement Program plan. (IB1-15)

In addition, the College's equity-focused Guided Pathways work (locally referred to as Re-imagining the Student Experience, or "RiSE") built a Leadership Team along with a number of other teams that engaged in regular dialog about serving students' needs based on data, focus group results, and the input of RiSE student advisors and other students participating in various RiSE activities. (IB1-16, IB1-17, IB1-18)

Finally, the Equitable Access to Services Emergency (EASE) taskforce formed in 2015 and generated an implementation plan to ensure that students had equitable access to services at all College Centers. The College has institutionalized EASE, and, in 2020-2021, an evaluation team reflected on the implementation in a 5-year retrospective report, prioritizing needs and sharing highlights with the College community. (IB1-19, IB1-20)

Analysis and Evaluation

The College promotes substantive and sustained dialog through multiple venues, inviting broad participation from constituents across the College, aspiring to center student voices, and continue to seek ways to incorporate students into college-wide conversations. Venues include program review, participatory governance, professional development, and a variety of equity initiatives.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

The College defines student learning outcomes at the program level (program-level student learning outcomes, or PSLOs) for all degrees and certificates, both credit and noncredit, and lists these in the CCSF catalog. Individual department Web pages also link to their programs' descriptions (including PSLOs). (IB2-1)

Assessment of PSLOs is a regular part of the Curriculum Committee's process each time departments revise or renew a program (on a cycle of no more than six years), for both majors and certificates. This assessment includes a multi-semester aggregation of course section-level assessments for all courses included in that program, as well as other relevant information (industry standards, advisory board minutes, transfer requirements, etc.). Program aggregate reports are available to all faculty and administrators in CurriQūnet. (IB2-2, IB2-3, IB2-4, IB2-5, IB2-6, IB2-7)

The College defines student services outcomes (SSOs) for student support services and learning support services across approximately 20 areas, spanning from Admissions & Records, Counseling, and Financial Aid to Learning Assistance and Library services. The SSO workgroup supports collaborative assessment and improvement projects. Assessment methods and results for SSOs are documented within CurriQūnet, centrally tracked for easy review, and further developed through SSO Workgroup per the SSO Progress Report 2022. (IB2-8, IB2-9, IB2-10)

Analysis and Evaluation

The College defines learning outcomes for all courses, programs, and academic and support services. Faculty regularly assess outcomes and use the results of assessment for program improvement.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

The College has established institution-set standards for student achievement including transfer, associate degrees, and certificates of achievement. These standards directly pertain to the first three bullets of the College's "primary mission." In addition, the College has established an institution-set standard for course completion and program-specific standards for Career and Technical Education (CTE) areas. (IB3-1)

The College's Planning Committee reviews and discusses assessment of progress on these student achievement metrics annually. When the Planning Committee proposes changes to college-wide standards, it seeks a recommendation from the Academic Senate before bringing proposed changes to the Participatory Governance Council (PGC).

The Planning Committee's most recent review and discussion of institution-set standards highlights that, for the last few years, the College substantially exceeded not only its institution-set standards but also its stretch goals for certificates. Despite this increase in achievement outcomes, the College continues to observe opportunity gaps among student equity populations. This awareness is reflected in one of the Planning Committee's Objectives for 2021-2022 which identifies the need to recalibrate the College's institution-set standards and stretch goals with an emphasis on student equity. Recalibration work has continued into 2022-2023 to align with the updated Student Equity Plan 2022-2025. (IB3-2, IB3-3, IB3-4)

In addition to institution-level standards, CCSF sets program-specific standards for CTE areas pertaining to employment rates and licensure placement rates. The CTE Steering Committee receives these data annually, and departments incorporate these data into their Annual Plans. Further, during Comprehensive Program Review, instructional departments assess achievement of course completion, transfer, degree, and certificate attainment, as relevant, with awareness of institution-set standards and opportunity gaps pertaining to each. (IB3-5)

The College publishes its institution-set standards online each year as part of the ACCJC Annual Report. The Annual Report also includes the extent to which the College achieves the standards. (IB3-6)

Analysis and Evaluation

The College has established institution-set standards for student achievement appropriate to its mission, and it maintains and uses these standards. The College seeks to deepen its use of institution-set standards and accompanying stretch goals through explicit and intentional incorporation of diversity, equity, inclusion, belonging, and anti-racism.

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The College maintains an organized assessment system as described in its Institutional Assessment Plan. Faculty use assessment results in curriculum development and program improvement. Institutional assessment results for student learning and student achievement inform conversations about the mission and larger College planning processes. (IB4-1)

The Institutional Assessment Plan and Curriculum Committee materials describe how course- and program-level aggregate assessment data is integral to curriculum development. Aggregate assessment is necessary for completing the curriculum process for new and modified courses and programs. Student services follow a similarly robust process as outlined in the CCSF SSO Handbook. (IB4-2, IB4-3)

Assessment and achievement data are both required components of Comprehensive Program Review (CPR). For instructional departments, the Program Review Data Dashboard includes a Student Learning Outcomes (SLO) tab showing assessment results at the department and subject level, along with the ability to disaggregate by demographics. The 2022 CPR Guide includes a section with guidance for using SLO data. This, along with direct assistance provided by the College's SLO Coordinators, supports grounded use of assessment data, coupled with achievement data, for program improvement. Similarly, the 2022 CPR Guide also includes instructions and support for using achievement data, including course completion and persistence, program completion through degrees and certificates, CTE completion of nine or more units, and transfer. (IB4-4, IB4-5, IB4-6)

Institution-level assessments include General Education learning outcomes (GELOs) and Institutional student learning outcomes (ILOs). The College conducts these assessments annually through an inclusive process that addresses not only learning outcomes but also related achievement outcomes. Faculty SLO Coordinators publish and share findings with the Academic Senate, Curriculum Committee, Planning Committee, and other areas of the College when appropriate to inform improvement efforts and planning. As indicated in an April 2020 Academic Senate resolution regarding GELO reports, the College continues to find ways to build the use of these data even more deeply into ongoing, systematic institutional processes, such as the data-informed work of the Curriculum Committee. (IB4-7, IB4-8)

Analysis and Evaluation

The College uses assessment data at the course, program, and institution levels to support student learning and achievement. The College continues to seek ways to further integrate the use of assessment findings into institutional processes including, for example, program review and professional development, and in which all processes continue to intentionally center diverse, equitable, inclusive, and anti-racist practices.

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

CCSF engages in a regular and comprehensive program review process as outlined in the updated 2022 CPR Guide. (IB5-1)

The Guide emphasizes that departments must address the following:

- Explicit connection between programs and the College's Mission Statement as solicited within the first CPR prompt: "How does this department or program support the mission of the College?" (IB5-2, IB5-3, IB5-4)
- Evaluation of goals and objectives as solicited by the second and third CPR prompts.
- Examination and use of data for student learning outcomes and student achievement to inform program plans, with an emphasis on supporting student success, promoting equity, and connecting to budget considerations. (IB5-5, IB5-6)

Departments receive data designed to promote inclusive department-level reflections and for use during the program review process:

- The College disaggregates both learning and achievement data by student demographics for all program types, including general education, CTE, and noncredit, in the Program Review Data Dashboard. (IB5-7)
- Qualitative data are formally collected for many programs, especially among student services via focus groups and other means, and as part of institutional-level outcomes assessment. (IB5-8)
- In addition, departmental and programmatic discussions include qualitative data as part of the inclusive reflection process. For example, departments were encouraged to use equity data from the Program Review Data Dashboard to inform structured Flex day program review planning exercises. (IB5-9)
- The Office of Online Learning and Educational Technology regularly reviews data by mode of delivery. General Education Outcomes Assessment also includes analysis by mode of delivery. (IB5-10, IB5-11)

Analysis and Evaluation

The College engages in an inclusive, data-informed, and reflective program review process to evaluate department and program goals and objectives.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

In the College's program review process, departments receive disaggregated data on learning outcomes and achievement for subpopulations of students by race/ethnicity, gender, and other demographics. Departments analyze this data, with a focus on disproportionate impacts in learning and achievement and relate it to their departmental goals for improvement and requests for resources. The Fall 2022 Program Review Data Dashboard expressly highlights disproportionate impacts ("DI") to assist with the DI focus. Fall 2022 Comprehensive Program Review is currently in progress, but 2018 CPR reports also include analysis of disaggregated data and indicate specific plans for addressing achievement gaps. To promote greater consistency in how departments assess student learning outcomes and to address the complexity of generating disaggregated student learning outcomes reports for specific courses, programs, and departments, the College has begun providing additional guidance to assist departments in utilizing disaggregated SLO data. (IB6-1, IB6-2, IB6-3, IB6-4, IB6-5, IB6-6)

The College also uses disaggregated achievement data extensively in the Student Equity and Achievement (SEA) Plan, both in developing the plan and assessing its impacts. Specifically, disaggregated data have informed planning, implementation, and evaluation of accelerated English, Math, and ESL pathways under AB 705, one of the most successful initiatives at CCSF to date for closing opportunity gaps. Disaggregated achievement data have also informed the plans for expanded and embedded tutoring at the College, one of the high-value strategies from the SEA Plan. (IB6-7, IB6-8, IB6-9, IB6-10)

In addition, the Office of Student Equity (OSE) and the Student Equity Strategies Committee (SESC) have brought disaggregated achievement data at the department level directly to department meetings in the

"Equity Roadshow," to support analysis and dialog at the practitioner level to address opportunity gaps. The OSE has also shared suggestions for promising practices during these Equity Roadshow meetings. (IB6-11)

Frequently, keynote presenters at Flex Days have used CCSF disaggregated data to highlight the need for improvement in equity practices and pedagogy in general. (IB6-12, IB6-13, IB6-14, IB6-15, IB6-16)

Analysis and Evaluation

The College integrates disaggregated data on student achievement and learning outcomes into key processes of reflection and decision-making, including Program Review and the Student Equity & Achievement (SEA) Plan. The College uses achievement data effectively to plan for and monitor specific actions to address gaps, including those implemented under the SEA Plan.

The program review process utilizes disaggregated student learning outcome data, and those data have influenced the setting of goals and requests for resources at the departmental level. The College has begun providing additional guidance to assist departments in maximizing the use of disaggregated SLO data to promote diversity, equity, inclusion, belonging, and anti-racism.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

Board policies and administrative procedures cover all areas of the College, including instructional programs (Chapter 6), support services (Chapter 5), resource management (Chapters 3, 4, 5, and 8) and policies and procedures for governance (Chapters 1 and 2). The College's timeline for reviewing board policies and their accompanying administrative procedures is reflected in Board Policy 1.15. The Roles, Responsibilities, and Processes (RRP) Handbook, section D4, further outlines the inclusive and robust governance processes used to review and update policies and procedures. Governance processes seek to ensure opportunities for input from all College constituencies, including input on effectiveness, prior to adoption or ratification.
(IB7-1, IB7-2, IB7-3)

The College also evaluates its processes for governance and decision-making. These include the RRP Handbook itself, participatory governance, and program review:

- The RRP Handbook outlines the development of college-wide initiatives, plans, and program review, along with resource allocation. The College initially published the RRP Handbook in 2016 and recently completed an extensive review that incorporated substantial input to improve clarity and effectiveness. Each constituent group formally endorsed and adopted the revised version. (IB7-4)
- The College evaluates its participatory governance system annually. A workgroup of the PGC leads the evaluation process and solicits input regarding effectiveness from all constituencies. (IB7-5)
- The Program Review Committee has further evaluated program review processes during the lead-up to the Fall 2022 Comprehensive Program Review implementation and identified and effectuated multiple improvements. (IB7-6)

See also Standards IV.A. and IV.C.

Analysis and Evaluation

The College reviews policies and procedures following an articulated, inclusive process. Evaluation of governance processes and program review leads to system improvements to better support and continually improve institutional effectiveness and academic quality.

8. The institution broadly communicates the results of all its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

The College regularly communicates assessment and evaluation reports to the campus community and to constituent groups through its Web site, at Board meetings, during governance meetings, during Flex day activities, through planning processes, and at other venues, with an emphasis on areas for improvement and priorities. Specific examples include:

- The CCSF Web site homepage link to "Institutional Metrics." In addition to being accessible from the main page of the CCSF Web site, various Board of Trustees meetings have highlighted these published metrics. Institutional Metrics feature the assessment and evaluation of learning outcomes along with achievement outcomes, e.g., ILO reports and summary overview, GELO reports and summary overview, and the annual Student Equity and Success report with disaggregated achievement data that shows disproportionate impacts and highlights the areas with the greatest need for improvement (i.e., most marked gaps) for focused institutional improvement through the Student Equity Plan 2022-2025 and other institutional plans. (IB8-1, IB8-2, IB8-3)
- CCSF broadly circulated and presented its Guided Pathways Scale of Adoption Assessment (SOAA), as noted in these PGC minutes. The SOAA assesses the College's success with implementing a variety of guided pathways practices and highlights remaining priorities. (IB8-4)
- The College frequently uses Flex day convocations to broadly communicate overall evaluation results (i.e., achievement metrics) with the entire campus community, such as Dr. Ramona Coates' presentation "Good Trouble by Every Educational Means Necessary: Championing Student Success using A Social Justice Pedagogy." (IB8-5)
- Other presentations and reports to the College communities and stakeholders include the Equity Roadshow and the town halls, feedback forums, and listening sessions held across the College's locations (including all Centers) during multiple stages of development of the updated 2018-2025 EMP, which led to the adoptions, publication, and ongoing use of eight broad goals that frame priority areas for resource plans such as the College Professional Development Plan 2020-2023 and the Technology Plan 2021-2025. These institutional priorities also anchor the setting of annual priorities delineated via Board Goals. (IB8-6, IB8-7, IB8-8, IB8-9, IB8-10, IB8-11)

Analysis and Evaluation

The College has established, and will continue to build upon, an Institutional Metrics Web page to centralize and broadly communicate assessment and evaluation results for both learning and achievement that invites reflection on institutional preparedness for student success. Assessment and

evaluation results inform the setting of appropriate institutional priorities, both longer-term priorities articulated through published college-wide plans and annual priorities identified through the process of setting Board Goals.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

The College's system for evaluation and planning incorporates these key assessment- and data-informed components: Comprehensive Program Review, annual planning and resource allocation, and long-range plans as depicted in the College's integrated planning cycle. The College further formalizes this integrated system through BP 2.18 and AP 2.18 on Institutional Planning. (IB9-1, IB9-2, IB9-3)

The RRP Handbook describes how long-range planning incorporates broad-based input, including information about how various plans connect to the College's governance structures to ensure constituency group input and identify leadership roles and workflow. (IB9-4)

Program review provides an opportunity for departments and programs to identify requests for staffing, facilities, and technology associated with desired improvements. These are considered on an individual basis (by department/program) and also institutionally (through analysis that informs college-wide plans such as the recently adopted CCSF Technology Plan 2021-2025). All college-wide plans are accessible on the Planning Web page, and all Comprehensive Program Reviews and Annual Plans are available through a public search interface on the College Web site (via CurriQūnet). (IB9-5, IB9-6, IB9-7, IB9-8)

The College's system for evaluation and planning leads to resource allocation that supports program improvements. Categorical priorities and resource allocations involve an integrated process through "Fan 5" with annual reports to Academic Senate, the Planning Committee, and PGC.[2] Examples of resource allocation to support improvements (listed in Fan 5 reports) include several English and mathematics initiatives such as the Online Writing Resources for English and the Introductory Data Science Course Academic Tool Kit. Other examples highlight CTE areas such as shared classroom technology for the Photography and Visual Media Design departments. (IB9-9, IB9-10)

Planning Committee work emphasizes both college-wide plans and evaluation, with attention to the College's mission. Participation in the Planning Committee is broad-based (including all constituent groups) with reports at least once per semester to the overarching Participatory Governance Council and regular communication with Academic Senate leadership. (IB9-11, IB9-12, IB9-13)

Analysis and Evaluation

The College has systematic planning cycles for annual and long-range plans. The cycles integrate evaluation, program planning, institutional planning, and resource allocation, leading to resource allocation that supports improvement. Regularly reviewed and updated written procedures define roles and responsibilities and calendars that outline timelines.

[2] Fan5 is a workgroup composed of the Lead Managers and Faculty Coordinators associated with the Collegewide Plans along with the Academic Senate President or their designee, the Classified Senate President or their designee, and the lead administrator for Professional Development.

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness

The College assures academic quality, equity, and institutional effectiveness through a variety of means. These means include engaging in sustained and substantive dialog, defining and assessing student learning outcomes for both instructional programs and learning support services, and establishing and measuring progress toward institution-set standards for student achievement—and using the results of all activities to inform improvement in practice. In addition, the College regularly reviews how well it is accomplishing its mission based on these findings and through program review. These analyses include disaggregated data and identification of equity gaps, a now long-standing practice at the College. Results of these analyses are available on the College's Web site and discussed during a variety of presentations.

Finally, program review, planning, and resource allocation are integrated into a comprehensive process that supports accomplishment of the College mission and improvement of institutional effectiveness by identifying needs and allocating resources toward addressing those needs.

Improvement Plan(s)

There are no improvement plans at this time.

Evidence List

IB1-1 Institutional Assessment Plan

IB1-2 Assessment of CCSF GE Area H

IB1-3 Curriculum Handbook Section 2.1 - Subsection on Revising and Existing Course

IB1-4 Curriculum Handbook Section 4.3: Revising a Major

IB1-5 SLO Handbook - Aggregate Assessment of Courses and Programs

IB1-6 Equity Roadshow Scheduling Form

IB1-7 Assessing Learning in the Time of COVID Report

IB1-8 Comprehensive Program Review Prompts

IB1-9 Technology Plan Overview and Next Steps

IB1-10 SLO Committee Description

IB1-11 Professional Development Committee Rolling Agenda Fall 2022

IB1-12 Professional Development Committee Rolling Agenda Spring 2022

IB1-13 Student Equity Plan 2022-2025 (see IA3-14)

IB1-14 Sample Communities of Practice Invitation Contained within Equity Times, page 9

IB1-15 Equity Roundtable Slides

IB1-16 RiSE Teams Web Page

IB1-17 RiSE Leadership Team Agendas

IB1-18 RiSE Advisory Team Agendas

IB1-19 EASE 5-Year Retrospective Report

IB1-20 EASE Report to the Accreditation Steering Committee 2020-21

IB2-1 CCSF Catalog (see CP-25)

IB2-2 Curriculum Committee Handbook - Chapter 4: Majors or Degrees (see CP-5)

IB2-3 Curriculum Committee Handbook Chapter 5: Certificates

IB2-4 Sample Program Aggregate Report - Biology

IB2-5 Sample Program Aggregate Report - Studio Arts

IB2-6 Sample Program Aggregate Report - Paramedic

IB2-7 Sample Program Aggregate Report - ESL Beginning High

IB2-8 SSO unit list as of Spring 2022

IB2-9 SSO Outcomes Reporting Dates

IB2-10 SSO Progress Report 2022

IB3-1 BP 1.00 - District Vision and Mission Statement (see IA1-1)

IB3-2 April 2022 Planning Committee Meeting Minutes - Review and Discussion of Institution-Set Standards

IB3-3 Equity Plan Goals

IB3-4 Planning Committee 2021-2022 Objectives

IB3-5 CTE Steering Committee Minutes - February 8 2022

IB3-6 ACCJC Annual Report - 2022 (see CP-2)

IB4-1 Institutional Assessment Plan (see IB1-1)

IB4-2 Aggregate Assessment Data

IB4-3 CCSF SSO Handbook

IB4-4 Program Review Data Dashboard (see ISS-2)

IB4-5 Comprehensive Program Review Guide – Section on Student Outcomes and Assessment Data

IB4-6 Comprehensive Program Review Guide – Section on Use of Research Data

IB4-7 Report to Planning Committee – ILO 4 (Personal and Career Development)

IB4-8 April 2020 Academic Senate Resolution Regarding GELO Reports

IB5-1 2022 Comprehensive Program Review Guide

IB5-2 CPR Guide Template for Instructional Department or Program

IB5-3 CPR Guide Template for Student Services and Academic Services

IB5-4 CPR Guide Template for Administrative Services

IB5-5 Comprehensive Program Review Guide – Section on Student Outcomes and Assessment Data (see IB4-5)

IB5-6 Comprehensive Program Review Guide – Section on Use of Research Data (see IB4-6)

IB5-7 Program Review Data Dashboard (see ISS-2)

IB5-8 Report on Assessment of Institutional Learning Outcome 4: Personal and Career Development

IB5-9 Flex Day Program Review Planning

IB5-10 Research Brief: Comparison of Course Success by Instructional Mode (2017-2019)

IB5-11 GE Area A Assessment, 2018

IB6-1 Program Review Data Dashboard (see ISS-2)

IB6-2 Sample Comprehensive Program Review - Behavioral Sciences, 2018

IB6-3 Sample Completed Comprehensive Program Review - Health Education, 2018

IB6-4 Sample Completed Comprehensive Program Review - Child Development, 2018

IB6-5 Comprehensive Program Review Guide - Questions to Ask re. SLO Data (see IB4-5)

IB6-6 Comprehensive Program Review Guide - Section on Student Equity Assessment Tool for College-wide Equity Conversations

IB6-7 2019-2022 SEA Plan

IB6-8 2019-2022 SEA Plan Executive Summary

IB6-9 Student Equity and Achievement Data Tables (see ISS-1)

IB6-10 AB 705 Update and Progress Report

IB6-11 Equity Roadshow Scheduling Form (see IB1-6)

IB6-12 January 5, 2021 Flex Day Keynote - Dr. Cecilia Rios-Aguilar

IB6-13 March 2, 2021 Flex Day Keynote - Dr. Mary Wardell Ghirarduzzi

IB6-14 August 11, 2021 Flex Day Keynote - Dr. Gregoria Cahill

IB6-15 October 12, 2021 Flex Day Keynote - Dr. Ramona I. Coates

IB6-16 August 16, 2022 Flex Day Keynote - Dr. Regina Stanback Stroud

IB7-1 CCSF Policies and Administrative Procedures Web Page

IB7-2 Board Policy 1.15 - Board Policy and Administrative Procedure

IB7-3 Roles, Responsibilities, and Processes (RRP) Handbook

IB7-4 Summary of RRP Evaluation Activities

IB7-5 Participatory Governance Evaluation 2022

IB7-6 The state of program review at CCSF (January 2020), Comprehensive Program Review Summary Report (2020-2021)

IB8-1 Institutional Metrics Web Page (see IA2-1)

IB8-2 Student Equity and Achievement Data Tables (see ISS-1)

IB8-3 Student Equity Plan 2022-2025 (see IA3-14)

IB8-4 PGC Minutes with Guided Pathways Scale of Adoption Assessment March 17 2022

IB8-5 Flex Day Presentation by Dr. Ramona I. Coates - Good Trouble by Every Educational Means Necessary: Championing Student Success using A Social Justice Pedagogy

IB8-6 Equity Roadshow Scheduling Form (see IB1-6)

IB8-7 List of Education Master Plan Town Halls, Feedback Forums, and Listening Sessions

IB8-8 Education Master Plan (2018-2025) (see IA2-6)

IB8-9 College Professional Development Plan - 2020-2023

IB8-10 Technology Plan - 2021-2025 (see IA3-9)

IB8-11 2022-2023 Board Goals

IB9-1 CCSF Integrated Planning Cycle

IB9-2 Board Policy 2.18 - Institutional Planning

IB9-3 Administrative Procedure 2.18 Institutional Planning

IB9-4 Roles, Responsibilities, and Processes (RRP) Handbook (see IB7-3)

IB9-5 Annual Planning & Budget Development Calendar

IB9-6 Technology Plan 2021-2025 (see IA3-9)

IB9-7 College Planning Web Page

IB9-8 Public Search Tool for Program Reviews

IB9-9 Fan 5 Fall 2020 Status Update

IB9-10 Fan 5 2020-21 Retrospective Report

IB9-11 Sample April 4, 2022 Planning Committee Meeting Minutes, updates to PGC

IB9-12 Sample May 3, 2021 Planning Committee Meeting Minutes, updates to PGC

IB9-13 Sample November 2, 2020 Planning Committee Minutes, updates to PGC

C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

Ensuring Clear and Accurate Information about the Mission and Vision. The College posts its Mission and Vision statements on its Web site under "About City College" and includes these statements in the College catalog. When the College makes changes to these statements, it updates the statements in all locations where they appear per AP 1.00 (the Office of Institutional Effectiveness ensures the posting of any changes). (IC1-1, IC1-2, IC1-3)

Ensuring Clear and Accurate Information about Student Learning Outcomes. Student Learning Outcomes (SLOs) appear on all course outlines and syllabi, and the online class schedule links to the course outline of record so that students can view the course SLOs when searching and registering for classes. To ensure that course outlines include clear, accurate, and current SLOs, departments must submit all programs and courses for review by the Curriculum Committee at least once every six years per AP 6.03 (Program and Course Development). Faculty store syllabi in Canvas where department chairs check for the inclusion and accuracy of SLOs. (IC1-4, IC1-5, IC1-6, IC1-7, IC1-8)

Ensuring Clear and Accurate Information about Educational Programs and Student Support Services. The College provides information about its educational programs and student support services in the print and online versions of its catalog and on its Web site. The Office of Instruction facilitates the annual catalog development process which ensures that the catalog contains clear and accurate information. Specific entities are responsible for ensuring that the College Web site content is up to date and accurate:

- Department chairs and program coordinators are responsible for department and program Web pages with support and coordination by the Office of Workforce Development.
- Student Affairs administrators are responsible for student support services.
- The Dean of Online Programs, Educational Technology, Library and Learning Resources, and Academic Tutoring is responsible for those areas that fall within that individual's supervision.

In addition, the public can report an issue by clicking the "Report a Website Issue" on the bottom of each CCSF Web page. (IC1-9, IC1-10, IC1-11, IC1-12, IC1-13, IC1-14, IC1-15, IC1-16)

Ensuring Accurate Information about the College's Accreditation Status. CCSF communicates its accreditation status to students, employees and the public on the College's Accreditation Web page and in the College catalog. The Accreditation Liaison Officer is responsible for maintaining and updating information related to the College's accreditation status. (IC1-17, IC1-18/p. 2)

Analysis and Evaluation

The College assures the clarity, accuracy, and integrity of information related to its mission and vision, learning outcomes, educational programs, and student support services provided to students and prospective students, personnel, and all other individuals and organizations affiliated with the College.

While individual departments and offices of the College ensure that Web site content is clear and accurate, the College needs to clarify Web site responsibilities and institute a regular, centralized review of content to ensure information is accurate and presented in an inclusive and culturally responsive way.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements." (ER 20)

Evidence of Meeting the Standard

The College provides a print and online catalog that contains all required elements and updates the catalog annually online and in print *(note: all page numbers below refer to catalog page numbers).* (IC2-1, IC2-2)

General Information
- Official Name, Address(es), Telephone Number(s), and Web site Address of the Institution (p. II)
- Educational Mission (p. III)
- Representation of accredited status with ACCJC, and with programmatic accreditors if any (p. 2)
- Course, Program, and Degree Offerings (p. 67)
- Student Learning Outcomes for Programs and Degrees (p. 67)
- Academic Calendar and Program Length (p. 11)
- Academic Freedom Statement (p. 484)
- Available Student Financial Aid (p. 29)
- Available Learning Resources (p. 33)
- Names and Degrees of Administrators (p. IX) and Faculty (p. 498)
- Names of Governing Board Members (p. VI)

Requirements
- Admissions (p. 15)
- Student Tuition, Fees, and Other Financial Obligations (p. 18)
- Degrees, Certificates, Graduation (p. 45) and Transfer (p. 55)

Major Policies and Procedures Affecting Students
- Academic Regulations, including Academic Honesty (p. 467)
- Nondiscrimination (p. XI)
- Acceptance and Transfer of Credits (p. 17)
- Transcripts (p. 489)
- Grievance and Complaint Procedures (p. 479)
- Sexual Harassment (p. 478)
- Refund of Fees (p. 19)

Locations or publications where other policies may be found (pp. 476-486)

The Office of Instruction ensures that all information is accurate and up to date through the annual catalog development process. (IC2-3)

Analysis and Evaluation

The College catalog is precise, accurate, and current, and it contains all catalog requirements.

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

Documented Assessment of Student Learning. The College's Outcomes and Assessment Web page provides access to assessment data and reports that include course section-level outcomes, Institutional Learning Outcomes (ILOs), and General Education Learning Outcomes (GELOs). (IC3-1, IC3-2)

Documented Assessment of Student Achievement. The College posts data related to the College's mission and operations on an Institutional Metrics Web page, which includes a section on student enrollment, support, and success that displays Student Equity and Success data as well as providing access to workforce metrics and adult education metrics. In addition, the College posts its Annual Reports to ACCJC on the Accreditation Web page; these reports include course completion data, degree

and certificate completion data, transfer data, licensure examination pass rates, and employment rates for Career and Technical Education students. (IC3-3, IC3-4, IC3-5)

Analysis and Evaluation

Collectively, the reports and data available on the College's various Web pages communicate matters of academic quality to appropriate constituencies. During the self-evaluation process, the College recognized that information would be more accessible with a link to the Institutional Metrics Web page on the College Web site home page; this link now appears under "Public Information."

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes

Evidence of Meeting the Standard

CCSF describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes as the following evidence demonstrates:

- The College's print and online catalog contains a section on "Degree and Certificate Requirements" and a section on "Programs and Courses." (IC4-1, IC4-2)
- Through a CurriQūnet public search feature, the public can access course outlines that include the purpose, content, and expected learning outcomes for every course. They can also access program descriptions that include course sequence, unit or credit hours, and admission requirements, if different from College admission requirements. This information is also accessible through the listing of "Courses and Majors by Program/Department" on the Catalog Web site. (IC4-3, IC4-4)
- Departments and programs also describe their specific programs on department and program Web pages. (IC4-5, IC4-6)

Analysis and Evaluation

A complete listing of all certificates and degrees, including expected program learning outcomes, is available in the online and print catalog. Online and print program descriptions include course sequences, units or credit hours, prerequisites, expected learning outcomes, and admission requirements, if different from College admission requirements.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

CCSF regularly reviews institutional policies and procedures to assure integrity in all representations of its mission, programs, and services. (IC5-1, IC5-2, IC5-3, IC5-4)

The annual catalog update process engages the appropriate individuals (department chairs, administrators, and others as necessary) in reviewing and updating the portions of the catalog within their area(s) of oversight (Mission and Vision Statements, program information, and information about services). (IC5-5, IC5-6, IC5-7)

As noted in Standard I.C.1, specific entities are responsible for ensuring that content on the College Web site is up to date and accurate as well as for ensuring integrity in representations of the College mission, programs, and services:

- The Office of Institutional Effectiveness is responsible for the Mission and Vision Statements.
- Department chairs and program coordinators are responsible for department and program Web pages with support and coordination by the Office of Workforce Development.
- Student Affairs administrators are responsible for student support services.
- The Dean of Online Programs, Educational Technology, Library and Learning Resources, and Academic Tutoring is responsible for those areas that fall within that individual's supervision.

Analysis and Evaluation

Although the College has structures and processes in place for reviewing board policies and administrative procedures, keeping up with a five-year cycle for review has been challenging, particularly given senior leadership transitions over the past few years. The College has been improving upon the process by adopting informal procedures that it plans to convert to an official Administrative Procedure to accompany Board Policy 1.15 (Board Policy and Administrative Procedure). The College is also considering whether to expand the five-year Board Policy (BP)/Administrative Procedure (AP) review cycle and is in the process of identifying an individual to coordinate the BP/AP review process.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

CCSF accurately informs current and prospective students regarding the total cost of education**,** including tuition, fees, and other required expenses, including textbooks, and other instructional materials, through a variety of means, including:

- Board Policy 5.27 (Student Fees) (IC6-1)
- "Tuition and Fees" section of the College catalog (IC6-2)
- Tuition and Fees Web site (IC6-3)
- Total Cost of Attendance Web site and video (IC6-4, IC6-5)
- CCSF Bookstore textbook searches, which allow students to see the cost of required textbooks for specific courses (IC6-6)

Analysis and Evaluation

In both the online and print versions of the College catalog, the College publishes information on the total cost of education, including tuition, fees, and other required expenses, including textbooks and other instructional materials. The Admissions and Registration Web site lists Tuition and Fees, which also appear in the College catalog. The Financial Aid Office offers a comprehensive Web site with information for students regarding the total cost of education**,** including tuition, fees, and other required expenses, such as off-campus housing costs, parking fees, and other costs. Tuition is consistent for all courses regardless of program.

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

The institution uses and publishes governing board policies on academic freedom and responsibility that make clear CCSF's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. CCSF has memorialized this through board policy, the faculty collective bargaining agreement, the Faculty Handbook, and the College catalog. (IC7-1, IC7-2, IC7-3, IC7-4)

Analysis and Evaluation

The College has a board policy on academic freedom and responsibility and reinforces this policy through the collective bargaining agreement, the College catalog, and Faculty Handbook.

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

The institution has established and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity that apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty. Pertinent policies include Board Policy 1.18 (Institutional Code of Ethics) and Board Policy 5.16 (Code of Student Conduct). (IC8-1, IC8-2)

Procedures and/or consequences related to enforcement of these policies appear in the employee handbooks, the College Rules and Regulations section of the College catalog, and on the Office of Student Conduct and Discipline Web site. (IC8-3, IC8-4, IC8-5, IC8-6, IC8-7)

Analysis and Evaluation

Board policies and administrative procedures ensure that CCSF maintains an institutional code of ethics that applies to all constituent groups. The College clearly states the conditions of and consequences for violations of the codes on the College's Web site and in student materials and employee handbooks.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

Faculty distinguish between personal conviction and professionally accepted views in their discipline and present data and information fairly. CCSF has memorialized this through board policy, the Faculty Collective Bargaining Agreement, the Faculty Handbook, and the College catalog. The faculty evaluation process, which includes student evaluations, and a student grievance process, also speak to these

distinctions, ensuring that faculty maintain the highest standards. (IC9-1, IC9-2, IC9-3, IC9-4, IC9-5, IC9-6, IC9-7)

Analysis and Evaluation

The College establishes a clear expectation that faculty distinguish between personal conviction and professionally accepted views. Board policies, the Collective Bargaining Agreement, the College catalog, and the Faculty Handbook communicate the responsibility of faculty to present information fairly and objectively, while supporting the right of faculty to express diverse viewpoints. Faculty evaluations, which include student evaluations, and the student complaint process provide mechanisms to ensure faculty meet the standard in their teaching to distinguish between personal conviction and professionally accepted views in a discipline.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

The College gives clear prior notice regarding its codes of conduct through its employee handbooks, the College Rules and Regulations section of the College catalog, and on the Office of Student Conduct and Discipline Web site, as noted in Standard I.C.8. (IC10-1, IC10-2, IC10-3, IC10-4, IC10-5)

As a public institution, the College does not seek to limit specific beliefs or world views.

Analysis and Evaluation

Students and employees receive prior notice regarding the College's codes of conduct. The College is a public institution and does not promote or seek to limit specific worldviews.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

Not applicable to CCSF.

Analysis and Evaluation

Not applicable to CCSF.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

The College agrees to comply with all Eligibility Requirements, Accreditation Standards, and Commission Policies. Per Board Policy 1.33 (Accreditation Eligibility Requirement), "The Chancellor shall ensure the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and of other District programs that seek special accreditation." (IC12-1)

The College also complies with requirements for public disclosure, ensuring, for example, that accreditation information is accessible within one click of the College's Web site homepage. (IC12-2)

The College's Accreditation Web site publicly discloses the College's accredited status and provides access to accreditation reports and communications. (IC12-3, IC12-4, IC12-5, IC12-6, IC12-7)

The College seeks prior approval for substantive changes as demonstrated in ACCJC responses to the College's substantive change inquiries. (IC12-8, IC12-9)

As required by ACCJC, the College will post information about the upcoming ACCJC peer review visit. The Accreditation Web page currently includes a link to the ACCJC Third Party Comment form, and the College will deactivate this link 35 days before the first day of the visit. A placeholder Web page currently announces the timeline for the peer review process with details forthcoming. (IC12-10)

A press release will announce the upcoming peer review team visit and invite interested parties with the opportunity to provide third-party comments.

The College responds to ACCJC directives within the time period set by the Commission. Recent examples include the College's timely response to ACCJC after being placed on enhanced fiscal monitoring. (IC12-11, IC12-12)

Analysis and Evaluation

Through board policy and actions, the College agrees to comply with all ACCJC Eligibility Requirements, Accreditation Standards, and Commission Policies. In addition, the College follows all guidelines and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the College responds to meet requirements within a time period set by the Commission and discloses information required by the Commission to carry out its accrediting responsibilities.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Honesty and Integrity with External Agencies. The College advocates and demonstrates honesty and integrity in its relationship with external agencies, including its programmatic accreditors and the

California Community Colleges Chancellor's Office (CCCCO), and complies with regulations and statutes. (IC13-1, IC13-2, IC13-3, IC13-4, IC13-5)

The College Describes Itself in Consistent Terms to all Accrediting Agencies. The deans with oversight of the areas that have additional accreditors review all documents that the programs prepare for those accreditors and ensure that the description of the College (including the College's accreditation status) is consistent. (IC13-6, IC13-7, IC13-8)

Communicates Changes in Accreditation Status. The College informs external agencies, students, and the public of changes in its accreditation status through its accreditation Web site and in the College catalog. (IC13-9, IC13-10)

Analysis and Evaluation

The College demonstrates integrity, honesty, and consistency in its communications with other agencies and complies with the policies of those agencies.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

City College of San Francisco is a public institution of higher learning that has no financial investors or a parent organization. Its commitment to high-quality education, student learning, student achievement, and diversity, equity, inclusion, and anti-racism is paramount to supporting external interests.

The College ensures that student achievement and the quality of education provided to students is at the core of the College's mission and are reflected in the Board goals and College priorities. (IC14-1, IC14-2)

A number of board policies demonstrate the College's commitment to putting high-quality education, student achievement, and student learning above any larger financial gain. These policies describe and define both a commitment to student learning and a prohibition of a range of behaviors, including conflict of interest activities and financial, ethical, behavioral, and personal workplace activities that constitute violation. (IC14-3, IC14-4, IC14-5, IC14-6, IC14-7)

Employee handbooks and negotiated contracts include references to both prohibited behavior and conflicts of interests. (IC14-8, IC14-9)

Analysis and Evaluation

The College is committed to ensuring that the provision of a high-quality education, student achievement, student learning, and diversity, equity, inclusion, and anti-racism are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Conclusions on Standard I.C: Institutional Integrity

The College demonstrates integrity in its policies, information, and communications. College personnel and Board members behave ethically in carrying out their responsibilities. When necessary, the College revises its policies and documents to ensure that they are up to date and accurate.

Improvement Plan(s)

While individual departments and offices of the College ensure that Web site content is clear and accurate, the College needs to clarify Web site responsibilities and institute a regular, centralized review of content.

In addition, although the College has structures and processes in place for reviewing board policies and administrative procedures, staying on track with a five-year cycle for review has been challenging, particularly given senior leadership transitions over the past few years. The College has been improving upon the process by adopting informal procedures that it plans to convert to an official Administrative Procedure to accompany Board Policy 1.15 (Board Policy and Administrative Procedure). The College is also considering whether to expand the five-year BP/AP review cycle and is in the process of identifying an individual to coordinate the BP/AP review process.

Expected Outcomes	Timeline for Implementation
• Web site responsibilities clarified	• Spring 2023
• Single point of contact identified to facilitate regular review of content	• Spring 2023
• Revised BP 1.15	• Spring 2023
• New AP 1.15	• Spring 2023
• Board policies/administrative procedures coordinator identified	• Spring 2023

Evidence List

IC1-1 CCSF Mission & Vision Web Page (see IA1-2)

IC1-2 CCSF Mission & Vision in Catalog (see p. III) (see IA1-3)

IC1-3 AP 1.00 District Vision and Mission Statement (see IA4-12)

IC1-4 Curriculum Handbook (see Sections 2.2.3 and 2.3.5) (contains requirements for including SLOs on course outlines and requirements for renewal)

IC1-5 Syllabus Guidelines

IC1-6 AP 6.03 - Program and Course Development (includes 6-year curriculum review requirement) (see CP-3)

IC1-7 Academic Senate Resolution 2020.12.16.6B requiring storage of syllabi in Canvas

IC1-8 Sample Access to SLOs in Schedule - Child Growth & Development

IC1-9 Catalog Development Process

IC1-10 Programs and Courses Section of Catalog

IC1-11 Degrees, Certificates, and Transfer Web page

IC1-12 Sample Program Page – Construction Management

IC1-13 Student Services Web page

IC1-14 Student Resources and Virtual Help Counters Web page

IC1-15 Student Financial Resources Section of Catalog

IC1-16 Learning Resources and Student Services Section of Catalog

IC1-17 Accreditation Web Page Containing College's Accreditation Status (see CP-1)

IC1-18 Accreditation Status in Catalog, see page 2

IC2-1 College Catalog (see CP-25)

IC2-2 Screenshot of College Catalog Update

IC2-3 Catalog development process (see IC1-9)

IC3-1 Outcomes and Assessment Web Page

IC3-2 Institutional Assessment Data and Reports (SLO Dashboard) (see IA2-2)

IC3-3 Institutional Metrics Web Page (see IA2-1)

IC3-4 Web page containing ACCJC Annual Reports

IC3-5 Sample ACCJC Annual Report

IC4-1 Degree and Certificate Requirements (ccsf.edu)

IC4-2 Programs and Courses Section of Catalog (see IC1-10)

IC4-3 Public Search Tool for Program Reviews (see IB9-8)

IC4-4 Courses and Majors by Program/Department | CCSF

IC4-5 Sample Department Webpage: Registered Nursing

IC4-6 Sample Department Webpage: Culinary Arts

IC5-1 Board Policy 1.15 Board Policy and Administrative Procedure (see IB7-2)

IC5-2 BP/AP Review Process

IC5-3 BP/AP Review Accountability and Schedule

IC5-4 Sample Board Agenda with BP Reviews

IC5-5 Catalog Development Process (see IC1-9)

IC5-6 Sample email re Review of program information

IC5-7 Sample email re Review of services information

IC6-1 BP 5.27 - Student Fees (see CP-6)

IC6-2 "Tuition and Fees" Section of College Catalog

IC6-3 Tuition and Fees Website (see CP-7)

IC6-4 Total Cost of Attendance Website

IC6-5 Total Cost of Attendance Video

IC6-6 CCSF Bookstore Textbook Search – Sample Result

IC7-1 Board Policy 6.06 - Academic Freedom

IC7-2 Collective Bargaining Agreement (see Section 8)

IC7-3 Faculty Handbook (see Section 4.1)

IC7-4 College Catalog (see p. 476)

IC8-1 Board Policy 1.18 - Institutional Code of Ethics and Board Policy

IC8-2 Board Policy 5.16 - Code of Student Conduct

IC8-3 Classified Staff Handbook

IC8-4 Faculty Handbook Sections 1.6, 2.1, 2.11, 2.12. 2.13, App. G

IC8-5 Faculty Handbook Section 9.6 - Student Rights and Responsibilities

IC8-6 College Rules and Regulations in the College Catalog (p. 460)

IC8-7 Office of Student Conduct and Discipline Web Page

IC9-1 Board Policy 6.06 - Academic Freedom (see IC7-1)

IC9-2 Collective Bargaining Agreement (see Section 8) (see IC7-2)

IC9-3 Faculty Handbook (see Section 4.1) (see IC7-3)

IC9-4 College Catalog (see p. 476, Academic Policies and Procedures) (see IC7-4)

IC9-5 Faculty Evaluation

IC9-6 Student Evaluation

IC9-7 Student Complaint and Grievance Process

IC10-1 Classified Staff Handbook (see IC8-3)

IC10-2 Faculty Handbook Sections 1.6, 2.1, 2.11, 2.12. 2.13, App. G (see IC8-4)

IC10-3 Faculty Handbook Section 9.6 - Student Rights and Responsibilities (see IC8-5)

IC10-4 College Rules and Regulations in the College Catalog (p. 460) (see IC8-6)

IC10-5 Office of Student Conduct and Discipline Web Page (see IC8-7)

IC12-1 Board Policy 1.33 - Accreditation Eligibility Requirement

IC12-2 Screenshots of Accreditation Link on CCSF Home Page

IC12-3 Screenshot of Accreditation Status on Accreditation Web Page

IC12-4 Screenshot of 2016 ISER posted on accreditation Web site

IC12-5 Screenshot of 2020 midterm report posted on accreditation Web site

IC12-6 Annual reports posted on accreditation Web site

IC12-7 Screenshot of CCSF-ACCJC communications posted on accreditation Web site

IC12-8 ACCJC AMT Subchange Communication January 2021

IC12-9 ACCJC DE Subchange Communication December 2020

IC12-10 Screenshot of Web page with general formative summative review timeline

IC12-11 ACCJC Enhanced Fiscal Monitoring Letter

IC12-12 CCSF Response to Enhanced Fiscal Monitoring Letter

IC13-1 List of Programmatic Accreditors

IC13-2 Sample Programmatic Accreditation Letter - JRCERT

IC13-3 Sample Programmatic Accreditation Letter – MAERB

IC13-4 Sample Programmatic Accreditation Letter – CODA

IC13-5 Sample CCCCO Communication - Guided Pathways Scale of Adoption Assessment

IC13-6 Sample Programmatic Accreditation Report – JRCERT

IC13-7 Sample Programmatic Accreditation Report – CAHS

IC13-8 Sample Programmatic Accreditation Report – MAERB

IC13-9 Screenshot of Accreditation Website Prior to 2017

IC13-10 Accreditation Description from 2016-17 Catalog

IC14-1 CCSF Mission & Vision Web Page (see IA1-2)

IC14-2 Board Goals / Institutional Goals

IC14-3 Board Policy 1.17A - Governing Board Code of Ethics

IC14-4 Board Policy 1.17B - Governing Board Responsibilities

IC14-5 Board Policy 1.18 - Institutional Code of Ethics (see IC8-1)

IC14-6 Board Policy 1.19 Statement on Conflict of Interest

IC14-7 Board Policy 1.22 Audit Committee Guidelines

IC14-8 Faculty Handbook (see Section 4.1) (IC7-3)

IC14-9 Classified Staff Handbook (see IC8-3)

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

The College's Curriculum Committee review processes ensure that degree and certificate programs and their included courses, regardless of modality or location, are consistent with CCSF's mission, appropriate to higher education, and result in attainment of student learning outcomes (SLOs). As shown in the College catalog, these processes culminate in a wide range of credit, noncredit, Career and Technical Education (CTE), local degree, and transfer options for students, including general education courses. (IIA1-1, IIA1-2, IIA1-3, IIA1-4, IIA1-5, IIA1-6, IIA1-7, IIA1-8)

The College manages the approval of instructional programs in CurriQūnet and ensures appropriateness through a clear approval workflow from chair and dean approval to Curriculum Committee and California Community Colleges Chancellor's Office (CCCCO) approval to catalog processing. Program descriptions, which appear in the catalog and on the College Web site (via CurriQūnet reports accessible through the CCSF Catalog Web page), include statements of transfer and career objectives. Moreover, CTE programs cannot receive approval without labor market information and annual advisory notes from professionals in the field. (IIA1-9, IIA1-10, IIA1-11, IIA1-12, IIA1-13)

The College's Institutional Learning Outcomes (ILOs) appear in the College's mission. All program outlines also include Program Student Learning Outcomes (PSLOs) that map to these ILOs, as well as course-level SLOs. This mapping goes through Curriculum Committee review. Learning outcomes and outcomes assessment also play a key role in the ongoing improvement of programs since faculty must launch an assessment in CurriQūnet prior to launching a revised program outline or making program modifications, as is also the case with course modifications. To ensure continuous quality improvement, the Curriculum Chair and SLO Coordinators monitor the completion of aggregate assessments. Outcomes assessment not only helps to inform outline revision but adheres to the College's mission, as course and program outcomes feed into ILOs expressly stated in the mission. (IIA1-14, IIA1-15, IIA1-16, IIA1-17)

In CurriQūnet, departments specify the percentage of courses in that program that students can complete through distance education. CityOnline, CCSF's online portal, provides an easily accessible listing of programs that students can complete 100% online. (IIA1-18, IIA1-19)

Analysis and Evaluation

All instructional programs are appropriate to higher education, meet identified student learning outcomes, and culminate in the achievement of degrees, certificates, employment, or transfer to other higher education programs. The College has well-defined processes to ensure that all new and modified programs meet this standard, for both programs offered in-person at the various College locations and those offered through distance education.

2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

Faculty engage regularly in creating and modifying course and program outlines. Discussions embrace critical reflection on the active outline, student centeredness, cultural responsiveness, changes in the field, current outline standards, learning outcomes and course completion results, programmatic needs, resources, and facilities. Discussions also include whether or not to deactivate courses and programs. Curriculum development is a social act, and several departments have their own curriculum committees that review and discuss curricula before items go to the college-wide Curriculum Committee. Members of the Curriculum Committee, as well as SLO Coordinators, provide guidance during all steps in the process, including during the drafting stages prior to the Curriculum Committee Chair assigning an official tech reviewer. Tech reviewers engage faculty in even more dialog and documentation to ensure that the curriculum in question meets standards and expectations, culminating with Curriculum Committee review for approval. (IIA2-1, IIA2-2, IIA2-3, IIA2-4)

Departments review curriculum on a six-year cycle to ensure currency and to ensure that teaching and learning standards and strategies are promoting student success. Before faculty upload an outline into CurriQūnet for review, an aggregate assessment of the student learning outcomes is required. All faculty, whether full-time or part-time, complete the aggregate assessments which launch data-informed discussions about teaching and learning. These assessments inform modifications to the course outline of record to improve teaching and learning strategies that promote student success.

Faculty dialog drives the Curriculum Committee, and committee members receive training or re-training at the start of every fall semester, with additional training mixed into bi-monthly meetings throughout the academic year. Besides compliance issues, training includes close attention to the relationship between learning outcomes, content, and methodology, as well as equity considerations. Technical reviews of outlines, then, become student-centered dialogs on the continuous improvement of teaching and learning strategies. (IIA2-5, IIA2-6, IIA2-7, IIA2-8, IIA2-9, IIA2-10, IIA2-11, IIA2-12, IIA2-13, IIA2-14)

For Career and Technical Education departments, industry advisory committees review curricula every year. The advisory committees comprise industry representatives, faculty, and students. Advisory committee members make suggestions for changes to meet the evolving needs of their industry, and departments modify curricula accordingly and submit those changes to the Curriculum Committee. When submitting CTE programs for approval, departments must include CTE advisory committee notes and labor market data to show that the course meets the needs of the workforce and the students. The

College's workforce team provides access to this information through the Career Education Resources and Materials Web page. (IIA2-15, IIA2-16, IIA2-17, IIA2-18, IIA2-19, IIA2-20)

The assessment and curriculum work that faculty produce on a regular basis also connects to program review (which consists of Annual Plans and Comprehensive Program Reviews every three years) through CurriQūnet, connecting curriculum, assessment, and Program Review. Through Annual Plans and Comprehensive Program Reviews, departments analyze the curriculum for currency. These reports, in conjunction with other Curriculum Committee reports, help bring faculty together to look critically at their offerings by reflecting on the programming within the department, identifying improvements, and developing plans for those improvements. (IIA2-21, IIA2-22, IIA2-23, IIA2-24)

Analysis and Evaluation

All faculty routinely engage in assessing course content and methods of instruction. The College's curriculum review process is systematic, includes a review of program currency and instructional methodologies, and refers to student achievement data to inform course and program updates with a focus on the implementation of diverse, inclusive, equitable, and anti-racist practices.

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

The process of identifying learning outcomes for courses and programs, as well as revising these outcomes, is an integral part of the curriculum review process. The integration between curriculum review and learning outcome development is evident in the Curriculum Committee Chair's participation as a member of the SLO Committee. In addition, an SLO Coordinator serves as a resource member of the Curriculum Committee. (IIA3-1, IIA3-2, IIA3-3, IIA3-4, IIA3-5)

CCSF has cultivated a robust SLO assessment culture supported by an SLO team. Each time an individual section of each course is taught, faculty are expected to assess at least one current SLO listed on the course outline. The College tracks SLO submissions on a semester-by-semester basis to ensure that faculty are completing assessments. In a typical semester, faculty complete assessments for over 90% of course sections taught. Faculty receive comprehensive support for SLO assessments in the form of CurriQūnet Guides and ongoing SLO Coordinator drop-in support all semester. (IIA3-6, IIA3-7, IIA3-8, IIA3-9, IIA3-10)

The analysis of learning outcome assessment data is an integral part of the course and program revision process, which includes revising learning outcomes based on prior assessments. An automated process in CurriQūnet compiles all section-level assessment data for a course or mapped program level data. Using these data, faculty must produce an aggregate or summary assessment report sometime during the 18 months prior to completing a course/program outline revision. Curriculum Review does not occur unless faculty submit this report. (IIA3-11, IIA3-12, IIA3-13)

The requirement that faculty include SLOs in every syllabus for every course section is a long-standing practice at CCSF. After extensive collaboration with subcommittees representing credit, noncredit, and distance education, the CCSF Academic Senate Executive Council approved an updated set of syllabi

elements in Spring 2021, and these elements are available on the CCSF Web site to support faculty with syllabus development. (IIA3-14)

To ensure inclusion and accuracy of SLOs in course syllabi, department chairs and division deans collect, review, and store syllabi. As a part of this process, chairs review syllabi to ensure that SLOs are current, matching the course outline of record (COR). Recently, after the College moved the vast majority of its face-to-face courses to the Canvas learning management system, along with existing online courses, the CCSF Academic Senate passed a resolution to make Canvas the official repository of all CCSF syllabi. A "ReadyGO" plug in to Canvas allows department chairs and division deans to more easily audit whether syllabi are in Canvas and complete, particularly with respect to ensuring that they contain accurate SLOs. (IIA3-15)

Analysis and Evaluation

Identification and assessment of student learning outcomes is fully institutionalized at CCSF. Assessment of learning outcomes at the course level is mapped to program-level outcomes including General Education Learning Outcomes (GELO) and Institutional Learning Outcomes (ILO). CCSF has a well-defined process to ensure the regular update of course outlines and these updates connect to student learning outcome data.

All syllabi contain current course SLOs, and CCSF uses Canvas as a repository for all course syllabi. All CCSF course sections have an assigned Canvas shell, regardless of the course instructional modality.

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

CCSF offers pre-collegiate (credit/non-degree applicable, and noncredit) and collegiate (credit/degree-applicable) courses. The College distinguishes collegiate-level courses (those that are baccalaureate in nature and carry transfer credit) from those that are not (noncredit and credit, non-degree applicable or foundational). The Transfer information & Program and Courses sections of the catalog makes these distinctions clear. (IIA4-1, IIA4-2, IIA4-3)

The College catalog distinguishes between types of classes (e.g., ESL credit and noncredit), and the College enforces those distinctions in course outline of record footers and CurriQūnet proposal types. Credit and noncredit distinctions are also clear on the class schedule page, providing further clarification of departments' course sequences from pre-collegiate through transfer level. (IIA4-4, IIA4-5, IIA4-6, IIA4-7)

Determinations of the appropriate level for courses are made in accordance with applicable Board Policy 6.03 (Course Development) which describes the role that the Curriculum Committee plays in the development and revision of programs and courses. (IIA4-8)

CCSF's Assessment Center provides students with clear self-assessment criteria comprising multiple measures to ensure that students enroll in the appropriate collegiate-level courses whenever possible. (IIA4-9)

Helping Students Advance to and Succeed in College-Level Curriculum. Students seeking to advance to college-level curriculum receive academic support in various spaces, including the College's writing centers, libraries, and learning assistance programs. In addition, an extensive number of Student

Services programs support student success. These entities include, but are not limited to, Disabled Students Programs and Services (DSPS), the Guardian Scholars Program, several culturally specific retention programs, Project Shine, and many others. Additionally, the College catalog includes a section on "Learning Resources and Student Services." (IIA4-10, IIA4-11, IIA4-12)

Beginning in 2018, California Assembly Bill (AB) 705 required Colleges to "maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe."

To that end, the Success in Math, ESL, and English (SMEE) Committee (formerly the Basic Skills committee) has worked to implement AB 705 and improve student success in Math, ESL, and English. As a result, CCSF has successfully developed and implemented accelerated pathways in English, ESL, and Math, expediting transition to collegiate-level coursework. These accelerated pathways have resulted in throughput increases of 39 percent of one-term completion of transfer-level English, and 15 percent in transfer-level math over the period from 2017-2019. The results of this work were reported in the Quality Focus Essay section of the 2020 Midterm Report. (IIA4-13, IIA4-14)

The Office of Student Equity has supported much of this work as one of its major goals. The CCSF Student Equity Plan details how equity funding is distributed to best support students and to support CCSF constituencies' work across departments and programs to ensure the College is meeting students' needs, grounded in specific state metrics. (IIA4-15)

Analysis and Evaluation

While pre-collegiate level courses are identified in the College Catalog, the College does not consistently use course numbers that distinguish between degree-applicable and non-degree-applicable credit courses. AB 1111 will require the College to implement a common course numbering system, which will facilitate a review of course numbers across the curriculum.

For those students who need support to transition to collegiate-level work, the College provides a variety of support services and resources and has developed accelerated pathways to expedite students' transition to collegiate-level work, with funding and support from the Office of Student Equity.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

Through the curriculum review process, the College adheres to all federal and California Education Code regulations related to appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. All degrees are at least 60 semester credits. (IIA5-1, IIA5-2, IIA5-3, IIA5-4, IIA5-5)

The Curriculum Committee receives annual training on the CCCCO course and program approval processes, as outlined in the Course and Program Approval Handbook (PCAH) and Title 5 regulations, to think critically about and deepen the significance of local processes. Regular meetings include additional training as well. The College uses CurriQūnet to manage all degrees and certificates and has designed the review and approval workflows to maintain regulatory compliance and curricular appropriateness. (IIA5-6, IIA5-7, IIA5-8, IIA5-9, IIA5-10)

Another critical component for reviewing depth, breadth, and appropriateness is program learning outcomes mapping, which involves aligning degree and certificate learning outcomes with both course learning outcomes and institutional-level outcomes. Similarly, all general education (GE) courses include mappings of course-level student learning outcomes to general education learning outcomes. This better ensures that students who are completing their work at the College having truly engaged in a GE Area. The Articulation Officer plays a significant role throughout the curriculum review process to ensure the integrity of not just GE standards and mapping but Associate Degrees for Transfer (AD-Ts) and all associate degrees. The Articulation Officer also chairs the local GE Breadth Committee, which reviews and recommends local GE courses for California State University (CSU) GE-Breadth requirements and Intersegmental General Education Transfer Curriculum (IGETC) requirements for the California State University (CSU) and University of California (UC) systems. All learning outcomes mapping takes place through CurriQūnet. (IIA5-11, IIA5-12, IIA5-13, IIA5-14)

Analysis and Evaluation

The College has well-defined curriculum approval processes that ensure all degree and certificate programs follow practices common to higher education and California Community College standards.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Department chairs recommend the semester schedule of classes based on the requirements of the programs under their purview, student demand, and instructional budgets. In addition to program-specific course requirements, the College offers a robust selection of General Education courses each semester to support students pursuing Associate Degrees. (IIA6-1, IIA6-2, IIA6-3, IIA6-4)

Some certificate and degree programs use a cohort system, in which students follow a prescribed sequence of courses across several semesters. The College schedules those courses based on how frequently new cohorts start; for example, Registered Nursing enrolls a new cohort each fall and spring whereas Dental Assisting enrolls a new cohort each fall. (IIA6-5, IIA6-6, IIA6-7, IIA6-8)

Analysis and Evaluation

Relying on Department Chair expertise of their programs, the College schedules courses for certificate and degree programs so that students can complete these programs in accordance with the stated time to completion.

While the College meets this standard, there is room for improvement. Budget pressures at the College have necessitated significant changes in the College's schedule of classes in the last few years, which has impacted the frequency of course offerings and the flexibility for students to complete programs. The College is developing more specific course offering and sequencing plans to support its certificate and degree programs, which will inform instructional budget development and schedule development.

The College also needs to monitor these impacts to ensure that it is not inadvertently discontinuing programs without engaging the Program Revitalization, Suspension, and Discontinuation (PRSD) process.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Monitoring the Needs of Students. CCSF faculty develop course offerings to reflect the diverse experiences and changing needs of its students by following established Curriculum Committee policies and processes. (IIA7-1, IIA7-2, IIA7-3)

The Equitable Access to Services Evaluation (EASE) Taskforce continuously assesses student access to core learning support services at each of the College's Centers. (IIA7-4)

When circumstances change, the College monitors student needs as it did in response to the COVID-19 pandemic by directly surveying students to identify emerging challenges and needs. (IIA7-5, IIA7-6)

Delivery Modes that Reflect the Needs of Students. The College's fall, spring, and summer schedules include day, evening, and weekend courses. Full-term, late-start, and short-term offerings in face-to-face, online, hybrid and tech-enhanced formats accommodate widely different student needs and availability. (IIA7-7, IIA7-8, IIA7-9, IIA7-10)

Recent examples of the College's responsiveness to the need for more short-term courses include the development of short-term career technical training courses and programs and the streamlining of transfer-level math and English sequences as part of the College's AB 705 implementation through support sections. (IIA7-11, IIA7-12, IIA7-13, IIA7-14)

The College also reviews and adapts programs of study to make them available in a variety of modalities to support student needs; as a result, some programs are available entirely or partially online. (IIA7-15, IIA7-16)

The College's response to the COVID pandemic included reviewing the definition of different teaching modalities through the Curriculum Committee and entire Academic Senate. (IIA7-17)

Teaching Methodologies that Reflect the Needs of Students. Faculty have opportunities to participate in professional development activities throughout the semester. Flex day workshops cover a range of topics, including curriculum enrichment and classroom instruction strategies. The Office of Online Learning offers weekly workshops on Canvas and related tools to support both online and face-to-face instruction. The Office of Student Equity also provides regular synchronous and asynchronous trainings and enrichment programming throughout the academic year. (IIA7-18, IIA7-19, IIA7-20)

With most sections during the pandemic offered remotely, faculty have integrated innovative teaching methodologies and strategies to respond to students' needs. Faculty have improved student engagement in online platforms, used Canvas to highlight resources available outside the classroom, and creatively integrated software applications to improve student engagement and supplement activities that would have otherwise occurred in person. (IIA7-21, IIA7-22, IIA7-23, IIA7-24)

Learning Support Services that Reflect the Needs of Students. NetTutor provides remote 24/7 tutoring to students unable to come to campus. During the pandemic, the College expanded remote tutoring through Pisces, consolidating access to NetTutor tutors, peer tutors, and staff tutors in one application. (IIA7-25)

In addition, as part of the College's AB 705 implementation before the pandemic, a librarian or tutor is now embedded in all of the co-requisite sections of ENGL 1A (ENGL 1AS). These embedded learning support responses are a direct response to support the College's equity populations. (IIA7-26)

As a result of the pandemic, students can now access learning support services through virtual counters for the Learning Assistance Department, Library, and the Writing Success Project. (IIA7-27)

Assessing Effectiveness. Disaggregation of attainment of student learning outcomes and achievement across course offerings by modality demonstrates equitable achievement of student learning outcomes by modality. (IIA7-28, IIA7-29, IIA7-30)

In response to the pandemic, the SLO coordination team systematically explored challenges and innovations in assessment of learning outcomes during the pandemic. (IIA7-31)

Analysis and Evaluation

The College offers courses and programs using delivery modes and teaching methodologies that reflect student needs. The College reviews and updates these modes, methodologies, and instructional support services based on the changing needs of students and evaluates them for effectiveness, as exemplified by the College's response to the COVID-19 pandemic.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

With the full implementation of AB 705 (see II.A.4), the College is currently placing all students into transfer-level English and Math classes and no longer requires placement assessments in English, Math, and ESL. In credit and noncredit ESL, students have the option to use a placement tool if they would like guidance in finding ESL courses that would best support their learning. (IIA8-1, IIA8-2)

Noncredit ESL also utilizes department wide exams to assess learning and for promotion to selected noncredit ESL levels. These include external validated exam instruments as well as instructor-generated assessments. (IIA8-3, IIA8-4)

The Curriculum Committee requires that department wide exams undergo review for effectiveness, test bias, and reliability. (IIA8-5)

Analysis and Evaluation

The College no longer uses key placement exams due to AB 705. When departments wish to use department-wide exams the Curriculum Committee requires that those exams undergo review for effectiveness, test bias, and reliability.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

To successfully attain course credit, students must demonstrate that they meet the course student learning outcomes (SLOs). Course SLOs directly map to the program-level student learning outcomes (PSLOs). When developing/revising a course outline, departments must reference the learning outcomes

in the evaluation section of each outline. This ensures that the evaluations for the course are appropriate for the assessment of the specific course learning outcomes. (IIA9-1, IIA9-2)

All CCSF degree and certificate programs have PSLOs. These learning outcomes must be appropriate for an associate-level degree or a certificate program. The verbs used in the outcomes must describe what skills students will be able to demonstrate upon successful completion of the coursework needed for the degree/certificate. (IIA9-3, IIA9-4)

The Curriculum Committee proposes, and the Academic Senate recommends, criteria for the award of course credit based on the number and type of hours for each credit course in accordance with Title 5 and other state and federal regulations and guidelines. (IIA9-5, IIA9-6)

All program (degree and certificate) outlines must go through several levels of approval including the Curriculum Committee, Academic Senate Executive Council, the Board of Trustees, Regional Consortium for CTE degrees (if appropriate), and the State Chancellor's office for academic degrees, thereby ensuring that the programs meet norms and equivalencies in higher education. (IIA9-7)

The CCSF Articulation Office ensures that current and new courses intended to apply to degree and certificate programs are transferable to other learning institutions. Transferability is an important mechanism for ensuring that units of credit are awarded based on generally accepted norms in higher education. (IIA9-8)

Analysis and Evaluation

All degree and certificate programs outcomes map to individual student learning outcomes from the courses that are part of those programs. In the evaluation section of each course outline, course assessments directly link to the course student learning outcomes.

The Curriculum Committee reviews all courses, which ensures that the units assigned to courses comply with College standards; those standards in turn comply with Federal and State requirements. The College does not offer clock hour programs.

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

The College catalog's section on Academic Policies clearly lays out transfer of credit policies. (IIA10-1, IIA10-2)

CCSF is committed to a policy of comprehensive articulation of all instructional programs with both secondary and post-secondary educational institutions. Articulation ensures that there is equivalency in credit granted between institutions. A full-time Articulation Officer is responsible for developing and maintaining articulation agreements with other institutions. (IIA10-3, IIA10-4)

CCSF offers many Associate Degrees for Transfer which guarantee admission to a California State University Campus and other participating universities with junior standing. (IIA10-5)

Students enrolling at CCSF can request a transcript evaluation to determine if CCSF will accept the classes.

This is often done in conjunction with the degree petition process. Counselors use C-ID and Assist when approving course equivalency when students are transferring to CCSF. When students submit a degree petition form, counselors and department chairs sign off on prior coursework, as needed. Course descriptions from other university or college catalogs and syllabi are usually enough for counselors to sign off. When counselors are not able to find articulation agreements on Assist or C-ID they forward the petition form to the relevant department chair, who reviews the course content based on their subject matter expertise. Formal evaluations for final approval for course equivalency substitution waiver comparability are completed by Admissions and Records staff during the degree petitioning process. This evaluation will determine how many transfer units CCSF will accept and whether they fulfill general education areas for AA or AS degrees. (IIA10-6, IIA10-7, IIA10-8)

Analysis and Evaluation

The College catalog clearly states transfer-of-credit policies. The College has well-defined processes to certify courses used for transfer credit. The College has a dedicated Articulation Officer who develops and maintains agreements with other institutions of higher education.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

CCSF has four institutional learning outcomes (ILOs) that encompass critical thinking and information competencies; communication; cultural, social and environmental awareness; and personal and career development. Also at the institutional level are the general education learning outcomes (GELOs) covering areas of critical thinking, oral communication, written communication, physical and life science, humanities, social sciences and life-long learning. An ILO that maps specifically to the California State University system covers American institutions and U.S. History. These ILOs and GELOs and their subsections collectively cover communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. (IIA11-1, IIA11-2)

The curriculum review process includes the alignment of learning outcomes to program- and institutional-level outcomes. (IIA11-3)

All GE courses must include learning outcomes that "map" to GELOs, and for a course to be appropriate for inclusion in a GE area, it must contain outcomes that map to each GELO subsection. All programs (degrees and certificates) must map "up" to at least one Institutional Learning Outcome (ILO). Program SLOs are mapped down to course SLOs, meaning that individual programs are always undergoing assessment. The curriculum review process ensures that these mappings take place during development and revision of course and program outlines and that the mappings are valid and meaningful. (IIA11-4, IIA11-5)

Analysis and Evaluation

All programs have identified learning outcomes that map to the institution's learning outcomes. CCSF's institutional learning outcomes include communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

CCSF's philosophy is that all students seeking an associate degree should study a variety of general breadth courses in addition to those courses that are required by a student's major. The College catalog shows the degree requirements for all associates degrees, including the general education requirements. (IIA12-1, IIA12-2, IIA12-3, IIA12-4)

In addition to CCSF's local general education requirements for AA/AS degrees, CCSF students have the option in many cases to complete the general education pattern for the California State University (CSU) or Intersegmental General Education Transfer Curriculum (IGETC) and earn an AA-T or AS-T degree which are designed to transfer directly to California universities. (IIA12-5)

The curriculum review process illustrates faculty primacy in determining whether courses are appropriate for inclusion in the GE curriculum. Departments update all general education courses on a six-year cycle. The Curriculum Committee comprises diverse faculty members from each school/division who review each new and revised course to determine whether GE inclusion is appropriate. Curriculum Committee members are organized into "squads" to focus their expertise in specific GE areas when reviewing course outlines. The Curriculum Committee then submits its recommendation to the Board of Trustees for approval. (IIA12-6, IIA12-7, IIA12-8, IIA12-9, IIA12-10)

Each general education area at CCSF, as well as CSU and IGETC GE areas, has associated learning outcomes that describe the measurable skills that students should have upon completion of any course that is part of the graduation requirement. Each course that satisfies a GE area must have at least one learning outcome that authentically maps to each general education learning outcome. The curriculum review process verifies this mapping and the validity of the mapping. (IIA12-11, IIA12-12)

The general education outcomes were developed to allow for the regular assessment of General Education courses and assess a student's preparation for and acceptance of responsible participation in civil society, skills for life-long learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (IIA12-13)

Analysis and Evaluation

All degree programs require students to complete a series of general education courses. The College has a well-defined, faculty-led process to consider courses for inclusion in these General Education areas. General Education areas are defined consistent with California Community College standards.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

The College's degree programs allow students to develop knowledge and skills in specific areas of study, or, in the case of liberal arts, within an interdisciplinary core. (IIA13-1)

All programs have program-level student learning outcomes (PSLOs) that outline the discipline-specific knowledge and skills that students obtain when earning a degree or certificate. The Curriculum Committee reviews PSLOs for appropriateness prior to approving programs. In addition, programs going through modification must undergo a program assessment to help ensure continuous improvement. (IIA13-2, IIA13-3, IIA13-4)

CCSF also offers a wide variety of Career and Technical Education (CTE) programs through which students develop skills needed for specific career opportunities. Every program convenes annual CTE advisory committee meetings. Advisory committee membership includes industry representatives, faculty, staff, and students. Program outcomes and improvements are in the minutes of each of these meetings. The advisory committee also discusses the students' mastery of key theories and practices within the field of study. (IIA13-5, IIA13-6, IIA13-7, IIA13-8)

Analysis and Evaluation

All degree programs include a focused area of study tied to the learning outcomes of the program. The program learning outcomes map to the learning outcomes of the included courses.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

All CCSF CTE programs require an advisory committee that meets at least once a year. Each committee includes employers, students, and faculty. The advisory committee advises the department on future trends of the employment area and on any impending changes in licensure and certification. The advisory committees routinely give feedback on the curriculum, review student learning and achievement outcomes, and provide suggestions for future directions. See also Standard II.A.13. (IIA14-1, IIA14-2, IIA14-3, IIA14-4)

Departments must upload advisory committee meeting minutes and labor market data into CurriQūnet before the Curriculum Committee can approve a certificate or degree. In addition, CCSF participates in the Career and Technical Education Outcomes Survey (CTEOS) every year to monitor the success of our programs. (IIA14-5, IIA14-6)

CCSF's Associate Dean of Workforce Development serves as a resource member of the Curriculum Committee to ensure that the programs and degrees meet all the applicable standards. (IIA14-7)

The Bay Area Community College Consortium (BACCC) approves all new CTE programs and requires labor market data and a narrative description. (IIA14-8)

Each program has PSLOs that faculty assess and map to both the institutional learning outcomes and course student learning outcomes. The Curriculum Committee reviews and approves this mapping. CTE departments review courses on a regular (two-year) cycle and must do an aggregate assessment of the SLOs as a part of the course update. If warranted by the aggregate assessment, departments then modify the courses. (IIA14-9, IIA14-10)

Certain College programs must meet additional programmatic accreditors' requirements related to these industries. The College catalog contains a list of the programs that have outside accreditation and their accreditors. (IIA14-11)

Licensure pass rates indicate that the majority of students are attaining the knowledge and skills they need to be successful in their chosen field. (IIA14-12, IIA14-13)

Analysis and Evaluation

The College has well-defined processes to work with industry experts to ensure the currency of career-technical programs. Faculty in career-technical areas assess program learning outcomes annually to ensure graduates are meeting technical and professional competencies.

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

The College's Catalog Rights Policy insulates students who are part-way through degree and certificate programs from department-initiated changes to those programs, including the removal of programs from the catalog. This policy allows students to use program requirements as they were published when the student began their program of study. When the College no longer offers a required course that a student needs to complete a program, the student can work with the appropriate department chair to identify an appropriate course substitution for the required course. (IIA15-1, IIA15-2)

Occasionally, circumstances arise where the College may need to consider eliminating a program outside of the normal Curriculum Committee process. The College has a Program Revitalization, Suspension, and Discontinuation (PRSD) board policy and administrative procedure (BP/AP 6.17) to manage these situations. This procedure involves the creation of a committee, which gathers evidence and makes a recommendation about the future of the program. If the committee makes a recommendation of suspension or discontinuation, their report must include provisions for the students to either complete the program at the College or transfer to another college. (IIA15-3, IIA15-4)

The College followed the PRSD process with its degree and certificate programs in Aircraft Maintenance Technology and suspended instruction in this program in March 2020 due to the COVID pandemic. This suspension was extended when the College's request for a lease extension for the program's lease at the San Francisco International Airport was denied, and the College was required to vacate the premises. The College formed the PRSD committee called for by AP 6.17, the committee completed its work in November 2021 with a set of recommendations, and the Board of Trustees recommended suspension of the program at its June 2022 meeting. During this time, the College has facilitated transfer of students that were part-way through the program to other local programs at the College of Alameda and Gavilan College, and the College has supported students who have wanted to transfer to other programs. (IIA15-5)

Analysis and Evaluation

When the College modifies or discontinues programs, it provides opportunities to students who were enrolled in such programs to complete their education.

Although the College has a clear PRSD policy and procedure, budget pressures at the College have necessitated significant changes in the College's schedule of classes in the last few years, which has impacted the frequency of course offerings and the flexibility for students to complete programs. The College is developing more specific course offering and sequencing plans to support its certificate and degree programs, which will inform instructional budget development and schedule development. The College is also developing stronger requirements for the approval of new and modified certificate and degree programs, to consider the impact of these programs on instructional budgets.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

The College regularly evaluates and improves the quality and currency of all credit and noncredit instructional courses and programs through several integrated processes: learning outcomes assessment, curriculum review, and program review. All utilize CurriQūnet for reporting purposes.

Learning outcomes assessment plays a critical role in the continuous improvement of all courses and programs. (IIA16-1)

To ensure currency and cultural relevance, faculty revise courses and programs, along with addenda, a minimum of one time every six years through the curriculum review process. The Curriculum Committee reviews all new and revised courses and programs: credit and noncredit, collegiate and pre-collegiate, and Career Technical Education (CTE), including oversight of General Education courses. The Committee also considers the quality and currency of curricula in the contexts of diversity, equity, inclusion, and anti-racism. (IIA16-2, IIA16-3, IIA16-4, IIA16-5)

The College's program review process requires departments to submit Comprehensive Program Reviews every three years and Annual Plans during the intervening years. Annual Plans include curriculum currency, assessment currency, and resource requests. In addition to what Annual Plans include, Comprehensive Program Reviews include unit description, data trends, progress on prior plans, and planning objectives for the next three years. This is a reflective process that promotes continuous improvement. (IIA16-6, IIA16-7)

The College develops continuing education offerings through City Extension based on proposals from faculty and industry or community partners. Students who participate in these offerings complete surveys about their experiences, and the College updates these offerings based on survey results. (IIA16-8, IIA16-9)

Analysis and Evaluation

Faculty evaluate and improve courses and programs through an intertwined system of assessment, curriculum review, and program review. This ensures the quality and currency of the College's instructional programs.

Conclusions on Standard II.A: Instructional Programs

CCSF offers programs that are consistent with its mission and are appropriate to higher education. By completing these programs, students earn certificates and/or degrees, gain employment, or transfer to four-year institutions. The College offers noncredit and credit programs and distinguishes pre-collegiate coursework from collegiate coursework. Credit degree programs require a general education component and an area of focused study.

Faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations and follow practices common to American higher education, with an understanding that common practices are undergoing reflection and improvement to eliminate systemic racism. Course outlines include student learning outcomes (SLOs). and the College awards course credit, degrees, and certificates based on student attainment of SLOs. General Education Learning Outcomes (GELOs) and Institutional Learning Outcomes (ILOs) collectively include communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. Career and Technical Education programs support students' accessibility to and knowledge of technical and professional competencies that meet employment and licensing standards. Systematic and regular evaluation of courses and programs through SLO assessment, curriculum review, and program review ensures quality and currency.

When students transfer to CCSF from other institutions, the College has established procedures to accept completed coursework as well as articulation agreements that ensure the transferability of coursework completed at CCSF.

Finally, the College strives to effectively use delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of students in support of diversity, equity, inclusion, and anti-racism toward successful outcomes for all.

Improvement Plan(s)

The College will continue to monitor the effects of budget cuts and ensure that students are not adversely affected and still have the ability to complete programs. The College will accomplish this in part through the Quality Focus Essay (QFE) along with implementing budget quality control and developing a culturally responsive strategic management framework. See also expected outcomes and timelines in QFE. (Relates to Standards II.A.6 and II.A.15)

Expected Outcomes	Timeline for Implementation
• Development and implementation of a culturally responsive strategic enrollment management framework	• By end of Spring 2023
• Professional development implemented regarding the culturally responsive strategic enrollment management framework	• Beginning in Spring 2023 and ongoing
• Predictable, documented schedule of classes over a 1- to 2-year timeframe	• Beginning in Spring 2024 and ongoing
• Students are better able to complete programs in a timely manner	• Beginning in Fall 2024 and ongoing

Evidence List

IIA1-1 Curriculum Handbook

IIA1-2 Curriculum Committee Review Process Slide Show

IIA1-3 Curriculum Process Overview

IIA1-4 Curriculum Committee General Education Web Page

IIA1-5 Definitions for Modes of Instruction (see CP-12)

IIA1-6 DEA Subcommittee review process

IIA1-7 Institutional Assessment Data and Reports (SLO Dashboard) (see IA2-2)

IIA1-8 Programs & Courses Section of Catalog (see IC1-10)

IIA1-9 Curriculum Approval Workflow

IIA1-10 CTE supplemental docs on Curriculum Committee site

IIA1-11 Chap 4.2.2 in Curriculum Committee Handbook

IIA1-12 Sample Program Description in Catalog – Fire Science Technology Major

IIA1-13 Sample Program Description from curriQūnet Report – Mechanical Engineering Technology

IIA1-14 Institutional Assessment Plan (see IB1-1)

IIA1-15 Institutional Assessment Data and Report (SLO Dashboard) (see IA2-2)

IIA1-16 Aggregate Assessment Reminder

IIA1-17 New SLO Handbook

IIA1-18 Abridged curriQūnet Manual Program Outline Chapter

IIA1-19 City Online Programs page

IIA2-1 Curriculum Committee Review Process Slide Show (see IIA1-2)

IIA2-2 Aggregate Assessment Reminder (see IIA1-16)

IIA2-3 Tech Review Steps/Timeline

IIA2-4 Curriculum Handbook Section 2.1.2 Course Approval Process

IIA2-5 Curriculum Committee Handbook Section 9.2 Review Process and Guidelines

IIA2-6 GELO Assessment

IIA2-7 Program and Course Approval Handbook

IIA2-8 Curriculum Committee Membership

IIA2-9 Assessment Plan Faculty Role

IIA2-10 Institutional Assessment Plan (see IB1-1)

IIA2-11 Course Aggregate Report Guide

IIA2-12 Curriculum Minutes

IIA2-13 Curriculum Training Slides

IIA2-14 Curriculum Committee Handbook Subsection on Equity Considerations

IIA2-15 Sample Advisory Committee Meeting Minutes: Personal Training Program (2021-2022)

IIA2-16 Sample Advisory Committee Meeting Minutes: Associate Degree Nursing Program (2021-2022)

IIA2-17 Curriculum Handbook Subsection on Supplemental Approval Information: Career Technical Goal

IIA2-18 Curriculum Committee Supplemental Docs Web Page with CTE Expectations

IIA2-19 Career Education Advisory Committees Web Page

IIA2-20 Career Education Sharepoint Site

IIA2-21 Sample Annual Plan: Broadcasting 2020

IIA2-22 Sample Annual Plan: Paramedic/EMT 2020

IIA2-23 Comprehensive Program Review Guide Fall 2022 (see IB5-1)

IIA2-24 Annual Plan Guidance on Program Review Web Page

IIA3-1 Curriculum Handbook Section 2.2.3 Integrated Course Outline

IIA3-2 Curriculum Handbook Section 9.2.3 Curriculum Committee Pre-Meeting Review

IIA3-3 Curriculum Committee Membership (see IIA2-8)

IIA3-4 Academic Senate Resolution Appointing Curriculum Committee Chair to SLO Committee

IIA3-5 Curriculum Committee Resolution on SLO Coordinator Membership

IIA3-6 curriQūnet Guides

IIA3-7 CCSF SLO Website

IIA3-8 Institutional Assessment Plan (see IB1-1)

IIA3-9 Course Section-Level Assessment Monitoring Fall 2015-Fall 2019

IIA3-10 New SLO Handbook (see IIA1-17)

IIA3-11 Curriculum Handbook Subsection on Revising an Existing Course

IIA3-12 SLO Handbook - Aggregate Assessment of Courses and Programs

IIA3-13 Graphic Illustrating use of Aggregate Assessment in Informing Course and Program Outlines

IIA3-14 Making a Great Syllabus Page

IIA3-15 Resolution 2020.12.16.6B Reporting of Syllabus Information to Canvas for Accreditation Purposes

IIA4-1 Board Police 6.03 - Course Development

IIA4-2 Curriculum Handbook Section 2.2.2 Title 5 Course Classifications

IIA4-3 Course Catalog: Transfer Information (see CP-9)

IIA4-4 CCSF Abridged curriQūnet Manual - Create Proposal Section

IIA4-5 Sample Online Catalog Page Showing Credit Type - Fashion

IIA4-6 CCSF Class Schedule Web Page

IIA4-7 Sample Noncredit Search Results

IIA4-8 AP 6.03 - Program and Course Development (see CP-3)

IIA4-9 Assessment Center Web Page

IIA4-10 Student Services Web Page (see IC1-13)

IIA4-11 List of Student Services/Resources

IIA4-12 Learning Resources and Student Services Section of Catalog (see IC1-16)

IIA4-13 SMEE Committee Web Page

IIA4-14 CCSF 2020 Midterm Report - Quality Focus Essay Progress

IIA4-15 CCSF Student Equity Plan 2022-2025 (see IA3-14)

IIA5-1 AP 6.03 - Program and Course Development (see CP-3)

IIA5-2 Curriculum Committee Consideration of Graduate Requirements

IIA5-3 Majors in Curr Handbook

IIA5-4 Resolution Regarding Advertising Minimum Time to Completion for Programs in Catalog

IIA5-5 Degree and Certificate Requirements (ccsf.edu) (see IC4-1)

IIA5-6 Curriculum Training Resources (see IIA2-13)

IIA5-7 Curriculum Committee meeting minutes

IIA5-8 curriQūnet Program Outlines manual

IIA5-9 Program (Degree/Certificate) Crib/TRACE Checklist

IIA5-10 Curriculum Approval Workflow (see IIA1-9)

IIA5-11 Abridged curriQūnet ManualSection on Program Learning Outcomes Mapping

IIA5-12 Curriculum Handbook section on Program Learning Outcomes Mapping

IIA5-13 CCSF Curriculum Committee General Education Web Page

IIA5-14 Approved CCSF General Education Courses 2022-2023

IIA6-1 Memo establishing instructional budgets for AY 2021-22

IIA6-2 Fall 2022 Schedule of Credit Classes (see ER2-3)

IIA6-3 Fall 2022 Schedule of Noncredit Classes (see ER2-4)

IIA6-4 Approved CCSF General Education Courses 2022-2023 (see IIA5-14)

IIA6-5 Registered Nursing Requirements

IIA6-6 Schedule of Classes Fall 2022 – Registered Nursing

IIA6-7 Dental Assisting Requirements

IIA6-8 Schedule of Classes Fall 2022 – Dental Assisting

IIA7-1 Course Outline Review 1.7: Equity Considerations

IIA7-2 TRACE Checklist for Course Outlines: Equity Considerations

IIA7-3 Fall 2020 Curriculum Training Slideshow on Decolonizing Outlines

IIA7-4 EASE 5-Year Retrospective Report (see IB1-19)

IIA7-5 RP Group COVID-19 Student/Employee Impact Surveys Spring 2020

IIA7-6 CCSF COVID-19 Student Survey Spring 2021

IIA7-7 Fall 2022 Schedule of Credit Classes (see ER2-3)

IIA7-8 Fall 2022 Schedule of Noncredit Classes (see ER2-4)

IIA7-9 Short-Term Training Flyer

IIA7-10 Summary of Course Sections

IIA7-11 Curriculum Committee Presentation on Short-Term Workforce Training

IIA7-12 Sample Recent Program Change - Phlebotomy sequence

IIA7-13 Streamlining of English - ENGL 1AS Description

IIA7-14 Streamlining of Math - MATH 80S Description

IIA7-15 Sample Fully Online Program - Library Information Technology Program Review 2018

IIA7-16 Sample Partially Online Program - Transitional Studies Program Review 2018

IIA7-17-Curriculum Committee Agenda 4/15/2020 - Defining Modes of Instructions (see page 2)

IIA7-18 Sample Flex Day Agenda

IIA7-19 Office of Online Learning Professional Development

IIA7-20 Equity Times Volume 27

IIA7-21 Student Perspectives on Remote and Online Learning

IIA7-22 Did You Know?

IIA7-23 ENTR 101: Padlet

IIA7-24 Microbiology: H5P

IIA7-25 NetTutor Outcomes

IIA7-26 Board of Trustees Report – AB 705

IIA7-27 CCSF Virtual Campus – Academic Support

IIA7-28 SLO Reports GE Area E Assessment Report 2018

IIA7-29 Research Brief - Comparison of Course Success by Instructional Mode

IIA7-30 Student Equity and Achievement Data 2022 (see ISS-1)

IIA7-31 Assessing Learning in the Time of COVID

IIA8-1 Credit ESL Placement Web Page

IIA8-2 Noncredit ESL Placement Web Page

IIA8-3 Noncredit ESL Assessments of Learning and for Promotion

IIA8-4 CASAS Test Reliability Web Page

IIA8-5 Curriculum Handbook Section on Department-Wide Exams

IIA9-1 Technical Review Avoiding Common Errors (TRACE) Checklist

IIA9-2 Sample Course Outline – BIO 120

IIA9-3 Curriculum Handbook – Chapter 4: Majors or Degrees (see CP-5)

IIA9-4 Curriculum Handbook – Chapter 5: Certificates (see IB2-3)

IIA9-5 AP 6.03 - Program and Course Development (see CP-3)

IIA9-6 Hours to Units for 17.5 Week Semester Worksheet (see CP-4)

IIA9-7 Curriculum Handbook – Chapter 4: Majors or Degrees (see CP-5)

IIA9-8 Articulation Office Web Page

IIA10-1 Course Catalog – Academic Policies (see CP-8)

IIA10-2 Course Catalog – Transfer Information (see CP-9)

IIA10-3 Board Policy 6.16 - Articulation (see CP-10)

IIA10-4 CCSF Articulation Office Web Page (see IIA9-8)

IIA10-5 CCSF Transfer Center – ADT Degrees

IIA10-6 AD-T Degree Petition and AA Degree Petition

IIA10-7 Course Catalog Degree Petitioning process

IIA10-8 A&R – Domestic Transcript Evaluation

IIA11-1 Outcomes and Assessment Web Page (see IC3-1)

IIA11-2 Mapping of CCSF ILOs to ACCJC Core Inquiry Areas (table)

IIA11-3 AP 6.03 - Program and Course Development (see CP-3)

IIA11-4 CCSF Curriculum Handbook: Courses

IIA11-5 CCSF Curriculum Handbook: Majors

IIA12-1 Degree and Certificate Requirements (see IC4-1)

IIA12-2 Academic Senate Resolution Regarding Standardized Language in AA/AS Outline Descriptions (see item E)

IIA12-3 Curriculum Committee Handbook: Description of the Major

IIA12-4 Technical Review Avoiding Common Errors (TRACE) Checklist

IIA12-5 Degree and Certificate Requirements (see IC4-1)

IIA12-6 Curriculum Committee Resolution on Faculty Membership

IIA12-7 Curriculum Committee Squads

IIA12-8 Curriculum Committee Handbook: GE Course Outlines

IIA12-9 Abridged Curriculum Handbook

IIA12-10 Curriculum Committee General Education Web Page

IIA12-11 CCSF SLO Web Page: Outcome Assessment Levels

IIA12-12 Curriculum Committee Handbook: GE Course Outlines (see IIA12-8)

IIA12-13 CCSF SLO Web Page: Outcome Assessment Levels (see IIA12-11)

IIA13-1 Programs and Courses Section of Catalog (see IC1-10)

IIA13-2 Curriculum Handbook Section 4.2.1 Considerations: Learning Outcomes

IIA13-3 Curriculum Handbook Section 4.2.2 Curriculum Committee Approval

IIA13-4 Curriculum Handbook Section 4.3 Revising a Major

IIA13-5 Curriculum Committee Supplemental Docs Web Page (see IIA2-18)

IIA13-6 BP 6.29 - CTE Program Advisory Committees

IIA13-7 AP 6.29 - CTE Program Advisory Committees

IIA13-8 Sample Advisory Committee Meeting Minutes: Registered Nursing (see IIA2-16)

IIA14-1 BP 6.29 - CTE Program Advisory Committees (see IIA13-6)

IIA14-2 AP 6.29 - CTE Program Advisory Committees (see IIA13-7)

IIA14-3 CTE Advisory Committee Web Page

IIA14-4 Curriculum Committee Supplemental Docs Web Page (see IIA2-18)

IIA14-5 Curriculum Committee Supplemental Docs Web Page (see IIA2-18)

IIA14-6 CTE Employment Outcomes Survey

IIA14-7 Curriculum Committee Membership (see IIA2-8)

IIA14-8 BACCC Program Recommendation Process

IIA14-9 CurriQūnet Program Outlines Manual (see IIA5-8)

IIA14-10 Curriculum Handbook Section 4.3 Revising a Major (see IIA13-4)

IIA14-11 Catalog Overview of the College 2022-2023 (see IA3-1)

IIA14-12 California Exam Pass Rates

IIA14-13 Annual Report to ACCJC 2022 (see CP-2)

IIA15-1 College Catalog - Catalog Rights (page 46)

IIA15-2 College Catalog - Petitioning for Certificate Programs (page 54)

IIA15-3 Board Policy 6.17 - City College of San Francisco Program Revitalization, Suspension, Deactivation/Reactivation, and Discontinuance

IIA15-4 Administrative Procedure 6.17 - City College of San Francisco Program Revitalization, Suspension, Deactivation/Reactivation, and Discontinuance

IIA15-5 Aircraft Maintenance Program PRSD Committee

IIA16-1 SLO Handbook (IIA1-17)

IIA16-2 Curriculum Committee Handbook Section 9.2 Review Process and Guidelines (IIA2-5)

IIA16-3 Curriculum Handbook Section 1.7 Equity Considerations (IIA2-14)

IIA16-4 Supplemental Documentation for CurriQūnet

IIA16-5 Curriculum Review Narrative Template

IIA16-6 Program Review Web Page

IIA16-7 2022-23 Comprehensive Program Review Prompts

IIA16-8 Extension Workshop Proposal Form

IIA16-9 Extension Student Survey

B. Library and Learning Support Services

1. **The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of the library, and other learning support services. (ER 17)**

Evidence of Meeting the Standard

Library and Other Learning Support Services That Support Student Learning. CCSF provides library and learning support services for students and for personnel responsible for student learning and support. In addition to library services, students can access student tutoring and academic support programs, college success classes, computer labs, and other resources (e.g., the STAR Center and the Math Lab). Overviews of those services appear in the CCSF catalog and on the College's Student Services Web page. In addition, a "Library" link on the course navigation in Canvas connects to subject-specific content for that course, including the subject librarian and helpful links for the subject. Faculty can also access library services to support instruction through the Web page and through a Canvas module. (IIB1-1, IIB1-2, IIB1-3, IIB1-4, IIB1-5, IIB1-6)

Library Services. The College provides library services throughout its six locations: Ocean Campus, Chinatown/North Beach Center, Downtown Center, Evans Center, John Adams Center, and Mission Center. (IIB1-7, IIB1-8)

Programs, resources, and services directly serving students in person and online include: (1) books, periodicals, and media resources; (2) library workshops; (3) research and information assistance; (4) programs, events, and exhibitions that reflect and enrich the creative, intellectual, and cultural diversity of the College community; and (5) computers with Wi-Fi access and Microsoft Office applications. Library locations also provide quiet study space, printing and scanning facilities and group study rooms at the libraries located at Ocean (Rosenberg and Alice Statler), Mission, John Adams, and Chinatown/North Beach. (IIB1-9, IIB1-10)

Library collections support the curricular needs of both students and faculty. They comprise a variety of formats including print, periodicals, databases, video, streaming media and e-journals. Librarians evaluate

online services and databases for accessibility in order to be inclusive by providing all students access to materials and services. (IIB1-11, IIB1-12, IIB1-13, IIB1-14, IIB1-15)

In support of the College's institutional learning outcome and graduation requirement on information competency, the institution has a robust library instructional program that includes: self-paced online library workshops; librarian-led, subject-specific workshops both online via Zoom and in person in classrooms and library computer labs across the district; an embedded librarian project with the English department; tutorials; walking tours; orientations; and LIS 10, a one-credit research skills course. (IIB1-16, IIB1-17, IIB1-18, IIB1-19, IIB1-20, IIB1-21)

Library reference services provide one-on-one library instruction available in person during all library open hours, 24/7 through library chat, and via phone, email, and scheduled research appointments via Zoom. (IIB1-22)

Learning Assistance Department (LAD). The largest of the learning support services is the Learning Assistance Department, which provides tutoring services, college success courses, the Writing Success Project (funded by a TRIO Grant), and the largest open-access computer lab in the District. Students can access Learning Assistance programs at the Ocean Campus and Mission Center in addition to online services and courses. (IIB1-23, IIB1-24)

Professional and peer tutoring services are available through a variety of locations both in-person and online. The Ocean Campus provides tutoring services through the Learning Assistance Department's Student Tutoring and Resource Center (STAR) with additional tutoring support at the Communication Lab, ESL Center for Language and Academic Development (CLAD), English Lab, Math Lab, Biological Resource Center, and Computer Sciences. Center locations provide tutoring relevant to the courses and programs available at each site, such as Mission LAC, Chinatown/North Beach, and John Adams (which houses several programs within the College's Health and Safety Academic and Career Community). (IIB1-25, IIB1-26, IIB1-27, IIB1-28)

Through a Student Success Hub in Canvas, students can access a variety of online tutoring services, including City College tutors, STAR-CA, and NetTutor. All services provide on-demand meetings with live online tutors, including evenings and weekends. Students can also submit questions and draft papers to tutors for feedback. (IIB1-29, IIB1-30, IIB1-31)

The Writing Success Project integrates tutoring into sections of English 1A up through English 1B and 1C. Professional tutors attend classes and lead weekly study groups. In addition to writing skill tutoring, students receive academic counseling, help with applying for scholarships, transfer planning services, career and major exploration, individual coaching, and support with financial literacy. (IIB1-32)

College Success (LERN) Courses. The Learning Assistance Department provides college success courses that integrate personal growth and values, study strategies, communication, and critical analysis into life-long success in academic, professional, and personal development. Courses are especially useful for returning students, first-year students, and students who have previously not had the support or opportunity to succeed in their education. (IIB1-33)

Learning Centers and Computer Labs. Computer labs serve students throughout the College. The library provides computer stations, study rooms, laptops for students to check out while using the library, and Wi-Fi. Open access labs are in libraries, media centers, learning assistance centers, and various retention program locations. Multi-purpose labs address both the instructional needs of faculty and the computer access needs of students in individual departments or groups of departments. (IIB1-34, IIB1-35, IIB1-36)

Learning Support Services for Specific Populations. The College provides several learning support services to meet the needs of specific student populations. These support services provide computer labs and study centers, tutoring and courses, counseling, and more. (IIB1-37)

Learning Technologies. The Office of Online Learning and Educational Technology (OLET) provides learning technologies that support students and faculty inside and outside of the classroom (online and in-person). Examples include 3-D printers, Disabled Students Programs and Services (DSPS) software, Google Workspace Suite, Canvas learning management system and applications (e.g., Voice Thread, Pronto, Badgr, Quizzes, Folio, Studio) integrated in Canvas for instructors to promote a more robust learning environment. During the shift to remote learning, OLET added several learning technologies to support teaching and learning (e.g., Playposit, Canvas Studio, and Labster). (IIB1-38, IIB1-39, IIB1-40)

To support the use of Canvas, students can self-enroll in a self-paced basic Canvas training course, "Passport to Canvas," which is for those new to Canvas or those who might need to refresh their basic Canvas skills. In addition, with the rapid shift to temporary remote instruction in Spring 2020 due to the COVID-19 pandemic, OLET included Canvas training modules for students in all Canvas shells and created a Canvas Student Support Center for both credit and noncredit students. (IIB1-41, IIB1-42, IIB1-43, IIB1-44)

OLET also provides training and support to faculty using Canvas and other learning technologies. During the COVID-19 pandemic, the College increased OLET staffing and created the Faculty Resource Center as a one-stop location for information about learning technologies, tutoring, and library services. (IIB1-45)

Sufficiency of Library and Learning Support Services. The Library and the Learning Assistance Department regularly review and evaluate the learning support services they provide. They achieve this through SLO assessments, student and faculty surveys, and summaries of services provided. (IIB1-46, IIB1-47, IIB1-48, IIB1-49, IIB1-50, IIB1-51)

Analysis and Evaluation

The College supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support throughout the College. The full range of learning support services includes a robust library collection, in-person and online tutoring options, computer labs, access to computers and computer applications and programs of instruction in information competency and academic success. To meet changing needs and modes of delivery, the College continually evaluates and updates these services.

The College supports students and personnel in using learning technologies through a variety of resources, including training.

As a result of the shift to remote instruction and operations in Spring 2020 due to the COVID-19 pandemic, library and learning resources shifted online. The College put funds toward purchasing additional databases, eBooks, and streaming media for the library. Additionally, tutoring shifted services to Zoom by offering 100% of tutoring online and via virtual help counters. The Office of Online Learning and Educational Technology (OLET) adapted Canvas resources for both students and faculty, including the addition of a Student Support Hub, a Faculty Resource Center, a virtual help counter for students, on-demand one-on-one help sessions for faculty, and 24/7 online phone and chat support for Canvas. The College also increased OLET staffing levels to support the shift to remote instruction.

Although the College is adjusting to a post-pandemic reality, it has faced financial constraints that affected staffing levels throughout the District, including a reduction in the number of librarians and classified staff. Without knowing whether enrollment will continue to decline, stabilize, or increase, it is

difficult to determine the appropriate staffing levels. As noted in the Improvement Plans, the library will continue to work with the Equitable Access to Success Evaluation (EASE) work group to assess and ensure students have sufficient access to librarians, resources, and the library spaces at the College.

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

The College relies on the expertise of library faculty to build print and online library collections. Librarians work closely with CCSF faculty to ensure that library holdings are current, authoritative, and adequate for every educational program offered at the College. Subject librarians (liaisons) consult with discipline faculty, build awareness of discipline curriculum, and select materials that support course offerings. (IIB2-1)

In addition, a librarian is a standing member of the Curriculum Committee and assists in reviewing course outlines of records, specifically the selection of representative textbooks, Web sites, and other instructional materials to verify that the listed instructional material is sufficient in quality, breadth, and currency. (IIB2-2)

The College also relies on the expertise of faculty and classified staff in the Office of Online Learning and Educational Technology to select, review, and maintain learning technologies. The Educational Technology Rubric is used to evaluate learning technologies. The Teaching with Learning with Technology Roundtable regularly discusses new learning technologies garnering wider input from faculty. (IIB2-3, IIB2-4)

The Collection Management Team ensures that library faculty carry out the Collection Development policy, and the annual review of online library databases is a thorough assessment of each current database and any new trials. (IIB2-5, IIB2-6, IIB2-7)

Faculty and technology and discipline experts select and request educational materials, equipment, and technology for learning support services through the program review process, and prioritization of those requests is based on the technology guiding principles of the CCSF Technology Plan. This plan provides a framework that explicitly connects programmatic projects to college-wide technology goals and strategic directions that are grounded in the College mission. (IIB2-8, IIB2-9, IIB2-10, IIB2-11)

The Library's Collection Development policy not only guides the selection of books, periodicals, media, and archival collections but it also provides the criteria for deselection of materials. (IIB2-12)

Information Technology Services maintains a computer replacement plan for the College as a whole. This includes upgrading student computers in the library, media centers, and tutoring centers on a five-year replacement cycle. (IIB2-13, IIB2-14)

The library promotes access and equity for students with regard to the materials and services it provides through a variety of ways:

- To decrease costs and increase access and equity to students, the library takes a lead role in promoting open educational resources (OER) to faculty. CCSF's OER Librarian assists individual faculty with selecting and using OER for their courses and spreads awareness through professional development opportunities. (IIB2-15, IIB2-16)

- To support the engagement of all students and especially visual learners, the Media Librarian assists individual faculty with selecting and embedding streaming video into courses and spreads awareness of these resources through professional development opportunities. (IIB2-17, IIB2-18)
- The library also secures categorical funding (SEA, SWP, and AEP), to support the provision of new and current textbooks in foundational courses that had expensive/high-demand items; the library continues to request categorical funding to support course reserves. (IIB2-19)
- The library increased spending of educational equipment (laptops, hotspots, and calculators) for currently enrolled students to support students during school closure in response to the COVID-19 pandemic.

The College relies on experts in the Office of Online Learning and Educational Technology to develop support materials for learning technologies that support both students and personnel. Digital materials include templates for Canvas courses focusing on usability and design for online learners, including Univeral Design for Learning. During the COVID-19 pandemic, the office secured Strong Workforce Program (SWP), WIOA, Student Equity and Achievement Program (SEA), and Adult Education Program (AEP) funds to increase staffing in response to an increase in demand by students and faculty.

Analysis and Evaluation

The library's robust collection development activities, which involves library faculty serving as discipline liaisons to teaching faculty, along with librarian representation on the Curriculum Committee, ensure that the College selects materials that meet curricular and student needs and supports the College mission.

The College has prioritized equitable access for all students to library materials and services by allocating SEA funding to support course reserves. This benefits all CCSF students by providing increased access to library materials and helps students from many equity population groups gain access to high quality textbook collections. Access to these materials helps students achieve stated equity goals such as transfer degree completion, certificate completion, and developing employment skills.

Dialog among faculty and staff in the Office of Online Learning and Educational Technology ensures that the selection, maintenance, and evaluation of learning technologies is a continuous process.

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

CCSF regularly evaluates library and other learning support services to assure their adequacy in meeting identified student needs. All library and learning support services have developed and continually assess student learning outcomes and service area outcomes on a three-year cycle as required in the CCSF Institutional Assessment Plan. Outcomes reporting includes next steps to show how each unit will use the results of evaluations for improvement. (IIB3-1)

Evaluation of Library Services. The Library Assessment Team facilitates outcomes assessment for the library. (IIB3-2, IIB3-3)

Evaluation and assessment mechanisms and activities include the following:

- The library runs triannual student perception surveys to assess the ease of access of library collections, the responsiveness of services and programs, and the effectiveness of physical and virtual spaces. (IIB3-4, IIB3-5)
- The library also runs triannual faculty perception surveys to assess how well the library supports faculty and students' curricular needs and how well librarians work collaboratively to ensure students have enough opportunity to develop information competency skills across the disciplines. (IIB3-6)
- Online library workshops and librarian-led workshops assess mastery of information competency student learning outcomes. For librarian-led workshops, students receive a standard assessment at the end of the session. (IIB3-7, IIB3-8)
- In recent years, the library and the English Department have collaborated on an embedded librarian project to support Equity/AB 705 implementation and has assessed the extent to which that project has supported student attainment of the library's student services learning outcome. (IIB3-9)
- Other library assessment measures are used to focus on targeted library services or student populations. (IIB3-10)

Evaluation of Other Learning Support Services. Other learning support services also regularly evaluate the extent to which they are meeting student needs, both through outcomes assessments and other measures. As with library services, these areas also implement changes based on evaluation results. (IIB3-11, IIB3-12, IIB3-13)

Many other learning support systems, such as the English Lab, are housed within the academic departments they serve. They evaluate their effectiveness through in-house assessments, official analyses by the Office of Research and Planning, and through the English Department's annual program review process. (IIB3-14, IIB3-15, IIB3-16)

Analysis and Evaluation

The institution evaluates the library and other learning support services through an ongoing outcomes assessment cycle to assure adequacy in meeting identified student needs. Evaluation of these services, especially instructional services, includes evidence that they contribute to the attainment of student learning outcomes. Examples can be seen in attainment of information competency skills through all library instructional models and increased course success rates for students who utilize tutors. Results of assessments serve as the basis for improvement such as increasing funding for reserve textbooks to serve equity populations.

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

The College relies on or collaborates with several other entities for library and learning support services through formal agreements, including the following:

- The Community College Library Consortium (CCLC), which allows for the subscription of information in platforms such as EBSCO, Gale, JSTOR, and the ExLibris Alma/Primo library services platform. (IIB4-1)
- NetTutor and STAR-CA, which provide online tutoring. (IIB4-2, IIB4-3, IIB4-4)
- LibAnswers, a Springshare platform that provides a virtual, real-time chat service. (IIB4-5)
- The California Virtual Campus Equity Consortium and the Systemwide Technology Access Collaborative through the Foundation for California Community Colleges. (IIB4-6, IIB4-7)
- Learning technologies provided by the California Community College Chancellor's Office initiatives (e.g., Canvas, Zoom, 3CMedia). (IIB4-8, IIB4-9)

The College regularly evaluates the adequacy, accessibility, and effectiveness of the resources, products, and services of these entities. The CCLC centrally evaluates many of the platforms it provides with input from the participating colleges. This is true, for example, of the Ex Libris' Alma Primo Library Services Platform (LSP), which also includes local processes for troubleshooting and improvement. (IIB4-10, IIB4-11, IIB4-12, IIB4-13, IIB4-14, IIB4-15, IIB4-16, IIB4-17)

A number of board policies and administrative procedures address the security, maintenance, and reliability of services. (IIB4-18, IIB4-19, IIB4-20, IIB4-21, IIB4-22, IIB4-23, IIB4-24, IIB4-25, IIB4-26, IIB4-27)

Analysis and Evaluation

CCSF collaborates with other institutions and other external services for library and other learning support services to provide critical services to students, such as, access to electronic library databases, 24/7 online library reference services, online tutoring services, and other online tools and services to support student learning. The College documents formal agreements and ensures that resources and services are adequate, easily accessible, and effective through evaluation. In addition, the College regularly monitors and evaluates security, maintenance, and reliability of services.

Conclusions on Standard II.B: Library and Learning Support Services

The College provides library and learning support services—such as tutoring, College Success classes, learning centers, and computer labs—to students at its main campus and centers, as well as online. Faculty also receive library services to support instruction through a team of subject librarians who serve

as liaisons. In addition, the College ensures that faculty and students have access to a variety of learning technologies both inside and outside of the classroom and in person and online. The College relies on the expertise of faculty librarians and other support service professionals (classified staff and administrators) to select and maintain educational equipment and materials.

Through regular and robust evaluation activities, the College assesses the sufficiency of library and learning support services as well as the efficacy of those services. Service area outcomes along with student learning outcomes form the core of evaluation activities. The results of assessment and evaluation serve as the basis for improvement.

The College maintains formal, written agreements with other institutions and service providers.

Improvement Plan(s)

The College is adjusting to a post-pandemic reality coupled with financial constraints that affected staffing levels throughout the district, including a reduction in the number of librarians and classified staff. The College cannot predict whether enrollment will continue to decline, stabilize, or increase, both in-person and remotely. To support the number of Center locations, a minimum level of library staffing is important to provide well-maintained collections, access to resources and study spaces, and library instruction. The Equitable Access to Success Evaluation (EASE) workgroup identified library services as one of the seven necessary services at each center location. The library will continue to work with EASE in assessing library service needs at the centers, in addition to working with EASE to improve students' access to librarians, resources, and the library spaces at the College.

Expected Outcomes	Timeline for Implementation
• An analysis of the library needs at each site	• During Fall 2023
• A plan to fulfill identified needs	• By Spring 2024

Evidence List

IIB1-1 Catalog Section on Learning Resources and Student Services (see IC1-16)

IIB1-2 Student Services Web Page – Academic Help (see IC1-13)

IIB1-3 CCSF Library Web Page

IIB1-4 Library Link in Canvas Course Navigation

IIB1-5 Faculty Library Services - Faculty Support Web Page

IIB1-6 Faculty Resource Center – Canvas Module on Library Resources

IIB1-7 CCSF Library Mission Statement

IIB1-8 CCSF Library Locations

IIBI-9 CCSF Library Web Page (see IIB1-3)

IIBI-10 CCSF Library Online Workshops

IIB1-11 Physical Collections by Location

IIB1-12 A-Z List of Databases

IIB1-13 EBook Collections

IIB1-14 Streaming Media Collections

IIB1-15 E-Resources Platforms & Accessibility

IIB1-16 BP 6.24 - Library Services

IIB1-17 AP 6.24 - Library Services

IIB1-18 BP 1.00 - Mission and Vision (see IA1-1)

IIB1-19 CCSF Library Mission Statement (see IIB1-7)

IIB1-20 Library Instruction Web Page

IIB1-21 Teaching Resources for Librarians

IIB1-22 CCSF Library Contact Web Page

IIB1-23 Learning Assistance Mission Statement

IIB1-24 Learning Assistance Department Web Page

IIB1-25 City College Tutoring Services Web Page

IIB1-26 Learning Assistance Department Tutoring Web Page

IIB1-27 Mission Learning Assistance Center Web Page

IIB1-28 Health and Safety Canvas Access to Tutoring

IIB1-29 Student Success Hub (see CP-16)

IIB1-30 STAR-CA

IIB1-31 NetTutor

IIB1-32 Writing Success Project

IIB1-33 Learning Assistance Courses

IIB1-34 Computer Labs Web Page

IIB1-35 Accessible Computer Labs

IIB1-36 ITS Computer Lab Inventory

IIB1-37 CCSF Support Programs

IIB1-38 Educational Technologies Web Page (see CP-19)

IIB1-39 Makersphere 3D Printing Web Page

IIB1-40 DSPS Web Page Showing Alternate Media Available

IIB1-41 Passport to Canvas

IIB1-42 Canvas Student Support Center

IIB1-43 Canvas Support for Credit Students

IIB1-44 Canvas Support for Noncredit Students

IIB1-45 Faculty Resource Center

IIB1-46 SLO 1 Assessment Report, 2020

IIB1-47 Student Survey 2020, Library Discussion

IIB1-48 Faculty Survey Report

IIB1-49 Instruction Statistics: Compilation of librarian-led workshops data

IIB1-50 Online Library Workshops Stats Master

IIB1-51 Library Services in the Time of COVID

IIB2-1 Subject Librarians

IIB2-2 Area G, Curriculum Committee Membership

IIB2-3 Educational Technology Rubric

IIB2-4 Teaching and Learning with Technology Roundtable

IIB2-5 Collection Development Policy

IIB2-6 Collection Management Minutes

IIB2-7 Database Evaluation

IIB2-8 Technology Plan 2021-2025 (see IA3-9)

IIB2-9 Library Services Program Review 2021

IIB2-10 Learning Assistance Program Review 2021

IIB2-11 Educational Technology Department Program Review Fall 2021

IIB2-12 Collection Development Policy (see IIB2-5)

IIB2-13 Technology Plan 2021-2025 (see IA3-9)

IIB2-14 Computer Inventories

IIB2-15 OER Resources

IIB2-16 What is OER and How Can I Use It? Workshop

IIB2-17 Streaming Media Resources

IIB2-18 Spotlight on Library Resources: Working with Media in Canvas a Hands-on Workshop

IIB2-19 Bottleneck Assessment Report, 2019

IIB3-1 Student and Learning Support Services – Institutional Assessment Plan

IIB3-2 Library Assessment Team Meeting Notes

IIB3-3 2021-2024 Library Assessment Plan

IIB3-4 Student Survey 2020, Library Discussion (see IIB1-47)

IIB3-5 Student Survey Responses

IIB3-6 2022 Library Faculty Survey Assessment Report

IIB3-7 2018-2021 Online Library Workshops SSLO1 Assessment

IIB3-8 Plan to Assess Your Instruction

IIB3-9 2021 ENGL 1AS/Embedded Librarian Project SSLO1 Assessment

IIB3-10 2018 Reserve Circulation & Textbook Cost SSO3 Assessment

IIB3-11 2019 Learning Assistance SLO Report

IIB3-12 Student Use of NetTutor (Fall 2016-Spring 2018) - July 2018

IIB3-13 End-of-Semester Canvas Survey

IIB3-14 English Department Embedded Tutoring Program Self-Reflection for Student Equity Grant Fall 2017

IIB3-15 Research Brief - English 91 Tutoring Fall 2015 & Spring 2016 (May 1, 2017)

IIB3-16 English Department Fall 2022 Annual Plan

IIB4-1 Community College Library Consortium Agreement

IIB4-2 NetTutor ROE Live Tutoring and QA

IIB4-3 NetTutor ROE Paper Review

IIB4-4 STAR-CA Tutoring Consortium Participant Agreement

IIB4-5 LibAnswers Agreement

IIB4-6 CVC-OEI Equity Consortium Agreement

IIB4-7 Systemwide Technology Access Collaborative Agreement

IIB4-8 Canvas CCSF Order Form

IIB4-9 CCSF Signed Online Education Initiative Short Form Institution Participation Agreement

IIB4-10 2020 Library Student Survey, pg.6

IIB4-11 2022 Faculty Survey, Question 4

IIB4-12 Canvas Survey Results - Students

IIB4-13 Canvas Survey Results - Faculty

IIB4-14 Database Evaluation

IIB4-15 Electronic Resources Stats

IIB4-16 LibAnswer_Satisfaction

IIB4-17 LSP Feedback Form

IIB4-18 BP 2.22 - Americans with Disabilities Act District Website and Webpages Accessibility

IIB4-19 AP 2.22 - Americans with Disabilities Act District Website and Webpages Accessibility

IIB4-20 BP 6.28 - Student Authentication (see CP-17)

IIB4-21 AP 6.28 - Student Authentication (see CP-18)

IIB4-22 BP 7.41 - District Use of Computer and Network

IIB4-23 AP 7.41 - District Use of Computer and Network

IIB4-24 BP 8.18 - Information Security Standards

IIB4-25 AP 8.18 - Information Security Standards

IIB4-26 BP 8.06a - Procurement of Supplies, Equipment and Services

IIB4-27 AP 8.06A - Contracts

C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Regular Evaluation of Student Support Services. CCSF evaluates the quality of student support services on a regular basis through the Comprehensive Program Review cycle which includes both Annual Plans and a comprehensive three-year plan. The Institutional Assessment Plan sets forth the timeline for student service outcome assessment, a key component of Program Review. (IIC1-1, IIC1-2, IIC1-3, IIC1-4)

Within the Program Review cycle, each student service department and program must demonstrate how they meet assessment currency by (1) providing plans to ensure that they assess service outcomes at least once every three years and (2) identifying service outcomes that they will assess in the coming year. (IIC1-5, IIC1-6, IIC1-7)

Supporting Student Learning Regardless of Location or Means of Delivery. CCSF provides students with appropriate student support services to support student learning. The College provides services for all students as well as designated student populations and through various modes of delivery. (IIC1-8, IIC1-9; see also Standard II.C.3)

The delivery of student services changed dramatically when the College moved to remote learning in response to the COVID-19 pandemic. A survey in May 2021 asked how easy or difficult it was to access student services; most respondents reported ease of access to all student services. (IIC1-10; see also response to Standard II.C.3)

With the assistance of the Office of Research and in conjunction with the Student Services Outcomes (SSO) Workgroup, two multi-departmental service assessments are taking place to evaluate virtual interactions with students to ensure access to services in the distance delivery mode is sufficient to support student learning. Assessment components include:

- A qualitative reflection project (currently in progress among the student support services) (IIC1-11, IIC1-12, IIC1-13)
- A quantitative evaluation of virtual counters (currently in progress among the direct student services units) (IIC1-14)

Prior assessments to ensure that services are meeting students' needs included an assessment of Admissions and Records' use of Credentials Solutions to provide students with electronic transcripts. (IIC1-15)

Enhancing Accomplishment of the College's Mission. CCSF is developing a robust planning and evaluation process that links student service program goals and outcome assessments to the Student

Affairs Action Plan which in turn draws on and connects to the Education Master Plan and other College initiatives, all of which support the College's fulfillment of its mission. (IIC1-16)

Additionally, clear alignment between student support services and the mission of the College is through Institutional Learning Outcome (ILO) 4: Career and Personal Development, which speaks to the total student experience at the College and the many services available to help students meet their educational goals. (IIC1-17)

Analysis and Evaluation

The College's program review cycle serves as the primary mechanism to evaluate the effectiveness and goals of the College's wide array of student services utilizing outcomes assessment.

Student service programs and departments also work together to evaluate the quality of their services in support of student learning in additional ways as well, particularly when services need to adjust to new circumstances such as during the time of COVID.

The integration of student services outcomes assessment practices with the Student Affairs Action Plan further ensures that services enhance accomplishment of the College mission.

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

The College's Institutional Assessment Plan guides the College's continuous cycle of outcomes assessment, which includes student services outcomes (SSOs). SSOs comprise service area outcomes (SAOs) and student service-learning outcomes (SSLOs). SAOs describe the level of efficiency and effectiveness of a service area and its ability to serve the department's mission and program objectives. SSLOs describe what a student is able to do after receiving a service. (IIC2-1)

The student service departments define outcomes and identify assessment measures by reviewing the College mission, Institutional Learning Outcomes (ILOs), and their respective program mission statements. This work fosters collaboration and dialog among all service programs and departments. The College's SSO Handbook, Student and Learning Support Services SLO Coordinator, and SSO Workgroup support these student services programs in identifying and assessing SAOs and SSLOs with the goal of utilizing assessment results as the basis for continuous improvement. The workgroup meets regularly to support both unit-level assessments and the collaborative student service outcome assessment process. (IIC2-2, IIC2-3, IIC2-4, IIC2-5, IIC2-6)

Each service area assesses outcomes at least once every three years, analyzes the results, and identifies improvement plans through the program review process. The College utilizes CurriQūnet to collect assessment data, analyze that data, report on findings, and describe plans for improvement based on those findings. (IIC2-7, IIC2-8, IIC2-9, IIC2-10, IIC2-11, IIC2-12, IIC2-13, IIC2-14, IIC2-15)

Analysis and Evaluation

CCSF defines and assesses learning support outcomes for its diverse student population and provides appropriate support programs and services to achieve outcomes.

Well-established College processes provide ongoing and systematic assessment of student services. All student services areas conduct outcome assessment to ensure that those services meet the diverse

needs of all students, and to improve them as needed based on assessment results. The Student and Learning Support Services SLO Coordinator and SSO Workgroup support this work drawing on the College's Institutional Assessment Plan and SSO Handbook.

3. The institution assures equitable access to all its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

Providing Accessible, Appropriate, Comprehensive, and Reliable Services. The College provides the following core services at the Ocean Campus and at each of the Centers:

- Admissions and Records
- Bookstore/Access to Course Materials
- Counseling
- Financial Aid
- Library and Learning Resources
- Student Conduct/Discipline
- Student Government

In addition, the College provides health services through the Ocean Campus Student Health Services (SHS) clinic and telemedicine through the SHS Web site. Student Health services also provides information through a monthly newsletter, an annual health fair, and vaccination clinics at the Centers. The College also provides a variety of programs that support specific populations of students such as CalWORKs, EOPS/CARE, HARTS, and Guardian Scholars. In addition, a number of resource centers across the College provide a variety of programs that support specific populations of students such as CalWORKs, EOPS/CARE, HARTS, and Guardian Scholars. These and other resource centers across the College provide resources, shared spaces, and learning resources. Many of these programs are housed at the Ocean campus with branches at other Centers, primarily the Mission and John Adams Centers.

The College's Equitable Access to Success Evaluation (EASE) Workgroup evaluates the extent to which students have equitable access to the core services. The most recent findings show that, on balance, students continue to have equitable access to services at the Centers. However, EASE identified some gaps, particularly related to noncredit student registration and alignment of instructional offerings with services. EASE also noted the importance of continuing collaboration across services and locations. (IIC3-1)

Ensuring Access via Online Services. A silver lining of the COVID-19 pandemic was the necessary shift to remote services, which led the College to provide online access for all students regardless of location by developing a virtual campus. As a result, CCSF now offers services in an expanded variety of modalities—in-person, zoom conference, drop-in virtual counter via zoom, email, phone, and through Canvas. In-person services are still available at the Centers to ensure that students continue to have equitable access. (IIC3-2, IIC3-3)

Students have multiple access points to 24/7 information about student services via telephone (1-877-379-2491) as well as through the College's Web site and Canvas learning management system. In addition, students can access resources via the MyRam student portal, which includes class planning and registration, academic records, grades, scholarship, and financial aid details as well as billing information. Students can register, view their schedule of classes, and pay fees all from one site through Admissions

and Records. (IIC3-4, IIC3-5, IIC3-6, IIC3-7, IIC3-8, IIC3-9, IIC3-10, IIC3-11, IIC3-12)

Students who need assistance can access the College's Help Desk Web page or its virtual assistance, Rocky the Ram, at any time online or by phone; if Rocky is unable to be of assistance, the system connects the student with a live agent. (IIC3-13)

Ensuring Access to Online Services via Technology. The Digital Literacy Project (DLP), which was supported by Student Equity funds, is an example of multiple departments working together to close the digital divide for low-income student populations. Their work, which is now institutionalized through the library, ensures that all students have the technology they need to access online resources. (IIC3-14)

Ensuring Continuity of Services During Remote Instruction. After the move to remote learning in response to the COVID-19 pandemic, the Office of Research and Planning conducted a survey in May of 2021 that revealed students were able to access services with moderate ease. In addition, the College has been assessing services during COVID-19, including an assessment of the virtual counters and an EASE assessment of the core services at each site. (IIC3-15, IIC3-16, IIC3-17)

Analysis and Evaluation

CCSF provides services in a variety of locations and is accessible from a variety of modalities including both in-person and online as well as both synchronous and asynchronous. CCSF's services strive to meet the needs of all of its students. Through EASE, the College monitors the efficacy of and access to services provided in the effort to continuously improve these service offerings.

Although student access to services is equitable on balance, the College has found it difficult to raise sufficient awareness of resources and services available to students. The Quality Focus Essay contained within this ISER provides more detail about ways to address this challenge.

4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

Co-Curricular Programs. The Student Activities Office facilitates student empowerment, leadership, and advocacy by strengthening student participation in the life, governance, and success of the College. The office provides resources, support, and training to eight Associated Student Councils, and more than 40 clubs, student organizations, and resource centers. The wide variety of clubs reflect the diverse interests of CCSF students. (IIC4-1)

All registered students are members of the Associated Students (AS). The AS Constitution sets up an Executive Council as a representative body for all College locations (Ocean Campus and Centers) to facilitate communication, leadership, and advocacy. Board policies demonstrate support for these co-curricular activities at the highest level. (IIC4-2, IIC4-3, IIC4-4, IIC4-5, IIC4-6, IIC4-7, IIC4-8, IIC4-9)

The 2021 Institutional Learning Outcome (ILO4) Report documents students' direct feedback regarding the impact of their involvement in cocurricular programs, specifically noting interactions with peers through clubs, organizations, services, and classes as providing key opportunities for reflection and growth. As noted in the report, students emphasized the impact of peer-to-peer relationships for

students in supporting their attainment of ILO 4A, both in cultivating resources for career and academic success, and in reflecting on their own achievements and experiencing the confidence that comes from that. Opportunities for student leadership—through Associated Students, clubs, peer counseling, etc.—are vital to this process. (IIC4-10)

Athletics. The mission of the Athletics Program at CCSF is to provide opportunities and resources for all student-athletes to achieve their academic and athletic goals. CCSF Athletics prepares successful members of society by promoting character development, instilling accountability, encouraging self-discipline, and teaching life-long learning skills in the pursuit of academic and athletic excellence. (IIC4-11, IIC4-12)

CCSF Athletics Program follows the governance, policies, procedures, operational structure and bylaws established and administered by the California Community College Athletic Association (CCCAA). The Athletics Program is structured for intercollegiate student-athletes and provides opportunities for student athletes, regardless of gender, to participate equally, in accordance with Title IX, the California Education Code, and the Equity in Athletics Disclosure Act (EADA). Appropriate conduct and knowledge of CCCAA bylaws and decorum policy is always expected by all CCSF athletic representatives. To ensure student eligibility compliance with the CCCAA bylaws, everyone affiliated with a sport program must take a compliance exam and pass with a score of 80 percent or higher. Additionally, in-service training is provided two times a year (fall and spring) to review the following: CCSF mission, CCSF Athletic Department mission, CCSF Student-Athlete Code of Conduct, Expectation of the Student-Athlete, Expectations of the Coaches, CCCAA Legislative Updates, Eligibility, Recruiting, Contest and Season of Sport, Playing Rules for each sport, Decorum, Coaches Code of Professional Conduct and Ethics and Concussion Management. Upon completion of the exam and training, a statement of compliance (R-2 form) is sent to the commissioner and the CCCAA. (IIC4-13)

Athletes at CCSF have access to academic counselors. Counselors support intercollegiate athletes in making informed choices by ensuring that they are enrolling in the correct classes and by assisting them in the academic planning process. Athletes also have priority registration and access to a study hall to further support their achievement of their academic goals. (IIC4-14, IIC4-15, IIC4-16)

Analysis and Evaluation

CCSF provides co-curricular and athletic opportunities for its students that support peer connection and contribute to the social and cultural dimensions of the student experience. The College conducts these programs with integrity following sound educational policy and manages these programs, including financial oversight.

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Counseling and/or Academic Advising Programs to Support Student Development and Success. CCSF provides counseling programs and services to enhance student equity, success, and completion. Counselors provide academic, career, personal, and educational planning services through appointments, orientations, workshops, and classes. (IIC5-1)

Specialized counseling programs focus on specific populations, including, but not limited to, Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), CalWORKs, Transfer Center, Guardian Scholars, PUENTE, City Dream, New Directions, and Veterans Services. (IIC5-2, IIC5-3, IIC5-4, IIC5-5, IIC5-6, IIC5-7, IIC5-8, IIC5-9, IIC5-10)

Retention programs such as the UMOJA/African American Scholastic Programs, Asian Pacific American Student Success Program, Latino Services Network, TULAY, and VASA/Oceania Student Success Program provide comprehensive support to enhance student success. (IIC5-11)

Additionally, counselors teach several counseling courses and offer career and transfer workshops to support student success. Examples include AAPS 100 (Achieving Academic Success), CRER 60 (Creating Career Options), and DSPS 4028 (Coping with Acquired Brain Injury, noncredit class), DSPS 20 (Adapted Fitness and Wellness). Academic advising in some departments (e.g., English, ESL, Math, Culinary Arts and Hospitality Studies) provide an avenue for students to receive additional academic support to specific degree and/or certificate programs. (IIC5-12, IIC5-13)

Preparation of Faculty and Other Personnel Responsible for Advising. CCSF prepares counseling faculty through ongoing professional development activities, including Flex day events, Student Affairs Division meetings, Counseling professional development meetings, department meetings, SSO Workgroup meetings and activities, committee work, professional conferences, and counseling support staff training program. Specific examples include the following:

- All counseling faculty attend bi-monthly professional development meetings. Topics and presentations keep counselors abreast of new or changing information, including curriculum and program updates from instructional departments. (IIC5-14)
- Counselors attend the College Flex day workshops and annual California State University (CSU) and University of California (UC) conferences to remain current in the professional field. Counselors also participate in statewide and national conferences such as the Strengthening Student Success Conference, the National Conference on Race and Ethnicity (NCORE), and the Asian Pacific Americans in Higher Education (APAHE) national conference to promote student equity.

Counselors and Advisors Orient Students and Provide Timely, Useful, and Accurate Information about Relevant Academic Requirements. Counselors provide orientations for new students. These take place in person through "All in One Days" and online. (IIC5-15)

Noncredit students receive their noncredit course advisement using a noncredit ESL leveling tool that the Assessment Center administers as part of the noncredit enrollment process. After students receive their noncredit course advisement, students attend a noncredit orientation presented by a counselor, followed by an educational planning appointment with a counselor. (IIC5-16, IIC5-17, IIC5-18)

In addition to student support from counselors, programs such as Registered Nursing, Diagnostic Medical Imaging, and Culinary Arts and Hospitality Studies have faculty advisors who orient students to program-specific requirements and connect academic requirements to professional skills.

Systematically Assessing Counseling Services. As noted in the Standard II.C.2, the College assesses counseling outcomes to determine whether the information and services that counselors provide help students meet that outcome and make continuous quality improvements accordingly. (IIC5-19, IIC5-20, IIC5-21)

Analysis and Evaluation

CCSF provides counseling through a variety of programs that support student access, equity, success, and completion. Counselors provide academic, career, personal, and educational planning services through appointments, drop-in services, workshops, and classes and orient students to program requirements. During the COVID-19 pandemic, students have been able to access counseling services remotely and online. Counseling faculty participate in ongoing professional development activities to ensure that they have accurate information about relevant academic requirements, including graduation and transfer policies.

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

City College of San Francisco has adopted admission policies consistent with its mission and in accordance with state requirements that promote diversity and accessibility.

Admission Policies Specify Qualifications Appropriate for the College's Programs. The College has an "open door" admissions policy. Students are eligible to attend City College of San Francisco's credit program if they have met at least one of the following requirements: (1) students are 18 years old on or before the first day of instruction for the term for which they are applying; (2) they are a high school graduate; or (3) they are the equivalent of a high school graduate (passed the GED or a state's high school proficiency examination).

The noncredit program is open to anyone 18 years or older. In addition, CCSF admits persons under the age of 18 years who do not possess a high school diploma or the equivalent as "special part-time students" or on a full-time basis as provisional students if they meet appropriate criteria (e.g., when a student has dropped out of high school for an extended period). To be eligible for the noncredit high school program, students must be 18 years old or older, or if between 17 and 18 years old, they must have an exemption from their home school district. (IIC6-1, IIC6-2)

High school students can also take CCSF courses through dual or concurrent enrollment. (IIC6-3, IIC6-4)

The Institution Defines Clear Pathways to Degree and Certificate Completion and Transfer. The College defines pathways for certificates and degrees by working with the Curriculum Committee and submitting requests to the California Community Colleges Chancellor's Office for approval of new certificate and degree programs. Program information and requirements are available on printed/online publications such as the College catalog and the CCSF Web site. (IIC6-5, IIC6-6)

The Institution Advises Students on Clear Pathways to Degree and Certificate Completion and Transfer. Students receive information about pathways via the counseling process, through printed materials, and on the College's Web site. The College's Guided Pathways initiative (Re-imagining the Student Experience, RiSE) engaged departments in clearly mapping their programs, documenting those maps on program pages, and clustering the programs into eight Academic and Career Communities (ACC). (IIC6-7, IIC6-8, IIC6-9)

Students receive information through the new student orientation and meet with counselors to develop an education plan. During counseling sessions, counseling faculty advise students about requirements needed to complete certificates, degrees, or transfer preparation. Counselors work with the students to

develop an education plan based on the students' declared educational goal and program of study. (IIC6-10)

Multiple counseling resources, such as the Transfer Center and Career Center, also provide workshops and annual fairs to reach greater numbers of students. CCSF establishes articulation agreements with high schools and other higher education institutions on transferable course and program requirements. Counselors introduce students to the ASSIST Web site, which offers updated CSU/UC articulation agreements and major information. Other articulation agreements with selected high schools, private and out-of-state institutions are available through the Articulation Office Web page. (IIC6-11, IIC6-12, IIC6-13)

All counselors are well versed in transfer requirements. The Transfer Center offers additional campus-specific or major-specific information. CCSF has relationships with local universities, and the Transfer Center schedules visits from transfer institution representatives to answer specific questions. In addition to working with counselors, students may consult with instructional departments to inquire about certificates and degrees. Counselors meet with students to develop credit and noncredit education plans and support students to ensure a smooth transition from noncredit to credit programs. Students may also participate in Steps-to-Credit orientations each semester to learn more about matriculation into credit courses and programs. (IIC6-14)

Analysis and Evaluation

City College of San Francisco has adopted admission policies consistent with its mission and in accordance with state requirements that promote access, equity, success, and timely completion. The College has an "open door" admissions policy. Through the implementation of the RiSE initiative, the College has clarified pathways for students to complete their degree, certificate, and transfer goals. The College defines pathways for certificates and degrees by working with the Curriculum Committee and obtaining credit and noncredit program approval from the California Community Colleges Chancellor's Office. Students receive information about pathways through the counseling process, printed materials, and the College's Web site. Multiple counseling resources, such as the Transfer Center and Career Center, also provide workshops and annual fairs for students. The College has articulation agreements for major and general education requirements. The ASSIST Web site provides students with detailed transfer information and requirements. All counselors are well versed in transfer requirements. The Transfer Center offers additional campus-specific or major-specific information.

At all its locations, the College offers services to ensure that students get information in a timely manner within a supportive and engaging teaching and learning environment.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

The Institution Regularly Evaluates Admissions Instruments and Practices. As noted in Standard II.C.6, the College has an admissions policy that is consistent with its vision and mission: inclusive and open to anyone that has satisfied at least one of three requirements.

The College's Office of Admissions and Records uses CCCApply, an online admissions application that was developed and is supported by the California Community Colleges Technology Center. CCSF is a member of the CCCApply User Workgroup which evaluates and votes on change requests submitted from

California Community Colleges to improve the online application. The state upgrades the system annually each spring based on feedback from member colleges. (IIC7-1)

The College started first with the standard application which is for credit students and subsequently launched the noncredit application in Spring 2020 and the international application in Summer 2021. Students complete a satisfaction survey once they have completed the application. Survey results indicate that students find the application much easier to navigate than the previous online application. (IIC7-2, IIC7-3, IIC7-4, IIC7-5)

The College Regularly Evaluates and Validates Placement Assessment Instruments and Practices. Assembly Bill (AB) 705, signed by the Governor on October 13, 2017, requires that a California community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe. With the full implementation of AB 705, the College now places all students into transfer-level English and math classes using the following high school transcript data: coursework, grades, and grade point average. The course placement process is embedded in the admissions application.

The College also no longer requires placement assessments in English, math, and ESL. In credit and noncredit ESL, students have the option to use a guided placement tool if they would like guidance in finding ESL courses that would best support their learning. (IIC7-6, IIC7-7, IIC7-8)

Analysis and Evaluation

The College monitors its admissions and placement processes to ensure the College fulfills its mission to provide equal access to all students. The College's Office of Admissions and Records uses CCCApply, a statewide online admissions application developed and supported by the California Community Colleges Technology Center. The College no longer utilizes placement tests, complying with state legislation.

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for the release of student records.

Evidence of Meeting the Standard

Permanent, Secure, and Confidential Maintenance of Student Records. The College's Banner system serves as the main (electronic) depository for all student records, student accounts, financial aid, and academic records. Staff scan student records in PDF format and then save and index them in Banner's Document Management Suite. All scanned records are stored digitally and indefinitely in Banner. (IIC8-1)

All student services units adhere to Board Policies, and, by extension, to federal and state laws and the Family Educational Rights and Privacy Act (FERPA) regulations that define the maintenance and classification of student records. (IIC8-2, IIC8-3, IIC8-4)

CCSF adheres to all Title 5 California Code of regulations (59023-59029) regarding the retention and destruction of records. To ensure compliance with board policy and Title 5, Information Technology Services (ITS) maintains security. (IIC8-5)

Access to student records is limited to those who have been designated by their managers as needing permission. Additionally, "data owners" are required to sign off on granting permissions. Ongoing staff training on the Family Educational Rights and Privacy Act (FERPA) helps ensure the proper handling of student records. (IIC8-6)

Secure Backup of Student Records. ITS provides backup services for the College, including all Banner data, which allows for the retrieval of records in the event of any online data issues. (IIC8-7, IIC8-8)

Admissions and Records works with the Office of the Vice Chancellor of Student Affairs and TierFive, Inc., which does bulk scanning and securely stores original records for one year and then shreds the original paper documents. TierFive, Inc. scans and indexes student records in a format that is compatible with the Banner Document Management Suite (BDMS), which the College is implementing throughout all units. Additionally, CCSF continues to scan locally using the BDMS. Appropriate student services faculty and staff are all receiving training on the BDMS to support the College's goal.

Student Health Services uses the Medicat electronic health record (EHR) system. Information is stored securely onsite and backed up on a dedicated CCSF server for health records only, ensuring confidentiality and integrity of healthcare information.

Any updates to the system and/or acquisition of new modules to improve efficacy of care are accompanied by training of all staff, which occurs within the context of the monthly all-staff meeting.

Publishing and Adhering to Policies for the Release of Student Records. As noted above, the College follows the guidelines mandated by Family Educational Rights and Privacy Act (FERPA) concerning the release of student information and records. Board Policy 5.04 (Student Records) regulates access to student records. This policy is available on the Board of Trustees' Policies and Administrative Procedures Web site. The College also publishes privacy information in the College catalog and on the College's Web site. (IIC8-9, IIC8-10, IIC8-11, IIC8-12)

Students must complete an "Authorization to Release Information" form to the Office of Admissions and Records if they wish to share information. This form is available on the Admissions and Records Web page. (IIC8-13)

All students accessing care in Student Health Services receive information about their healthcare rights and responsibilities as well as to consent for care. Each student signs a release of information to acknowledge that records may be shared with other health care providers in compliance with the Health Insurance Portability and Accountability Act (HIPAA).

Analysis and Evaluation

CCSF maintains student records in accordance with educational codes and regulations. The College securely, permanently, and confidentially maintains records, with provisions for secure back-up. The institution publishes established policies for the release of student records.

CCSF is in the process of developing mandatory College-wide FERPA training that will be part of onboarding for new employees.

Conclusions on Standard II.C: Student Support Services

As an "open admissions" institution, the College is in alignment with its mission. The College no longer requires placement assessments and instead uses high school transcript information to place students in transfer-level math and English. In ESL, students have the option to use a placement tool if they would like guidance in finding ESL courses that would best support their learning.

To support student success and achievement, the College provides seven core services at its Ocean campus and each of its Centers, which include Admissions and Records, Bookstore/Access to Course Materials, Counseling, Financial Aid, Library and Learning Resources, Student Conduct/Discipline, and

Student Government. The College also provides health services as well as programs and resource centers that support specific populations of students.

Programs regularly evaluate their services, particularly through the analysis of Student Services Outcomes (SSOs), and the Equitable Access to Services Evaluation (EASE) Workgroup supports the College in ensuring that students have equitable access to all services, regardless of location. Evaluation results inform improvements in the delivery of services.

Co-curricular activities contribute to the social and cultural dimensions of students' educational experiences, and the Colleges policies and regulations governing these activities.

The College stores student records securely, adheres to FERPA requirements, and backs up records regularly.

Improvement Plan(s)

The College is addressing challenges in raising sufficient awareness of resources and services available to students (noted in Standard II.C.3.) through the Quality Focus Essay (QFE) contained within this ISER. Please see QFE for expected outcomes and timelines.

Evidence List

IIC1-1 Program Review Web Page (see IIA16-6)

IIC1-2 2018 New Student Counseling Program Review

IIC1-3 2018 Student Activities Comprehensive Program Review=

IIC1-4 Institutional Assessment Plan - Section on Student and Learning Support Services

IIC1-5 Sample 2021-2024 Assessment Plan – Veterans Services

IIC1-6 Sample 2021-2024 Assessment Plan - DSPS

IIC1-7 Sample Fall 2021 Annual Plan Assessment Currency - Admissions & Records

IIC1-8 Student Services Web Page (see IC1-13)

IIC1-9 Student Success Hub (see CP-16)

IIC1-10 Student Survey 2021 COVID - Q5

IIC1-11 Reflective Inquiry Assessment PowerPoint

IIC1-12 CQnet Reporting

IIC1-13 Group Discussion - Reflective Inquiry Project: Semester End Reflection & Synthesis Event

IIC1-14 Virtual Counters Assessment PowerPoint

IIC1-15 Admissions and Records Outcomes Report

IIC1-16 SAAP & SSO Spreadsheet

IIC1-17 ILO 4 Report: Student and Academic Services Outcomes Reports and Supplementary Reports

IIC2-1 Institutional Assessment Plan (see IB1-1)

IIC2-2 List of Student Affairs SSOs and Report Dates

IIC2-3 CCSF SSO Handbook (see IB4-3)

IIC2-4 SSO Workgroup Meeting Notes

IIC2-5 SSO Progress Report 2022

IIC2-6 CCSF SSO Assessment Presentation Slides

IIC2-7 Sample Assessment Plan: Admissions and Records

IIC2-8 Sample SSO Assessment: Admissions and Records SSO 2

IIC2-9 Sample Assessment Plan: New Student Counseling

IIC2-10 Sample SSO Assessment: New Student Counseling SSO 1

IIC2-11 Sample Assessment Plan: Guardian Scholars

IIC2-12 Sample SSO Assessment: Guardian Scholars SSO 2

IIC2-13 Sample Assessment Plan: Student Activities

IIC2-14 Sample SSO Assessment: Student Activities SSO 3

IIC2-15 Qualitative SSO Research Report: CalWORKs, EOPS, Guardian Scholars, and HARTS

IIC3-1 EASE Evaluation 2020-2021 Report to the Accreditation Steering Committee

IIC3-2 Services by Delivery Mode

IIC3-3 CCSF Virtual Counters

IIC3-4 Student Services Web Page (see IC1-13)

IIC3-5 Core Service Web Page - Admissions and Records/Registration

IIC3-6 Core Service Web Page - Bookstore/Access to Course Materials

IIC3-7 Core Service Web Page - Counseling

IIC3-8 Core Service Web Page - Financial Aid

IIC3-9 Core Service Web Page - Library and Learning Resources

IIC3-10 Core Service Web Page - Student Government

IIC3-11 Student Success Hub via Canvas LMS (see CP-16)

IIC3-12 MyRam Portal

IIC3-13 College's Help Desk

IIC3-14 Digital Literacy Project Web Page

IIC3-15 May 2021 ORP Student Survey Question 5 Responses

IIC3-16 Virtual Counter PowerPoint (see IIC1-14)

IIC3-17 EASE Assessment 2021-2022 Presentation

IIC4-1 Student Activities Office Web Page

IIC4-2 Associated Students Web Page

IIC4-3 Associate Students Constitution

IIC4-4 Associated Students Bylaws

IIC4-5 Guidelines for the Management of Associated Students Funds

IIC4-6 Inter Club Council Guidelines

IIC4-7 BP 1.015 Student Trustee

IIC4-8 BP 5.01 Student Activities

IIC4-9 BP 5.02 Governance & Conduct

IIC4-10 The 2021 Institutional Learning Outcome (ILO4) Report

IIC4-11 CCSF Athletics

IIC4-12 CCSF Athletics Eligibility Form

IIC4-13 Title IX Compliance Web Page

IIC4-14 CCSF Athletic Counseling Web Page

IIC4-15 CCSF Athletics Priority Registration Check List

IIC4-16 CCSF Athletics Study Hall Web Page

IIC5-1 CCSF Academic Counseling Web Page

IIC5-2 CCSF EOPS Web Page

IIC5-3 CCSF Disabled Students Programs Services Web Page

IIC5-4 CCSF CalWorks Web Page

IIC5-5 CCSF Transfer Center

IIC5-6 Guardian Scholars Web Page

IIC5-7 Puente Web Page

IIC5-8 City Dream Web Page

IIC5-9 New Directions Web Page

IIC5-10 Veterans Educational Transition Services Web Page

IIC5-11 Multicultural Retention Services

IIC5-12 AAPS Courses

IIC5-13 Career Development Courses

IIC5-14 Sample Bi-Monthly Counseling Professional Development Meeting Agenda

IIC5-15 CCSF Online Orientation

IIC5-16 Assessment Center Web Page

IIC5-17 Admissions and Records Forms

IIC5-18 Counseling Appointment System

IIC5-19 Student Counseling Survey 2019

IIC5-20 Counseling Assessment Report 2020-21

IIC5-21 DSPS Assessment Report 2020-21

IIC6-1 BP 5.05 - Admission, California Residency Classification, Nonresident Tuition, and Enrollment

IIC6-2 CCSF Catalog - Admission to the College (see Admissions Policy page 16 and page 22)

IIC6-3 CCSF Dual Enrollment Web Page

IIC6-4 CCSF Concurrent Enrollment Web Page

IIC6-5 CCSF Catalog - Programs and Courses (see IC1-10)

IIC6-6 Degrees, Certificates, and Transfer Web Page (see IC1-11)

IIC6-7 RiSE Team Web Page - Explore Team

IIC6-8 Sample Program Page with Map – Economics AA-T

IIC6-9 Degrees, Certificates, and Transfer Web Page (see IC1-11)

IIC6-10 Counseling Services Web Page

IIC6-11 Spring 2022 Career Workshops

IIC6-12 CCSF Articulation Office

IIC6-13 ASSIST Web Site

IIC6-14 Transfer Center Web Page (see IIC5-5)

IIC7-1 Office of Admissions and Records

IIC7-2 Credit Admissions Application

IIC7-3 Noncredit Admissions Application

IIC7-4 International Application

IIC7-5 Application Survey Results

IIC7-6 Math, English, and ESL Placement Web Page

IIC7-7 Credit ESL Placement Web Page

IIC7-8 Noncredit ESL Placement Web Page

IIC8-1 Information Security Services

IIC8-2 Board Policy 8.16 - Record Retention and Destruction

IIC8-3 Administrative Procedure 8.16 - Record Retention and Destruction

IIC8-4 Family Educational Rights and Privacy Act (FERPA)

IIC8-5 Board Policy 5.04 - Student Records

IIC8-6 Banner Requisition Authorization

IIC8-7 Board Policy 8.16 - Record Retention and Destruction (see IIC8-2)

IIC8-8 Administrative Procedures 8.16 - Record Retention and Destruction (see IIC8-3)

IIC8-9 Family Educational Rights and Privacy Act (FERPA) (see IIC8-4)

IIC8-10 Board Policy 5.04 - Student Records (see IIC8-5)

IIC8-11 College Catalog - College Rules and Regulations: Privacy of Student Records and FERPA

IIC8-12 Student Privacy Web Page

IIC8-13 Authorization to Release Information Form

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and explicitly stated and address the needs of the institution in serving its student population. Job descriptions are related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

The College has developed hiring criteria as outlined in its board policies, administrative procedures, and other guidelines to ensure administrators, faculty, and staff are appropriately qualified for their positions by meeting education, training, and experience requirements. (IIIA1-1, IIIA1-2, IIIA1-3, IIIA1-4, IIIA1-5, IIIA1-6, IIIA1-7, IIIA1-8, IIIA1-9)

Pursuant to Education Code Section 88137, the City and County of San Francisco's merit system, overseen by the Civil Service Commission, governs the College's employment of classified employees. As a participating member of the City and County of San Francisco's merit system, the College's Human Resources Department works closely with the City and County of San Francisco's Department of Human Resources (DHR) to ensure that District practices for employing classified employees adhere to the Civil Service Commission's current processes, codes, and requirements. (IIIA1-10)

The College's hiring procedures outline the job announcement/description development process for each employee group. For each employee category, the hiring department or program establishes the hiring criteria with the search committee under the guidance and direction of Human Resources to ensure that: (1) hiring criteria are consistent with the intent of the position approval process; (2) qualifications for each position closely match to specific programmatic needs and relate to the institutional mission; (3) duties, responsibilities, and authority are clearly delineated; and (4) committees commit to diversity, equity, inclusion, accessibility, and anti-racism in hiring practices.

Job announcements list employment requirements, such as the state-mandated minimum qualifications (faculty and administrative) or Civil Service job specification qualifications (classified). Human Resources staff review the desirable qualifications that each search committee recommends. This ensures that qualifications correlate directly with the approved position. The hiring department /division vice chancellor and dean, the EEO Compliance Officer, and the Associate Vice Chancellor of Human Resources review faculty and administrative job announcements prior to recruitment. Further, the Academic Senate has the opportunity to review and comment on administrative job announcements. (IIIA1-11, IIIA1-12, IIIA1-13)

To assure inclusive and successful recruitment processes, the College utilizes broad recruitment and advertising strategies to enhance the recruitment of applicants, including working with departments and program managers to identify targeted outreach strategies to attract large, diverse, and qualified

applicant pools. Human Resources staff post job announcements in various local, state, and national media such as the California Community College Registry, education publications such as the *Chronicle of Higher Education*, newspapers, trade journals, and on various employment Web sites and job boards. HR also uses recognized recruitment advertising agencies (e.g., JobElephant). (IIIA1-14)

Once the College receives applications for a given position, Human Resources reviews the application materials to verify applicant qualifications and to ensure that applicants meet the state-established minimum qualifications. (IIIA1-15)

Applicants who hold foreign degrees are required to submit their transcripts for evaluation before Human Resources processes their applications. The online job application site includes a list of organizations that provide foreign transcript evaluation services. (IIIA1-16)

For classified employee positions, Human Resources verifies whether applicants meet the minimum qualifications in accordance with the approved job announcement/description and with the City and County of San Francisco Department of Human Resources class specifications, including position minimum qualifications.

Search committees submit paper screening criteria and interview questions to Human Resources for review and approval. Human Resources releases applicant files to search committees after ensuring the candidates meet minimum qualifications and reviewing and approving the paper screening and interview questions.

Individuals selected for employment must engage in the established onboarding procedures and demonstrate compliance with California Laws before starting work, including background checks, tuberculosis risk assessment, and employment eligibility. (IIIA1-17, IIIA1-18, IIIA1-19, IIIA1-20)

Human Resources has implemented safeguards in each phase of the hiring process to ensure fair, equitable, and consistent practices. In addition to those outlined above, the following steps also take place:

- Before participating on a search committee, members must attend a search committee orientation offered by Human Resources that includes Equal Employment Opportunity (EEO) training on the screening and selection of applicants, as supported by the District's Equal Opportunity Plan. (IIIA1-21)
- Search Committee Chairs must complete the "Security Agreement re. Job Application Process," certifying their agreement for maintaining complete confidentiality and security of all applicant files. (IIIA1-22)
- Search committee members must also complete the "Screening/Interviewing Committee Members' Agreement" prior to preliminary screening of applicant files. (IIIA1-23)

Analysis and Evaluation

The College demonstrates in its established hiring processes that it has appropriate hiring criteria and safeguards to ensure that it consistently follows hiring procedures. Job announcements/ descriptions clearly delineate required qualifications, job duties/responsibilities that match specific programmatic needs, and authority. Job announcements/descriptions also relate to the College's mission. Human Resources uses recognized recruitment advertising media sources to recruit qualified and diverse applicants. The College establishes and administers processes for verifying applicants and newly hired personnel consistently and fairly.

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

The College consistently verifies that faculty selected for hire are adequately and appropriately knowledgeable of their subject matter. Faculty job announcements/descriptions list the minimum qualifications, required degrees, professional experience, and expertise, as well as the desirable qualifications. (IIIA2-1, IIIA2-2)

Applicants must submit a complete application packet consisting of an application, resume, letter of interest, references, and a diversity statement. Additionally, all faculty job announcements/ descriptions include the required job responsibility for faculty participation in curriculum development and student learning outcome assessment. As noted in III.A.1, applicants who do not meet the state minimum qualifications may apply for equivalency, and applicants who hold foreign degrees must have their degrees evaluated. (IIIA2-3, IIIA2-4, IIIA2-5, IIIA2-6)

Analysis and Evaluation

The College ensures that faculty meet the required state minimum qualifications, including the appropriate and applicable degree(s) and experience that demonstrate they have the appropriate knowledge of their subject matter. All faculty job announcements/descriptions include the required job responsibility for faculty participation in curriculum development and student learning outcome assessment.

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Administrator Hiring. The College seeks to hire administrators who are sympathetic and sensitive to the racial and cultural diversity in the College and are well prepared by training and temperament to respond effectively to the educational needs of all populations the College serves.

Board policy and the Administrative Hiring Procedures outline the characteristics and essential qualifications of administrators. In addition, the procedures outline the process for hiring administrators and verifying their qualifications, including those mandated by the state as minimum qualifications. (IIIA3-1, IIIA3-2, IIIA3-3)

When the College needs to hire administrators (whether for a new position or to replace an existing position), the request advances to the Chancellor or supervising vice chancellor with full justification. The Chancellor has full authority to determine the final status of the position as noted in Board Policy 2.01. (See also Standard IIIA1 for a description of how Human Resources verifies that all applicants meet state minimum qualifications and have the required professional experience.) (IIIA3-4)

Classified Employees. As noted in III.A.1, the College is a participating member of the City and County of San Francisco's Civil Service Commission for the employment of classified employees. The City and County's Department of Human Resources (DHR) classifies all classified positions according to the

position's duties and responsibilities. DHR identifies the minimum qualifications and the knowledge, skills, and abilities required to perform the functions and duties of the positions. For positions specific to the College, CCSF's Human Resources staff develop the class specifications and submit them to DHR for review, approval, and establishment. Exempt employees serve at the pleasure of the appointing officer and are exempt from the Civil Services process per the City and County of San Francisco charter.

Human Resources verifies classified position applicant materials for completeness and to confirm minimum qualification(s) and the required professional experience are met. The Classified Employee Departmental Hiring Procedures outline the established processes for the applicant screening, interviewing, and hiring. (IIIA3-5)

While the minimum qualifications for administrative and classified employees are set as described above, CCSF adds its own desirable qualifications for the purpose of hiring the most qualified individuals who can support and provide programs and services to reflect the College's mission and goals. (IIIA3-6, IIIA3-7)

Analysis and Evaluation

The College aims to hire the most qualified individuals who can effectively lead, support, and sustain the academic services of the institution. College processes help determine if administrators and classified employees responsible for educational programs and services possess the qualifications necessary to perform the duties required to sustain institutional effectiveness and academic quality.

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

Human Resources verifies that all required degrees held by faculty, administrators, and classified employees (if applicable) are from accredited institutions and that those from non-U.S. institutions have been granted equivalency from a professionally recognized foreign degree evaluation service. CCSF has full authority and responsibility for establishing the granting of equivalency as outlined in its established hiring procedures. (IIIA4-1, IIIA4-2, IIIA4-3, IIIA4-4, IIIA4-5, IIIA4-6)

Analysis and Evaluation

Transcript verification is part of the screening/hiring process to ensure candidates meet the established minimum qualifications of the position and for faculty to determine initial salary placement. Human Resources maintains transcripts of current employees and equivalency reviews in employee personnel files.

5. 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 the effectiveness of personnel and encourage improvement. The actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

The College's performance evaluation procedures for faculty, classified employees, and administrators

assess individuals' job performance of duties and responsibilities, identify strengths, and define areas for improvement. Established processes include timelines and authority and outline follow-up evaluation procedures when evaluation results identify areas for improvement. For classified employees, Human Resources implemented an electronic system for performance evaluation in 2020 to improve the process. (IIIA5-1, IIIA5-2, IIIA5-3, IIIA5-4, IIIA5-5, IIIA5-6, IIIA5-7 [Visiting Team: please see Standard III.A. evidence folder for IIIA5-7])

The Office of Instruction manages the faculty evaluation process following the Faculty Evaluation and Tenure Review Guidebook. (IIIA5-8, IIIA5-9, IIIA5-10 [Visiting Team: please see Standard III.A. evidence folder for IIIA5-10])

Department chair evaluations assess their performance of duties and responsibilities in accordance with the Department Chair Council collective bargaining agreement. (IIIA5-11)

During the COVID-19 pandemic shelter in place, the College delivered instruction and student services remotely. Consequently, District leadership, in consultation with Union leaders, determined that the established employee evaluation procedures would be temporarily taken off cycle and/or modified. For classified employees, the College evaluated only those on probationary status. Administrators conducted a self-evaluation that they shared with their supervisors only. (IIIA5-12, IIIA5-13, IIIA5-14)

Analysis and Evaluation

The College has a board policy on evaluating each employee group that includes timelines and authority. The established procedures and forms include a section for "opportunities for encouraging improvement." When evaluations identify areas for improvement, the College takes timely action, documents that action, and maintains records of follow-up evaluations.

[Skipped Standard III.A.6 per instructions.]

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

As of Fall 2022, the College employs a total of 425 full-time faculty. (IIIA7-1)

The California Community Colleges Chancellor's Office requires that colleges maintain a minimum number of full-time faculty (the Full-Time Faculty Obligation Number, or FON) based on the number of students each college serves. CCSF exceeds this number, despite having enacted faculty layoffs during 2021-22. (IIIA7-2)

In addition to full-time faculty, the College employs part-time faculty as needed based on the schedule of classes and other services. (IIIA7-3)

The College's Faculty Position Allocation Committee (FPAC) meets annually to review requests for full-time faculty positions and makes recommendations to the Chancellor, taking into consideration program need and the College's mission. Board policy delegates authority to the Chancellor for all faculty hiring, from determining the number of positions and making final hiring decisions. In recent years, full-time faculty hiring has been largely limited to replacing positions for certain programs that have programmatic accreditation requirements that speak to faculty staffing needs. (IIIA7-4, IIIA7-5)

Analysis and Evaluation

The College has a sufficient number of qualified faculty (full- and part-time) to deliver its educational programs and services. As noted in Standards II.A. and II.B., the College is monitoring the effects of the faculty layoffs to ensure that it does not inadvertently discontinue programs or negatively impact students' access to services.

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

The College's hiring and employment policies and practices apply to part-time faculty, and the College gives due consideration to part-time faculty when developing policies and/or processes.

The employment of part-time faculty is contingent on possession of the same applicable minimum qualifications as full-time faculty (State Minimum Qualifications for Faculty and Administrators in California Community Colleges), and the AFT 2121 collective bargaining agreement covers part-time faculty compensation, reemployment preference, benefits, and leaves. (IIIA8-1, IIIA8-2, IIIA8-3, IIIA8-4, IIIA8-5)

The College has employment policies and practices that provide for the orientation/onboarding, oversight, evaluation, and professional development of part-time faculty. (IIIA8-6, IIIA8-7)

Part-time faculty are invited and encouraged to attend Professional Flex Development activities. Part-time faculty attendance at Flex Day events is mandatory for those who are regularly scheduled to work on those days and times, otherwise attendance is voluntary. Part-time faculty may also serve as workshop presenters. (IIIA8-8)

The College provides opportunities for integration of part-time and adjunct faculty into the life of the institution as demonstrated:

- Part-time faculty may serve on hiring search committees that are screening for part-time faculty positions. (IIIA8-9)
- The Academic Senate grants part-time faculty members voting privileges for Academic Senate elections. Additionally, part-time faculty members have served on the Academic Senate's Executive Council, have served as state-wide liaisons, and have had an active role in faculty leadership. (IIIA8-10)

Analysis and Evaluation

The College has employment policies and practices that provide for the orientation/onboarding, oversight, evaluation, and professional development of part-time faculty, opportunities for integration into the life of the institution and its student populations, and engagement in key academic processes.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

As of Fall 2022, the College employs 527 classified staff members (442 full time and 85 part time). The majority of classified employees are affiliated with the City and County of San Francisco Civil Service System as noted previously in Standards III.A.1 and III.A.2 and fulfill the minimum requirements of their individual classifications. (IIIA9-1)

Although the current number of classified employees represents a reduction in overall staffing levels from prior years due to natural attrition and layoffs during 2021-22, the College has backfilled positions where crucial need is demonstrated. Additionally, the College has created new classified positions in areas of emerging need, typically using categorical funding.

Departments request new classified positions through the program review process. When positions become vacant, the supervisor assesses whether a replacement is warranted and obtains permission to proceed from the senior administrator in their area. In addition, the Vacancy Review Group (VRG), which includes representatives of SEIU, reviews new and replacement position requests and makes recommendations to the Chancellor or their designee. (IIIA9-2, IIIA9-3, IIIA9-4)

Analysis and Evaluation

On balance, the College has a sufficient number of staff to support its operations. As the College adapts to post-pandemic operations, it is monitoring staffing needs to ensure appropriate coverage in all areas (see, for example, Standard III.B).

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

The College's organizational structure comprises five main areas: the Chancellor's Office, Academic and Institutional Affairs, Finance and Administration, Human Resources, and Student Affairs. Collectively, those areas include 43 administrator positions in addition to the Chancellor. (IIIA10-1, IIIA10-2)

Administrators must possess the state minimum qualifications as noted in III.A.3 as well as additional qualifications based on the specific roles and responsibilities as outlined in their job announcements/descriptions. (IIIA10-3)

The College has undergone administrative restructuring during recent times of transition, returning to a traditional organizational structure under the current Chancellor. The current number of administrators reflects the elimination or repurposing of several positions as of July 1, 2022. When vacancies occur, the Chancellor determines whether the position is still needed based on the recommendation of the supervising manager, and the College recruits accordingly. (IIIA10-4, IIIA10-5, IIIA10-6, IIIA10-7)

Analysis and Evaluation

The College has a sufficient number of qualified administrators to provide leadership in carrying out the College's mission. Policies and practices guide the appropriate number, qualifications, and organization of administrators.

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The College has established and adheres to written board policies and administrative procedures for personnel, in accordance with the Education Code and applicable state and federal laws, that are fair and publicly available online. (IIIA11-1, IIIA11-2)

Employee Handbooks and collective bargaining agreements may reference these policies and administrative procedures where relevant and specify additional procedures. (IIIA11-3, IIIA11-4, IIIA11-5, IIIA11-6, IIIA11-7, IIIA11-8, IIIA11-9)

Employees receive copies of their respective employee handbook during their new hire onboarding appointment and receive updates via email. Employee handbooks are also available on the College's Human Resources Web page. (IIIA11-10)

To ensure consistent and equitable administration of its policies and procedures, the College:

- Responds to complaints first informally, and, if unresolved, uses the formal grievance process. The administration and labor groups regularly meet to discuss grievances.
- Provides orientation for all new employees to inform them of policies and procedures, how to locate information about policies and procedures, and how to access assistance regarding policies and procedures.
- Disseminates information about policies and procedures via college-wide communications, provided in writing to affected individuals via U.S. Postal Service mailings, and through divisional staff meetings held by the respective vice chancellor.
- Requires administrators and managers to complete training as required by law.

Analysis and Evaluation

The College has written policies and procedures for personnel that are available online. The College consistently and equitably administers its personnel policies and procedures.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The College has a standing commitment to equity and diversity in its policies, practices, and services. The mechanisms below promote understanding of equity and diversity at the College.

Policies and Procedures. A number of board policies and administrative procedures promote equal employment opportunities and a safe, professional, inclusive, and productive education and employment environment. (IIIA12-1, IIIA12-2, IIIA12-3, IIIA12-4, IIIA12-5, IIIA12-6, IIIA12-7, IIIA12-8, IIIA12-9, IIIA12-10)

Equal Employment Opportunity Plan. The College's Equal Employment Opportunity (EEO) Plan reflects the College's commitment to equal employment opportunity and its immediate focus is equal employment in recruitment and hiring policies and practices. The Title 5/EEO/ADA Compliance Officer implements and monitors the EEO Plan and assures compliance with the requirements of Title 5, sections 53000 et seq. This includes receiving, investigating, and responding to complaints alleging violations of the EEO Regulations. (IIIA12-11)

Participatory Governance. The Diversity, Equity, Inclusion, and Belonging Committee is a standing committee of participatory governance that promotes and cultivates College diversity initiatives in alignment with CCSF's mission, college priorities, and college-wide plans. The committee designs and hosts workshops and events, bringing to the forefront issues that confront students and employees. Subjects include disability discrimination, gender bias, homophobia, racism, and implicit bias. (IIIA12-12, IIIA12-13)

Professional Development. As part of CCSF's commitment to an inclusive and nondiscriminatory workplace, faculty are expected to participate in professional development in diversity education workshops and activities covering subjects such as disabilities discrimination, gender bias, homophobia, and racism. In addition to workshops during Flex days (see Standard III.A.14), various entities provide opportunities for professional growth related to diversity, equity, inclusion, belonging, and anti-racism. These entities include the Diversity, Equity, Inclusion, and Belonging Committee, as noted above, and the Office of Student Equity, which supports and promotes employee participation in a variety of opportunities, including various speaker series and more intensive professional development such as the CORA Teaching Men of Color and Equity and Education Certificate Training Program. (IIIA12-14, IIIA12-15)

Hiring. Human Resources incorporates equity and diversity into many aspects of the hiring process. For example, applicants for faculty and administrative positions must submit a diversity statement that screening committees score using a standard rubric that the Diversity, Equity, Inclusion, and Belonging Committee developed. Search committees must also include an interview question regarding the applicant's understanding of diversity, equity, inclusion, accessibility, and anti-racism as it relates to the specific position for which they are applying. (IIIA12-16)

In addition, the composition of all search committees must be diverse as specified in established hiring procedures, and search committee members participate in mandatory training prior to serving on a screening/hiring committee (minimally every two years). Human Resources collaborates with the Title 5/EEO/ADA Compliance officer to deliver this training. Training includes a review of the College's policies on nondiscrimination, recruitment and hiring; elimination of bias; principles of diversity and cultural proficiency; the value of a diverse workforce; and recognizing bias. The Title 5/EEO/ADA Compliance Officer also attends and/or trains EEO monitors who observe search committee meetings and candidate interviews to ensure compliance. (IIIA12-17, IIIA12-18, IIIA12-19, IIIA12-20)

The Human Resources Department regularly prepares an Employee and Hiring Data Report that it presents to the Board of Trustees. The March 2021 Diversity Hiring Report compares student race/ethnicity with faculty race/ethnicity covering an approximate 30-year span. This data indicated that the College has made little progress in hiring diverse faculty. To address this, the Academic Senate and Human Resources have been working together since Fall 2022 to update and center diversity, equity, inclusion, and anti-racism into both faculty and administrative job postings. Further advancing the College's collective commitment to diversify faculty hiring, the Academic Senate, Human Resources, and

the Department Chair Council, with support of the Chancellor through collegial consultation, are in the process of collaboratively updating the Faculty Hiring Document to reflect the College's current policies, practices, and procedures that prioritize diverse, equitable, inclusive, and anti-racist hiring practices. (IIIA12-21)

Analysis and Evaluation

The College has policies and procedures that support diversity and equity along with a variety of other mechanisms. The most recent Hiring Data Report indicates that the College needs to continue focusing on improving hiring practices to promote diversity among faculty and to build a culture that retains employees of color.

13. The institution upholds a written code of professional ethics for all its personnel, including consequences for violation.

Evidence of Meeting the Standard

Board Policy 1.18 (Institutional Code of Ethics) sets forth expectations of ethical behavior for College employees. (IIIA13-1)

Employee collective bargaining agreements support the board policy with principles related to professional ethics, as well as outlining the cause for discipline and consequences for violating this policy. (IIIA13-2, IIIA13-3, IIIA13-4, IIIA13-5, IIIA13-6)

Analysis and Evaluation

The College has an approved ethics policy that stresses the expectation of ethical behavior by employees and outlines employee responsibilities.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College's Professional Development Plan aligns with the College's mission, establishes guiding principles, and maps out the variety of professional development opportunities available at the College, with a particular focus on Flex day planning. (IIIA14-1, IIIA14-2)

The Professional Development Committee (PDC) created the plan after conducting a needs assessment by reviewing Flex day survey responses (2018, 2019, and January 2020); determines the annual themes for Flex days; solicits, reviews, and accepts Flex Day workshop proposals (there are four Flex days per year); and assists with Flex day implementation. (IIIA14-3, IIIA14-4, IIIA14-5)

College employees can access information about professional development opportunities through the Professional Development Web page. (IIIA14-6)

The PDC evaluates each Flex day by surveying participants and reflecting on the results. In addition, the PDC conducts a regular reflection on the Professional Development Plan, identifying what is working well and areas for improvement, to guide the planning process for upcoming professional development activities and workshops. (IIIA14-7, IIIA14-8)

See also reference to professional development in Standard III.A.12.

Analysis and Evaluation

The College offers professional development programs consistent with its mission and has a standing Professional Development Committee that is responsible for updating the College's Professional Development Plan. The 2020-2023 Professional Development Plan speaks directly to achieving Education Master Plan goals. The PDC engages in evaluating professional development activities to identify the professional development needs of its faculty and other personnel and areas for improvement.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with the law.

Evidence of Meeting the Standard

The College keeps one official personnel file per employee in a secured and locked area in the Human Resources Department to maintain security and confidentiality of personnel records. Employee handbooks clearly state the procedures for an individual to access their own personnel file. (IIIA15-1, IIIA15-2)

Analysis and Evaluation

Each employee has one official personnel file, which Human Resources maintains in a secured and locked area. Employee handbooks outline the procedures for employees requesting access to their personnel file in accordance with law.

Conclusions on Standard III.A: Human Resources

The College employs qualified staff, faculty, and administrators who ensure the integrity and quality of its programs and services. Policies and procedures provide guidance for hiring, orientation, oversight, evaluation, and professional development of all College employees, including those who are part time. The College clearly communicates, makes available, and consistently administers its personnel policies and procedures. In addition, the College regularly assesses its record in employment equity and diversity and is taking action to address gaps. Board policy and collective bargaining agreements codify the College's code of ethics for all personnel, including consequences for violation. Finally, the College maintains the confidentiality and security of personnel files.

Improvement Plan(s)

There are no improvement plans at this time.

Evidence List

IIIA1-1 BP 3.04 Policy Governing the Employment of Academic and Classified Administrators

IIIA1-2 AP 3.04 Policy Governing the Employment of Academic and Classified Administrators

IIIA1-3 Administrative Hiring Procedures

IIIA1-4 Supplemental Application for Administrative Equivalency

IIIA1-5 BP 3.05 - Hiring Criteria for Faculty

IIIA1-6 BP 3.07 - Basis for Employment

IIIA1-7 Faculty Hiring Procedures

IIIA1-8 Equivalency for Minimum Qualifications

IIIA1-9 Handbook for Screening/Interviewing Committees

IIIA1-10 Classified Employee Departmental Hiring Procedures

IIIA1-11 Sample Administrative Job Announcements

IIIA1-12 Sample Faculty Job Announcements

IIIA1-13 Sample Classified Employee Job Announcements

IIIA1-14 District Advertisement Job Boards

IIIA1-15 Minimum Qualifications for Faculty and Administrators in California Community Colleges

IIIA1-16 List of Foreign Degree Evaluation Providers

IIIA1-17 California Education Code Section 87013 (public.law)

IIIA1-18 California Education Code Section 87405 (public.law)

IIIA1-19 California School Employee Tuberculosis (TB) Risk Assessment Questionnaire for pre-K, K-12 schools and community college employees, volunteers and contractors) (ccsf.edu)

IIIA1-20 USCIS Form I-9

IIIA1-21 CCSF Equal Employment Opportunity Plan

IIIA1-22 Security Agreement re. Job Application Process

IIIA1-23 Screening/Interviewing Committee Members' Agreement

IIIA2-1 Minimum Qualifications for Faculty and Administrators in California Community Colleges (see IIIA1-15)

IIIA2-2 Faculty Hiring Procedures (see IIIA1-7)

IIIA2-3 Sample Faculty Job Announcements (see IIIA1-12)

IIIA2-4 Equivalency for Minimum Qualifications (see IIIA1-8)

IIIA2-5 Handbook for Screening/Interviewing Committees (see IIIA1-9)

IIIA2-6 List of Foreign Degree Evaluation Providers (see IIIA1-16)

IIIA3-1 BP 3.04 Policy Governing the Employment of Academic and Classified Administrators (see IIIA1-1)

IIIA3-2 AP 3.04 Policy Governing the Employment of Academic and Classified Administrators (see IIIA1-2)

IIIA3-3 Administrative Hiring Procedures (see IIIA1-3)

IIIA3-4 BP 2.01 - Assignment of Authority in the San Francisco Community College District

IIIA3-5 Classified Employee Department Hiring Procedures (see IIIA1-10)

IIIA3-6 Sample Administrative Job Announcements (see IIIA1-11)

IIIA3-7 Sample Classified Employee Job Announcements (see IIIA1-13)

IIIA4-1 Administrative Hiring Procedures (see IIIA1-3)

IIIA4-2 Supplemental Application for Administrative Equivalency (see IIIA1-4)

IIIA4-3 Faculty Hiring Procedures (see IIIA1-7)

IIIA4-4 Equivalency for Minimum Qualifications (see IIIA1-8)

IIIA4-5 Handbook for Screening/Interviewing Committees (see IIIA1-9)

IIIA4-6 Classified Employee Departmental Hiring Procedures (see IIIA1-10)

IIIA5-1 BP 3.18 - Evaluation of Academic and Classified Administrators

IIIA5-2 AP 3.18 - Evaluation of Academic and Classified Administrators

IIIA5-3 Administrative Performance Evaluation Form

IIIA5-4 Classified Performance Evaluation Form

IIIA5-5 Classified Employee Evaluation Review Cycle

IIIA5-6 Classified Employee Handbook - Section 4.3

IIIA5-7 List of Classified employees evaluated in years 2020 and 2021 (names & other identifying information is redacted) **[this has only been supplied to the Visiting Team;** Visiting Team: please see Standard III.A. evidence folder]

IIIA5-8 Faculty Evaluation Web Page

IIIA5-9 Faculty Evaluation and Tenure Review Guidebook

IIIA5-10 List of Faculty evaluated in years 2020 and 2021 (names & other identifying information is redacted) **[this has only been supplied to the Visiting Team;** Visiting Team: please see Standard III.A. evidence folder]

IIIA5-11 DCC/SFCCD CBA Article 10 (Evaluation) and Appendices B and C

IIIA5-12 Administrator Evaluation Procedures During COVID

IIIA5-13 Fall 2020 Memo re. Faculty Evaluations

IIIA5-14 SFCCD_AFT COVID Impacts Bargaining Evaluations 102820

IIIA7-1 List of FT Faculty (Fall 2022)

IIIA7-2 CCCCO Fall 2022 Compliance FON

IIIA7-3 List of PT Faculty with Fall 2022 Assignments

IIIA7-4 BP 1.02 Powers and Duties of the Board

IIIA7-5 Chancellor Memo on Faculty Hiring Considerations

IIIA8-1 SFCCD/AFT 2121 CBA Article 20.5 Compensation/Salaries, Part-Time Temporary Faculty, Full-Time Faculty Overload, and Day-to-Day Substitute Pay Rates

IIIA8-2 SFCCD/AFT 2121 CBA Article 20.7, Part-Time Office Hours

IIIA8-3 SFCCD/AFT 2121 CBA Article 13-1 Part-Time Reemployment Preference

IIIA8-4 SFCCD/AFT 2121 CBA Article 21.B Benefits – Part-Time Employees Medical and Dental/Orthodontia

IIIA8-5 SFCCD/AFT 2121 CBA Article 17 – Leaves of the SFCCD/AFT 2121 CBA

IIIA8-6 CCSF HR Onboarding Web Page

IIIA8-7 Faculty Evaluation and Tenure Review Guidebook, Section 3-6, Evaluating Part-Time Faculty

IIIA8-8 Professional Development Flex Program Guide

IIIA8-9 Faculty Hiring Procedures, 1991 (See Section III.A.2. Search Committee) (see IIIA1-7)

IIIA8-10 Academic Senate Web Page

IIIA9-1 List of Classified Staff

IIIA9-2 Program Review Web Page – Guidance for Resource Requests

IIIA9-3 Fall 2021 Program Review Requests for Classified Staff

IIIA9-4 SEIU Contract Description of VRG

IIIA10-1 CCSF Administration Web Page

IIIA10-2 Organizational Charts

IIIA10-3 Sample Administrative Job Announcements (see IIIA1-11)

IIIA10-4 Board Policy 2.01 - Assignment of Authority in the San Francisco Community College District (see IIIA3-4)

IIIA10-5 Board Policy 2.02 - Organizational Structure

IIIA10-6 Sample Replacement Position Request - Senior Director of Grants and Resource Development

IIIA10-7 Sample Replacement Position Request - Director of Apprenticeships and Instructional Services Agreement

IIIA11-1 CCSF Policies and Administrative Procedures Web Page

IIIA11-2 Policies and Procedures Related to Personnel

IIIA11-3 Faculty Handbook

IIIA11-4 Classified Handbook

IIIA11-5 Collective Bargaining Agreement - AFT 2121

IIIA11-6 Collective Bargaining Agreement - SEIU

IIIA11-7 Collective Bargaining Agreement - DCC

IIIA11-8 Collective Bargaining Agreement - SFBCTCU

IIIA11-9 Collective Bargaining Agreement - Local 39

IIIA11-10 Human Resources Employee Handbook Web Page

IIIA12-1 BP 2.30 - Unlawful Discrimination

IIIA12-2 AP 2.30 - Unlawful Discrimination

IIIA12-3 BP 2.31 - Harassment

IIIA12-4 AP 2.31 - Harassment

IIIA12-5 BP 2.32 - Sexual Assault And Other Assaults

IIIA12-6 AP 2.32 - Sexual Assault And Other Assaults

IIIA12-7 BP 2.34 - Gender Diversity and Inclusion

IIIA12-8 AP 2.34 - Gender Diversity and Inclusion

IIIA12-9 BP 3.02 - Equal Employment Opportunity and Diversity

IIIA12-10 AP 3.02 - Equal Employment Opportunity and Diversity

IIIA12-11 CCSF Equal Employment Opportunity Plan (see IIIA1-21)

IIIA12-12 Diversity, Equity, Inclusion and Belonging Committee Description and Purpose

IIIA12-13 Diversity, Equity, Inclusion, and Belonging Committee Goals 2021-2022

IIIA12-14 Professional Development Flex Program Guide (see IIIA8-8)

IIIA12-15 Equity Times Issue 27 May 2022

IIIA12-16 Diversity Statement Scoring Rubric

IIIA12-17 Faculty Hiring Procedures (see IIIA1-7)

IIIA12-18 Administrative Hiring Procedures (see IIIA1-3)

IIIA12-19 Classified Employee Department Hiring Procedures (see IIIA1-10)

IIIA12-20 CCSF Equal Employment Opportunity Plan Component 8

IIIA12-21 Hiring Data Report 2021

IIIA13-1 Board Policy 1.18 - Institutional Code of Ethics (see IC8-1)

IIIA13-2 AFT 2121_SFCCD CBA Article 10 Faculty Discipline

IIIA13-3 AFT 2121_SFCCD CBA Article 8-B Faculty Responsibilities

IIIA13-4 CBA - SFCCD_SFBCTCUs 070119-063022_Article I-D Discipline

IIIA13-5 Local_39_CBA_SFCCD_Article VI Discipline

IIIA13-6 SEIU_SFCCD CBA Article 9 Discipline

IIIA14-1 CCSF Professional Development Plan 2020-2023 Year 2

IIIA14-2 Flex Days Archive

IIIA14-3 Professional Development Committee Description and Purpose

IIIA14-4 Professional Development Committee Roster and Meeting Dates

IIIA14-5 Sample Professional Development Committee Meeting Notes 9/16/21

IIIA14-6 Professional Development Web Page

IIIA14-7 Professional Development Evaluation Responses as of 1/11/22

IIIA14-8 PDC Reflections on PD Plan 2020-2023 as of 2/9/21

IIIA15-1 Classified Handbook - Section on Personnel File Review

IIIA15-2 Faculty Handbook - Section on Personnel Review

B. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

Under the purview of the Office of Facilities and Capital Planning, Buildings and Grounds staff ensure that existing facilities are safe and accessible by two primary means: (1) walkthroughs; and (2) requests from individuals via an online reporting system (SchoolDude) to report maintenance and custodial conditions in need of attention. (IIIB1-1, IIIB1-2)

SchoolDude reports allow Buildings and Grounds staff to plan and track repairs and maintenance (and is transitioning to ONUMA, a system that better meets the needs of the College to manage maintenance needs more effectively and efficiently; see also Analysis and Evaluation). To fulfill SchoolDude requests, the College employs a variety of trade specialists including a carpenter, painters, a locksmith, electricians, landscapers, and building engineers to perform routine maintenance and required repairs or equipment updates. The College solicits the assistance of several specialized service providers to assist with repairs beyond the scope of work of regular College staff. A team of full- and part-time custodial staff ensure a clean and sanitary environment for students and employees. (IIIB1-3, IIIB1-4, IIIB1-5)

During the COVID-19 pandemic, the College implemented a number of facilities-related safety measures with Higher Education Emergency Relief Fund (HEERF) funding, including the installation of plexiglass barriers, spacing of desks and other furniture, improving building air filtration, and distributing portable air purifiers for individuals with health needs, along with other safety measures per the San Francisco Department of Public Health requirements. (IIIB1-6, IIIB1-7, IIIB1-8)

In addition, the San Francisco Community College District Police Department (SFCCDPD) assures the safety of employees and students at all locations where it offers courses, programs, and learning support services, which includes patrolling campus areas and providing safety information, among other services. (IIIB1-9, IIIB1-10, IIIB1-11, IIIB1-12)

To ensure sufficiency of physical resources, departments submit requests for upgrades through the program review process. (IIIB1-13, IIIB1-14, IIIB1-15)

On a larger scale, the College's Facilities Master Plan (FMP) serves as the guiding document for enhancing the College's existing facilities and constructing new facilities as needed. The FMP promotes access, safety, security, and sufficiency of the College's physical resources. The FMP also supports achievement of the College's Education Master Plan goals which include attention to modernizing facilities and ensuring safety (see especially Goal VII). Bond funding supports much of this work. (IIIB1-16, IIIB1-17, IIIB1-18, IIIB1-19, IIIB1-20)

The Office of Facilities and Capital planning oversees the implementation of the FMP through a 5-Year Capital Outlay Plan that it updates and submits annually to the state. This plan details the current status including changes and additions of the College's physical facilities and plans for capital improvements in

line with the FMP. The College also submits a deferred maintenance plan to the state. (IIIB1-21, IIIB1-22, IIIB1-23)

When carrying out construction and renovation projects, the Office of Facilities and Capital Planning works with outside contractors who follow established College procedures and design standards that promote access, safety, security, and sufficiency. (IIIB1-24)

The College's Facilities Committee, a standing committee of the Participatory Governance Council (PGC), supports facilities planning by discussing, reviewing, and voting on recommendations to the PGC regarding facilities projects that incorporate access, safety, security, and sufficiency. Similarly, the Board of Trustees' Facilities Master Planning and Oversight Committee also reviews and provides input as appropriate before the full Board receives action items. (IIIB1-25, IIIB1-26, IIIB1-27)

Analysis and Evaluation

Through staffing, contracts, college-wide plans, and participatory governance, the College assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. The College strives to construct and maintain facilities to assure access, safety, security, and a healthful learning and working environment.

Buildings and Grounds is transitioning away from SchoolDude toward a system that includes preventative maintenance functions (e.g., inspections, checklists, reminders about filter replacements, fire extinguishers, etc.). This new system should be in place by Spring 2023 and will promote a more proactive approach to facilities management, which is critical given the numerous requests for maintenance as evidenced by the sample SchoolDude report. In addition, the College will be either demolishing and rebuilding or significantly renovating a number of facilities within the next six years in line with the Facilities Master Plan and Bond projects.

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The Facilities Master Plan is grounded in the College mission and engaged all stakeholders in the development process. The Office of Facilities and Capital Planning is responsible for implementing the FMP with guidance and input through participatory governance, in particular from the PGC Facilities Committee. Per its purpose statement, the PGC Facilities Committee "Assess[es] and make[s] recommendations concerning relevant facilities requests with particular attention to the impact of proposed projects on (a) conditions for learning, teaching and working and (b) the over-arching goal of rebuilding college enrollment." (IIIB2-1, IIIB2-2, IIIB2-3, IIIB2-4)

A Board of Trustees Facilities Master Planning and Oversight Committee also helps guide this work. (IIIB2-5)

Program review resource requests and meetings with building users inform building and equipment upgrades or replacements. With regard to program review, the College has been improving the guidance regarding how to distinguish program review resource requests for facilities improvements from basic maintenance needs that individuals should submit via SchoolDude. (IIIB2-6, IIIB2-7, IIIB2-8, IIIB2-9, IIIB2-10)

Collectively, these mechanisms are intended to ensure that the College effectively utilizes its physical resources and ensure the continuing quality of those resources through upgrades and/or replacements.

The Office of Facilities and Capital Planning also works in partnership with Academic and Institutional Affairs and Student Affairs to ensure that existing facilities, planned improvements, or new construction meet the College's academic and support program needs and will be effective, efficient, and appealing to students, faculty, and staff. This was particularly true during the development of the FMP. (IIIB2-11)

In addition, Buildings and Grounds has developed and is strategizing action on a new five-year Deferred Maintenance Plan to address previous maintenance shortfalls. (IIIB2-12)

The College has committed $2.5 million in unrestricted general fund ongoing funding in the 2022-23 Board approved Adopted Budget for scheduled maintenance and repairs. (IIIB2-13)

Analysis and Evaluation

The College acquires, builds, maintains, and upgrades its physical resources, including facilities, equipment, land, and other assets, in a manner that considers effective utilization and the continuing quality necessary to support its programs and services and achieve its mission. The College is committed to funding annual scheduled maintenance and repairs through ongoing earmarked monies within the unrestricted general fund each year.

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

The development of the Facilities Master Plan included an analysis of existing conditions. In addition, when carrying out any facilities projects, the College works with specialized consultants including architects, general contractors, and industrial and environmental specialists to evaluate building facilities and grounds to ensure a course of action to effectively and safely maintain, upgrade, plan, and construct new facilities for the College. This includes analyzing existing space utilization using Fusion Data along with the Education Master Plan to make decisions about the design of the building. (IIIB3-1, IIIB3-2, IIIB3-3, IIIB3-4)

Analysis and Evaluation

The College plans and evaluates its physical resources on a regular basis, taking utilization and other relevant data into account.

Generally, the College footprint for class offerings is larger than current need and usage. With limited custodial and police staffing, the College is working toward consolidating space usage at any given time to ensure that custodial and police staffing is sufficient.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The College's Facilities Master Plan is a long-range (ten-year) plan that supports institutional improvement goals aimed at fulfilling the College's mission. The FMP serves as the implementation plan

for one of the goals within the College's Education Master Plan ("Maintain, improve and build facilities"). (IIIB4-1, IIIB4-2)

A manual entitled, *Total Cost of Ownership - Facilities Management Standard Volume 1,* guides the College in ensuring that capital plans reflect projections of the total cost of ownership. The FMP also addresses total cost of ownership in its goals, planning principles, and facilities condition analyses. (IIIB4-3, IIIB4-4, IIIB4-5, IIIB4-6, IIIB4-7)

Analysis and Evaluation

The College has a long-range Facilities Master Plan that supports institutional improvement goals and is grounded in the College mission. When acquiring new facilities and equipment, the College evaluates and considers the total cost of ownership.

To better promote the College's ability to account for total cost of ownership, the tentative FY 2022-23 budget contains a line item for upgrades and maintenance of facilities. The College is also utilizing the recent allocation from the California Community Colleges Chancellor's Office for deferred maintenance.

Conclusions on Standard III.B: Physical Resources

The College has systems in place to promote safety and sufficiency of its physical resources; however, it is taking action to improve those systems and its infrastructure. The Facilities Master Plan carries out one of the Education Master Plan goals and guides the College's facilities renewal and renovations. A PGC Facilities Committee provides input into implementation of the Facilities Master Plan and general guidance related to facilities, along with a Board of Trustees Facilities Master Planning and Oversight Committee. Program reviews include requests for facilities improvements that also inform facilities or equipment upgrades. Through the Facilities Master Plan and other ongoing efforts, the College regularly evaluates its physical resources, including effective utilization while also taking into consideration total cost of ownership.

Improvement Plan(s)

As noted in III.B.1, in Spring 2023, the College will implement a new system for tracking maintenance needs that includes preventative maintenance functions. In addition, over the next six years, the College will establish a "clean(er) slate" with regard to its facilities by carrying out its Facilities Master Plan and Bond projects, which involve completely rebuilding or substantially renovating a number of facilities. Finally, as noted in III.B.3, the College is consolidating its footprint for scheduling classes at any given time, which will allow for more focused maintenance. This requires balancing usage (including identifying the right room for the right instructional purpose) with maintenance availability, among a variety of other factors.

With the above improvements, the College is updating its operations plan for custodial services and developing an operations plan for engineering services. To support this work, the College is in the process of hiring key supervisory positions and will review overall staffing levels based on the outcome of the operations plans. Driving documents for the development of the operations plans are the *Total Cost of Ownership – Facilities Management Standard Volume 1,* the CCSF Handbook of Custodial Operations, and

the APPA *Operational Guidelines for Educational Facilities Maintenance.*[3] The table below shows the expected outcomes and timeline for the improvement plans.

Expected Outcomes	Timeline for Implementation
• Updated operations plan for custodial services	• Updated by Summer 2023 • Implementation as of July 1, 2023
• Operations plan for engineering services	• Drafted by end of Spring 2023 • Finalized by July 1, 2023 • Implementation as of July 1, 2023
• Custodial manager/supervisor hired	• Hired by December 2022
• Chief engineer hired	• Hired by December 2022
• Need for additional positions identified (if any, based on plans)	• Identified during Summer 2023

Evidence List

IIIB1-1 Buildings and Grounds Web Page

IIIB1-2 SchoolDude Request System

IIIB1-3 Sample SchoolDude Report

IIIB1-4 Sample List of Term Purchase Agreements with Specialized Service Providers

IIIB1-5 Custodial Operations Handbook

IIIB1-6 Sample Air Filter Orders

IIIB1-7 Oransi Portable Purifier Specs

IIIB1-8 Sample Plexiglass Order

IIIB1-9 About SFCCD Web Page

IIIB1-10 Campus Police Web Page

IIIB1-11 Crime Prevention Web Page

IIIB1-12 Emergency Procedures Web Page

IIIB1-13 Program Review Web Page (see IIIA9-2)

IIIB1-14 Comprehensive Program Review Guide (see IB5-1)

IIIB1-15 Fall 2021 List of Program Review Resource Requests for Facilities

IIIB1-16 Facilities Master Plan - 2019 (10-year plan) (see IA3-8)

IIIB1-17 Education Master Plan Description of Goal VII p. 46

IIIB1-18 CCSF Bond Projects and Funding Language Web Page

IIIB1-19 Proposition A-2020 Master Bond Project List

IIIB1-20 Proposition A-2020 Bond List Revision 1

[3] https://www1.appa.org/bookstore/product_browse.cfm?itemnumber=2257

IIIB1-21 Office of Facilities and Capital Planning Web Page

IIIB1-22 FY2023 - FY2027 Five Year Capital Outlay Plan (FY2023 - 2024)

IIIB1-23 Deferred Maintenance Plan

IIIB1-24 CCSF Design and Construction Standards Table of Contents

IIIB1-25 PGC Facilities Committee Description and Purpose

IIIB1-26 Sample PGC Facilities Committee Minutes 7/25/22

IIIB1-27 Sample BOT Facilities Master Planning and Oversight Committee Agenda/Minutes

IIIB2-1 Facilities Master Plan - 2019 (10-year plan) (see IA3-8)

IIIB2-2 PGC Facilities Committee Description and Purpose (see IIIB1-25)

IIIB2-3 Sample Facilities Committee Minutes - 11/9/20

IIIB2-4 Sample Facilities Committee Minutes - 5/23/22

IIIB2-5 Sample BOT Facilities Master Planning and Oversight Committee Agenda/Minutes

IIIB2-6 Program Review Web Page (see IIIA9-2)

IIIB2-7 Comprehensive Program Review Guide (see IB5-1)

IIIB2-8 Fall 2021 List of Program Review Resource Requests for Facilities (see IIIB1-15)

IIIB2-9 Sample STEAM Building User Meeting Minutes

IIIB2-10 Sample STEAM Building User Meeting Minutes - Chemistry

IIIB2-11 FMP Appendix 5

IIIB2-12 2021-11-02-Deferred Maintenance - Bldg Grnds Updated 11-19-21

IIIB2-13 2022-23 Adoption Budget September 15, 2022 (see ER5-2)

IIIB3-1 Facilities Master Plan - Existing Conditions

IIIB3-2 Sample RFP for Design Services

IIIB3-3 Fusion Data Space Inventory

IIIB3-4 Education Master Plan 2018-2025 (see IA2-6)

IIIB4-1 Facilities Master Plan - 2019 (10-Year Plan) (see IA3-8)

IIIB4-2 Education Master Plan Description of Goal VII (p. 46) (see IIIB1-17)

IIIB4-3 Total Cost of Ownership - Facilities Management Standard Volume 1

IIIB4-4 Facilities Master Plan - 2019 - Goals (p. 1-11)

IIIB4-5 Facilities Master Plan –2019 – Planning Principles (p. 4-3 and 4-4)

IIIB4-6 Facilities Master Plan – 2019 – Facilities Condition Analysis of Ocean Campus (pp. 2-66 to 2-70)

IIIB4-7 Facilities Master Plan – 2019 – Facilities Condition Analysis of Centers (pp. 2-82 to 2-83)

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The College's Technology Plan provides a vision for technology at CCSF through five college-wide technology goals and strategic directions appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. To achieve the five goals and strategic directions, the plan articulates key college-wide technology priorities that the College identified primarily through an assessment of technology needs and interests from across the College. As with all College plans, it is grounded in and supports the College mission and achievement of the College's Education Master Plan goals. (IIIC1-1)

City College of San Francisco's Information Technology Services (ITS) Department is primarily responsible for providing technology services that carry out the vision of the Technology Plan, particularly related to the College's management and operational functions. Their responsibilities include providing desktop services; infrastructure services; implementing a variety of IT projects; enterprise, Web, and mobile applications services; information security services; and user accounts and access permissions administration. College employees and students can access a 24-hour helpdesk for technical support. (IIIC1-2, IIIC1-3, IIIC1-4, IIIC1-5, IIIC1-6)

In addition, ITS partners with other areas of the College for implementing and maintaining technology relevant to each individual area. For example, ITS shares responsibility with the Office of Online Learning and Educational Technology (OLET) for the distance learning environment (Canvas). Similarly, ITS shares responsibility with Student Affairs for the College's degree planning system (DegreeWorks). (IIIC1-7, IIIC1-8)

In line with the College's Technology Plan, ITS ensures that college-wide equipment and software is standardized to promote easier maintenance and upgrades. The College has been issuing new, standardized laptops to all employees, beginning in 2021-22. ITS maintains inventories of all IT equipment and software. (IIIC1-9, IIIC1-10, IIIC1-11, IIIC-12, IIIC-13, IIIC1-14, IIIC1-15)

Each year, departments assess their technology needs and request funding for those needs in alignment with the Technology Plan through the program review process (departments submit Comprehensive Program Reviews every three years and Annual Plans in the intervening years). These requests focus on technology needs beyond the standard computer refresh program noted above. In addition, a line item in the College budget ensures that the College can maintain and upgrade existing technology as needed (see Standard III.D.). (IIIC1-16, IIIC1-17, IIIC1-18)

The College's Technology Committee, a participatory governance standing committee, promotes the strategic and efficient use of technology (hardware and software) to support student learning. Its responsibilities focus on ensuring the College meets Standard III.C. The Technology Committee is in the process of developing criteria and a decision flowchart for selecting technology based on accessibility, privacy, compatibility with existing systems, cost, training, sustainability, longevity, and other factors. This is a new process that the Technology Committee will implement for recommending funding of program review requests. As needed, Technology Committee workgroups carry out specific tasks related to the College's technology needs. (IIIC1-19, IIIC1-20, IIIC1-21, IIIC1-22)

ITS works closely with other areas of the College that depend on technology and with service providers (Oculus IT, Oracle, Microsoft, Google, and Ellucian to name a few) to ensure that technology services are appropriate and adequate for all areas of the College by setting directions, discussing active projects, planning future projects, and contributing to creating a technology roadmap to meet the College's goals. In addition, the College receives monthly reports from its vendors regarding the capacity and effectiveness of each vendor's technical services and also monitors IT performance indicators through various on-demand reports. (IIIC1-23, IIIC1-24)

The College has migrated its application technology services and data center facilities services into cloud computing. This ensures reliability, recovery from disaster, privacy, and security. (IIIC1-25)

Upon the College's pivot toward remote instruction and operations at the outset of the COVID-19 pandemic, the Office of Online Learning and Educational Technology (OLET) provided faculty and staff with resources enabling distance education and online resources for students, quickly and effectively adapting to changing teaching and learning conditions. The work of OLET continues to support various teaching modalities. In addition, many employees continue working remotely at least for some portion of the time, changing the way the College has used technology. Technologies such as Virtual Private Network (VPN) and Zoom support remote operations. (See also Standard II.B.)

Analysis and Evaluation

Employees and students have appropriate access to technological resources and support in using those resources. The College's Technology Plan and program review processes programmatically address technology needs to support all CCSF functions. Standardization of technology used in offices, classrooms, and labs provides employees with adequate equipment, improves support, and establishes a viable technology renewal cycle.

The College maintains an inventory of technology (hardware and software) and is in the process of obtaining asset management software.

ITS works closely with service providers to evaluate the College's technology infrastructure. The migration of application technology services and data center facilities to the cloud provides back up and protects the College against interruptions due to power outages or disaster.

During the COVID-19 pandemic, the College was able to pivot toward remote instruction and operations and continues to adapt to the College's changing technology needs.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

The College plans for its technology needs through the Technology Plan, which aligns with and supports the College's Education Master Plan. The development of the plan engaged stakeholders in identifying the College's technology needs (including both hardware and software) that informed the development of the plan's five technology goals and strategic directions. (IIIC2-1, IIIC2-2, IIIC2-3, IIIC2-4)

In addition, the Technology Committee meets regularly to assess the dynamic technology needs of faculty, staff, and students as part of the College's efforts to continuously update and replace technology solutions. This includes making recommendations regarding program review technology resource

requests as well as recommending an annual calendar of standardized technology maintenance across the College that doesn't interfere with College operations. (IIIC2-5, IIIC2-6; see also Standard III.C.1)

ITS maintains inventories of the College's current technology solutions and deploys replacements in a timely manner according to the vendors' recommendations. A recent computer refresh began during 2021-22, and ITS has been deploying new laptops for all employees with standard configurations. (IIIC2-7, IIIC2-8, IIIC2-9, IIIC2-10)

Technology available for students includes laptops/Chromebooks, WiFi hotspots, and calculators. The College uses xlibris to maintain and monitor this inventory, and students can check availability online. (IIIC2-11)

The College regularly evaluates whether the current technology resources and infrastructure are sufficient to support all College operations. Most recently, this took place through the development of the Technology Plan, and the College is planning to administer a College-wide survey during 2023. In addition, ITS monitors key performance indicators related to its infrastructure as noted in Standard III.C.1 and makes adjustments as needed based on that information. (IIIC2-12, IIIC2-13, IIIC2-14)

The College has committed $2.5 million in unrestricted general fund ongoing funding in the 2022-23 Board approved Adopted Budget for technology refresh. (IIIC2-15)

Analysis and Evaluation

The College recently updated its Technology Plan, which serves as the primary planning tool for assessing needs, identifying priorities, and connecting those needs and priorities to the Education Master Plan. In addition, the program review process provides an opportunity for departments to request technology beyond the scope of standard office equipment (computers, printers, etc.).

ITS maintains and monitors the College's computer technology.

The Technology Committee also supports the College's technology needs by recommending funding for program review requests and developing an annual calendar for standardized technology maintenance.

Regular surveys and self-assessments help inform whether the College's technology resources and infrastructure are sufficient.

The College is committed to funding annual technology refresh through ongoing earmarked monies within the unrestricted general fund each year.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

The College ensures data, voice, and wireless connectivity at all sites to support reliable access. Each College site is connected to the Internet through the Corporation for Education Network Initiatives in California (CENIC). A fiber-based Metro Area Network installed at all CCSF locations, through a partnership with the City of San Francisco Department of Technology, ensures reliable and sufficient bandwidth and equitable access for all College services. The network consists of approximately 410 Wireless Access Points (WAPs) from vendor Cisco-Meraki. All College employees, students, and guests can access the College's wireless network at all locations. (IIIC3-1, IIIC3-2)

As noted previously, the migration of the College's application technology services and data center facilities services into cloud computing ensures reliability, recovery from disaster, privacy, and security. ITS also performs technology equipment maintenance on a regular basis. (IIIC3-3, IIIC3-4)

In addition, as codified in board policy and administrative procedures, the College has taken the following steps to ensure security:

- Adopted the California Community Colleges Information Security Standard. (IIIC3-5, IIIC3-6, IIIC3-7)
- Upgraded on-premises Next Generation (NG) Palo Alto Networks (PAN) firewalls and installed NG PAN firewall in Oracle Cloud Infrastructure (OCI). Next Generation firewalls include three subscription services: Threat Prevention, URL Filtering, and WildFire. Threat Prevention provides improved antivirus, anti-spyware, and vulnerability protection to secure the CCSF network against malicious hosts and connections to malicious domains. URL filtering feature provides the ability to not only control Web-access, but how users interact with online content based on dynamic URL categories. This feature can also be configured to prevent credential theft by controlling the sites to which users can submit their campus credentials. WildFire subscription provides frequent threats signature updates that will become automatically blocked. (IIIC3-8)
- Collaborated with City and County cybersecurity resources. The Office of the Controller operates enterprise-level systems for the City & County of San Francisco. This Interconnection Security Agreement (ISA) provides technical and security requirements for connections with any enterprise-level system the Controller operates.

  With this annual agreement, CCSF certifies that information security controls exist to protect the confidentiality, integrity, and availability of the systems and associated data. The extent of the information should be sufficient for the Controller to prudently decide whether to continue existing interconnections and approve or disapprove of proposed interconnections. (IIIC3-9)

A cybersecurity Web page provides guidance to College employees and students in safe computing practices, including how to recognize and guard against common threat types. Employees can also access cybersecurity training from this Web page. (IIIC3-10)

Analysis and Evaluation

The College implements and maintains technology resources at all locations where the College offers courses, programs, and services to assure reliable access, safety, and security. Wireless access at all College locations (main campus and Centers) is reliable and offers secure access to college resources.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

The College's Technology Plan identified a need for training all employees on the Microsoft Office suite of products, Adobe Sign, ARGOS, the Vision Resource Center (VRC), and programs like Banner and Creative Cloud. The College's Professional Development Plan integrates with and reinforces the Technology Plan by including a focus on technology training. (IIIC4-1, IIIC4-2)

Employees can participate in training through Flex day sessions and through thousands of VRC offerings. VRC training includes topics such as the following: Learning and Teaching Online, through Crisis, and Beyond; Building a Student-Centered Canvas Course; Assessment in Digital Learning; Canvas and Accessibility Toolbox; Microsoft PowerPoint Level 100; Microsoft Word Level 100; and Microsoft Forms. (IIIC4-3, IIIC4-4, IIIC4-5)

In addition, ITS and other areas of the College offer regular, ongoing training or guidance on a variety of topics related to technology. Faculty-specific training focuses on effectively using technology for instruction. (IIIC4-6, IIIC4-7, IIIC4-8, IIIC4-9, IIIC4-10, IIIC4-11)

Training for students focuses on helping them navigate technology such as the Canvas learning management system. (IIIC4-12)

As noted in Standard III.A.14, the College's Professional Development Committee evaluates each Flex Day by surveying participants and reflecting on the results to inform Flex Day offerings going forward. The Office of Online Learning and Educational Technology also regularly evaluates the training they provide. (IIIC4-13)

Analysis and Evaluation

The College provides training through online courses, tutorials, and guides to employees on the use of various technologies, including technology for general operations and for teaching and learning. Training is also available for students in using technology related to the learning environment. The College's participation in the VRC expands the availability of training modules available to employees.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The College has board policies and administrative procedures that guide the appropriate use of technology in the teaching and learning processes, including computer and network use; information security; copyright requirements; and student authentication. A Web page contains all policies and procedures, and employee handbooks reinforce many of these policies and procedures. (IIIIC5-1, IIIC5-2, IIIC5-3, IIIC5-4, IIIC5-5, IIIC5-6, IIIC5-7, IIIC5-8, IIIC5-9, IIIC5-10, IIIC5-11)

In addition, the Office of Online Learning and Educational Technology compiled recommendations for remote learning, endorsed by the Academic Senate. (IIIC5-12)

Finally, guidelines for students regarding their College email account promote proper usage and describe consequences for noncompliance. (IIIC5-13, IIIC5-14)

Analysis and Evaluation

The College has policies, procedures, recommendations, and guidelines that support the appropriate use of technology for teaching and learning processes.

Conclusions on Standard III.C: Technology Resources

The College has appropriate and adequate technology resources to support its mission, operations, programs, and services. The Technology Plan integrates with other college-wide planning efforts and utilizes program review as a core mechanism for identifying needs and allocating resources that go

beyond standard workstation upgrades. Employees and students can reliably access safe and secure technology resources at all College locations. To ensure that College employees and students can effectively use the available technology, ITS and other areas of the College provide appropriate instruction and guidance. Finally, policies and procedures guide the appropriate use of technology in teaching and learning.

Improvement Plan(s)

There are no improvement plans at this time beyond the initiatives included in the Technology Plan.

Evidence List

IIIC1-1 Technology Plan 2021-2025 (see IA3-9)

IIIC1-2 ITS Organizational Chart

IIIC1-3 ITS Web Page

IIIC1-4 CCC Collaboration Applications

IIIC1-5 WiFi Infrastructure

IIIC1-6 CCSF Help Desk

IIIC1-7 Office of Online Learning and Educational Technology Web Page

IIIC1-8 DegreeWorks Web Page

IIIC1-9 Standard Computer Configurations

IIIC1-10 Standard Printer Models

IIIC1-11 Smart Classroom Standards

IIIC1-12 Smart Classroom Status

IIIC1-13 Laptop Purchase Order

IIIC1-14 Workstation Systems Replacement Inventory

IIIC1-15 Computer Lab Hardware and Software Inventory

IIIC1-16 Program Review Web Page (see IIIA9-2)

IIIC1-17 Comprehensive Program Review – Section 3, Fiscal Planning, Support Systems, & Use of Data

IIIC1-18 Fall 2021 Program Review Technology Requests

IIIC1-19 Technology Committee Description and Purpose

IIIC1-20 Technology Committee Web Page

IIIC1-21 Sample Technology Committee Minutes 5/17/22

IIIC1-22 Technology Committee Work Groups

IIIC1-23 Sample IT Vendor Report on Capacity and Effectiveness - BlackBelt Help Desk Services

IIIC1-24 Sample On-Demand Reports - CCSF IT Infrastructure Health

IIIC1-25 Cybersecurity Risk Assessment - Annual Self Evaluation 2022-23

IIIC2-1 Technology Plan 2021-2025 (see IA3-9)

IIIC2-2 Technology Plan Survey Part 1 - Spring 2021

IIIC2-3 Technology Plan Survey Part 2 - Spring 2021

IIIC2-4 Constituent Feedback on the Technology Plan

IIIC2-5 Technology Committee Web Page (see IIIC1-20)

IIIC2-6 Fall 2021 Program Review Technology Requests (see IIIC1-18)

IIIC2-7 Sample Vendor Notification for Technology End of Life - Microsoft Windows

IIIC2-8 Workstation Systems Replacement Inventory (see IIIC1-14)

IIIC2-9 Computer Lab Hardware and Software Inventory (see IIIC1-15)

IIIC2-10 Standard Computer Configurations (see IIIC1-9)

IIIC2-11 Technology Students Can Borrow Web Page

IIIC2-12 Cybersecurity Risk Assessment - Annual Self Evaluation 2022-23 (see IIIC1-25)

IIIC2-13 Network Alert Example

IIIC2-14 Sample Actions Taken Based on Network Survey – Removal of Legacy Windows Systems

IIIC2-15 2022-23 Adoption Budget September 15, 2022 (see ER5-2)

IIIC3-1 WiFi Infrastructure (see IIIC1-5)

IIIC3-2 CCSF Metro Area Network

IIIC3-3 Cybersecurity Risk Assessment - Annual Self Evaluation 2022-23 (see IIIC1-25)

IIIC3-4 Sample Calendar of Scheduled IT Maintenance

IIIC3-5 Board Policy 8.18 - Information Security Standard

IIIC3-6 Administrative Procedures 8.18 - Information Security Standard

IIIC3-7 California Community Colleges Information Security Standard

IIIC3-8 Cybersecurity with Next Generation Palo Alto Networks Firewalls Purchase Order

IIIC3-9 Updated Interconnection Security Agreement 2021-22
IIIC3-10 Cybersecurity Web Page

IIIC4-1 Technology Plan 2021-2025 (see IA3-9)

IIIC4-2 CCSF Professional Development Plan 2020-2023 Year 2 (see IIIA14-1)

IIIC4-3 Sample Flex Day Schedule of Workshops

IIIC4-4 Sample Technology Training: Learning and Teaching Online, through Crisis, and Beyond

IIIC4-5 Sample Technology Training: Microsoft PowerPoint Level 100

IIIC4-6 CCSF Website Editing Documentation - Training

IIIC4-7 Online Teaching and Learning Training at CCSF Web Page

IIIC4-8 Canvas Training

IIIC4-9 Zoom Conferencing Guide

IIIC4-10 CurriQunet Guides

IIIC4-11 Sample Argos Guide - How to Find Course Outline Dates

IIIC4-12 Passport to Canvas (see IIB1-41)

IIIC4-13 Sample OLET Training Survey

IIIC5-1 Board Policy 7.41 - District Use of Computer and Network

IIIC5-2 Administrative Procedure 7.41 - District Use of Computer and Network

IIIC5-3 Board Policy 8.18 - Information Security Standard (see IIIC3-5)

IIIC5-4 Board Policy 8.10 - Copyright

IIIC5-5 Administrative Procedures 8.18 - Information Security Standard (see IIIC3-6)

IIIC5-6 BP 6.28 - Student Authentication (see CP-17)

IIIC5-7 AP 6.28 - Student Authentication (see CP-18)

IIIC5-8 Board Policies and Administrative Procedures Web Page (see IB7-1)

IIIC5-9 Faculty Handbook Section 2.11 - Computer Usage Policy

IIIC5-10 Classified Employee Handbook Section 8.9 - CCSF Computer, Network, and Classroom Technology Use Policy

IIIC5-11 Computer Usage Policy Web Page

IIIC5-12 Teaching Remote Classes - Recommendations

IIIC5-13 CCSF Catalog - Code of Student Conduct

IIIC5-14 Student CCSFMail Standards and Guidelines

D. Financial Resources

Planning

1. **Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

Evidence of Meeting the Standard

Through its annual budget process, the College reviews the proposed level of resources for each upcoming fiscal year and aligns its financial plan to ensure sufficient funding is available to support and sustain the array of its transfer, career, and noncredit courses, along with numerous student support programs and services. As part of this process, the College also assesses prior year expenditures to

identify necessary changes and adjustments in future budgets to improve College effectiveness and budget goals. The adoption budget presentation includes budget assumptions, changes, and guiding principles. The annual expenditure budget is balanced to projected revenues to maintain financial stability and avoid deficit spending. The College utilizes the Board-approved Multi-Year Budget and Enrollment (MYBE) Strategic Plan to ensure long-term financial stability and planning. (IIID1-1, IIID1-2, IIID1-3, IIID1-4, IIID1-5, IIID1-6)

The College also receives state and local categorical funds to make improvements in critical areas, such as closing opportunity gaps identified in the College's Student Equity Plan or by providing career and technical training through the Strong Workforce Program, among others. The College coordinates allocation of these resources through "Fan5," a workgroup that brings together administrators and faculty coordinators of these funds to review and discuss program review requests. (IIID1-7, IIID1-8)

Board policies ensure that the College handles its financial affairs with integrity and in a manner that ensures financial stability, reinforced by an annual external audit. In addition, the Board of Trustees receives monthly budget updates to monitor that expenditures are in line with the financial plan. (IIID1-9, IIID1-10, IIID1-11, IIID1-12, IIID1-13)

The College has made significant progress in aligning resources in a financially stable structure. The 2021-22 annual 311 financial statements reported unrestricted general fund salaries and benefits at 87 percent of total unrestricted general fund expenditures and transfers. Additionally, the Board-approved 2022-23 final budget allocated 86 percent of total unrestricted general fund and parcel tax expenditures to employee salaries and benefits. (IIID1-14, IIID1-15)

Analysis and Evaluation

The College's annual expenditure budget is balanced to maintain financial stability. This has been difficult, as the College is currently in "hold harmless" status[4] with the state, and given that, in the past, more than 90 percent of the College's unrestricted funds were allocated to salaries and benefits for certificated and classified personnel. To address this, the College took steps to reduce personnel in selected areas to operate more efficiently and will need to continue to assess obligations to align them with student needs and expected revenue to remain financially stable.

The institution allocates both unrestricted and restricted (grant and categorical) funds to support the maintenance and enhancement of student learning programs and student support services. The 2022-23 budget includes funding for ongoing maintenance and upgrades for facilities and IT as well as unrestricted funding for program review requests.

In the past two fiscal years, 2020-21 and 2021-22, there were no significant audit findings of improper financial activities. However, the audit did find an issue related to position control budgeting. The College took immediate steps to improve its reconciliation process for position budgeting and resolved the issue to avoid any issues or concerns of financial impropriety.

[4] When the California Community College system instituted a new "Student-Centered Funding Formula" (SCFF), colleges that would have received more funding under the prior apportionment formula were able to take advantage of a "hold harmless" provision. This provision allows colleges to adjust over time to the new SCFF-generated funding level while receiving apportionment-based funding at the level they were receiving pre-SCFF.

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

Board Policy 8.01 (Budget Preparation) specifies that the budget "shall support the District's master and educational plans" and "the District's long-term mission, goals and commitments." The associated administrative procedure reinforces these requirements, and an Annual Planning and Budget Development calendar further supports the integration of program review and planning with budgeting. Resulting annual budgets contain budget criteria and assumptions that support institutional goals as well as needs identified through program review that the College has largely supported through categorical funds until FY 2022-23 as noted in Standard III.D.1. The College has also engaged in long-range budget and enrollment planning efforts. (IIID2-1, IIID2-2, IIID2-3, IIID2-4, IIID2-5, IIID2-6, IIID2-7)

Board policies collectively ensure sound financial practices and promote financial stability in line with Education Code and California Community Colleges Chancellor's Office guidance. An annual external audit reviews the College's financial policies and processes and identifies any issues that can impact the financial stability of the College. (IIID2-8, IIID2-9, IIID2-10, IIID2-11, IIID2-12, IIID2-13)

The College's Budget Committee (a Participatory Governance Council standing committee) meets monthly to discuss the financial condition of the College. Similarly, a Board Budget and Audit Committee meets monthly as well. These meetings include reports on monthly, year-to-date, and year-end projection financials to assist the College with understanding the flow and changes that occur in its budget plan. The College's Budget Office prepares and disseminates these reports, which are available on the College Web site. (IIID2-14, IIID2-15, IIID2-16, IIID2-17)

Analysis and Evaluation

The College Budget Office prepares the annual budget based on the anticipated instructional, student services, and administrative needs for the upcoming fiscal year, grounded in the College's mission and institutional goals. The College's financial plan includes categorical expenditures for programs and services and building maintenance and construction. These planned expenditures are consistent with institutional plans.

Board Policy 8.01 specifies maintenance of a reserve between 5 percent and 9 percent and that this amount be included as a part of the annual budget development process. Effective July 1, 2021, the College included as part of its adoption budget a 5 percent reserve based on the prior year's unrestricted general fund expenditures. The Board and College are committed to including this as an ongoing part of future budget planning consistent with current board policy, Title 5 regulations, and the California Community Colleges Chancellor's Office guidance on this subject.

Recent audit findings have highlighted a history of deficit spending by the College and an ongoing financial concern, which has resulted in the College implementing salary concessions and reductions in 2021-22, and additional ongoing personnel reductions to College operations effective July 1, 2022. To ensure fiscal stability, the College has engaged in efforts to increase outside funding to support specialized programs and activities that the College's general fund resources cannot sustain. Expenditure reductions and revenue generation efforts will assist the College with maintaining financial stability.

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

Board Policy and Administrative Procedure 8.01 (Budget Preparation and Fiscal Accountability) document the process for budget preparation and fiscal accountability, which includes financial planning and budget development. Additionally, an Annual Planning and Budget Calendar documents the budget development process. (IIID3-1, IIID3-2, IIID3-3, IIID3-4)

The College's participatory governance system provides the means for communication, discussion, and advising in specified College functions, including budget development and financial planning. This primarily occurs through the Budget Committee, a standing committee of the Participatory Governance Council (PGC). The Budget Committee meets monthly (and more frequently as needed) during the academic year to fulfill its goal "to understand, discuss, evaluate, and make recommendations on the District annual budget, budget processes, and procedures." (IIID3-5, IIID3-6, IIID3-7)

The Board Budget and Audit Committee also reviews and provides input to the annual budget with final approval resting with the full Board of Trustees. (IIID3-8, IIID3-9, IIID3-10, IIID3-11, IIID3-12)

In addition, two other College participatory governance standing committees, Planning and Enrollment Management, regularly provide the opportunity for input on items that intersect with the planning and budgeting process. (IIID3-13, IIID3-14)

Finally, college-wide budget forums provide opportunities for individuals to comment on the budget beyond the meetings noted above. (IIID3-15, IIID3-16)

Analysis and Evaluation

The College follows its policy and procedures for financial planning and budget development.

College constituents can participate in the budget development process by reviewing and discussing budget documents through the participatory governance system and additional venues.

Regular presentations and discussions of financial planning and budget status take place during meetings that include the Board of Trustees, the Participatory Governance Council Budget Committee, and the Participatory Governance Council itself. Minutes and documents from these meetings are available for the public on the College Web site. The PGC and its standing committees have representation from all College constituencies.

During Spring 2022, as part of the 2022-23 College budget development, the Chancellor held multiple college-wide public budget forums which engaged all stakeholders and provided opportunities for the College community to participate in the process and provide feedback and input.

The College is working on providing additional opportunities for feedback on the development of the budget in order to improve in this regard. In particular, the College is revising Board Policy and Administrative Procedure 8.01 to ensure more meaningful and widespread engagement during the budget process.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

Once the state has forecasted the available revenue (initially through the Governor's proposed budget and subsequently through the May revise), the Budget Office estimates the total anticipated revenue based on those revenue assumptions combined with anticipated enrollment, local revenue, and categorical and other restricted funding. Local revenue includes parcel and sales taxes, as well as a local grant to support workforce training programs. The Budget Office then reviews prior year expenditures and calculates the anticipated level of expenditures based on that review as well as on enacted bargaining agreements and other ongoing expenditures. The resulting budget allocates funds to each account code, balancing revenues with expenditures. (IIID4-1, IIID4-2, IIID4-3, IIID4-4, IIID4-5)

The Vice Chancellor of Finance and Administration shares financial information and budget assumptions with the College and Board throughout the budget development period to assist with resource planning and allocation. Additionally, the College has a Board-approved Multi-Year Budget and Enrollment Plan that guides long-term planning that reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. (IIID4-6, IIID4-7, IIID4-8, IIID4-9)

Analysis and Evaluation

Budget planning at the College reflects a realistic assessment of financial resource availability from state and local sources. The College ties expenditure plans to this expected revenue. The Vice Chancellor of Finance and Administration shares information about anticipated revenues with the College community. The Board of Trustees receives monthly budget updates to ensure consistent monitoring of the adopted budget with actual numbers throughout the year and to ensure that the final budget reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

Internal Control Structure. Various board policies and administrative procedures govern fiscal management and accounting for the District. (IIID5-1, IIID5-2, IIID5-3, IIID5-4, IIID5-5)

The College utilizes the BANNER financial system to manage financial resources and the PeopleAdmin system to manage human resource operations. Each of these systems has distinct levels of access, which provides the necessary controls to users based upon their roles and responsibilities. These systems also provide the College with the ability to run program-level reports to determine available resources and assist with financial planning and program implementation.

All purchasing and personnel expenditures require the entry of a requisition or position control document at the clerical level with final approval at the Vice Chancellor or Chancellor level. Once approved by the respective Vice Chancellor and/or Chancellor, the action is then executed by the Purchasing or Budget Office.

Dissemination of Timely Information. The Board and College receive monthly financial updates, with quarterly and year-end projection reports to assist with decision making and financial planning. The reports provide year-to-date expenditure information by account codes to help identify problem areas based on the annual adopted budget. The Board also receives monthly purchase order reports for review and approval consistent with state regulations regarding contracts and purchasing. (IIID5-6, IIID5-7, IIID5-8, IIID5-9)

Evaluation of Financial Management Practices. The annual external audit includes review of the College's financial controls and practices. When the auditor issues findings, College management reviews and updates its internal controls as needed. (IIID5-10)

Analysis and Evaluation

The College's policies, procedures, and systems ensure that appropriate control mechanisms are in place. A variety of financial updates inform the College and Board regarding actual and projected expenditures to ensure sound financial decision making. The external audit serves as the primary means of evaluating, and in turn addressing, the College's financial controls and practices.

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

District financials accurately reflect allocations that support student learning, support services, and administrative operations for the College. Contractual obligations with bargaining groups and estimated operational costs for variable expenditures serve as the basis for allocations. The College uses unrestricted funds and categorical funding sources to support instructional scheduling to generate projected Full-Time Equivalent Student (FTES) goals and to provide activities and services contained within various College plans. Each month, budget staff run monthly financial reports to demonstrate the effective and appropriate use of District resources, with management review of accounting adjustments to ensure that financial documents are accurate. (IIID6-1, IIID6-2, IIID6-3, IIID6-4)

Annual audits review the credibility and accuracy of the College's financial documents and management practices, with few findings. The College addresses findings through process improvements and staff training to address accuracy and through implementation of changes to the management information system to address credibility. Additionally, when needed, the College updates policies to reflect regulatory changes and engages staff in training on any new processes and procedures. (IIID6-5, IIID6-6)

Analysis and Evaluation

The College's credible and accurate financial records reflect appropriate allocation and use of financial resources in support of student learning. As required by Title 5 and Board Policy, the College undergoes an annual financial and compliance audit that ensures a high degree of credibility and accuracy in those financial documents.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

When the audit reports contain findings, the affected College department and manager receive a copy of the findings. Individuals from that department assist the budget team with formulating responses and implementing needed changes. Once the team has drafted responses, the Budget Office shares the draft audit report, findings, and responses with the College Budget Committee, the Board Budget and Audit Committee, and the full Board of Trustees which acts on and approves the report. (IIID7-1, IIID7-2, IIID7-3, IIID7-4, IIID7-5, IIID7-6, IIID7-7, IIID-8)

When possible, the College aims for full resolution of the finding before the next audit. In cases where the College cannot resolve an issue prior to the next audit due to staffing, technology, or other circumstances, the College resolves the issue as soon as it can.

Analysis and Evaluation

The College identifies actions to take immediately following the receipt of audit findings and implements those actions in as timely a manner as possible. While the College strives to complete any actions related to audit findings within the year following the finding, some findings take longer to address. For example, the College's most recent audit included an "ongoing concern" regarding deficit spending. The College has taken steps over the past two years to re-negotiate bargaining contracts, implement salary concessions and layoffs, and reduce other expenditures to address the concern. In the 2021-22 311 annual financial report, the College closed the year with 10 percent cash reserves in the unrestricted general fund along with the elimination of the negative account balances within the self-insurance fund, which directly addresses the going concern and self-insurance audit findings in the year-end 2022 audit report.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The annual external audit includes review of the College's financial controls and practices. When the auditor issues findings, College management reviews and updates its internal controls as needed. Recent audits indicated that the College's financial statements are accurate and represent the financial position of the College. (IIID8-1)

In addition to the annual audit, College staff routinely run reports to test the validity and accuracy of data and journal entries. System concerns are shared with Information Technology staff, who work with Oculus IT system consultants to make system changes.
(IIID8-2, IIID8-3)

Additionally, monthly Board meetings and participatory governance Budget Committee meetings include annual financial statements with updated current numbers and comparisons to the adopted budget.
(IIID8-4, IIID8-5, IIID8-6)

Analysis and Evaluation

In addition to the annual audit, which reviews the District's financial and internal controls, College staff routinely run reports to test the validity and accuracy of data and journal entries and make improvements as needed.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implements contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

Including categorical funds, the College has sufficient resources to address program plans and meet any unforeseen expenditures. Financial staff review incoming revenue and expenses routinely to plan for payroll, benefit, and operating expenses, using the cash reserves to assist with any projected cash shortfalls. The College also has budget and fiscal management policies that define the procedures and processes to be followed in the event of a financial emergency. (IIID9-1, IIID9-2, IIID9-3, IIID9-4, IIID9-5)

The College is a member of the Alliance of Schools for Cooperative Insurance Programs (ASCIP). Through this provider, the District maintains property, liability, and workers' compensation insurance policies to provide coverage against risk and unforeseen losses. (IIID9-6)

The College has made significant progress in 2021-22 to ensure it has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implements contingency plans to meet financial emergencies and unforeseen occurrences. In the year end June 30, 2022, the College reported a cash reserve balance of approximately $17.5 million, or 10 percent of total unrestricted general fund expenditures and transfers. This cash reserve balance exceeds the amount required by board policy of 5 to 9 percent. Furthermore, the College has a balanced 2022-23 adopted budget with built-in contingency funding of $1.9 million to ensure cash flow, reserves, and contingency planning are appropriate. (IIID9-7)

The College has also included additional funding in the 2022-23 Adopted Budget to build cash reserves in the self-insurance fund in the approximate amount of $3 million dollars, or the approximate amount of one year's worth of insurance premiums and related expenses. This cash reserve balance will provide resources appropriate for risk management, contingency planning, and unforeseen occurrences. (IIID9-8)

Analysis and Evaluation

The College has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and contingency plans to meet financial emergencies and unforeseen occurrences. As of June 30, 2022, the College held $17.5 million in cash reserves, or 10 percent of total unrestricted general fund expenditures and transfers. This exceeds the 5 to 9 percent reserve requirement outlined in board policy. Additionally, in the Board-approved 2022-23 final budget, the College budgeted for an additional $6 million of cash reserves in the self-insurance fund as well as $1.9 million of contingency funds within the unrestricted general fund. These additional reserves and contingency funds will continue to strengthen the College's cash position and preparation for any financial emergencies or unforeseen operational risks

10. 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.

Evidence of Meeting the Standard

District accounting staff are responsible for the oversight and management of all College finances, which includes financial aid, grants, programs funded by the city and outside agencies, contracts, the bookstore auxiliary organization, and assets held in the county treasury. Staff create and submit various local, state, and federal agency reports on these activities, which can be monthly, quarterly, semi-annual, or annual. The College's policies and procedures that establish appropriate internal controls ensure that this oversight is effective. (IIID10-1, IIID10-2, IIID10-3, IIID10-4, IIID10-5, IIID10-6, IIID10-7, IIID10-8, IIID10-9, IIID10-10, IIID10-11)

Each year, an external audit reviews expenditures for compliance with legal requirements and to evaluate the financial processes used for oversight. When necessary, the College takes action to address findings. The most recent audit did not find significant issues regarding the management of District resources. (IIID10-12)

Analysis and Evaluation

Through its accounting unit, the College practices effective oversight of finances, regardless of fund type.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. 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.

Evidence of Meeting the Standard

The College engages in both short-term and long-term financial planning guided by board policies and administrative procedures to ensure a reasonable expectation of both short- and long-term financial solvency. (IIID11-1, IIID11-2, IIID11-3, IIID11-4)

On a monthly basis, District financial staff review planned revenue and expenditures and provide updates to the College and Board regarding financial liabilities. Financial reports outline current revenues, expenditures, and available cash balances. The Budget Office also provides a monthly purchase order report to the Board that identifies the expenditure of resources to meet planned liabilities; this includes long-term obligations of the District related to Supplemental Employment Retirement Plans and Other Post Employment Benefit liabilities. (IIID11-5, IIID11-6, IIID11-7)

Additionally, the College's current and future budget plans include all expected bargaining contract impacts, short- and long-term health and retirement liabilities, facilities and technology maintenance, as well as self-insurance and risk management costs. (IIID11-8, IIID11-9, IIID11-10, IIID11-11, IIID11-12, IIID11-13, IIID11-14)

In November 2020, the College presented to the Board of Trustees a Multi-Year Budget and Enrollment Plan that demonstrated the College expectation for enrollment, revenue, and expenditures. The College prepared this plan to address the findings from prior audits that indicated the ongoing concern over past

operational practices. The College is consistently reviewing the Multi-Year Budget and Enrollment Plan through participatory governance to ensure updated and accurate short-term and long-range financial planning. The plan was also in response to concerns by the Accrediting Commission for Community and Junior Colleges. The College implemented elements of this plan, which included position eliminations, expenditure reductions, and revenue generation, as of Spring 2022. (IIID11-15, IIID11-16)

Analysis and Evaluation

The College ensures that its level of financial resources supports short- and long-term fiscal solvency. In addition, the College plans for the payment of liabilities and future obligations.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The institution participates in a pay-as-you-go program for current employees and includes these costs, as well as the Other Post-Employment Benefits (OPEB) obligation for active retirees, within its annual budget plan. (IIID12-1, IIID12-2, IIID12-3, IIID12-4, IIID12-5, IIID12-6)

Due to revenue limitations however, the District withdrew $21 million from its OPEB trust in 2020-21 to cover the OPEB liability for the 2019-20 and 2020-21 fiscal years. It also had to implement salary reductions in 2021-22 to cover the cost of the obligation for this fiscal year. (IIID12-7)

In November 2020, the District presented to the Board of Trustees a Multi-Year Budget and Enrollment Plan that demonstrated the College expectation for funding the OPEB liability. Then, in the 2021-22 fiscal year, the College made a $4 million dollar transfer to the OPEB fund to directly address the OPEB liability at the calculated service cost. Additionally, the College has budgeted for another $4 million OPEB fund contribution to once again address the outstanding liability in 2022-23 at the level of the calculated service cost. (IIID12-8, IIID12-9, IIID12-10)

To achieve this, the College implemented layoffs to generate cost savings to address the annual cost of its liabilities, which includes OPEB. The current OPEB trust fund balance, per the June 30, 2021, audit, is approximately $17,941,676, with a net OPEB liability of approximately $118,527,341. The District has completed an updated actuarial study for the year ending June 30, 2021, dated September 30, 2021. The District will use this report to monitor the OPEB liability, calculate the annual OPEB service cost, as well as plan for annual pay-as-you-go costs. The College has made significant progress in funding the outstanding OPEB liability.

College-wide budget forums provide opportunities for the College to discuss the payment of the OPEB debt as part of College budget conversations and long-range planning. (IIID12-11, IIID12-12, IIID12-13)

Lastly, through the College's collective bargaining agreements, the College withholds up to 2 percent of covered employee payroll to contribute to the OPEB Trust as well as matches the employee trust contributions as outlined in the San Francisco Retiree Health Care Trust Charter. (IIID12-14)

Analysis and Evaluation

The College has made significant strides in funding the outstanding OPEB liability. The College has made $4 million dollar contribution payments to the OPEB fund in both 2021-22 and 2022-23 to address the

outstanding liability. This amount covers the entire service cost identified in the updated actuarial report dated September 30, 2021. Furthermore, the College has Board-approved long-range plans for the continued funding of the OPEB liability. Lastly, the College has engaged in campus-wide budget forums that include planning for ongoing OPEB fund contributions to address the outstanding liability.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

The College does not have any outstanding Certificate of Participation (COPS) liability, Taxpayer Revenue Anticipation Notes (TRANS), or any other local debt to support its operations. The College does, however, have an outstanding state liability of $24,828,701, which it pays in installments and which it has deducted from the College allocation since the 2016-17 fiscal year. (IIID13-1, IIID13-2)

In November 2020, the District presented to the Board of Trustees a Multi-Year Budget and Enrollment Plan that demonstrated the College expectation for enrollment, revenue, and expenditures. This plan accounted for the apportionment repayment as part of the long-range planning of the College. Additionally, College-wide budget forums provide opportunities for the College to discuss the repayment of the apportionment debt as part of College budget conversations and long-range planning. (IIID13-3, IIID13-4, IIID13-5)

Analysis and Evaluation

The outstanding state liability is the result of the collection of apportionment for FTES which the College did not earn prior to FY 2016-17. The repayment terms reduce the College apportionment allocation each fiscal year until the debt is repaid. For 2021-22, College apportionment was reduced by $1.24 million and will be reduced by $1.86 million beginning in 2022-23. Debt repayment will conclude in the 2029-30 fiscal year. Beginning in 2022-23, the College will need to reduce expenses by $620,000 to adjust for the increase in the apportionment repayment. The College will review this as a part of the annual College budget process and make budget adjustments as needed to ensure timely repayment. As part of the Spring 2022 college-wide budget forums and the Board-approved Multi-Year Budget and Enrollment Plan, the apportionment repayment is factored into long-range planning at the College.

14. 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.

Evidence of Meeting the Standard

As noted in Standard III.D.13, the College has no outstanding COPS or TRANS instruments. The Budget Office does, however, manage capital bonds, auxiliary, and grant activities pursuant to board policy and administrative procedures, Title 5 regulations, as well as federal, auxiliary, and grant guidelines. (IIID14-1, IIID14-2, IIID14-3, IIID14-4, IIID14-5, IIID14-6, IIID14-7, IIID14-8, IIID14-9)

While there is a College Foundation, it operates as its own entity and is responsible for fundraising outside the purview of the College. (IIID14-10)

Analysis and Evaluation

While the Budget Office manages capital bond, auxiliary, and grant activities according to board policies and administrative procedures, two years ago, the annual audit findings indicated that the College had not used specific funds in the manner that was designated by the appropriate federal, state, local, or donor funding source. This was related to the use of funds for select personnel. The College has addressed these findings through position and budget control and uses the funds in the way they are intended.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The student loan default rates at the College are within the acceptable range as defined by the U.S. Department of Education, and below the federal guideline default rate of 30 percent for a two-year cohort, as defined by the Higher Education Opportunity Act of 2008. (IIID15-1)

As the College's latest ACCJC annual financial report indicates, default rates were 10.9 percent for FY 2018, 17.4 percent for FY 2017, and 16.9 percent for FY 2016. These rates do not exceed federal guidelines and the College has a proactive process to assist students to keep them from defaulting. (IIID15-2)

The College default prevention plan educates borrowers by providing loan information, requesting that borrowers complete yearly entrance and exit counseling; this exceeds federal requirements, and it requires borrowers to complete a money management session. Student loan default rates are also monitored and assessed regularly. This allows the College to maintain a student loan default rate well below the federal guidelines. Unqualified audit opinions also reflect the effective monitoring and management of student loans. (IIID15-3, IIID15-4)

Analysis and Evaluation

The College ensures compliance with federal requirements regarding student loan default rates that are within the acceptable range as defined by the U.S. Department of Education. The College also exceeds federal requirements for default prevention.

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The College's Purchasing Office is responsible for ensuring that contract agreements are in line with board policy and the College mission and goals. Contracts are subject to a standardized review process that administrators lead along with purchasing staff. Each contract agreement includes provisions that allow the termination of contracts with or without cause within specified timeframes. (IIID16-1, IIID16-2, IIID16-3)

Upon review and approval through the College department and program process, the Vice Chancellor of Finance and Administration or their designee conducts a final review and signs contractual documents. The Board of Trustees in turn reviews and ratifies contracts above certain funding thresholds. The review of these materials includes ensuring that the College can encumber sufficient resources to cover the cost of the contract, that the contract scope of work is aligned with designated program and service outcomes, and that the vendors have demonstrated a commitment to providing quality goods or services. (IIID16-4, IIID16-5)

Analysis and Evaluation

Through its contract approval process, the College ensures that contractual agreements with external entities are consistent with the College mission and goals. Board policies and administrative procedures govern contracting processes, and contractual agreements contain provisions to maintain the integrity of the College and the quality of its offerings and operations.

Conclusions on Standard III.D: Fiscal Resources

The College has taken difficult action to ensure its financial stability, thereby addressing audit findings, including re-building its reserves. As contained within board policy, the College's mission is the foundation for financial planning, and financial planning integrates with institutional planning. Board policy and administrative procedures establish guidelines and a process that the College follows for planning and budget development. This process includes providing opportunities for constituent input and disseminating information throughout the College.

The College undergoes an annual audit, which includes an evaluation of internal controls and practices. Recent audits indicate that the College financial statements are accurate and represent the financial position of the College. The College manages its resources with integrity and complies with federal requirements such as those regarding financial aid.

The College is addressing ways to increase opportunities for broader and more meaningful College participation in budget development, as noted in "Improvement Plan(s)" below.

Improvement Plan(s)

As noted in Standard III.D.3, the College is revising Board Policy and Administrative Procedure 8.01 (Budget Preparation and Fiscal Accountability) to allow for meaningful feedback and broader campus engagement in the budget development process.

Expected Outcomes	Timeline for Implementation
• Revised BP 8.01 (Budget Planning and Fiscal Accountability)	• Spring 2023
• Revised AP 8.01 (Budget Planning and Fiscal Accountability)	• Spring 2023
• Increased opportunities for more meaningful feedback and broader campus engagement in the budget development process	• Ongoing beginning in Spring 2023

Evidence List

IIID1-1 Board Policy 8.01 Budget Preparation and Fiscal Accountability

IIID1-2 Administrative Procedure 8.01 Budget Preparation and Fiscal Accountability

IIID1-3 2022-23 Adoption Budget September 15, 2022 (see ER5-2)

IIID1-4 2021-22 Adoption Budget August 12, 2021 (see ER5-1)

IIID1-5 District Audited prepared by External Auditor FY Ending 6/30/21 (see ER5-3)

IIID1-6 Multi-Year Budget & Enrollment Plan 2020 (see IA3-7)

IIID1-7 Fan 5 - Categorical Fund Allocation Presentation to Academic Senate May 2022

IIID1-8 Fan5 Summary of Priorities For Funding Year 2022-2023

IIID1-9 Administrative Procedure 8.01A Position Control

IIID1-10 Board Policy 8.05 Budget Management

IIID1-11 Board Policy 8.12 Fiscal Management and Accounting

IIID1-12 Administrative Procedure 8.12 Fiscal Management and Accounting

IIID1-13 Sample Board of Trustees Monthly Reports

IIID1-14 October 2022 311 Report

IIID1-15 2022-23 Adoption Budget September 15, 2022 (see ER5-2)

IIID2-1 CCSF Mission and Vision Statement (see IA1-2)

IIID2-2 Board Policy 8.01 - Budget Preparation and Fiscal Accountability (see IIID1-1)

IIID2-3 Administrative Procedure 8.01 Budget Preparation and Fiscal Accountability (see IIID1-2)

IIID2-4 Annual Planning & Budget Development Calendar (see IB9-5)

IIID2-5 2022-23 Adoption Budget - Budget Criteria and Assumptions

IIID2-6 Joint Budget and Enrollment Management Committee Minutes 12/8/2020

IIID2-7 Multi-Year Budget & Enrollment Plan 2020 (see IA3-7)

IIID2-8 Administrative Procedure 8.01A Position Control (see IIID1-8)

IIID2-9 Board Policy 8.02 - Accounting

IIID2-10 Board Policy 8.03 - Audits

IIID2-11 Title 5 Principles for Sound Fiscal Management

IIID2-12 State Chancellor's Office Reserve Guidance

IIID2-13 District Audited prepared by External Auditor FY Ending 6/30/21 (see ER5-3)

IIID2-14 2021-22 Budget assumptions shared with Budget Committee 3/23/2021

IIID2-15 Budget Committee Minutes 3/23/2021

IIID2-16 Budget Committee Minutes 4/27/2021

IIID2-17 Budget Year End Projection as of 10/31/2021

IIID3-1 BP 8.01 Budget Preparation and Fiscal Accountability (see IIID1-1)

IIID3-2 AP 8.01 Budget Preparation and Fiscal Accountability (see IIID1-2)

IIID3-3 2021-22 Budget Assumptions Document 3/23/21

IIID3-4 Annual Planning & Budget Development Calendar for FY 2022-23

IIID3-5 PGC Budget Committee Description

IIID3-6 PGC Budget Committee Members

IIID3-7 PGC Budget Committee Meeting Agendized Review of Tentative FY 2022-23 Budget 6/28/22

IIID3-8 Board Budget and Audit Committee Agenda Item 4B – CCSF FY 2022-2023 Tentative Budget 6/9/22

IIID3-9 Board of Trustees Agenda Item 10B – FY23 Adoption Budget 8/25/22

IIID3-10 Board Budget and Audit Committee Meeting of the Whole Agenda Item 4A – Proposed 2022/2023 CCSF Budget 9/8/22

IIID3-11 Special Meeting of the Board of Trustees - Agenda Item 5A - 2022/2023 City College of San Francisco Budget 9/15/22

IIID3-12 PGC Committee Meeting Agenda Item 8a - Adoption Budget 9/15/22

IIID3-13 Sample Planning Committee Agenda Containing Budget-Related Item(s) 9/13/21

IIID3-14 Sample Enrollment Committee Agenda Containing Budget-Related Item(s) 12/16/21

IIID3-15 Chancellor's Budget Forum 2/17/22

IIID3-16 Chancellor's Budget Forum 4/8/22

IIID4-1 Board Policy 8.05 Budget Management (see IIID1-10)

IIID4-2 Board Policy 8.12 Fiscal Management and Accounting (see IIID1-11)

IIID4-3 Administrative Procedure 8.12 Fiscal Management and Accounting (see IIID1-12)

IIID4-4 Title 5 Principles for Sound Fiscal Management (see IIID2-11)

IIID4-5 Board Budget and Audit Committee Meeting of the Whole Agenda 4A - FY2021-2022 Adoption Budget 8/12/21

IIID4-6 Board of Trustees 11/16/21 Agenda Item 9C - FY22 Quadrimester Report Thru October 31, 2021

IIID4-7 Sample PGC Budget Meeting Minutes with Review of Governor’s Proposed Budget 1/25/22

IIID4-8 Sample BOT Agenda with Review of Governor's Proposed Budget 1/27/22

IIID4-9 Multi-Year Budget & Enrollment Plan 2020 (see IA3-7)

IIID5-1 Board Policy 8.12 Fiscal Management and Accounting (see IIID1-11)

IIID5-2 Administrative Procedure 8.12 Fiscal Management and Accounting (see IIID1-12)

IIID5-3 Board Policy 8.06 - Purchasing (see CP-31)

IIID5-4 Board Policy 8.06a - Procurement of Supplies, Equipment, and Services (see CP-32)

IIID5-5 Administrative Procedure 8.06a - Procurement of Supplies, Equipment, and Services (see CP-33)

IIID5-6 Sample Board of Trustees Monthly Budget Reports (see IIID1-13)

IIID5-7 Sample PGC Budget Committee Monthly Financial Update

IIID5-8 Sample Quarterly Report

IIID5-9 Sample Year-End Projection Report (see IIID2-17)

IIID5-10 FY2021 Audit Report: Internal Control Deficiencies (2021-001, 2021-002, 2021-003) and District Response

IIID6-1 Board Budget and Audit Committee Meeting of the Whole Agenda Item 4A - FY2021-22 Adoption Budget 8/12/21 (see IIID4-5)

IIID6-2 2021-22 Adoption Budget (see ER5-1)

IIID6-3 Sample Board of Trustees Monthly Budget Reports (see IIID1-13)

IIID6-4 FY22 Month by Month Projection APR 5/11/22

IIID6-5 District Audited prepared by External Auditor FY Ending 6/30/21 (see ER5-3)

IIID6-6 District Audit Prepared by External Auditor FY Ending 6/30/2020 (see ER5-4)

IIID7-1 District Audit Prepared by External Auditor FY Ending 6/30/21 (see ER5-3)

IIID7-2 Board Budget and Audit Committee Agenda Item 4B Audit Report 2/10/22

IIID7-3 PGC Budget Committee Review of FY 21 Audited Financial Statements 2/22/22

IIID7-4 Board of Trustees Agenda Item 10A - Annual District Audit 2/24/22 (see ER5-7)

IIID7-5 Financial and Performance Audits General Obligation Bond Funds (Election of 2005 and Election of 2020) June 30, 2021

IIID7-6 Board of Trustees Agenda Item 10A - Bond Audit 5/19/22

IIID7-7 Proposition A Parcel Tax Fund Audit (Election of 2012 and 2016) June 30, 2021

IIID7-8 Board of Trustees Agenda Item 10B - Parcel Tax Audit 5/19/22

IIID8-1 FY2021 Audit Report: Internal Control Deficiencies (2021-001, 2021-002, 2021-003) and District Response (see IIID5-10)

IIID8-2 Technology - Oculus IT Executive Report 5.12.22

IIID8-3 Technology - Oculus IT Executive Report 4.13.22

IIID8-4 Sample Board of Trustees Monthly Budget Reports (see IIID1-13)

IIID8-5 Sample Participatory Governance Budget Committee Meeting Agenda with Monthly Financial Report – November 2022

IIID8-6 Sample Participatory Governance Budget Committee Meeting Monthly Financial Report – November 2022

IIID9-1 2022-23 Adoption Budget September 15, 2022 (see ER5-2)

IIID9-2 October 2022 311 Report (see IIID1-14)

IIID9-3 Board Policy 8.05 - Budget Management (see IIID1-10)

IIID9-4 Board Policy 8.12 - Fiscal Management and Accounting (see IIID1-11)

IIID9-5 Administrative Procedure 8.12 - Fiscal Management and Accounting (see IIID1-12)

IIID9-6 ASCIP Policy

IIID9-7 October 2022 311 Report (see IIID1-14)

IIID9-8 2022-23 Adoption Budget September 15, 2022 (see ER5-2)

IIID10-1 Board Policy 8.01 Budget Preparation and Fiscal Accountability (see IIID1-1)

IIID10-2 Administrative Procedure 8.01 Budget Preparation and Fiscal Accountability (see IIID1-2)

IIID10-3 Board Policy 8.05 Budget Management (see IIID1-10)

IIID10-4 Board Policy 8.06 - Purchasing (see CP-31)

IIID10-5 Board Policy 8.06a - Procurement of Supplies, Equipment, and Services (see CP-32)

IIID10-6 Board Policy 8.12 Fiscal Management and Accounting (see IIID1-11)

IIID10-7 Administrative Procedure 8.12 Fiscal Management and Accounting (see IIID1-12)

IIID10-8 Sample Financial Report on Grants

IIID10-9 Sample Financial Report on the Bookstore Auxiliary Organization

IIID10-10 Sample Financial Report on Bonds

IIID10-11 USDE Student Loan Default Rate Report (see ER5-8)

IIID10-12 District Audited prepared by External Auditor FY Ending 6/30/21 (see ER5-3)

IIID11-1 Board Policy 8.05 Budget Management (see IIID1-10)

IIID11-2 Board Policy 8.12 Fiscal Management and Accounting (see IIID1-11)

IIID11-3 Administrative Procedure 8.12 Fiscal Management and Accounting (see IIID1-12)

IIID11-4 CCSF Credit Rating

IIID11-5 Update to the Board Regarding Financial Liabilities

IIID11-6 Sample Expenditure Report

IIID11-7 Sample Monthly Purchase Order Report Presented to the Board on 9/22/22

IIID11-8 2022-23 Adoption Budget September 15, 2022 (see ER5-2)

IIID11-9 Actuarial Study

IIID11-10 Collective Bargaining Agreement between SFCCD and American Federation of Teachers (AFT) 2121 (see IIIA11-5)

IIID11-11 Service Employees International Union (SEIU) Local 1021 Collective Bargaining Agreement (see IIIA11-6)

IIID11-12 Department Chairperson Council (DCC) - Collective Bargaining Agreement (see IIIA11-7)

IIID11-13 Collective Bargaining Agreement between CCSF and Local 39 Stationary Engineers (see IIIA11-9)

IIID11-14 Collective Bargaining Agreement between SFCCD and San Francisco Building and Construction Trades Council Unions (see IIIA11-8)

IIID11-15 Multi-Year Budget & Enrollment Plan 2020 (see IA3-7)

IIID11-16 November 2022 Enrollment Management Committee Agenda

IIID12-1 2022-23 Adoption Budget September 15, 2022 (see ER5-2)

IIID12-2 Collective Bargaining Agreement between SFCCD and American Federation of Teachers (AFT) 2121 (see IIIA11-5)

IIID12-3 Service Employees International Union (SEIU) Local 1021 Collective Bargaining Agreement (see IIIA11-6)

IIID12-4 Department Chairperson Council (DCC) - Collective Bargaining Agreement (see IIIA11-7)

IIID12-5 Collective Bargaining Agreement between CCSF and Local 39 Stationary Engineers (see IIIA11-9)

IIID12-6 Collective Bargaining Agreement between SFCCD and San Francisco Building and Construction Trades Council Unions (see IIIA11-8)

IIID12-7 OPEB Trust Withdrawal Statement

IIID12-8 Actuarial Study (see IIID11-9)

IIID12-9 October 2022 311 Report (see IIID1-14)

IIID12-10 2022-23 Adoption Budget September 15, 2022 (see ER5-2)

IIID12-11 Multi-Year Budget & Enrollment Plan 2020 (see IA3-7)

IIID12-12 Chancellor's Budget Forum 2/17/22 (see IIID3-15)

IIID12-13 Chancellor's Budget Forum 4/8/22 (see IIID3-16)

IIID12-14 San Francisco Retiree Health Care Trust

IIID13-1 2022-23 Adoption Budget September 15, 2022 (see ER5-2)

IIID13-2 CCSF Payment Plan Letter, June 1, 2020

IIID13-3 Multi-Year Budget & Enrollment Plan 2020 (see IA3-7)

IIID13-4 Chancellor's Budget Forum 2/17/22 (see IIID3-15)

IIID13-5 Chancellor's Budget Forum 4/8/22 (see IIID3-16)

IIID14-1 2022-23 Adoption Budget September 15, 2022 (see ER5-2)

IIID14-2 District Audited prepared by External Auditor FY Ending 6/30/21 (see ER5-3)

IIID14-3 District Audit Prepared by External Auditor FY Ending 6/30/2020 (see ER5-4)

IIID14-4 Board Policy 8.05 Budget Management (see IIID1-10)

IIID14-5 Board Policy 8.12 Fiscal Management and Accounting (see IIID1-11)

IIID14-6 Administrative Procedure 8.12 Fiscal Management and Accounting (see IIID1-12)

IIID14-7 Title 5 Principles for Sound Fiscal Management (see IIID2-11)

IIID14-8 Grant financial reports

IIID14-9 Bond program financial reports

IIID14-10 Foundation of City College of San Francisco Website

IIID15-1 USDE Student Loan Default Rate Report (see ER5-8)

IIID15-2 2020-2021 ACCJC Financial Report (see CP-29)

IIID15-3 CCSF Default Prevention Plan (see CP-30)

IIID15-4 District Audited prepared by External Auditor FY Ending 6/30/21 (see ER5-3)

IIID16-1 Board Policy 8.06 Purchasing (see CP-31)

IIID16-2 Board Policy 8.06a - Procurement of Supplies, Equipment, and Services (see CP-32)

IIID16-3 Administrative Procedure 8.06a - Procurement of Supplies, Equipment, and Services (see CP-33)

IIID16-4 May 19, 2022 Board of Trustees Meeting - Monthly Purchase Report Item 11.C

IIID 16-5 Sample contract(s) showing consistency with College mission and goals

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Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and 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 Executive Officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.

Evidence of Meeting the Standard

The College creates and encourages innovation through systematic participative processes outlined in the Roles, Responsibilities, and Processes (RRP) Handbook, primarily through program review resource request processes. (IVA1-1, IVA1-2)

Examples of innovative resource requests include those that the Student Equity and Achievement Program has funded, such as embedded tutoring and communities of practice in the Math, ESL, and English Departments. Innovative ideas stem from faculty-led departmental discussions, with department chair and school dean support. Departments in turn propose these ideas through program review. The projects or resources requested move through the Annual Plan resource request process, when cross-constituency Academic Senate committees then review, rank, and recommend them for funding to the Academic Senate Executive Council and the appropriate senior administrators, depending on the nature of the request. (IVA1-3, IVA1-4, IVA1-5, IVA1-6, IVA1-7, IVA1-8, IVA1-9)

Analysis and Evaluation

The College creates and encourages innovation through its program review processes, largely through the allocation of categorical funds. The College has also begun allocating a portion of general, unrestricted funds for the purpose of supporting innovative efforts that bubble up through program review.

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

College policies and procedures authorize student, staff, faculty, and administrator participation in

decision-making processes. (IVA2-1, IVA2-2, IVA2-3, IVA2-4)

The RRP Handbook illustrates the processes in which matters of college-wide significance allow all College constituent groups to bring forward and/or engage in developing draft policies, procedures, plans, initiatives, and the allocation of resources. The RRP Handbook includes descriptions of the areas in which the College is committed to soliciting feedback from each constituent group, including students. (IVA2-5)

Analysis and Evaluation

The College has invested considerable energy into ensuring that all constituent groups, including students, have the opportunity to participate in decision making, including generating ideas, and providing guidance for how constituent groups work together on appropriate policy, planning, and special-purpose committees.

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

The College defines the roles of administrators and faculty in participatory governance through policies and procedures, which also provide for substantial voice by both administrators and faculty. Specifically, Board Policy 2.07 (Participatory Governance) and the PGC Operational Guidelines, combined with Board Policy and Administrative Procedure 2.08 (Collegial Governance), set forth the principles and procedures of participatory and collegial governance systems with regard to administrative and faculty roles and voices. The RRP Handbook operationalizes those roles and voices within the various decision-making opportunities at the College. (IVA3-1, IVA3-2, IVA3-3, IVA3-4, IVA3-5)

Analysis and Evaluation

Through policy and procedures, the College clearly defines the roles of administrators and faculty in institutional policies, planning, and budget and provides for their substantial voice.

The College has struggled with addressing and repairing areas where shared governance deviates from codified policies and procedures. As a result of this struggle, the College is working toward clarifying that the Chancellor serves as the official representative of the Board per BP/AP 2.08 and that collegial consultation serves as the mechanism for responding to faculty recommendations and reaching mutual understanding prior to formally engaging the Board.

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

College policies, procedures, and structures address the responsibility of faculty and academic administrators to make recommendations about curriculum and student learning programs and services.

Policy and/or procedure that describe the roles of administrators and faculty in decision making related to curriculum and student learning programs and services include:

- Board Policy 2.08 - City College of San Francisco Collegial Governance: Academic Senate (IVA4-1)

- Administrative Procedures 2.08 - City College of San Francisco Methods for Collegial Consultation (IVA4-2)
- Board Policy 6.01 - Instruction – General (IVA4-3)

Policies and procedures specifically addressing program, curriculum, and course development include Board Policy and Administrative Procedure 6.03 (Program, Curriculum and Course Development), which establishes the institutional standards of quality and review for curriculum and programs. The Chancellor is ultimately responsible for establishing and maintaining these standards and does so through consultation with the Academic Senate and Vice Chancellor of Academic and Institutional Affairs. The procedures for doing so rely primarily upon the Curriculum Committee and are described in Administrative Procedures 6.03. Board Policy 6.15 (Establishing, Reviewing and Implementing Prerequisites, Corequisites, Advisories on Recommended Preparation and Limitations on Enrollment) names the Curriculum Committee as responsible for establishing prerequisites, corequisites, and advisories. (IVA4-4, IVA4-5, IVA4-6)

Curriculum Committee membership, processes, discussions, and resulting recommendations to the Board demonstrate that administrators and faculty carry out their roles as described in board policies and administrative procedures. (IVA4-7, IVA4-8, IVA4-9, IVA4-10)

With regard to student services, the Student Services Outcomes (SSO) Workgroup supports the creation and analysis of service area outcomes (SAOs) and student service-learning outcomes (SSLOs) with the goal of utilizing assessment results as the basis for recommending improvements. The SSO Workgroup members include faculty and administrators, as well as classified staff. (IVA4-11, IVA4-12)

Analysis and Evaluation

Through the Academic Senate, collegial consultation, and Curriculum Committee oversight, faculty and academic administrators exercise their responsibility to provide recommendations about curriculum, student learning programs, and the services that support student learning. This process of providing oversight and recommendations is codified in established policy and in evidence of practice.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

Board policies and administrative procedures establish and define the College's participatory and collegial governance structures, including membership of all constituent groups (students, classified staff, faculty, and administrators) to ensure the appropriate consideration of relevant perspectives and decision-making aligns with expertise and responsibility. The College's RRP Handbook provides further guidance regarding the role of each constituent group. (IVA5-1, IVA5-2, IVA5-3, IVA5-4, IVA5-5, IVA5-6, IVA5-7)

The Participatory Governance Council (PGC) roster demonstrates participation by representatives of all constituent groups. In addition, the descriptions and purpose of the Participatory Governance Council's eight standing committees define the committees' membership, and current committee rosters demonstrate that these committees include representatives of all constituent groups. (IVA5-8, IVA5-9, IVA5-10, IVA5-11, IVA5-12, IVA5-13, IVA5-14)

Many of the Academic Senate's 26 collegial governance committees welcome participation from all College constituents, again to ensure widespread input and the consideration of relevant perspectives and expertise. (IVA5-15, IVA5-16, IVA5-17)

The constituent groups appoint their preferred representatives to the participatory and collegial governance committees, which promotes decision-making aligned with expertise.

Processes that follow the RRP Handbook support the College in taking timely action on institutional plans, policies, curricular change, and other key considerations. The development and approval of the College's Technology Plan serves as an example of timely action as does the approval of revisions to AP 1.00. (IVA5-18, IVA5-19, IVA5-20, IVA5-21, IVA5-22)

Analysis and Evaluation

Board policies, administrative procedures, and the RRP Handbook codify the appropriate roles for all staff and students in decision making related to plans, policies, curricular change, and other key considerations. Both the participatory and collegial governance systems value and provide for the inclusion of all constituent groups and relevant, diverse perspectives. In addition, the Associated Students governance structure encourages the participation of students from all Centers and centralizes these perspectives on the Associated Students Executive Council. The leadership, structure, and make up of governance committees align decision-making with expertise and responsibility.

When the College follows the RRP Handbook and established curriculum procedures, it is able to take timely action on institutional policies, curricular change, and other key considerations. The College is continually improving with regard to taking timely action.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The College has documented its processes for decision making in the RRP Handbook, which is accessible from the College's Participatory Governance Web page. To promote understanding of the College roles, responsibilities, and processes, PGC members receive an annual orientation that references the RRP Handbook and BP/AP 2.08. (IVA6-1, IVA6-2, IVA6-3, IVA6-4)

All recommendations flow through the College's Participatory Governance Council (PGC) to the Chancellor and are recorded in the minutes of PGC as well as in the resulting documents (e.g., board policies, administrative procedures, plans) which the College posts on the appropriate Web pages. Recent examples include the approval process for AP 2.23 (Communicable Disease) and revisions to the RRP Handbook. (IVA6-5, IVA6-6, IVA6-7, IVA6-8, IVA6-9)

Analysis and Evaluation

The College documents its decision-making processes and resulting decisions and communicates results college wide. Annual PGC orientations and a recent and extensive evaluation of the RRP Handbook—which included conversations with all constituent groups about improvements—raise awareness of the College roles, responsibilities, and processes.

To promote ongoing and consistent communication, the College needs to ensure that constituent representatives on PGC and its standing committees report back to their membership (except in cases

where the committee chair has committed to sending out a district-wide communication). The recent PGC orientation emphasizes this point.

7. Leadership roles and the institution's governance and decision-making policies, procedures, 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.

Evidence of Meeting the Standard

The College conducts an evaluation of the Participatory Governance Council and its standing committees annually and recently completed an extensive evaluation of the RRP Handbook. In addition, the Academic Senate conducts an orientation at the outset of each year, during which members cover goal setting, progress, and evaluation and analysis of surveys completed by members. The College uses evaluation findings to inform and enact improvements. Examples of this include the adoption of committee objectives by PGC and its standing committees and the implementation of annual PGC orientations. (IVA7-1, IVA7-2, IVA7-3, IVA7-4, IVA7-5, IVA7-6, IVA7-7)

Analysis and Evaluation

The College evaluates its governance and decision-making processes on an annual basis, through both the PGC and its standing committees and the Academic Senate. PGC and other committees receive information about the evaluation results and establish goals as part of the review process. The RRP Handbook undergoes regular cycles of evaluation to change and improve, in alignment with continuous quality improvement, as prescribed in the RRP itself.

Conclusions on Standard IV.A: Decision-Making Roles and Processes

The College promotes the participation of all constituent groups in decision making, documents and communicates decision-making roles, responsibilities, and processes, evaluates its governance systems, and uses evaluation results to inform continuous improvement.

Improvement Plan(s)

The College sees collegial consultation as the mechanism to articulate and improve areas of decision-making that deviate from the RRP Handbook and where quality improvements can be made collaboratively. To support this, the College has begun clarifying that the Chancellor serves as the official representative of the Board per BP/AP 2.08 and that collegial consultation serves as the mechanism for responding to faculty recommendations and reaching mutual understanding prior to formally engaging the Board.

Expected Outcomes	Timeline for Implementation
• Greater understanding of the function of collegial consultation and the Senate's and Chancellor's role in that process	• Ongoing

Evidence List

IVA1-1 Roles, Responsibilities, and Processes (RRP) Handbook (see IB7-3)

IVA1-2 Sample Fan5 Committee Reference to Innovation: San Francisco Adult Education Consortium Update April 2022

IVA1-3 Fan5 Report to Academic Senate May 26, 2021 for 2021-2022

IVA1-4 Student Equity Strategy Committee Resource Request Rubric

IVA1-5 Success in Math, English, and ESL (SMEE) Committee Resource Request Rubric

IVA1-6 Summer 2019 English Community of Practice Agenda (as evidence of innovation)

IVA1-7 2021-22 English Community of Practice Discussion Summary

IVA1-8 Math Community of Practice Web Page

IVA1-9 Math Community of Practice Newsletter

IVA2-1 BP 2.07 City College of San Francisco Participatory Governance

IVA2-2 AP 2.07 City College of San Francisco Participatory Governance

IVA2-3 Board Policy (BP) 2.08 - City College of San Francisco Collegial Governance: Academic Senate

IVA2-4 Administrative Procedures (AP) 2.08 - City College of San Francisco Methods for Collegial Consultation

IVA2-5 Roles, Responsibilities, and Processes (RRP) Handbook (see IB7-3)

IVA3-1 Board Policy (BP) 2.07 City College of San Francisco Participatory Governance (see IVA2-1)

IVA3-2 Administrative Procedures (AP) 2.07 City College of San Francisco Participatory Governance (see IVA2-2)

IVA3-3 Board Policy (BP) 2.08 - City College of San Francisco Collegial Governance: Academic Senate (see IVA2-3)

IVA3-4 Administrative Procedures (AP) 2.08 - City College of San Francisco Methods for Collegial Consultation (see IVA2-4)

IVA3-5 Roles, Responsibilities, and Processes (RRP) Handbook (see IB7-3)

IVA4-1 Board Policy (BP) 2.08 - City College of San Francisco Collegial Governance: Academic Senate (see IVA2-3)

IVA4-2 Administrative Procedures (AP) 2.08 - City College of San Francisco Methods for Collegial Consultation (see IVA2-4)

IVA4-3 Board Policy (BP) 6.01 - Instruction - General

IVA4-4 Board Policy (BP) 6.03 - Program, Curriculum and Course Development

IVA4-5 Administrative Procedure (AP) 6.03 - Program and Course Development

IVA4-6 Board Policy (BP) 6.15 - Establishing, Reviewing and Implementing Prerequisites, Corequisites, Advisories on Recommended Preparation and Limitations on Enrollment

ICVA4-7 Curriculum Committee Membership (see IIA2-8)

IVA4-8 Curriculum Committee Requisite Process

IVA4-9 Sample Curriculum Committee Agenda Including Discussion of Requisites

IVA4-10 Sample Curriculum Committee Recommendation to the Board of Trustees

IVA4-11 CCSF SSO Handbook – Section on SSO Workgroup

IVA4-12 CCSF SSO Handbook – Section on Closing the Loop

IVA5-1 Board Policy (BP) 2.07 City College of San Francisco Participatory Governance (see IVA2-1)

IVA5-2 Administrative Procedures (AP) 2.07 City College of San Francisco Participatory Governance (see IVA2-2)

IVA5-3 Board Policy (BP) 2.08 - City College of San Francisco Collegial Governance: Academic Senate (see IVA2-3)

IVA5-4 Administrative Procedures (AP) 2.08 - City College of San Francisco Methods for Collegial Consultation (see IVA2-4)

IVA5-5 Academic Senate Constitution

IVA5-6 Academic Senate Bylaws

IVA5-7 Roles, Responsibilities, and Processes (RRP) Handbook (see IB7-3)

IVA5-8 Current PGC Roster

IVA5-9 Sample Standing Committee Description and Purpose: Health and Safety

IVA5-10 Sample Standing Committee Roster: Health and Safety

IVA5-11 Sample Standing Committee Description and Purpose: Planning

IVA5-12 Sample Standing Committee Roster: Planning

IVA5-13 Sample Standing Committee Description and Purpose: Technology

IVA5-14 Sample Standing Committee Roster: Technology

IVA5-15 Sample Membership Description and Roster: Curriculum Committee

IVA5-16 Sample Membership Description and Roster: Education Policies Committee

IVA5-17 Sample Membership Description and Roster: Student Equity Strategies Committee

IVA5-18 November 4, 2021 PGC Minutes - 1st Read/Discussion of Technology Plan

IVA5-19 November 18, 2021 PGC Minutes - 2nd Read and Recommendation of Technology Plan

IVA5-20 Chancellor's Chancellor's Acceptance of the Technology Plan on December 2, 2021: Video Screenshot

IVA5-21 April 21, 2022 PGC Minutes – 1st Read Resulting in Recommendation of Revisions to AP 1.00, item 10.c.

IVA5-22 Chancellor's Acceptance of Revisions to AP 1.00

IVA6-1 Roles, Responsibilities, and Processes (RRP) Handbook (see IB7-3)

IVA6-2 Participatory Governance Web Page

IVA6-3 PGC Orientation Fall 2021

IVA6-4 PGC Orientation Fall 2022

IVA6-5 September 2, 2021 PGC Minutes (1st read of AP 2.23)

IVA6-6 September 16, 2021 PGC Minutes (2nd read/recommendation of AP 2.23)

IVA6-7 Board Policies and Administrative Procedures Web Page (see IB7-1)

IVA6-8 COVID-19 Updates Web Page Which Reflects Implementation of AP 2.23

IVA6-9 March 17, 2022 PGC Minutes (Review and Endorsement of RRP Handbook)

IVA7-1 Participatory Governance Evaluation 2022 (see IB7-5)

IVA7-2 Fall 2021 Evaluation Status Update

IVA7-3 Spring 2021 Evaluation Report Out

IVA7-4 PGC and Standing Committee Evaluations 2016-2019

IVA7-5 PGC and Standing Committee Objectives for 2020-2021

IVA7-6 Summary of RRP Evaluation Activities (see IB7-4)

IVA7-7 2020-2021 Academic Senate Executive Council Survey

B. Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

Several board policies delegate responsibilities to the College's CEO (the Chancellor) to support the quality of the College. (IVB1-1, IVB1-2, IVB1-3)

The recent job description and position announcement for hiring a permanent Chancellor reinforced the Chancellor's role in providing leadership in strategic planning, budgeting, and institution-wide initiatives. (IVB1-4, IVB1-5)

The Chancellor provides effective planning leadership by implementing a broad-based, comprehensive, systematic, and integrated system of planning that integrates appropriate segments of the College community. Beginning in 2018, the Chancellor led the College through the update or creation of critical planning efforts, including the Education Master Plan, Facilities Master Plan, and Multi-Year Budget and Enrollment Plan. (IVB1-6, IVB1-7, IVB1-8, IVB1-9, IVB1-10)

The Chancellor provides effective leadership in organizing the College's resources and planning related to instructional programming. (IVB1-11)

The Chancellor provides effective budgeting leadership by establishing appropriate procedures that assure the District's fiscal management is in accordance with governmental and industry standards. Moreover, the Chancellor is responsible for presenting fiscal reports that show the financial and budgetary conditions of the District to the Board of Trustees and other appropriate forums. These duties are outlined in board policies and administrative procedures. (IVB1-12, IVB1-13, IVB1-14)

The Chancellor is responsible for selecting and developing personnel, as outlined in board policies describing the Chancellor's authority over hiring and responsibility for evaluating academic and classified administrators. (IVB1-15, IVB1-16)

The Chancellor provides effective leadership for assessing institutional effectiveness by integrating research into planning and budgeting, as outlined in BP 2.18 - Institutional Planning. (IVB1-17)

Analysis and Evaluation

The Chancellor has primary responsibility for the quality of the College, codified through board policies and in the Chancellor's job description.

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

Per board policy, the Chancellor plans, oversees, and evaluates the administrative structure of the organization. Over time, Chancellors have made changes to the administrative structure to reflect the changing needs of the institution. (IVB2-1, IVB2-2, IVB2-3)

The Chancellor delegates authority to administrators and other designees consistent with their purview and responsibilities. Board policy codifies the delegation of authority, which is evident in the organizational charts for the administrative units. (IVB2-4, IVB2-5, IVB2-6)

Analysis and Evaluation

The Chancellor establishes administrative structures that are appropriate for meeting the needs of the District. The Chancellor delegates authority to the vice chancellors for the primary functions of the College.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves achievement and learning; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

The Chancellor guides institutional improvement of teaching and learning at the College by:

- Establishing collegial processes that set values, goals, and priorities throughout the development and updating of key planning initiatives. A prior Chancellor was integral to the development of the Roles, Responsibilities, and Processes (RRP) Handbook, and the current Chancellor formally accepted the updated RRP Handbook and upholds it as the guide for participatory governance and decision-making. (IVB3-1, IVB3-2, IVB3-3, IVB3-4, IVB3-5)

- Ensuring the College sets institutional performance standards for student achievement by delegating authority to appropriate administrators in charge of setting institutional performance standards for student achievement. (IVB3-6)
- Ensuring evaluation and planning in the District is guided by the College's Planning committee (a standing committee of participatory governance) and BP and AP 2.18 (Institutional Planning), with the goal of "a broad-based, comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research." The Chancellor ensures these goals are met through the participatory governance process and program review. The results are evident in the various college-wide plans such as the Education Master Plan, Student Equity Plan, and Strong Workforce Program Plan. (IVB3-7, IVB3-8, IVB3-9, IVB3-10, IVB3-11, IVB3-12, IVB3-13, IVB3-14)
- Ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning through an integrated planning and allocation process in program review. The Multi-Year Budget and Enrollment Plan and integrated planning and budgeting calendar support these efforts. (IVB3-15, IVB3-16, IVB3-17, IVB3-18)
- Ensuring the allocation of resources supports and improves learning and achievement through institutional planning, program review, and resource allocation processes. The largest expenditures within the College's unrestricted general fund are those that directly support course offerings as part of the established schedule of classes for each term. Vice chancellors develop expenditure plans that support class offerings and student success. To do this, the College first sets Full Time Equivalent Student (FTES) goals and then calculates and articulates what this means in terms of Full Time Equivalent Faculty (FTEF) and staffing plans for support and administrative staff. Program reviews provide the basis for additional resource allocation at the College. (IVB3-19, IVB3-20)
- Establishing procedures to evaluate institutional planning and implementation efforts to achieve the mission of the institution. These procedures describe the principles, structure, and features of the College's integrated planning system and its major components. (IVB3-21, IVB3-22)

Analysis and Evaluation

The Chancellor ensures institutional improvement by supporting the College's processes related to setting values, goals, and priorities; setting institutional performance standards; utilizing high-quality research and analysis of the internal and external environments; integrating planning with resource allocation to improve learning and achievement; and evaluating institutional planning and implementation efforts.

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The Chancellor is responsible for ensuring the District engages in an accreditation process that meets and exceeds Accrediting Commission expectations. (IVB4-1)

The Chancellor accomplishes this by including the Accreditation Liaison Officer (ALO) in the Chancellor's Cabinet and appointing the ALO as chair of the Accreditation Steering Committee (a PGC standing

committee), which includes faculty, staff, students, and administrative leadership from across the College. (IVB4-2)

The Chancellor, in concert with the ALO and accreditation processes developed in participatory governance, delivers regular and informative updates to the College community and Board of Trustees. (IVB4-3, IVB4-4, IVB4-5, IVB4-6, IVB4-7)

Analysis and Evaluation

The Chancellor holds the primary leadership role for accreditation and ensures the institution meets or exceeds accreditation standards. The Chancellor shares responsibility for accreditation compliance with the ALO and participatory governance committees, which include faculty, staff, and administrative leaders from the institution.

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The Chancellor, in partnership with appropriate vice chancellors and executive leadership, ensures all statutes, regulations, and governing board policies are implemented appropriately and clearly communicated widely and regularly. The board policies and administrative procedures are posted on the College Web site, with review, changes, and updates circulated through all constituencies via the collegial (Academic Senate) and participatory governance systems according to the RRP Handbook. (IVB5-1, IVB5-2, IVB5-3, IVB5-4, IVB5-5, IVB5-6, IVB5-7)

The Chancellor ensures institutional practices are consistent with the College mission and policies, especially as they relate to budget and expenditure controls. Using the RRP Handbook, program review procedures ensure budget planning and resource allocation reflect the institution's Mission Statement, Education Master Plan, and Student Equity Plan. Moreover, working closely with the Vice Chancellor of Finance and Administration, the Chancellor develops long-term planning and budgeting procedures, plans, audits, and audit responses. (IVB5-8, IVB5-9, IVB5-10, IVB5-11, IVB5-12, IVB5-13, IVB5-14, IVB5-15, IVB5-16, IVB5-17, IVB5-18)

Analysis and Evaluation

The Chancellor works with senior leadership to ensure that statutes, regulations, and board policies are implemented appropriately, and that institutional practices are consistent with institutional mission, policies, and budgeting.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The Chancellor works and communicates effectively with the communities served by the institution by providing regular reports and updates from the Chancellor's office, hosting open forums, and attending meetings and listening events with community members and leadership. (IVB6-1, IVB6-2, IVB6-3, IVB6-4, IVB6-5, IVB6-6)

The Office of Marketing and Public Information prepares and distributes press releases that spotlight City College programs, happenings, and the achievements of its faculty, staff, and students. The Director of

Media, Governmental Relations and Marketing reports directly to the Chancellor to coordinate this communication.[5] (IVB6-7, IVB6-8)

Analysis and Evaluation

The Chancellor works and communicates effectively with the communities served by the institution.

Conclusions on Standard IV.B: Chief Executive Officer

The Chancellor (the CEO of City College of San Francisco) has primary responsibility for the quality of the College. In doing so, the Chancellor organizes an administrative structure and delegates authority to the appropriate administrators to directly oversee primary functions of the College. In collaboration with senior leadership, the Chancellor ensures institutional improvement and adherence to regulations and board policies. Accreditation is primarily the responsibility of the Chancellor with support from the College's ALO. Through a variety of venues, the Chancellor works and communicates with the broader College community.

Improvement Plan(s)

There are no improvement plans at this time.

Evidence List

IVB1-1 BP 1.02 - Powers and Duties of the Board

IVB1-2 BP 1.25 - Chief Administrator: Authority, Selection and Term of Office (see ER4-1)

IVB1-3 BP 1.37 - Delegation of Authority to the Chancellor

IVB1-4 Chancellor Position Announcement Fall 2021 search

IVB1-5 Chancellor Job Description

IVB1-6 Board Policy 2.18 - Institutional Planning (see IB9-2)

IVB1-7 Administrative Procedure 2.18 - Institutional Planning (see IB9-3)

IVB1-8 CCSF Education Master Plan 2018-2025 (see IA2-6)

IVB1-9 Facilities Master Plan 2019 (see IA3-8)

IVB1-10 Multi Year Budget and Enrollment Plan 2020 (see IA3-7)

IVB1-11 BP 6.02 - Instructional Organization and Standards

IVB1-12 BP 8.01 - Budget Preparation and Fiscal Accountability (see IIID1-1)

IVB1-13 AP 8.01A - Position Control (see IIID1-9)

IVB1-14 BP 8.12 - Fiscal Management and Accounting

IVB1-15 BP 2.01 - Assignment of Authority in the San Francisco Community College District (see IIIA3-4)

IVB1-16 BP 3.18 - Evaluation of Academic and Classified Administrators

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[5] This position is currently vacant and in active recruitment.

IVB1-17 Board Policy 2.18 - Institutional Planning (see IB9-2)

IVB2-1 BP 1.26 - Changes in Administrator Title, Salary, and Benefits

IVB2-2 BP 2.01 - Assignment of Authority in the San Francisco Community College District (see IIIA3-4)

IVB2-3 BP 2.02 - Organizational Structure

IVB2-4 BP 1.37 - Delegation of Authority to the Chancellor (see IVB1-3)

IVB2-5 AP 1.37 - Delegation of Policy and Procedure Authority to the Chancellor's Staff

IVB2-6 Administrative Organizational Charts (see IIIA10-2)

IVB3-1 Chancellor Job Description (see IVB1-5)

IVB3-2 CCSF Education Master Plan 2018-2025 (see IA2-6)

IVB3-3 Facilities Master Plan 2019 (see IA3-8)

IVB3-4 Return to Campus (R2C) planning

IVB3-5 RRP Handbook (see IB7-3)

IVB3-6 Academic and Institutional Affairs Organizational Chart

IVB3-7 Board Policy 2.18 Institutional Planning (see IB9-2)

IVB3-8 Administrative Procedure 2.18 Institutional Planning (see IB9-3)

IVB3-9 Program review processes

IVB3-10 PGC Planning committee activities and recommendations

IVB3-11 CCSF Education Master Plan 2018-2025 (see IA2-6)

IVB3-12 Enrollment Management and Growth Plan 2018 - 2022

IVB3-13 Strong Workforce Program Strategic Plan 2020-2023

IVB3-14 Student Equity Plan 2022-2025 (see IA3-14)

IVB3-15 Board Policy 2.18 Institutional Planning (see IB9-2)

IVB3-16 Program review processes (see IVB3-9)

IVB3-17 Multi-Year Budget & Enrollment Plan 2020 (see IA3-7)

IVB3-18 Planning and Budgeting Calendar

IVB3-19 Administrative Procedure 8.01 Budget Preparation and Fiscal Accountability (see IIID1-2)

IVB3-20 Program review processes (see IVB3-9)

IVB3-21 Board Policy 2.18 Institutional planning (see IB9-2)

IVB3-22 Administrative Procedure 2.18 Institutional planning (see IB9-3)

IVB4-1 Board Policy 1.33 Accreditation Eligibility Requirement (see IC12-1)

IVB4-2 Accreditation Steering Committee Roster

IVB4-3 Accreditation update: November 7, 2019

IVB4-4 Accreditation update: February 10, 2022

IVB4-5 Accreditation update: March 24, 2022

IVB4-6 Accreditation update: July 14, 2022

IVB4-7 Accreditation forums Fall 2022

IVB5-1 RRP Handbook (see IB7-3)

IVB5-2 BP 1.02 Powers and Duties of the Board (see IVB1-1)

IVB5-3 BP 1.15 Board Policy and Administrative Procedure (see IB7-2)

IVB5-4 BP 1.37 Delegation of Authority to the Chancellor (see IVB1-3)

IVB5-5 BP 2.07 Policy on Participatory Governance

IVB5-6 BP 2.08 Collegial Governance: Academic Senate (see IVA2-3)

IVB5-7 AP 2.08 Methods for Collegial Consultation (see IVA2-4)

IVB5-8 BP 8.01 Budget Preparation and Fiscal Accountability (see IIID1-1)

IVB5-9 AP 8.01 Budget Preparation and Fiscal Accountability (see IIID1-2)

IVB5-10 Administrative Procedure 8.01A Position Control (see IIID1-9)

IVB5-11 BP 8.06a - Procurement of Supplies, Equipment and Services (see IIB4-26)

IVB5-12 Multi-Year Budget & Enrollment Plan 2020 (see IA3-7)

IVB5-13 CCSF Education Master Plan 2018-2025 (see IA2-6)

IVB5-14 Student Equity Plan 2022-2025 (see IA3-14)

IVB5-15 RRP Handbook (see IB7-3)

IVB5-16 Program Review Web Page (see IIA16-6)

IVB5-17 Planning and Budgeting Calendar (see IVB3-18)

IVB5-18 Management Response and Corrective Action to Auditor's Findings, 2019

IVB6-1 Chancellor's Budget Forum April 8 2022

IVB6-2 Chancellor's Monthly Forum December 2021

IVB6-3 Workforce Investment San Francisco Meeting Minutes December 2021

IVB6-4 Chancellor's Industry Forum Flyer March 2022

IVB6-5 Free City Oversight Committee Meeting Minutes January 2022

IVB6-6 Chancellor Meet and Greets

IVB6-7 Marketing and Public Information Web Page

IVB6-8 Chancellor's Office Organizational Chart

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

Board policies designate authority to the College's governing board (Board of Trustees) over policies that assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

- **Board Policy 1.02 (Powers and Duties of the Board)** states that the Board assumes full responsibility for the general control and direction of the District, such as to determine broad general policies, plans and procedures to guide its officers and employees, and to be responsible for developing a balanced annual budget. (IVC1-1)
- **Board Policy 6.01 (Instruction - General)** notes that the Board recognizes that all policies governing the District must be focused on providing sound instructional programming that will realize the objectives and functions of a community college and promote the welfare of students. (IVC1-2)
- **Board Policy 6.03 (Program, Curriculum and Course Development)** states that all new, modified, and inactivated programs, curricula, and courses shall be approved by the Board. (IVC1-3)
- **Board Policy 8.01 (Budget Preparation)** states that the preparation and publication of an annual budget of all District funds shall be consistent with existing law and in accordance with a District budget calendar for review, tentative adoption and final adoption. (IVC1-4)
- **Board Policy 8.05 (Budget Management)** states the budget shall be managed in accordance with Title 5 and the California Community College Budget and Accounting Manual. Budget revisions shall be made only in accordance with these policies and as provided by law. (IVC1-5)

Analysis and Evaluation

The Board maintains a comprehensive manual of policies governing all District operations. Many of these address the Board's authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The Board of Trustees acts as a collective entity in accordance with the following board policies:

- **Board Policy 1.17A (Governing Board Code of Ethics)** stipulates that the Board assures the opportunity for high quality education for every student within the fiscal limitations of the District and functions as a team seeking to stay well-informed and to act objectively. (IVC2-1)

- **Board Policy 1.29 (The Community and the Board)** provides that an individual Board member does not have legal authority to act on behalf of the District or promise action or correction. (IVC2-2)

Analysis and Evaluation

The Board acts collectively by standing together as a unit once it arrives at a decision.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The College has clearly defined policies and procedures for selecting and evaluating the Chancellor and demonstrated adherence to these policies and procedures during the most recent Chancellor hiring process in 2021.

- **Board Policy 1.02 (Powers and Duties of the Board)** describes, among other things, how the Board is responsible for selecting, hiring, and evaluating the District's Chief Executive Officer, the Chancellor. (IVC3-1)
- **Board Policy 1.25 (Chief Administrator: Authority, Selection, and Term of Office)** describes how the Board establishes the office of the Chancellor as that of Chief Executive Officer, and delegates to this office administrative authority "within its power." (IVC3-2)
- **Board Policy 1.24 (Evaluation of the Chancellor)** outlines the process and timeline for an annual performance evaluation of the Chancellor. (IVC3-3)

The most recent Chancellor search and associated documents enact the board polices and outline the Board's process and priorities for hiring a permanent Chancellor. The resulting search process and schedule, job description, position announcement, and contract demonstrate adherence to these policies and procedures. (IVC-4, IVC3-5, IVC3-6, IVC3-7, IVC3-8, IVC3-9)

Analysis and Evaluation

The College has policies and a process in place for hiring the Chancellor and completed a successful search process in 2021. The College also has a clear board policy and process for conducting performance evaluations of the Chancellor.

4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The College's Board of Trustees is an independent, policy-making body as evidenced in BP 1.02 (Powers and Duties of the Board) and in BP 1.15 (Board Policy and Administrative Procedures). (IVC4-1, IVC4-2)

The Governing Board reflects the public interest in the institution's educational quality as noted in BP 1.00 (District Vision and Mission), which states that "City College of San Francisco belongs to the community and continually strives to provide an accessible, affordable, and high-quality education to all its students." In addition, BP 1.17A (Governing Board Code of Ethics) directly references the Board's role

to “Represent all segments of the community in advocating for the best interest of the community.” (IVC4-3, IVC4-4)

The Governing Board advocates for and defends the institution and protects it from undue influence or political pressure as codified in the following board policies:

- **BP 1.17A (Governing Board Code of Ethics)** tasks the Board of Trustees with preventing conflicts of interest and the perception of conflicts of interest. (IVC4-5)
- **BP 1.18 (Institutional Code of Ethics)** states that College employees “shall not willingly permit the right and privileges of any members of the college community to override the best interests of the public served by the College.” (IVC4-6)
- **BP 1.19 (Conflict of Interest)** prohibits trustees from making, or attempting to use their official position, to influence a District decision in which they have an economic interest. (IVC4-7)

In addition, the following actions exemplify how the Board advocates for the institution:

- On May 28, 2020, and again on June 24, 2021, the Board of Trustees passed resolutions asking the San Francisco Board of Supervisors to provide funding for the Workforce Education and Recovery Fund which supports enrollment growth and critical course offerings at the College. From these efforts the College received a total of $1.2 million from the City of San Francisco. (IVC4-8, IVC4-9)
- During 2020-2021, the Civil Grand Jury of the City and County of San Francisco conducted a review of workforce development practices and entities in San Francisco and generated a report containing a series of findings and recommendations in June of 2021. The Civil Grand Jury required that the College administration and the Board of Trustees submit a written response within 60 days of the report's release either agreeing or disagreeing with the findings and recommendations. At the August 26, 2021, Regular meeting, the Board of Trustees made suggestions for language to be incorporated in the final District response. (IVC4-10, IVC4-11)

Analysis and Evaluation

The Board reflects the public interest and is an independent policy-making body composed of seven members elected pursuant to regular elections on a staggered basis every two years.

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The CCSF Board of Trustees establishes policies consistent with the College mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The Board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability. Policies demonstrating this responsibility include the following:

- **Board Policy 1.02 (Powers and Duties of the Board)** states that “... the Board of Trustees assumes full responsibility for the general control and direction of the District.” (IVC5-1)

- **Board Policy 1.28 (Control and Direction)** states that "... authority and responsibility for the conduct of the District are vested in the Board. The authority and responsibility are accepted and assumed by the Board." (IVC5-2)
- **Board Policy 1.37 (Delegation of Authority to the Chancellor)** states that "The Chancellor … will be specifically responsible to the Board for the execution of such delegated powers and duties ... In situations where there is no Board policy direction, the Chancellor shall have the power to act, but such decisions shall be subject to review by the Board." (IVC5-3)
- **Board Policy 2.18 (Institutional Planning)** states that "... the District has and implements a broad-based, comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research." (IVC5-4)
- **Board Policy 6.01 (Instruction – General)** states that "The District shall continue to re-evaluate and improve its programs and offerings [in various ways]." (IVC5-5)
  Board Policy 6.07 (Standards of Scholarship) states that "The College shall promulgate scholarship rules and regulations pertaining to student attendance, auditing of classes, grading, and other matters pertinent to academic achievement ..." (IVC5-6)
- **Administrative Procedure 8.01 (Budget Preparation and Fiscal Accountability)** states that "… the Board will adopt a final budget for the District by September 15." (IVC5-7)
- **Board Policy 8.03 (Audits)** states that "A certified public accounting firm ... shall be retained by the Board of Trustees to audit annually all the funds, books and accounts of the District." (IVC5-8)
- **Board Policy 8.05 (Budget Management)** states that "Revenues … are available for appropriation only upon a resolution of the Board … Board approval is required for changes between major expenditure classifications." (IVC5-9)
- **Board Policy 8.12 (Fiscal Management and Accounting)** states that "The Chancellor shall establish procedures to assure that the District's fiscal management is in accordance with the principles contained in Title 5 Section 58311 of the California Code of Regulations ..." (IVC5-10)

The Board discusses and reviews policies at many of its meetings. These are vetted beforehand by the Board's Student Success and Policy Committee. This committee also receives presentations on and engages in discussions related to educational quality. (IVC5-11, IVC5-12, IVC5-13, IVC5-14, IVC5-15, IVC5-16, IVC6-17)

In addition to reviewing policies and matters of educational quality, nearly every Board meeting has a report from its Budget and Audit Committee. Note that this committee does not have decision-making authority; only the Board as a whole has the responsibility for fiscal integrity and stability.

For legal matters, the Board retains the services of a law firm. Every Board meeting includes a closed session during which the Board discusses legal matters. These closed sessions are noticed on all Board agendas but they do not produce minutes. Furthermore, the Board approves the appointments of the District's administrators, most of whom must have specialized knowledge of laws and regulations pertinent to their portfolios.

Analysis and Evaluation

All board policies are necessarily consistent with the District's mission. The policies ensure the quality, integrity, and improvement of the student learning programs and services, and the Board allocates

resources necessary to support the student learning programs and services. The Board has ultimate responsibility for educational quality, legal matters, financial integrity, and financial stability.

Educational quality is determined by several policies, with the Board of Trustees relying primarily on the Academic Senate in areas of quality, integrity, and improvement of student learning programs (see Standard IV.C.1). However, final authority rests with the trustees.

The District retains a law firm and hires administrators for advice on legal matters, but final authority rests with the trustees.

The College has established Board policies and administrative procedures to ensure the fiscal integrity and the appropriate use and control of financial resources and investments.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The Board of Trustees publishes board policies specifying the Board's size, duties, responsibilities, structure, and operating procedures on the College Web site. (IVC6-1, IVC6-2, IVC6-3, IVC6-4, IVC6-5, IVC6-6, IVC6-7, IVC6-8, IVC6-9)

Analysis and Evaluation

The College maintains the necessary policies that describe the Board's size, the incumbents' duties, their responsibilities, the organizational structure, and its operating procedures. The College community can access the Board's policies on the College Web site.

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The CCSF Board of Trustees acts in a manner consistent with its approved policies and bylaws. Additionally, the Board assesses its policies and bylaws for their effectiveness in fulfilling the College mission and revises its policies and bylaws as necessary, through the Chancellor and Cabinet-level leads. (IVC7-1, IVC7-2, IVC7-3, IVC7-4, IVC7-5, IVC7-6, IVC7-7, IVC7-8)

Analysis and Evaluation

The Board delegates to the Chancellor the authority to determine the process for revising existing policies and developing new policies. Board Policy 1.15 (Board Policy and Administrative Procedure) prescribes the review of policies on a five-year rotating basis; however, the College has struggled to maintain the five-year review timeline despite regularly reviewing BPs and APs as noted in Standard I.C. The Vice Chancellors have initiated a review of the policies most closely related to their areas of oversight, however, and the College is beginning to regain traction with regard to policy review.

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Board of Trustees regularly reviews key indicators of student achievement and institutional plans for improving academic quality to ensure that the institution is accomplishing its goals. Presentations include data related to fulfillment of the College's mission, term reports on student learning and success, and workforce metrics. (IVC8-1, IVC8-2, IVC8-3, IVC8-4)

Student success and achievement data are also accessible to the Board of Trustees on the College's Institutional Metrics Web page, which the Board requested in order to support their access to a variety of data related to the College's mission and operations, including data on student enrollment, support, and success. (IVC8-5)

The Board also reviews and approves the College's Education Master Plan, which guides all planning at the College. (IVC8-6)

Analysis and Evaluation

The Board routinely reviews key indicators of student achievement and institutional plans for improving academic quality. As of July 2022, the College re-engaged the Board in formal annual reviews of metrics related to the mission which include student achievement and student learning.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

Board policy requires that new trustees receive an orientation and that trustees engage in ongoing professional development to promote their effectiveness. To that end, Board members participate in retreats twice a year and attend various conferences. (IVC9-1, IVC9-2, IVC9-3, IVC9-4, IVC9-5)

The College ensures continuity of Board membership and staggered terms of office through board policy. (IVC9-6)

Analysis and Evaluation

New Board members participate in an orientation and the Board engages in ongoing training. To ensure continuity of Board membership, board policy requires staggered terms of office for the Trustees.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

Board Policy 1.23 (Board Self Evaluation) establishes an annual process for Board evaluation. The Board

evaluation includes an annual review of progress toward meeting the Board-set goals for the institution along with an evaluation of their role related to mission and planning; policy responsibilities; Board-CEO roles and responsibilities; community relations and advocacy; educational quality and student success; fiduciary responsibility; human resources and staff relations; Board leadership; conduct of meetings; and Board training, professional development, and self-evaluation. (IVC10-1, IVC10-2, IVC10-3, IVC10-4, IVC10-5, IVC10-6, IVC10-7)

Analysis and Evaluation

Board policy requires an annual evaluation, and the Board conducts this evaluation during its annual retreats. The evaluation includes components that assess the Board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The College publishes the evaluation results as part of the Board retreat agenda and uses the results for ongoing improvement.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

Board Policy 1.17a (Governing Board Code of Ethics) enumerates expectations for Board conduct and ethical behavior. In addition, Board Policy 1.19 (Conflict of Interest) prohibits the Board from exerting undue influence and requires the disclosure of conflicts of interest. All trustees must submit the California Fair Political Practices Commission Form 700 Statement of Economic Interests annually. Trustees abide by BP 1.19 in particular by recusing themselves from voting on items when necessary. (IVC11-1, IVC11-2, IVC11-3, IVC11-4)

Analysis and Evaluation

The Board of Trustees upholds a code of ethics and conflict of interest policy and individual Trustees adhere to the code. No Board members have employment, family, ownership, or other personal financial interest in the institution, and each completes a statement of economic interest.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

Through Board Policy 1.37 (Delegation of Authority to the Chancellor), the Board of Trustees "delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action." (IVC12-1)

The Board of Trustees holds the Chancellor accountable for the operation of the College as evidenced by the annual Board Goals and associated activities, which includes regular reports on institutional performance. In addition, each Board meeting agenda contains consent agenda items that the Board

typically approves as a whole at the recommendation of the Chancellor (pulling items for clarification or discussion before approving, when necessary). (IVC12-2, IVC12-3, IVC12-4)

Analysis and Evaluation

The Board delegates authority to the Chancellor for administering Board Policies and holds the Chancellor accountable for the operation and performance of the College.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Board of Trustees receives regular updates regarding all aspects of accreditation, in line with their Board Goals and associated activities. (IVC13-1, IVC13-2, IVC13-3, IVC13-4, IVC13-5, IVC13-6, IVC13-7, IVC13-8, IVC13-9, IVC13-10, IVC13-11)

Board orientations for new members also include an overview of accreditation. (IVC13-12, IVC13-13)

The Board's evaluation of its performance includes the Board's role in accreditation, and the evaluation of its progress includes the review of progress toward meeting Board goals and activities related to accreditation. (IVC13-14, IVC13-15, IVC13-16, IVC13-17, IVC13-18, IVC13-19, IVC13-20)

Analysis and Evaluation

The Board of Trustees is well informed about accreditation and supports improvement through policy.

Conclusions on Standard IV.C: Governing Board

The College's governing board (Board of Trustees) is an independent, policy-making body that protects the interests of the College while avoiding conflicts of interest. Board policies promote academic quality, integrity, and effectiveness, and the Board delegates authority to the Chancellor to administer board policies. The Board engages in ongoing training and conducts an annual self-evaluation that informs Board goal development. The Board is very knowledgeable about accreditation and receives regular updates.

Improvement Plan(s)

As noted in Standard I.C, although the College has structures and processes in place for reviewing Board Policies and Administrative Procedures, staying on track with a five-year cycle for review has been challenging, particularly given senior leadership transitions over the past few years. The College has been improving upon the process by adopting informal procedures that it plans to convert to an official Administrative Procedure to accompany BP 1.15 (Board Policy and Administrative Procedure). The College is also considering whether to expand the five-year BP/AP review cycle and is in the process of identifying an individual to coordinate the BP/AP review process. See Standard I.C. Improvement Plans for expected outcomes and timelines for implementation.

Evidence List

IVC1-1 BP 1.02 - Powers and Duties of the Board (see IVB1-1)

IVC1-2 BP 6.01 - Instruction - General (see IVA4-3)

IVC1-3 BP 6.03 - Program, Curriculum and Course Development (see IVA4-4)

IVC1-4 Board Policy 8.01 Budget Preparation and Fiscal Accountability (see IIID1-1)

IVC1-5 BP 8.05 - Budget Management

IVC2-1 BP 1.17A - Governing Board Code of Ethics (see IC14-3)

IVC2-2 BP 1.29 - The Community and the Board

IVC3-1 BP 1.02 - Powers and Duties of the Board (see IVB1-1)

IVC3-2 BP 1.25 - Chief Administrator: Authority, Selection and Term of Office (see ER4-1)

IVC3-3 Evaluation of the Chancellor

IVC3-4 Chancellor Selection Procedure

IVC3-5 Chancellor Search Priorities

IVC3-6 2021 Chancellor Search Process and Schedule

IVC3-7 Chancellor Job Description

IVC3-8 Chancellor Position Announcement

IVC3-9 Chancellor Contract for Employment

IVC4-1 BP 1.02 - Powers and Duties of the Board (see IVB1-1)

IVC4-2 BP 1.15 - Board Policies and Administrative Procedures (see IB7-2)

IVC4-3 BP 1.00 - District Vision and Mission (see IA1-1)

IVC4-4 BP 1.17A Governing Board Code of Ethics (see IC14-3)

IVC4-5 BP 1.17A - Governing Board Code of Ethics (see IC14-3)

IVC4-6 Board Policy 1.18 - Institutional Code of Ethics (see IC8-1)

IVC4-7 BP 1.19 - Conflict of Interest (see IC14-6)

IVC4-8 Board Resolution in support of WERF from May 28, 2021 meeting

IVC4-9 Board Resolution in support of city funding from June 24, 2021 meeting

IVC4-10 Civil Grand Jury Report - Strategic Alignment: Breaking Through to a Living Wage

IVC4-11 CCSF Response to the Civil Grand Jury Report

IVC5-1 BP 1.02 - Powers and Duties of the Board (see IVB1-1)

IVC5-2 BP 1.28 - Control and Direction

IVC5-3 BP 1.37 - Delegation of Authority to the Chancellor (see IVB1-3)

IVC5-4 BP 2.18 - Institutional Planning (see IB9-2)

IVC5-5 Board Policy (BP) 6.01 - Instruction – General (see IVA4-3)

IVC5-6 BP 6.07 - Standards of Scholarship

IVC5-7 Administrative Procedure 8.01 Budget Preparation and Fiscal Accountability (see IIID1-2)

IVC5-8 BP 8.03 - Audits

IVC5-9 BP 8.05 - Budget Management (see IVC1-5)

IVC5-10 BP 8.12 - Fiscal Management and Accounting (see IVB1-14)

IVC5-11 September 2021 Board of Trustees Meeting Minutes

IVC5-12 January 2021 Board of Trustees Meeting Minutes

IVC5-13 October 2020 Board of Trustees Meeting Minutes

IVC5-14 June 2020 Board of Trustees Meeting Minutes

IVC5-15 January 2020 Board of Trustees Meeting Minutes

IVC5-16 Sample Presentation to Student Success and Policy Committee: Student Equity and Achievement

IVC5-17 Sample Presentation to Student Success and Policy Committee: Workforce Metrics

IVC6-1 BP 1.01 - Election and Membership

IVC6-2 BP 1.02 - Powers and Duties of the Board (see IVB1-1)

IVC6-3 BP 1.03 - Organization of the Board

IVC6-4 BP 1.04 - Officers' Duties (see ER4-3)

IVC6-5 BP 1.05 - Regular Meetings of the Board

IVC6-6 BP 1.06 - Closed Sessions

IVC6-7 BP 1.07 - Special and Emergency Meetings

IVC6-8 BP 1.08 - Quorum and Voting

IVC6-9 BP 1.10 - Public Participation at Board Meetings

IVC7-1 BP 1.02 - Powers and Duties of the Board (see IVB1-1)

IVC7-2 BP 1.15 - Board Policy and Administrative Procedure (see IB7-2)

IVC7-3 September 2021 Board of Trustees Meeting Minutes (see IVC5-11)

IVC7-4 January 2021 Board of Trustees Meeting Minutes (see IVC5-12)

IVC7-5 October 2020 Board of Trustees Meeting Minutes (see IVC5-13)

IVC7-6 June 2020 Board of Trustees Meeting Minutes (see IVC5-14)

IVC7-7 October 2021 Education Policies Committee minutes (see item 3)

IVC7-8 September 2022 Student Success and Policy Committee Agenda

IVC8-1 Mission Accomplishment Review Presentation to the Board of Trustees July 2022 (see ER2-2)

IVC8-2 September 10, 2020 Student Success and Policies Committee

IVC8-3 April 8, 2021 Student Success and Policies Committee

IVC8-4 October 21, 2021 Student Success and Policies Committee

IVC8-5 Institutional Metrics Web Page (see IA2-1)

IVC8-6 Education Master Plan Approval on Board Meeting Agenda, June 2019

IVC9-1 BP 1.35 - Board Professional Development and Orientation

IVC9-2 New Trustee Orientation Agenda December 2020

IVC9-3 Board Retreat Agenda July 2021

IVC9-4 Board Retreat Agenda January 2022

IVC9-5 Trustee Conference Attendance

IVC9-6 BP 1.01 - Election and Membership (see IVC6-1)

IVC10-1 Board Policy 1.23 – Board Self Evaluation policy

IVC10-2 Board of Trustees Self Evaluation Evidence - July 2021 Retreat Agenda (see page 2)

IVC10-3 Board Self Evaluation Results - 2021

IVC10-4 Implementation Plan for 2020-2021 Board Goals Summarizing Progress

IVC10-5 Board of Trustees Self Evaluation Evidence - July 2020 Retreat Agenda (see page 3)

IVC10-6 Board Self Evaluation – 2020

IVC10-7 Example of Improvement Based on Board's Self Reflection (Change in Meeting Time)

IVC11-1 Board Policy 1.17A - Governing Board Code of Ethics (see IC14-3)

IVC11-2 Board Policy 1.19 Conflict of Interest (see IC14-6)

IVC11-3 Trustees' Form 700s

IVC11-4 Board of Trustees June 25, 2021 Meeting Minutes (see item 135 indicating that two trustees recused themselves from voting on items related to their work outside of CCSF)

IVC12-1 Board Policy 1.37 - Delegation of Authority to the Chancellor (see IVB1-3)

IVC12-2 Implementation Plan for Board Goals 2021-22

IVC12-3 June 2022 Board Meeting Minutes – See Consent Agenda

IVC12-4 January 2022 Board Meeting Minutes – See Consent Agenda

IVC13-1 Implementation Plan for Board Goals 2020-21 (see Activities 1.4 and 5.5)

IVC13-2 Implementation Plan for Board Goals 2021-22 (see Activity 1.3)

IVC13-3 Sample written report to the Board of Trustees - Academic & Institutional Affairs Weekly Report November 20, 2020

IVC13-4 Sample written report to the Board of Trustees - Academic & Institutional Affairs Weekly Report June 18, 2021

IVC13-5 Sample written report to the Board of Trustees - Academic & Institutional Affairs Monthly Report October 2021

IVC13-6 8/27/20 Board meeting, Item 6.D.- 1st read of Midterm Report

IVC13-7 8/27/20 Midterm Report slides

IVC13-8 9/24/20 Board Meeting, Item 8, E.226, 2nd Read and Acceptance of the Midterm Report

IVC13-9 3/24/22 Board Meeting – Accreditation Update Agenda Item

IVC13-10 3/24/22 Board Meeting – Accreditation Update Slides

IVC13-11 July 2022 Board Retreat Agenda (see item entitled "Accreditation Update and Standard IV.C. Review")

IVC13-12 12/16/2020 New Trustee Orientation Agenda

IVC13-13 12/16/20 New Trustee Orientation Institutional Effectiveness Slides (includes Accreditation)

IVC13-14 July 2021 Board Retreat Agenda Item Related to Board Self Evaluation

IVC13-15 July 2021 Board Retreat Self Evaluation Report (see pp. 2, 6 & 7)

IVC13-16 Implementation Plan for Board Goals 2020-21 (see Activities 1.4 and 5.5) (see IVC13-1)

IVC13-17 July 2022 Board Retreat Agenda Item Related to Board Self Evaluation

IVC13-18 July 2022 Board Retreat Self Evaluation Report (see pp. 2, 6 & 7)

IVC13-19 July 2022 Board Self Evaluation Survey Results ACCJC

IVC13-20 Implementation Plan for Board Goals 2021-22 (See Activity 1.3) (see IVC13-2)

QUALITY FOCUS ESSAY

H. Quality Focus Essay

Introduction and Rationale

City College of San Francisco's overall goal for the Quality Focus Essay (QFE) Action Projects is to help students—credit, noncredit, and life-long learners—to achieve higher levels of timely educational goal attainment. The College is broadly defining "educational goals" as completion of certificates, degrees, transfer, skill-building/professional growth, language acquisition, and personal enrichment.

The focus of the selected Action Projects emerged from a number of entities/initiatives at the College, including: the Office of Student Equity (which coordinates the development of the College's Student Equity Plan), the Completion Center, the Office of Research and Planning, RiSE, and the self-evaluation process that culminated in this Institutional Self Evaluation Report (particularly related to Standards II.A.6 and II.C.3).

The specific Action Projects address the following two challenges that the College has identified:

- **Action Project 1** addresses a significant gap in the College's ability to collect accurate information about students' intended majors and goals. Without accurate information, it is challenging to ensure students' timely achievement of their goals.

  Stimulus for Action Project 1: Students often declare majors and goals when they apply to the College that don't match their actual course-taking patterns. In fact, the Office of Research and Planning has found that, of students who earn a certificate or degree at CCSF, only about 60% receive one that is offered by the same department as their declared program; and, even then, the award they earn isn't necessarily the one they declared. Collecting more accurate information from the outset of a student's journey (or when they change majors/goals) would be more effective and sustainable than having to continually analyze course-taking behavior; this project is aimed at doing so.

- **Action Project 2** addresses the difficulty the College has had in raising sufficient awareness of resources and services available to students, thereby making it challenging to connect students to those supports to ensure their timely achievement of their goals.

  Stimulus for Action Project 2: CCSF engaged the RP Group to conduct student focus groups in 2019 as part of its Guided Pathways efforts (which the College refers to as Re-imagining the Student Experience, or "RiSE") and again in Spring 2022 to inform Equity planning.[6] Despite efforts to increase awareness through Equity and RiSE activities, the Spring 2022 recommendations include raising awareness and increasing access to resources and support services, echoing an earlier recommendation from 2019.

  To address this recommendation, the College has already begun to take action toward increasing students' awareness and access to resources. Activities include:

  - developing a Student Resources and Services List (with plans to transform it into an interactive list on the Web site that students can filter according to their needs) and a Student Essentials Support Guide;

[6] All California Community Colleges are required to submit a Student Equity Plan to the State Chancellor's Office.

- creating Success Networks aligned with the College's Academic and Career Communities ("meta majors"; these RiSE-sponsored networks are relatively new and evolving, with some still under development);
- developing a Student Parents' Guide (which includes translations) that includes internal and external resources;
- circulating the guides through *CityNotes* (the College's newsletter) and *Equity Times* (the Office of Student Equity's newsletter);
- conducting in-class presentations and workshops to inform students and faculty and to help students navigate the resources available to them using a navigation tool on the Basic Needs Web site;
- tabling at events (e.g., at Welcome Day, Unity Day, and others); and
- establishing the Sparkpoint Center for basic needs which serves as a "single-stop" location (in person and online) for students to learn about the resources available to them.

The College is now focused on amplifying the availability of these resources. This includes using Canvas campaigns to promote the Student Essentials Support Guide which appear to be a promising approach; the College would like to test further the use of Canvas campaigns for promoting awareness along with other approaches.

Underlying Student Achievement Data. The particular student achievement data underlying these action projects include timeline to transfer, timeline to graduation (completion of certificate or degree), and average number of accumulated units upon completion.

As Figure 1 depicts, transfer rates have been relatively steady for the three-year window. Many students take longer than three years to transfer, so transfer rates are higher as the timeframe expands to four years and then six years. Figure 2 shows how student attainment of certificates or degrees is also relatively steady for the three-year window with increases as the timeframe expands. These outcomes are not surprising given that the vast majority of CCSF students work while attending college, often enrolling only part time.

Figure 1. Timeline to Transfer

Students enroll at CCSF → Students take classes → Students transfer → 4 year institutions share transfer data

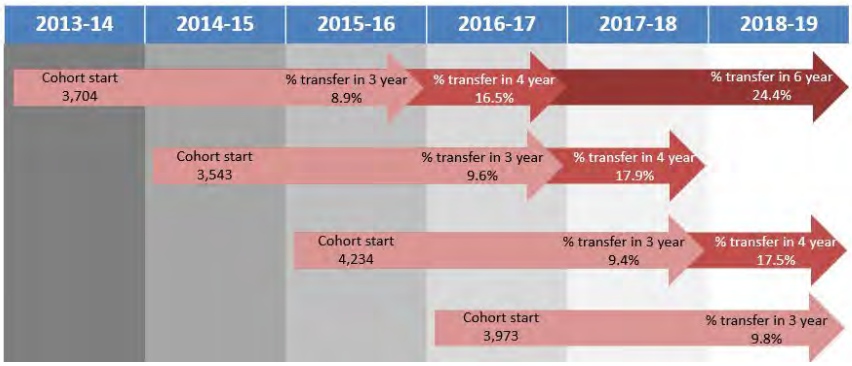
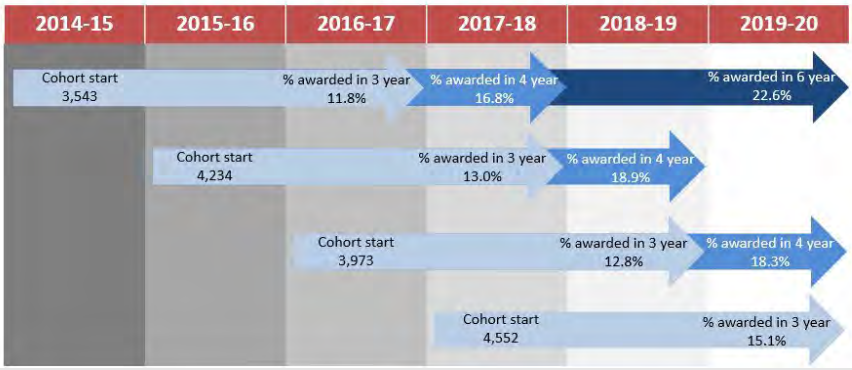


Figure 2. Timeline to Graduation (Certificate or Degree)

Students enroll at CCSF → Students take classes → Students earn an award



The average number of units accumulated by all first-time Associate Degree earners in Figure 3, however, potentially indicates cause for concern. This figure, currently 85 units, is well in excess of the relatively standard degree requirement of 60 units. This figure may capture some of the natural and encouraged exploration that students engage in while in college, but the magnitude of the difference suggests students are spending more time than necessary to complete degrees, even when allowing time to explore.

Figure 3. Average Units Accumulated by All First-Time Associate Degree Earners at CCSF

		2016-17	2017-18	2018-19	2019-20	2020-21
All Associate Degree for Transfer Earners	**Avg # units**	**92**	**94**	**91**	**86**	**87**
	# students	*235*	*270*	*357*	*379*	*446*
All AA/AS Degree (Not for Transfer) Earners	**Avg # units**	**88**	**89**	**89**	**87**	**85**
	# students	*841*	*863*	*975*	*957*	*896*
All Associate Degree Earners	**Avg # units**	**88**	**89**	**88**	**86**	**85**
	# students	*987*	*1,044*	*1,188*	*1,200*	*1,167*

In addition to students whose educational goals include earning associate degrees and credit certificates, a substantial number of students have educational goals aligned with noncredit offerings. Currently we have limited data regarding students' noncredit goals. We are exploring ways to improve clarity about noncredit options for students through encouraging programs to clarify course mapping and sequencing and strengthening connections to student support services for noncredit students.

We also have limited information about students who are taking classes for personal enrichment or those taking a class or two to gain or brush up on a skill. We need to more clearly define and investigate ways of capturing their intentions and goals, in order to better understand the educational aspirations and support needs across all our student populations.

Anticipated Impact on Student Learning and Achievement

The table below captures the anticipated impact of the project with respect to outputs and short-term outcomes. The **anticipated long-term outcome** of the two projects combined, as noted in the QFE Introduction, is **higher levels of timely educational goal attainment,** where "educational goals" includes traditional goals such as completion of certificates, degrees, and transfer as well as goals related to skill-building/professional growth, language acquisition, and personal enrichment.

Project	Outputs	Anticipated Short-Term Outcomes
Project 1 - Collect and analyze information regarding student majors and educational goals	● More accurate information about students' majors ● More accurate information about students' goals, including noncredit students and life-long learners	● Students have easy access to information about their progress toward their goals. ● College is able to view and analyze progression of student groups toward their goals. ● Class offerings support student completion of goals in a more timely manner.
Project 2 - Raise greater, just-in-time awareness of resources and services that support students' achievement of their educational goals	● Continuous, routine engagement with students to connect them to resources/services semester after semester	● Students, faculty, staff, and administrators are aware of resources/services for students. ● Faculty, staff, and administrators communicate the availability of resources/services to students. ● Students connect to resources that support their success.

Outcome Measures

The table above captures the anticipated short-term outcomes for which specific measures include, for Project 1, number/proportion of students whose declared major matches the award they earn; and, for Project 2, number/proportion of students accessing services. Ultimately, the goal of the Action Projects is to improve timely achievement of goals, and we anticipate that we would see the following additional outcomes to varying degrees, likely beyond the scope of the three-year Action Projects:

- An increase in the transfer rates within three to four years of the cohort start;
- An increase in the certificate/degree attainment rates within three to four years of the cohort start;
- A decrease in the total units accumulated upon degree attainment; and
- Improvements in additional measures based on stated goals that aren't certificate/degree/transfer (these would be determined depending on how we move forward in defining/collecting data related to this),

Project Action Plan

Action Project 1 Activities	Action Project 1 Responsible Parties	Action Project 1 Resources Required	Action Project 1 Timeline
1a. Modify CCCApply to organize majors within Academic and Career Communities (done) **1b.** Implement DegreeWorks for credit and noncredit students (ensuring collaboration between Student Affairs and Academic & Institutional Affairs) **1c.** Determine feasibility of utilizing DegreeWorks as a data source for class scheduling purposes **1d.** Utilize data from DegreeWorks to inform class scheduling (if deemed feasible in Activity 1c)	Administrators, faculty, staff within Student Affairs, especially: ● Office of Student Equity ● Completion Center and Counseling Administrators, faculty, staff within Academic & Institutional Affairs, especially: ● RiSE/Success Networks ● Adult Education ● Noncredit departments ● Office of Research and Planning ● Enrollment Management Committee IT Staff	CCCApply SARS DegreeWorks Banner Argos College Scheduler CourseLeaf	**1a.** Completed **1b.** DegreeWorks launched in Summer 2022 **1c.** Begin exploring feasibility in Spring 2023 **1d.** If 1c deemed feasible, begin planning in Fall 2023 to inform scheduling for Spring 2024
Action Project 2 Activities	**Action Project 2 Responsible Parties**	**Action Project 2 Resources Required**	**Action Project 2 Timeline**
2a. Expand use of Canvas to raise awareness of resources among students and faculty **2b.** Explore and identify ways to disseminate information communicated via Canvas to employees who aren't Canvas users **2c.** Implement additional ways to disseminate information to employees who aren't Canvas users	Administrators, faculty, staff within Student Affairs, especially: ● Office of Student Equity ● Completion Center and Counseling ● Representatives from the Student Resources and Services List (see Student Services, Health/Safety, Finances, Technology, Resource Centers) Administrators, faculty, staff within Academic & Institutional Affairs, especially: ● RiSE/Success Networks ● Office of Research and Planning ● OLET / OER ● Representatives from the Student Resources and Services List (see Academic Support)	● Canvas (campaigns/ student services hub/syllabi) ● Student Resources and Services List ● Student Essentials Support Guide ● Noncredit Canvas Student Support	**2a.** Launch additional campaigns at least twice a semester beginning in Fall 2022 **2b.** Begin exploring in Spring 2023 **2c.** Implement in Fall 2023