



ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

2015 Annual Report

Final Submission
3/30/2015

City College of San Francisco
50 Phelan Avenue
San Francisco, CA 94112

General Information

#	Question	Answer
1	Confirm logged into the correct institution's report	Confirmed
2	Name of individual preparing report:	Gohar Momjian
3	Phone number of person preparing report:	415-239-3797
4	Email of person preparing report:	gmomjian@ccsf.edu
5a	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.ccsf.edu/dam/ccsf/documents/OfficeOfInstruction/Catalog/FrontMatter.pdf
5b	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.ccsf.edu/en/about-city-college/participatory_governance/ParticipatoryGovernanceCouncil/AccreditationPGC.html

Headcount Enrollment Data

#	Question	Fall 2014	Fall 2013	Fall 2012
6	Total unduplicated headcount enrollment:	43,470	48,623	53,982
7	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	24,003		
8	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	2,839		
9	Number of courses offered via distance education:	124	122	117
10	Number of programs which may be completed via distance education:	12		
11	Total unduplicated headcount enrollment in all types of Distance Education:	3,508	2,986	3,943
12	Total unduplicated headcount enrollment in all types of Correspondence Education:	n/a	n/a	n/a
13	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a		

Student Achievement Data

#	Question	2014	2013	2012
14a	What is your Institution-set standard for successful student course completion?	69.5%		
14b	Successful student course completion rate for the fall 2014 semester:	69.8%		

Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.

#	Question	Answer
15a	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	n/a
15b	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	1218
15c	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	737

#	Question Text	2014	2013	2012
16a	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	2,262		
16b	Number of students who received a degree in the 2013-2014 academic year:	1,576		
16c	Number of students who received a certificate in the 2013-2014 academic year:	845		
17a	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	2,750		
17b	Number of students who transferred to 4-year colleges/universities in 2013-2014:	3,094		
18a	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes		
18b	If yes, please identify them:	Biological Sciences CSU General Education IGETC Latin American & Latino/a Studies		
19a	Number of career-technical education (CTE) certificates and degrees:	135		
19b	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	45		
19c	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	11		
19d	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	135		

Licensure Examination Pass Rates

2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

#	Program	CIP Code 4 digits (##.##)	Examination	Inst. Set Standard (%)	Pass Rate (%)
	Radiation Therapy Technology	5109	national	75%	100%
	Diagnostic Medical Imaging	5109	national	75%	95%
	Licensed Vocational Nursing	5116	state	72%	76%
	Registered Nursing	5116	state	90%	76%
	CVT/Echocardiography Tech	5109	national	0%	100%
20	Emergency Medical Technician	5109	national	80%	79%
	Pharmacy Tech	5108	state	85%	100%
	Health Information Technician	5107	national	85%	82%
	Medical Assisting	5108	national	85%	100%
	Paramedic Program	5109	national	85%	100%
	Phlebotomy	5110	state	85%	89%

Employment rates for Career and Technical Education students

2011-2012 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

#	Program	CIP Code 4 digits (##.##)	Inst. Set Standard (%)	Job Placement Rate (%)
	Landscape Gard. & Contr.	106	80.72%	73.3%
	Floristry	106	80.72%	58.8%
	Architecture	409	80.72%	55.2%
	Multimedia Journalism	904	80.72%	60%
	Broadcast Motion Graphics	907	80.72%	75%
	Alt Photography Processes	1002	80.72%	46.7%
	Convergent Media Prod	1003	80.72%	46.7%
	Digital Print/Doc. Mgmt.	1003	80.72%	50%
	Android App Programming	1102	80.72%	52.2%
	Fundament of Networking	1109	80.72%	50.6%
	CNIT: Cisco Networking	1110	80.72%	54.5%
	Computer Technician	1110	80.72%	73.5%
	Web Site Dev. Tech.	1110	80.72%	30%
	Culinary Arts Management	1205	80.72%	66.1%
	Food Service Management	1205	80.72%	90.9%
	Special Education	1310	80.72%	58.0%
	Biotechnology	1504	80.72%	63.6%
	Nutrition Assistant	1905	80.72%	57.1%
	Early Childhood Ed	1907	80.72%	67.6%
	CDEV: School Age Care	1907	80.72%	46.7%
	CDEV: Administration	1907	80.72%	86.4%
	CDEV: Infant/Toddler Care	1907	80.72%	70.0%
	Fashion Merchandising	1909	80.72%	69.4%
	Paralegal/Legal Studies	2203	80.72%	73.9%
	Library Information Tech	2503	80.72%	72.4%
	Admin of Justice	4301	80.72%	72.5%
	Forensic Identification	4301	80.72%	70.0%
21	Fire Science Technology	4302	80.72%	75.4%
	Construction Management	4604	80.72%	73.3%
	Electronic Engr. Tech.	4604	80.72%	73.3%
	Automotive Mechanics	4706	80.72%	73.8%
	Motorcycle Technician	4706	80.72%	55%
	Auto Body Damage Analysis	4706	80.72%	54.4%
	Graphic Design	5004	80.72%	59.6%
	Fashion Design	5004	80.72%	52%
	Cinema Production	5006	80.72%	47.5%
	Dental Assisting	5106	80.72%	77.3%
	Health Info Technology	5107	80.72%	48.6%

Medical Office Assisting	5108	80.72%	85.2%
Medical Admin Assisting	5108	80.72%	69.2%
Pharmacy Technician	5109	80.72%	63%
CVT/Echocardiography Tech	5109	80.72%	100%
EKG Technician	5109	80.72%	68.1%
Diagnostic Medical Imaging	5109	80.72%	84.2%
Radiation Therapy Tech	5109	80.72%	100%
Emergency Medical Tech	5109	80.72%	70.8%
Paramedic	5109	80.72%	92.6%
Drug and Alcohol Studies	5115	80.72%	67.6%
Registered Nursing	5116	80.72%	73.2%
Vocational Nursing	5116	80.72%	70.2%
Community Mental Health	5122	80.72%	53.7%
Unit Coord./Ward Clerk	5199	80.72%	66.7%
General Business	5201	80.72%	50.0%
Supervision and Business Mgmt	5202	80.72%	86.7%
Accounting	5203	80.72%	61.5%
Administrative Support	5204	80.72%	62.5%
California Real Estate	5215	80.72%	69.0%
Travel and Tourism	5219	80.72%	54.2%

#	Question	Answer	
22	Please list any other institution set standards at your college: Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
23	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).	<p>The College's Bridge to Success (BTS) Program addresses four "loss points" in a San Francisco Unified School District (SFUSD) student's trajectory to a timely college degree. These loss points are: 1. between 9th and 12th grade where 1500 students drop out; 2. upon graduation about 1000 SFUSD graduates do not enroll in a post-secondary program; 3. during matriculation where 920 SFUSD grad receive placement in a remedial math or English sequence they will struggle to complete; 4. once enrolled 650 SFUSD grads do not complete their chosen course of study in 5 years. BTS joins the City and County of San Francisco, CCSF, SFUSD, and community organizations to promote timely post-secondary success, particularly among African American and Latino students. has utilized sustainable innovations to further college completion rates of San Francisco youth. The innovations include: early warning indicators at the high school level; Frisco Day (a city wide day for all SFUSD seniors); counselor collaborations; all in one days to complete the five step matriculation process; find your community (coordinated network of support); and advance registration for incoming SFUSD seniors.</p>	

Student Learning Outcomes and Assessment

Courses

#	Question	Answer
24a	Total number of college courses:	2437
24b	Number of college courses with ongoing assessment of learning outcomes	2363
	Auto-calculated field: percentage of total:	97%
25a	Total number of college programs (all certificates and degrees, and other programs as defined by college):	354
25b	Number of college programs with ongoing assessment of learning outcomes	337
	Auto-calculated field: percentage of total:	95.2%
26a	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	28
26b	Number of student and learning support activities with ongoing assessment of learning outcomes:	28
	Auto-calculated field: percentage of total:	100%
27	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.ccsf.edu/en/about-city-college/slo/reports/semester_assessment_reports/assessment_report_archives.html
28	Number of courses identified as part of the general education (GE) program:	753
29	Percent of GE courses with ongoing assessment of GE learning outcomes:	97%
30	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	No
31	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	744
32	Number of Institutional Student Learning Outcomes defined:	42

33	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%
34	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	81%

Question

- Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).
- 35 During assessment of the Information Competency ILO, librarians across the College engaged in analysis and dialogue to promote collaboration and improved outcomes. Subject librarians reviewed the PSLOs mapped to their assigned disciplines and analyzed whether the mapping was accurate. They also reviewed all program learning outcomes for their assigned disciplines in the College Catalog to see whether other PSLOS align better with the ILO. Librarians uncovered common themes in faculty understanding of information competency and also of curriculum mapping itself. The themes discussed helped librarians rethink the wording of ILO and the recommendations presented to the College's SLO committee and Academic Senate for adoption. Additionally, the curriculum maps offered a unique starting point for dialogue between the subject librarians and teaching faculty in their assigned departments. Librarians identified programs with correct mapping, provided suggested wordings for the IC outcomes. With these collaborations data on Information Competency can be better compared and addressed college-wide.

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

Question

- Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).
- 36 Across the College, examples of outcome alignment translate to notable improvements. For example, every science program rewrote program outcomes and maps when a new science outcome was added to the GE Outcome. In CTE, the Automotive/Motorcycle and Construction & Building Trades Program has aligned SLOs/PSLOs with industry standards and now offers 6 stackable certificates building up to an AS degree, allowing students to complete a section and return to a work site with recognized national certification skill sets. A new five year certification cycle will include one new certificate to complete a series in Heating and Air-conditioning. The Auto Body program has 4 stackable certificates to meet the same certifying body's training standards. The AS degree Motorcycle Technology Program has 3 stackable certificates independent of any national body, as none exists, but provides substantial professional training in motorcycle repair and maintenance applicable to any shop in the nation. The Construction Program currently has 4 stackable certificates and one more on the way toward a vacillating/cycling in training-out to the work-place, upgrade process. In this program, credit and non-credit student cohorts learn together in the same classroom with learning outcomes based on educational and workplace needs.

Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).

- 37 After GE outcome data is collected, analyzed, and compared with achievement data that is disaggregated by ethnicity, basic skills, ESL, age, gender, and instructional location, GE assessment work group members hold campus wide forums to convey and discuss results. At the forum, workgroup members from the next GE Area under assessment are in attendance to provide continuity and insight. Faculty, administrators, and program staff discuss the results and provide additional analysis, as well as recommendations for the campus community. This dialogue is recorded and folded into the final report. GE assessment reports are widely disseminated discussed at Deans and Chairs meetings, Student Development Institutes, and Administrator Professional Development workshops so that the results may help inform the development of programs such as a Summer Bridge, a First Year Experience program, and decisions about where courses are offered. For example, three GE Area assessments have demonstrated that math readiness is the highest predictor of college success. This data is informing the design of the above mentioned student success initiatives.

Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).

- 38 All instructional, student service, and administrative units have pages on the College's comprehensive assessment website. This website provides a public warehouse for all instructional, student service, and administrative unit outcomes. Additionally, each unit's assessment website links to the archived assessment reports, providing transparency and accountability to stakeholders at the College. The Student Learning Outcomes Committee and the Student Service Assessment team provide additional accountability by sampling assessment reports, and using a common rubric, evaluate the robustness of data gathered and the richness of improvements implemented. The reports are disseminated throughout the College so assessment coordinators may continue to improve the process and further a culture of evidence. Data from the last instructional validation revealed that 80 percent of the assessment reports provided concrete descriptions of improvements made or planned; 78 percent provided details rich with evidence; 70 percent of courses used multiple assessment measures. The reports also noted that 25 percent of the assessment reports spoke of stellar work. These were highlighted and shared at College-wide forums. These validations help coordinators make stronger linkages to planned improvements and resource requests in program review.

Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).

- 39 Librarians created literacy outcomes within the broader information competency outcome to better assess the role of exhibitions/visual imagery on student learning. This year's assessment using an exhibition entitled Finding Home, Artwork by Veterans resulted in an increase of 28.25% from the previous year's assessment. Increased text, embedded librarianship, a more fully developed collaboration with classroom faculty are credited with the improved rating. Students described how they learned from visual media: 1.) "Learning about war from artwork requires me to use more of my own creativity, imagination and interpretation in order to figure out what the artist is trying to say through his or her artwork." 2.) "Learning about war from artwork" is really different because you get to see actual evidence from people's memories..." Also, the Culinary Program has implemented Live Text resulting in a culture of assessment in which rubric teams collaborated to create assessments on shared outcomes and course specific outcomes. Data across the program is shared more easily. Live Text allows real-time assessment in the laboratory setting that then can be integrated into an portfolio showcasing the students work for review growth and potential employers. See video <https://docs.google.com/file/d/0B1QEFhFlmayZLXBvMG9MN2VSN3M/edit>

Substantial Change Items

#	Question	Answer
40	Number of submitted substantive change requests:	2013-2014 = 3 2012-2012 = 0 2011-2012 = 0
41a	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Location and/or Geographic Area Served
41b	Explain the change(s) for which you will be submitting a substantive change proposal:	The 750 Eddy Street facility which comprises Civil Center was closed in January 2015 and classes were relocated. When a permanent solution for the Civic Center is found, CCSF will submit a proposal.

Other Information

#	Question	Answer
42a	Identify site additions and deletions since the submission of the 2013 Annual Report:	The Civic Center's 750 Eddy Street facility was temporarily closed (effective January 12, 2015).
42b	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Chinatown/North Beach, Downtown, Evans, John Adams, Mission, and Southeast
43	List all of the institutions instructional sites out of state and outside the United States:	n/a