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Introduction

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 a new entity, the San Francisco Community College District (SFCCD), was formed. This entity also included a number of neighborhood programs offered through the Adult and Occupational Education Division of SFUSD. The College maintained these neighborhood education programs 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. The College currently serves over 60,000 students (credit and noncredit) through one main Campus (Ocean), eight Centers, one additional primary location, and a number of neighborhood sites.

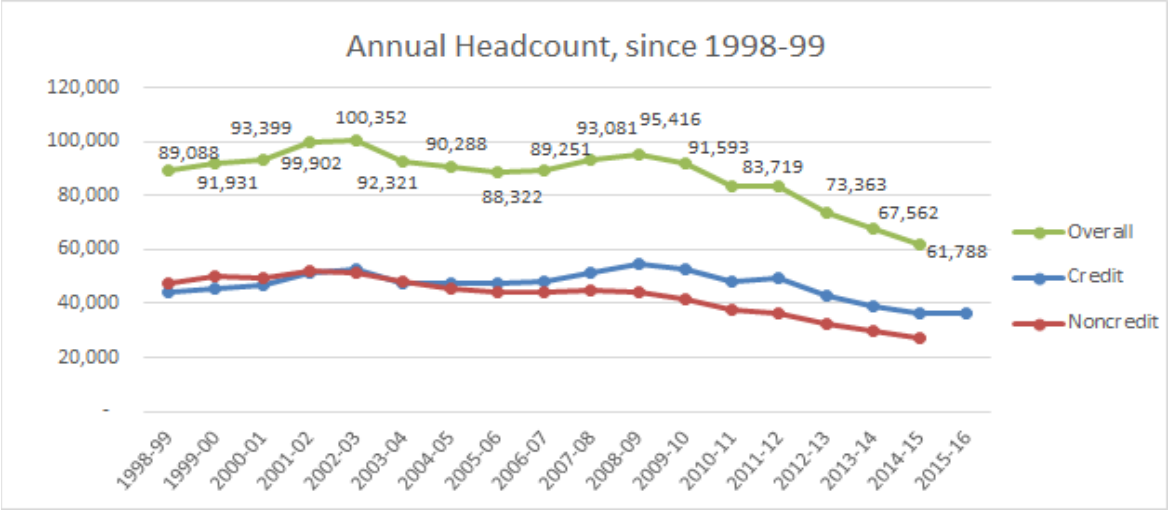
Major Developments Since the Last Educational Quality and Institutional Effectiveness Review

As a result of the 2014 Evaluation Team Visit, ACCJC granted Restoration Status to City College of San Francisco in January 2015. Under Restoration Status, the College has two years to demonstrate it fully meets all Eligibility Requirements, Accreditation Standards, and Commission Policies. The Evaluation Team Report contained a number of findings that the College has addressed and describes in the "Analysis and Evaluation" section of each Standard.

College Data. The sections below provide a variety of data, including student enrollment data and a summary of the service area in terms of demographic data, socioeconomic data, and labor market data.

Annual Headcount Since 1998. 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 attendance. Credit students enrolled in noncredit tutorial sections are not added to the noncredit headcount.[1]

[1] The CCCCO Data Mart will report higher overall headcount, as some students are counted twice. In the Data Mart, credit students in noncredit tutorial sections, who have eight or more hours of instruction, are counted in credit and again in noncredit. CCSF is working with the California Community Colleges Chancellor's office to correct this.



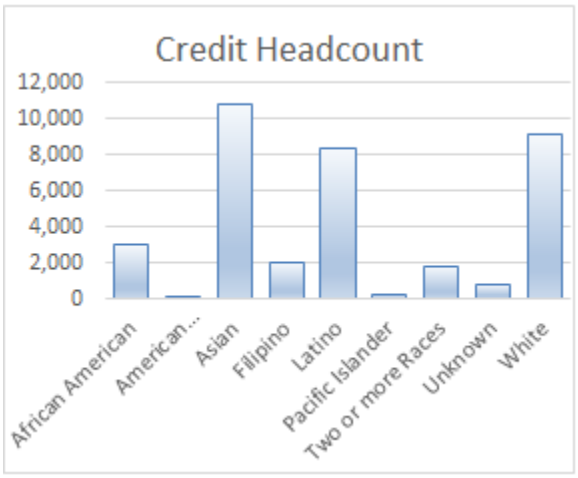
CCSF's headcount is observed to have gradually declined each year since 2008-09. This is also the case when examining credit headcount and noncredit headcount separately. However, early indications for the 2015-16 academic year (still in progress) suggest that this trend may have ended. Preliminary headcount in credit, for the 2015-16 academic year, is slightly above that of the prior year. (Noncredit headcount numbers for 2015-16 are not available at this time.)

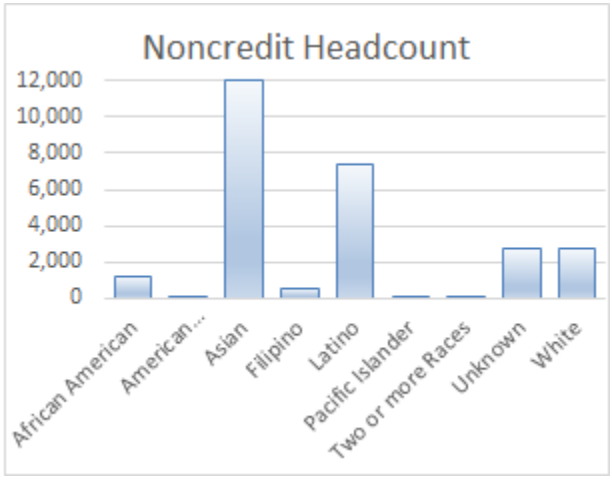
	Credit Headcount	Noncredit Headcount	Overall Headcount
1998-99	44,520	47,710	89,088
1999-00	45,249	50,093	91,931
2000-01	47,153	49,629	93,399
2001-02	51,264	52,281	99,902
2002-03	52,506	51,543	100,352
2003-04	47,643	47,907	92,321
2004-05	47,616	45,747	90,288
2005-06	47,346	44,082	88,322
2006-07	48,087	43,999	89,251
2007-08	51,453	44,727	93,081
2008-09	54,412	44,170	95,416
2009-10	52,805	41,673	91,593
2010-11	48,287	38,017	83,719
2011-12	49,568	36,379	83,403
2012-13	42,914	32,727	73,363
2013-14	39,251	30,090	67,562
2014-15	36,189	27,220	61,788
2015-16	36,238	23,208	**

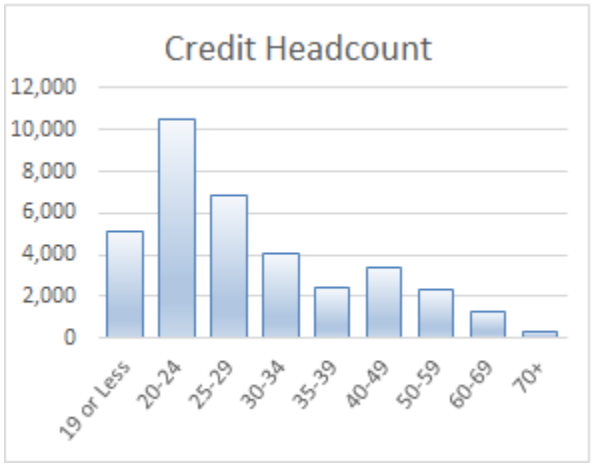
** 2015-15 Credit is not final. Noncredit is not yet known.
Source: Argos institutional Headcount data-cube: May 21, 2016 savec
Learn 1000 students (credit students enrolled in noncredit Tutorials) are removed from the noncredit count

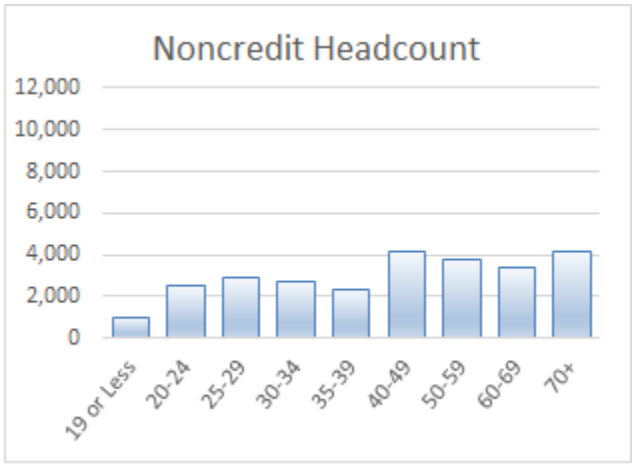
CCSF Student Demographics. It is best to examine demographics of CCSF students by looking at credit and noncredit students separately, as their profiles are rather different. Most

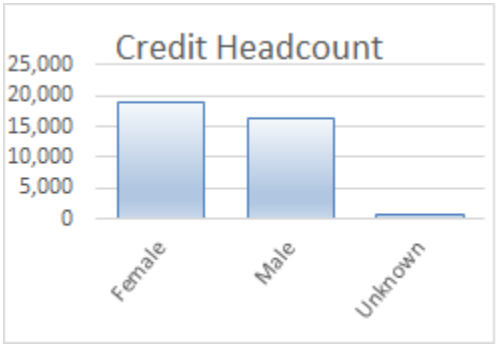
credit students are in their 20s, in contrast to noncredit students, whose ages are more evenly distributed. Students aged 40 and above attend noncredit courses in large numbers. Females outnumber males in credit, with about 53 percent of total headcount, and even more so in noncredit, where females constitute over 60 percent of students. Proportionately fewer whites and African-Americans enroll in noncredit, with proportionately more Asians and Latinos enrolling in noncredit, likely related to the large noncredit English as a Second Language (ESL) program and its service to immigrant communities.

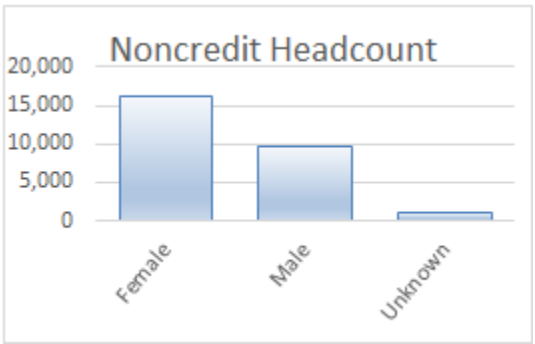






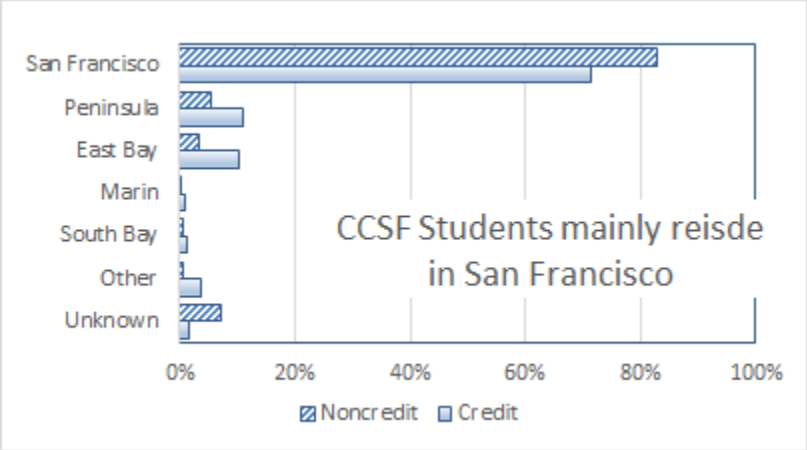






Note: CCSF internal Argos data-cubes further disaggregate headcount breaking out veterans, foster youth, first-generation college, disabled, economically disadvantaged (BOG fee waiver and Pell recipients) as well as by residence zip code.

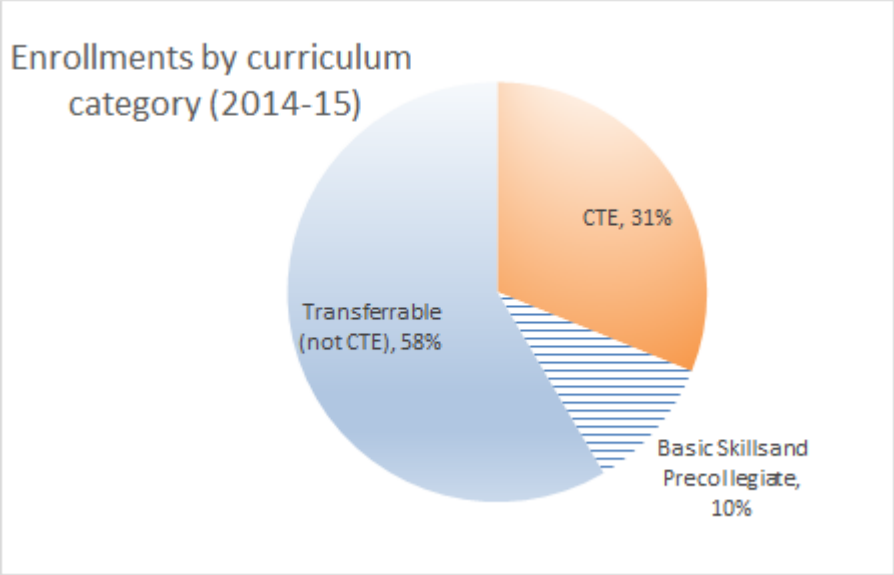
CCSF Students' Residence. CCSF students mainly reside in the city/county of San Francisco. A little over 70 percent of credit students, and over 80 percent of noncredit students, are residents of the city. In addition, the College attracts students from the nearby areas, with around 11 percent of credit students coming from the south (Peninsula) and another 10 percent of credit students coming from the East Bay. Noncredit students are less likely to come from outside San Francisco.



CCSF students residence (by zipcode)

	Credit	Noncredit
Unknown	1.6%	7.2%
Other	3.5%	0.5%
South Bay	1.3%	0.4%
Marin	1.0%	0.3%
East Bay	10.4%	3.4%
Peninsula	10.9%	5.4%
San Francisco	71.3%	82.7%

Academic Instruction. Course offerings in credit are broadly grouped into three areas. About 60 percent of enrollments in any one semester are in non-CTE transfer preparation courses. Enrollments in CTE courses constitute about 30 percent all enrollments. Although courses can be cleanly grouped into categories, the courses serve overlapping purposes for students. 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 specializing in CTE fields also transfer. Finally, about 10 percent of enrollments are in below-transfer level developmental courses in ESL, English, and Math.


Enrollments by curriculum category (2014-15)
CTE, 31%
Transferrable (not CTE), 58%
Basic Skillsand Precollegiate, 10%

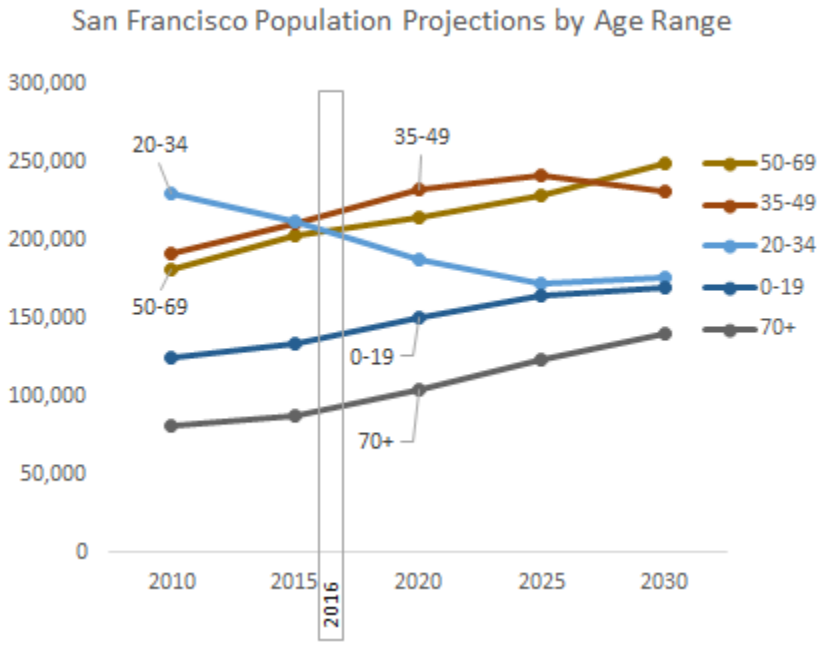
CCSF Participation Rates for San Francisco Residents. College participation rates for adults living in San Francisco have been declining gradually since 2001-02. While the decline of one percentage point from around 8 percent of the adult population to around 7 percent took ten years, a steeper decline is observed in recent years, settling to around 5 percent today. Data from age and ethnicity groups exhibit declines in participation across all ages and among all ethnic groups.

CCSF Participation Rates from San Francisco Adult Residents

	2010-11 %	2011-12 %	2012-13 %	2013-14 %	2014-15 %	2015-2016 %
Overall Average	**7%**	**7%**	**6%**	**5%**	**5%**	**5%**
Age Range						
15-19	22%	24%	23%	20%	17%	19%
20-24	15%	16%	16%	15%	14%	14%
25-29	7%	7%	6%	6%	6%	6%
30-34	6%	5%	5%	4%	4%	4%
35-39	5%	5%	4%	4%	3%	3%
40-49	5%	5%	4%	4%	3%	3%
50-59	5%	5%	4%	4%	3%	3%
60-69	4%	4%	4%	4%	3%	3%
70+	5%	5%	5%	4%	4%	4%
Ethnicity						
African American	7%	8%	6%	6%	5%	5%
American Indian/Alaskan Native	6%	6%	5%	4%	4%	4%
Asian	8%	8%	7%	7%	6%	6%
Filipino						
Latino	11%	10%	9%	8%	8%	7%
Pacific Islander	8%	8%	6%	6%	5%	5%
Two or more Races	5%	6%	6%	5%	5%	5%
Unknown						
White	3%	3%	2%	2%	2%	2%

Population data: California Department of Finance. http://www.dof.ca.gov/research/dem
Ethnicity chart: based on adult population, aged 18 and older
CCSF data: Argos Institutional Headcount. May 1, 2016 saved state
San Francisco residence determined by zipcode
adjusted proportionately for those records with missing zip codes
Underlying source: Banner student system

San Francisco Population Projections. California Department of Finance long-term population projections for San Francisco predict substantial increases in the proportion of the population over 50 years old as well as increases in the proportion of young people aged 19 and under. More modest increases are expected among those in the 35–49 year age range. However, the proportion of the population in the 20–34 age range is predicted to decline.



San Francisco Projections for Age Ranges

Age Range	# Change, 2015-2020	% Change, 2015-2020	# Change, 2015-2030	% Change, 2015-2030
0-19	16,782	13%	36,065	27%
20-34	-24,272	-11%	-36,407	-17%
35-49	22,169	11%	20,302	10%
50-69	11,352	6%	45,683	22%
70+	16,898	19%	53,198	61%

Source: California Department of Finance (retrieved on May 17, 2016)
State and County Total Population Projections by Race/Ethnicity and Detailed Age, 2010-2060
http://www.dof.ca.gov/research/demographic/reports/projections/P-3/

Centers Locations Attendance Patterns. The College offers courses at eight centers. While there was a time when the Centers were offering only noncredit courses, in recent years, more credit courses are available at the Centers.

Percent of course enrollments by location, in credit and noncredit

	Credit	Noncredit
Civic Center	0.9%	99.1%
Chinatown North Beach	5.9%	94.1%
Downtown	17.4%	82.6%
Evans	45.3%	54.7%
Fort Mason *	100.0%	0.0%
John Adams	21.6%	78.4%
Mission	19.3%	80.7%
Online *	100.0%	0.0%
Ocean (Main Campus)*	95.3%	4.7%
Airport	100.0%	0.0%
Southeast	50.5%	49.5%

Source: Argos Centers and Attendance Patterns, run May 2, 2016; Data for Fall 2015
*does not have official Center status

Students can register for classes at any CCSF location. A somewhat complex profile of cross attendance emerges when enrollment patterns are analyzed, as many students are attending courses at multiple locations.

Centers/Locations attendance patterns.

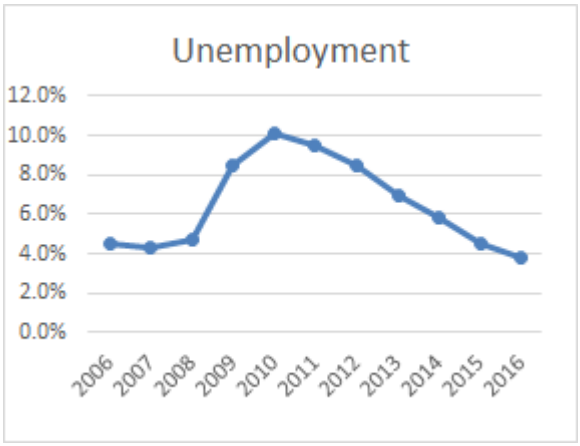
Analysis of overlapping enrollment. Data from Fall 2015

How many students are attending this location?
How enrollments (duplicated) do these students represent? (in credit and noncredit)
Are these same students attending courses at other CCSF locations?

	Total Headcount attending this location	Total number of (duplicated) enrollments this location	This location, CREDIT enrollments (duplicated)	This location, NONCREDIT enrollments (duplicated)	Same students, CREDIT enrollments (duplicated) at other locations	Same students, NONCREDIT enrollments (duplicated) at other locations
Civic Center	1,395	3,012	28	2,984	89	907
Chinatown North Beach	6,438	16,264	952	15,312	1,321	1,621
Downtown	4,591	9,033	1,572	7,461	1,934	2,102
Evans	1,240	1,701	771	930	515	451
Fort Mason *	355	372	372	0	208	20
John Adams	3,951	8,924	1,924	7,000	1,110	1,099
Mission	7,361	12,528	2,413	10,115	2,894	1,392
Online *	3,999	5,745	5,745	0	6,282	362
Ocean (Main Campus)*	20,190	50,889	48,485	2,404	6,780	1,090
Airport	136	193	193	0	69	2
Southeast	546	644	325	319	485	221

Source: Argos Centers and Attendance Patterns, run May 2, 2016; Data for Fall 2015
*does not have official Center status

Labor Market and Economic Information. Community college enrollment levels typically drop when job markets are strong. Jobless rates have been dropping for the last five to six years, and unemployment rates in San Francisco are even lower than in surrounding cities, dropping below 4 percent in 2016. According to the U.S. Bureau of Labor Statistics, job growth in the recent year is occurring in all significant sectors across the region, with job growth in the construction sector in the lead.



Data for March: San Francisco-Oakland-Hayward, CA Metropolitan Statistical Area
Source: Bureau of Labor Statistics
http://data.bls.gov/timeseries/LAUMT064186000000006?data_tool=Xgtable
http://www.bls.gov/regions/west/ca_sanfrancisco_msa.htm

	Mar.2016	Change from Mar. 2015 to Mar. 2016 Number	Percent
Total nonfarm	2,295.5	71.1	3.2
Mining and logging	0.9	-0.1	-10.0
Construction	114.4	8.7	8.2
Manufacturing	126.4	1.2	1.0
Trade, transportation, and utilities	370.1	12.2	3.4
Information	85.9	3.4	4.1
Financial activities	129.2	1.3	1.0
Professional and business services	472.0	19.3	4.3
Education and health services	340.9	14.1	4.3
Leisure and hospitality	257.5	6.0	2.4
Other services	83.5	0.7	0.8
Government	314.7	4.3	1.4

in Thousands

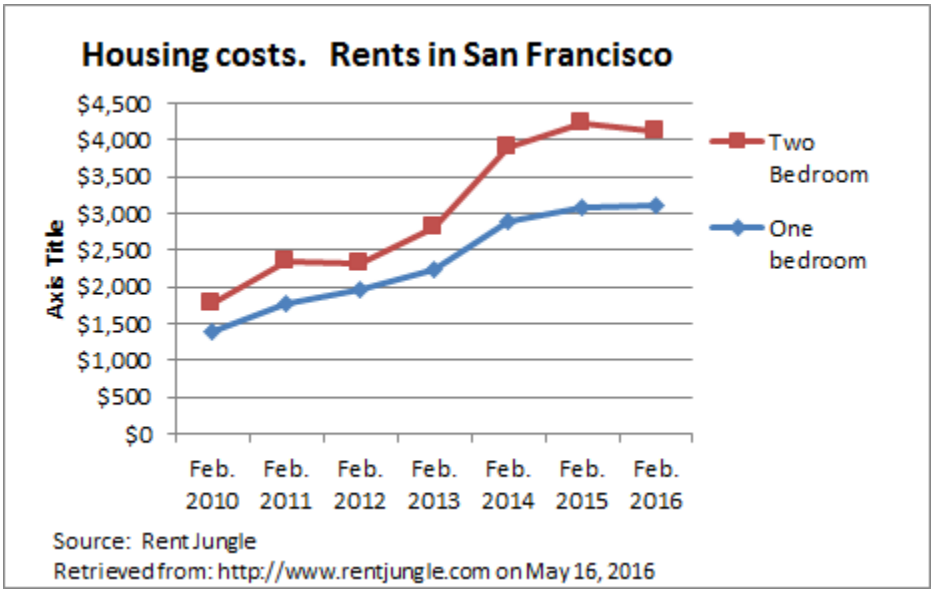
U.S. Bureau of Labor Statistics
http://www.bls.gov/regions/west/summary/blssummary_sanfrancisco.pdf

However, the benefits of the strong economy are not evenly distributed. Studies of income inequality by the Brookings Institution, comparing the household incomes at the 20th percentile with those at the 95th percentile, find the city of San Francisco has the highest income disparity among cities west of the Mississippi. As a region, the San Francisco-Oakland-Hayward area has the third highest measure of income disparity in the nation.

	Income @ 20th percentile	Income @ 95th percentile	95/20 ratio 2014
SF Oakland-Hayward MSA	$ 31,761	$ 353,483	11.1
San Francisco	$ 26,366	$ 383,202	14.5

Household Income, 2014
Source: Brookings Institution
Retrieved on June 2, 2016, from:
http://www.brookings.edu/research/papers/2016/01/14-income-inequality-cities-update-berube-holmes

In addition, the cost of housing in the San Francisco area is very expensive compared to other cities, following steep increases which have been occurring in recent years.



Sites Where 50 percent or More of a Program, Certificate, or Degree is Available to Students

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

- Ocean Campus, 50 Phelan Avenue[2]

[2] Ocean Campus

- Airport Center, San Francisco International Airport, Building 928[3]
- Chinatown/North Beach Center, 808 Kearny Street[4]
- Civic Center, 1170 Market Street[5]
- Downtown Center, 88 Fourth Street[6]
- Evans Center, 1400 Evans Avenue[7]
- Fort Mason, 2 Marina Boulevard, Building B[8]
- John Adams Center, 1860 Hayes Street[9]
- Mission Center, 1125 Valencia Street[10]
- Southeast Center, 1800 Oakdale Avenue[11]

Other Off-Campus Sites or Centers, including International Sites

The District Business Office is located at 33 Gough Street.[12] The College does not have any international sites.

Specialized or Programmatic Accreditation[13]

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

- 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
- Diagnostic Medical Imaging Program
  Accredited by The Joint Review Committee on Education in Radiologic Technology
- Drug and Alcohol Studies Certificate
  Accredited by the California Association of Alcohol and Drug Educators

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[3] Airport Center
[4] Chinatown/North Beach Center
[5] Civic Center
[6] Downtown Center
[7] Evans Center
[8] Fort Mason
[9] John Adams Center
[10] Mission Center
[11] Southeast Center
[12] District Business Office
[13] See also: Programmatic Accreditors Page of Accreditation Website

- Emergency Medical Technician and Paramedic Programs

- 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
- Medical Assisting Program
  Accredited by The Commission on Accreditation of Allied Health Education Programs
- Nursing Program
  Approved by The California State Board of Registered Nursing
- Radiation Therapy Technology Program
  Accredited by The Joint Review Committee on Education in Radiologic Technology
- Vocational Nursing Program
  Accredited by The Board of Vocational Nursing and Psychiatric Technicians

Presentation of Student Achievement Data and Institution-Set Standards

Course Completion

The College established an institution-set standard for course completion of 69.5 percent in 2014. The overall successful course completion rate in credit usually exceeds 71 percent. The completion rate in CTE courses is a little higher, at around 75 percent. Rates in Basic Skills and developmental education are lower, averaging around 60 percent, with some variation by discipline. The overall successful completion rate for courses offered in Distance Education is around 60 percent.

Student Achievement: Course Success

Successful course completion rate - overall

	2011 - 2012		2012 - 2013		2013 - 2014		2014 - 2015	
	Enrollment count	Percent Successful completion	Enrollment count	Percent Successful completion	Enrollment count	Percent Successful completion	Enrollment count	Percent Successful completion
CCSF Overall	210,949	71.3%	186,937	70.7%	164,723	71.8%	140,734	71.5%

Successful course completion rate by curriculum category

CTE	60,056	75.6%	54,266	75.5%	49,568	75.1%	43,847	75.9%
Basic Skills and Precollegiate	22,908	60.5%	19,827	60.7%	17,199	61.3%	14,613	60.6%
Transferrable (not CTE)	127,985	71.2%	112,844	70.1%	97,956	72.0%	82,274	71.1%

Successful course completion rate in Distance Education

	2011 - 2012		2012 - 2013		2013 - 2014		2014 - 2015	
	Enrollment count	Percent Successful completion	Enrollment count	Percent Successful completion	Enrollment count	Percent Successful completion	Enrollment count	Percent Successful completion
Distance Education	12,988	60.9%	12,626	61.9%	12,692	60.7%	12,334	60.5%

Source: Argos Course Success and Demographics data-Cube, Nov 12. 2015 saved stated.
Underlying source: Banner Student system

Disaggregating course success rates by student demographics yields a good deal of variation. In general, the rate for females exceeds that for males. Older students are more likely to complete courses. Asian and White students' course completion rates exceed the average, while those of Latino/as and African Americans, Pacific Islanders, and American Indian/Alaskan Native are lower. The story that emerges varies by discipline and by course within the discipline.

Successful course completion rate by ethnicity.

	2011 - 2012		2012 - 2013		2013 - 2014		2014 - 2015	
	Enrollment count	Percent Successful completion	Enrollment count	Percent Successful completion	Enrollment count	Percent Successful completion	Enrollment count	Percent Successful completion
African American	20,678	58.0%	17,307	56.2%	14,335	57.0%	11,618	57.1%
American Indian/Alaskan Native	550	67.1%	509	62.7%	365	62.5%	305	65.9%
Asian	66,452	78.5%	59,334	77.7%	53,326	79.2%	45,476	79.4%
Filipino	13,257	69.3%	11,217	69.1%	9,378	70.5%	8,061	70.2%
Latino	45,057	65.3%	42,156	64.1%	37,885	65.3%	33,518	64.8%
Pacific Islander	1,801	62.7%	1,453	62.6%	1,356	60.7%	1,145	61.7%
Two or more Races	9,309	65.5%	8,935	65.0%	8,257	67.5%	7,540	66.5%
Unknown	6,110	72.1%	5,076	72.1%	4,013	73.3%	2,848	68.6%
White	47,732	74.7%	40,949	75.2%	35,808	75.3%	30,223	74.9%

Successful course completion rate by gender.

	2011 - 2012		2012 - 2013		2013 - 2014		2014 - 2015	
	Enrollment count	Percent Successful completion	Enrollment count	Percent Successful completion	Enrollment count	Percent Successful completion	Enrollment count	Percent Successful completion
Female	107,228	73.5%	93,352	72.8%	82,159	74.2%	71,741	73.9%
Male	100,661	68.9%	90,841	68.5%	79,903	69.3%	66,430	68.9%
Unknown	3,057	71.7%	2,743	72.6%	2,660	75.0%	2,562	72.4%

Successful course completion rate by age.

	2011 - 2012		2012 - 2013		2013 - 2014		2014 - 2015	
	Enrollment count	Percent Successful completion	Enrollment count	Percent Successful completion	Enrollment count	Percent Successful completion	Enrollment count	Percent Successful completion
19 or Less	44,777	67.4%	39,881	65.8%	31,524	68.3%	25,603	67.5%
20-24	73,572	68.4%	66,866	68.8%	58,112	69.7%	48,161	68.9%
25-29	34,109	72.3%	30,511	72.5%	28,326	74.1%	25,615	73.4%
30-34	18,698	75.3%	16,250	74.7%	15,615	75.1%	13,656	76.2%
35-39	10,985	75.9%	8,939	75.6%	8,511	75.9%	7,760	74.0%
40-49	15,641	77.5%	12,744	76.2%	11,517	75.0%	10,337	75.8%
50-59	9,027	79.7%	7,969	76.1%	7,427	74.0%	6,121	74.7%
60-69	3,501	84.1%	3,210	81.6%	3,047	78.8%	2,848	80.1%
70+	631	81.3%	564	82.6%	642	82.7%	632	79.4%

Note: CCSF internal Argos data-cubes further disaggregate course completion rates. In the domain of curriculum and schedule it is possible to examine data by school, department, by subject, course, location (which includes Distance Education), time of day, CTE category, degree-applicable and/or transferable status, whether course meets CCSF general education requirements, etc. As the course completion data is assembled at the student level, the same data-cubes are capable of demographic-based disaggregation beyond ethnicity, age and gender. Faculty and staff can examine rates for veterans, foster youth, first-generation college, disabled, economically

disadvantaged (BOG fee waiver and Pell recipients). The data-cubes also support the ability to examine course completion rates for any combination of any of these variables.

Degrees and Certificates

In 2014, the College also established an institution-set standard for the number of students receiving degrees annually at 1,218 students. In academic year 2014-15, 1,318 students received degrees. The College also established a standard in 2014 for completion of Certificates of Achievement (state-approved) of 737 students. In 2014-15, 864 students completed certificates in this category.

	2011-12	2012-13	2013-14	2014-15
Degrees	1,234	1,532	1,632	1,318
Certificate of Achievement	430	880	982	864
Certificate of Accomplishment	626	913	979	792
Noncredit Certificates	265	237	232	227

As a volume measure, the College is sensitive to the fact that, in the context of declining enrollment, the standard may need to be adjusted in the future. Volume measures have the satisfying advantage of immediacy—the number of degrees awarded is knowable shortly after the close of each academic year.

Of particular interest in California are the new Associate Degrees for Transfer (AA-T or AS-T) which guarantee admissions to the CSU system. City College has established a number of such degrees, and the number of students taking advantage of the AA-Ts and AS-Ts is increasing each year.

	2011-12	2012-13	2013-14	2014-15
Associate in Arts for Transfer	29	56	107	112
Associate in Sci. for Transfer	0	0	21	94

City College monitors the number of students receiving Certificates of Accomplishment (locally approved) and the number of students receiving noncredit certificates. Additional standards for noncredit completion are contemplated.

In addition to counting student completers, the College also monitors the total number of degrees and certificates awarded, as some students complete more than one degree and/or certificate in the same academic year. Thus, the actual total number of degrees or certificates awarded in each category is as follows:

	2011-12	2012-13	2013-14	2014-15
Degrees	1,437	1,843	2,022	1,682
Certificate of Achievement	503	1,032	1,104	987
Certificate of Accomplishment	725	1,030	1,204	983
Noncredit Certificates	313	322	302	331

Note: Using CCSF internal Argos data-cubes, faculty and program chairs can make the connection between these high-level counts and the actual local names of the awards. Counts can be grouped by category, by department or TOP code. Further, the data-cubes support disaggregation of completion data by student attributes such as ethnicity, age, gender veteran status, foster youth, first-generation college, disabled, economically disadvantaged (BOG fee waiver and Pell recipients) and for any combination of the above.

Transfer

The College monitors transfers to four-year colleges and universities utilizing data on enrollments at other institutions received from the National Student Clearinghouse. CCSF counts transfers as students who complete 12 or more units at CCSF, and subsequently are accepted at a four-year institution. The College established an institution-set standard of 2,750 such student transfers per year in 2014. Again, as a volume measure, the College is sensitive to the fact that the standard may need to be adjusted in the future. The immediacy of the measure is satisfying in that June graduates from CCSF can be counted among university enrollments the following fall.

How many former CCSF students enter four year universities each year?

Year of first 4-year enrollment	Number of students
2005-06	2,318
2006-07	2,460
2007-08	2,453
2008-09	2,503
2009-10	2,329
2010-11	2,981
2011-12	2,787
2012-13	2,531
2013-14	3,034
2014-15	3,057

Grouped by the year of enrollment at the 4-year institution, that comes after their CCSF enrollment. Limited to students with 12 units completed at CCSF.
Source: Argos CCSF to University Data-cube (March 1, 2016 saved state)
Original data source: National Student Clearinghouse data match

The preponderance of CCSF transfer students are admitted to one of the campuses California State University (CSU) system, and San Francisco State University is by far the number one transfer destination for City College of San Francisco students (and thus, the chart below lists it separately). The number of students transferring to the University of California has been

increasing each year.

	UC	SF State	Other CSU	California Private	Out-of-State Public	Out-of-State Private
How many enrolled in each segment? (with San Francisco State reported separately)						
2005-2006	224	1,129	199	347	220	199
2006-2007	217	1,161	251	385	249	197
2007-2008	255	1,111	271	366	220	230
2008-2009	282	1,063	304	382	220	252
2009-2010	271	863	231	425	252	287
2010-2011	352	1,361	281	427	302	258
2011-2012	335	1,118	376	380	337	241
2012-2013	328	928	298	412	284	281
2013-2014	353	1,296	359	398	305	323
2014-2015	429	1,226	430	422	277	273

Note: Using CCSF internal Argos data-cubes, faculty and counselors examine transfer to four-year institutions by segment—UC or CSU, public/private or in/out of state—or by name of the transfer institution. Transfer data are presently disaggregated by student-level variables of ethnicity, age, and gender, with additional "slicer" under consideration.

After San Francisco State University, University of California Davis accepts the largest number of former CCSF students. The list of the top 15 transfer destinations (since 2005-06) also includes University of California at Berkeley, Los Angeles, Santa Cruz, and San Diego. Large number of CCSF students transfer to California State University East Bay, San Jose, and Sacramento. Large number of former CCSF students are accepted at area private colleges as well.

Transfer volume (since 2005-06) for top 15 transfer Destinations

SAN FRANCISCO STATE UNIVERSITY	11,908
UNIVERSITY OF CALIFORNIA-DAVIS	1,118
SAN JOSE STATE UNIVERSITY	874
UNIVERSITY OF SAN FRANCISCO	843
CALIFORNIA STATE UNIVERSITY - EAST BAY	828
UNIVERSITY OF PHOENIX	803
ACADEMY OF ART UNIVERSITY	624
UNIVERSITY OF CALIFORNIA - BERKELEY	571
UNIVERSITY OF CALIFORNIA-LOS ANGELES	431
UNIVERSITY OF CALIFORNIA-SANTA CRUZ	364
GOLDEN GATE UNIVERSITY	359
CALIFORNIA STATE UNIVERSITY - SACRAMENTO	342
UNIVERSITY OF CALIFORNIA-SAN DIEGO	314
CALIFORNIA COLLEGE OF THE ARTS	235
MILLS COLLEGE	232

Grouped by the year of enrollment at the 4-year institution, that comes after their CCSF enrollment. Limited to students with 12 units completed at CCSF.
Source: Argos CCSF to University Data-cube (March 1, 2016 saved state)
Original data source: National Student Clearinghouse data match

Organization of the Self Evaluation Process

This section describes the organization for developing and producing this Institutional Self Evaluation, the individuals who were involved in its preparation, and the chronological timeline of meetings and milestones.

The College's Institutional Self Evaluation Report is a collaborative effort that includes administrators, faculty, classified staff, and students. The College conducted the development of the Institutional Self Evaluation with transparency and opportunities for feedback throughout. The team developed the document using Google docs with unlimited viewing permissions, an online feedback survey with results accessible to everyone,[14] open and well publicized meetings for discussion,[15] and a strong collegial and participatory process for analysis and final decision-making.

Accreditation Leadership Team

An Accreditation Leadership Team met on a weekly basis to address items of concern and plan the agenda for the Accreditation Steering Committee. The Leadership Team initially included the Accreditation Liaison Officer and the Academic Senate President and grew to include the Classified Senate President, an administrative representative, a classified staff representative, and the President of the Associated Students. The Chancellor also participated when needed.

Accreditation Steering Committee

The Accreditation Steering Committee consisted of representatives from faculty, administration, classified staff, students, and the Board of Trustees. The Accreditation Steering Committee is a standing committee of the Participatory Governance Council that served as a key mechanism for organizing and completing the Institutional Self Evaluation Report, including the maintenance of College-wide communications, a central location for critical dialogue necessary to identify and resolve issues, a conduit for constituency input and feedback on the Institutional Self Evaluation, oversight of plans and timelines, and leadership on resolving issues.

The Accreditation Steering Committee provided consistent communication with all constituent groups about the planning of the Self Evaluation, the timing of all necessary due dates, status reports on the progress of the report, feedback about strengths and weakness of the response in progress and steps necessary to improve it, and notice of all upcoming meetings and events.[16] In addition, the Accreditation Steering Committee website provided a wide variety of resources on Accreditation Standards and best practices.[17]

[14] Accreditation Steering Committee - 2016 Self Evaluation
[15] Accreditation Steering Committee - Agendas & Notes
[16] Accreditation Steering Committee - College Conversations
[17] Accreditation Steering Committee - ACCJC Resources

Accreditation Steering Committee meetings provided an opportunity for dialogue and action.[18] Here representatives from each constituent group discussed the 2014 Standards, the necessary development timeline to meet the Standards, and the selection of topic areas for the Quality Focus Essay. Feedback provided from other college venues, including the electronic survey feedback, Academic Senate Executive Council and committee feedback, and Classified Staff and Associated Student concerns were discussed. Members and guests identified areas of concern in meeting the Standards and developed solutions. The Committee also held additional bi-weekly group read meetings to focus on particular Standards. During those sessions, participants read the draft documents, discussed them, and provided feedback to writing teams. In addition, the Accreditation Steering Committee meetings and discussions provided members of the College the opportunity to identify improvements necessary in their areas of expertise and take on a leadership role in assuring that those improvements were implemented. For example, the CurricUNET administrator worked with the chair of the Standard IC work group and the Chief Technology Officer to identify and implement processes necessary to maintain website accuracy.[19]

Team 2016!

Team 2016! wrote the Institutional Self Evaluation. In Spring 2015, all constituent groups were invited to appoint representatives to Team 2016! work groups for each section of all the Standards.[20] These work groups were responsible for familiarizing themselves with the 2014 Accreditation Standards, identifying the types of evidence needed to demonstrate fully meeting the Standards, locating and describing existing evidence to meet the Standard, and identifying areas where the College needed to develop or improve existing practice in order to fully meet the Standards. Team 2016! workgroups held standard-specific meetings to conduct their work.[21] Team2016! followed a timeline posted on the Accreditation website.[22]

Looking Deeper at the College's Processes and Outcomes

After Team 2016! had completed the second draft of the document and the College community had the opportunity to review and provide feedback, CCSF leadership from every constituent group expressed determination to produce a document that demonstrated the College's ongoing commitment to excellence. The College hired an outside consultant to facilitate Accreditation Steering Committee and Team 2016! workgroup meetings with an emphasis on exceeding expectations. The Accreditation Leadership Team also took a step back from the process and reconsidered the analysis of the evidence that had taken place over the previous year. With this in mind, the College held a "Final Draft Kick-Off" meeting, shared feedback on the status of the College with regard to the Standards and the status of the document, and reviewed the

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[18] Accreditation Steering Committee - Meetings and Notes

[19] Accreditation Steering Committee - Minutes: 12/15/15, Item 2, 2/2/16, Item 4.6, 4/19/16, Item 2

[20] Team 2016! Roster

[21] Accreditation Steering Committee - Workgroup Meeting Dates

[22] Timeline of Major Milestones

instructions developed by the Accreditation Leadership Team for highlighting the successful results and outcomes of the College's well-developed processes.[23]

Relying on Participatory and Collegial Processes

The Participatory Governance Council (PGC) received regular updates on the status of the College in meeting the Standards and progress on writing the report. In addition, the PGC reviewed the document at two critical junctures. First, after the second draft was complete, the PGC divided into workgroups, carefully considered the document, and provided feedback. Second, the PGC received the final document along with notification that it was the opinion of the College's leadership that the College had successfully achieved the 2014 Standards.

The Academic Senate Executive Council paid particular attention to both the processes and changes taking place at the College in order to meet the standards and provided thorough reviews and feedback on the document as writing progressed. The Academic Senate, through its collegial governance processes, both devised and supported necessary changes in order to meet the Standards, including, but not limited to, section-level SLO reporting by student, improvements to the Program Review process, codification of the decision-making process and the interface between participatory and collegial governance, and the institutionalization of processes that highlight department-level attention to equity.[24] [25] [26] [27] [28] [29] In addition, after completing the second draft of the document, the Academic Senate Executive Council extended its bi-weekly meetings in order to provide a thorough analysis of and feedback on each subsection of each standard.[30] [31] The Academic Senate also held a special meeting on June 29, 2016, to review and recommend the entire Institutional Self Evaluation Report.[32]

As a result of the transparent process, with open and active participation by all constituent groups at the College, CCSF proudly presents this Institutional Self Evaluation, comprehensively describing, with substantial evidence, that the College fully meets the 2014 Accreditation Standards.

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[23] Final Draft Kick-Off" Meeting Announcement; 3/15/15 Accreditation Steering Minutes, Item 4, 2nd bullet

[24] Academic Senate Resolution in Support of Assessment, May 4, 2016

[25] Academic Senate Resolution Recommending Program Review Process Changes, April 20, 2016

[26] Academic Senate Agenda, May 18th 2016 (Minutes to be approved and posted Fall 2016)

[27] Academic Senate Resolution May 4, 2016

[28] Academic Senate Executive Council Meeting May 11, 2016 President's Officer Report pg. 2

[29] Academic Senate recommendation of the CCSF 2015 Equity Plan

[30] Academic Senate Agenda, February 10, 2016

[31] Academic Senate Agenda, May 18, 2016

[32] Academic Senate Executive Council Meeting Agenda, June 29, 2016 (Minutes to be approved and posted Fall 2016).

Organizational Information

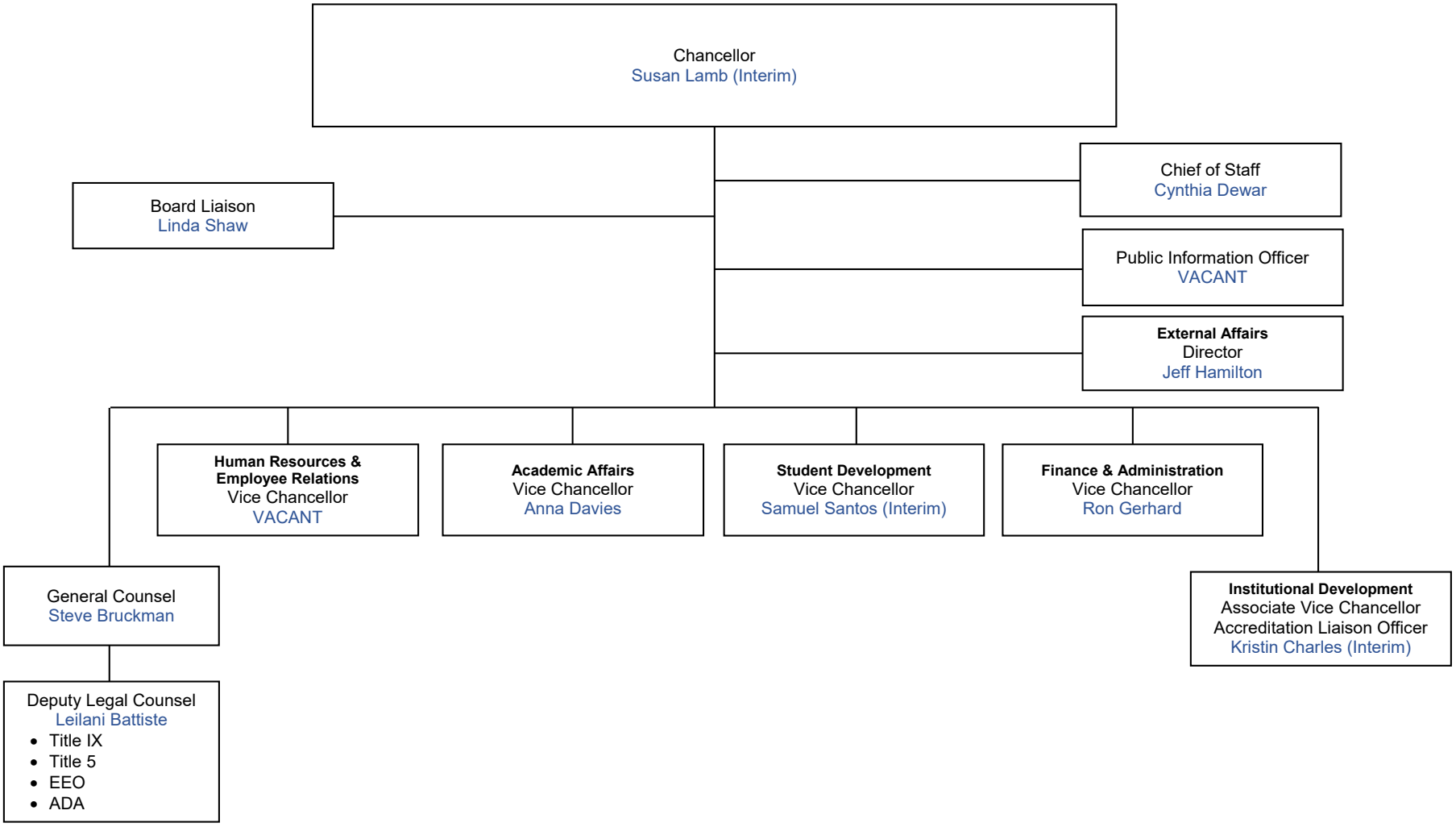
The institution's organizational structure and administrative services support its mission and purpose. The administrative structure currently includes 60 administrative positions.[33] Divisions and units reporting directly to the Chancellor include Academic Affairs, Finance and Administration, Student Development, Human Resources and Employee Relations, Institutional Development, General Counsel, and External Affairs.

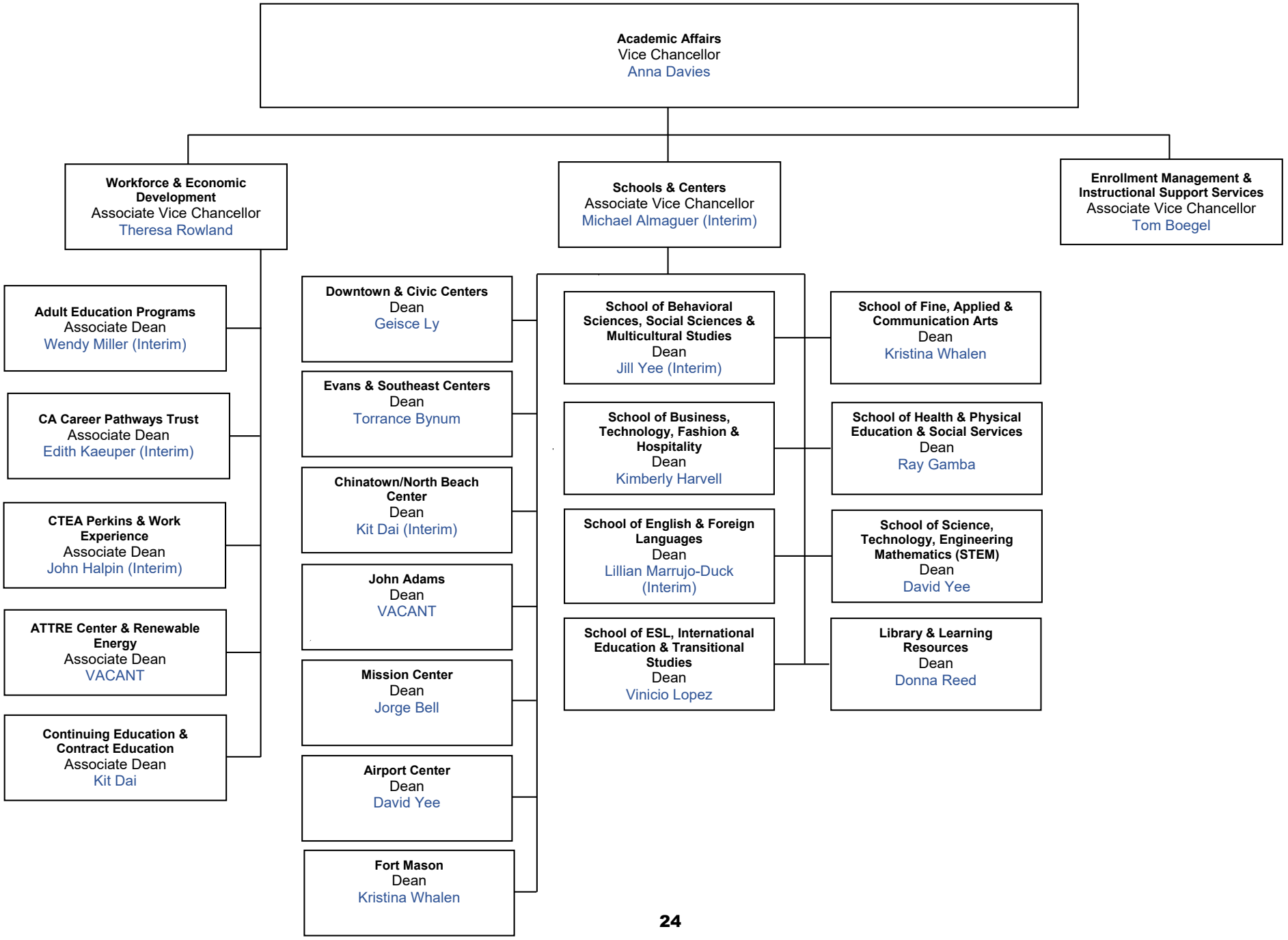
In carrying out administrative functions, the administrative team is supported by 60 department chairs and 731 classified staff.

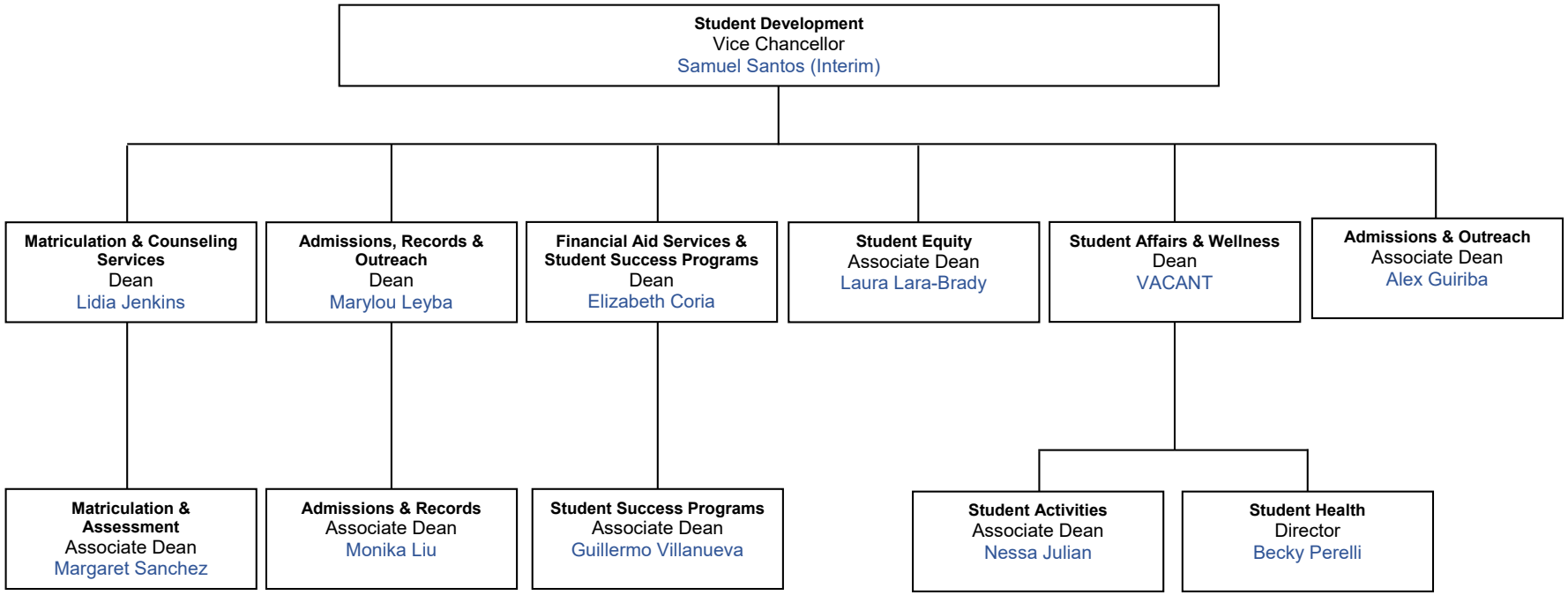
The College employs 635 full-time faculty and 886 part-time faculty.

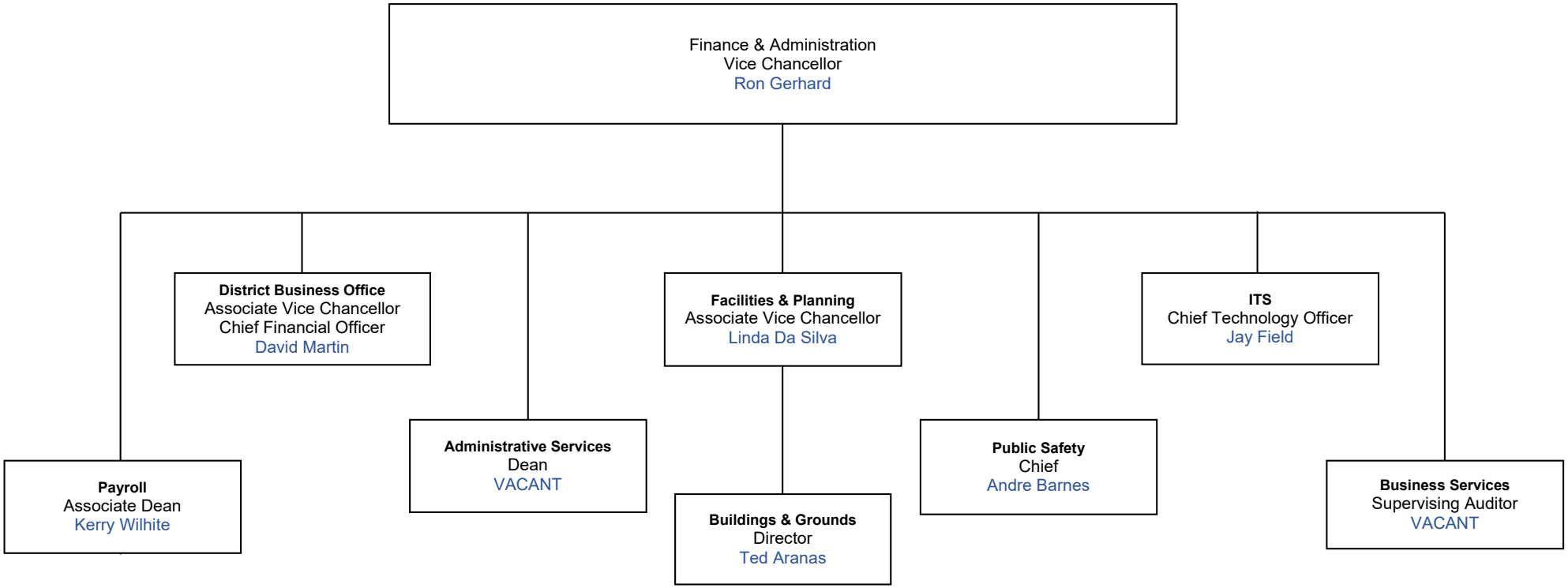
The following pages display the organizational structure of the College.

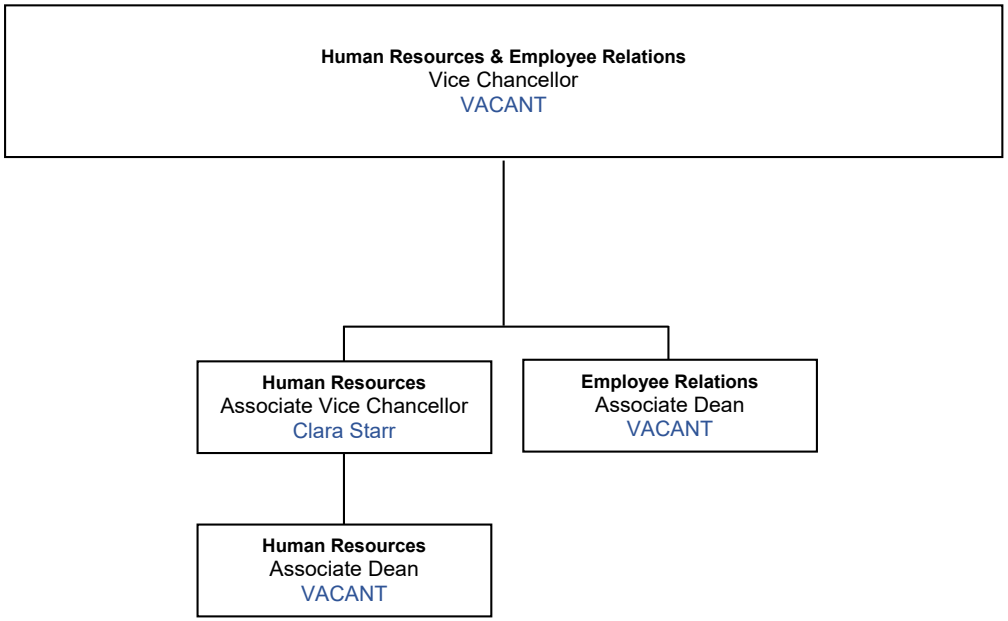
[33]Administrative Organization Charts: Chancellor's Division; Division of Academic Affairs; Division of Student Development; Division of Finance and Administration

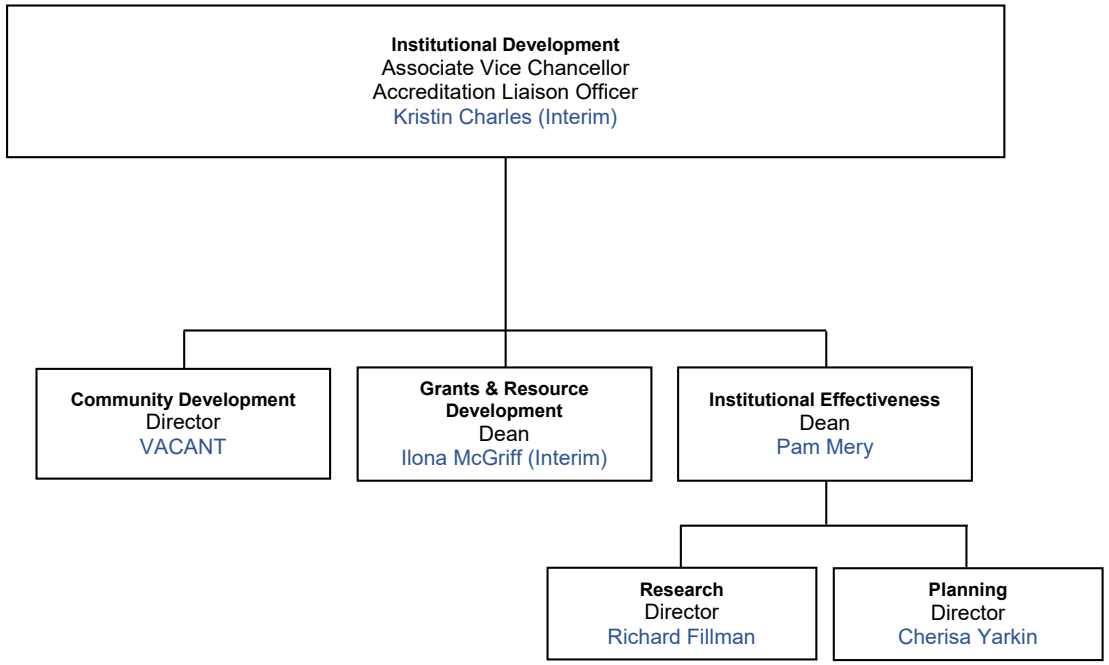

Chancellor
Susan Lamb (Interim)
Board Liaison
Linda Shaw
Chief of Staff
Cynthia Dewar
Public Information Officer
VACANT
External Affairs
Director
Jeff Hamilton
Human Resources & Employee Relations
Vice Chancellor
VACANT
Academic Affairs
Vice Chancellor
Anna Davies
Student Development
Vice Chancellor
Samuel Santos (Interim)
Finance & Administration
Vice Chancellor
Ron Gerhard
General Counsel
Steve Bruckman
Deputy Legal Counsel
Leilani Battiste
Title IX
Title 5
EEO
ADA
Institutional Development
Associate Vice Chancellor
Accreditation Liaison Officer
Kristin Charles (Interim)


Academic Affairs
Vice Chancellor
Anna Davies
Workforce & Economic Development
Associate Vice Chancellor
Theresa Rowland
Schools & Centers
Associate Vice Chancellor
Michael Almaguer (Interim)
Enrollment Management & Instructional Support Services
Associate Vice Chancellor
Tom Boegel
Adult Education Programs
Associate Dean
Wendy Miller (Interim)
CA Career Pathways Trust
Associate Dean
Edith Kaeuper (Interim)
CTEA Perkins & Work Experience
Associate Dean
John Halpin (Interim)
ATTRE Center & Renewable Energy
Associate Dean
VACANT
Continuing Education & Contract Education
Associate Dean
Kit Dai
Downtown & Civic Centers
Dean
Geisce Ly
Evans & Southeast Centers
Dean
Torrance Bynum
Chinatown/North Beach Center
Dean
Kit Dai (Interim)
John Adams
Dean
VACANT
Mission Center
Dean
Jorge Bell
Airport Center
Dean
David Yee
Fort Mason
Dean
Kristina Whalen
School of Behavioral Sciences, Social Sciences & Multicultural Studies
Dean
Jill Yee (Interim)
School of Business, Technology, Fashion & Hospitality
Dean
Kimberly Harvell
School of English & Foreign Languages
Dean
Lillian Marrujo-Duck (Interim)
School of ESL, International Education & Transitional Studies
Dean
Vinicio Lopez
School of Fine, Applied & Communication Arts
Dean
Kristina Whalen
School of Health & Physical Education & Social Services
Dean
Ray Gamba
School of Science, Technology, Engineering Mathematics (STEM)
Dean
David Yee
Library & Learning Resources
Dean
Donna Reed


Student Development
Vice Chancellor
Samuel Santos (Interim)
Matriculation & Counseling Services
Dean
Lidia Jenkins
Admissions, Records & Outreach
Dean
Marylou Leyba
Financial Aid Services & Student Success Programs
Dean
Elizabeth Coria
Student Equity
Associate Dean
Laura Lara-Brady
Student Affairs & Wellness
Dean
VACANT
Admissions & Outreach
Associate Dean
Alex Guiriba
Matriculation & Assessment
Associate Dean
Margaret Sanchez
Admissions & Records
Associate Dean
Monika Liu
Student Success Programs
Associate Dean
Guillermo Villanueva
Student Activities
Associate Dean
Nessa Julian
Student Health
Director
Becky Perelli


Finance & Administration
Vice Chancellor
Ron Gerhard
District Business Office
Associate Vice Chancellor
Chief Financial Officer
David Martin
Facilities & Planning
Associate Vice Chancellor
Linda Da Silva
ITS
Chief Technology Officer
Jay Field
Payroll
Associate Dean
Kerry Wilhite
Administrative Services
Dean
VACANT
Buildings & Grounds
Director
Ted Aranas
Public Safety
Chief
Andre Barnes
Business Services
Supervising Auditor
VACANT


Human Resources & Employee Relations
Vice Chancellor
VACANT
Human Resources
Associate Vice Chancellor
Clara Starr
Employee Relations
Associate Dean
VACANT
Human Resources
Associate Dean
VACANT


Institutional Development
Associate Vice Chancellor
Accreditation Liaison Officer
Kristin Charles (Interim)
Community Development
Director
VACANT
Grants & Resource Development
Dean
Ilona McGriff (Interim)
Institutional Effectiveness
Dean
Pam Mery
Research
Director
Richard Fillman
Planning
Director
Cherisa Yarkin

Contracts with Third-Party Providers and Non-Regionally Accredited Institutions
Not applicable.

Certification of Continued Institutional Compliance with Eligibility Requirements

As directed by the *Manual for Institutional Self Evaluation* (October 2015), this section contains information about how the College meets Eligibility Requirements 1–5. The Institutional Analysis addresses the remainder of the Eligibility Requirements within the appropriate "Evidence of Meeting the Standards" sections.

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.[34] CCSF is authorized to award degrees pursuant to Title 5 Code of Regulations 55060 et seq.

CCSF is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. This organization is recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

The College also offers programs that are accredited, certified, or approved by: the California Commission on Peace Officer Standards and Training, The Federal Aviation Administration,[35] The American Culinary Federation,[36] American Culinary Federation Education Foundation, The Commission on Dental Accreditation (CODA),[37] The Joint Review Committee on Education in Radiologic Technology, the California Association of Alcohol and Drug Educators (CAADE, the Commission on Accreditation of Allied Health Education Programs,[38] The California State Fire Marshal's Office of State Fire Training,[39] The Commission on Accreditation for Health

[34] Education Code Sections 70900-70902; Note: As noted in Eligibility Requirement 3, on July 8, 2013, the Board of Governors, acting under authority granted by the California Education Code section 84040 and California Codes of Regulations section 58310 et seq. took action that decommissioned the Governing Board of City College of San Francisco and appointed a Special Trustee with extraordinary powers who has the authority to assume management and control of the District due to the District's potential loss of accreditation.

[35] Federal Aviation Administration website

[36] American Culinary Federation Accrediting Commission website

[37] Commission on Dental Accreditation website

[38] Commission on Accreditation of Allied Health Programs website

[39] California State Fire Marshal's Office of State Fire Training website

Informatics and Information Management,[40] The Commission on Accreditation of Allied Health Education Programs, The California State Board of Registered Nursing,[41] The Joint Review Committee on Education in Radiologic Technology,[42] and The Board of Vocational Nursing and Psychiatric Technicians.[43]

City College of San Francisco meets Eligibility Requirement 1.

Eligibility Requirement 2. Operational Status

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

CCSF is operational, with 61,788 students enrolled in 2014-15. More than half of these students (36,189) enrolled in credit courses.[44]

Of credit students, 72 percent indicated they were actively pursuing degrees or certificates, with most of the remainder indicating other career-related goals or undecided educational goal.[45] Total annual FTES for 2014-15 was 25,129.[46]

City College of San Francisco meets Eligibility Requirement 2.

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 2016, the College offers 87 two-year Associate Degrees (including 19 Associate Degrees for Transfer) and 68 primarily Career and Technical Education (CTE)-focused Certificates of Achievement approved by the California Community Colleges Chancellor's Office. The College also offers 104 credit locally approved Certificates of Accomplishment, 56 noncredit certificates, and a high school diploma.[47] [48] [49] [50] [51]

The College publishes a College Catalog annually describing the requirements and minimum time to completion for each degree and certificate program offered by the College. The Catalog

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[40] Commission on Accreditation for Health Informatics and Information Management website
[41] California Board of Registered Nursing website
[42] Joint Review Committee on Education in Radiologic Technology website
[43] Board of Vocational Nursing and Psychiatric Technicians website
[44] Argos data-cube: Institutional headcount 16.05 (May 1, 2016 saved state)
[45] Banner: sbgstdn.sbgstdn_egol
[46] Argos data-cube: Productivity FTES/FTES 16.03 (Mar 25, 2016 saved state)
[47] Career & Technical Education Program Guide, 2015
[48] Degree Programs Fall 2016
[49] Locally Approved Credit Certificate Programs Fall 2016
[50] Noncredit Certificate Programs Fall 2016
[51] State Approved Credit Certificate Programs Fall 2016

also describes the College's courses, and clearly delineates between credit/degree-applicable, credit/nondegree-applicable, and noncredit courses.

City College of San Francisco meets Eligibility Requirement 3.

Eligibility Requirement 4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-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.

Chief Executive Officer Appointed by the Governing Board. The District complies with Education Code Section 70902.[52] CCSF's chief executive officer (Chancellor) is Susan Lamb. The Special Trustee appointed Chancellor Lamb on an interim basis in June 2015, prior to the Board resuming full control of the District.[53] After the Board assumed full control in July 2015, the Board of Trustees determined that an executive search during the College's Restoration Status would distract the College from its primary task of meeting or exceeding all Accreditation Standards. In light of this, the Board of Trustees voted to extend the Chancellor's interim appointment to two years.[54] See also the response to Standard IV.C.3.

Chief Executive Officer's Full-Time Responsibility to the Institution. The Chancellor's full-time responsibility is to the institution as described in the Chancellor's job description and contract.[55] [56]

Authority of the Chancellor to Administer Board Policies. The Chancellor possesses the authority to administer board policies per Board Policy 1.25, Chief Administrator: Authority, Selection, and Term of Office, and per Board Policy 8.11, Delegation of Authority for Business.[57]

Notification of Change in Chief Executive Officer to the Commission. The District communicates leadership transitions to the ACCJC.[58] [59]

City College of San Francisco meets Eligibility Requirement 4.

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[52] Education Code Section 70902

[53] Leadership Transition Announcement, June 5, 2015

[54] Board of Trustees Action Item to extend Interim Chancellor's appointment to June 30, 2017; BOT Minutes, June 25, 2015 - Approval of Action Item 150625-IX-E-412

[55] Chancellor's job description and contract

[56] Chancellor's contract

[57] BP 1.25 Chief Administrator: Authority, Selection, and Term of Office; BP 8.11 Delegation of Authority for Business

[58] ALO Letter to ACCJC October 2013 - Appointment of Arthur Tyler

[59] ALO Letter to ACCJC June 2015 - Appointment of Susan Lamb

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. Annually, City College undergoes and publishes on its website annual audited financial statements. Annual audited financial reports for fiscal years 2005 through 2015 are publicly available on the College's budget website.[60]

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.14. The table below displays the student loan default rates over the most recent three fiscal years for which these data are available, as reported to the United States Department of Education (DOE).[61]

Received Federal Financial Aid (unduplicated headcount)	8,962	10,746	11,464
Total Enrolled (unduplicated headcount)	107,261	108,219	98,051
Total Student Participation Rates	8.36%	9.93%	11.69%
Federal Perkins Loan Program Cohort Default Rate	17.25%	19.43%	40.90%
Direct Loans Default Rate	22.3%	21.1%	16.6%

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.

City College of San Francisco meets Eligibility Requirement 5.

[60] College Budget Information website; Annual Financial Report and Single Audit for Fiscal Years ended June 30, 2015

[61] Student Default Rates through June 30, 2013: 2012-2013, 2011-2012, 2010-2011