
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.

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.

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

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

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

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

¹ [Mission and Vision Statement](#)

² [Board Policy 1.00 - November 2014](#)

offers. Procedures are in place for the periodic review and update of the statements for currency

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

For example, many of the students who attend the College are second language learners, and CCSF has extensive noncredit and credit courses to meet these students’ needs. The College specifically tailors student programs to the needs of its most impacted ethnic communities (see Standard II.C.3.). The College also actively pursues external funding to bolster general funds to address student needs and employs additional state funding for targeted programs. Through its Equity Plan and Student Success and Support Program (SSSP) Plan, the College considers the issues of access, course and program completion, transfer, and basic skills 14 (s)-1 (of)-2 ()3 (S)-4 (S)-4 (S)-4

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

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

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

The College meets Standard I.A.1.

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.

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

For several years now, CCSF has engaged in an annual review of its Vision and Mission Statements based upon data. This annual, institutional process—conducted in accordance with Administrative Procedures 1.00 (District Vision and Mission Statement)¹⁵—promotes College conversations about institutional priorities and institutional effectiveness. Each year, the College improves the process. Improvements in Fall 2015 featured a newly developed SLO dashboard¹⁶ designed to summarize assessments of ILOs¹⁷

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

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

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

- ” longitudinal metrics associated with “primary mission” vis-a-vis institution-set standards
- ” institution-level outcomes assessment including ILOs and GELOs
- ” a compendium of community collaborations and partnerships
- ” a review of additional key metrics associated with critical words within the Mission Statement (i.e., accessibility, affordability, quality)
- ” a focus on data available for equity
- ” an outline of how decision-making processes address the mission²¹

In support of the primary mission, CCSF’s Mission Statement explicitly incorporates the College’s Institutional Learning Outcomes (ILOs). To address this aspect of the mission, the Office of Research and Planning used the SLO dashboard during the Mission Statement review process to summarize assessment results for ILOs. The SLO dashboard also provided information about General Education (GE) Areas. Proficiency for GE Areas varies from 65 percent proficiency for Natural Sciences to 83 percent proficiency for Humanities. On8(P)-4 (12 (L)13 (O)4 (T a)4 (0.004 Tw 1ra0.004 Tcm3. O)2 (n8(P) (h)TJp2 (e)4 (nc)-16 (y)20

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

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

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

1. Course and program availability as evidenced by students enrolled at Ocean Campus and at eight Centers located throughout San Francisco.^{29 30}
2. EASE Task Force work to review and ensure equitable access to services across locations.³¹
3. Enrollment and health fees total an affordable \$799 per semester for a full time student.³²
4. Student Success Scorecard Metrics: Completion - 55.4 percent; Persistence - 80.4 percent; 30 Units - 73.7 percent; CTE - 44.9 percent.³³
5. Student Success Scorecard Information: Median credit size class - 24; Full time Faculty - 74.3 percent; Student to Counselor ratio is 531:1.³⁴
6. Benchmarks from the Community College Survey of Student Engagement (CCSSE).³⁵

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

²⁴ CurricUNET User manual: [PSLOs and mapping](#)

²⁵ SLO website: mappings [explained as an image](#)

²⁶ SLO website: [mappings guidelines](#)

²⁷ CurricUNET User Manual: [Mapping course SLOs to GELOs](#)

Fall 2013, the vast majority of students enrolled only at one location: 47,000 unduplicated student headcount. A sizable minority enrolled at multiple locations: 6,000.³⁶

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

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

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

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

³⁶ [Students Attending Multiple Centers](#), Fall 2013 data available during Mission Statement review.

³⁷ [Students Attending Multiple Centers](#), Fall 2013

³⁸ [EASE Task Force 2015 Implementation Plan](#), see Core Service 3 at various Centers

³⁹ [Screenshot of Center Survey 2014 page 9](#), (Source: [Center Survey 2014, page 9](#))

⁴⁰ [CCSSE Highlights](#)

- ” 40 percent of credit respondents rated their entire educational experience as “excellent,” noticeably higher than the 29 percent for the extra-large colleges comparison group.
- ” 70 percent indicated that instructors were available, helpful, and sympathetic.
- ” 55 percent indicated that other students were friendly, supportive, and inclusive.
- ”

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

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

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

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

. The College meets Standard I.A.2.

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.

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

⁴⁶ Program Review Guidelines -- [Resource Requests](#)

⁴⁷ [Screenshot of Integrated Planning Flowchart](#) (Source: [College Plans](#))

⁴⁸ [Screenshot of 2015-2016 Program Review question about "unit description" and mission alignment](#) (Source: [Program Review Website](#))

employees participate in Program Review. Using the prompts provided by the Program Review and Planning Committee, participants consider program performance program performance in

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

The College meets Standard I.A.3.

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.

The College widely publicizes its Vision and Mission Statements. They are published in the College Catalog, prominently placed on the College website (second item on "About City College" menu), and posted throughout the District. In addition, the Mission Statement is in the Schedule of Classes and visible within all College plans and planning processes—either directly or as insertions.^{57 58}

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

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

The College meets Standard I.A.4.

Standard I.A. Changes Arising Out of the Self Evaluation Process				
Goal	Associated Action(s)	Person(s) Responsible	Completion Date	Expected Outcome

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