**Recommendation 2: Effective Planning Processes**

To fully meet Standard I.B Institutional Effectiveness, the team recommends the college to develop a strategy for fully implementing its existing planning process to look at each campus and site, examine revenues and expenses, and systematically address instructional program planning, staffing requirements, provision of student and library services, including facilities needs and competing priorities. The planning process should include clearly prescribed roles and scope of authority for all governance stakeholders involved in each component of the planning process (I.A.3, I.B.1, I.B.2, I.B.4, I.B.6, II.A.1, II.B.3.a, III.A.2, III.A.6, III.B.2.a-b, III.C.1.a-c, III.C.2, III.D.1.a-c, III.D.2.a-c, III.2.g, III.3, IV.A.3, IV.A.5, IV.B.1, and IV.2.a).

**Recommendation 5: Student Support Services**

To fully meet Standard II.B Student Support Services, the team recommends that the institution systematically assess student support services using student learning outcomes and other appropriate measures to improve the effectiveness of its support services and develop as well as communicate its plans for the expansion of delivery and prioritization of student services that support student learning and achievement regardless of location or means of delivery (II.B.1, II.B.3, II.B.3.a,c,d,e,f and II.B.4).

**Recommendation 8: Physical Resources**

To fully meet Standard III.B Physical Resources, the team recommends that the college incorporate all costs required to appropriately operate and maintain existing facilities, whether owned or leased, into its annual and long-term planning and budgeting processes and annually allocate the required human and fiscal resources to effectively and equitably operate and maintain physical resources at locations where courses, programs and services are offered (III.B.1).

**Recommendation 10: Financial Planning and Stability**

To meet the Standard III.D Financial Resources, the team recommends that the college use its mission statement to inform its allocation of resources decisions to match annual, ongoing expenditures with ongoing financial resources. This action is needed to increase its reserves to a prudent level that will allow it to meet financial emergencies and unforeseen occurrences, to meet its operating expenses without excessive short-term borrowing, and to effectively manage the financial impact of its unfunded, long-term liabilities (III.D.1.c, III.D.2.c).
Specific references from March 2012 Evaluation Report:

Pg. 23 on Mission: The team finds that the current, ongoing funding for San Francisco City College appears insufficient to fully fund the mission of the college as it is currently conceived. CCSF’s commitment to distributed instructional sites, and community-specific educational programming for those sites, strains the college’s ability to adequately fund and staff those sites and programs.

Pg. 28 on Planning: In order to carry out the institutional priorities, it will be necessary for City College of San Francisco to conduct comprehensive and continuous evaluation and integrated planning processes that are effectively linked to a more realistic assessment of the supply of human, physical, technological and financial resources, in order to make informed resource allocation decisions in accordance with clearly delineated roles and scope of authority.

Pg. 40 on Student Support Services: The institution’s pride in the expansion of student support services to several of the primary campuses was evident. Student services personnel reported that the college determined which services would be offered at which of its nine primary campuses based on feedback received from students by various methods that included equity hearings, listening sessions, and meetings with students enrolled in basic skills as well as from faculty teaching basic skills at the different campuses. Although the college offers a variety of services at the different locations, the array of services are different by location (II.B.3.a).

The team concluded that not all services give the impression of being equitably or adequately offered to students regardless of service location or delivery method. This impression was underscored by the differing reporting lines for the same and like services. For example, counseling services at each of the primary campuses are assigned to different divisions with different reporting lines. This structure created challenges to effective communication and collaboration (II.B.1). In general, the decentralization of some support services increased student access for some to some services, but not all, along each student’s academic journeys at the campuses of the City College of San Francisco (II.B.3.a, II.B.4).

Pg. 41: The recently designated Interim Vice Chancellor of Campuses and Enrollment Services is enthusiastic about the prospects for providing comprehensive student services at the primary campuses. This leadership and enthusiasm should be aimed at creating and implementing a comprehensive student support services plan to meet the varied needs of its students regardless of location and through distance education. The plan should document the evaluation that is occurring and the program review and SLO assessment yet to be completed to close the loop to improve student support services.

Pg. 51 on Physical Resources: Recent staff reductions have resulted in an administrative realignment of duties among positions with management oversight of facilities and their operations. The adequacy of administrative oversight for facilities maintenance and operations is dubious considering the size of the facility plant and the age of many buildings and could quickly jeopardize compliance with the standard (III.A.2, III.B.1, and III.B.2).

The team encourages the college to expand its understanding of the Total Cost of Ownership Model and to utilize this model when planning for new capital construction projects, including facilities, equipment, maintenance and replacement decisions. The team urges the college to continuously evaluate the effective use of physical resources to improve the college’s ability to provide the physical resources to support the educational programs and services to the diverse communities it serves on nine primary campuses (III.B.2).

Pg 57 on Financial Resources: The financial situation at City College of San Francisco continues to deteriorate. The budget does not realistically provide the financial resources necessary to support student learning programs and services and to improve institutional effectiveness.