A confidential report prepared for the Accrediting Commission for
Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the City College of San Francisco
evaluation team during the February 21-24, 2000 accreditation team visit

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February 21-24, 2000
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February 21-24, 2000

Introduction and Summary

Each year since 1996, more than 90,000 students take classes at the City College of San Francisco, making it the largest multi-campus, single college community college district in the nation. Credit and non-credit classes are offered at eleven campuses and centers, and over 100 smaller neighborhood sites by 720 full-time and 870 part-time faculty. Instruction is provided in 150 academic and vocational programs.

In preparation for the February 21-24, 2000 comprehensive visit, the accreditation team members attended accreditation team workshops, read the institution's self-study, reviewed the Handbook for Evaluators, and studied relevant institutional documents, such as the College Catalog, class schedule, Planning Atlas, Strategic Plan, program review reports, handbooks, and surveys. The team's evaluation of the self-study reflected concerns about the lack of specificity in the planning agendas of the standards, many of which spoke only to continuing current practices and procedures. Where reviews and updates were planned, the sections often failed to identify when they would occur and who would be responsible. Nevertheless, the self-study presented an accurate description of the district and there was evidence of broad participation of various campus constituencies in its development.

At least three members of the team visited all ten campuses and centers (Alemany, John Adams, Castro/Valencia, Chinatown/North Beach, Downtown, Evans, Fort Mason, Mission, Southeast, Airport, the main campus at Phelan) as well as the administrative offices at Gough Street. Visitation team members spoke with standard team members, administrators, faculty, staff, and students. They visited nearly ninety classes. Three open meetings were held to discuss concerns; these were publicized in two special issues of the College newsletter, City Currents. Supporting materials were made available to team members as part of a document collection. Additional information was provided upon request.

City College of San Francisco began in September 1935 as part of the San Francisco Unified School District. With an enrollment of 1,074 students and 74 faculty, it was housed at first in temporary facilities at the University of California Extension Division building and at Galileo High School. In 1940, the first permanent buildings were completed at what was to become the main campus at Phelan Avenue. In 1970, a separate San Francisco Community College District was created to include the unified school district's Adult and Occupational Education Division. At first, there were two distinct divisions in the district: one for credit courses on the Phelan campus and the other for non-credit courses offered at various neighborhood sites throughout the City of San Francisco. In 1990, these two divisions were
merged into the City College of San Francisco which currently offers credit courses to 47,000 students and non-credit courses to 45,500 students.

Since the completion of the 1994 self-study, the College has completed a new, five-story library and learning resources facility and a state-of-the-art, all weather track and football field. A $5 million Advanced Technological Education grant from the National Science Foundation in 1998 created Bio-Link, a national biotechnology center to coordinate community college student training with the needs of the biotechnology industry. The $50M school bond measure of 1997 will allow the College to rewire, improve, and repair existing facilities and to acquire permanent sites for the Chinatown/North Beach and Mission campuses. A Strategic Plan was adopted in 1997 and revised in 1998-99 after broad-based community listening sessions led by the new chancellor. In addition, the College's Planning and Budgeting Council was reorganized in 1999 as was the College's senior administrative structure. New credit and non-credit programs and certificates have been added to meet changing student and community needs.

The previous comprehensive team report contained four major recommendations and twenty-one minor recommendations for all standards with the exception of Standard Four, Faculty and Staff. The 2000 team found that the College had positively responded to all the recommendations although with varying degrees of success. For example, the College is firmly committed to a multi-campus district and has addressed issues of centralization and decentralization of programs, faculty, and services through a promising new organizational structure. However, they have yet to resolve related concerns such as what basic services should be provided to all campuses and centers, and how to resolve the shortage of technological support and respond to the need for facilities improvements.

The team recognizes that the City College of San Francisco has made enormous strides toward fulfilling its vision of being a leading center for teaching and learning for students from all backgrounds and cultures. In keeping with that spirit, the team makes the following overarching recommendations:

Recommendations:

1. The team found a faculty and staff who were optimistic, enthusiastic, and increasingly committed to the new planning, budgeting, and program review processes. The team observed a growing acceptance of this culture of change which is dependent upon supporting evidence. To ensure that this progress continues and moves beyond the paper stage into the College's operations, the team recommends that the College institutionalize its planning, budgeting and program review processes. (Standard 3.A3, 3.A4, 3.B2, 3.B3, 3.C1, 3.C2, 9.A1, 9.A4, 9.A5, 9.C1, 9.C4)

2. Now that the College is committed to a multi-campus district, the team recommends that the College develop and implement a plan to ensure that all campuses and centers are provided with appropriate access to services and resources. Furthermore, the team recommends that the collegial governance processes include participation by campus

RESPONSES TO THE MAJOR RECOMMENDATIONS FROM
THE 1994 SELF STUDY

Recommendation 1

1994 Self-Study Recommendation

Resolution of the issue of centralization and decentralization of educational programs, faculty and student services. This is seen as a major strategic issue requiring resolution by the Board of Trustees. Specifically, this involves deciding on the extent to which the College should further develop its main campus at Phelan and Ocean, and modify or discontinue the centers and outreach efforts.

Response

The College and its Board of Trustees are clearly committed to a multi-campus district. They are adding new facilities to the Phelan campus and remodeling Cloud Hall which was built in 1954. The passage of the 1997 bond measure indicates broad community support for this decision. The funds will be used to purchase land for the construction of new campuses for the Mission and Chinatown/North Beach areas and improve the infrastructure on the Phelan campus.

Issues raised by the centralization and decentralization of educational programs, faculty, and student services are being addressed, in part, through an organizational structure where all campuses report to the Vice Chancellor of Academic Affairs and where all student services have been consolidated under the newly created Vice Chancellor for Student Development. The Academic Senate, Classified Senate, and student government represent all campuses and report to the Chancellor and the Board of Trustees. Other concerns such as providing full services to the various campuses, technological support, facilities improvements, and the delivery of appropriate and culturally sensitive services and programs have not yet been fully resolved.

Recommendation 2

1994 Self-Study Recommendation

The Board of Trustees and Chancellor must assure that the initial work of the College Master Planning Committee is now implemented throughout the College; specifically, through the development of a Strategic Plan that builds upon Program Review and assessment of...
in institutional effectiveness. Such a plan should be developed in a timely manner; i.e., preferably by December 1994. The plan should merge departmental plans and human resources, facilities, equipment and computing needs with the College's fiscal plan to accomplish the outcomes specified in the Master Plan.

Response

In December 1997, the Board of Trustees adopted the College's strategic plan, Setting a Course to the Future: The Strategic Plan for City College of San Francisco. Completion of the plan was delayed until the Board chose a new chancellor.

The plan identifies six long-term institutional goals: enhance access, promote student success, improve satisfaction with College services, promote a supportive and positive workplace, manage resources effectively, and pursue the highest standards of educational excellence. Progress will be measured by fifty-two performance indicators, program reviews, environmental scans, and public opinion surveys. Steps are being taken to update, refine, and improve the Strategic Plan. These include integrating the College's resource allocation with planning, listening sessions to generate ideas to expand the scope of the plan, integration of other college-wide plans into the Strategic Plan, an educational planning process, and updating the Education Technology Plan.

It appears that the College has addressed facilities and equipment plans in the planning process. The Facilities Master Plan was completed and included in the Strategic Plan. It appears, however, that these plans have identified needs that significantly exceed the District's resources identified for facility purposes, and that some recent Partnership for Excellence facility plans are not consistent with either the Master Plan or the Five Year Plan.

Recommendation 3

1994 Self-Study Recommendation

Evaluation of student outcomes and how they are affected by the College's organizational structure, expenditures, and the educational and student service programs need to become a priority of the College and its operating units.

Response

The College has made progress toward making student outcomes a priority. The program review process requires a self-study to address student satisfaction and student success. The Strategic Plan calls for reports of ten performance indicators related to student success and an additional six indicators that assess student outcomes. Student success is also a focus of the Transfer Enhancement Plan, Educational Technology Plan, and ESL/Transitional Studies Plan.
The Planning and Budgeting Council links planning and budgeting to an annual review of the attainment of student outcome goals. In December 1999, the Office of Research, Planning and Grants published the Planning Atlas: Fact Book for City College of San Francisco as a tool for planning and resource allocation decisions. However, the team could not validate the extent to which student outcomes have impacted the College's organizational structure, expenditures, and educational and student service programs since much of this information was only recently published.

**Recommendation 4**

1994 Self-Study Recommendation

There is a need to monitor closely the College's fiscal operations and decisions; e.g., decisions on salaries, that could impact substantially the College's financial well-being. The College has worked hard and successfully to bring their expenditures in line with their income. This was achieved through a series of cuts and revenue enhancements. At this point, the College has achieved a level of fiscal stability that should enable them to move beyond the substantial time they had to invest in this area. In light of past difficulties, due diligence must be exercised.

**Response**

The District's fiscal well-being has improved dramatically since 1995-97 when expenditures exceeded revenue. The two-year pattern of deficit spending was reversed during fiscal 97-98 when the College ended the year with a fund balance of $6.8M. This was largely accomplished by a wage freeze and limitations on classified hiring. The College maintained its fund balance of $3.65M during fiscal 98-99 and increased the reserve by $100,000 to a total of $3.75M. An additional $1.5M in State apportionment funds were generated in fiscal 97-98 due to a 1.5% increase in enrollment. Negotiations with its two largest unions in Summer 1998 resulted in contracts that tied future wage and benefit increases to increases in general revenues.

To assist with the monitoring of its fiscal operations, the District purchased the BANNER management information system, has been improving its network infrastructure, and has put campuses and centers on-line. The BANNER system is being used with increasing effectiveness throughout the District.
EVALUATION OF THE COLLEGE BY EACH ACCJC STANDARD

Standard One
Institutional Mission

Observations:

City College of San Francisco's mission and vision statements identify the District's educational purposes and define the students it intends to serve. Governing board minutes document the use of the mission and vision statements as the foundation of the Strategic Plan. Although the minutes do not indicate that the mission statement adopted by the board was a revised statement, the 1999-2000 Management Plan stated that the Board of Trustees adopted a revised mission statement at its December 1997 meeting.

The vision statement succinctly captures the focus and aim of the mission. The College broadly defines the students to be served as those "from all backgrounds and cultures." The definition is designed specifically to set wide parameters and to reflect the comprehensiveness of the mission of California community colleges.

The mission and vision statements along with the values statement are intended to guide the strategic planning and many of the documents resulting from the planning process. The team found, however, that these statements do not always guide all policy-making and decision-making groups and do not appear in such documents as City Works, Transfer Enhancement Plan, and Educational Technology Plan. Interviews with individuals validate the concerns expressed in the self-study that the mission statement is not well known by most faculty, staff, and students, and that the connection between the mission statement and the goals and outcomes of the Strategic Plan remains unclear. Steps have been taken to make the mission and vision statements more visible by posting them prominently on all campuses. Because the mission and vision statements are separate items usually dispersed between the value statements, they can be used as separate, stand alone statements, as they are in the faculty and classified handbooks where only the mission statement is printed. One center printed its own mission statement in its advertisement of class offerings. Team members also observed the mission statement posted in English at a campus site where the majority of the students appeared to be Spanish-speaking.

Revisions of the mission and vision statements occur on a six-year cycle in conjunction with a review of the Strategic Plan. According to the self-study, a mid-course review and update have been scheduled after three years. This should occur by December 2000.

Conclusion:

The College's mission and vision statements are well-defined, scheduled for review,
and used to guide the development of the Strategic Plan. The team observed that these two statements were visible in the College's public areas. The team also observed that these two statements are not included in key publications regarding policy and decision-making, nor are they always printed together. The planning agenda of this standard addresses the necessity of the mission and vision statements guiding institutional planning and decision making and including them in all major publications. The team therefore strongly urges the College to include the mission and vision statements in all of its major publications.

Recommendations:

None.

Standard Two
Institutional Integrity

Observations:

The College has made a concerted effort to present materials to the public that are accurate, precise, and current. The College Catalog, for example, has been reviewed and all courses assigned to the College curriculum database have been updated and corrected. The schedule of classes contains all mandated information regarding programs and services and includes a complete list of both credit and non-credit courses. In addition, each campus site publishes its own schedule of classes. The team found that some published materials lacked publication dates and authors, an oversight that can be easily rectified.

The Director of Marketing who was hired in 1995 has implemented an extensive marketing program that includes the use of advertisements displayed on public transportation. This has proven very effective since most students utilize the Municipal Railway (MUNI) and BART. Guidelines have also been established to assist departments when they publish their own materials. The director works closely with deans and department chairs to promote educational programs and services on the Phelan campus as well as the other campuses.

Since the 1994 self-study, the College revised its Policy Manual to incorporate many of the requirements of this standard, including an academic freedom policy and an institutional commitment to integrity in the teaching-learning process. The College has also recently revised its “Rules of Student Conduct” which has been distributed throughout the District and is in appropriate publications. The section on vandalism, for example, is posted in student restrooms.

To foster diversity, the College provides an orientation as well as other staff development opportunities for both full and part-time faculty, staff and administrators.
The College community holds its athletic programs in high regard. Student athletes have access to a full-time athletic counselor and the athletic director maintains high standards while enforcing all Commission On Athletics rules and regulations.

The team observed that accreditation process provided the College with an opportunity and impetus to update polices and procedures that had not been reviewed in the recent past. Members of the standard committee commented to team members that the review process proved to be educational and informative. When asked how this could benefit the College, committee members stated that the District was committed to continuing to review and update policies and procedures. These sentiments were echoed by students, staff, and faculty who were interviewed by the team.

Conclusion:

The team urges the College to clearly identify who is responsible for reviewing and updating policies and procedures, and how and when these reviews and updates will occur.

Recommendations:

None.

Standard Three
Institutional Effectiveness

Observations:

The College has made substantial progress in the areas of institutional planning and the integration of planning with research and assessment, program review, and budgeting and resource allocation.

With grant funding, the Office of Research, Planning and Grants has developed a College reporting system called the Decision Support System. The team observed the Beta (first generation) version of this system which utilizes a data warehouse structure and resides on a separate server. It appears to be a dynamic inquiry system and an interview with a staff member at the Evans Campus confirmed that staff already use the Beta system for decision support.

The self-study did not clearly describe how the allocation process for external funds would be integrated into the College’s planning and budgeting process. Although this process was clarified during the meeting of the Planning and Budgeting Council which was held during the site visit, the team remains concerned that the College is too dependent on just-in-time budgeting as a response to external funds.
With the start of the second program review cycle coinciding with the implementation of a new College planning and budgeting system, the program review system was also revised to accommodate two concerns. First, many occupational programs must periodically apply for separate state, regional, or national licensure. The revised system acknowledges the extensive data and analyses contained in these re-licensure applications by allowing these programs to use these reports as the core of their program review. Second, to articulate more appropriately with the new College planning and budgeting system, the program review system has been extended to a six-year cycle.

The self-study did not clearly explain how the integration of all the planning committees and planning elements is achieved. This was clarified during the team visit at a meeting of the Planning and Budgeting Council where the Management Plan, 1999-2000 was distributed and explained. Approved this month (February 2000), the material describes the structure and process supporting integration.

There is broad-based optimism and support in the District for the new integrated planning and budgeting system. Several individuals stated that they felt their needs had a pathway for consideration in the planning process and that the process produced results. The Standard Six Self-Study Committee, for example, described the Library Technology Plan under development. The staff knew the process for consideration of the plan's recommendations.

The Faculty Positions Allocation Committee bases its decision regarding the authorization for faculty positions in part on the result of departmental program reviews. This has proven to be a powerful incentive for departments to complete program reviews. In contrast, the team found that the majority of incomplete program reviews are from administrative units. This sends a powerful message to the faculty who have completed their program reviews and who are now being asked to participate in the second cycle of the process.

Several instructional programs have modified or are considering modifying their programs based on the assessment of student outcomes or the research done on other student variables. Research studies, for example, of "gateway" programs in mathematics showed that "intensity" (i.e., the number of hours of instruction) positively correlated with student success. Therefore, the department is now considering increasing the number of hours in "gateway" math courses.

The team observed that the College has made efforts to communicate information about the planning process and current status of various College plans to all faculty and staff. However, given the special factors of distance and institutional complexity, the team found that the College needs to more effectively communicate to the staff the status of all plans, planning activities, and related projects.
Conclusions:

The team found that the total College demand for research and assessment services will continue to increase. The College may, therefore, need to determine the appropriate balance between broad-based institutional demands, and faculty needs and requests for research services.

Discussions with staff and an evaluation of the current and future demands for research and assessment services indicate to the team that the College may need to review their plan to expand the detailed assessment, monitoring, and dissemination of all fifty-two performance indicators in the Strategic Plan. Currently, approximately half that number are assessed and monitored.

The team found that faculty, staff, and administrators are optimistic about and supportive of the new planning process. They are encouraged by the direction and leadership provided by the chancellor. An increasing number of faculty and staff appear to be accepting and participating in the new culture of planning. The team found that a formal link is developing among program review, planning, and budgeting. While the process has not been fully implemented, many faculty and staff appear confident that it will be effective.

The College has established seven institutional plans: City Works, Transfer Enhancement Plan, Education Technology Plan, Facilities Master Plan, Student Equity Plan, Strategic Plan, and the Noncredit ESL/Transitional Studies Plan. The team concurs with the self-study's analysis that each of these plans stands as an independent entity and that the Strategic Plan contains goals into which the plans can be integrated. This has yet to occur.

Recommendations:

1. Given the importance of the program review system in assessing institutional effectiveness and that the findings of program reviews are an important consideration in the budget allocation process, the team recommends that the College ensure the institutionalization of their program review process by requiring that all units complete their program reviews in a timely and thorough fashion. (Standard 3.A3, 3.A4, 3.B2, 3.B3, 3.C1)

2. The team recommends that the College develop an Educational Master Plan to provide integrated, comprehensive, and District-wide direction for all instructional efforts. (Standard 3.B3)
Standard Four
Educational Programs

Observations:

The College has faced and overcome many challenges in the past several years. It now has its restructured senior management team in place. The faculty are optimistic that progress has been made in program and curriculum enhancement. The program review process is revitalized and embraced by academic and support units of the College. Students indicate classes are generally available when they need them, and they have little difficulty completing program requirements in a timely manner. The natural dynamic between credit and non-credit offerings is balanced by both faculty and administrative support.

During staff interviews, there was some question as to the appropriateness of the mathematics graduation requirement. The College might examine both computation and language requirements to ensure consistency with other standards and benchmarks.

The College system of neighborhood campuses is an appropriate method of customizing offerings needed for the divergent student and community populations that need to be served.

The College has accomplished a high degree of integration between the credit and non-credit programs. The integration has created a clear educational path for students from the non-credit program into the credit program. The integration has made it clear to non-credit students that they are part of the City College of San Francisco regardless of the location of their class(es). This integration has also reduced the “second class” status that some non-credit faculty seemed to perceive with the prior organizational separation.

Administrators and faculty interviewed by the team emphasized that the College must continue to recognize that non-credit students have unique needs and that the non-credit programs are of value to the communities they serve. They suggested that these differences could be addressed organizationally. For example, a campus dean should work closely with department chairs on faculty assignments to ensure the unique learning considerations for non-credit students are met. Concern was also expressed that the College’s centralized organizational structure may have resulted in a decline in responsiveness and program flexibility in meeting non-credit student needs.

The Curriculum Committee has appropriate representation and takes its role in the approval of curriculum very seriously. The College is planning and creating distance education online classes in a studied manner.

Conclusions:

The team commends the College on providing comprehensive credit and non-credit offerings in both a coherent and complementary manner that promotes student success.
The team supports the College's effort to complete and implement the non-credit ESL/Transitional Studies Plan and make provision to revise or update it as needed to ensure currency.

Recommendation:

1. The team recommends that the College critically analyze the existent mathematics and written composition requirements for graduation to ensure that the demonstrated levels of competence are suitable for recipients of a degree of Associate in Arts or Associate in Science. (Standard 4.B5)

Standard Five
Student Support and Development

Observations:

The College has implemented a comprehensive program review of the Student Services area, beginning with Admissions and Records, Counseling and Financial Aid. A telephone registration system has simplified student registration, and a reliable and secure student record system is in place. The troubled Financial Aid Office has been reviewed by the National Association of Student Financial Aid Administrators which identified program improvements. General Counseling, which was also on program review watch status, has introduced a computerized appointment system to serve students and to document the service level of counselors. The team is optimistic that the selection of a new Vice Chancellor of Student Development will assist the College in finding and implementing solutions in this critical area.

The team's review of the class schedule, Catalog, Orientation Handbook, and other student services publications indicate that the College generally complies with this standard subset. The Spring 2000 Schedule of Classes was revised to include a non-credit admissions application which had not been included in previous publications.

Although all pertinent policies and procedures are available to students, the team could not ascertain for certain that every student has easy access to the information they need. An example is the student grievance process which has proven confusing to both students and staff. Also, E.O.P.S.-eligible students at off-campus sites do not appear to be aware of the financial aid and counseling services to which they are entitled.

The College has instituted comprehensive program review but does not assess student satisfaction on a regular basis. The team was left with the impression that, while there was student involvement in the collegial governance process, student participants were largely unaware of the nuances of the major issues. The fact that students were paid by the Associated
Students as an incentive to participate did not ensure informed involvement from all segments of the student body.

The College has reviewed its assessment and placement practices and has appropriately indicated that the current assessment instrument in English must be reviewed for possible bias. If the College moves to an in-house assessment instrument in mathematics, this issue should also be included in the review.

Through their community-based campuses and centers, the College has been working to address the needs of the various social, cultural, and ethnic groupings within the District. Unfortunately, the team could not verify whether or not the services offered at these sites met the needs of students.

For example, the team observed that not all campuses have the same services provided to students at the Phelan campus. Of the eleven principal campuses and centers, only three are advertised in the Schedule of Classes as offering more than coursework: Chinatown/North Beach (Administration, Admission and Enrollment, Counseling), Downtown (Downtown Library), and Southeast (Counseling, Library, Matriculation and Registration). The John Adams Campus Library is described only in the College Catalog. The Catalog also states that General Counseling is available at the seven campuses but only the Phelan campus offers additional services such as: African American Achievement Program; Athletic Counseling Services; Counseling for Gay, Lesbian, and Bisexual Students; Guidance Classes; International Students Counseling Program; Latina/Latino Service Center; Math Bridge; Puente Program; Peer Advisors; Re-entry to Education Program; and Transfer Center.

The counseling program review and student questionnaires indicate a high level of student satisfaction with the quality of counseling provided but a strong dissatisfaction with the amount of counseling hours available for both immediate walk-in and longer academic planning appointments. Student surveys indicate a wait as long as two months for the planning appointments.

Conclusion:

Although the College is evaluating the appropriateness, adequacy and effectiveness of its student services programs, the team remains concerned that this information is not being consistently used for program improvement.

The team suggests that the College review the non-credit listings in the schedule to make the offerings more easily understood by its non-credit constituents.

Furthermore, the team suggests that the College investigate additional ways to help student leaders develop their role in the governance process. These could include credit for student leadership classes.
Recommendation:

1. The team recommends that the College provide equal opportunity for access to student services throughout the entire College District. (Standard 5.2, 5.3, 5.5, 5.10)

Standard Six
Information and Learning Resources

Observations:

The College’s information and learning resources consist of the Library and Learning Resources, Broadcast Media Services, and open access computer laboratories supported by Information Technology Services. The newly-constructed and heavily used Rosenberg Library houses the Media Center, the Audiovisual unit, the Language Laboratory, and the Learning Assistance Center.

The Rosenberg Library and all major library sites have improved student and faculty access to services and materials. On the Phelan campus there are five open-access, student computer labs equipped with 277 computers for e-mail and Internet access and microcomputing needs. Open-access labs are available at other campuses. The team observed strong support and enthusiasm for this effort throughout the entire District.

District-wide access to library and learning resources has been accomplished through a core of networked, full-text information resources in support of the instruction program. Credit and non-credit students have library privileges and can borrow all materials. A new delivery system has been implemented to provide loans of books to the satellite campuses with delivery twice a week.

Plans for the acquisition of appropriate, assistive technology computer workstations are in place and have been coordinated with the Office of Disabled Students Programs and Services on the Phelan campus.

Staffing of library service in terms of librarians and clerical staff has improved dramatically. Staffing deficiencies for technical support for the hundreds of workstations in the Library and Learning Resources Center have been identified and partially remedied with the addition of four recently-funded classified positions.

Although the self-study indicated that “there is no College commitment to an adequate and continuing line-item budget for print and non-print material,” the Dean of the Library and Learning Resources Center indicated that the College has in fact added an adequate level of permanent funding for print and non-print information resources. Librarians are actively involved in selecting materials and working with faculty to enhance the collection of print and non-print materials to support the instructional goals of the College. Other staff members
maintained that there were insufficient guarantees of continued financial support for staffing, equipment upgrades, and maintenance.

According to the self-study, "information and learning resources at the College consists of three units: Library and Learning Resources; Broadcast Media Services; and Information Technology Services (ITS)." The team found that ITS was not studied separately or measured against any single standard of performance in either this standard or in Standard Eight. It was, however, referenced in Standard Ten which stated that Information Technology Service Assessment Report was completed in February 1999. Aside from noting that the report's recommendations would be distributed and reviewed, no further specific action plans were delineated.

Conclusions:

The College has made considerable progress in its capacity to deliver information and learning resources, especially on the Phelan campus.

The staff of the Library and Learning Resources Center is encouraged to take a leadership role in the development of a plan for the integration of information literacy into the credit and non-credit instruction program of the College.

The team concurs with the need for increased technical staff support that was identified in the self-study. A significant roadblock to enhancing staff development opportunities is directly related to the lack of adequate technical support.

The College is encouraged to develop a cooperative and coordinated acquisition system for audio-visual equipment to ensure better utilization of equipment, to simplify the repair and maintenance process, and to take advantage of the cost opportunities of bulk purchasing.

Given the confusion as to whether or not there is adequate and committed funding, the team suggests that the College establish—and communicate—a consistent level of funding for information and learning resources, staffing resources and equipment.

Recommendation:

1. Given the level of human and fiscal resources and the importance to the institution of this unit, the team recommends that the College address Information Technology Services as an information resource agency under this standard in the next self-study. (Standard 6.1, 6.7)
Standard Seven
Faculty and Staff

Observations:

Team members reviewed and discussed the procedures for the selection of faculty and staff. While the procedures do not have a stipulated timeline, the Office of Human Resources works with each department to develop a time frame to ensure that the process is completed expeditiously. The College has designed a new process for the allocation of positions. For faculty, this applies to all new and replacement positions. For classified staff, the process identifies and allocates new positions. Areas are allowed to replace classified positions immediately. The College has been successful in increasing the diversity of its staff. Unfortunately, due to the lack of available data, the College has not updated its equity objectives although it regularly examines hiring pools to determine any adverse impact of stated qualifications.

Evaluation processes for faculty and staff are defined in their respective bargaining agreements and are conducted at regular intervals. However, the self-study also noted that “forty percent of the staff have temporary status and are not evaluated.” The team found that evaluations of temporary staff are done at the discretion of the area administrator. While some concern was also expressed to the team regarding delays in administrator evaluations, all expressed satisfaction that the process allowed for adequate input from all constituencies.

The College provides staff development opportunities throughout the year, including four days of flex. In addition, classified staff are encouraged to further their education by attending classes and are reimbursed through a provision in the latest collective bargaining agreement. Staff members expressed appreciation for the training workshops offered by Information Technology Services to enhance computer literacy and usage.

Some staff expressed concerns regarding collective bargaining issues which were difficult to address in the standard’s planning section. College officials have indicated, however, that they are working on improving the processes to ensure timely completion of the bargaining process.

The appraisal sections of this standard were well-written although they sometimes lacked detailed analyses. The self study stated, for example, that the Staff Development Committee used the Evaluation and Training Needs Survey to develop forums where staff plans and evaluates staff development programs. The team was unable to ascertain what these forums produced and how the evaluations were used in future planning.

The planning sections of this standard were also unevenly written. Specific plans to recruit new faculty were listed in one section. Plans in other sections appeared to be wish lists ranging from “exploring the need to increase funds for off-campus conference travel” to
encouraging "the District to contribute financially" (probably to professional development opportunities since this was the subset where the plans were listed.)

The College has made significant contributions in this area. The District has received statewide recognition for its accomplishments in faculty and staff diversity. It has also developed several training programs to assist faculty with their professional responsibilities. Before serving on a tenure review panel, all faculty must participate in standardized workshops which prepare them for their role as evaluator. The College also provides a training and mentorship program for department chairs. Recently revised handbooks for faculty and staff provide a central reference point for information and policies that impact them in their jobs.

Conclusion:

The team strongly suggests that the District establish a policy for the timely evaluation of temporary classified employees.

Recommendation:

1. The team recommends that the staff development needs of all categories of staff within the College community be addressed through appropriate needs assessment. (Standard 7.C1, 7.C2)

Standard Eight
Physical Resources

Observations:

Subordinate recommendations from the 1994 self-study relating to this standard include a recommendation that a College-wide inventory be made and that technology needs be examined and addressed by the Technology Review Committee. While the District has completed an inventory of the Library and Learning Resources equipment and of the instructional laboratories equipment, it has not completed a District-wide inventory and none is planned for at this time. Planning for new and replacement equipment needs is done through a request for proposal process which does not address technology needs through a Technology Review Committee process as recommended by the previous team.

The team validated that many of the facilities are old and need structural renovations/replacement, safety upgrades, HVAC (Heating, Ventilation, Air Conditioning) improvements, disabled student access improvements, seismic upgrades, and cosmetic improvements. The team also observed that the facilities were generally well-maintained and cared-for by staff and students. The team confirmed that the Phelan campus bungalows used for classroom space are a health and safety concern and need to be replaced with permanent facilities. The team validated that replacement of the bungalows are part of and prioritized
within the College's *Five Year Facilities Plan*. In addition, the team also observed that the *Facilities Plan*, funding, and sequence of capital projects with regard to the bungalows have not been widely communicated.

The team validated that the $50 million bond funds are being spent as planned. The technology infrastructure is being improved, two sites for the Chinatown/North Beach and Mission campuses have been purchased, and renovation is occurring.

The team noted that barrier removal, seismic upgrade, and hazardous material abatement projects are part of the facilities renovation plans and are scheduled to be partially or completely paid from College funds.

The team observed the same lack of sufficient physical resources identified in the self-study. Specifically, the team noted limited library resources at the Chinatown/North Beach campus, limited space for student services at the Mission and Chinatown/North Beach campuses, and significant disabled student access issues at the Alemany campus. Parking, which is a significant problem at the Phelan, Chinatown/North Beach, and Adams campuses, should be addressed in the College’s short-term and long-term plans. In contrast, the Evans campus appears to have abundant space for instruction, student services, parking, and student gatherings.

The team noted that some plans had been developed and approved subsequent to the development of the *Facilities Master Plan* but prior to the recent *Five Year Plan*. Some of these facility improvements are to be paid from external funds.

The standard’s descriptions, analyses, and planning components were clear and addressed important physical resource issues facing the College. The self-study identified problem areas and suggested plans for improvements and provided a good basis for addressing specific facilities needs. As noted in the previous accreditation report, the self-study related most of the facilities review to the Phelan campus. There are considerable needs at the other campuses and centers, especially the older ones.

**Conclusions:**

The age of many of the College’s buildings are a challenge to providing adequate instruction. Indeed, in the older buildings, disabled student access, HVAC and electrical issues pose significant problems. Elevators have been added or planned, but many areas remain inaccessible to the physically disabled. HVAC issues are a major concern in some of the older structures. The team visit occurred in winter and some of the rooms that housed the computer labs were still very warm. In summer, the rooms are apparently very hot.

Electrical service to some of the classrooms is inadequate and limits the opportunity to modernize some of the instructional space with newer equipment. The older facilities could use some paint, but this affirms the District’s conclusions that other facility needs such as health and safety, seismic improvements and disabled student concerns are of a higher priority than
cosmetic needs. Renovations and repairs would enhance the functionality and visual appeal of many of the older instructional areas.

The team also observed and confirmed that there are many more facility needs than can be covered by bond funds or the College's financial resources. The team suggests that this be addressed through the College's strategic planning process.

The team believes the College's decision to maintain decentralized campuses meets the needs of its diverse communities. Many of the facilities are old but they have charm and character that provide convenient and relevant instructional opportunities. These multiple locations, however, will be a continuous challenge to the District's finances.

The team commends the District for bringing the community and College together to provide services through planning and the acquisition of property to meet facilities needs, especially in the Chinatown/North Beach and Mission areas. The team notes that the new Chinatown/North Beach campus will be closer to Chinatown's business district as well as the financial district. It seems likely, therefore, that the new instructional facility may have to be planned to accommodate the needs of a more diverse student population. The new Mission campus should address the need for more space for students to gather and for adequate space for student services. In addition, as with all of its facilities, more faculty office space is needed.

The team suggests that the College review ways to improve communication regarding the status and funding sequence of the bungalows and other facilities projects of particular interest to impacted individuals and groups.

The team suggests that the College consider reconciling the priorities in its Facilities Master Plan with some of the newer facilities plans that have been developed and approved.

Although many of the specific needs of the other campuses are addressed in the Facilities Master Plan and the District's Five Year Facilities Plan submitted to the state, these needs could have been addressed more explicitly in the self-study.

Recommendations:

None.
Observations:

The team found the responses to this standard to be thorough and clear. They addressed the important issues facing the College and provided a sound basis for its planning efforts.

The team observed that the District established a Planning and Budgeting Council and a planning and budget model that are institutionalizing practices to link planning and budgeting. The budget development documentation clearly demonstrated that the College has made this a priority objective. The team confirmed that the various plans of the District, including the Facilities Master Plan, are linked to the College's Strategic Plan. In addition, the team observed that the College and its various campuses use the services of the Office of Research, Planning, and Grants to assess effectiveness and that this is an integral part of the budget planning and budget development process. Although the budget development model is still rather new, it appeared to be well-regarded by faculty and staff interviewed by the team and to provide appropriate opportunities for their participation in the development of financial plans and budgets.

The College has been successful in reversing the practice of deficit-spending and has a positive ending balance and reserves sufficient to keep it well within the reserve standards established by the state. Furthermore, the College has been successful in linking future salary improvements by formula to available new resources.

The team observed that the technology infrastructure is being improved and that the BANNER system is being used by all campuses. The BANNER system is being enhanced with new attributes to further improve its functionality. It is providing effective control mechanisms and reports that are being used throughout the College.

The team also observed that there were a number of audit findings that were repeated over a two-year period. The College is in the process of addressing these issues which the BANNER system is making easier to accomplish.

The team noted the College's aggressive plans for capital improvements and that these plans exceed the College's current resources even though it has been successful in obtaining $50 million in bond funds and enjoys a special sales tax income stream. The District is actively seeking additional resources to support its strategic plan initiatives. The chancellor is also an active advocate for a more favorable appropriation for non-credit students. The team affirmed that institutional fundraising would be helpful in addressing unmet facilities as well as programmatic needs. The team observed, however, that the College has not been as successful in obtaining state resources for barrier removal, hazardous materials abatement, and seismic
upgrades. The team noted that the District has used its resources in recent years to obtain new technology and establish new computer labs.

Conclusions:

The District's financial condition has improved significantly since it was placed on the state's watch list in 1997-98. It has reversed the practice of deficit spending and established an adequate reserve. In addition, it has linked wages to available resources via a formula, and has initiated the use of the Planning and Budgeting Council to examine and approve budget matters.

The team was impressed by the College's efforts to develop a responsive planning and budgeting process. Although this process is still being developed, the team noted a positive attitude among faculty, administration, and staff as to its efficacy. The financial stability of the College will depend on its ability to refine and institutionalize its budget model. The College is currently experiencing some difficulty in obtaining staff in a high cost-of-living area. Compensation needs, the decision to remain a multi-campus institution, and the aggressive Facility Master Plan will place considerable strains on the College's financial resources.

Recommendation:

1. The team recommends that the College explore all possible strategies for funding facilities, technology, and capital improvements. (Standard 9.A3)

Standard Ten
Governance and Administration

Observations:

The governing board of the City College of San Francisco is a diverse group of individuals who represent the city's major constituencies. They are public-minded, involved citizens who are experienced and knowledgeable about educational matters, especially those relating to the College. The Policy Manual was recently updated and revised with the assistance of in-house counsel. Both the board and the chancellor see this as an on-going and continuous process. Policies are also in place to provide for continuity in board membership and terms of office.

The chancellor was evaluated by the board in Fall 1999. This evaluation process was linked to the chancellor's goals and objectives and led to the board's plan to establish its own goals in the coming year. The current practice for evaluating the chancellor does not involve input from administrators, staff, or students. The board and the chancellor have indicated their support for expanding the process to include these constituencies.
The self-study accurately states that there is no formal, written evaluation process for the board. Board members have stated their willingness to formalize and publish their current self-evaluation process in the revised Policy Manual which now clearly defines the board’s duties, responsibilities, ethical conduct, structure and operating procedures. The board appears to act in a manner appropriate and consistent with these policies. All seven board members attended a meeting with team members. They were knowledgeable, informed, and engaged in the self-study process.

The chancellor has served the District since Fall 1998. He has taken a proactive role in defining and articulating the planning and budgeting processes and has brought new leadership and purpose to the strategic planning process. A Planning and Budgeting Council has been established to fully link College plans with resource allocation. The Board receives monthly updates on the District’s financial status. In recent years, a more appropriate reserve and ending balance have resulted in fiscal stability for the District.

The board and chancellor have restructured the administration of the College to provide for more effective and efficient leadership and management. There are now forty-five administrative positions at the College, including three vice chancellors: Academic Affairs, Administration and Finance, and Student Development.

The College is commended for establishing effective governance structures and systems which ensure the appropriate roles for the board, chancellor, administration, faculty, staff, and students. On the Phelan campus in particular, a governance and administrative environment has been created where all segments acknowledge and appreciate the participation and involvement of others. Collegial governance is practiced and welcomed as a positive force in the decision-making process.

The Board of Trustees adopted a collegial or “shared governance” policy in 1993 which clearly defined the structures of collegial governance as well as the roles of faculty, staff, and students in institutional governance. Despite a somewhat ambiguous role on “shared governance” committees, administrators are active participants in institutional governance and committees.

Both faculty and classified staff have well-organized and effective senates that provide input regarding institutional governance. For the Academic Senate, an unresolved issue is the lack of compensation for part-time faculty to serve on the Senate Executive Council and on other committees. For the Classified Senate, participation on College committees appears to be hampered by the lack of reassigned time. Another concern expressed to the team during interviews is the lack of involvement in the Classified Senate from staff at outlying campuses and centers.

The College has a clearly stated position on the full inclusion of students in institutional governance. In practice, however, students appear to be somewhat confused about the collegial governance process. They do not understand where and how decisions are made that
affect them. The team also found that committee meetings are scheduled and/or changed without regard to the student members' class or work schedules.

The standard is well-written, clear, and concise. It addressed all subsets in a forthright manner. The descriptions and analyses are generally thorough and clear. The planning agendas are appropriate but unclear as to whom and how these plans will move forward.

Conclusions:

The chancellor has played a key role in the planning process and in developing and empowering the leadership on the College. His “hands on” and team-building approach has fostered an atmosphere of optimism at the College.

The current student trustee is selected by the Associated Student Board rather than being elected by the student body at-large. This practice will be reviewed and revised in the future. The team suggests that a specific timeline be established for completion.

The team encourages the board to formalize its evaluation process in the Policy Manual. The team also encourages the board and chancellor to broaden the process for evaluating the chancellor to include administrators, classified staff and students.

The team encourages the College leadership to coordinate collegial governance committee meetings with student schedules and to notify the Associated Students Shared Governance Coordinator of all meetings and schedule changes.

The team suggests that efforts should be made to educate students on the decision-making process.

Recommendation:

1. The Team recommends that the College expand its collegial or “shared governance” processes to ensure participation and representation from all campuses and centers (Standard 10.B6, 10.B9, 10.B10)